



GUAHAN ACADEMY CHARTER SCHOOL

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Board Liaison

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VISION STATEMENT

Students will become respectful,
responsible and resourceful.

Expected Schoolwide Learning Results

GACS STUDENTS WILL BE:

Goal Oriented
Active Communicators and
Critical Thinkers who
Strive for Lifelong Success

October 22, 2019

To: Guam Academy Charter Schools Council
I Liheslaturan Guahån
I Maga'Hågan Guahån

From: Guahån Academy Charter School
Fe Valencia-Ovalles, Chairwoman

The Board of Trustees, Chief Academic Officer, Deans, faculty and staff are pleased to present Guahan Academy Charter School's (GACS) Annual Report for SY18-19.

The Annual Report is in compliance of 17GCA, Education, Chapter 12 Guam Academy Charter School Act 2009, Section 12107. Duties and Power, and Other Requirements of Charter Schools.

We've responded to all items requested. We are submitting Financial Audit for SY17-18 that was completed on April 14, 2019. The Financial Audit for SY 18-19 has not been conducted. A RFP for a new audit was announced but no applicants responded on the due date on October 2, 2019. So because of this, the deadline has been extended to Nov. 8, 2019. As soon as a respondent is selected and the audit is completed, a copy of the report will be submitted.

Item #2 on student performance on district-wide assessments for SY17-18 is attached. A new RFP was put out for an independent evaluator to conduct an evaluation of SY18-19.

Should you have any questions regarding the report, please feel free to contact Dr. Judith Won Pat, Chief Academic Officer at 979-1065.

Respectfully submitted,

Fe Valencia-Ovalles
Chairwoman
Cc: Council Members
GACS Board of Trustees
GACS Administrators

352419-1179
Speaker Tina Rose Muña Barnes

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GUAHAN ACADEMY CHARTER SCHOOL

Mission

At Guahan Academy Charter School:

Our mission is to empower our students with proven educational practices and social supports to be productive citizens in the community.

Vision

Students will become respectful, responsible and resourceful.

Philosophy

At GACS, we believe that each student can learn and become productive citizens when given resources that support and promote lifelong learning to attain academic and social successes.

We understand that learning is an evolving concept. Therefore, given the tools of effective research-based practices, students are offered opportunities to challenge themselves will take ownership of their learning.

Goal

It is our goal to design and implement an academic program that meets the needs of a wide range of learners, including academically accelerated students as well as those who are at risk of academic failure (that is, exceptional learners, children who are homeless, English Language Learners, etc.).

We will create a learning environment where diversity is celebrated through the studying of various cultures and civilizations, their art, music, customs and spiritual belief systems.

Schoolwide Learner Outcomes

GACS STUDENTS WILL BE:

Goal Oriented
Active Communicators and
Critical Thinkers Who
Strive for Lifelong Success

Annual Report

Charter Law: Section §12107

(n) An Academy Charter School shall submit an annual report no later than thirty (30) days after the end of the fiscal year to the Council, I Liheslaturan Guahan and I Maga' hågan Guahan. The Academy Charter School shall permit the public to review any such report upon request. A report shall include the following data:

- (1) a report on the extent to which the school is meeting its mission and goals as stated in the petition for the Academy Charter School;
- (2) student performance on any district-wide assessments;
- (3) grade advancement for students enrolled in the Academy Charter School;
- (4) graduation rates, college admission test scores, and college admission rates, if applicable;
- (5) types and amounts of parental involvement;
- (6) official student enrollment;
- (7) average daily attendance;
- (8) annual financial audit and subsequent fiscal year annual financial audits, a financial statement audited by the Public Auditor;
- (9) a report on school staff indicating the qualifications and responsibilities of such staff; and
- (10) a list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding Five Hundred Dollars (\$500) during the year that is the subject of the report.
- (11) Data described in items (1) through (8) of this Subsection shall not identify the individuals to whom the data pertain.

(1) A report on the extent to which the school is meeting its mission and goals as stated in the petition for the Academy Charter School;

The curricula at the elementary, middle, and high school levels align to the Common Core State Standards, the National Social Studies Standards, and the Next Generation Science Standards. Direct Instruction methodologies are applied across subject areas with absolute procedures for delivery assessment and tracking of student acquisition of skills and pacing in Reading, language Arts, and Math. Considering the challenges of addressing all standards across grade levels, the faculty is constantly engaged in determining priorities for refinement and tailoring of professional development/trainings in specific areas of needed improvement.

The curriculum beyond the four major academic subjects (English-Language Arts, Mathematics, Social Studies, and Science) is focusing on the interests of the students, the talents of the various members of the GACS faculty and staff, and the availability of resources in the school and in the Island community. At all levels, students are provided opportunities to explore and develop interests in the Visual and Performing Arts, Music, and Chamorro.

Elementary

Reading Instruction: Reading Mastery, Signature Edition, levels K-V provides the core of the reading program. This program effectively combines some techniques from the various reading methodologies (phonics, whole-word, linguistics, etc.), but employs them in their most efficacious manner, as identified through the research.

Consistent with the findings of research studies, the first two levels of the Reading Mastery program have as their primary focus the teaching of phonetic elements and a strategy for applying this knowledge to decode words. Accurate and fluent decoding is facilitated by continuous reinforcement of skills, mastery tests and individual fluency timings. However, for those words that are not phonetically regular, Reading Mastery simply teaches them by whole-word methodology. Vocabulary for story reading is highly controlled and limited to those phonetic elements or irregular words previously taught. Therefore, comprehension initially emerges as a result of being able to accurately and fluently decode.

Middle School

Guahan Academy Charter School continues to honor its commitment to ensure that students' progress are at mastery levels and are working towards college and career readiness at the middle school level. The framework for determining students' proficiency will be the attention to the Common Core State Standards, the Next Generation Science Standards, and the National Social Studies Standards.

For those students whose skills are below grade level in the middle school, classes will continue to use the Direct Instruction Reading Mastery, Corrective Reading, Reasoning and Writing, and Connecting Math Concepts instructional programs. As GACS progresses through its 6th year of operation, the number of middle school students requiring remediation will decline as students will enter the 6th through 8th grades with appropriate grade level skills.

High School

As GACS students progress to the high school, or when new high school students are admitted, their skill levels in reading, writing, and mathematics will be assessed to determine appropriate placement. All students will also be enrolled in other high school courses depending on their interests and their backgrounds in various subjects.

On-Line High School Program - Edgenuity

Edgenuity, formerly known as Education 2020, is a popular and flexible online distance learning program for students in 6th through 12th grade. Edgenuity has been around since 1998, and has grown in popularity across the nation, being used in all fifty states in over 12,000 school sites by early 2012.

A great aspect of Edgenuity is the adaptability of the courses themselves. These are built in options that allow teachers to modify courses to meet the educational needs of individual students, including those with IEPs and gifted students.

+ High School Graduation Requirements:

Students seeking to graduate from Guahan Academy Charter School must obtain no less than 24 credits in specific subject areas as well as provide 75 documented and approved hours of "service learning." All courses can only be applied to ONE area. See below:

SUBJECT	REQ. CREDITS	SUBJECT	REQ. CREDITS
English/Language Arts	4	Fine Arts	1
Math *Algebra Required	4	Chamorro Language/Culture	2
Social Studies	2	Science	3
History of Guam	1	Elective/Career Prep. Courses	6
Health	1	Physical Education	1

NOTE: Guam Charter Law requires the articulation and acceptance of credits to and from GDOE High Schools

At Guahan Academy, we aim at mastery and competency advancement of all students. Each course grade and credit earned is awarded based on the traditional school calendar on a per-semester basis (0.5 credits). Final grades are comprised on tests, quizzes, participation, independent work or assignments, and a final exam.

(2) student performance on any district-wide assessments (Battery of Assessments)

Battery of Assessments

BOEHM- The Boehm Test of Basic Concepts-3 (Boehm-3) was designed to assess young children's understanding of basic relational concepts important for language and cognitive development, as well as success in school across all learning areas. The major purpose of each level of the test is to identify gaps in learning to guide instruction and intervention during a child's schooling toward success.

DIBELS-DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a series of short tests that assess early childhood (K-6) literacy.

It is a set of procedures and measures for assessing the acquisition of a set of K-6 literacy skills, such as phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. The theory behind DIBELS is that giving primary school students a number of quick tests, educators will have the data to identify students who need additional assistance and to monitor the effectiveness of intervention strategies.

WRAT4 -The Wide Range Achievement Test 4 (WRAT4) is an achievement test which measures an individual's ability to read words, comprehend sentences, spell, and compute solutions to math problems.

ACT/ASPIRE- ACT Aspire includes both summative and periodic (interim and classroom) assessments. ACT Aspire periodic assessments are designed to measure regular, ongoing student progress. The summative and periodic assessments can be used as stand-alone programs, or they can be used in conjunction with one another.

ACT Aspire Summative Assessment scores reflect the knowledge and skills students develop over time-across grades and link these results to readiness for college and career, providing an evolving picture of student growth.

ACT Aspire Periodic Assessments (classroom and interim) are designed to measure student understanding of the concepts and skills outlined in the ACT College and Career Readiness Standards. Periodic assessments help measure shorter-term student progress-providing supporting data for a more targeted and responsive program of instruction.

SBA- Standards-based assessment is an assessment that relies on the evaluation of student understanding with respect to agreed-upon standards, also known as "outcomes". The standards set the criteria for the successful demonstration of the understanding of a concept or skill. The purpose of standards-based assessment[5] is to connect evidence of learning to learning outcomes (the standards). When standards are explicit and clear, the learner becomes aware of his/her achievement with reference to the standards, and the teacher may use assessment data to give meaningful feedback to students about this progress. The awareness of one's own learning allows students to point to a specific standard of achievement and so strengthens self-regulation and meta-cognition, two skills generally understood to be effective learning strategies.

SHORT/ INTERMEDIATE OUTCOMES –

- Provide teachers with data on students and grade level performance to determine instructional/curricular modifications for early childhood grades
- Provide Charter Schools Council with data
- feed-back for legislative reporting
- A plan and protocol is established for GACS continued annual assessment of progress
- Provide Board of Trustees with data to help with decision making
- Teachers receive targeted, grade-specific instructional recommendations
- Allocation of budget resources supported by student data

LONG-TERM OUTCOMES-

- Improved monitoring of student progress that leads to student success in school
- Efficient allocation of budget resources
- An informed community on effectiveness of charter schools

GACS LOGIC MODEL

A logic model designed by the Independent Evaluator depicts the direction GACS is moving in student assessment that goes beyond the GDOE requirement. Anyone who comes into the organization can review it and get clarity on GACS' assessments" purpose.

District wide assessment/standardized testing is conducted annually for all grades levels from First Grade to High School Senior. Kindergarten and some students with moderate to severe disabilities are exempt from the standardized tests. The results of the standardized tests are used to see individual student growth/progress, as well as to compare the progression rate of our students to local and national averages. Results of the standardized tests will be reviewed to help our educational team pin-point weaker areas and make adjustments to our educational program as needed. Parents are provided a copy of their child's individual test results. Results of student achievement and progress will be posted on our school website for community review. They are also submitted to the local charter school council and must be made accessible to community members who request to review the result summary. At the end of the current school year, GACS administers the SAT 10 as well as the ACT ASPIRE which will be used to compare student achievement to the Guam DOE schools.

Students With Disabilities - Because Guahan Academy Charter School is open to all students without regard to race, socioeconomic status, national origin or disabilities, students already identified as having a disability prior to entering the charter school will always be a part of the makeup of the student population. The charter school currently has enrolled students with IEPs and the school immediately initiated the process to provide the required services as outlined in the IEPs. A Memorandum of Understanding (MOU) was developed between the Guahan Academy Charter School and the Guam Department of Education regarding the provision of Special Education Services to all identified students. Reportedly, this MOU is under review of the USDOE Office of Special Education Program (OSEP).

Students who are identified as having a disability are provided Special Education services in accordance with the Individuals with Disabilities Education Act (IDEA) and its regulations. All procedural safeguards are also implemented in compliance with IDEA regulations.

The Final Assessment Report for Academic Year 2017-2018 is attached.

GACS Test Summary

SY 2017-2018

TOTAL TESTED ON WRAT-4: 824

<ul style="list-style-type: none"> • Kindergarten 59 • 1st Grade 83 • 2nd Grade 90 • 3rd Grade 92 • 4th Grade 89 • 5th Grade 72 	<ul style="list-style-type: none"> • 6th Grade 86 • 7th Grade 79 • 8th Grade 51 • 9th Grade 41 • 10th Grade 30 • 11th Grade 24 • 12th Grade 28
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KINDERGARTEN				
WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	61%	Kindergarten does not take this test	61%	76%

1 st Grade				
WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	41%	22%	61%	76%

2 nd Grade				
WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	43%	34%	57%	54%

3 rd Grade				
WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	64%	48%	73%	59%

4 th Grade				
WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	54%	40%	74%	60%

5 th Grade				
WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	46%	36%	64%	50%

6 th Grade				
WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	49%	35%	60%	32%

7 th Grade				
WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	52%	36%	67%	48%

8 th Grade				
WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	65%	41%	78%	31%

9th Grade

WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	24%	17%	66%	17%

10th Grade

WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	43%	17%	66%	43%

11th Grade

WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	17%	3%	47%	3%

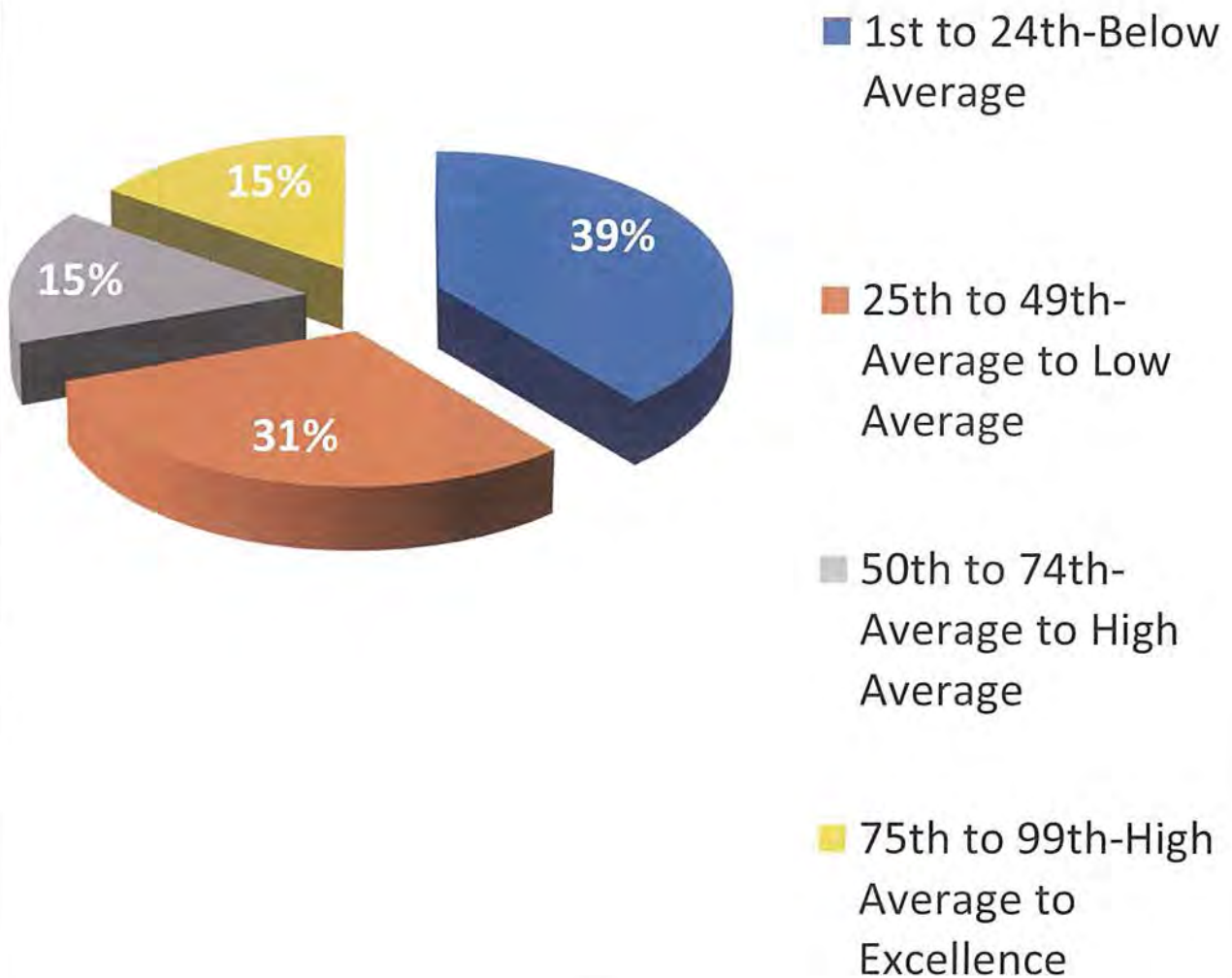
12th Grade

WRAT-4	Word Reading	Sentence Comprehension	Spelling	Math Computation
Score	39%	25%	71%	14%

DIBELS

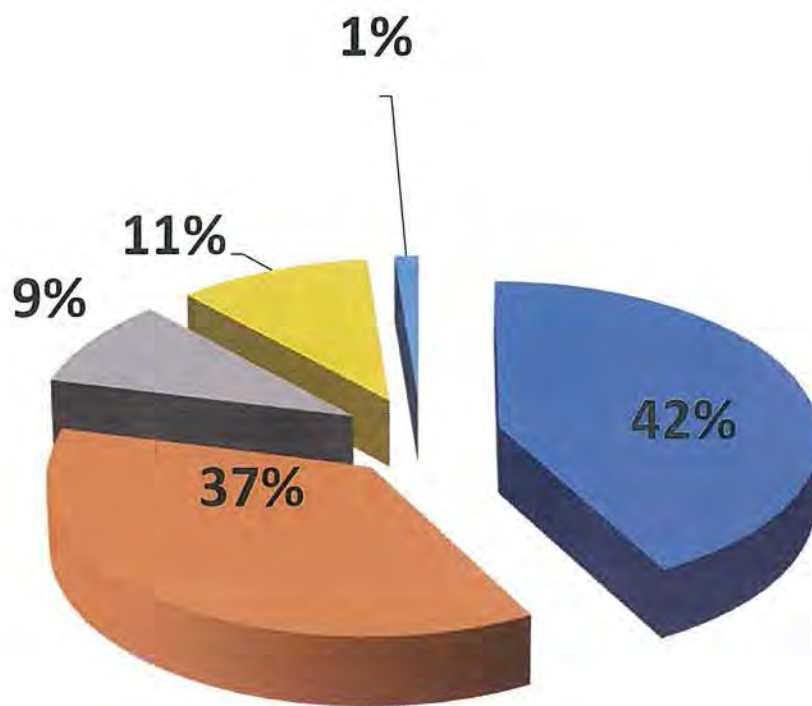
Grade Level	Beginning	Midpoint	Final
Kindergarten	<i>Learning letters and sounds</i>	22 Nonsense Word Fluency (NWF)	50 Nonsense Word Fluency (NWF)
1 st Grade	<i>No Baseline</i>	26 Words Per Minute (WPM)	46 Words Per Minute (WPM)
2 nd Grade	42 WPM	56 WPM	78 WPM
3 rd Grade	88 WPM	85 WPM	103 WPM
4 th Grade	93 WPM	120 WPM	127 WPM
5 th Grade	108 WPM	114 WPM	123 WPM
6 th Grade	119 WPM	129 WPM	116 WPM

BOEHM-3 Kindergarten N=59



Percentage of Students by Percentile Ranks

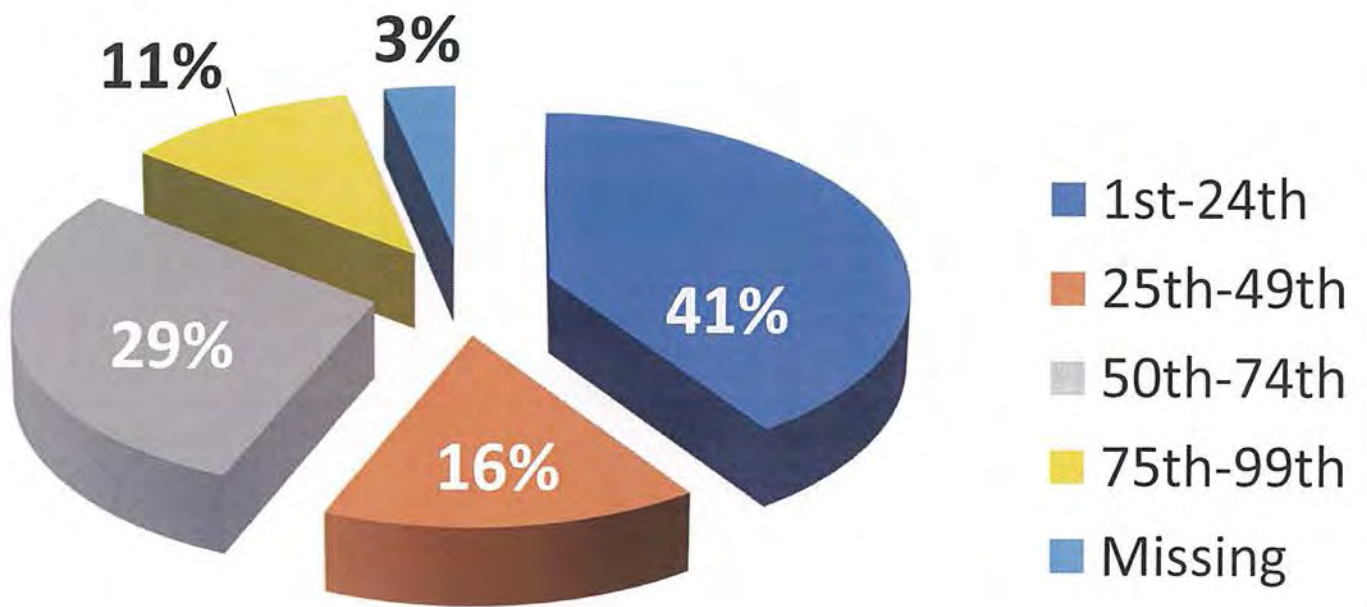
BOEHM-3 1st Grade N=76



- 1st-24th Percentile-Below Average
- 25th-49th Percentile-Average to Low Average
- 50th-74th Percentile-Average to High Average
- 75th to 99th Percentile-High Average to Superior
- Missing

BOEHM-3

2nd Grade N=89



How can decisions be informed based upon grade level subject proficiencies?

GUAHAN ACADEMY CHARTER SCHOOL



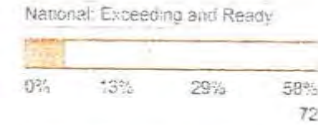
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Grade 3



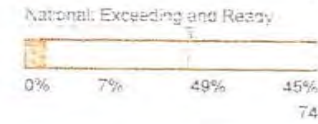
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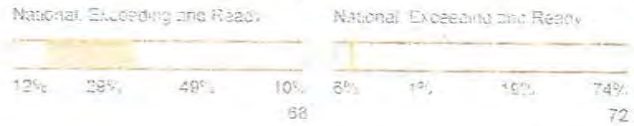
Grade 4



No Students Tested



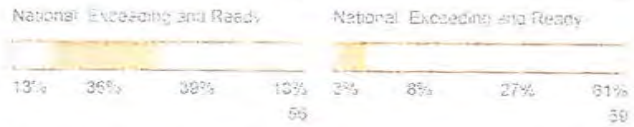
Grade 5



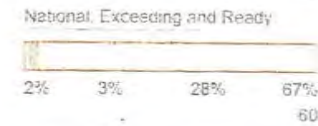
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Grade 6



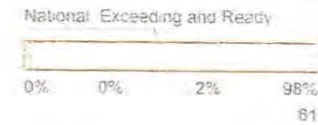
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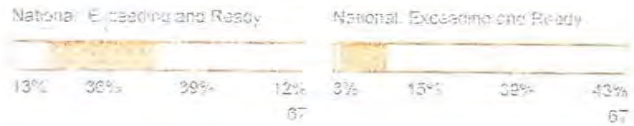
Grade 7



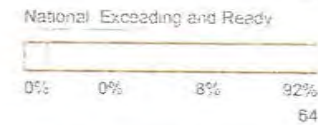
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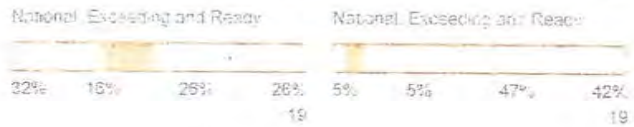
Grade 8



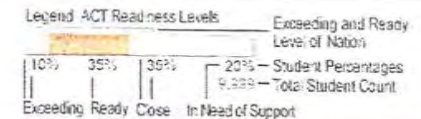
No Students Tested

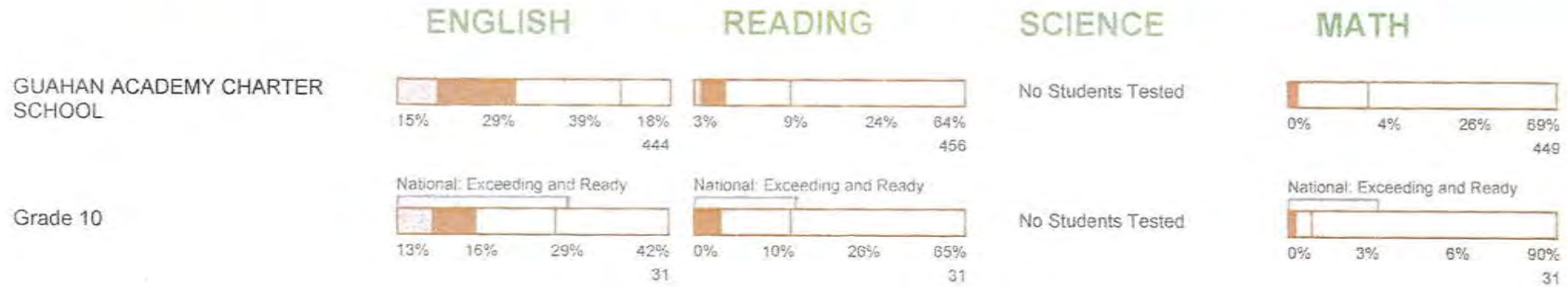


Grade 9



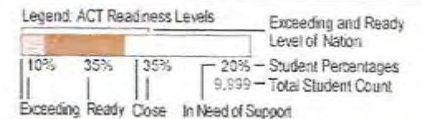
No Students Tested





SUBJECT FOCUS Better proficiency in math may improve scores.

ACT Aspire Mathematics Assessments assess students' ability to solve problems, explain and justify, and model with the mathematics up through the given grade.





The Final Assessment Report for AY 2017-2018 summarizes GACS assessment test results from the 2017-2018 school year. The report has 3 parts: (1) Grade Level performance-which gives each grade level's overall aggregate performance on the assessment instruments administered, (2) Cohort Analysis-that observes the academic performance of students who have maintained enrollment since 2014-2015, and (3) Correlational and Comparative Studies-where GACS performance is correlated with the district-wide assessment and comparisons made with GDOE performance by grade level. The assessments given to GACS students include: (1) ACT/Aspire and Standards Based Assessment tests-district-wide required assessments, (2) Boehm Test Of Basic Concepts 3, (3) the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) , (4) the Wide Range Achievement Test-4.

**FINAL
ASSESSMENT
REPORT
FOR
ACADEMIC YEAR
2017-2018**

Submitted June 4, 2019

Prepared by
Velma A. Sablan, Ph.D.
Independent Evaluator

Please direct any questions to:
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MESSAGE TO GACS

Dear Members of the Board of Trustee, Administrative Staff, and Faculty,

This is the 4th year I've served as the Independent Evaluator for GACS and each year I learn more about the academic development of our Pacific island students each year, this year was no exception. While I have "met" the GACS students primarily through their assessments, I have come to appreciate the progress they make at each assessment cycle. The continuous study of GACS students, particularly in the cohort studies, has been an enlightening experience for me both personally as a mother and grandmother and professionally as a college professor. The cohort analysis has provided deeper insight on the effectiveness of Direct Instruction for our students.

This Final Report provides grade-level performance of students enrolled in GACS in Academic Year 2017-2018. While the Preliminary Report of Nov. 30, 2018 provided individual student reports on all students enrolled and tested in 2017-2018 school year, the Final Report provides the aggregate grade-level analysis of students enrolled in GACS in 2017-2018, it includes the cohort analysis which began with test data from GACS students in 2014-2015, maintained enrollment and are now in the 4th year of monitoring. It also includes the baseline data on the new cohorts of Kindergarten students beginning in 2015-2016 and forward. Part 1 of the final report begins with the analysis of grade level performance from Kindergarten to 12th grade. Part 2 provides the cohort data analysis beginning with an overview of the cohorts and their performance over the 4 year period. Part 3 of the final report observes correlations between the ACT/Aspire and the WRAT-4 tests to monitor validity and reliability of assessment instruments. Part 3 presents recommendations targeted for the 2019-2020 school year due to the late submission of assessment information of this report for 2017-2018 data and the upcoming 2018-2019 data now available at this writing (end of the 2018-2019 school year).

As with all educational assessment activities, assessment data should drive sound decision-making at all levels in education. The data reports provide an opportunity to measure how well GACS students are academically achieving at each grade level using both norm-referenced (Boehm 3 and WRAT-4) and criterion-referenced assessment instruments (ACT/Aspire, SBA, DIBELS) to meet both instructional and legal requirements for individual student to district-wide assessment needs.

I wish to acknowledge the dedication and steadfastness of the core individuals who have weathered the last 5 years and continue to weather the worst of storms in the media surrounding GACS, and the best of times as GACS students continue to achieve and learn more about OUR children. I want to acknowledge the passing of Trustee Victor Perez, not only a model professional but a long-time friend to many, may you rest in peace my brother, thank you for all you've tried to do to improve student outcomes in our Guam students. Once again, thank you to the GACS Board of Trustees, the Administration, Faculty and every student enrolled at GACS for once again allowing me to be part of the academic experience.

Velma A. Sablan, Ph.D.
Independent Evaluator

INTRODUCTION PURPOSE OF THE FINAL ASSESSMENT REPORT

The purpose of the GACS Final Report is to meet the requirements of Guam P.L. 29-140. Guam Academy Charter Schools Act of 2009, which outlines the purpose of the *Guam Academy Charter School Act of 2009, Section 12102: (f) ...hold the schools established under this Chapter accountable for meeting measurable student educational standards.* Then, reiterated in *Section 12112: (a) (4)...shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such Academy Charter School.*

In Academic Year 2015-2016, the GACS Board of Trustees approved the GACS Logic Model which depicts both the short and long term outcomes of the assessment process (see Table 1 below).

Table 1. GACS Logic Model

GACS Approved Logic Model-2015-2016				
INPUTS	STRATEGIES/ACTIVITIES	OUTPUTS	SHORT/INTERMEDIATE OUTCOMES	LONG-TERM OUTCOMES
<u>GDOE Required Assessments</u> SBA (K-2 nd) ACT/Aspire (3 rd to 10 th) SBA (11 th -12 th) <u>GACS Alternate Assessments</u> Boehms 3 DIBELS WRAT-4 SAT10-select grades <u>Independent Evaluator Contract</u> <u>Teacher & Admin Meetings</u> <u>Board & Retreat Meetings</u>	<ul style="list-style-type: none"> • Data gathered by teachers and school administrators • Data analyzed by Independent Evaluator • Reports are generated and shared with GACS Board, Faculty, Parents, and Community • Professional Development • Board to Trustees Meetings 	<ul style="list-style-type: none"> • Assessment Report for Teachers to insure assessment informs instruction. • Assessment Preliminary Reports for Board review • Report for Charter School Council • Final Report for public dissemination 	Provide teachers with data on students and grade level performance to determine instructional/curricular modifications for all grades Provide Charter Schools Council with data feedback for legislative reporting An articulated plan and protocol to establish GACS continued annual assessment of school/student progress Provide Board to Trustees with data to help with decision making Teachers receive targeted, grade-specific instructional recommendations Allocation of budget resources supported by student data	Improved monitoring of student progress that leads to students success in school Efficient allocation of budget resources An informed community on effectiveness of charter schools

The Logic Model describes the input resources, strategies, and activities which lead to clearly articulated short and long term outcomes. As an update, it should be noted that in the INPUT column, the implementation of specific SAT10 subtests has not taken place as of this writing but is still being considered for inclusion.

In Table 2 below a brief historical overview of the alternate assessment tools used when GACS first started collecting assessment data in AY 2014-2015 to the current listing of assessment tools. This overview gives insight to the changes made to the assessment battery over the last 4 years. As Guam Department of Education (GDOE) made changes in the district-wide assessments from the Stanford Achievement Tests-10, to the ACT/Aspire and Standards-Based Assessments (SBA) tools, GACS also made changes to its alternate assessments which were more cost effective and improved instructional needs within GACS classrooms.

Table 2. History of GACS Assessment Tools 2013 to 2016

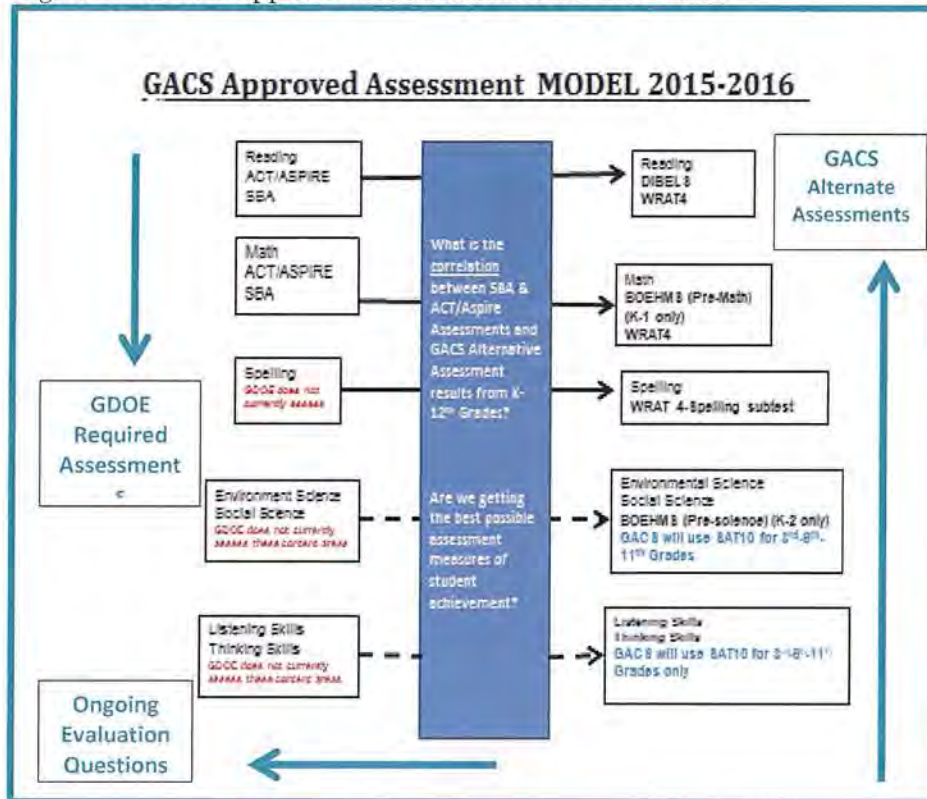
History of the GACS Assessment Tools		
Instruments listed in the Charter School Proposal Document	Assessment Administered to Students in 2014-2015	Approved List of GACS Assessments 2015-2016
1. Student portfolios	1. The BOEHMS Test of Basic Concepts,	1. The BOEHMS Test of Basic Skills 3
2. Multilevel Academic Survey Test (MAST)	2. Wechsler Fundamentals: Academic Skills (WFAS: Mathematics),	2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
3. Stanford 10 (SAT10)	3. Wechsler Fundamentals: Academic Skills (WFAS: Word List)	3. Wide Range Achievement Test (WRAT4)
4. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	4. Multi-level Academic Survey (MAST) Reading	4. GDOE- ACT/Aspire Test
5. Individual Growth and Development Indicators (IGDI)	5. Multi-level Academic Survey (MAST) Mathematics	5. GDOE-Standards-Based Assessments Test
6. Harter Scale of Academic Self-Concept	6. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	6. <i>Stanford Achievement Test (SAT10 for 3rd-6th-11th Grade) in 2016-2017</i>
	7. GDOE-SAT10 Test	

Item #6 on the approved list of GACS alternate assessments, it was anticipated that GACS would continue to use of the SAT-10 for 3rd, 6th, and 11th grades only, as the ACT/Aspire and SBA tests do

not include subtests that specifically assess: (1) Spelling, (2) Science, (3) Social Studies, (4) Listening Skills, and (5) Thinking Skills which are assessed by the SAT-10. Item #6 has not yet been implemented by GACS due to budgetary issues and information that GDOE will be including the ACT/Aspire, Science subtest.

The GACS Assessment Model, approved in SY 2015-2016 (see Figure 1 below) depicts the key assessment questions which guide both the district-wide and alternate assessment batteries administered to students enrolled in GACS. The model shows the 2 key ongoing questions in the blue box below, with the GDOE assessment tools to the left and the GACS alternate assessments to the right of the blue box.

Figure 1. GACS Approved Assessment Model 2015-2016



While the ACT/Aspire aims to assess college preparation or vocational aptitude, the GACS assessment battery asks 3 basic questions: Are students learning to read? Are students learning to spell and write? Are students able of to do mathematical calculations? These essential basic skills form the foundation for all learning and GACS monitors progress closely for all enrolled students

to meet GACS mission statement: “...to empower our students with proven educational practices and social support to be productive citizens in the community.”

Lastly, to continually observe GACS progress, GACS monitors cohorts of students who have consistently enrolled in GACS over the last 4 years. Cohorts were baselined in AY 2014-2015 and depicted in Table 3. Table 3 provides an overview of the cohort framework and is covered in detail in Part 2 of the report.

Table 3. GACS 5-Year Longitudinal Framework for Monitoring Cohort Progress

Cohort	Total Enrolled*	2014-2015**	2015-2016	2016-2017	2017-2018	2018-2019
A	80	YEAR 1 BASELINED	Year 2	Year 3	Year 4	Year 5
		<u>Kindergarten</u> N=70	1 st	2 nd	3 rd	4 th
B	77	<u>1st Grade</u> N=70	2 nd	3 rd	4 th	5 th
C	63	<u>2nd Grade</u> N=57	3 rd	4 th	5 th	6 th
D	49	<u>3rd Grade</u> N=47	4 th	5 th	6 th	7 th
E	52	<u>4th Grade</u> N=48	5 th	6 th	7 th	8 th
F	47	<u>5th Grade</u> N=42	6 th	7 th	8 th	9 th
G	51	<u>6th Grade</u> N=42	7 th	8 th	9 th	10 th
H	54	<u>7th Grade</u> N=49	8 th	9 th	10 th	11 th
I	47	<u>8th Grade</u> N=40	9 th	10 th	11 th	12 th Cohort I Graduates
J	38	<u>9th Grade</u> N=32	10 th	11 th	12 th Cohort J Graduates N=32	
K	Literacy Academy 42	<u>10th Grade</u> N=15	11 th	12 th Cohort K Graduates N=4		
L		<u>11th Grade</u> N=4	12 th Cohort L Graduates N=2			
M		<u>12th Grade</u> 1 student enrolled				
N			K	1 st	2 nd	3 rd -pending
O				K	1 st	2 nd -pending

P		K	1st-pending
Q	<i>CURRENT ACADEMIC YEAR</i>		<i>K-pending</i>

PART 1
ANALYSIS OF GRADE LEVEL
PERFORMANCE
Kindergarten to 12th Grade

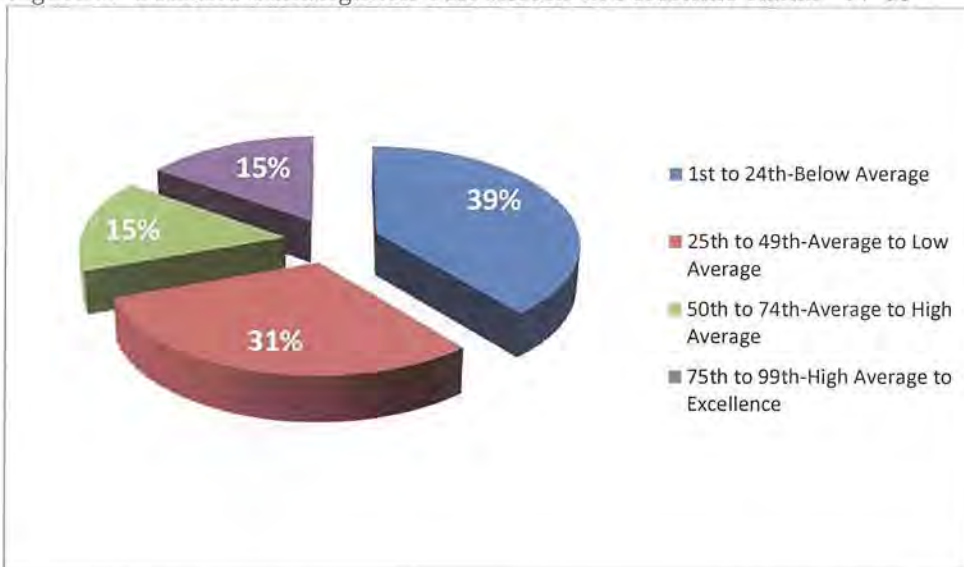
Kindergarten N=59

Tests Administered: Boehm-3, DIBELS, & WRAT-4

Each year GACS enrolls Kindergarten students, creating a new cohort to monitor. The current 2018-2019 Kindergarten Class is called **COHORT P** with a total enrollment of 59 Kindergarten students composing the new cohort. There are 3 tests administered to the Kindergarten students at the end of their first year at GACS: (1) Boehm-3 Test of Basic Concepts, (2) Dynamic Indicators of Beginning Literacy Skills (DIBELS), (3) The Wide Range Achievement Test-4. GDOE does not assess Kindergarten students with any district-wide assessment instrument, so no comparisons or correlations can be made.

Kindergarten-Boehm-3

Figure 2. Boehm-3 Kindergarten Test Results in Percentile Ranks N=59



By the end of their Kindergarten year, 30% of students are at the 50th (Average) to 99th (Excellence) percentile rank in concept development and prepared to handle the demands of math and science learning in 1st grade. 30% (Average to Low Average) are in need of further stimulation and strengthening in key concept development. 39% of the group are at the 25th percentile and below indicating below average development in understanding basic concepts in pre-math, pre-science, and in understanding instructional directions from a teacher, by the end of their Kindergarten year.

With many of the GACS student coming from a bilingual or, in some cases, tri-lingual home, the need for focused instruction on key concept development in English, which lays the foundation for later comprehension in math and science, is essential.

Kindergarten-DIBELS

With Kindergarten DIBELS, students are baselined during the first part of the year, in their ability to name letters within a 1 minute time period. By the middle of the academic year, Kindergarten student are learning letter sounds and the skill of sound blending to form nonsense words. In the middle of the years, the student’s ability to blend sounds into nonsense words is tested. By the middle of the year, the number of nonsense words the student can blend within a 1 minute period, is measured. By the end of the academic year, a 2nd measure in blending nonsense words within a 1 minute timeframe is measured and compared to middle year performance.

The ability to name letter names, learn letter sounds and the skill in blending letter sounds in nonsense words, are skills emphasized at the Kindergarten level.

In the beginning of the year, Kindergarten students could name letters with as many as 98 letters per minute to a low of 2 letters per minute, and an average of 47.74 or 48 letters per minutes for all Kindergarten students. To compare each student’s performance against the average for the group, a standard deviation was calculated at SD=22, to show the wide variation of skills among Kindergarten students at the beginning of the school year. Figure 2 shows the spread of letter naming skills across the 59 new Kindergarten students at the beginning of the year.

Figure 3. Kindergarten DIBELS Number of Letters Named-Beginning N=59

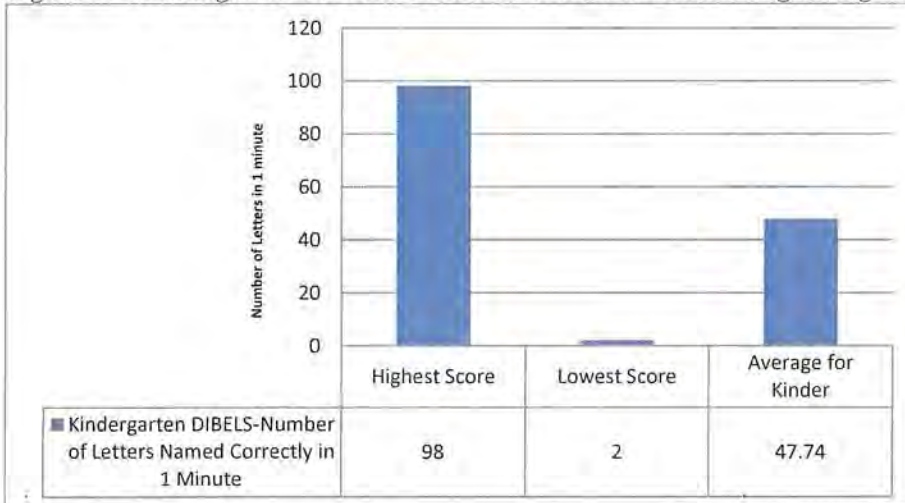
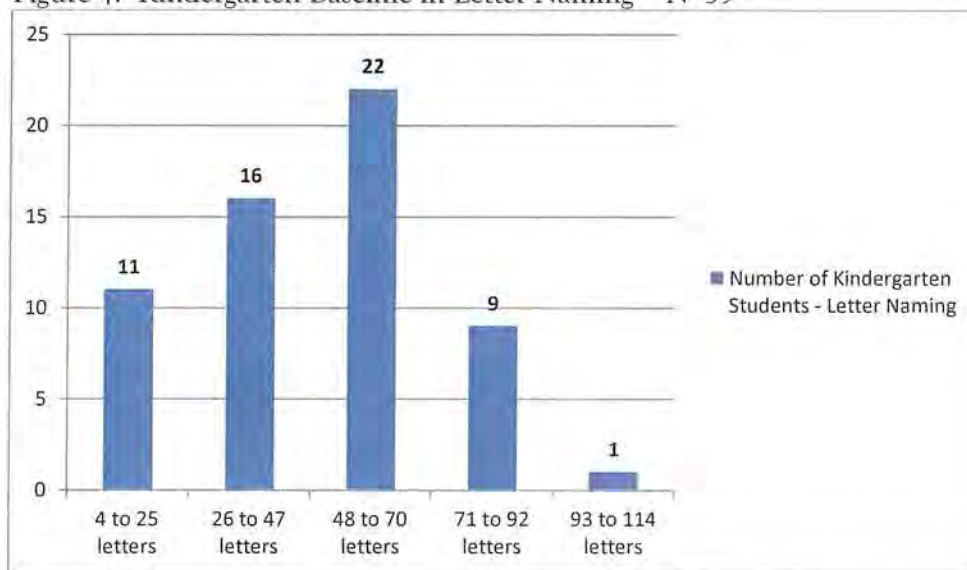
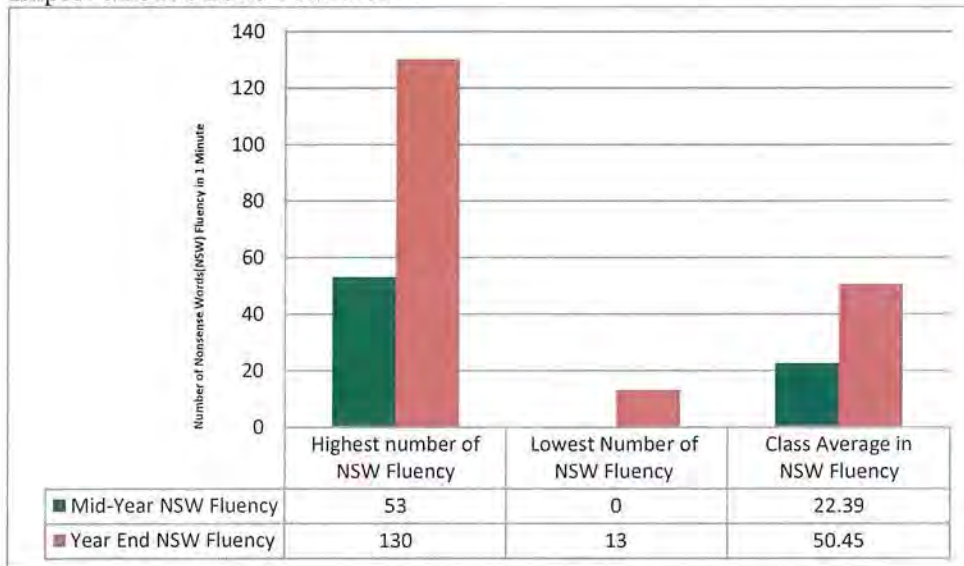


Figure 4. Kindergarten Baseline in Letter Naming N=59



As can be seen in Figure 4 entering Kindergarten students to GACS arrive with a wide range of ability levels in naming the letters of the alphabet. 32 students or 54% can name between 48 to 96 letters of the alphabet in a 1 minute time frame, with 27 students or 46% naming between 4 to 47 letters within a 1 minute time frame. Why is letter naming important? It is a pre-requisite skill for learning letter sounds to decode words in learning how to read. The 11 students who are able to name between 4 to 25 letters in a 1 minute timeframe will need more support and reinforcement in learning the alphabet and in recognizing letters within a 1 minute time frame. While the 11 students at the lowest scores is significant, it is also noteworthy that all GACS Kindergarten students have some letter naming skills upon entry to Kindergarten, with some students significantly exceeding the average performance of 47 letters per minute, the highest score at 98 letters per minute.

Figure 5. Kindergarten DIBELS: Nonsense Word Fluency (NSW) Fluency Improvement Mid-to Year End

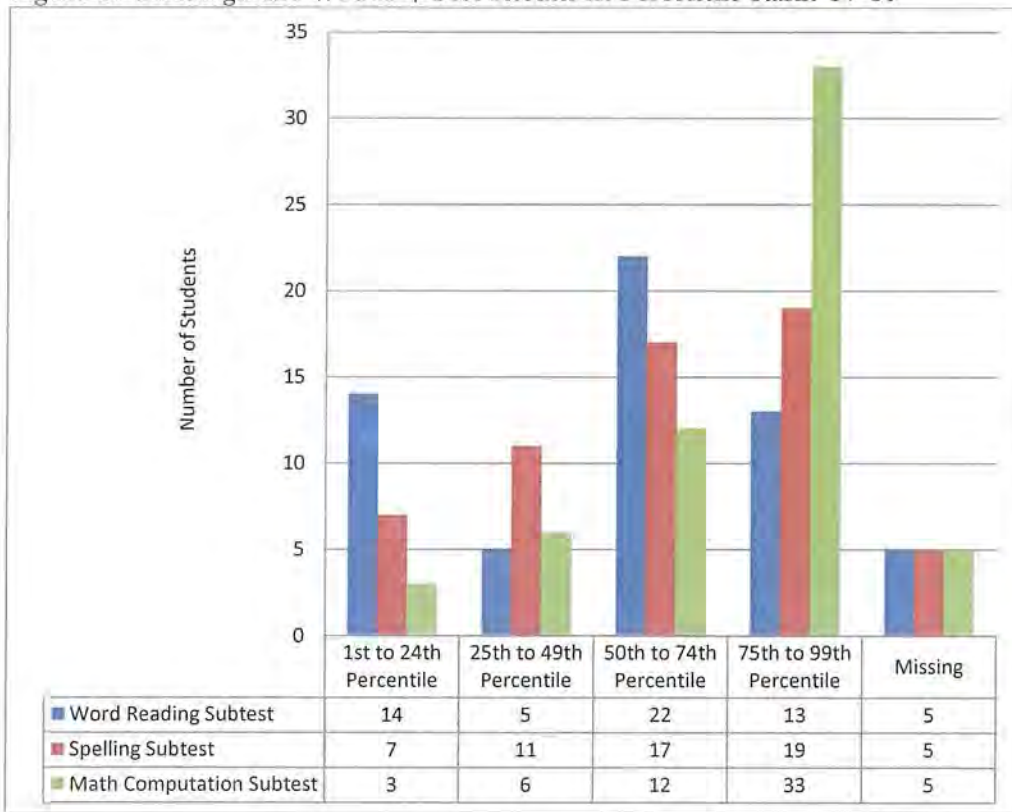


Based on the DIBELS assessments measures taken at the middle of the academic year, students are now assessed in their skill to blend letter sounds into nonsense words. By mid-year, GACS Kindergarten students were blending upwards of 53 nonsense words per minute, with an average of 22.39 nonsense words per minute, all students were able to demonstrate some level of sound blending skill by the end of Kindergarten, with a high score of 130 words per minute and a low at 13 nonsense words per minute. By the end of the Kindergarten years, the class average in NSW Fluency was at 50.45, a significant increase compared to the mid-year measure. Figure 5 depicts this outcome graphically.

Kindergarten-WRAT-4

Kindergarten students are given 4 of the 5 WRAT-4 subtests. The Sentence Comprehension subtest is not administered as students at this grade level are all beginning readers (and therefore calculation of the Reading Composite score is not calculated for Kindergarten). The Word Reading subtest, Spelling subtest, and Math Computation subtest, of the WRAT-4, are all administered to Kindergarten toward the end of the year. The WRAT-4 grade level summary will be reported using percentile ranking and grade-level equivalency to show progress by the end of the Kindergarten year.

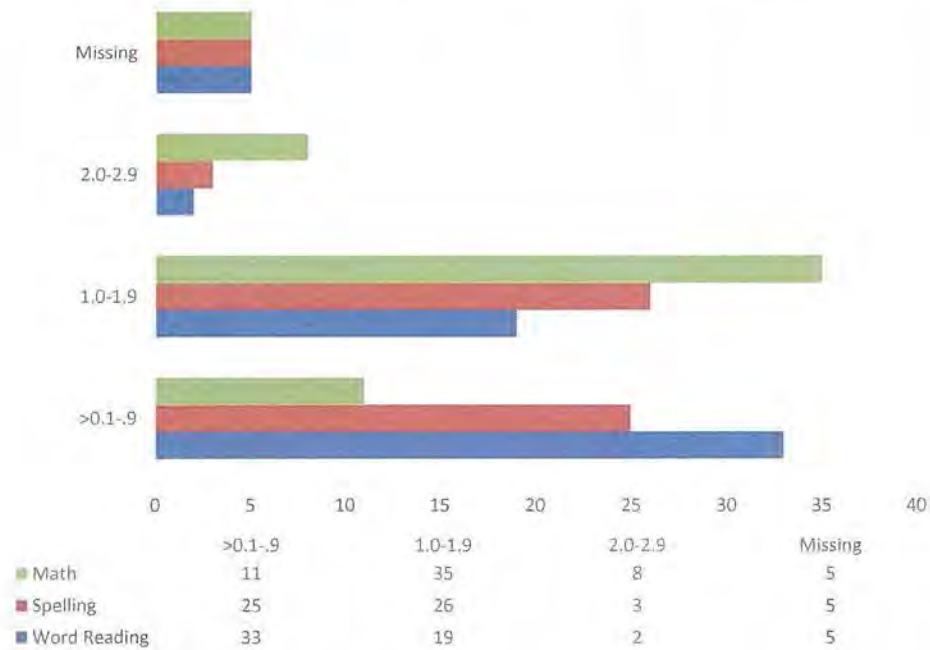
Figure 6. Kindergarten WRAT-4 Test Results in Percentile Rank N=59



By the end of their Kindergarten year in GACS, more than half of all Kindergarten students were performing at the 50th percentile or higher in word reading, spelling, and math computation. Math computation showed the highest number of students between the 50th to 99th percentile, 45 or 76%

of the class were within this percentile range. At the lower end, word reading showed the highest number of students within the 1st to 24th percentile range. See Figure 6.

Figure 7. Kindergarten WRAT-4 Test Results in Grade Equivalents N=59



The grade equivalents depicted in Figure 7 illustrates the WRAT-4 test results Kindergarten students achieved by the end of their Kindergarten year. Math Computation showed the highest number of students functioning at the 1st grade level and Word Reading to have the highest number of students below the 1st grade level.

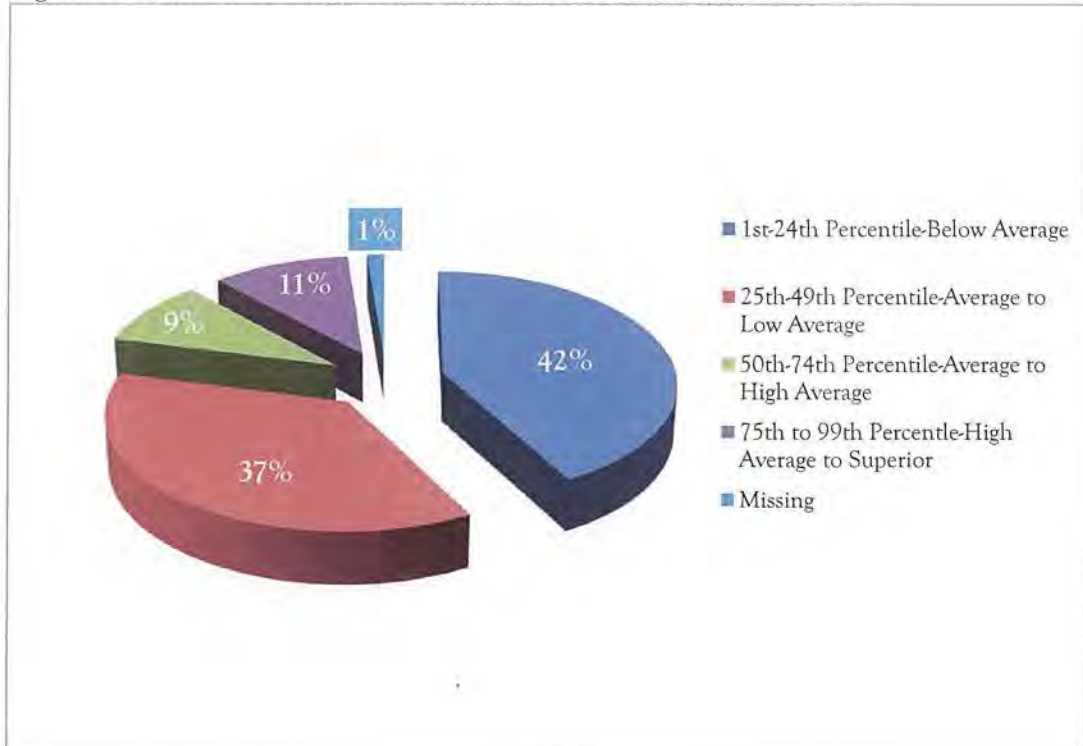
1st Grade N=76

Tests Administered: Boehm-3, DIBELS, & WRAT-4

The 1st Grade Class had 76 students who were enrolled and tested. Among the 76 students group is COHORT O these are students who spent Kindergarten and 1st grade enrolled in GACS. The cohort assessment results are presented in Part 2 of this report. There are 3 tests administered to 1st Grade students: (1) Boehm-3 Test of Basic Concepts, (2) Dynamic Indicators of Beginning Literacy Skills (DIBELS), (3) The Wide Range Achievement Test-4. GDOE uses the Standards Based Assessment (SBA) to assess 1st grade students enrolled in GDOE and is a district-wide requirement. GACS 1st Grade students were given the SBA toward the end of the 2017-2018 school year.

1st Grade-Boehm-3

Figure 8. Boehm-3 1st Grade Test Results in Percentile Ranks N=76



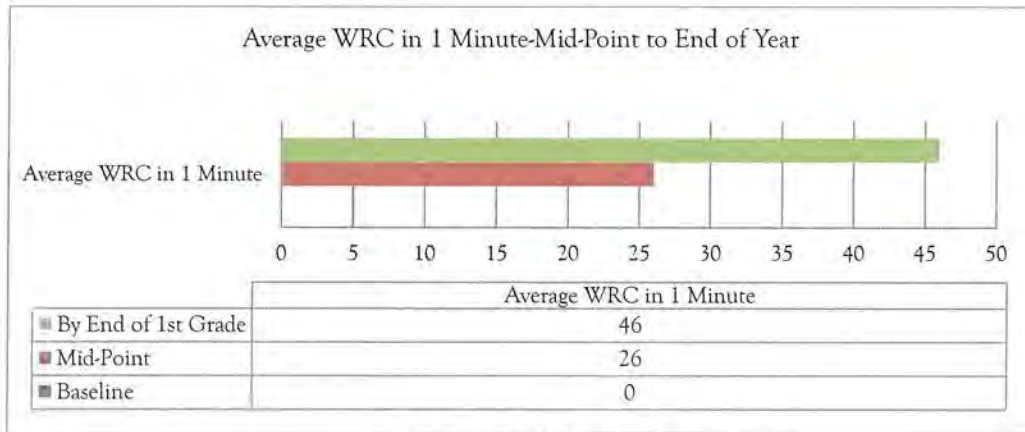
By the end of their 1st grade year, 20% of students are at the 50th (Average) to 99th (Excellence) percentile rank in concept development. 42% (Average to Low Average) need continued support in understanding key concepts in pre-math, pre-science, and in understanding instructional directions from a teacher. 37% of the group are at the 25th percentile and below indicating below average development in understanding these basic essential concepts, by the end of their 1st grade year. With many of the GACS student coming from a bilingual or, in some cases, tri-lingual home, the need for focused instruction on key concept development in English, which lays the foundation for later comprehension in math and science, is critical.

1st Grade DIBELS

The 1st Grade DIBELS was administered at 3 different points during the academic year. The first measurement was made on Sept. 13, 2017 with skill in letter naming, phoneme segmentation, and nonsense word fluency composing the first tests used. It is not until the second measurement, (conducted on January 10, 2018) does the DIBELS begin to measure Oral Reading Fluency. Students are given 1 minute to read a measured passage at their grade level and the number of words read correctly or incorrectly is counted. The third measurement was taken on May 24, 2018 when the students are again given 1 minute to read a measured passage at their grade level and the number of words read is counted.

In Figure 10 below, the number of words read correctly (WRC) at the 2nd measurement (Mid-point) is compared with the 3rd measurement (End of 1st Grade). A significant increase in the number of words 1st graders can read in 1 minute increased from 26 WRC to 46 WRC. Note that no Baseline is charted, 1st Grade DIBELS does not measure WRC at the first measurement period, at the beginning of the year. Instead, letter names, phonemic awareness, and nonsense sound blending is measured. By mid-point WRC is baselined. As depicted below, the average WRC by mid-point was 26 WRC with skills ranging from 0 to 130 WRC. By the end of 1st Grade, skills ranged from a minimum of 3 WRC to 140 WRC per minute, with an average of 46 WRC per minute, see Figure 9 below.

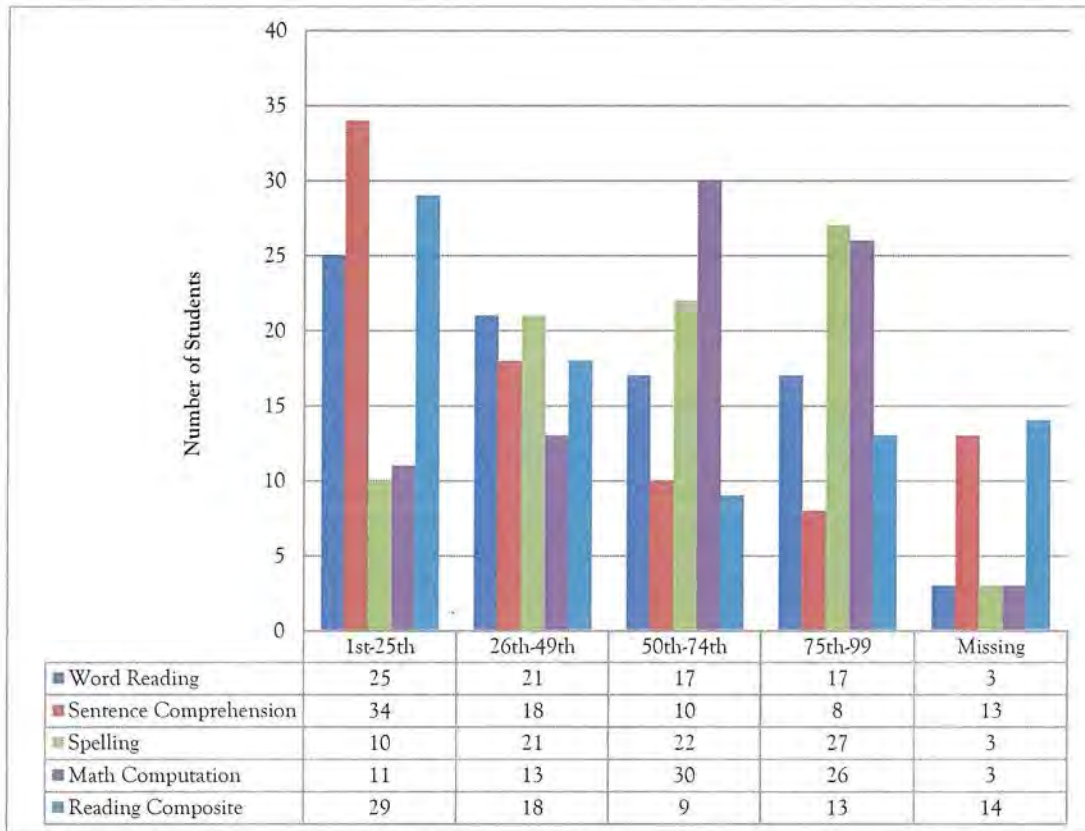
Figure 9. Average Words Read Correctly (WRC) in 1 Minute: Mid-Point to End of 1st Grade N=76



1st Grade-WRAT-4

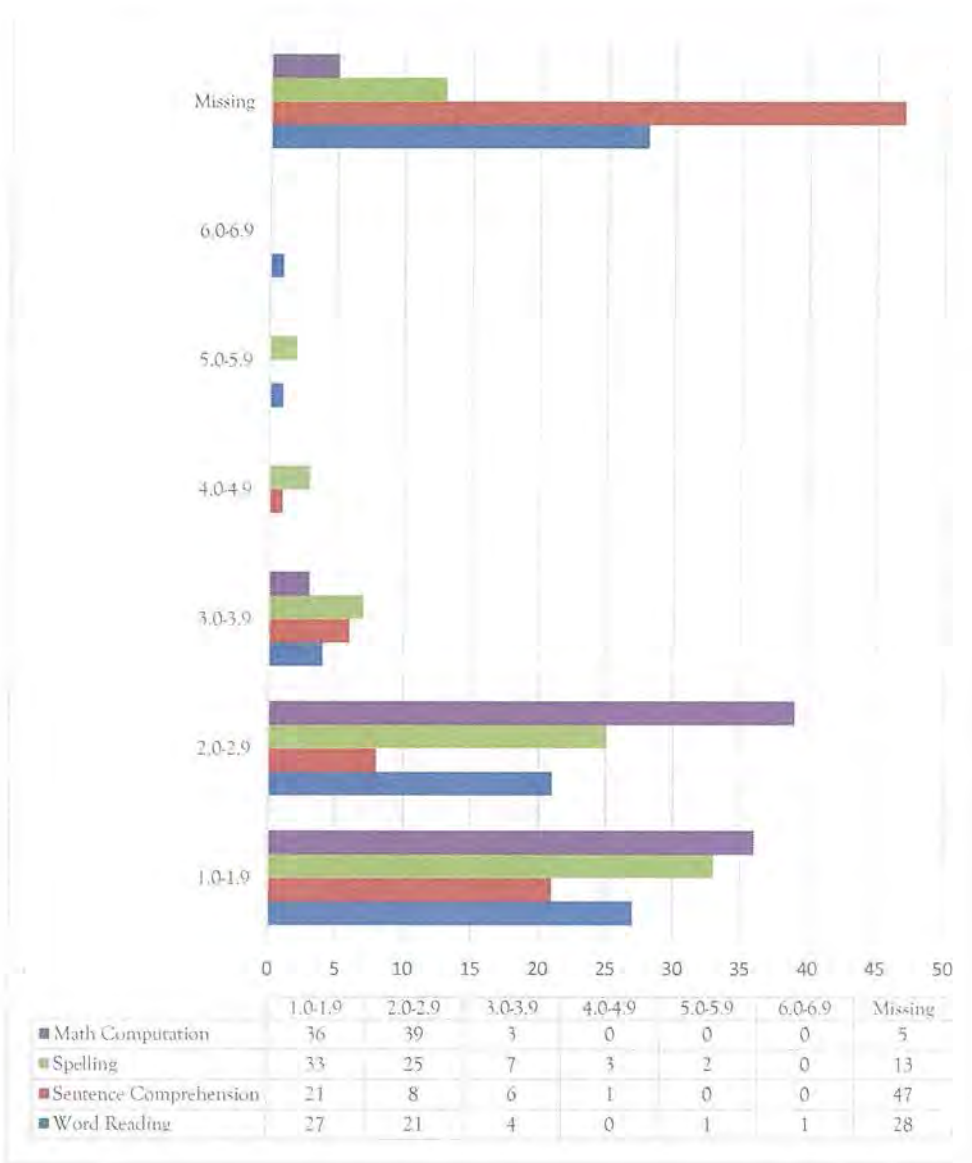
1st Grade students are given all subtests of the WRAT-4. The Sentence Comprehension subtest is administered to assess reading comprehension and a reading composite score is calculated which combines the findings from the Word Reading subtest with the Sentence Comprehension subtest to obtain the Reading Composite measure of reading skill. The WRAT-4 grade level is reported in both percentile rank and grade-level equivalency to show progress by the end of the 1st grade year.

Figure 10. 1st Grade WRAT-4 Test Results in Percentile Rank N=83



41% of 1st grade students are reading words at the 50th percentile or higher with 25% at the average to low average range. 30% of 1st grade students are at the 1st to 25th percentile and continue to need support in word reading. In reading comprehension, 41% are in the 1st to 24th percentile and are in need of more instruction. 22% are in the high average to exceeding range and ready for 2nd grade reading. Spelling skills at the end of 1st grade show more than half, 59% in the high average to exceeding range. In math computation, a significant 67% show achievement in math computation within the high average and above range. The Reading Composite reflects the need for further instructional support primarily in reading comprehension.

Figure 11. 1st Grade WRAT-4 Test Results in Grade Equivalent N=83



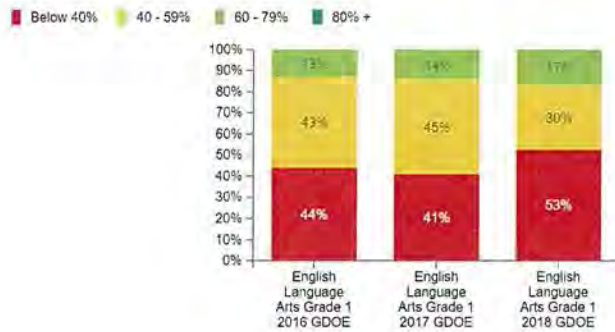
The grade equivalents depicted in Figure 11 illustrates the WRAT-4 test results by the end of their 1st grade year. In decoding words in the Word Reading subtest, 56% are within the 1st to 2nd grade level, however a significant 28 students or 34% did not take the test. 47 or 57% of 1st grade students did not take the Sentence Comprehension subtest perhaps due to absence or inability to establish a basal level on this subtest since many 1st grade students are still mastering word reading skills. Math Computation showed the highest number of students functioning at the 2nd grade level up to end of 6th grade. Spelling is clearly a strength area for 1st grade students as 70% are spelling words up to

the end of 2nd grade. What is most significant is that none of the 1st grade students were in the Kindergarten level on any skill assessed by the WRAT-4, whereas students may anchor within the 1st to 25th percentile, they are still within the 1st grade level.

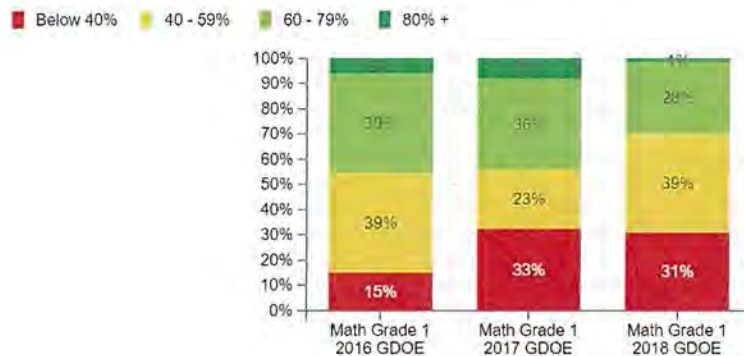
1st Grade Standards Based Assessment (SBA)

The SBA results were provided by GDOE and included in this report for review. Since there is incomplete data on the 4 graphs below it is not reasonable to meaningfully interpret this data. For example, the English Language Arts (ELA) and Math results does not provide the number of students tested or if the 3 year period reported assessed the same group of students or different groups of 1st grade students over this 3 year period. In 2015-2016 the GACS 1st grade students were not even enrolled in Kindergarten yet.

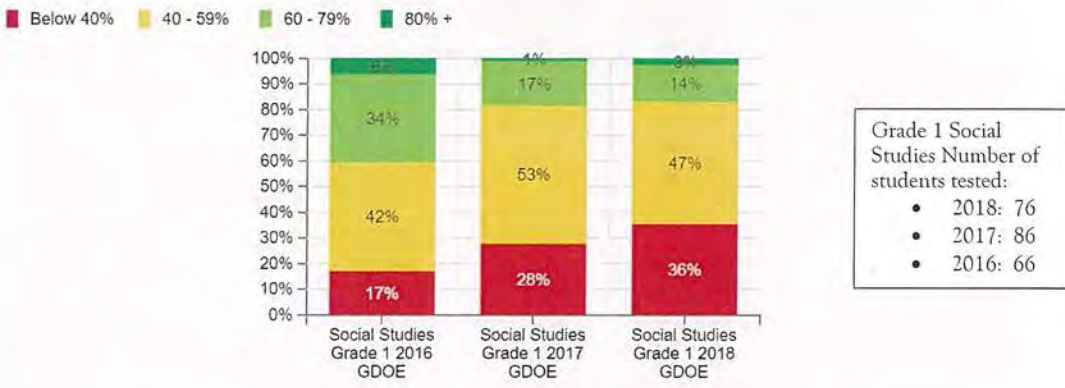
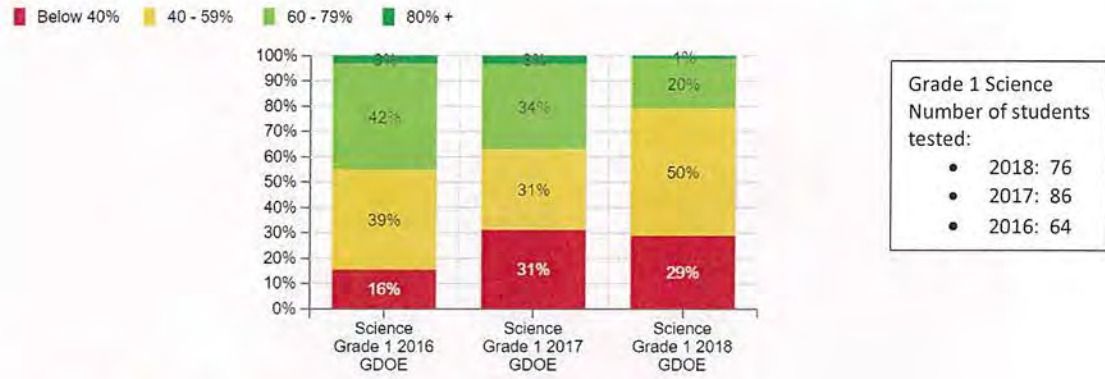
Table 4. 1st Grade SBA-English Language Arts. Math, Science & Social Studies 2016-2018



1st Grade ELA
Number of students tested:
2016: Not given
2017: Not given
2018: Not given



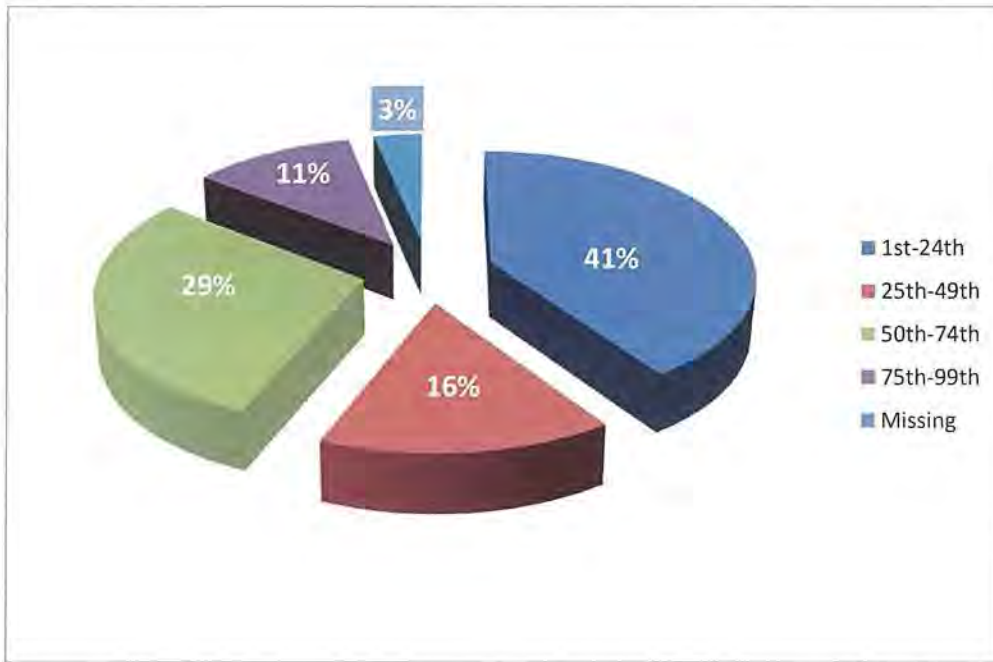
1st Grade Math
Number of students tested:
2016: Not given
2017: Not given
2018: Not given



2nd Grade N=89
Tests Administered: Boehm-3, DIBELS, & WRAT-4

2nd Grade-BOEHM-3

Figure 12. 2nd Grade BOEHM-3 2nd Test Results in Percentile Rank N=89

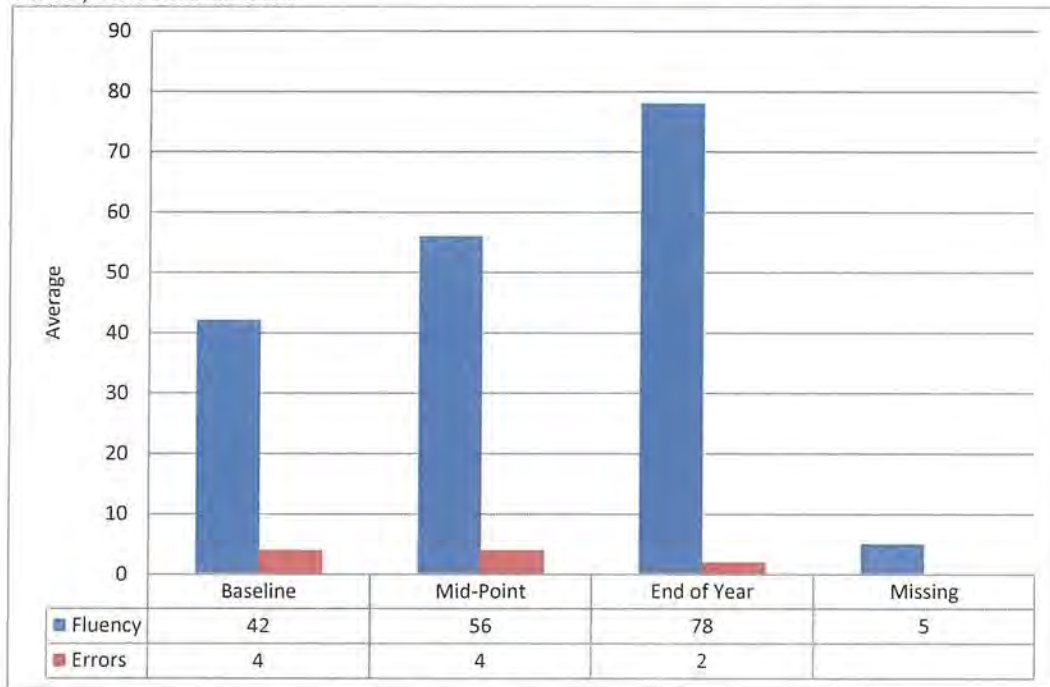


By the end of their 2nd grade year, 45% of students are at the 50th (Average) to 99th (Excellence) percentile rank in concept development. 16% are in the average to low average range and need continued support in understanding key concepts in pre-math, pre-science, and in understanding instructional directions from a teacher. 41% of the group are at the 25th percentile and below indicating below average development in understanding these basic essential concepts, by the end of their 2nd grade year. Once again with many of the GACS student coming from a bilingual or, in some cases, tri-lingual home, the need for focused instruction on key concept development in English, which lays the foundation for later comprehension in math and science, is critical.

2nd Grade-DIBELS

By the 2nd Grade, the DIBELS tests measure the student's Oral Reading Fluency at the beginning, mid-point, and end of the academic year. Students are given 1 minute to read words while the examiner marks errors as the student reads. The total number of words read is then counted and compared at each interval. In Figure 13 below, the average number of words read and the errors made is depicted for the baseline, mid-point, and end of year.

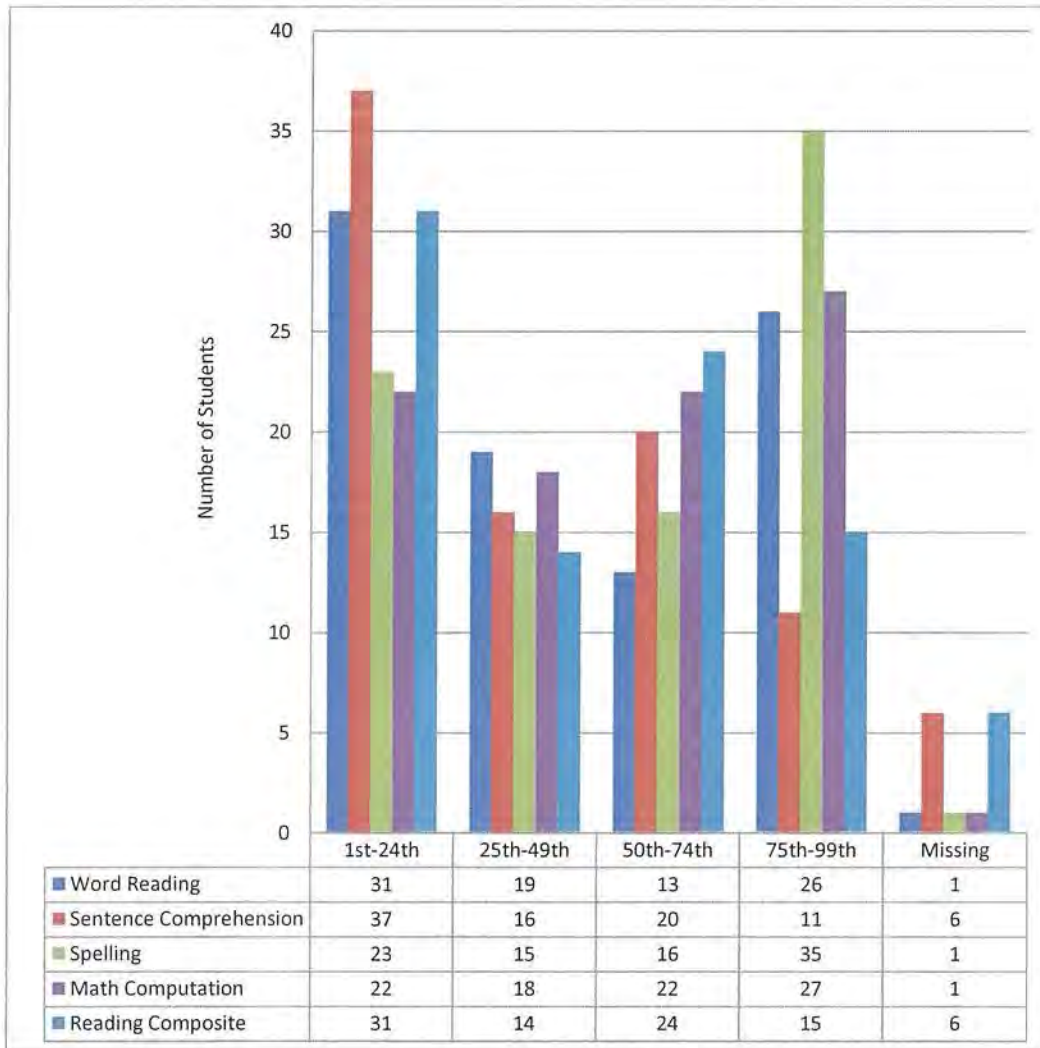
Figure 13. 2nd Grade Average Oral Reading Fluency in 1 Minute: Baseline-Mid-Point, and End of Year



At the beginning of the year, 2nd grade students were reading an average of 42 words per minute with an average of 4 errors. By mid-point or mid-year, they were reading an average of 56 words per minute with an average of 4 errors, and by the end of the school year, they were reading an average of 78 words per minute with an average of 2 errors. The gains made in oral reading fluency clearly demonstrate an increase in skill and decrease in the average number of errors made in oral reading fluency.

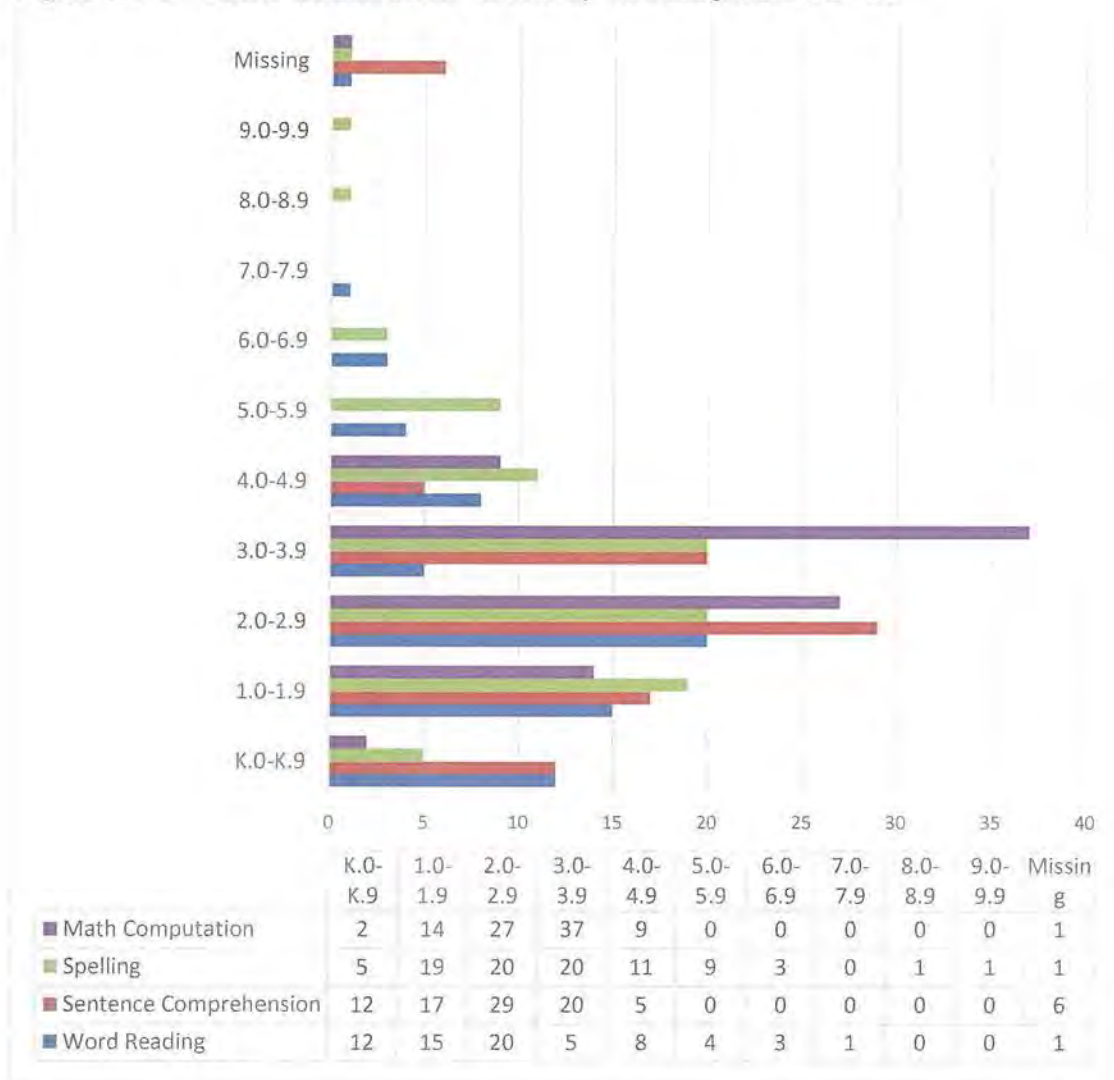
2nd Grade WRAT-4

Figure 14. 2nd Grade WRAT-4 Test Results by Percentile Rank N=90



In Word Reading 43% are reading in the high average to exceeding levels compared to their peers. 21% are at borderline, and 34% need continued support in their ability to read words at grade level. In Sentence Comprehension, 41% continue to need support in understanding what they read. 34% are at the high average to exceeding levels, with 18% at the borderline level for 2nd grade. In Spelling, a significant 51% of 2nd grade students are at the high average to excellent levels, with 17% at borderline, and 26% indicating continued need of support. In Math Computation, a significant 54% of 2nd grade students are at the high average to exceeding levels in math computation, with 20% at borderline and 24% in need to continued support. In overall reading ability, as measured by the Reading Composite, 41% are within the high average to exceeding levels, with 16% at borderline, and 34% in need of continued support.

Figure 15. 2nd Grade WRAT-4 Test Results by Grade Equivalent N=90

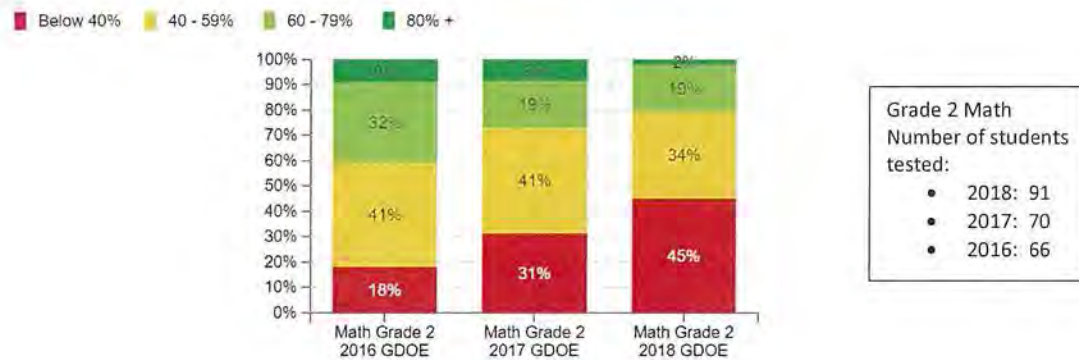
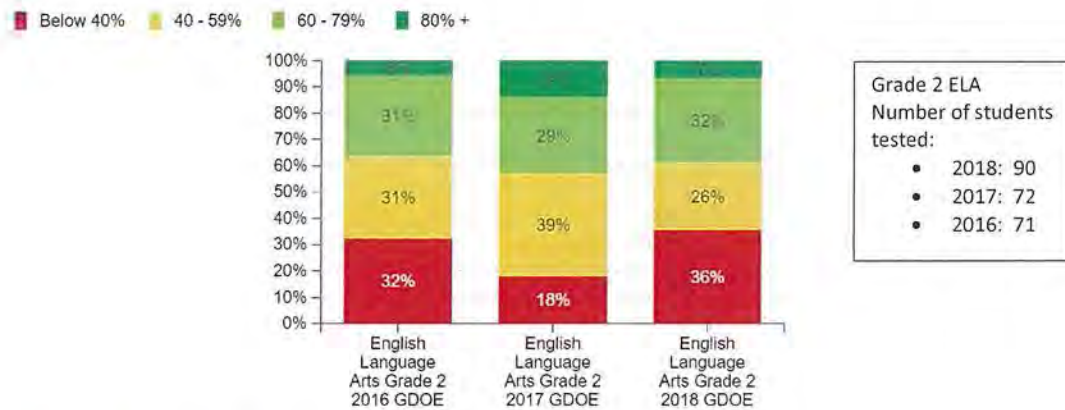


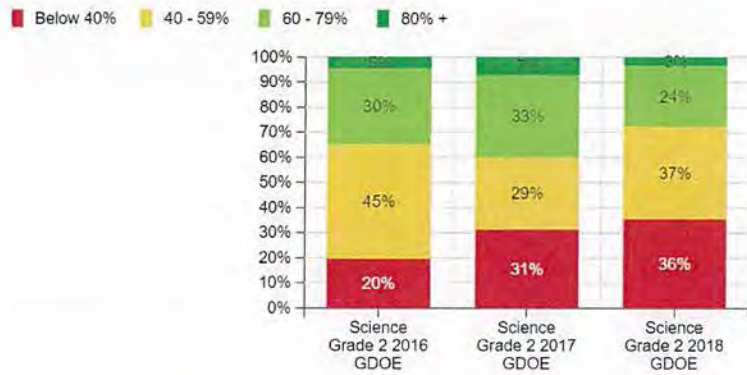
By the end of 2nd grade, grade equivalents ranged from Kindergarten to 9th grade. At the lower end, between 2 to 12 students are within the Kindergarten levels in word reading, reading comprehension, spelling and math and between 14 to 19 students at the 1st grade level. The majority of 2nd grades are within grade level expectations or higher and ready for 3rd grade

2nd Grade Standards Based Assessment (SBA)

The SBA results were provided by GDOE and included in this report for review. A meaningful interpretation of this data is difficult to assess progress made since it is unclear if the 3 year period reported assessed the same group of 2nd grade students or different groups of 2nd grade students over the 3 year period.

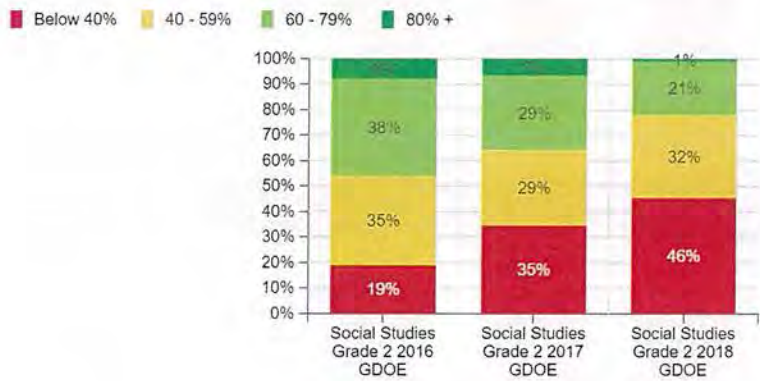
Table 5. 2nd Grade SBA-English Language Arts, Math, Science & Social Studies 2016-2018





Grade 2 Science
Number of students
tested:

- 2018: 90
- 2017: 70
- 2016: 66



Grade 2 Social
Studies Number of
students tested:

- 2018: 90
- 2017: 75
- 2016: 63

3rd Grade N=92

Tests Administered: DIBELS, & WRAT4 & ACT/Aspire

3rd Grade-DIBELS

3rd Grade students began the academic year demonstrating average oral reading skill at 88 words per minute with an average of 3 errors, based on the DIBELS. By the end of year, the students were reading 103 words per minute with 2 errors, indicating an 85% improvement in oral reading skills, see Figure 16.

Figure 16. 3rd Grade DIBELS: Average Words Read Correctly (WRC) in 1 Minute-Mid-Point to End of 3rd Grade N=92

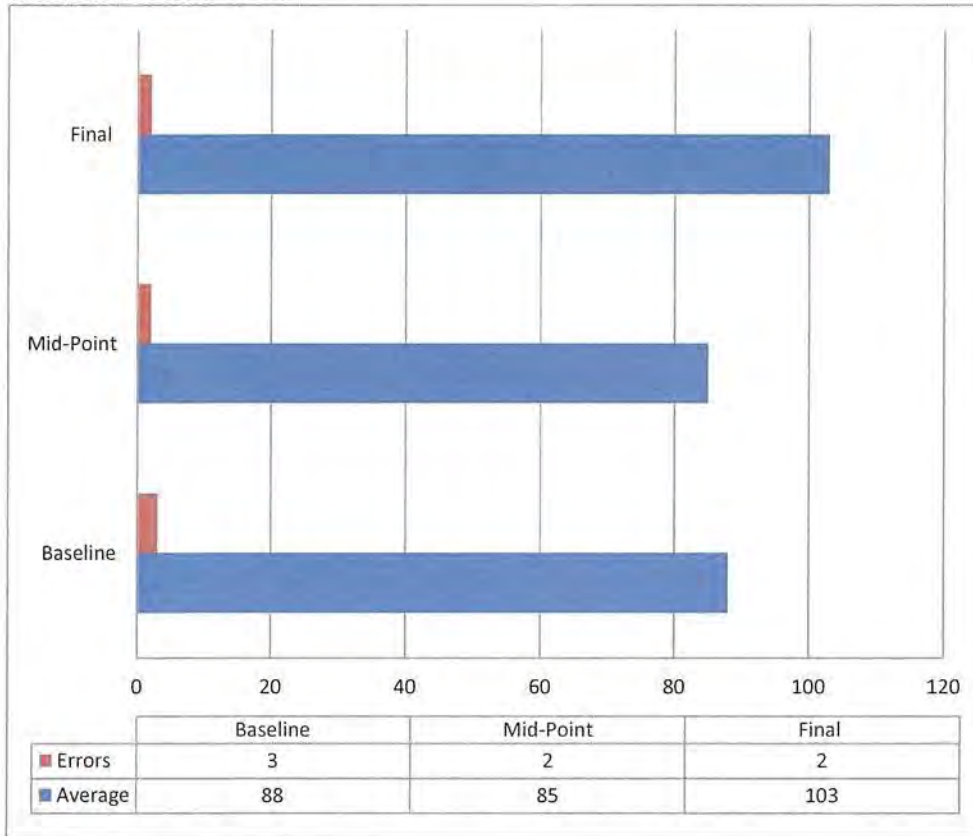
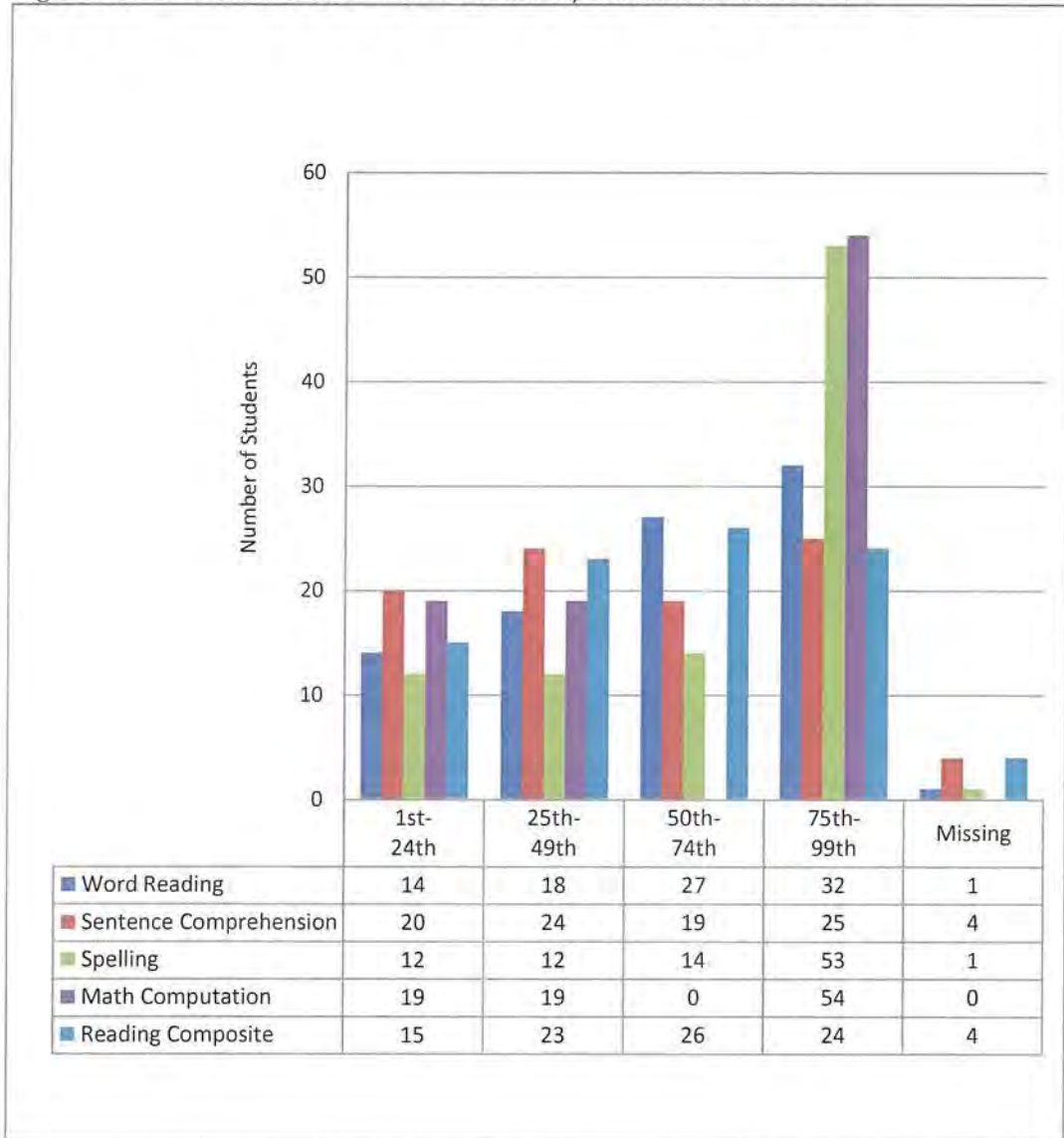


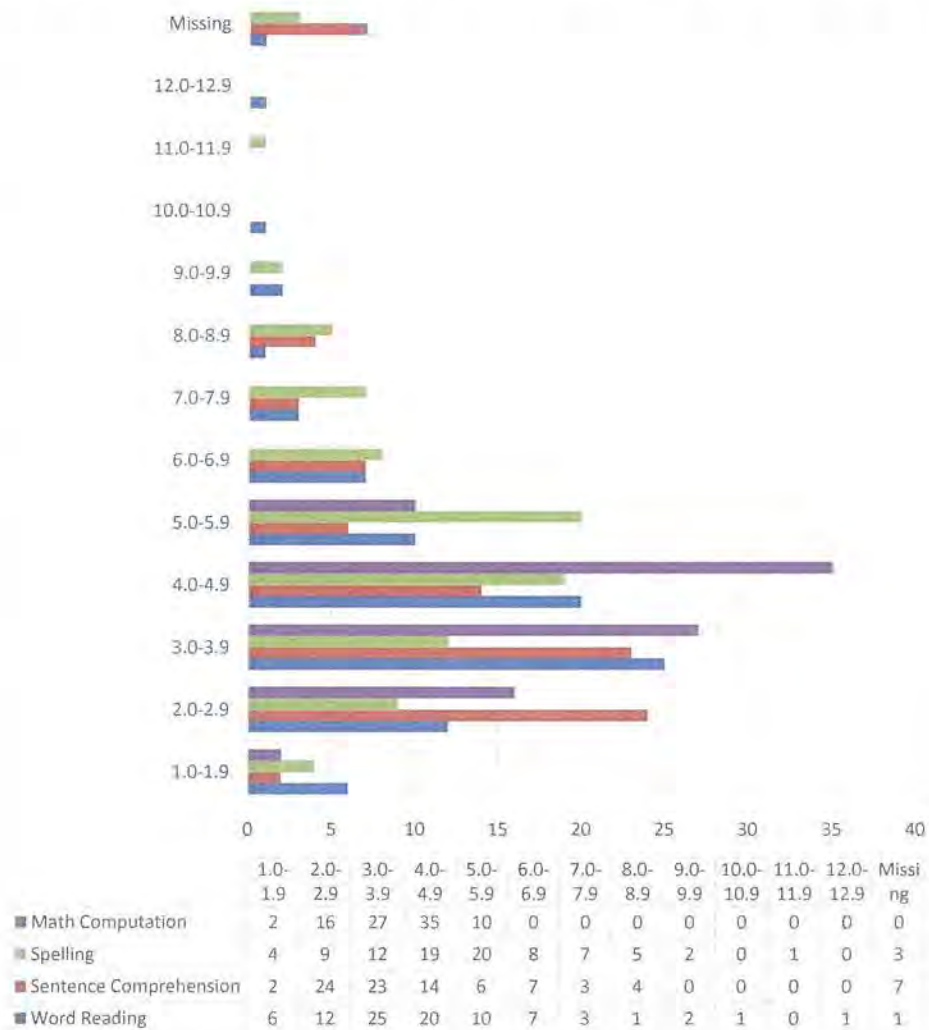
Figure 17. 3rd Grade WRAT-4 Test Results by Percentile Rank N=92



In Word Reading 64% are reading in the high average to exceeding levels compared to their peers. 20% are at borderline, and 15% need continued support in their ability to read words at grade level. In Sentence Comprehension, 22% continue to need support in understanding what they read. 48% are at the high average to exceeding levels, with 26% at the borderline level for 3rd grade. In Spelling, a significant 73% of 3rd grade students are at the high average to excellent levels, with 13% at

borderline, and 13% indicating continued need of support. In Math Computation, a significant 59% of 3rd grade students are at the high average to exceeding levels in math computation, with 21% at borderline and 21% in need to continued support. In overall reading ability, as measured by the Reading Composite, a significant 54% are within the high average to exceeding levels, with 23% at borderline, and 16% in need of continued support.

Figure 18. 3rd Grade WRAT-4 Test Results by Grade Equivalent N=90-92



By the end of 3rd grade, grade equivalents ranged from 1st to 12th grade. At the lower end, between 2 to 6 students are within the 1st grade level in word reading, reading comprehension, spelling and

math and between 9 to 24 students at the 2nd grade level. The majority of 3rd grade students are within the 3rd grade level expectations or higher and ready for 4th grade.

3rd Grade-ACT/Aspire

The ACT/Aspire results are presented by first observing how scaled scores are interpreted by ACT/Aspire for 3rd grade (see Table 6). Low score, high score, benchmark, and the National average levels on the ACT/Aspire across the United States are presented.

Table 6. ACT/Aspire Interpretation of Scaled Score Levels for 3rd Grade

Grade Tested	Subject	Low Score	High Score	Benchmark*	National Average.
3	English	400	435	413	417
3	Reading	400	429	415	417
3	Math	400	434	413	413

*Average scaled score expectation for 3rd Grade

Table 7. 3rd Grade ACT/Aspire ENGLISH Test Results in Scaled Scores

ENGLISH SS Interval	Number of Students	Interpretation
418-431	18	Exceeding
417	5	National Average
416-414	11	Ready
413	4	Benchmark
412-410	28	Close
409-400	25	In Need of Support
Missing	1	
Total Students	92	

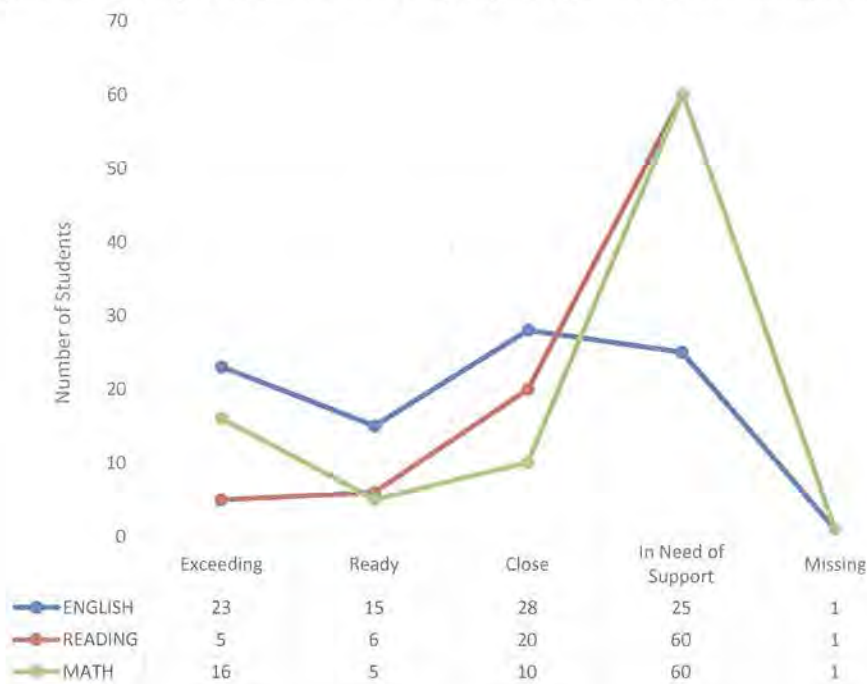
Table 8. 3rd Grade ACT/Aspire READING Test Results in Scaled Scores

READING SS Interval	Number of Students	Interpretation
418-423	5	Exceeding
417	0	National Average
416	3	Ready
415 Benchmark	3	
414-410	20	Close
409-400	60	In Need of Support
Missing	1	
Total Students	92	

Table 9. 3rd Grade ACT/Aspire MATH Test Results in Scaled Scores

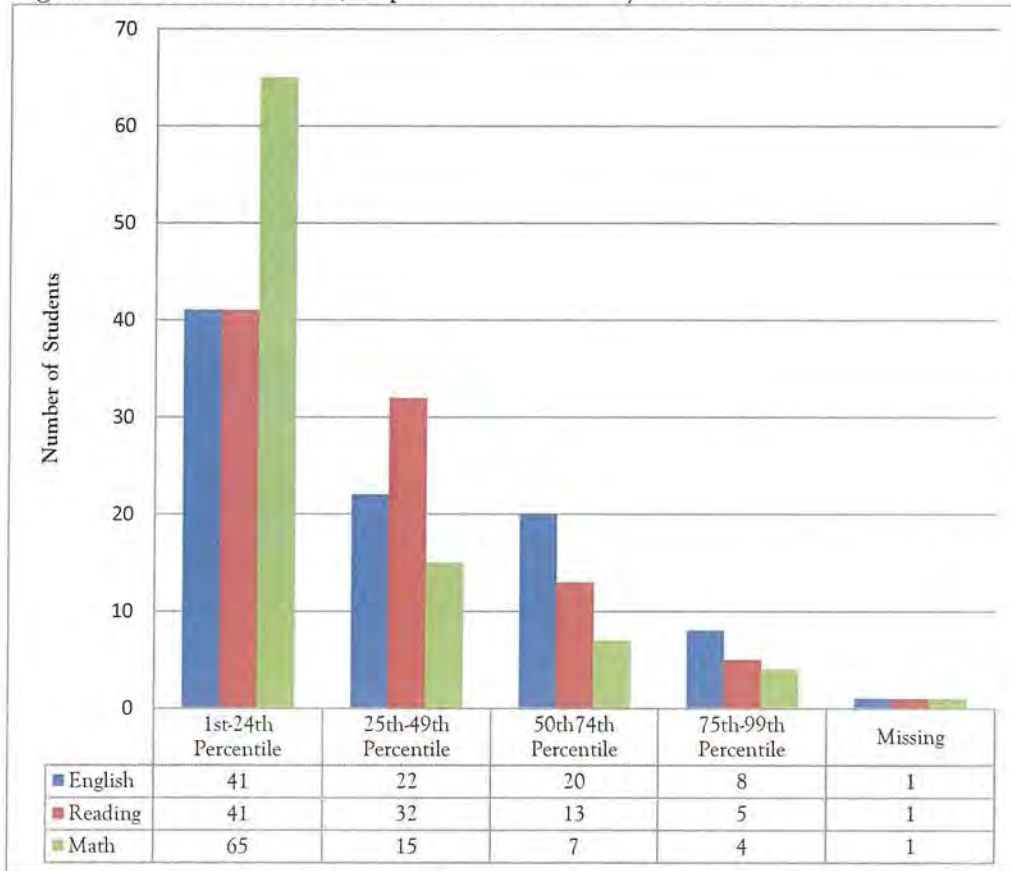
MATH SS Interval	Number of Students	Interpretation
414-434	11	<i>Exceeding</i>
413 Benchmark	5	<i>National Average</i>
410-412	15	Ready
		Close
400-409	60	In Need of Support
Missing	1	
Total Students	92	

Figure 19. Composite 3rd Grade ACT/Aspire by Scaled Score Interpretation N=92



Based on the ACT/Aspire, between 5 and 23 students are in the Exceeding range in English, Reading, and Math. Between 5 to 15 are Ready for the next grade level. Between 10 to 28 are ready or at borderline and a significant 25 to 60 students continue to be in need of support in English, Reading, and Math.

Figure 20. 3rd Grade ACT/Aspire Test Results by Percentile Rank N=92

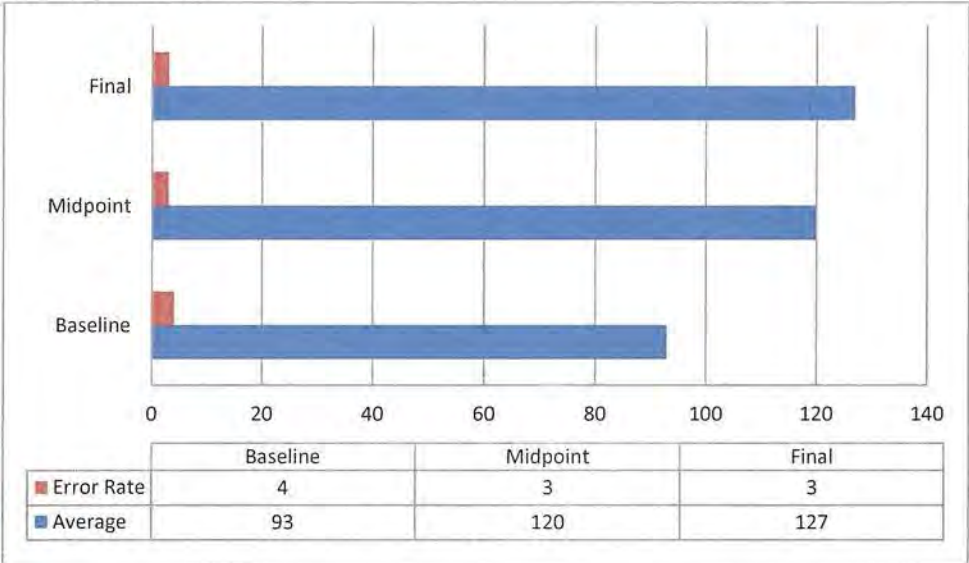


Based on the ACT/Aspire percentile ranks, a significant 41 or 45% to 65 or 71% students are in need of support in English, Reading, and Math. Between 15 or 16% to 32 or 35% of students are at borderline, and between 11 or 12% to 28 or 30% of students are in the high average to exceeding levels in English, Reading, and Math.

4th Grade N=87-89
 Tests Administered: DIBELS, & WRAT-4 & ACT/Aspire

4th Grade-DIBELS

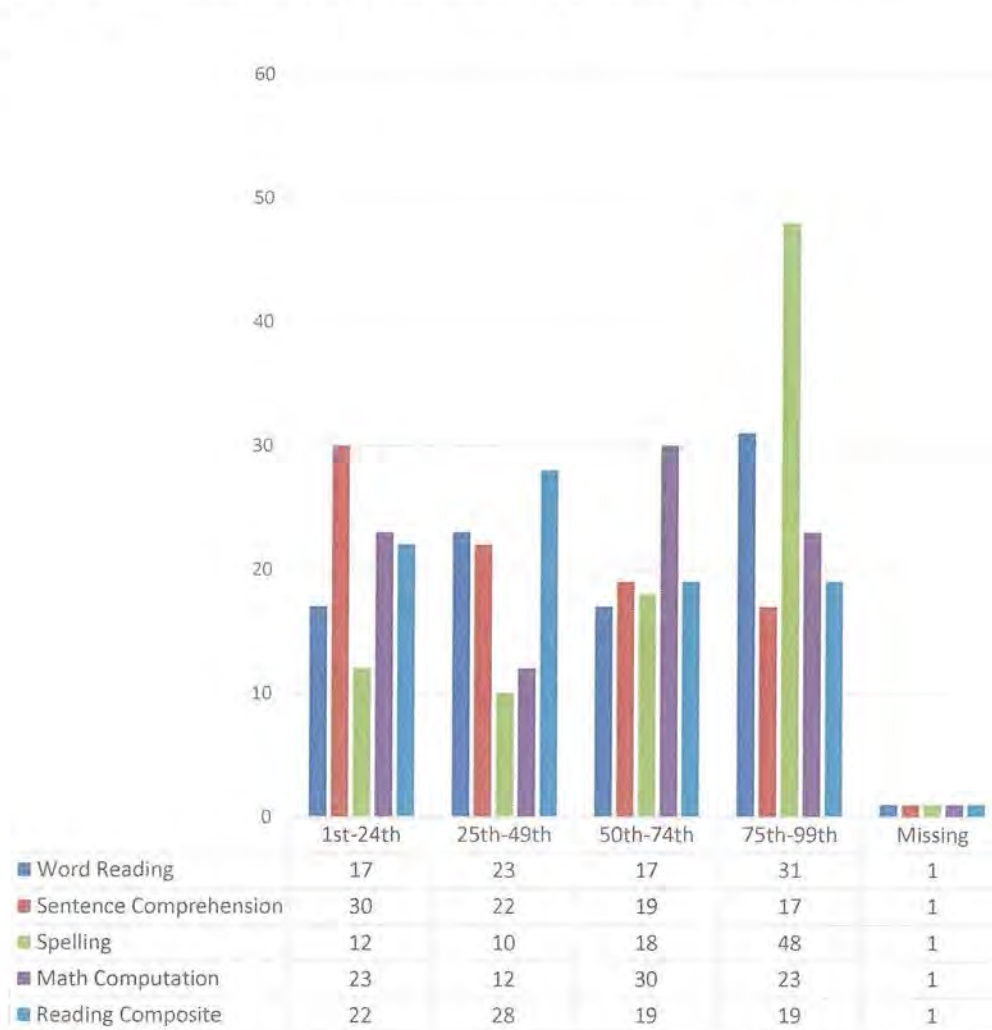
Figure 21. 4th Grade Average Words Read Correctly (WRC) in 1 Minute-Mid-Point to End of 4th Grade



4th Grade students began the academic year demonstrating average oral reading skill at 93 words per minute with 4 errors. By the end of year, the students were reading 127 words per minute with 3 errors, indicating a 73% improvement in oral reading skills.

4th Grade-WRAT-4

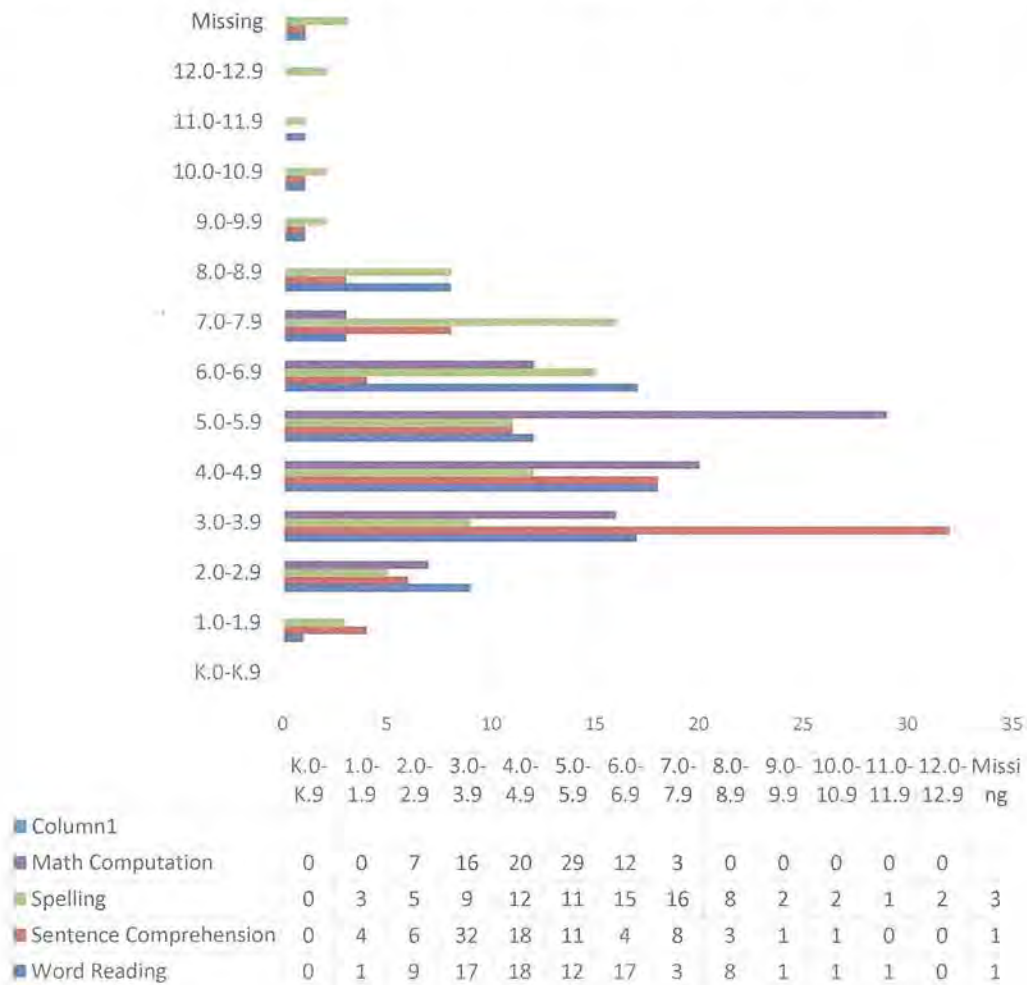
Figure 22. 4th Grade WRAT-4 Test Results by Percentile Rank N=89



In Word Reading 54% are reading in the high average to exceeding levels compared to their peers. 26% are at borderline, and 19% need continued support in their ability to read words at grade level. In Sentence Comprehension, 34% continue to need support in understanding what they read. 40% are at the high average to exceeding levels, with 25% at the borderline level for 4th grade. In Spelling, a significant 74% of 4th grade students are at the high average to excellent levels, with 11% at borderline, and 13% indicating continued need of support. In Math Computation, a significant

60% of 3rd grade students are at the high average to exceeding levels in math computation, with 13% at borderline and 26% in need to continued support. In overall reading ability, as measured by the Reading Composite, a significant 43% are within the high average to exceeding levels, with 31% at borderline, and 25% in need of continued support.

Figure 23. 4th Grade-WRAT-4 Test Results in Grade Equivalent N=89



Grade, grade equivalents ranged from 1st to 12th grade for 4th grade students. At the lower end, between 1 to 4 students are within the 1st grade level in word reading, reading comprehension, and spelling. There are no students at Kindergarten or 1st grade levels in the Math Computation subtest. At the upper end, the majority of 4th grade students are at or above the 4th grade level with 9 to 32 students at the borderline level, functioning at the 3rd grade level. Sentence Comprehension subtest

showed the highest number of students at the borderline level. The majority of 4th grade students are within the 4th grade level expectations or higher and ready for 5th grade with reading comprehension an area of continued need.

4th Grade-ACT/Aspire

The ACT/Aspire results are presented by first observing how scaled scores are interpreted by ACT/Aspire for 4th grade (see Table 10). Low score, high score, benchmark, and the National average levels on the ACT/Aspire across the United States are presented for 4th grade.

Table 10. ACT/Aspire Interpretation of Scaled Score Levels for 4th Grade

Grade Tested	Subject	Low Score	High Score	Benchmark*	National Average
4	English	400	438	417	420
4	Reading	400	431	417	415
4	Math	400	440	416	416

Table 11. 4th Grade ACT/Aspire ENGLISH Test Results in Scaled Scores

ENGLISH SS Interval	Number of Students	Interpretation
421-438	19	<i>Exceeding</i>
420	9	<i>National Average</i>
418-419	6	Ready
417 Benchmark	4	
410-416	44	Close
400-409	6	In Need of Support
Missing	1	
Total Students	89	

Table 12. 4th Grade ACT/Aspire READING Test Results in Scaled Scores

READING SS Interval	Number of Students	Interpretation
418-431	6	<i>Exceeding</i>
417 Benchmark	6	
415-416	7	<i>National Average</i>
413-414	8	Ready
410-412	26	Close
400-409	35	In Need of Support
Missing	1	
Total Students	89	

Table13. 4th Grade ACT/Aspire MATH Test Results in Scaled Scores

MATH SS Interval	Number of Students	Interpretation
417-440	2	<i>Exceeding</i>
416 Benchmark	2	<i>National Average</i>
413-415	26	Ready
410-412	34	Close
400-409	24	In Need of Support
Missing	1	
Total Students	89	

Figure 24. Composite 4th Grade ACT/Aspire by Scaled Score Interpretation N=89

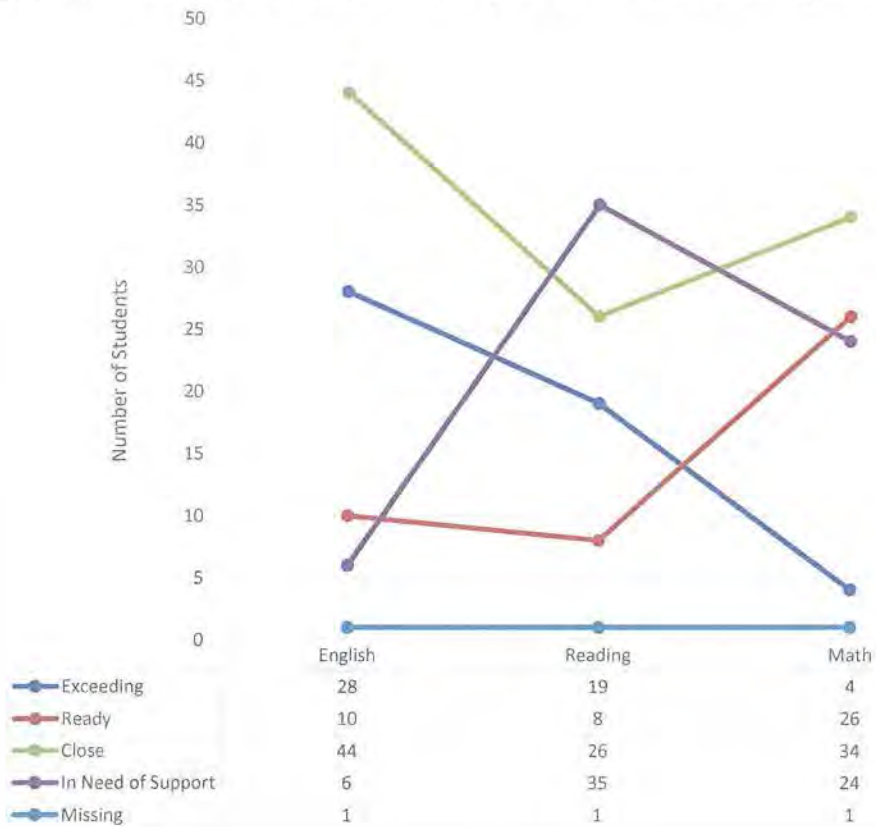
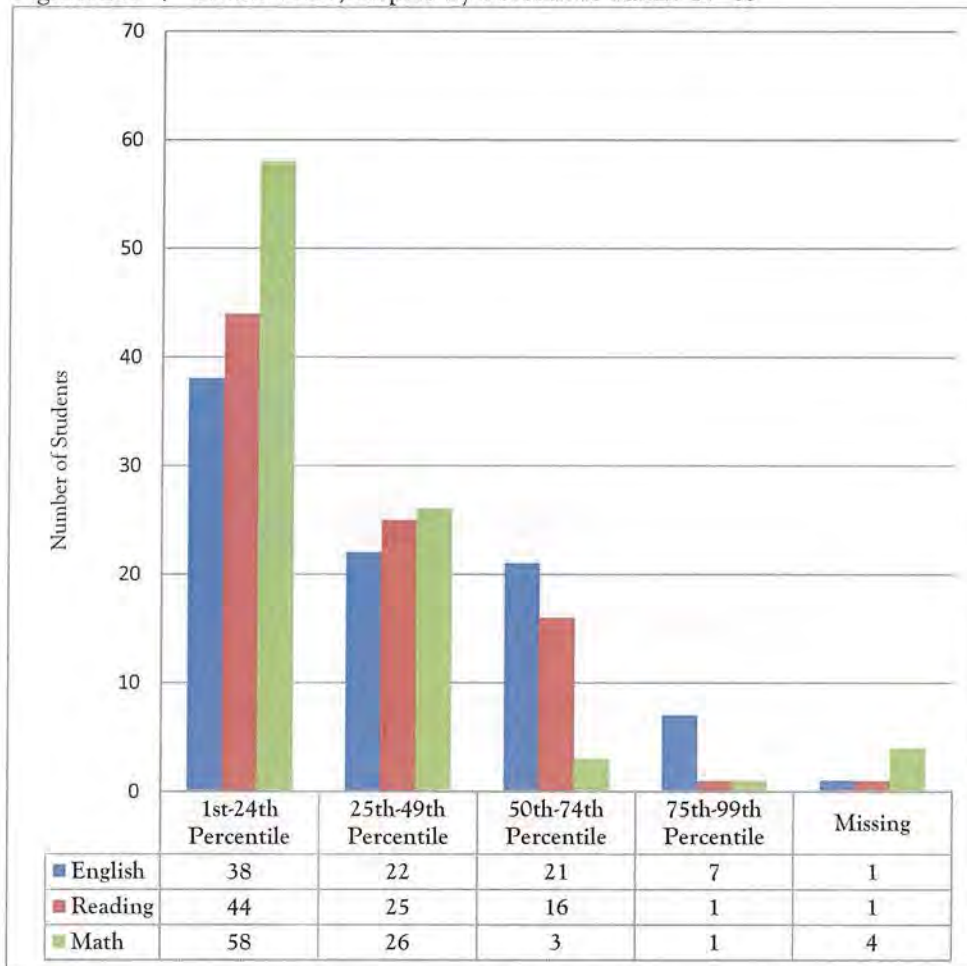


Figure 25. 4th Grade ACT/Aspire by Percentile Rank N=89



Based on the ACT/Aspire percentile ranks, a significant 38 students or 43% to 58 students or 65% of 4th grade students in need of support in English, Reading, and Math. Between 22 students or 25% to 26 students or 29% are at borderline, and between 3 students or 3% to 26 students or 24% are in the high average to exceeding levels in English, Reading, and Math. The English subtest is an area of strength with 43% in the high average range. The Math subtest is an area in need of support with 65% of 4th grade students in need of support.

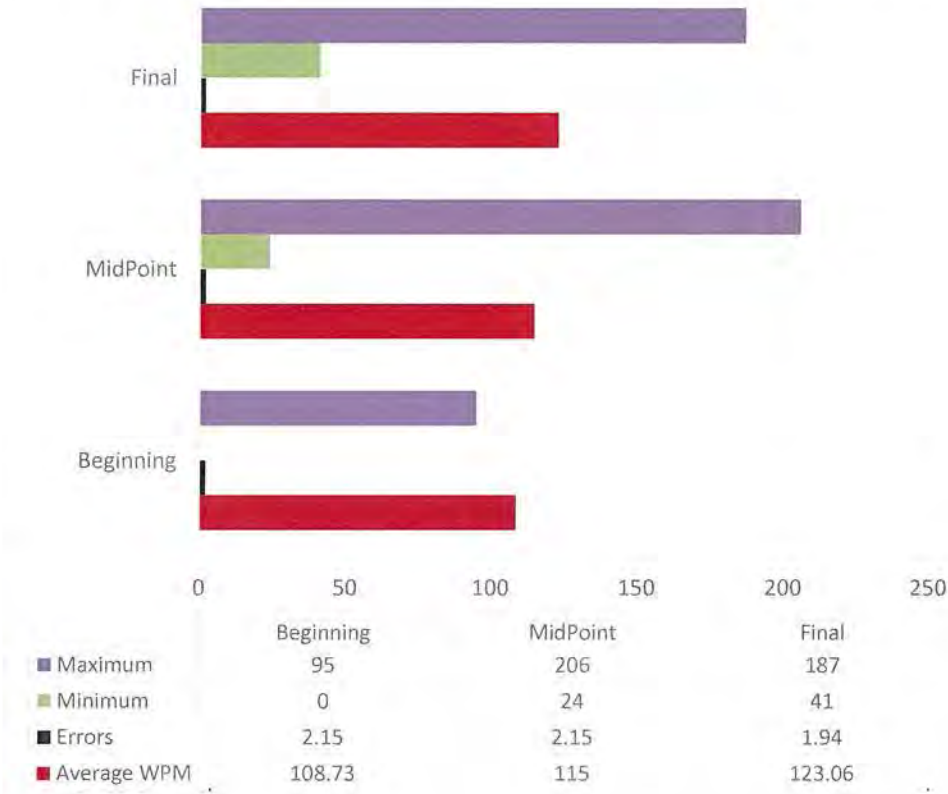
5th Grade N=70-72

Tests Administered: DIBELS, & WRAT-4 & ACT/Aspire

5th Grade-DIBELS Number Tested: 70

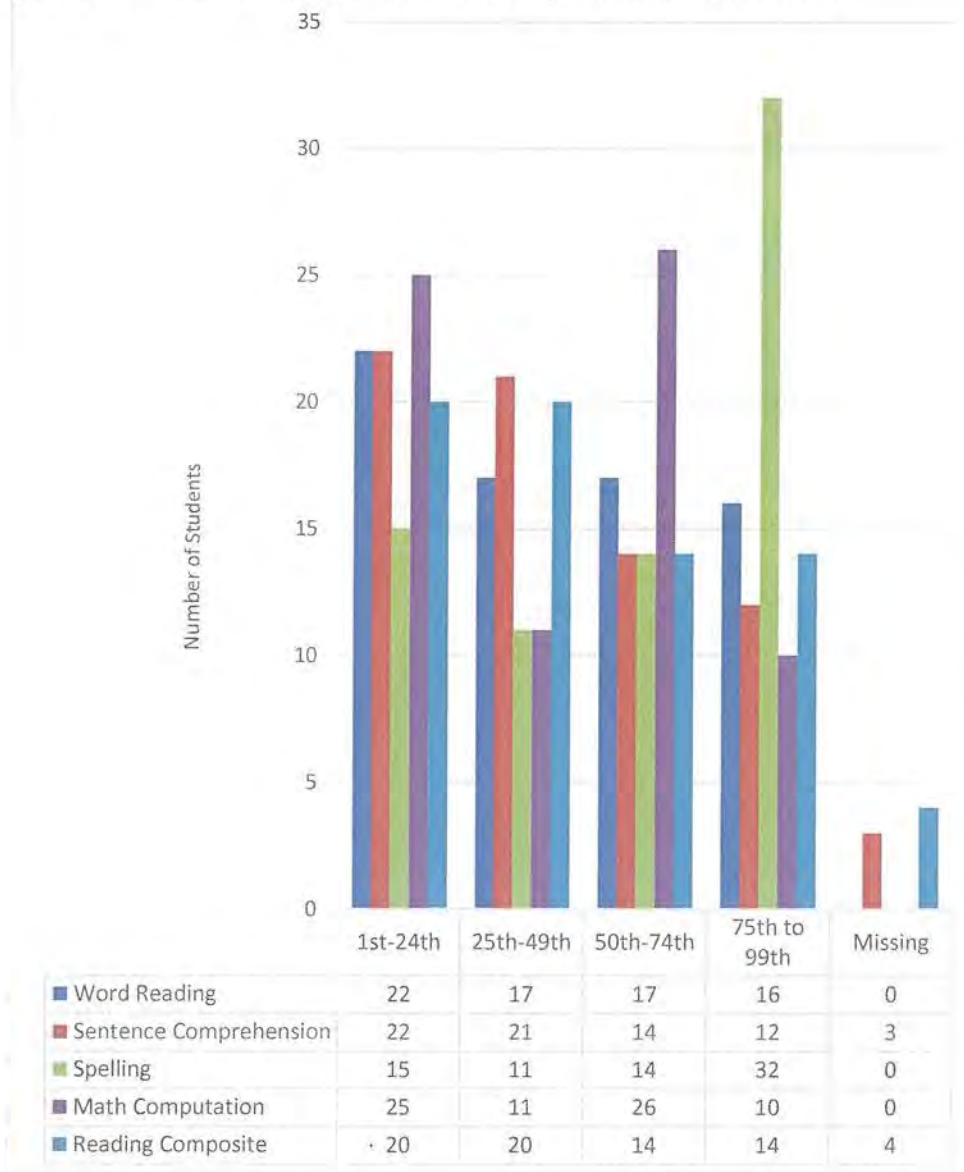
5th Grade students began the academic year demonstrating average oral reading skill at 109 words per minute with an average of 2-3 errors, based on the DIBELS. By the end of year, 5th grade students were reading an average of 123 words per minute with a maximum of 187 words per minute with 1-2 errors, indicating 88% improvement in oral reading skills, see Figure 26.

Figure 26. 5th Grade DIBELS: Oral Reading Fluency: Beginning-Midpoint-Final



5th Grade-WRAT=4
Number Tested: 72

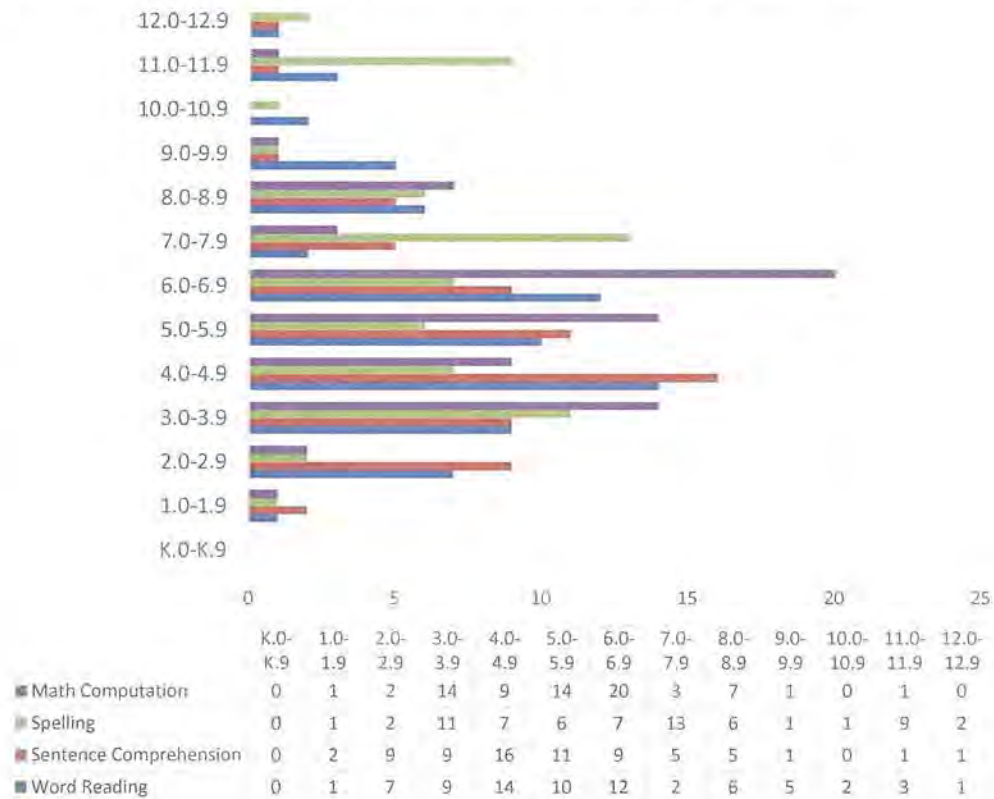
Figure 27. 5th Grade WRAT-4 Test Results by Percentile Rank N=72



In Word Reading 46% are reading in the high average to exceeding levels compared to their peers. 23% are at borderline, and 31% need continued support in their ability to read words at grade level.

In Sentence Comprehension, 31% continue to need support in understanding what they read. 36% are at the high average to exceeding levels, with 29% at the borderline level for 5th grade. In Spelling, a significant 64% of 5th grade students are at the high average to excellent levels, with 15% at borderline, and 21% indicating continued need of support. In Math Computation, a significant 50% of 5th grade students are at the high average to exceeding levels in math computation, with 15% at borderline and 35% in need of continued support. In overall reading ability, as measured by the Reading Composite, 39% are within the high average to exceeding levels, with 28% at borderline, and 28% in need of continued support.

Figure 28. 5th Grade WRAT-4 Test Results by Grade Equivalent N=72



Grade equivalents by the end of 5th grade ranged from 1st to 12th grade. At the lower end, between 1-2 students were within the 1st grade level in word reading, reading comprehension, spelling and math and between 2 to 14 students are at the 2nd or 3rd grade levels. The majority of 5th grade students are within grade level expectations or higher and ready for 6th grade.

**5th Grade ACT/Aspire
Number Tested: 72**

The ACT/Aspire results are presented by first observing how scaled scores are interpreted by ACT/Aspire for 5th grade (see Table 14). Low score, high score, benchmark, and the National average levels of students tested on the ACT/Aspire across the United States are presented for 5th grade.

Table 14 . ACT/Aspire Interpretation of Scaled Score Levels for 5th Grade

Grade Tested	Subject	Low Score	High Score	Benchmark*	National Average
5	English	400	442	419	423
5	Reading	400	434	420	418
5	Math	400	446	418	418

*Average scaled score expectation for 5th Grade

Table 15. 5th Grade ACT/Aspire ENGLISH Test Results by Scaled Scores

ENGLISH SS Interval	Number of Students	Interpretation
431-442	5	<i>Exceeding</i>
424-430	12	
423	1	<i>National Average</i>
420-422	11	Ready
419 Benchmark	4	
410-418	34	Close
400-409	5	In Need of Support
Missing	0	
Total Students	72	

Table 16. 5th Grade ACT/Aspire READING Test Results by Scaled Scores

READING SS Interval	Number of Students	Interpretation
421-434	6	<i>Exceeding</i>
420 Benchmark	2	
419	4	<i>National Average</i>
418	3	
413-417	20	Ready
410-412	19	Close
400-409	18	In Need of Support
Missing	0	
Total Students	72	

Table 17. 5th Grade ACT/Aspire MATH Test Results by Scaled Scores

MATH SS Interval	Number of Students	Interpretation
419-440	2	<i>Exceeding</i>
418 Benchmark	1	<i>National Average</i>
417-416	7	Ready
415-410	44	Close
400-409	18	In Need of Support
Missing	0	
Total Students	72	

Figure 28. Composite 5th Grade Act/Aspire Results by Scaled Score Interpretation N=72

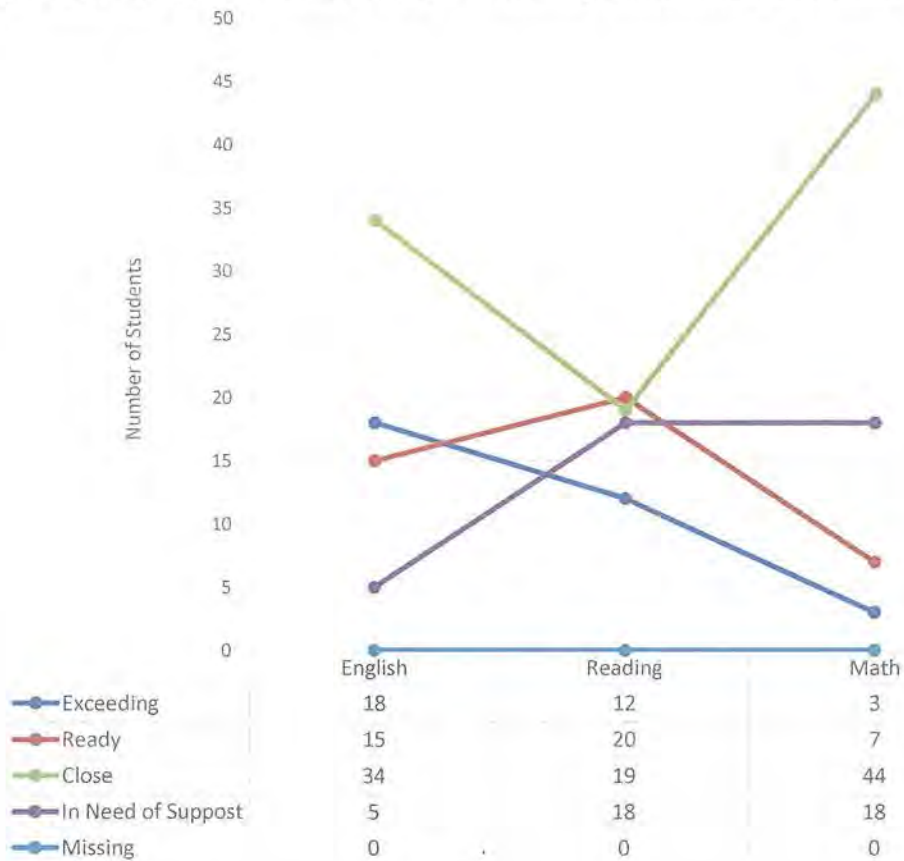
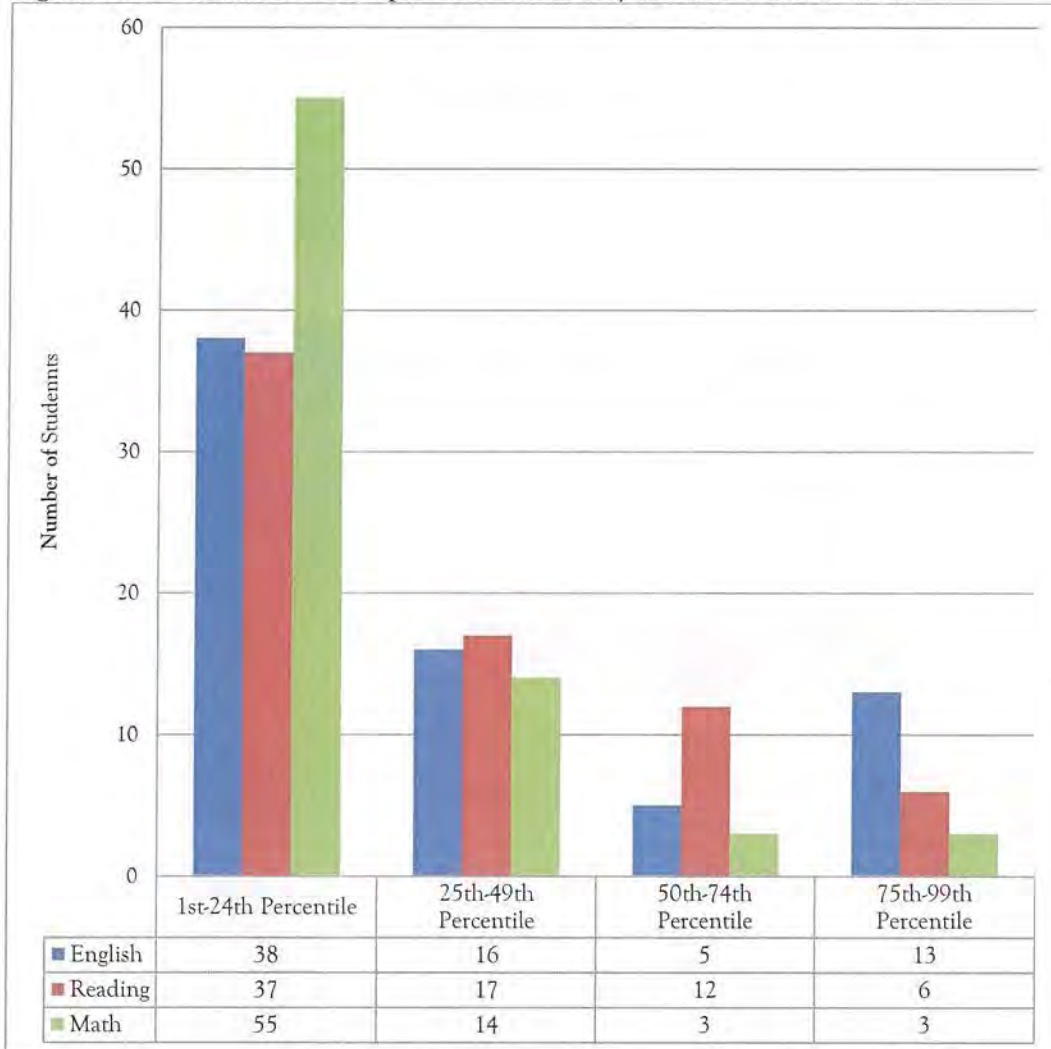


Figure 29. 5th Grade ACT/Aspire Test Results by Percentile Rank N=72

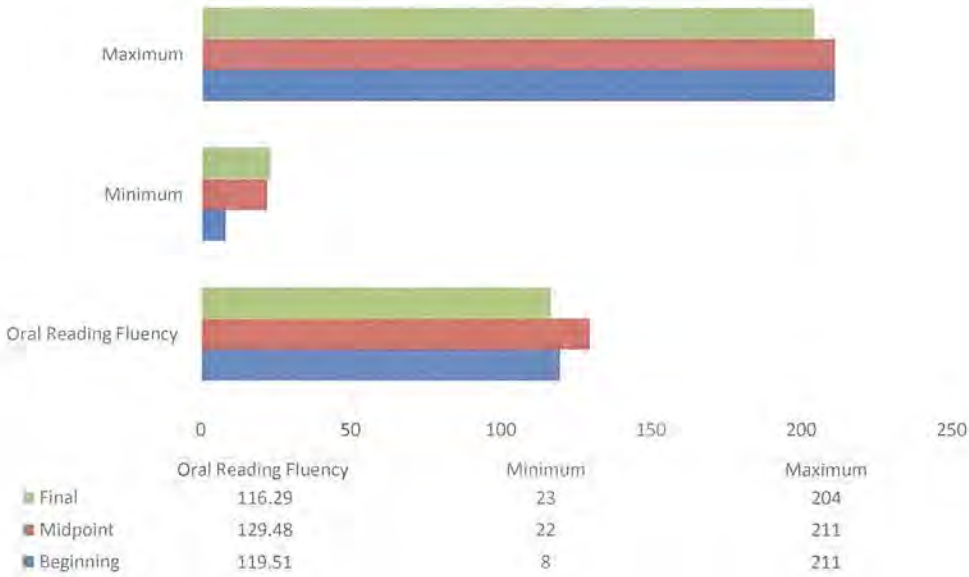


Based on the ACT/Aspire percentile ranks, a significant 37 students or 51% to 55 students or 76% of 5th grade students in need of support in English, Reading, and Math. Between 14 students or 19% to 17 students or 24% are at borderline, and between 3 students or 4% to 13 students or 18% in the high average to exceeding levels in English, Reading, and Math. The Math subtest is an area in need of significant support with 76% of 5th grade students in need of support.

6th Grade N=78-87
 Tests Administered: DIBELS, & WRAT-4 & ACT/Aspire

6th Grade-DIBELS
Number Tested=81

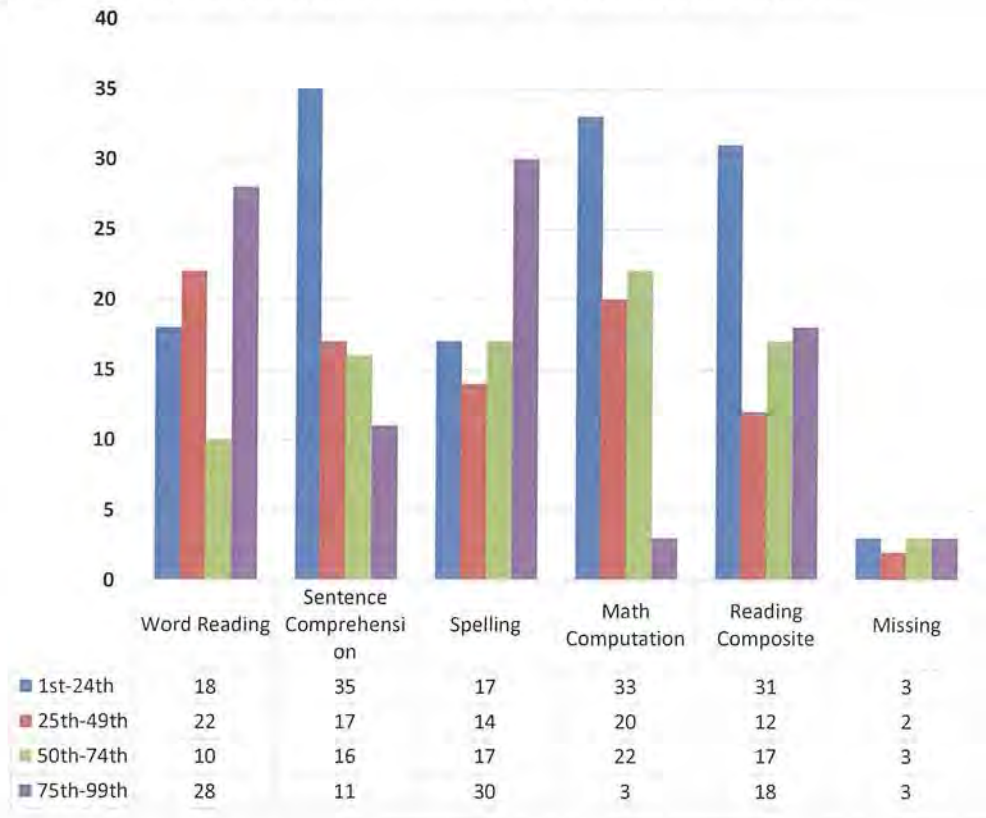
Figure 30. 6th Grade DIBELS: Average Words Read Correctly-Beginning-Midpoint to End of 6th Grade N=81



6th Grade students began the academic year demonstrating oral reading skill at 119 words per minute based on the DIBELS. By the end of year, 6th grade, students showed a slight 3% regression from the midpoint level at 211 words per minute to 204 words at final administration of the DIBELS. This regression may be due to the increasingly challenging vocabulary words in 6th grade reading material and/or the addition of new students who entered GACS at this grade level. Based on the cohort studies for 6th grade, there may be as many as 59 students who are new to GACS and have not had any training in Direct Instruction where oral reading proficiency is carefully monitored. By the 6th Grade, the DIBELS is no longer administered and it can be concluded that by the end of 6th grade, for this group of students, the average oral reading fluency is 116 words per minute with a minimum of 23 words per minute at the lower end and upwards to a maximum of 204 to 211 words per minute.

6th Grade-WRAT-4
Number Tested=78

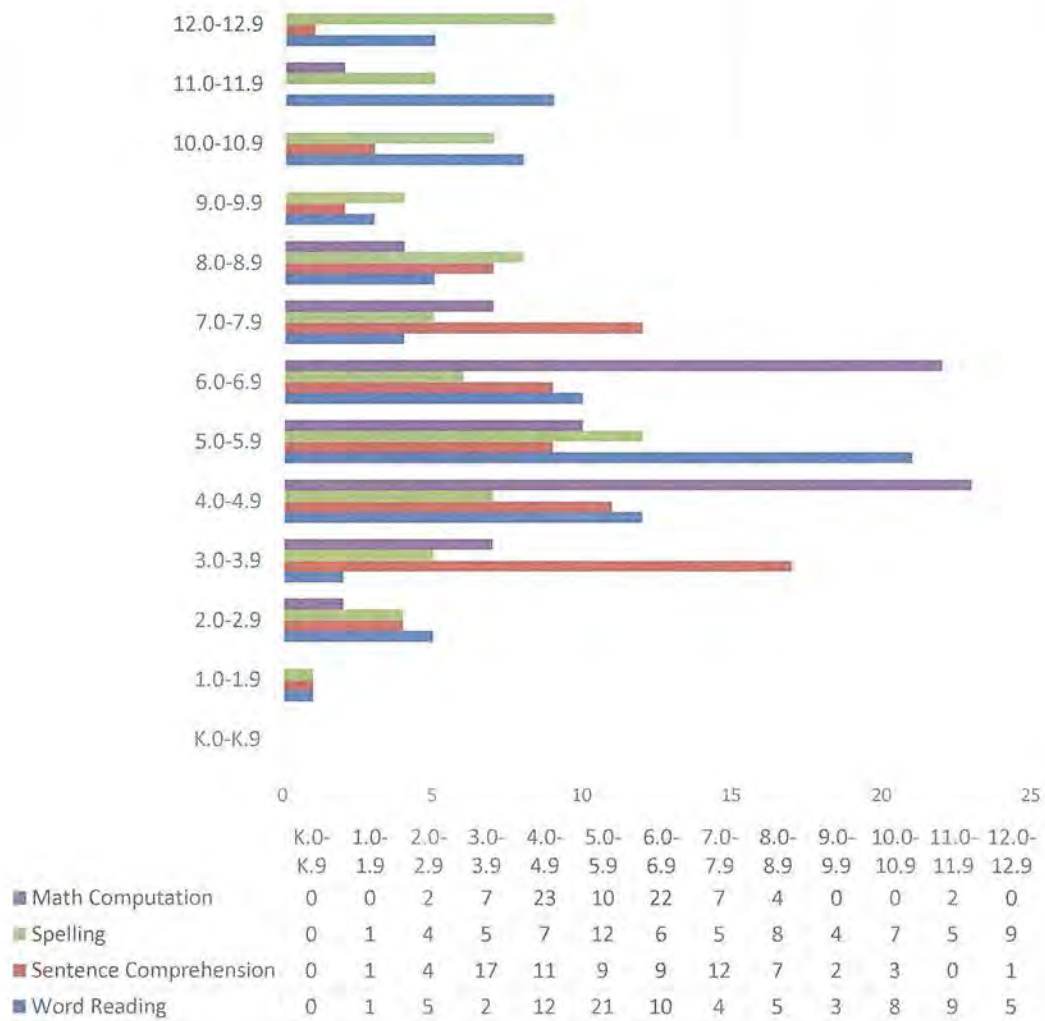
Figure 31. 6th Grade WRAT-4 Test Results by Percentile Rank N=78



In Word Reading 49% are reading in the high average to exceeding levels compared to their peers. 28% are at borderline, and 23% are in need continued support in their ability to read words at grade level. In Sentence Comprehension, 45% continue to need support in understanding what they read. 35% are at the high average to exceeding levels, with 22% at the borderline level for 6th grade. In Spelling, a significant 60% of 6th grade students are at the high average to excellent levels, with 18% at borderline, and 22% indicating continued need of support. In Math Computation, a significant 42% of 6th grade students are in need of instructional support. 32% are at the high average to exceeding levels in math computation, with 26% at borderline. In overall reading ability, as measured by the Reading Composite, a significant 45% are within the high average to exceeding levels, with 15% at borderline, and 40% in need of continued support. The gap in overall

achievement becomes very evident by 6th grade where students tend to be either in the low average of high average to exceeding levels, with few students at the borderline level.

Figure 32. 6th Grade WRAT-4 Test Results in Grade Equivalents N=78



By the end of 6th grade, grade equivalents ranged from 1st to 12th grade. At the lower end, between 1 to 23 students are within the 1st to 4th grade levels in word reading, reading comprehension, spelling and math and between 9 to 21 students are at the 5th grade level. The majority of 6th grade students are within the 6th grade level or higher and ready for 7th grade.

**6th Grade ACT/Aspire
Number Tested: 85-87**

The ACT/Aspire results are presented by first observing how scaled scores are interpreted by ACT/Aspire for 6th grade (see Table 18). Low score, high score, benchmark, and the National average levels on the ACT/Aspire across the United States are presented for 6th grade.

Table 18 . ACT/Aspire Interpretation of Scaled Score Levels for 6th Grade

Grade Tested	Subject	Low Score	High Score	Benchmark*	National Average
6	English	400	448	420	425
6	Reading	400	436	421	420
6	Math	400	451	420	421

*Average scaled score expectation for 6th Grade

Table 19. 6th Grade ACT/Aspire ENGLISH Test Results by Scaled Scores

ENGLISH SS Interval	Number of Students	Interpretation
426-448	17	Exceeding
425	0	National Average
421-424	18	
420	5	Benchmark
419	4	Ready
410-418	30	Close
400-409	12	In Need of Support
Total Students Tested	86	

Table 20. 6th Grade ACT/Aspire READING Test Results by Scaled Scores

READING SS Interval	Number of Students	Interpretation
422-436	10	Exceeding
421	2	Benchmark
420	3	National Average
419-416	18	Ready
415-410	29	Close
400-409	24	In Need of Support
Total Students	86	

Table 21. 6th Grade ACT/Aspire MATH Test Results by Scaled Scores

MATH SS Interval	Number of Students	Interpretation
------------------	--------------------	----------------

422-451	2	<i>Exceeding</i>
421	1	<i>National Average</i>
420	1	Benchmark
419-418	5	Ready
417-410	66	Close
400-409	10	In Need of Support
Total Students Tested	85	

Figure 33. Composite 6th Grade Act/Aspire Test Results by Scaled Score Interpretation N=85

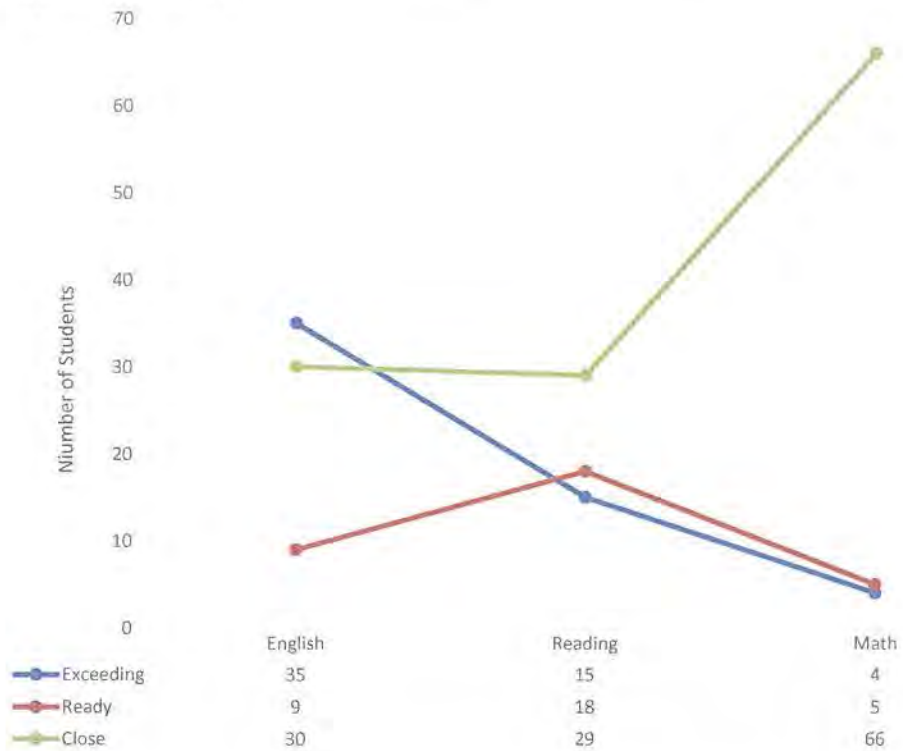
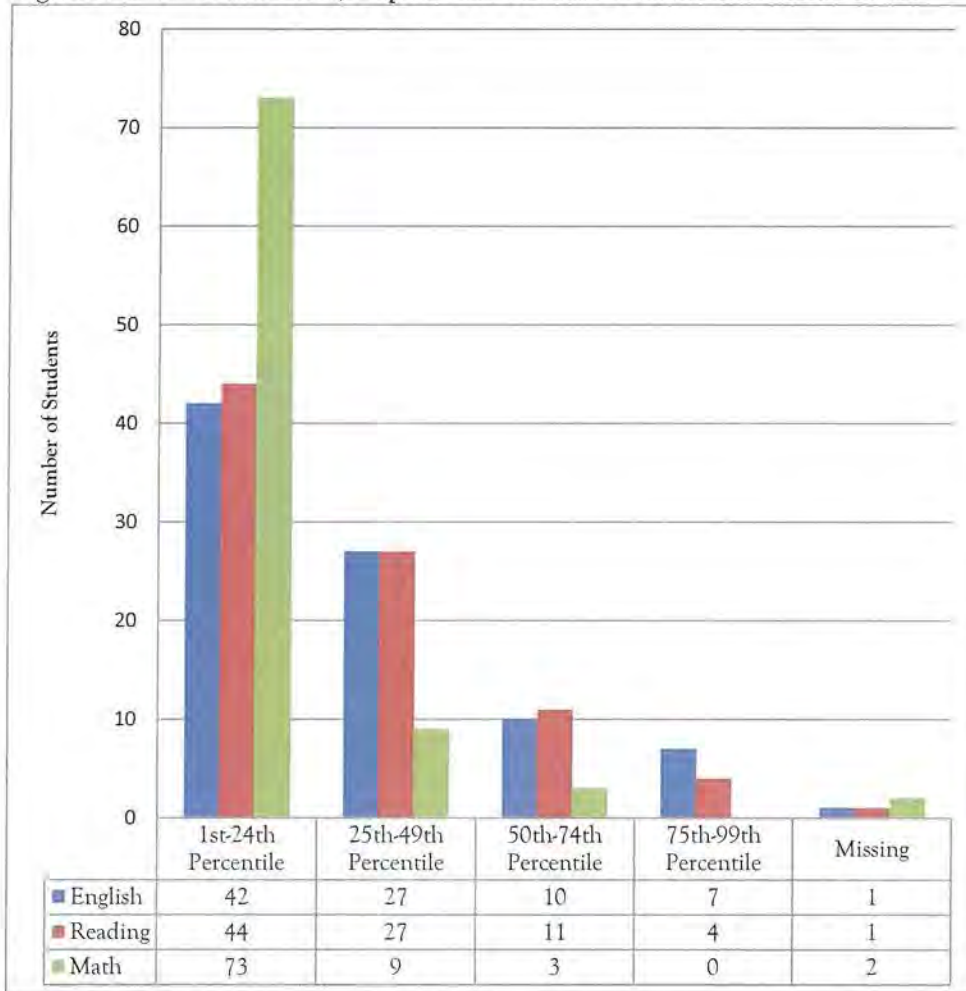


Figure 34. 6th Grade ACT/Aspire Test Results in Percentile Rank N=87



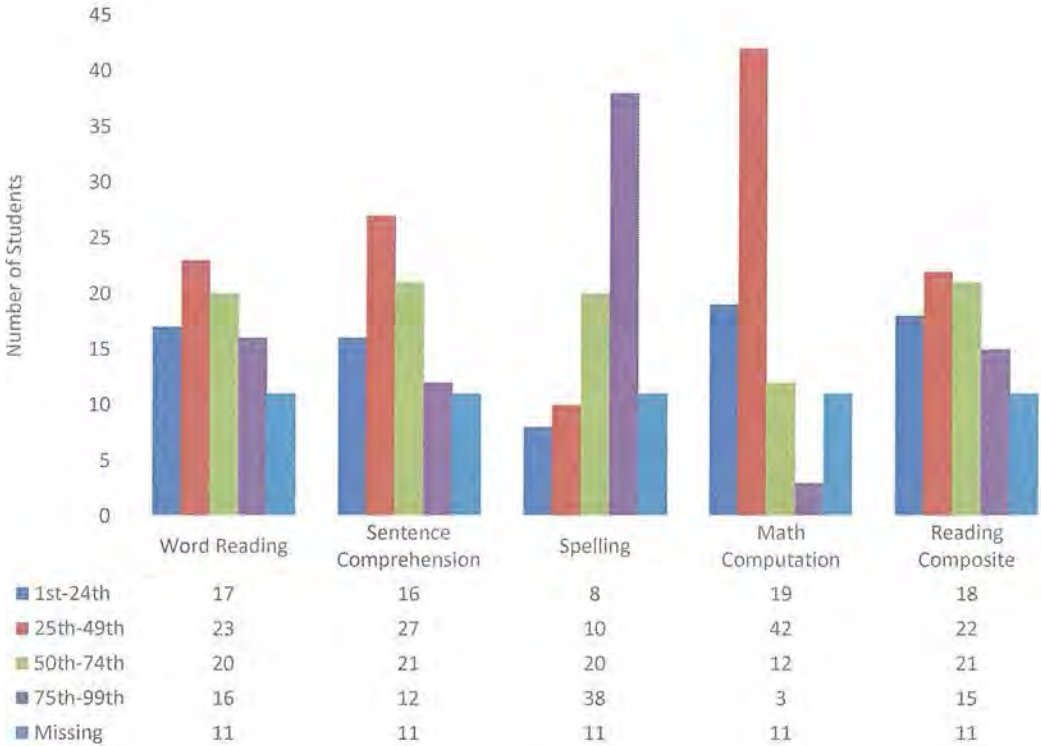
Based on the ACT/Aspire percentile ranks, a significant 42 students or 48% to 73 students or 84% of 6th grade students are in need of support in English, Reading, and Math. Between 9 students or 10% to 27 students or 31% are at borderline, and between 3 students or 3% to 11 students or 13% are in the high average to exceeding levels in English, Reading, and Math. With the majority of 6th grade students at the 1st to 24th percentile, there are no significant areas of measurable strength, most students are anchored between the 1st to 49th percentile, indicating low average to below average performance in English, Reading, and Math, as measured by the ACT/Aspire.

7th Grade N=79-87

Tests Administered: WRAT-4 & ACT/Aspire

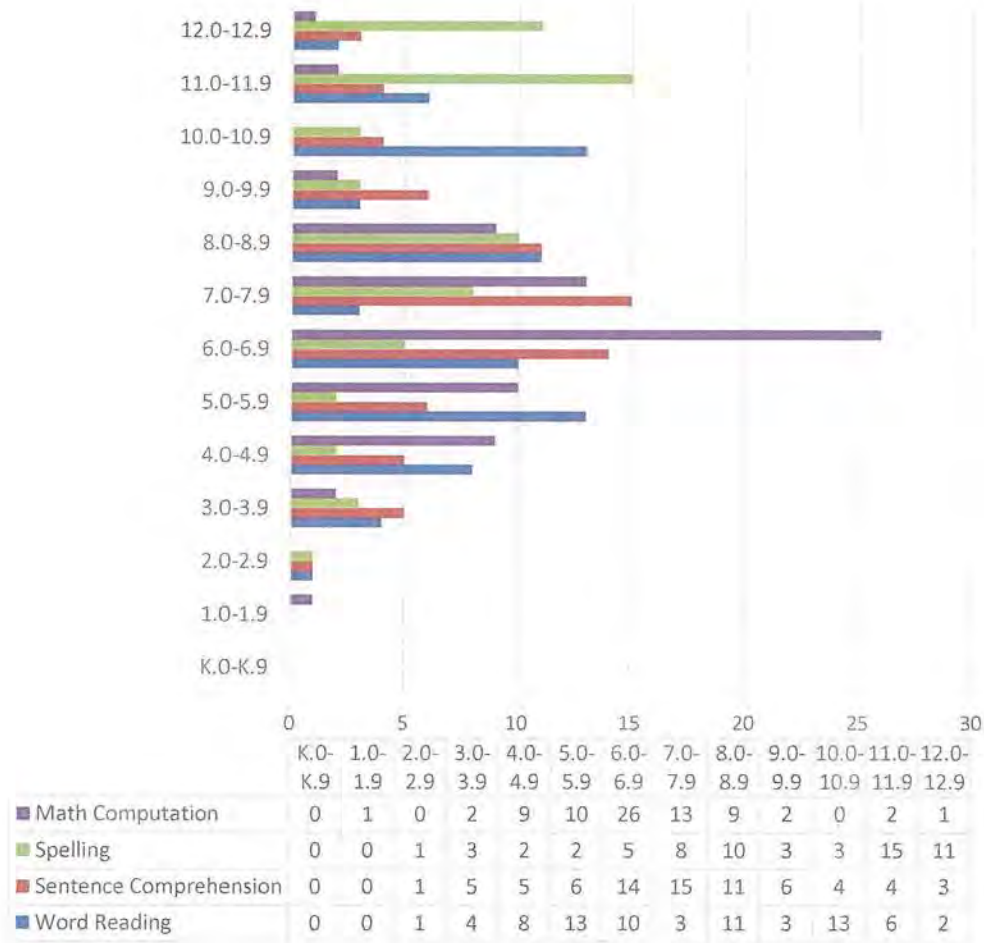
7th Grade-WRAT-4 Total Tested-87

Figure 35. 7th Grade WRAT-4 Test Results in Percentile Rank N=87



In Word Reading 52% are reading in the high average to exceeding levels compared to their 7th grade peers. 26% are at borderline, and 20% need continued support in their ability to read words at grade level. In Sentence Comprehension, 36% are at the high average to exceeding levels, 31% are borderline, and 18% continue to need support in understanding what they read. In Spelling, a significant 67% of 7th grade students are at the high average to excellent levels, with 11% at borderline, and 9% indicating continued need of support. In Math Computation, a significant 48% of 7th grade students are at the borderline level, with 17% at the high average to exceeding level and 22% in need of continued support. In overall reading ability, as measured by the Reading Composite, a significant 41% are within the high average to exceeding levels, with 25% at borderline, and 21% in need of continued support.

Figure 36. 7th Grade WRAT-4 Test Results by Grade Equivalents N=87



By the end of 7th grade, grade equivalents ranged from 2nd to 12th grade. At the lower end, between 1 to 10 students are within the 1st grade to 5th grade levels in word reading, reading comprehension, spelling and math and between 5 to 26 students are at the 6th grade level. The majority of 7th grade students are within the 6th grade level expectation or higher and ready for 8th grade.

7th Grade ACT/Aspire Number Tested: 87

The ACT/Aspire results are presented by first observing how scaled scores are interpreted by ACT/Aspire for 7th grade (see Table 22). Low score, high score, benchmark, and the National average levels on the ACT/Aspire across the United States are presented for 7th grade.

Table 22. ACT/Aspire Interpretation of Scaled Score Levels for 7th Grade

Grade Tested	Subject	Low Score	High Score	Benchmark*	National Average
7	English	400	450	421	427
7	Reading	400	438	423	420
7	Math	400	453	422	421

*Average scaled score expectation for 7th Grade

Table 23. 7th Grade ACT/Aspire Results for ENGLISH Scaled Scores

ENGLISH SS Interval	Number of Students	Interpretation
428-450	16	Exceeding
427	3	National Average
426-422	19	Above Benchmark
421	2	Benchmark
420-419	15	Ready
418-410	19	Close
400-409	4	In Need of Support
Total Students Tested	78	
Missing	9	
Total Students	87	

Table 24. 7th Grade ACT/Aspire Results for READING Scaled Scores

READING SS Interval	Number of Students	Interpretation
424-438	12	Exceeding
423	3	Benchmark
422-420	10	National Average
419-417	10	Ready
416-410	32	Close
409-400	10	In Need of Support
Total Students Tested	77	
Missing	10	
Total Students	87	

Table 25. 7th Grade ACT/Aspire Test Results for MATH Scaled Scores

MATH SS Interval	Number of Students	Interpretation
423-453	1	<i>Exceeding</i>
422	0	<i>Benchmark</i>
421	1	National Average
420-417	6	Ready
416-410	42	Close
400-409	28	In Need of Support
Total Students Tested	78	
Missing	9	
Total Students	87	

Figure 37. Composite 7th Grade ACT/Aspire Results by Scaled Score Interpretation N=87

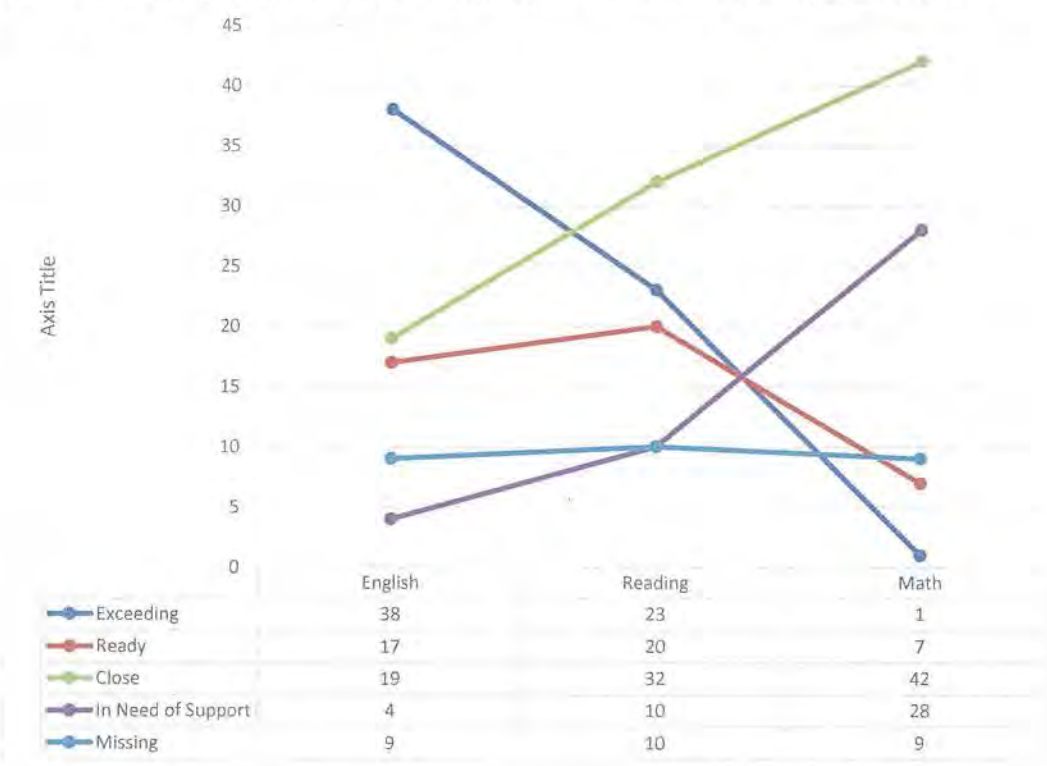
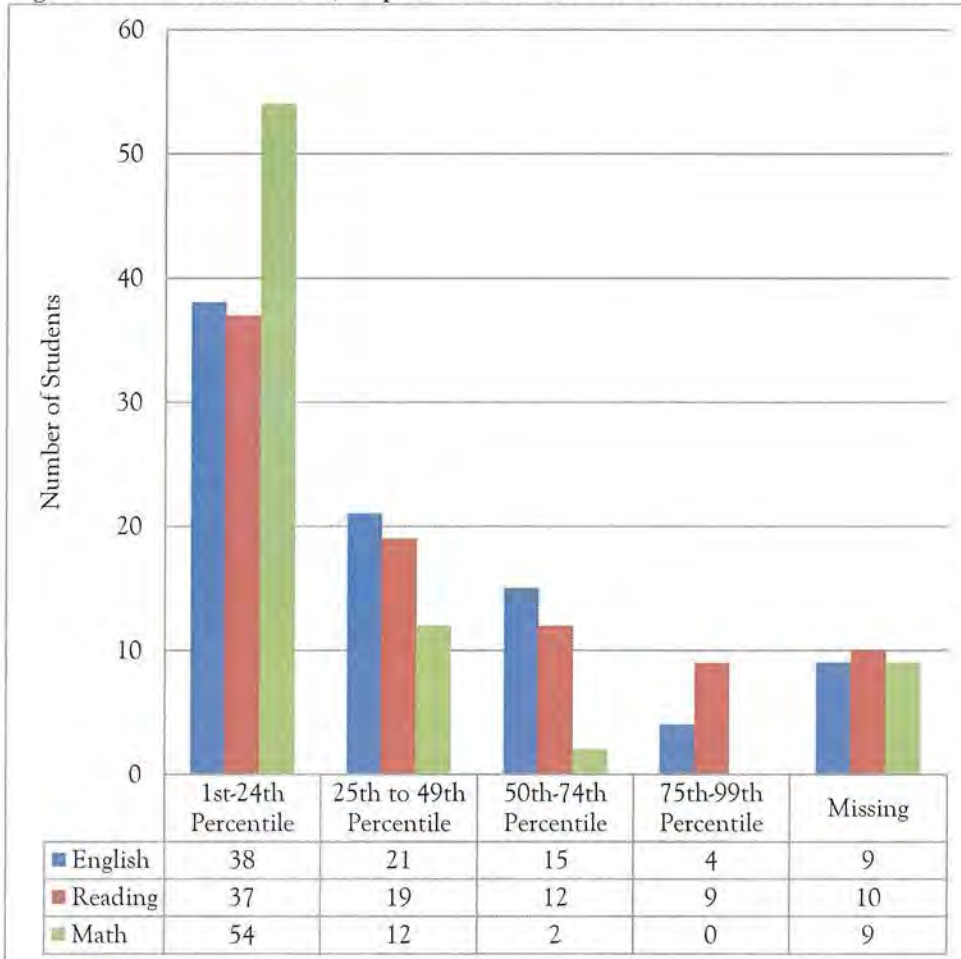


Figure 38. 7th Grade ACT/Aspire Test Results in Percentile Ranks N=87



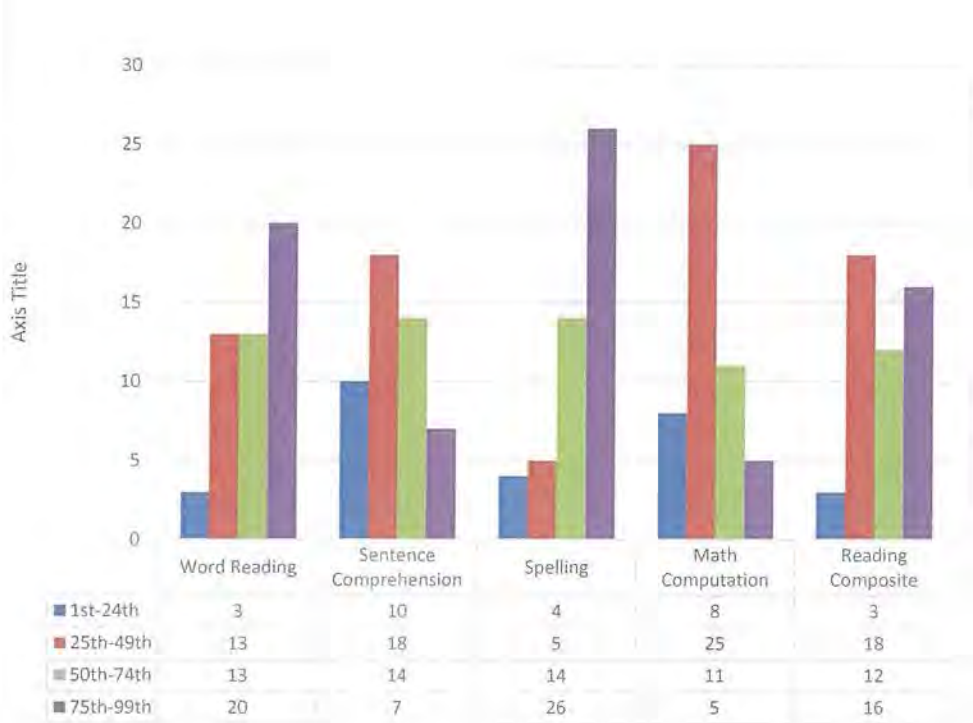
Based on the ACT/Aspire percentile ranks, a significant 37 students or 43% to 54 students or 62% of 7th grade students are in need of support in English, Reading, and Math. Between 12 students or 14% to 21 students or 24% are at borderline, and between 2 students or 2% to 15 students or 17% are in the high average to exceeding levels in English, Reading, and Math. The Math subtest is an area in need of significant support with 67% of 7th grade students in need of instructional support.

8th Grade N=51

Tests Administered: WRAT-4 & ACT/Aspire

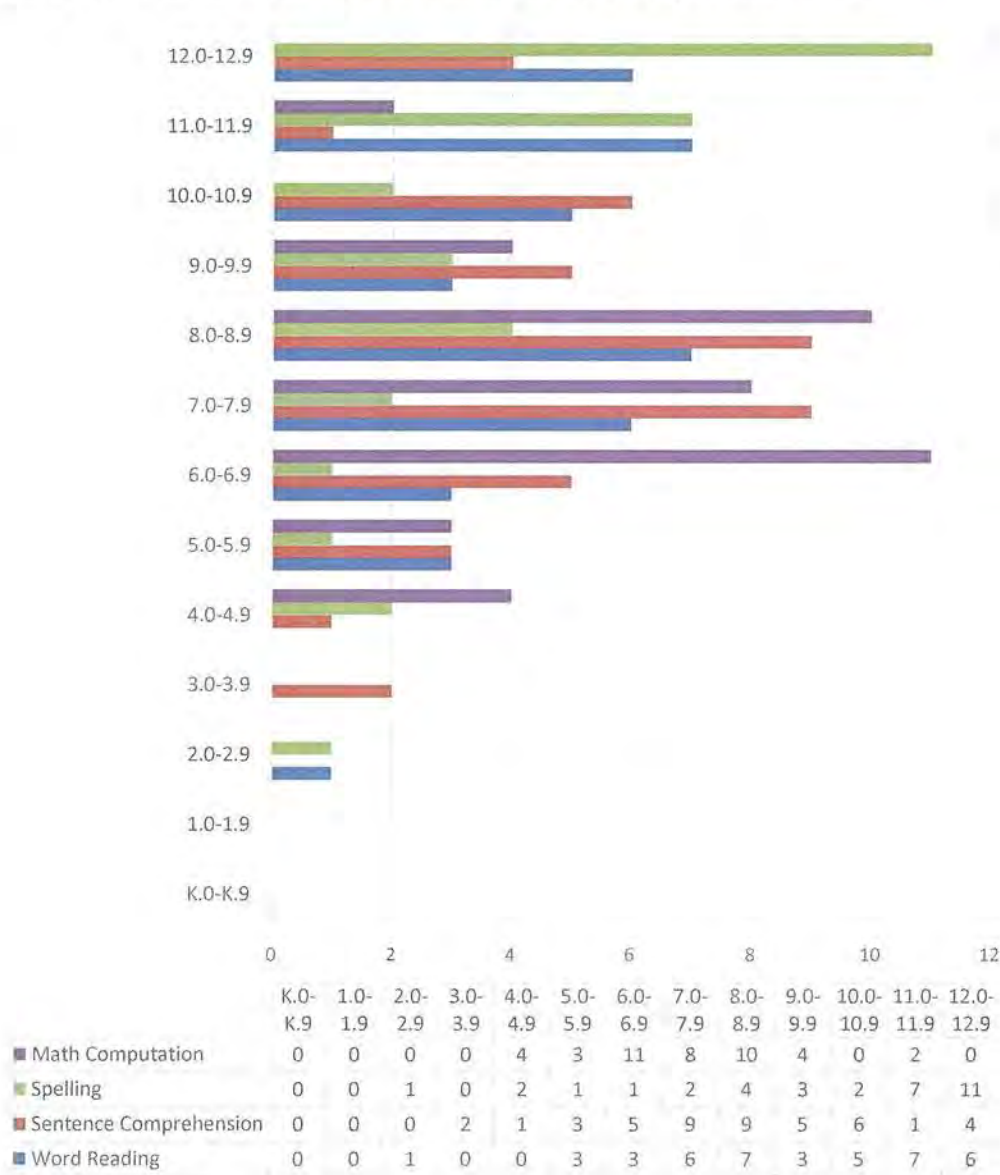
8th Grade-WRAT-4 Total Tested-51

Figure 39. 8th Grade WRAT-4 Test Results in Percentile Rank N=51



In Word Reading a significant 65% are reading words in the high average to exceeding levels compared to their 8th grade peers. 25% are at borderline, and 6% need continued support in their ability to read words at grade level. In Sentence Comprehension, 41% show reading comprehension in the high average to exceeding levels with 35% at borderline and 20% in need support in understanding what they read. In Spelling, a significant 78% of 8th grade students are at the high average to excellent levels, with 10% at borderline, and 7% indicating continued need of instructional support. In Math Computation, 49% of 8th grade students are at borderline level with 31% in the high average to exceeding levels in math computation and 17% in need of continued support. In overall reading ability, as measured by the Reading Composite, a significant 55% are within the high average to exceeding levels, with 35% at borderline, and 6% in need of continued support.

Figure 40. 8th Grade WRAT-4 Test Results in Grade Equivalents N=51



By the end of 8th grade, grade equivalents ranged from 2nd to 12th grade. At the lower end, between 1 to 11 students are within the 1st to 6th grade level in word reading, reading comprehension, spelling and math. Between 6 to 9 students are the 7th grade level. The majority of 8th grade students are within the 7th grade level expectations or higher and ready for 9th grade.

8th Grade ACT/Aspire Total Tested: 51

The ACT/Aspire results are presented by first observing how scaled scores are interpreted by ACT/Aspire for 8th grade (see Table 25). Low score, high score, benchmark, and the National average levels on the ACT/Aspire across the United States are presented for 8th grade.

Table 26. ACT/Aspire Scaled Score Levels for 8th Grade

Grade Tested	Subject	Low Score	High Score	Benchmark*	National Average
8	English	400	452	422	428
8	Reading	400	440	424	423
8	Math	400	456	425	423

*Average scaled score expectation for 7th Grade

Table 27. 8th Grade ACT/Aspire ENGLISH Test Results by Scaled Scores

ENGLISH SS Interval	Number of Students	Interpretation
429-452+	11	Exceeding
428	4	National Average
427-423	15	Above Benchmark
422	2	Benchmark
421-419	8	Ready
418-410	8	Close
400-409	0	In Need of Support
Total Students Tested	49	
Missing	2	
Total Students	51	

Table 28. 8th ACT/Aspire READING Test Results by Scaled Scores

READING SS Interval	Number of Students	Interpretation
425-440	11	Exceeding
424	3	Benchmark
423	1	National Average
422-419	14	Ready
418-410	18	Close
409-400	3	In Need of Support
Total Students Tested	50	
Missing	1	
Total Students	51	

Table 29. 8th Grade ACT/Aspire MATH Test Results Scaled Scores

MATH SS Interval	Number of Students	Interpretation
426-456	1	<i>Exceeding</i>
425	0	<i>Benchmark</i>
423	1	National Average
422-418	9	Ready
417-410	36	Close
400-409	3	In Need of Support
Total Students Tested	50	
Missing	1	
Total Students	51	

Figure 41. Composite 8th Grade ACT/Aspire Test Results by Scaled Score Interpretation N=51

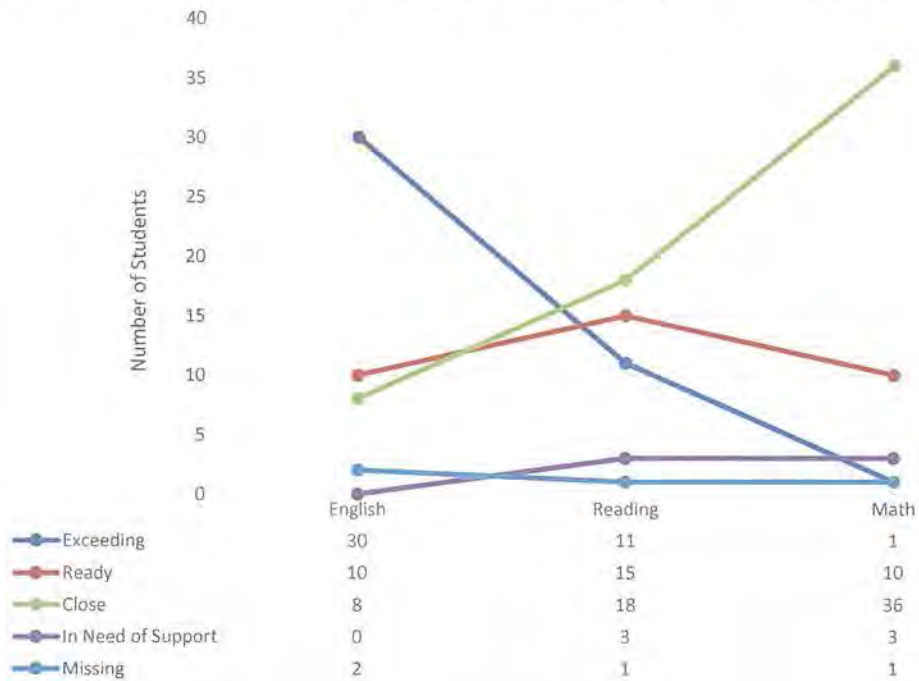
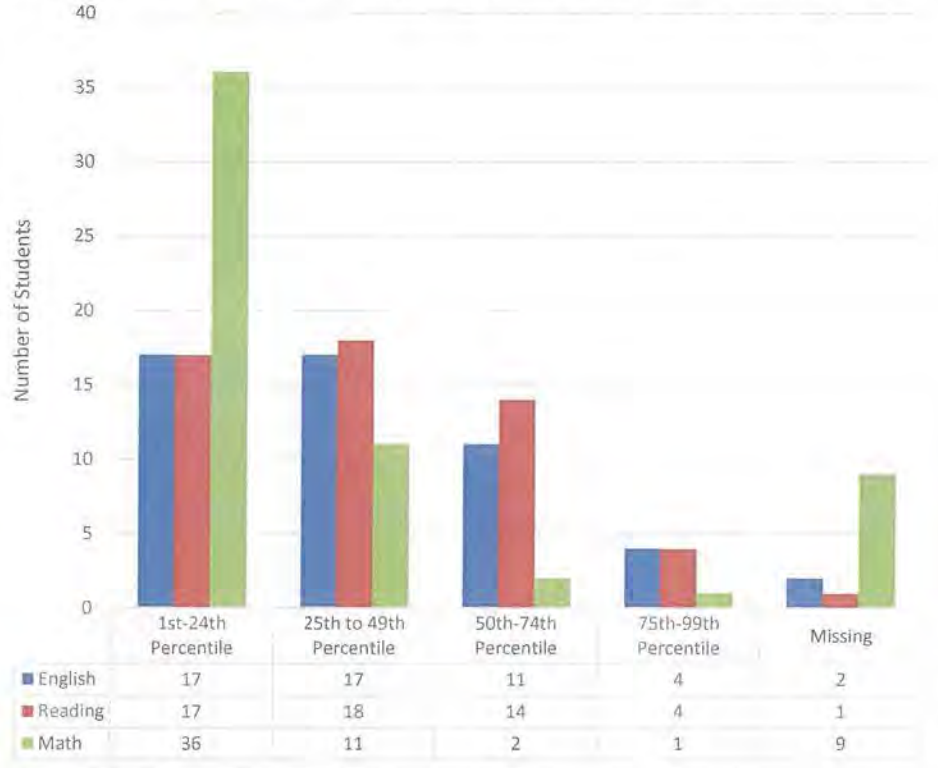


Figure 42. 8th Grade ACT/Aspire Test Results in Percentile Ranks N=51



Based on the ACT/Aspire percentile ranks, a significant 17 students or 33% to 36 students or 71% of 8th grade students are in need of support in English, Reading, and Math. Between 11 students or 22% to 14 students or 27% are at borderline, and between 1 student or % to 4 students or % are in the high average to exceeding levels in English, Reading, and Math. The Reading subtest is an area of marginal strength with % in the high average range. The Math subtest is an area in need of support with % of 8th grade students in need of support.

9th Grade N=41

Tests Administered: WRAT-4/ACT/Aspire-SBA

9th Grade-WRAT-4 Total Tested-41

Figure 43. 9th Grade WRAT-4 Test Results in Percentile Ranks N=41

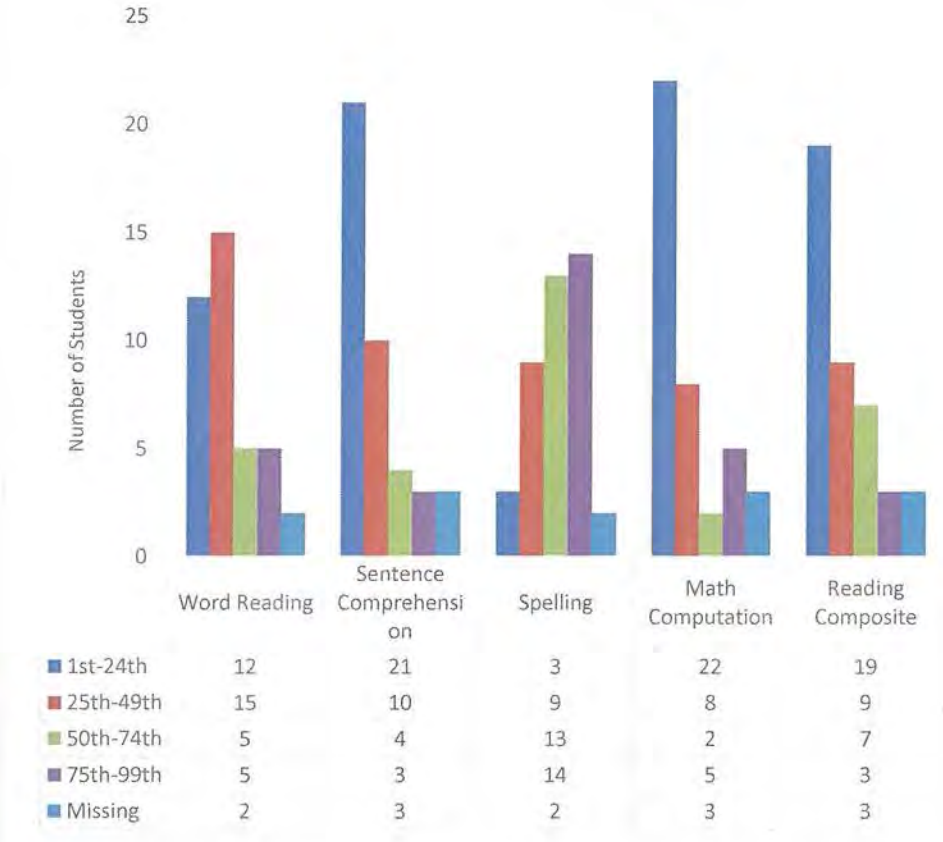
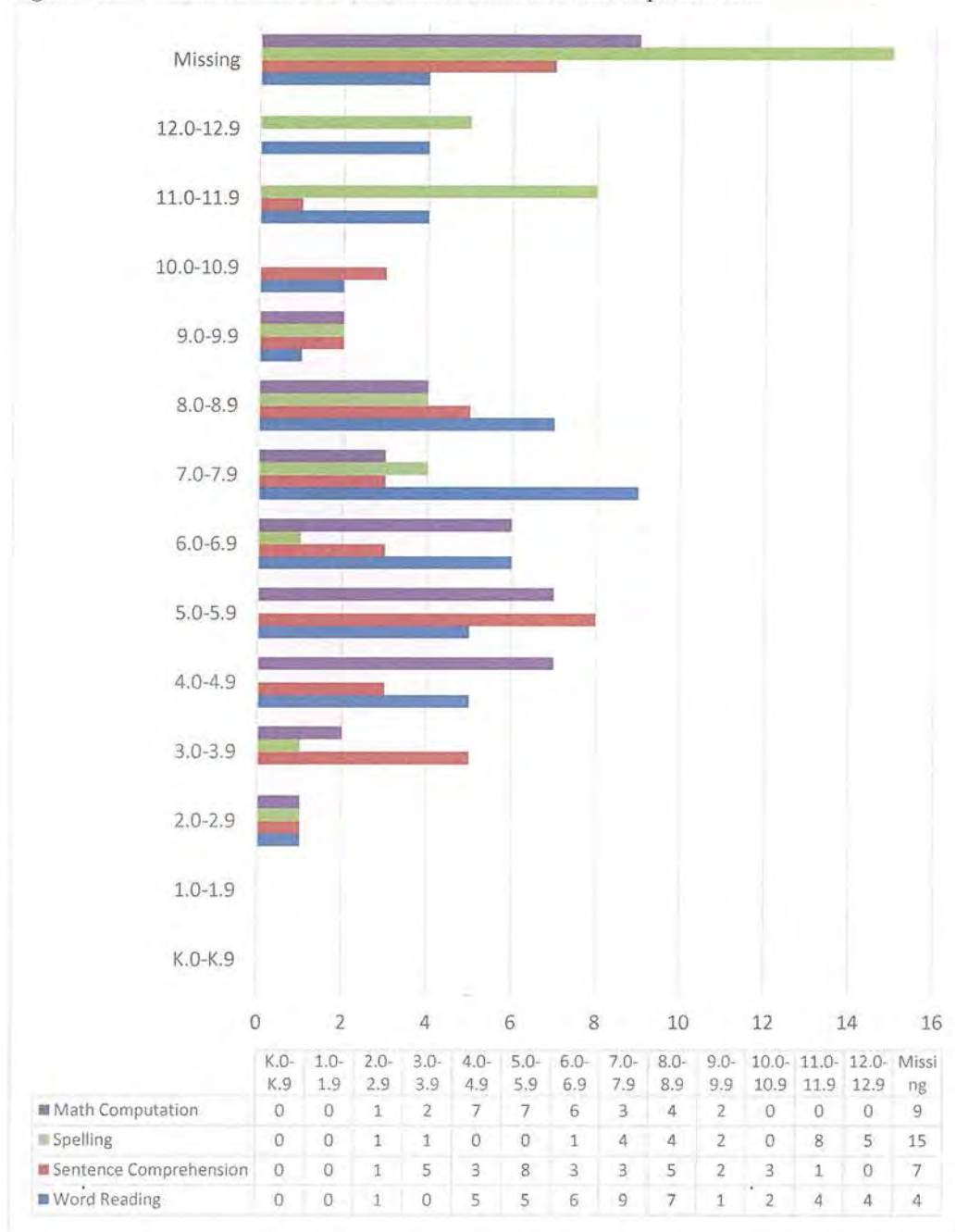


Figure 44. 9th Grade WRAT-4 Test Results in Grade Equivalents



**ACT/Aspire
Number Tested: 41**

Table 30. ACT/Aspire Interpretation of Scaled Score Levels for 9th Grade

Grade Tested	Subject	Low Score	High Score	Benchmark*	National Average
9	English	400	456	426	429
9	Reading	400	442	425	423
9	Math	400	460	428	425

*Average scaled score expectation for 9th Grade

Table 31. 9th Grade ACT/Aspire ENGLISH Test Results by Scaled Scores

ENGLISH SS Interval	Number of Students	Interpretation
430-456	6	Exceeding
429	1	National Average
428-427	2	Ready
426	2	Benchmark
425-423	4	Ready
422-410	22	Close
409-400	4	In Need of Support
Total Students Tested	41	
Missing	0	
Total Students	41	

Table 32. 9th Grade ACT/Aspire READING Test Results by Scaled Scores

READING SS Interval	Number of Students	Interpretation
426-442	3	Exceeding
425	3	Benchmark
424	1	Ready
423	0	National Average
422-418	6	Ready
417-410	19	Close
409-400	6	In Need of Support
Total Students Tested	38	
Missing	3	
Total Students	41	

Table 33. 9th Grade ACT/Aspire MATH Test Scores by Scaled Scores

MATH SS Interval	Number of Students	Interpretation
429-460	1	Exceeding
428	0	Benchmark
426-427	1	Ready
425	0	National Average
424-418	9	Ready
417-410	26	Close
400-409	3	In Need of Support
Total Students Tested	40	
Missing	1	
Total Students	41	

Figure 45. Composite 9th Grade ACT/Aspire by Scaled Score Interpretation N=41

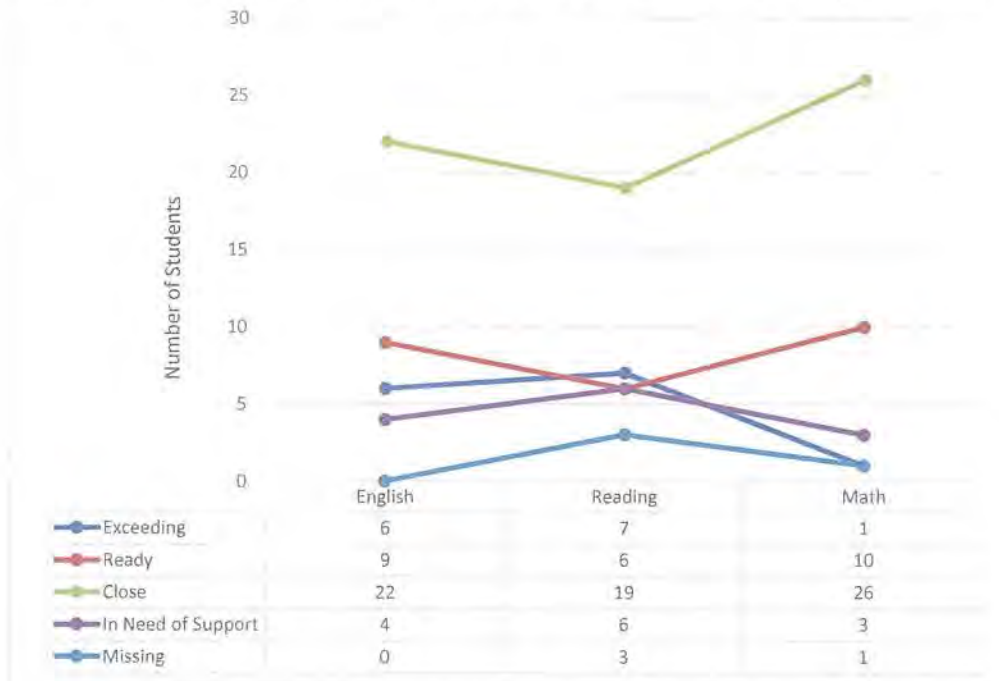
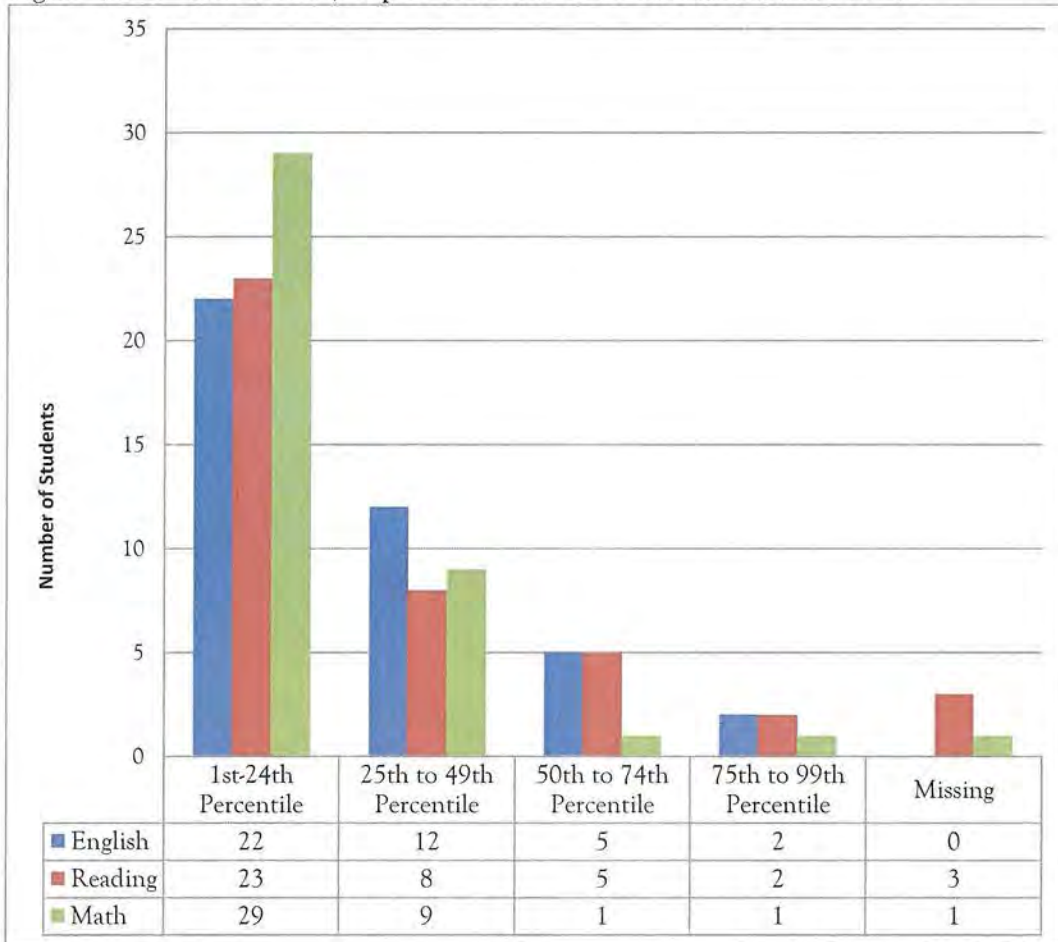
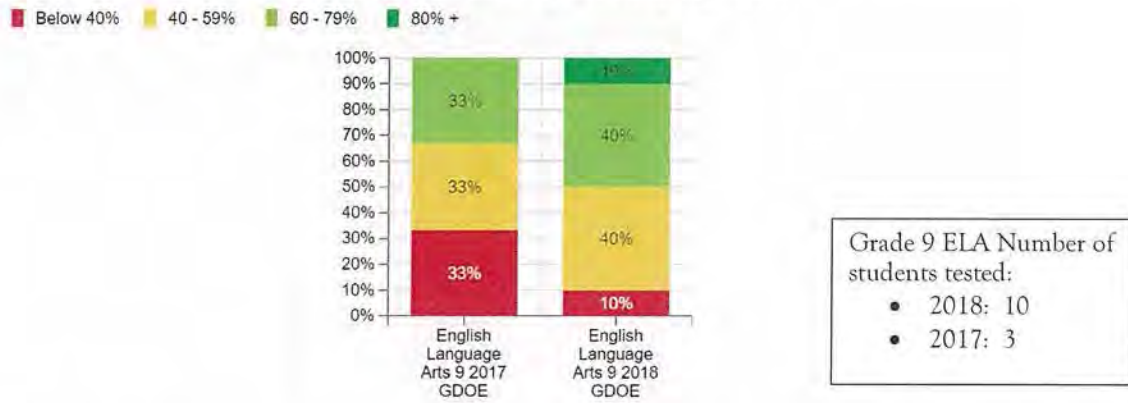


Figure 46. 9th Grade ACT/Aspire Test Results in Percentile Ranks N=41



9th Grade Standards Based Assessment (SBA)*

Table 34. 9th Grade SBA Test Results for English-Language Arts



**It is unclear why the 9th grade students were given the SBA English-Language Arts and why only 10 students were assessed on the SBA-English Language Arts test in 2018 when there are 41 students enrolled for 9th Grade for 2017-2018*

10th Grade N=30
 Tests Administered: WRAT-4 -ACT/Aspire - SBA

10th Grade-WRAT-4
Total Tested-30

Figure 47. 10th Grade WRAT-4 Test Results in Percentile Rank N=30

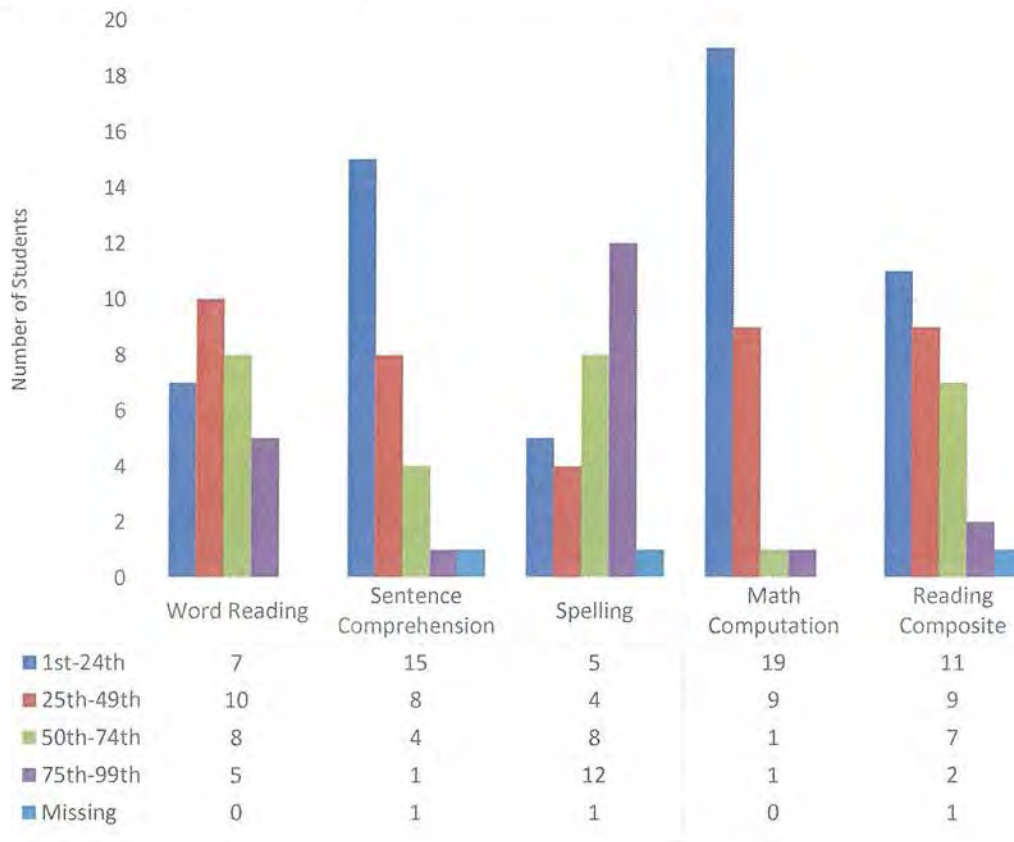
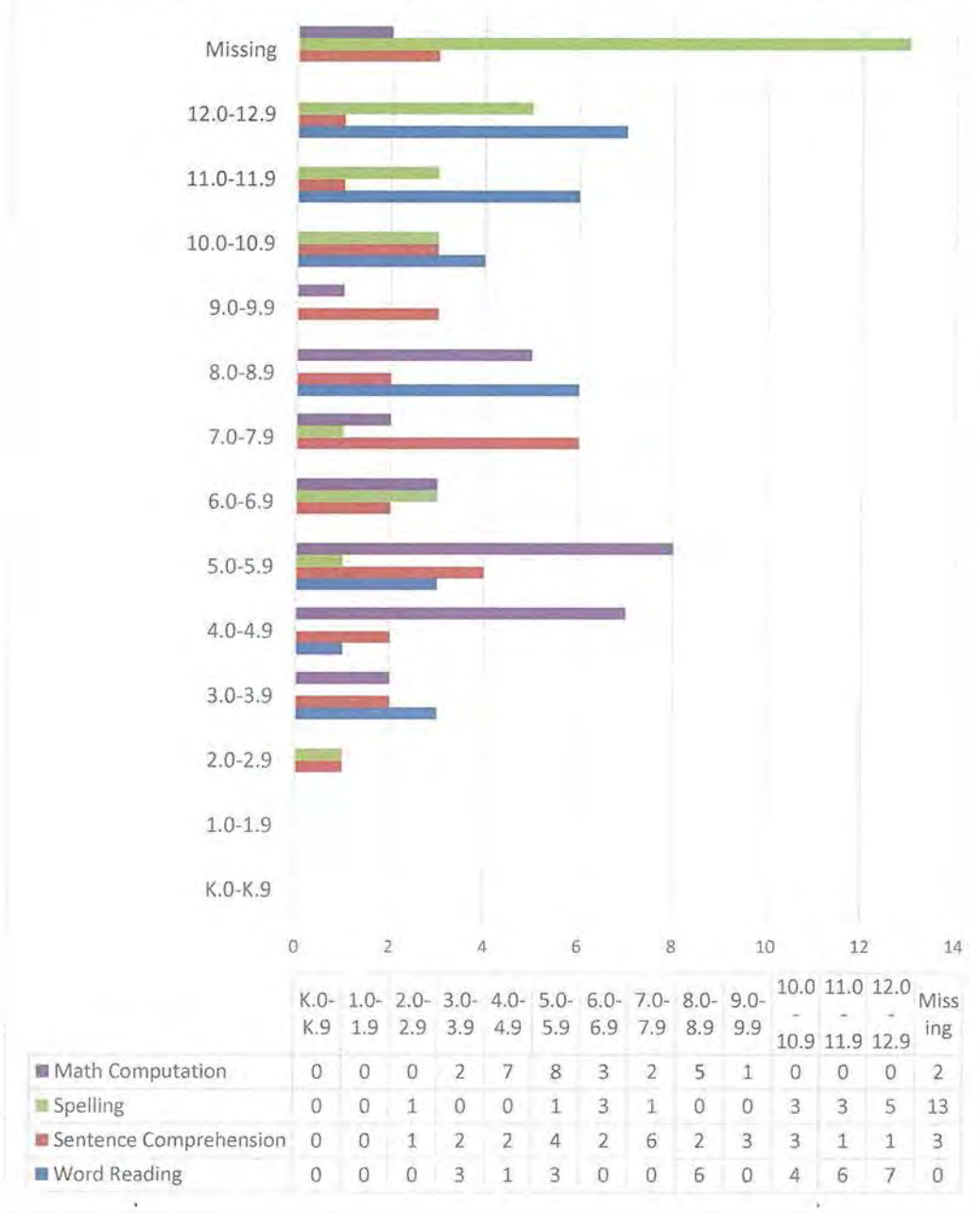


Figure 48. 10th Grade WRAT-4 Test Results in Grade Equivalents N=30



**10th Grade ACT/Aspire
Number Tested: 30**

Table 35. ACT/Aspire Interpretation of Scaled Score Levels for 10th Grade

Grade Tested	Subject	Low Score	High Score	Benchmark*	National Average
10	English	400	456	428	431
10	Reading	400	442	428	424
10	Math	400	460	432	427

*Average scaled score expectation for 10th Grade

Table 36. 10th Grade ACT/Aspire ENGLISH Test Results by Scaled Scores

ENGLISH SS Interval	Number of Students	Interpretation
432-456	5	Exceeding
431	0	National Average
430-429	2	Ready
428	1	Benchmark
427-423	4	Ready
422-410	14	Close
409-400	3	In Need of Support
Total Students Tested	29	
Missing	1	
Total Students	30	

Table 37. 10th Grade ACT/Aspire READING Test Results by Scaled Scores

READING SS Interval	Number of Students	Interpretation
429-442	3	Exceeding
428	1	Benchmark
427-425	2	
424	0	National Average
423-419	4	Ready
418-410	16	Close
400-409	2	In Need of Support
Total Students Tested	28	
Missing	2	
Total Students	30	

Table 38. 10th Grade ACT/Aspire MATH Test Results by Scaled Scores

MATH SS Interval	Number of Students	Interpretation
433-460	0	<i>Exceeding</i>
432	0	<i>Benchmark</i>
431-428	0	
427	0	National Average
426-421	3	Ready
420-410	21	Close
400-409	5	In Need of Support
Total Students Tested	29	
Missing	1	
Total Students	30	

Figure 49. Composite 10th Grade ACT/Aspire by Scaled Score Interpretation N=30

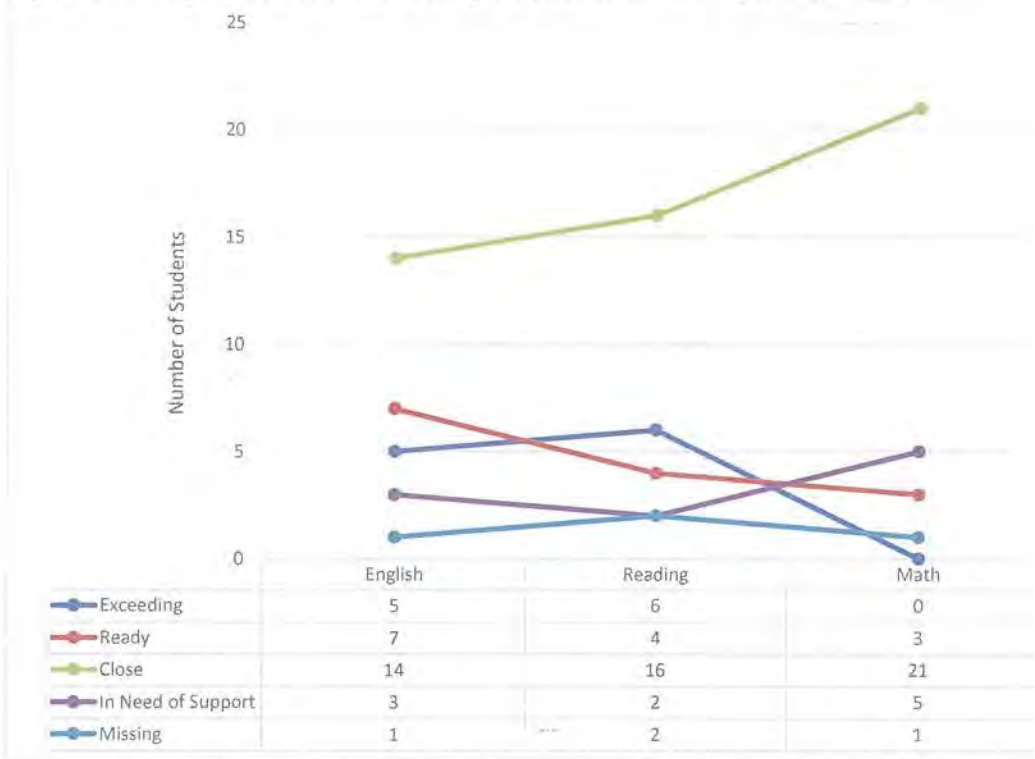
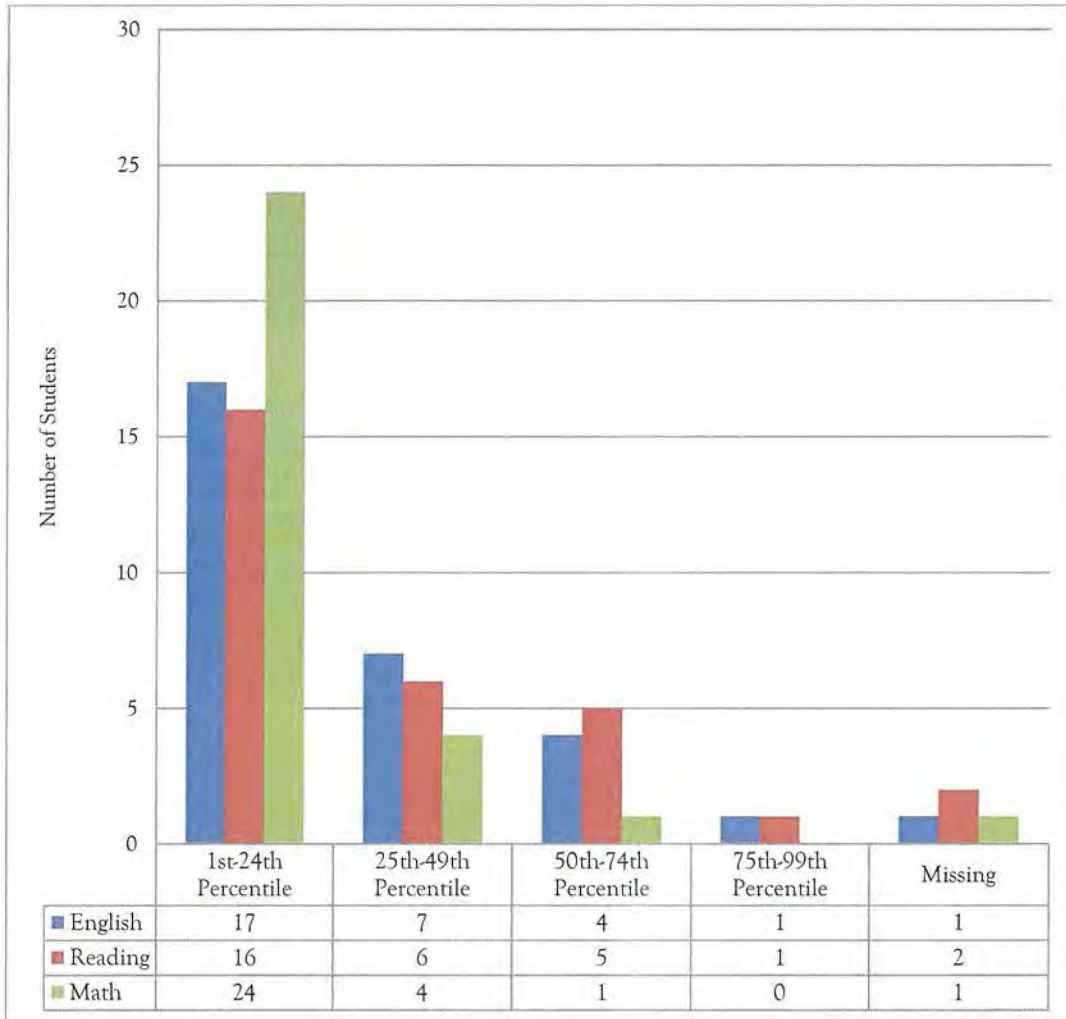
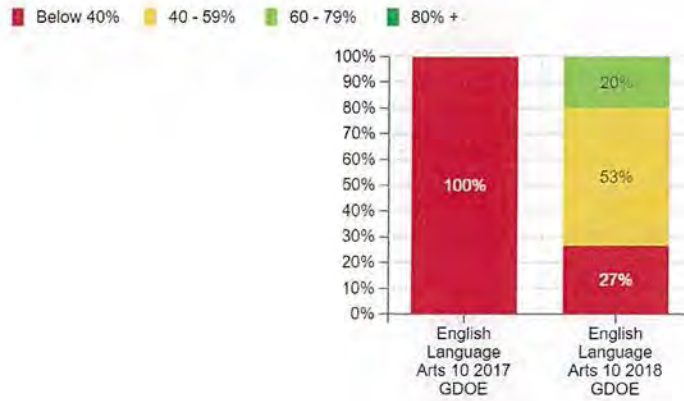


Figure 50. 10th Grade ACT/Aspire Results in Percentile Ranks N=30



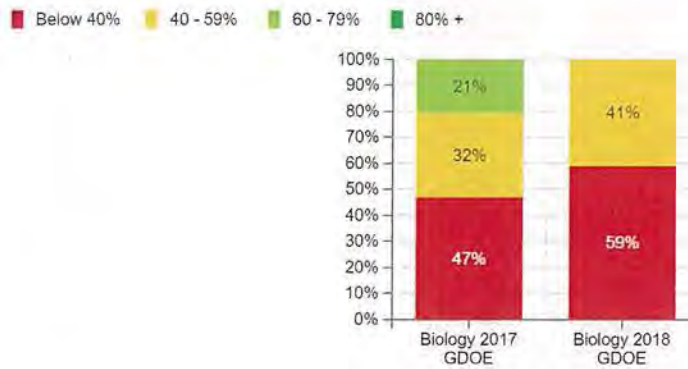
10th Grade Standards Based Assessment (SBA)

Table 39. 10th Grade SBA Test Results: English-Language Arts, Biology, Guam History, and World Geography



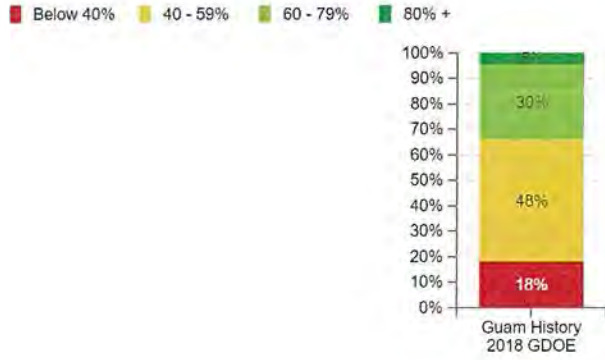
Grade 10 ELA Number of students tested:

- 2018: 15
- 2017: 2

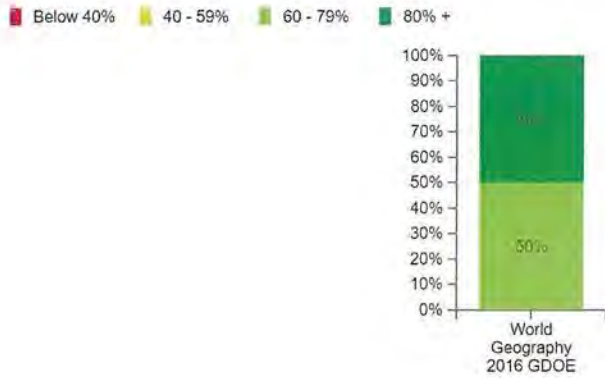


Biology Number of students tested:

- 2018: 22
- 2017: 34



Guam History
Number of students tested:
• 2018: 44



World Geography
Number of students tested:
• 2016: 2

11th Grade N=30

Tests Administered: WRAT-4 & SBA

11th Grade -WRAT-4 Total Tested-30

Figure 51. 11th Grade WRAT-4 Test Results in Percentile Rank N=30

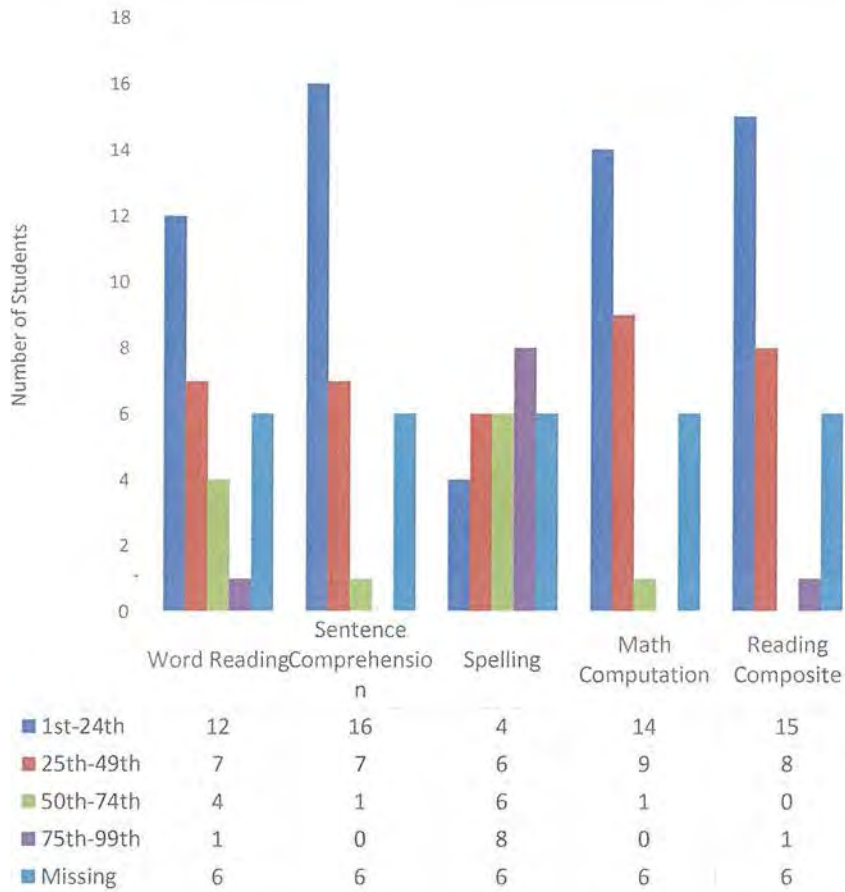
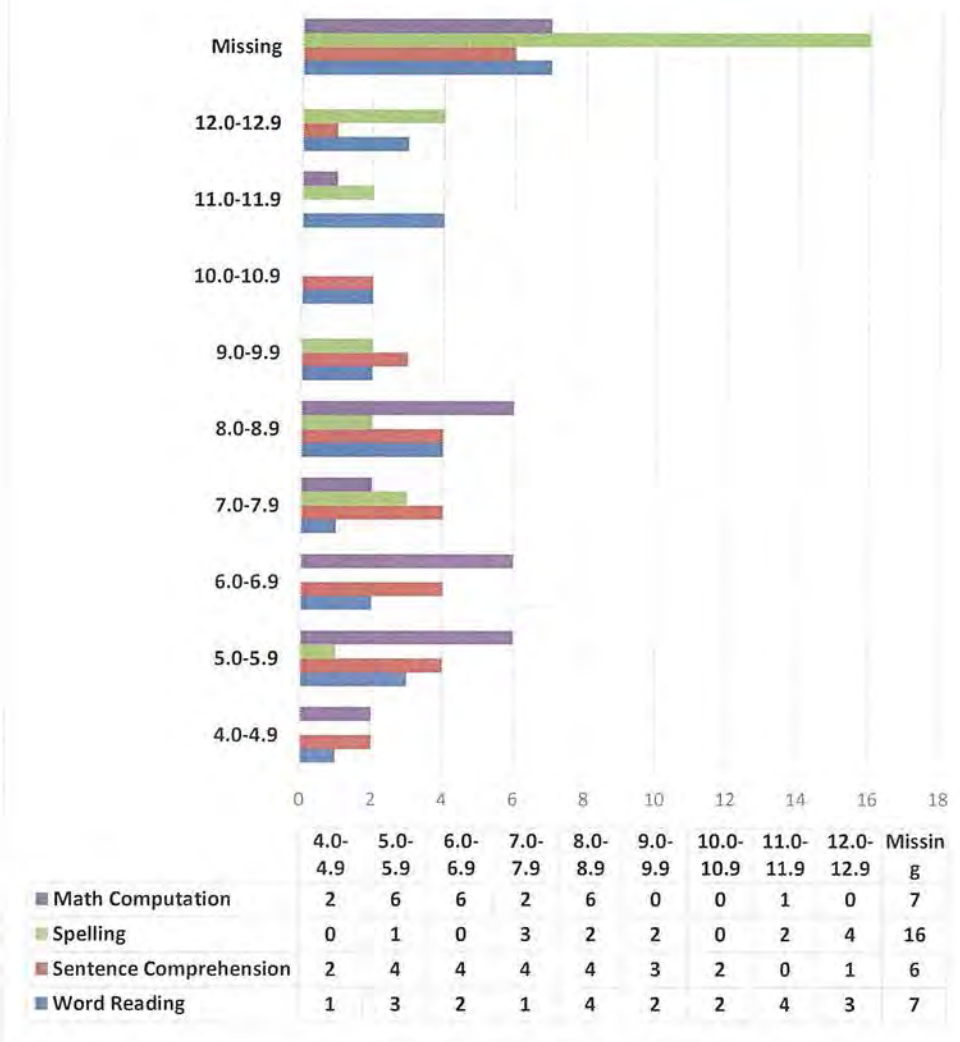


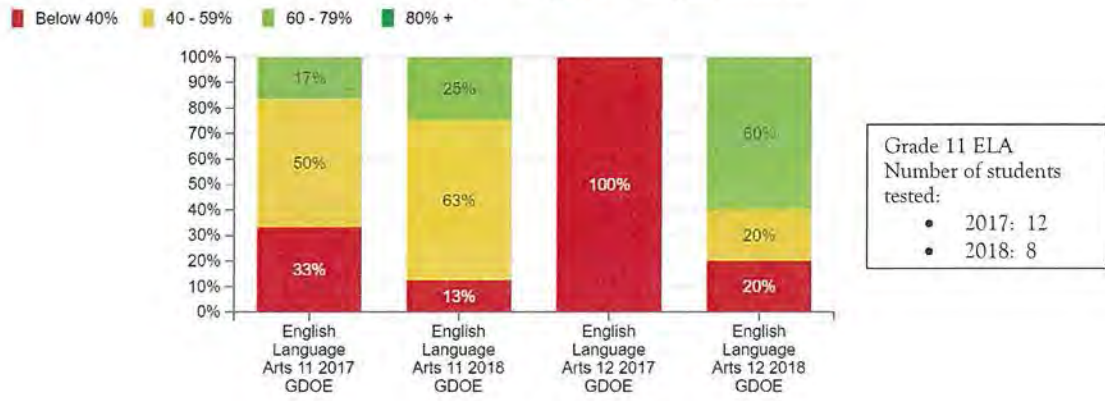
Figure 52. 11th Grade WRAT-4 Test Results in Grade Equivalents N=30

11th Grade WRAT-4 Results in Grade Equivalents
N=30



11th Grade Standards Based Assessment (SBA)

Table 40. 11th Grade SBA Test Results: English-Language Arts



12th Grade N=28
Tests Administered: WRAT-4 & SBA

12th Grade-WRAT-4
Total Tested-28

Figure 53. 12th Grade WRAT-4 Test Results in Percentile Ranks N=28

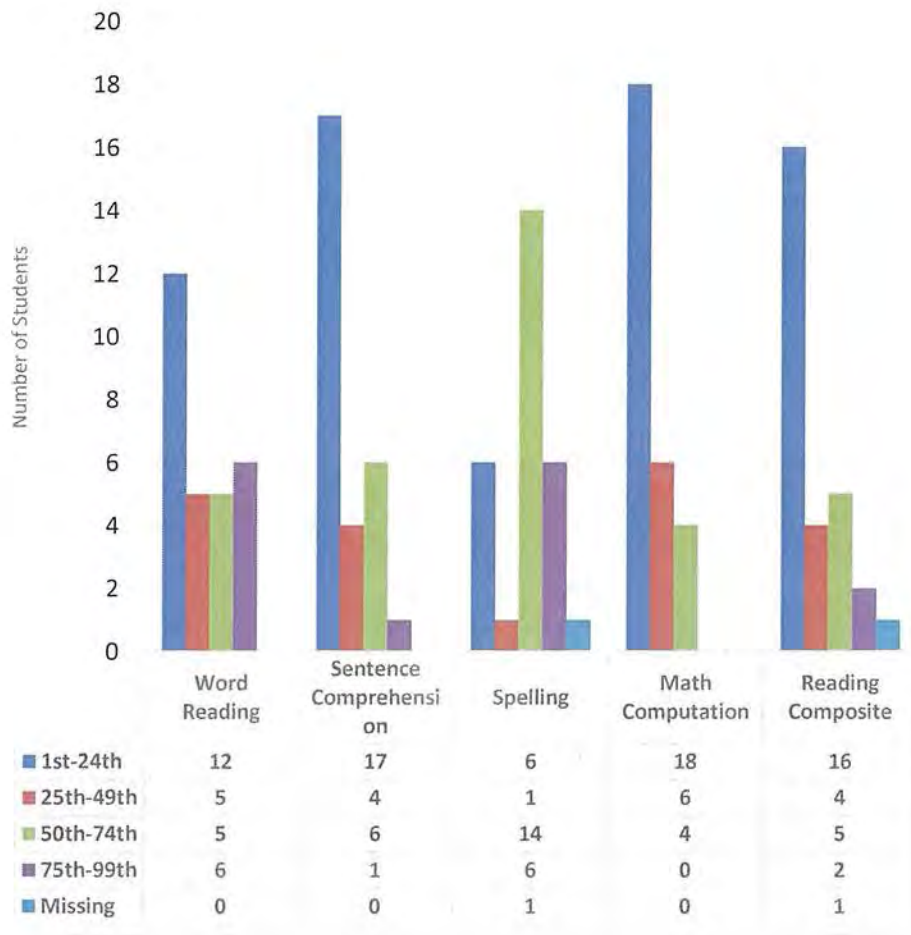
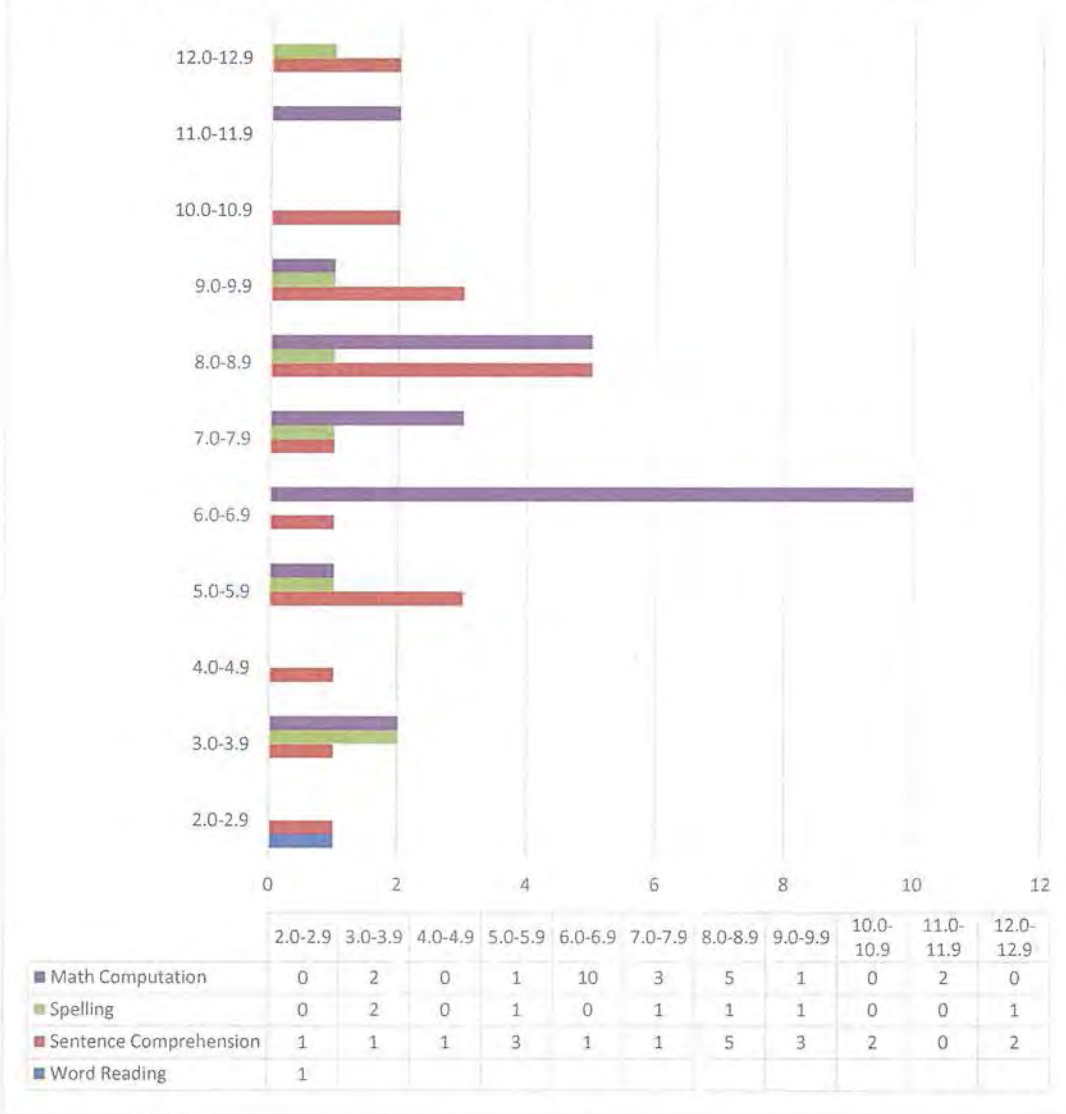


Figure 54. 12th Grade WRAT-4 Test Results in Grade Equivalents N=28



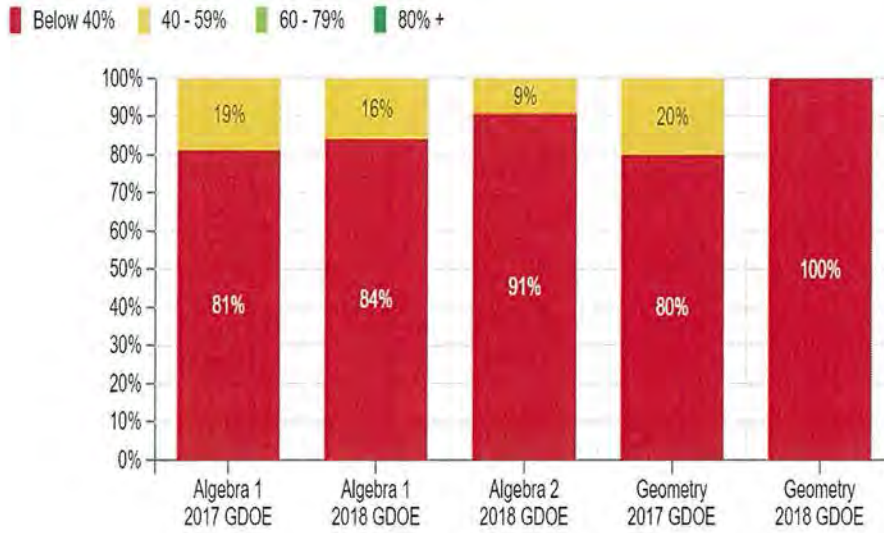
12th Grade Standards Based Assessment (SBA)

Table 41. 12th Grade SBA Test Results: Algebra I, Algebra II, & Geometry

No graph provided for ELA

Grade 12 ELA Number of students tested:

- 2017: 1
- 2018: 5



Algebra I Number of students tested:

- 2017: 16
- 2018: 19

Algebra II Number of students tested:

- 2018: 11

Geometry Number of students tested:

- 2017: 10
- 2018: 16

PART 2
ANALYSIS OF COHORT
PERFORMANCE

DEFINING THE COHORTS

The GACS Cohort Studies focuses on students who have consistently been enrolled for the last 4 years, from Academic Year 2014-2015 to Academic Year 2017-2018. This longitudinal study of cohorts seeks to answer the following questions, “What level of measurable progress has been made by students who remain enrolled in GACS over the 4 year period? “Does the GACS adoption of the Direct Instruction program/strategy improve academic achievement?” These evaluation questions are significant as GACS experiences fluctuations in student enrollment from year to year.

The WRAT-4 and ACT/Aspire assessments are reported for each GACS Cohort, however it is important to be aware of the difference between these two academic achievements tests due to the significant differences in measurement outcomes for all grades and cohorts. Taken from the instruments’ website, Table 37 below compares the difference in how academic achievement is measured and provides sample items for each assessment instrument using 3rd Grade Reading and Math items of each instrument.

Table 42. Comparison of the WRAT-4 and the ACT/Aspire

WRAT-4	ACT/Aspire
<p>DESCRIPTION: The Wide Range Achievement Test 4 (WRAT4) is an academic skills assessment which measures reading skills, math skills, spelling, and comprehension. The WRAT4 serves as an excellent initial academic achievement evaluation, re-evaluation, or progress measure for any student.</p> <p>The Wide Range Achievement Test 4 (WRAT4) is an achievement test which measures an individual's ability to read words, comprehend sentences, spell, and compute solutions to math problems.¹⁰ The test currently is in its fourth revision.¹¹ A fifth version has been released.</p> <p>The test is appropriate for individuals ages 5-94 years.</p>	<p>DESCRIPTION: ACT Aspire is designed to measure students’ progress toward college and career readiness over the course of time, specifically from grades 3 through 10. To this end, each of the achievement tests that comprise the ACT Aspire battery produces scores that describe students’ longitudinal growth in English, reading, mathematics and science.</p> <p>Each scale score is linked to college and career data through scores on the ACT assessment. the ACT Aspire Assessment System will provide standards-based reporting – with reporting categories based on the ACT College Readiness Standards – and aligned to the Common Core State Standards.</p>
<p>Sample Item for 3rd Grade-WRAT-4-Reading-Sentence Comprehension subtest</p> <p>Piggy banks, made in the shape of a pig, have slots into which you can drop _____.</p> <p>[Student must read the sentence and provide an appropriate word for the blank space]</p> <p>Correct Response: money, coins, (any specific coin), change, currency, bills.</p>	<p>Sample Item for 3rd Grade-ACTAspire-Reading subtest Busy Builders</p> <p>Yesterday, I visited my aunt Joan, who lives in Minnesota. She invited me to walk with her through the woods. I didn't knew what to say. I love spending time with my aunt, but the trees in the woods towered above me and seemed a little scary. My aunt really wanted to show me something, though, so I went with her. We walked beside a creek before we stopped to rest beside a pond. Aunt Joan pointed out a big pile of sticks and tree trunks in the water. The pile divided the creek and the pond. Aunt Joan told me the pile was called a dam and was built by beavers.</p> <p>“Look,” my aunt said, and, sure enough, I saw two beavers! One was chewing a small tree trunk. Another was swimming toward</p>

	<p>the dam with a big branch in its mouth. That beaver crawled onto the dam and dropped the branch on top. Next, it swam to shore and got another stick. That beaver sure was busy!</p> <p>The sun was setting, so we returned to my aunt's house. My aunt said she had to get supper ready. It's not every day you get to see beavers building a dam.</p> <p>What change if any should be made to the highlighted word?</p> <p>A. NO CHANGE B. knowing C. known D. know</p>
<p><u>Sample Item for 3rd Grade-WRAT-4-Math Computation subtest</u></p> <p>32 24 <u>+40</u></p>	<p><u>Sample Item for 3rd Grade-ACTAspire-Math subtest</u></p> <p>After Cammy gets out of bed in the morning, she completes several activities to get ready for school. The list below shows the number of minutes she needs to complete each of these activities</p> <p>30 minutes: brush teeth, shower, and get dressed 10 minutes: eat breakfast 30 minutes: car ride to school</p> <p>Cammy must be at school by 8:00am. What is the latest time Cammy can get out of bed, complete all her activities, and still get to school on time? Explain why your answer is correct.</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>
<p>From: https://www.pearsonassessments.com/about/assessments/en/Score/Professional-Assessments/Academic-Learning/Wide-Range-Achievement-Test-%7C-Fourth-Edition/p/100001722.html & https://en.wikipedia.org/wiki/Wide-Range-Achievement_Test</p>	<p>From: https://www.discoveractaspire.org/assessments/score-scale/ http://actaspire.pearson.com/_documents/exemplars/3739_Actaspire%20Exemplar%20Gr%203%20English_Web.pdf?_ga=2.124561226.1940375185.1558831305-1057754642.1558831305</p>

In Table 38 below, the GACS Cohorts are provided for Cohorts A to M. The new cohorts who started Kindergarten with GACS include Cohorts N, O, and P. The incoming 2018-2019 Kindergarten students will be Cohort Q. Cohorts J, K, and L graduated from GACS and will not be included in this cohort report. Cohort M did not have 12th grade students who graduated. It is anticipated next year (Year 5 of the longitudinal study), follow up of the GACS alumni on whether graduates went on to college or are employed hopes to be completed. Table 38 summarizes the number of students tested for the last 4 years which differs from GACS total enrollment as students often leave GACS or enter at different times during the academic year, or were absent on the days of testing.

For each cohort the number of students remaining in the cohort for 2017-2018 is reported. The WRAT-4 and ACT/Aspire test results (for 3rd to 10th grade only) are presented in histograms using the percentile ranks achieved by each student with the cohort to observe progress.

Table 43. Cohort Listing from Cohort A to Cohort Q

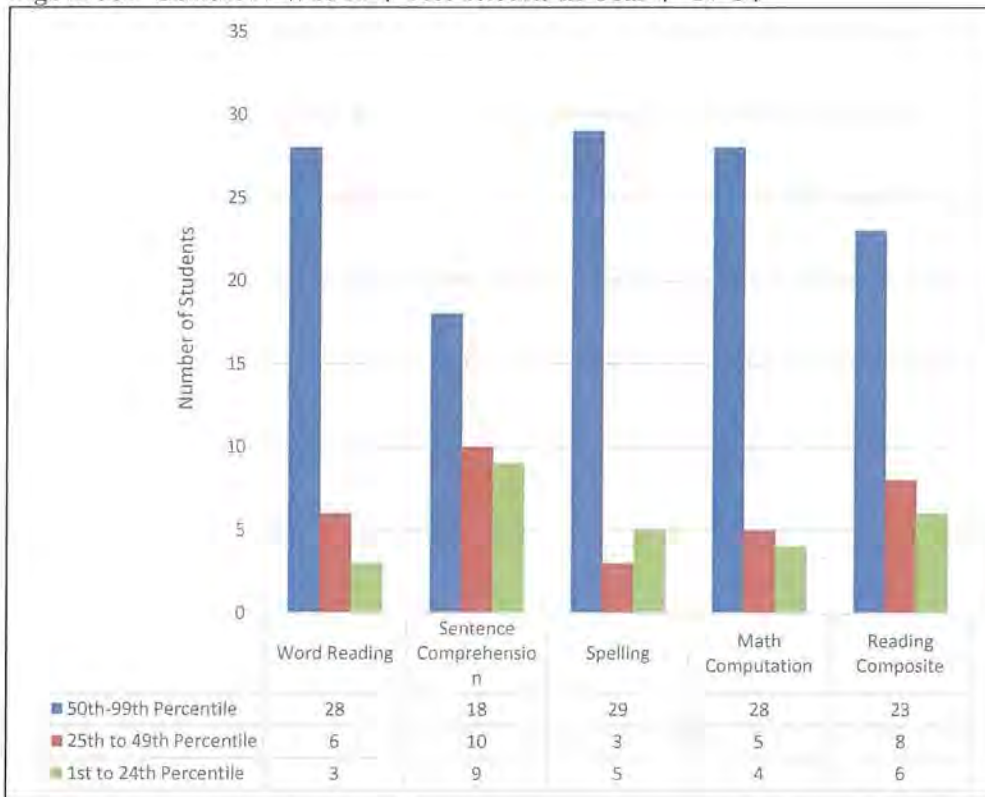
Year #1 2014-2015 Students baselined on SAT-10			Year #2 2015-2016		Year #3 2016-2017		Year #4 2017-2018		Year #5 2018-2019 <i>PENDING</i>		
Cohort	Grade Level	Number	Grade	Number	Grade	Number	Grade	Number	Grade	Number	
A	Kindergarten	70	1 st	49	2 nd	48	3 rd	37	4 th	<i>Pending</i>	
B	1 st Grade	70	2 nd	53	3 rd	42	4 th	41	5 th	<i>Pending</i>	
C	2 nd Grade	57	3 rd	40	4 th	31	5 th	32	6 th	<i>Pending</i>	
D	3 rd Grade	47	4 th	42	5 th	29	6 th	22	7 th	<i>Pending</i>	
E	4 th Grade	48	5 th	49	6 th	24	7 th	26	8 th	<i>Pending</i>	
F	5 th Grade	42	6 th	45	7 th	24	8 th	24	9 th	<i>Pending</i>	
G	6 th Grade	42	7 th	49	8 th	33	9 th	14	10 th	<i>Pending</i>	
H	7 th Grade	49	8 th	37	9 th	16	10 th	16	11 th	<i>Pending</i>	
I	8 th Grade	40	9 th	17	10 th	13	11 th	14	12 th	<i>Pending</i>	
J	9 th Grade	32	10 th	22	11 th	19	12 th	21	Graduated from GACS		
K	10 th Grade	15	11 th	10	12 th	6	Graduated from GACS				
L	11 th Grade	4	12 th	3	2 Graduated from GACS						
M	12 th Grade	0	No 12 th Grade Enrollment in GACS								
Year 1 2014-2015 Cohort Total		532	Year 2	416	Year 3	285	Year 4	257	Year 5	<i>Pending</i>	
N	2015-2016 Kindergarten			76	1 st	45	2 nd	45	3 rd	<i>Pending</i>	
O	2016-2017 Kindergarten				108	1 st	53	2 nd	<i>Pending</i>		
P	2017-2018 Kindergarten							59	1 st	<i>Pending</i>	
Q	New 2018-2019 Incoming								K	<i>Pending</i>	

Cohort A

Cohort A started Kindergarten with 70 students and with each passing year, Cohort A saw a reduction in the number of students who originally started school at GACS in 2014-2015. By 2017-2018, Cohort A had 37 students who remained enrolled in GACS for the last 4 years and now in 3rd Grade, this represents 53% of the original 75 students

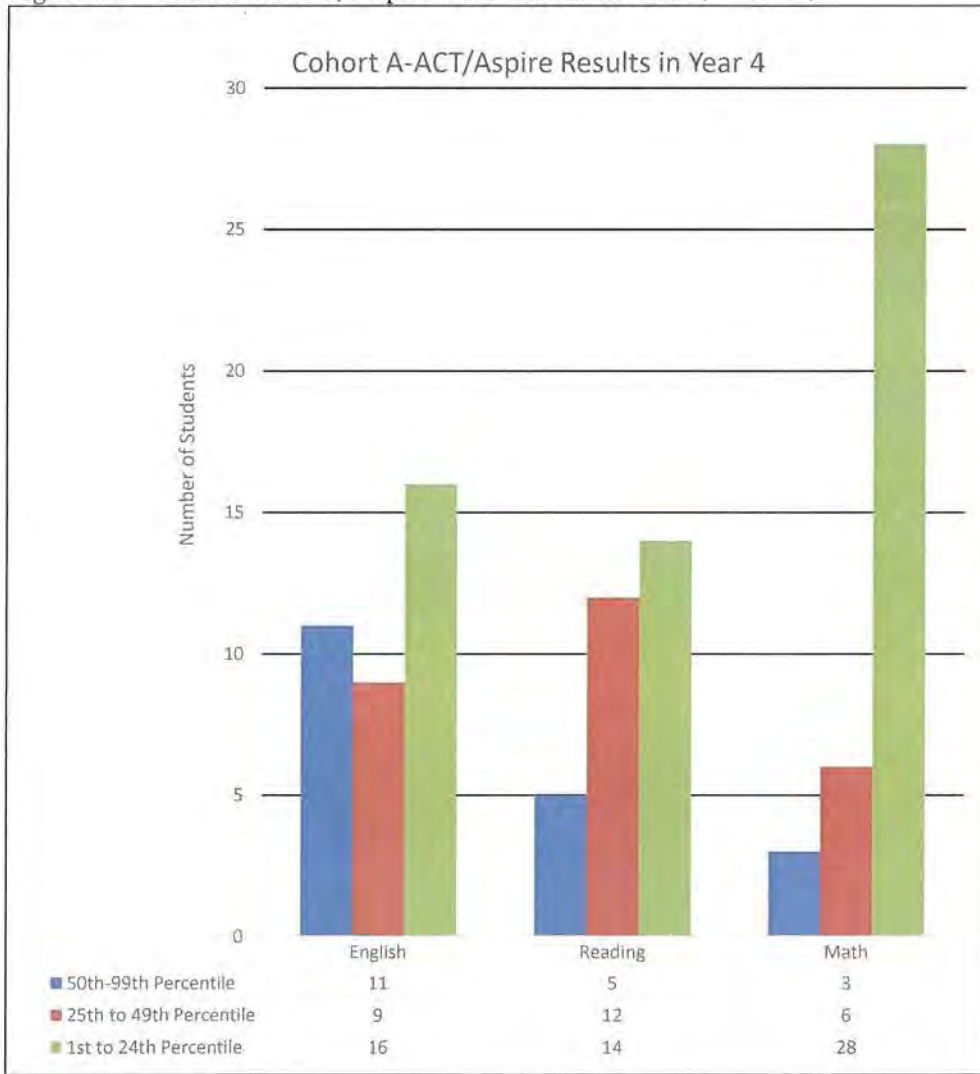
Currently the total number of students tested in 3rd Grade is 92 with 37 students or 40% of the class in Cohort A. In Figures 55 and 56, the current achievement of Cohort A is depicted based on the assessment results of the WRAT-4 and the ACT/Aspire.

Figure 55. Cohort A WRAT-4 Test Results in Year 4 N=37



The WRAT-4 test results shows 28 of 37 students or 77% of Cohort A are at the 50th percentile or higher in the Word Reading subtest; 18 of 37 or 49% on the Sentence Comprehension subtest are at the 50th percentile or higher; 29 of 37 students or 78% are at the 50th percentile or higher in Spelling; 28 or 37 or 76% of Cohort A are at the 50th percentile or higher in Math Computation, and 23 of 37 or 62% are at the 50th percentile or higher in the Reading Composite score.

Figure 56. Cohort A ACT/Aspire Test Results in Year 4 N=37



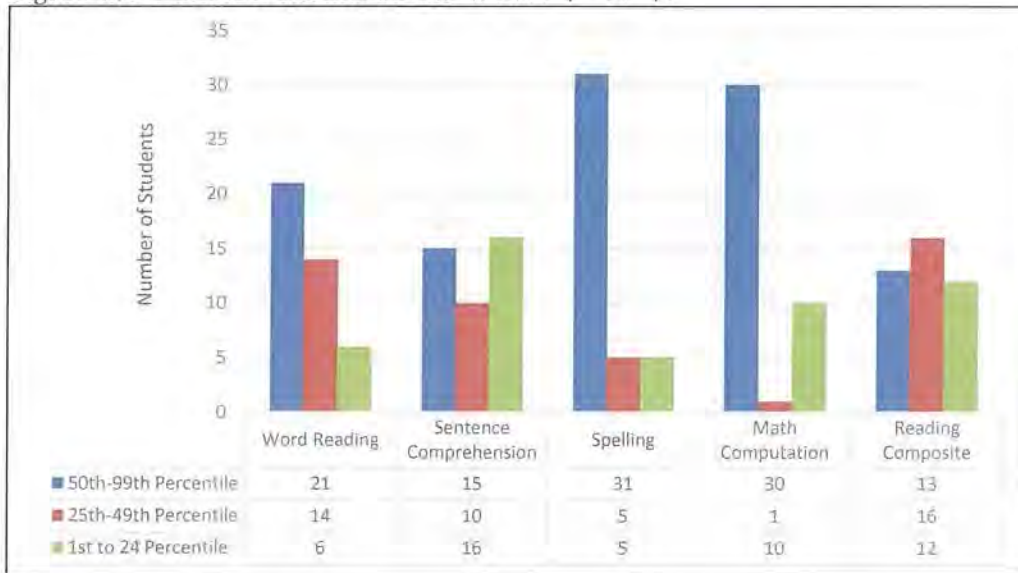
On the ACT/Aspire test, Cohort A showed significantly different results compared to the WRAT-4 test results, with 11 of 37 or 30% at the 50th percentile or higher in the English subtest, 5 of 37 or 14% of Cohort A are at the 50th percentile or higher in the Reading subtest, and only 3 of 37 students or 8% are the 50th percentile or higher are at the 50th percentile or higher on the Math subtest.

Cohort B

Cohort B started 1st grade with 70 students, Cohort B saw a reduction in the number of students who originally started school at GACS in 2014-2015. By 2017-2018, Cohort B had 41 students who remained enrolled for the last 4 years and now in 4th Grade, this represents 59% of the original 70 students

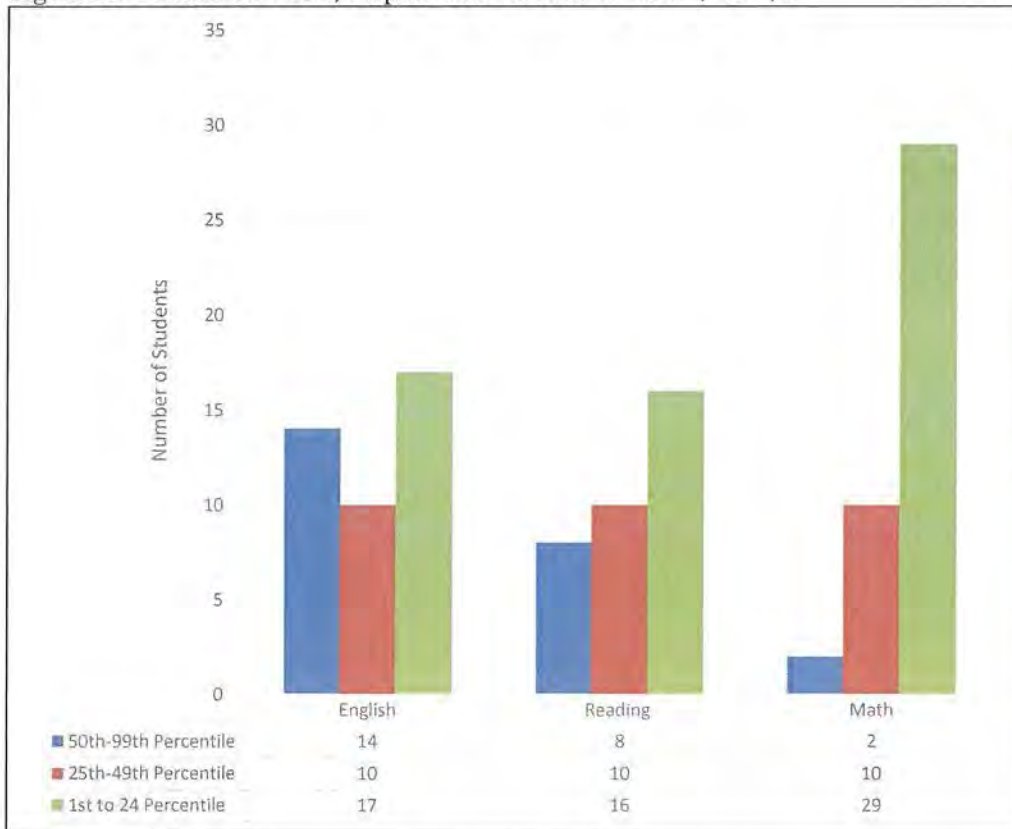
Currently, the total number of students tested in 4th Grade is 89 with 41 students or 46% of the class in Cohort B. In Figures 57 and 58, the current achievement of Cohort B is depicted based on the assessment results of the WRAT-4 and the ACT/Aspire.

Figure 57. Cohort B Results on the WRAT-4 N=41



Based on the WRAT-4 test results, 21 of 41 students or 51% of Cohort B are at the 50th percentile or higher in the Word Reading subtest; 15 of 41 students or 49% are at the 50th percentile or higher on the Sentence Comprehension subtest; 31 of 41 students or 76% are at the 50th percentile or higher on the Spelling subtest; 30 of 41 students or 73% are at the 50th percentile or higher in Math Computation subtest, and 13 of 41 students or 32% are at the 50th percentile or higher in the Reading Composite subtest of the WRAT-4.

Figure 58. Cohort B ACT/Aspire Test Results in Year 4 N=41



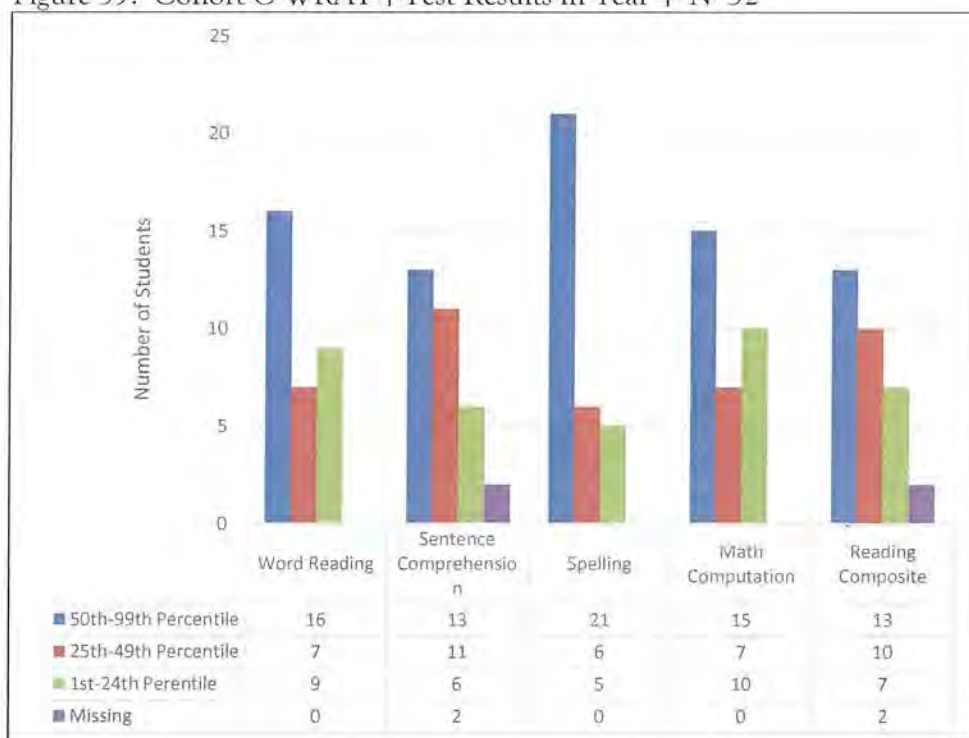
On the ACT/Aspire test, Cohort B showed significantly different results compared to the WRAT-4 test results, with 14 of 41 students or 30% at the 50th percentile or higher in the English subtest, 8 of 41 students or 20% of Cohort B are at the 50th percentile or higher in the Reading subtest, and only 2 of 41 students or 5% are the 50th percentile or higher on the Math subtest.

Cohort C

Cohort C started 2nd grade with 57 students, Cohort C saw a reduction in the number of students who originally started school at GACS in 2014-2015. By 2017-2018, Cohort C had 32 students who remained enrolled for the last 4 years and now in 5th Grade, this represents 56% of the original 57 students in Cohort C.

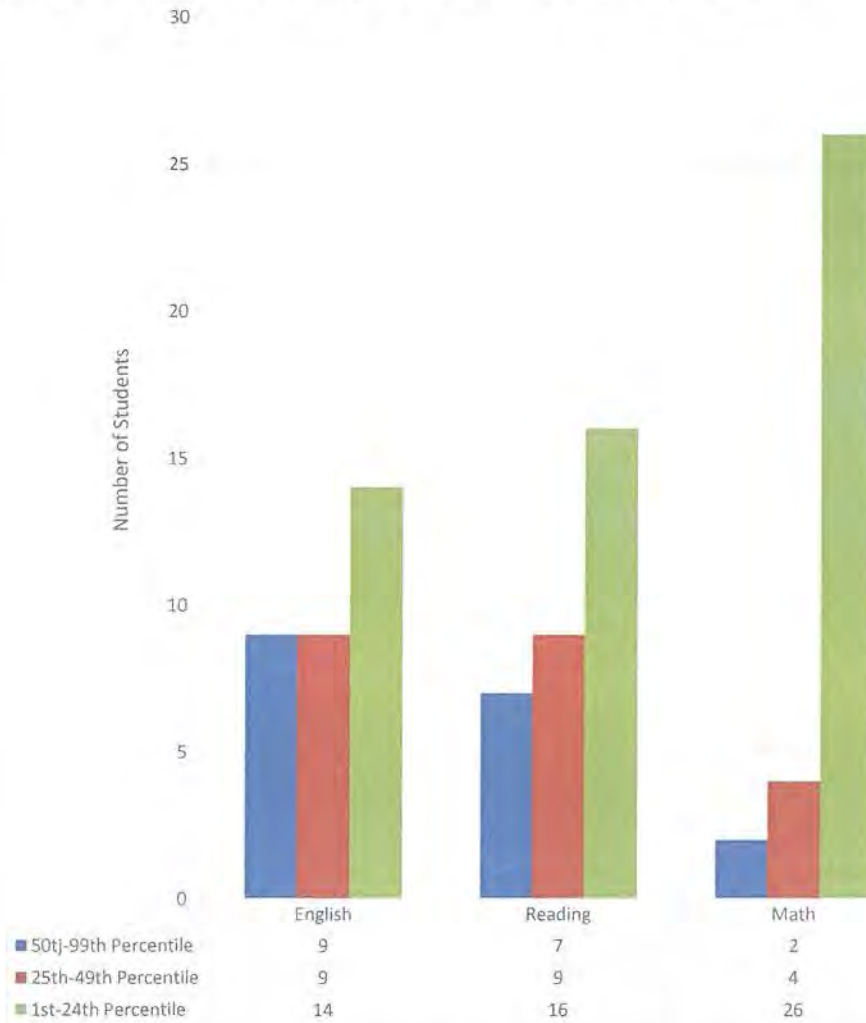
Currently, the total number of students tested in 5th Grade is 72 with 32 students or 44% of the class in Cohort C. In Figures 59 and 60, the current achievement of Cohort C is depicted based on the assessment results of the WRAT-4 and the ACT/Aspire.

Figure 59. Cohort C WRAT-4 Test Results in Year 4 N=32



Based on the WRAT-4 test results, 16 of 32 students or 50% of Cohort C are at the 50th percentile or higher in the Word Reading subtest; 13 of 32 students or 41% are at the 50th percentile or higher on the Sentence Comprehension subtest; 21 of 32 students or 66% are at the 50th percentile or higher on the Spelling subtest; 15 of 32 students or 47% are at the 50th percentile or higher in Math Computation subtest, and 13 of 32 students or 41% are at the 50th percentile or higher in the Reading Composite subtest of the WRAT-4.

Figure 60. Cohort C ACT/Aspire Test Results in Year 4 N=32



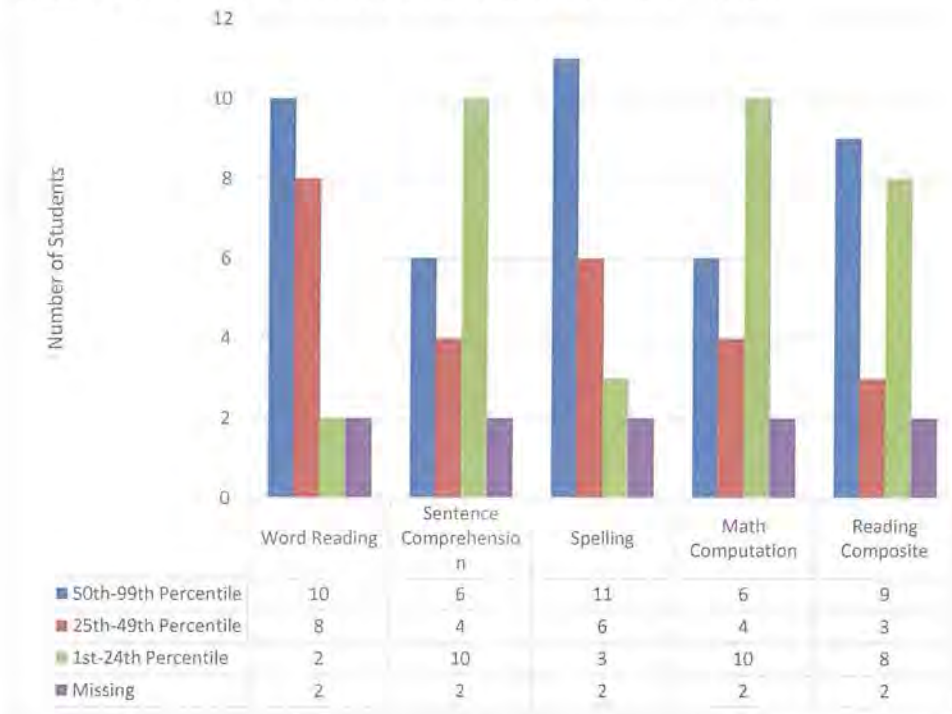
On the ACT/Aspire test, Cohort C showed significantly different results compared to the WRAT-4 test results, with 9 of 32 students or 28% at the 50th percentile or higher in the English subtest, 7 of 32 students or 22% of Cohort C are at the 50th percentile or higher in the Reading subtest, and only 2 of 32 students or 6% are the 50th percentile or higher on the Math subtest.

Cohort D

Cohort D started 3rd grade with 47 students, Cohort D saw a reduction in the number of students who originally started school at GACS in 2014-2015. By 2017-2018, Cohort D had 22 students who remained enrolled for the last 4 years and now in 6th Grade, this represents 47% of the original 47 students in Cohort D.

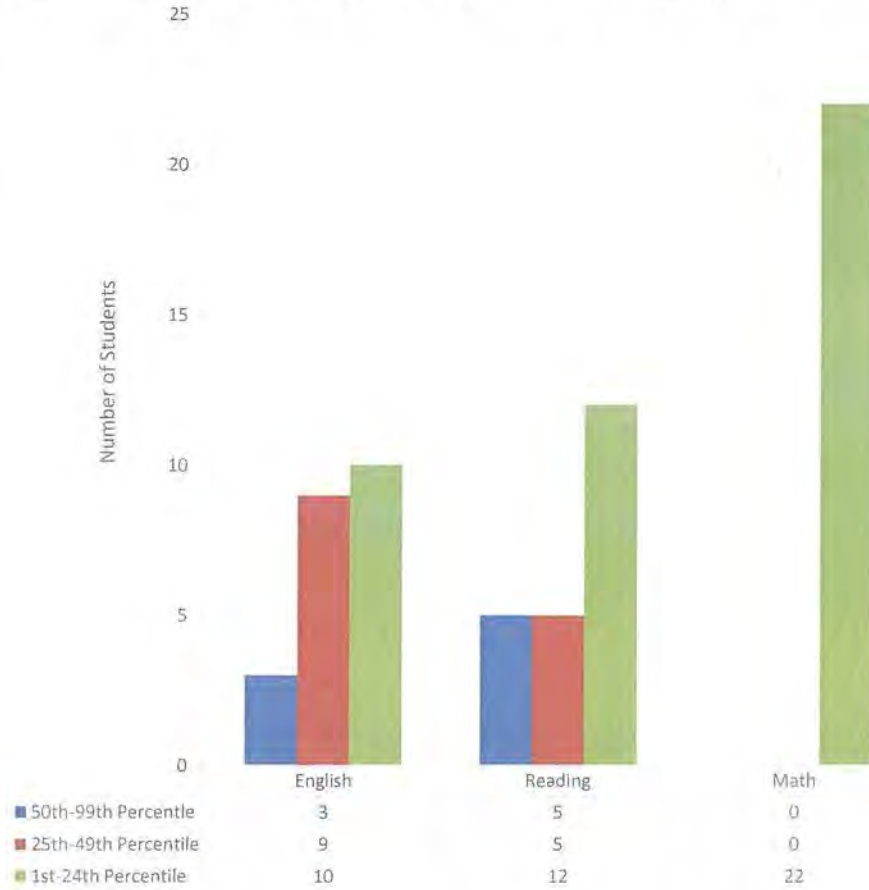
Currently, the total number of students tested in 6th Grade is 86 with 22 students or 26% of the class in Cohort D. In Figures 61 and 62, the current achievement of Cohort D is depicted based on the assessment results of the WRAT-4 and the ACT/Aspire.

Figure 61. Cohort D WRAT-4 Test Results in Year 4 N=22



Based on the WRAT-4 test results, 10 of 22 students or 45% of Cohort D are at the 50th percentile or higher in the Word Reading subtest; 6 of 22 students or 27% are at the 50th percentile or higher on the Sentence Comprehension subtest; 11 of 22 students or 50% are at the 50th percentile or higher on the Spelling subtest; 6 of 22 students or 27% are at the 50th percentile or higher in Math Computation subtest, and 9 of 22 students or 41% are at the 50th percentile or higher in the Reading Composite subtest of the WRAT-4.

Figure 62. Cohort D ACT/Aspire Test Results in Year 4 N=22



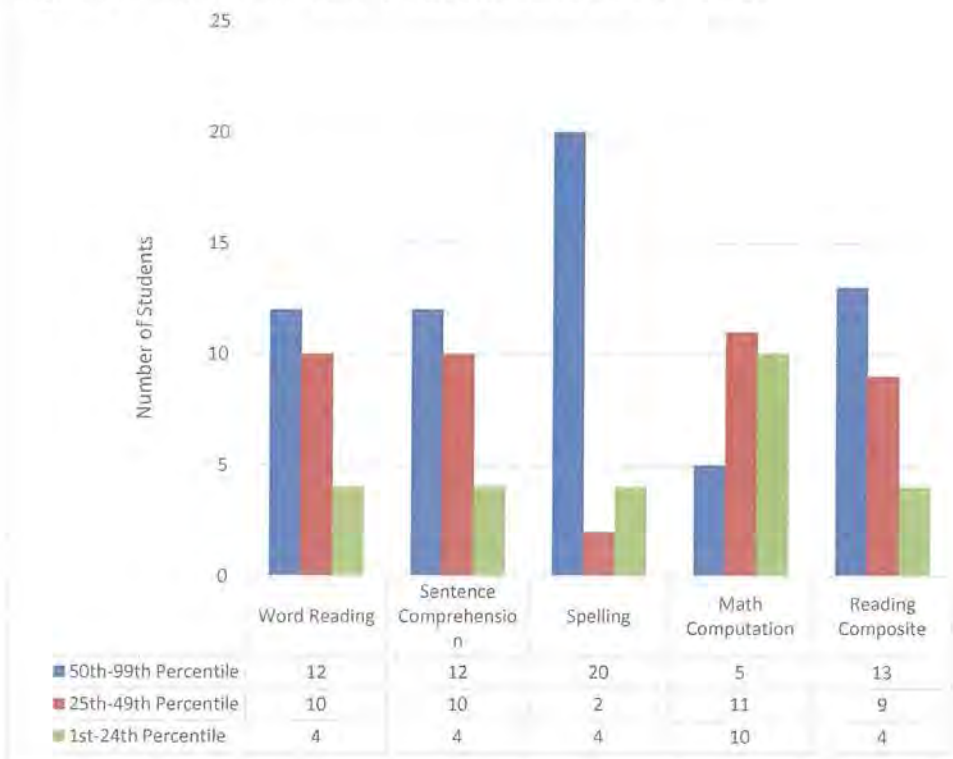
On the ACT/Aspire test, Cohort D showed slightly different results compared to the WRAT-4 test results, with 3 of 22 students or 14% at the 50th percentile or higher in the English subtest, 5 of 22 students or 23% of Cohort D at the 50th percentile or higher in the Reading subtest; and no students at the 50th percentile or higher on the Math subtest.

Cohort E

Cohort E started 4th grade with 48 students, Cohort E saw a reduction in the number of students who originally started school at GACS in 2014-2015. By 2017-2018, Cohort E had 26 students who remained enrolled for the last 4 years and now in 7th Grade, this represents 54% of the original 48 students in Cohort E.

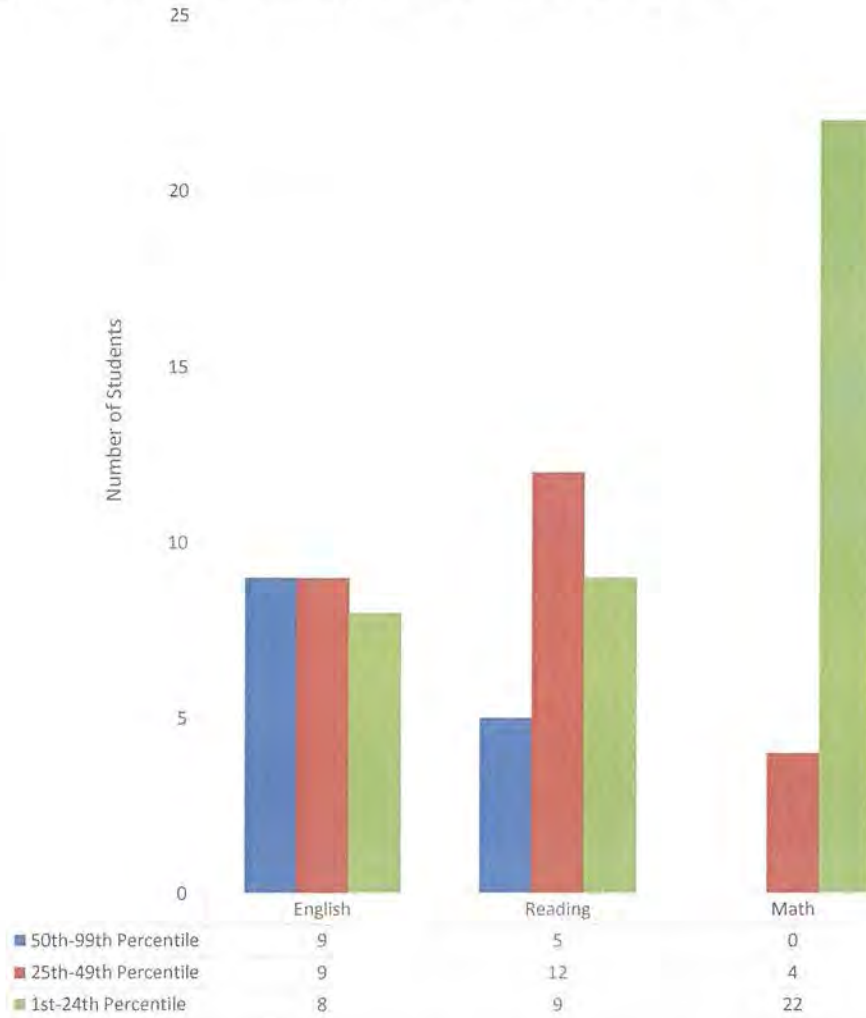
Currently, the total number of students tested in 6th Grade is 79 with 26 students or 33% of the class in Cohort E. In Figures 63 and 64, the current achievement of Cohort E is depicted based on the assessment results of the WRAT-4 and the ACT/Aspire.

Figure 63. Cohort E WRAT-4 Test Results in Year 4 N=26



Based on the WRAT-4 test results, 12 of 26 students or 46% of Cohort E are at the 50th percentile or higher in the Word Reading subtest; 12 of 26 students or 46% are at the 50th percentile or higher on the Sentence Comprehension subtest; 20 of 26 students or 76% are at the 50th percentile or higher on the Spelling subtest; 5 of 26 students or 19% are at the 50th percentile or higher in Math Computation subtest, and 15 of 26 students or 58% are at the 50th percentile or higher in the Reading Composite subtest of the WRAT-4.

Figure 64. Cohort E ACT/Aspire Test Results in Year 4 N=26



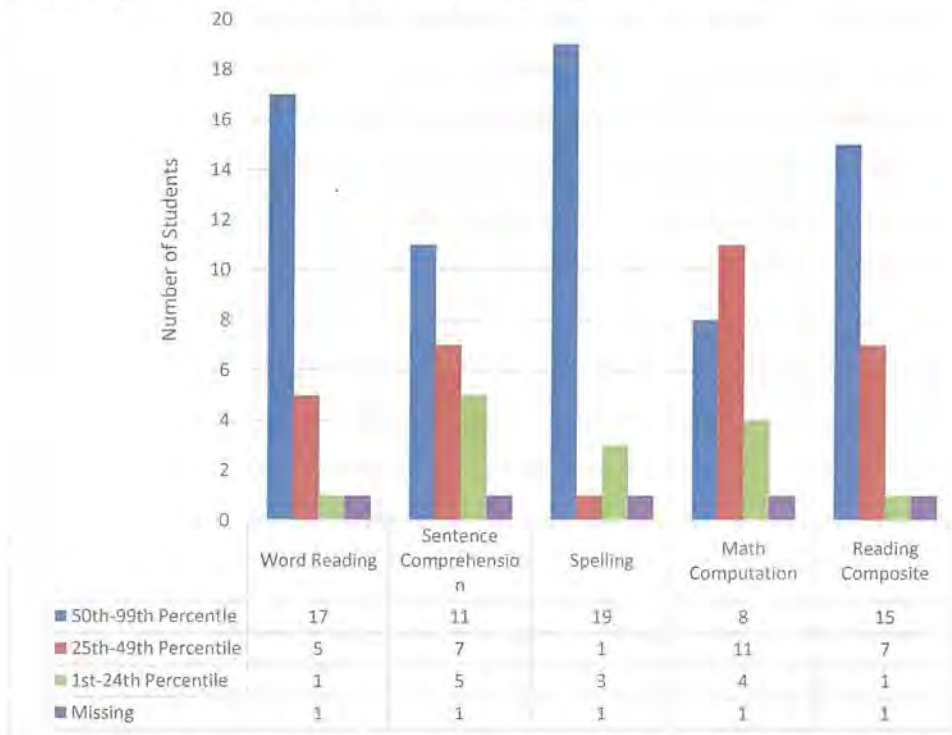
On the ACT/Aspire test, Cohort E showed slightly different results compared to the WRAT-4 test results, with 9 of 26 students or 35% at the 50th percentile or higher in the English subtest, 5 of 26 students or 19% of Cohort E at the 50th percentile or higher in the Reading subtest; and no students at the 50th percentile or higher on the Math subtest.

Cohort F

Cohort F started 5th grade with 42 students, Cohort F saw a reduction in the number of students who originally started school at GACS in 2014-2015. By 2017-2018, Cohort F had 24 students who remained enrolled for the last 4 years and are now in 8th Grade, this represents 57% of the original 42 students in Cohort F.

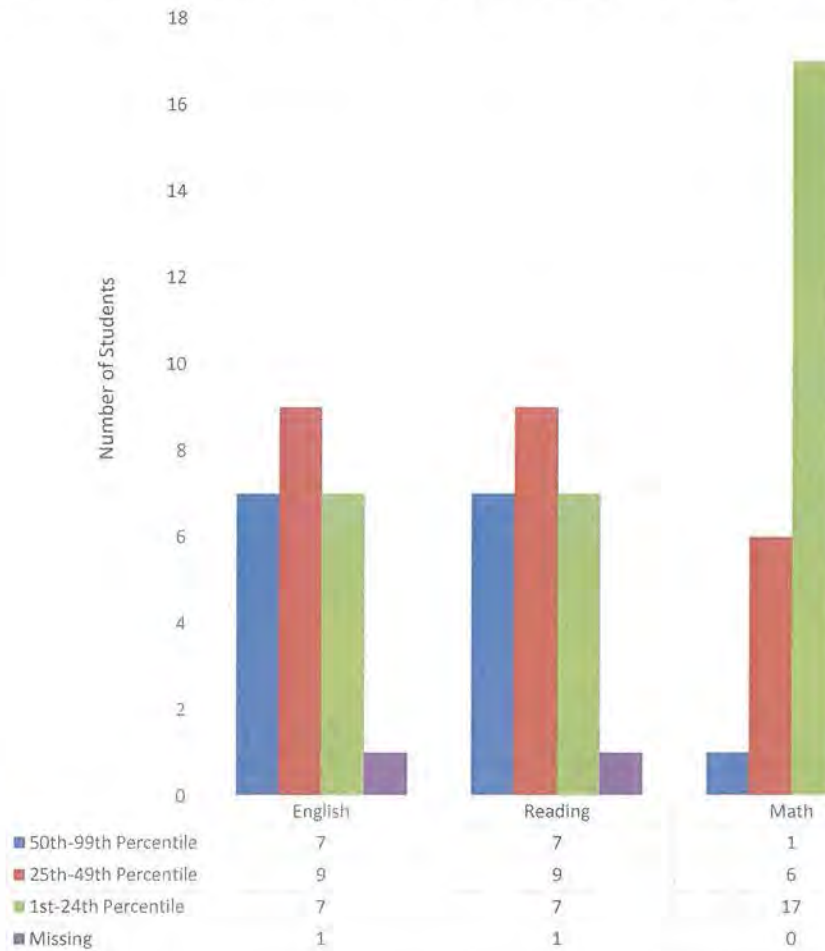
Currently, the total number of students tested in 8th Grade is 51 with 24 students or 47% of the class in Cohort F. In Figures 65 and 66, the current achievement of Cohort F is depicted based on the assessment results of the WRAT-4 and the ACT/Aspire.

Figure 65. Cohort F WRAT-4 Test Results in Year 4 N=24



Based on the WRAT-4 test results, 17 of 24 students or 71% of Cohort F are at the 50th percentile or higher in the Word Reading subtest; 11 of 24 students or 46% are at the 50th percentile or higher on the Sentence Comprehension subtest; 19 of 24 students or 79% are at the 50th percentile or higher on the Spelling subtest; 8 of 24 students or 33% are at the 50th percentile or higher in Math Computation subtest, and 15 of 24 students or 63% are at the 50th percentile or higher in the Reading Composite subtest of the WRAT-4.

Figure 66. Cohort F ACT/Aspire Test Results in Year 4 N=24



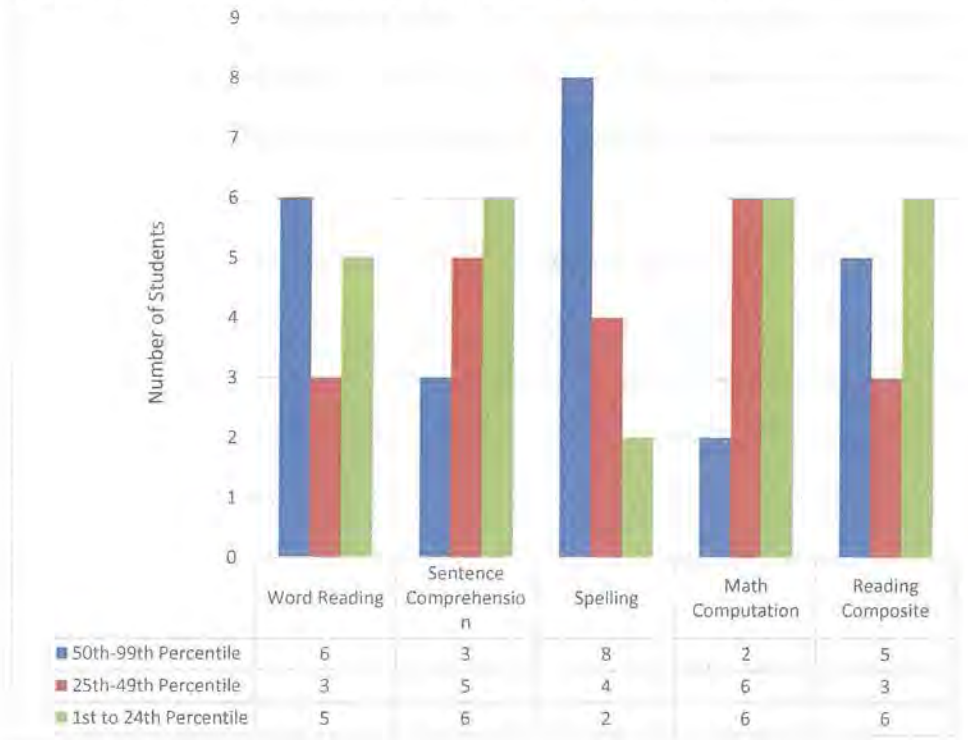
On the ACT/Aspire test, Cohort F showed slightly different results compared to the WRAT-4 test results, with 7 of 24 students or 29% at the 50th percentile or higher in the English subtest, 7 of 24 students or 29% of Cohort F at the 50th percentile or higher in the Reading subtest; and 1 of 24 students or 4% at the 50th percentile or higher on the Math subtest.

Cohort G

Cohort G started 6th grade with 42 students, Cohort G saw a reduction in the number of students who originally started school at GACS in 2014-2015. By 2017-2018, Cohort G has 14 students who remained enrolled for the last 4 years and now in 9th Grade, this represents 33% of the original 42 students in Cohort G.

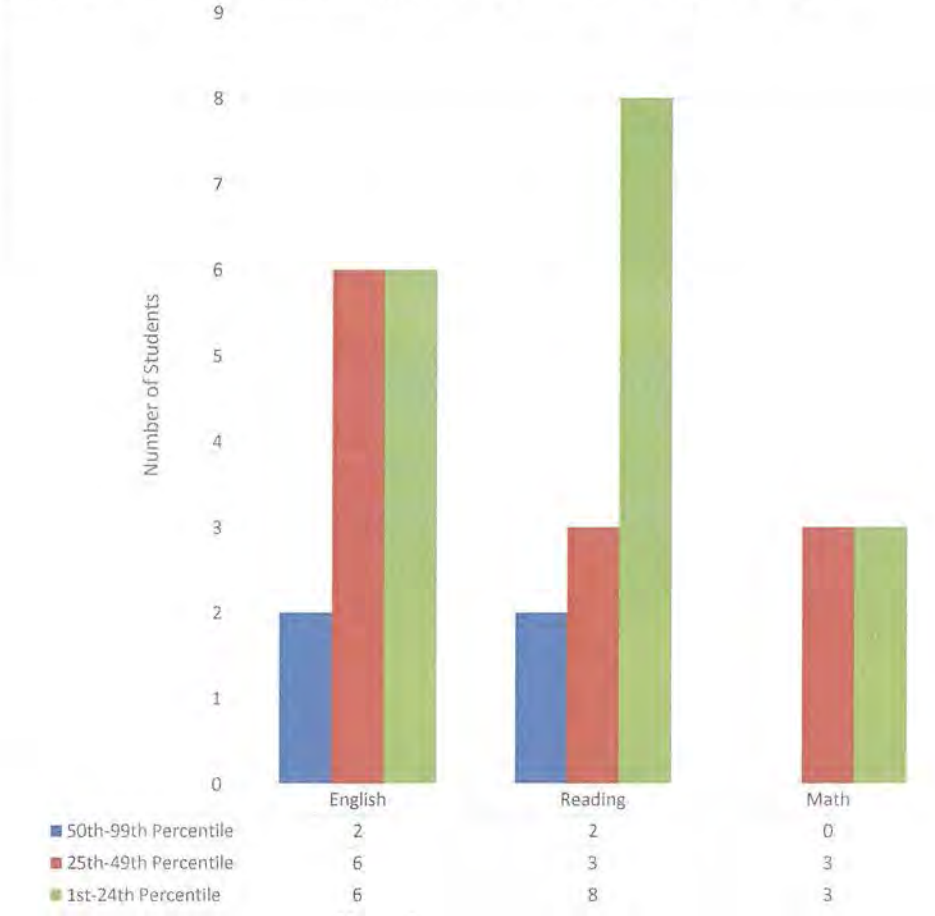
Currently, the total number of students tested in 9th Grade is 41 with 14 students or 34% of the class in Cohort G. In Figures 67 and 68 the current achievement of Cohort G is depicted based on the assessment results of the WRAT-4 and the ACT/Aspire.

Figure 67. Cohort G WRAT-4 Test Results in Year 4 N=14



Based on the WRAT-4 test results, 6 of 14 students or 43% of Cohort G are at the 50th percentile or higher in the Word Reading subtest; 3 of 14 students or 21% are at the 50th percentile or higher on the Sentence Comprehension subtest; 8 of 14 students or 57% are at the 50th percentile or higher on the Spelling subtest; 2 of 14 students or 14% are at the 50th percentile or higher in Math Computation subtest, and 5 of 14 students or 36% are at the 50th percentile or higher in the Reading Composite subtest of the WRAT-4.

Figure 68. Cohort G ACT/Aspire Test Results in Year 4 N=14



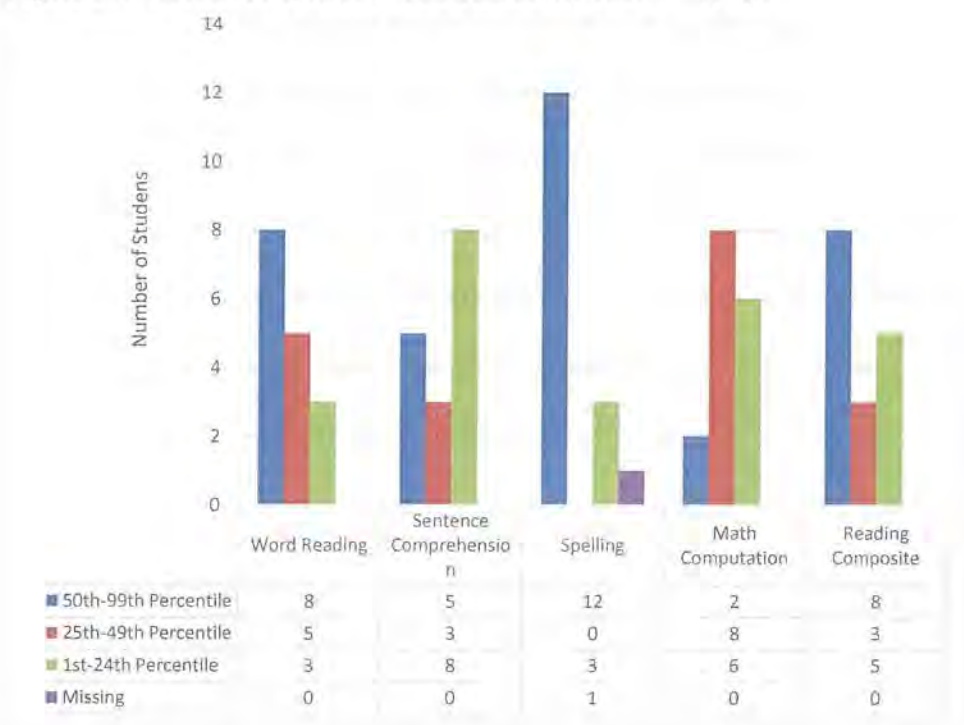
On the ACT/Aspire test, Cohort G showed different results compared to the WRAT-4 test results, with 2 of 14 students or 14% at the 50th percentile or higher in the English subtest, 2 of 14 students or 14% of Cohort G at the 50th percentile or higher in the Reading subtest; and no student of 14 students at the 50th percentile or higher on the Math subtest.

Cohort H

Cohort H started 7th grade with 49 students, Cohort H saw a reduction in the number of students who originally started school at GACS in 2014-2015. By 2017-2018, Cohort H has 16 students who remained enrolled for the last 4 years and now in 10th Grade, this represents 33% of the original 49 students in Cohort H.

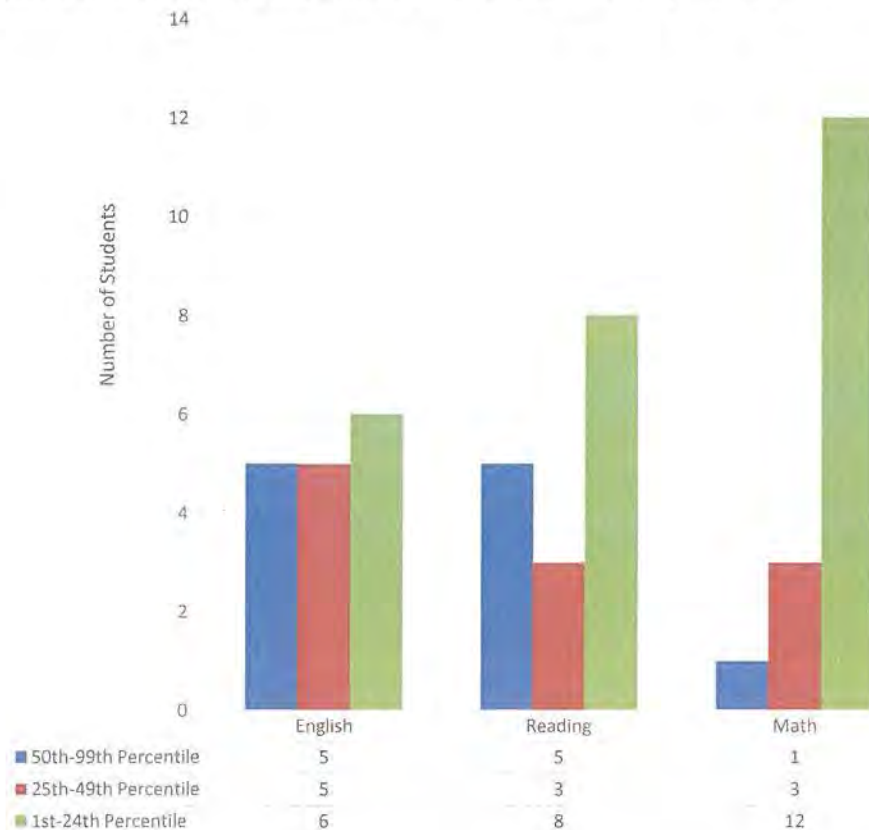
Currently, the total number of students tested in 10th Grade is 30 with 16 students or 53% of the class in Cohort H. In Figures 69 and 70 the current achievement of Cohort H is depicted based on the assessment results of the WRAT-4 and the ACT/Aspire.

Figure 69. Cohort H WRAT-4 Test Results in Year 4 N=16



Based on the WRAT-4 test results, 8 of 16 students or 50% of Cohort H are at the 50th percentile or higher in the Word Reading subtest; 5 of 16 students or 31% are at the 50th percentile or higher on the Sentence Comprehension subtest; 12 of 16 students or 75% are at the 50th percentile or higher on the Spelling subtest; 2 of 16 students or 13% are at the 50th percentile or higher in Math Computation subtest, and 8 of 16 students or 50% are at the 50th percentile or higher in the Reading Composite subtest of the WRAT-4.

Figure 70. Cohort H ACT/Aspire Test Results in Year 4 N=16



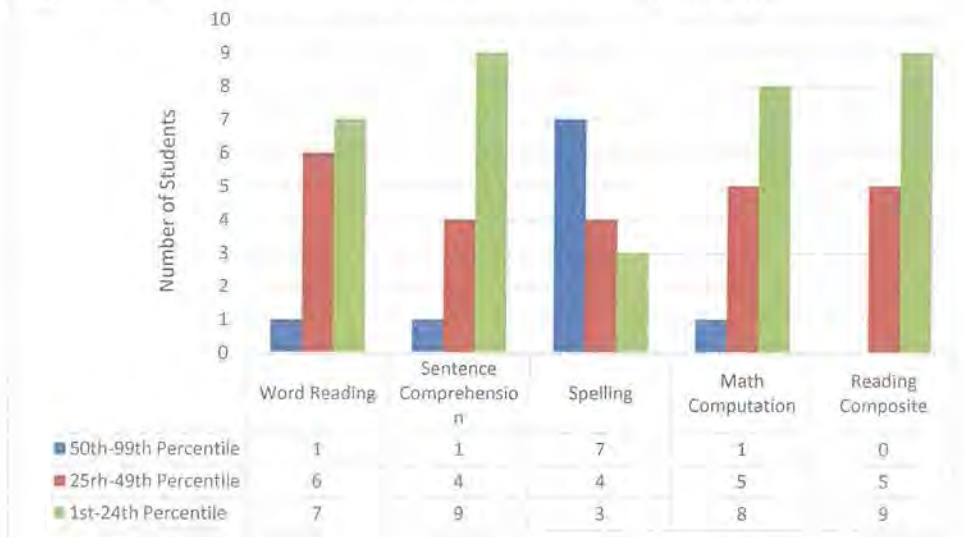
On the ACT/Aspire test, Cohort H showed different results compared to the WRAT-4 test results, with 5 of 16 students or 31% at the 50th percentile or higher in the English subtest, 5 of 16 students or 31% of Cohort H at the 50th percentile or higher in the Reading subtest; and 1 of 16 students or 6% at the 50th percentile or higher on the Math subtest.

Cohort I

Cohort I started 8th grade with 40 students, Cohort I saw a reduction in the number of students who originally started school at GACS in 2014-2015. By 2017-2018, Cohort I had 14 students who have remained enrolled for the last 4 years and now in 11th Grade, this represents 35% of the original 40 students in Cohort I.

Currently, the total number of students tested in 11th Grade is 24 with 14 students or 58% of the class in Cohort I. In Figures 71 the current achievement of Cohort I is depicted based on the assessment results of the WRAT-4.

Figure 71. Cohort I WRAT-4 Test Results in Year 4 N=14



Based on the WRAT-4 test results, 1 of 14 students or 7% of Cohort I are at the 50th percentile or higher in the Word Reading subtest; 1 of 14 students or 7% is at the 50th percentile or higher on the Sentence Comprehension subtest; 7 of 14 students or 50% are at the 50th percentile or higher on the Spelling subtest; 1 of 14 students or 7% is at the 50th percentile or higher in Math Computation subtest, and no student of the 14 are at the 50th percentile or higher in the Reading Composite subtest of the WRAT-4.

After 10th grade, students do not take the ACT/Aspire test and are instead given the SBA test, however this data is not available by individual student but reported in aggregate form which does not allow the extraction of the individual students in the cohort for analysis.

Cohort J

Cohort J started 9th grade with 32 students, Cohort J saw a reduction in the number of students who originally started school at GACS in 2014-2015. By 2017-2018, Cohort J has 21 students who have remained enrolled for the last 4 years and now in 12th Grade, this represents 66% of the original 32 students in Cohort J.

Currently, the total number of students tested in 12th Grade is 28 with 21 students or 75% of the class in Cohort J. In Figure 74 the current achievement of Cohort J is depicted based on the assessment results of the WRAT-4. After 10th grade, students do not take the ACT/Aspire test and are instead given the SBA test, however this data is not available by individual student but reported in aggregate form which does not allow the extraction of the individual students in the cohort for analysis.

Figure 72. Cohort J WRAT-4 Test Results in Year 4 N=21



Based on the WRAT-4 test results, 7 of 21 students or 33% of Cohort J are at the 50th percentile or higher in the Word Reading subtest; 5 of 21 students or 24% is at the 50th percentile or higher on the Sentence Comprehension subtest; 16 of 21 students or 76% are at the 50th percentile or higher on the Spelling subtest; 3 of 21 students or 14% are at the 50th percentile or higher in Math Computation subtest, and 4 of 21 students or 19% are at the 50th percentile or higher in the Reading Composite subtest of the WRAT-4.

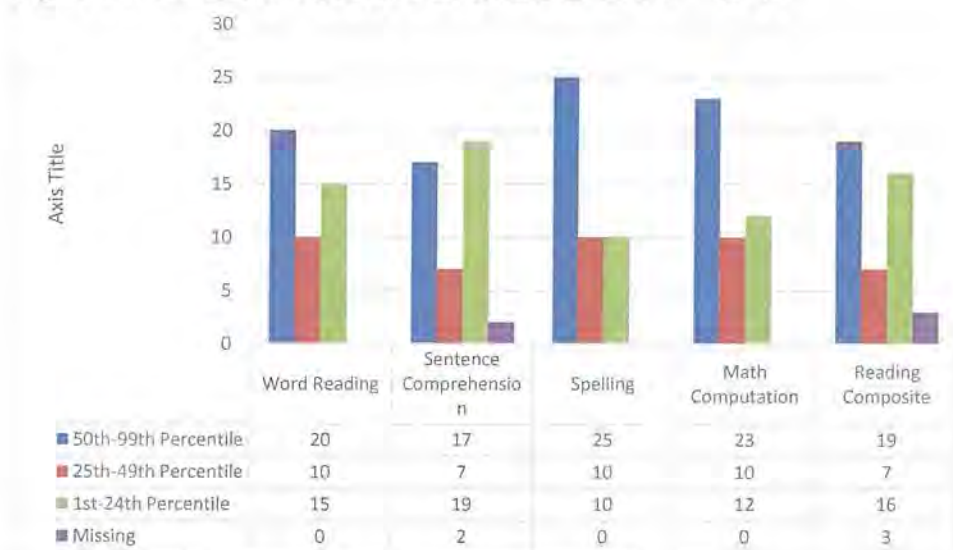
Cohorts K and L graduated from GACs and are not included in this report, it is recommended that data on these cohorts can be reviewed in previous GACS reports from 2014-2015, 2015-2016, and 2016-2017. **Cohort M** had 1 student enrolled in 2014-2015 but did not graduate that year.

Cohort N

Cohort N started Kindergarten in 2015-2016 with 76 students, Cohort N saw a reduction in the number of students who originally started school at GACS in 2015-2016. By 2017-2018, Cohort N had 45 students who remained enrolled in GACS for the last 3 years and now in 2nd Grade, this represents 59% of the original 76 students

Currently the total number of students tested in 2nd Grade is 90 with 45 students or 50% of the class in Cohort N. In Figures 75, the current achievement of Cohort N is depicted based on the assessment results of the WRAT-4 after 3 years enrolled in GACS. Students in 2nd Grade are not given the ACT/Aspire, but are given the SBA test, however only aggregate data is available and extracting the individual students in the cohort is not possible at this time.

Figure 73. Cohort N WRAT-4 Test Results in Year 3 N=45



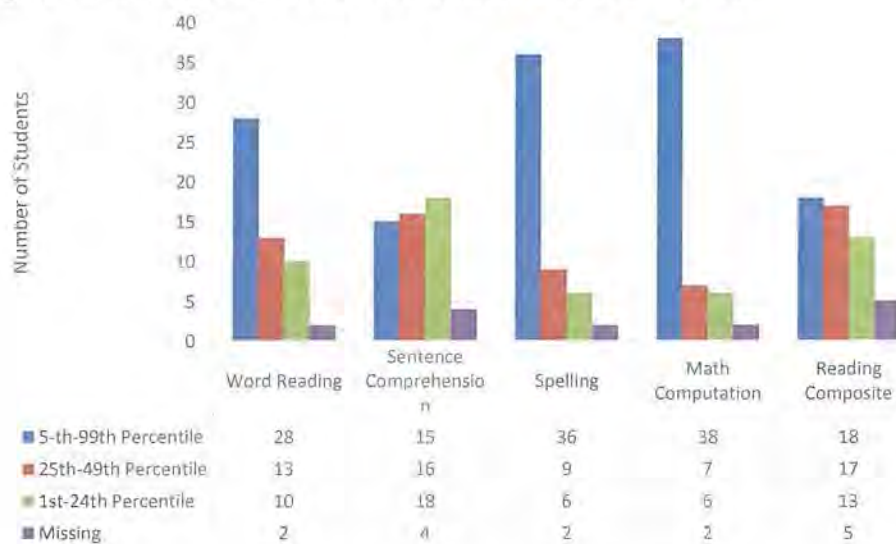
Based on the WRAT-4 test results, 20 of 45 students or 44% of Cohort N are at the 50th percentile or higher in the Word Reading subtest; 17 of 45 students or 38% is at the 50th percentile or higher on the Sentence Comprehension subtest; 25 of 45 students or 56% are at the 50th percentile or higher on the Spelling subtest; 23 of 45 students or 51% are at the 50th percentile or higher in Math Computation subtest, and 19 of 45 students or 42% are at the 50th percentile or higher in the Reading Composite subtest of the WRAT-4.

Cohort O

Cohort N started Kindergarten in 2016-2017 with 108 students, Cohort O saw a reduction in the number of students who originally started school at GACS in 2016-2017. By 2017-2018, Cohort O had 53 students who remained enrolled in GACS for the last 3 years and now in 1st Grade, this represents 49% of the original 108 students

Currently the total number of students tested in 1st Grade is 83 with 53 students or 64% of the class is in Cohort O. In Figures 76, the current achievement of Cohort O is depicted based on the assessment results of the WRAT-4 by the end of their 2nd year in GACS. Students in 1st Grade are not given the ACT/Aspire, but are given the SBA test, however only aggregate data is available and extracting the individual students in the cohort is not possible at this time.

Figure 74. Cohort O WRAT-4 Test Results in Year 2 N=53



Based on the WRAT-4 test results, 28 of 53 students or 53% of Cohort O are at the 50th percentile or higher in the Word Reading subtest; 15 of 53 students or 28% are at the 50th percentile or higher on the Sentence Comprehension subtest; 36 of 53 students or 68% are at the 50th percentile or higher on the Spelling subtest; 38 of 53 students or 72% are at the 50th percentile or higher in Math Computation subtest, and 18 of 53 students or 34% are at the 50th percentile or higher in the Reading Composite subtest of the WRAT-4.

Cohort P

Cohort P represents the new cohort for 2017-2018, the total number of students enrolled for Kindergarten is 59. A comparison of their performance will not be made until they complete 1st grade in 2018-2019. It will be at that point when the number of returning students from the original group can be identified and performance reported after spending 2 years in GACS.

A complete listing of all the entering Kindergarten students, the assessments administered, and each students' performance can be reviewed in the Preliminary Assessment Report for Academic Year 2017-2018, however because students are listed by name, it is confidential report and permission to review is needed from the GACS Board of Trustees.

Summary of Cohort Performance

In Table XX below, the number and percentage of students from each cohort, who achieved at the 50th percentile or higher on the WRAT-4 and the ACT/Aspire tests are presented to answer the question: What level of measurable progress has been made by students who remain enrolled in GACS over the 4 year period? Does the GACS adoption of the Direct Instruction program/strategy improve academic achievement?

Table 44. Summary of WRAT-4 Cohort Performance at the 50th to 99th Percentile

COHORT	Total in Cohort	WRAT-4									
		Word Reading	% of Cohort	Sentence Comp.	% of Cohort	Spelling	% of Cohort	Math Comp.	% of Cohort	Reading Composite	% of Cohort
		Number at 50 th %ile or Higher		Number at 50 th %ile or Higher		Number at 50 th %ile or Higher		Number at 50 th %ile or Higher		Number at 50 th %ile or Higher	
A-3 rd Grade	37	28	77%	18	49%	29	78%	28	76%	23	62%
B-4 th Grade	41	21	51%	15	49%	31	76%	30	73%	13	32%
C-5 th Grade	32	16	50%	13	41%	21	66%	15	47%	13	41%
D-6 th Grade	29	10	45%	6	27%	11	50%	6	27%	9	41%
E-7 th Grade	26	12	46%	12	46%	20	76%	5	19%	15	58%
F-8 th Grade	24	17	71%	11	46%	19	79%	8	33%	15	63%
G-9 th Grade	14	6	43%	3	21%	8	57%	2	14%	5	36%
H-10 th Grade	16	8	50%	5	31%	12	75%	2	13%	8	50%
I-11 th Grade	14	1	7%	1	7%	7	50%	1	7%	0	—
J-12 th Grade	21	7	33%	5	24%	16	76%	3	14%	4	19%
K	Cohort K Graduated										
L	Cohort L Graduated										
M	1 Student – Completed										
N-2 nd Grade	45	20	44%	17	38%	25	56%	23	51%	19	42%
O-1 st Grade	53	28	53%	15	28%	36	68%	30	72%	18	34%
P-Kindergarten	59	Pending completion of 1 st Grade to observe how many remain in GACS									
TOTAL	411	174	42%	121	29%	235	57%	153	37%	142	35%

Highest percentage of students, at or above the 50th percentile for each subtest, is highlighted in yellow.

A total of 411 from grades 1st to 12th grade compose the GACS cohorts under study whom have met the criteria of having spent between 2 years (for the new cohorts) or 4 years continuously enrolled at GACS. There are 174 students functioning at the 50th percentile or higher in their ability to read words at their grade level or higher, this represents 42% of the total cohorts, based on the WRAT-4 Word Reading subtest with Cohort A showing the highest percentage.

In reading comprehension, as measured by the WRAT-4 Sentence Comprehension subtest, 121 students or 29% of the total cohorts are functioning at the 50th percentile or higher, with Cohorts A and B showing the same percentage of students at this level within their cohort group.

In spelling, as measured by the WRAT-4 Spelling subtest, 235 or 57% demonstrate spelling skills at the 50th percentile or higher, with Cohorts F showing 79% of students at this level, followed by Cohort A with 78% of the cohort at this level.

Math computation, as measured by the Math Computations subtest of the WRAT-4 showed 153 students or 37% of the total cohorts functioning at the 50th percentile or higher in their ability to compute math equations, with Cohort A showing the highest percentage at 76% on the Math subtest of the WRAT-4.

In overall reading skill, as measured by the WRAT-4 Reading Composite, 142 or 35% of the total cohort groups are reading at or above grade level.

The observation that the more years students spend at GACS using the Direct Instruction strategy, (particularly during the early grades), the higher the demonstrated academic achievement in basic skills, appears to hold true in the cohort studies based on the WRAT-4. Note how the middle and high school grades show lower percentages at the 50th percentile or higher in almost all content areas assessed by WRAT-4, with the exception of Math Computation where only the early grades show 40% or higher at the 50th percentile or higher. Spelling shows the highest number of students functioning at the 50th percentile or higher in all grade levels, ranging from 50% to 79% of students at the 50th or higher percentile rank. Mathematics is the area of most need for the intermediate elementary, middle and high school grades.

Table 45. Summary of ACT/Aspire Cohort Performance at the 50th to 99th Percentile

COHORT	Total in Cohort	ACT/Aspire					
		ENGLISH		READING		MATH	
		Number at 50 th %ile or Higher	% of Cohort	Number at 50 th %ile or Higher	% of Cohort	Number at 50 th %ile or Higher	% of Cohort
A-3 rd Grade	37	11	30%	5	14%	3	8%
B-4 th Grade	41	14	34%	8	20%	2	5%
C-5 th Grade	32	9	28%	7	22%	2	6%
D-6 th Grade	29	3	10%	5	17%	0	-----
E-7 th Grade	26	9	35%	5	19%	0	-----
F-8 th Grade	24	7	29%	7	29%	1	4%
G-9 th Grade	14	2	14%	2	14%	0	-----
H-10 th Grade	16	5	31%	5	31%	1	6%
I-11 th Grade	14	11 th Grade does not take the ACT/Aspire					
J-12 th Grade	21	12 th Grade does not take the ACT/Aspire					
K		Cohort K Graduated					
L		Cohort L Graduated					
M		1 Student - Completed					
N-2 nd Grade	45	2 nd Grade students do not take the ACT/Aspire					
O-1 st Grade	53	1 st Grade students do not take the ACT/Aspire					
P-Kindergarten	59	Pending completion of 1 st Grade to observe how many maintain enrollment in GACS					
TOTAL	411	60	15%	44	11	9	2%

Based on the ACT/Aspire test results, 60 students or 15% of 411 who compose the total number of students in all cohorts are at the 50th percentile or higher in the English test of the ACT/Aspire, with Cohort E showing the highest percentage at 35% at this level within the cohort and Cohort D the lowest percentage of students at this level.

Based on the ACT/Aspire test results, 44 students or 11% of 411 who compose the total number of students in all cohorts are at the 50th percentile or higher in the Reading test of the ACT/Aspire, with Cohort I showing the highest percentage at 31% at this level within the cohort and Cohorts A and G tying for lowest percentage at this level.

Based on the ACT/Aspire test results, 9 students or 2% of 411 who compose the total number of students in all cohorts are at the 50th percentile or higher in the Math test of the ACT/Aspire, with Cohort A showing the highest percentage at 8% at this level within the cohort and at the lower end, Cohorts D, E, and G showing no students at the 50th percentile or higher

**PART 3
CORRELATIONAL AND
COMPARATIVE ANALYSIS**

CORRELATION STUDIES BY GRADE LEVEL

The correlation studies for each grade level observes the relationship between the WRAT-4 test results and the ACT/Aspire test results for each grade level by observing the correlational coefficient. Through this analysis, the relationship between the distribution of percentile scores on the two assessment instruments can be determined and interpreted. It is important to note that each assessment instrument assesses academic achievement differently, as noted in Table 37 on pages 83 and 84. Furthermore, the ACT/Aspire is aligned to the Common Core Standards defined for each grade level, while the WRAT-4 is designed to assess an individual's skill in reading words, comprehending sentences, spelling, and computing solutions to math problems for individuals between the ages of 5 to 94 years old and is not aligned with academic standards but focuses on the individual's the skill level by age or grade level (GACS uses grade level).

For Kindergarten, 1st and 2nd grades, the WRAT-4 is correlated to the Boehm-3 percentile ranks since these early grades are not given the ACT/Aspire until 3rd grade. For all other grades, the WRAT-4 is correlated with the ACT/Aspire, except for grades 11th and 12th. The SBA results can not be correlated since the data is not provided by individual students.

The correlation indicates how strong the relationship is between the 2 instruments and does not indicate causality, in other words, it does not mean one score "causes" another score. The correlation indicates the strength of the relationship and is interpreted based on the following:

- .85-.99 High correspondence
- .70-.84 Moderately high correspondence
- .50-.69 Moderate correspondence
- .30-.49 Moderately low correspondence
- .00-.29 Low correspondence

Kindergarten Correlation of Boehm-3 with WRAT-4

Boehm-3	WRAT-4 Word Reading Subtest	WRAT-4 Spelling Subtest	WRAT-4 Math Subtest
		.424	.298
	Moderately low correspondence	Low correspondence	Moderately low correspondence

For Kindergarten there is a moderately low positive relationship between the Boehm-3 test results and the WRAT-4 Math subtest results, which indicates that when concept learning increases, particularly pre-math concepts as measured by the Boehm-3, math computation skill increases. The Boehm-3 shows low correspondence with the WRAT-4 Spelling subtest, however this is not unusual since Boehm-3 measures concept learning and the Spelling subtest measures the ability to spell words.

1st Grade
Correlation of Boehm-3 with WRAT-4

Boehm-3	WRAT-4 Word Reading Subtest	WRAT-4 Sentence Comprehension Subtest	WRAT-4 Spelling Subtest	WRAT-4 Math Subtest	WRAT-4 Reading Composite
	-.172	.275	.055	.107	-.318
	Negative correspondence	Low correspondence	Low correspondence	Low correspondence	Negative correspondence

For the 1st grade assessment outcomes, there is low or no relationship between the Boehm-3 and the WRAT-4 subtest. This means increases in concept learning does not indicate increases in academic achievement in reading, spelling, and math for this 1st grade group of students. A negative correlation is a relationship between the two tests such that as the score on one test increases, the other test tends to decrease for this 1st grade group of students.

2nd Grade
Correlation of Boehm-3 with WRAT-4

Boehm-3	WRAT-4 Word Reading Subtest	WRAT-4 Sentence Comprehension Subtest	WRAT-4 Spelling Subtest	WRAT-4 Math Subtest	WRAT-4 Reading Composite
	.195	.148	.089	.064	.218
	Low correspondence	Low correspondence	Low correspondence	Low correspondence	Low correspondence

There is a low positive relationship between the Boehm-3 test results and all 5 WRAT-4 subtest results for 2nd Grade, which indicates that when concept learning increases academic achievement increases. The Boehm-3 again shows lowest correspondence with the WRAT-4 Spelling subtest, which again is not unusual since Boehm-3 measures concept learning and the Spelling subtest measures the ability to spell words.

3rd Grade
Correlation of ACT/Aspire with WRAT-4

ACT/Aspire	WRAT-4 Word Reading Subtest	WRAT-4 Sentence Comprehension Subtest	WRAT-4 Spelling Subtest	WRAT-4 Math Subtest	WRAT-4 Reading Composite
English	.663	.777	.460	.534	.783
	Moderate correspondence	Moderately high correspondence	Moderately Low correspondence	Moderate correspondence	Moderately high correspondence
Reading	.647	.775	.505	.539	.767
	Moderate correspondence	Moderately high correspondence	Moderate correspondence	Moderate correspondence	Moderately high correspondence
Math	.596	.602	.386	.555	.644
	Moderate correspondence	Moderate correspondence	Moderately Low correspondence	Moderate correspondence	Moderate correspondence

The ACT/Aspire's correlation to the WRAT-4 subtests for 3rd grade ranged from moderately low correspondence to moderately high correspondence, with most scores at the moderate level. The highest correlations were observed in the correlation between ACT/English and WRAT-4 Sentence Comprehension subtest, which means as scores on the ACT/Aspire English test increase, scores in the WRAT-4 Sentence Comprehension subtest increases (reading comprehension). The second highest correlation was in the ACT/Aspire Reading and WRAT-4 Sentence Comprehension subtest which means when scores on the ACT/Aspire Reading test increase, scores in the WRAT-4 Sentence Comprehension subtest increases (reading comprehension). The lowest correlations were observed in the ACT/Aspire Math test and the WRAT-4 Spelling subtest, these subtests measure different skills, however there is moderately low relationship observed.

4th Grade
Correlation of ACT/Aspire with WRAT-4

ACT/Aspire	WRAT-4 Word Reading Subtest	WRAT-4 Sentence Comprehension Subtest	WRAT-4 Spelling Subtest	WRAT-4 Math Subtest	WRAT-4 Reading Composite
English	.571	.582	.558	.448	.625
	Moderate correspondence	Moderate correspondence	Moderate correspondence	Moderate Low correspondence	Moderate correspondence
Reading	.545	.510	.532	.458	.571
	Moderate correspondence	Moderate correspondence	Moderate correspondence	Moderately Low correspondence	Moderate correspondence
Math	.448	.510	.532	.458	.571
	Moderately Low correspondence	Moderate correspondence	Moderate correspondence	Moderately Low correspondence	Moderate correspondence

The ACT/Aspire's correlation to the WRAT-4 subtests for 4th grade ranged from moderately low correspondence to moderately correspondence, with most scores at the moderate level. The highest correlations were observed in the correlation between ACT/English and WRAT-4 Reading Composite, which means as scores on the ACT/Aspire English test increase, scores in the WRAT-4 Reading Composite increases (reading comprehension). The second highest correlation was in the ACT/Aspire English and WRAT-4 Sentence Comprehension subtest which means when scores on the ACT/Aspire English test increase, scores in the WRAT-4 Sentence Comprehension subtest increases. The lowest correlations were observed in the ACT/Aspire Math test and the WRAT-4 Math Computation subtest.

5th Grade
Correlation of ACT/Aspire with WRAT-4

ACT/Aspire	WRAT-4 Word Reading Subtest	WRAT-4 Sentence Comprehension Subtest	WRAT-4 Spelling Subtest	WRAT-4 Math Subtest	WRAT-4 Reading Composite
English	.603	.726	.715	.563	.705
	Moderate correspondence	Moderately high correspondence	Moderately high correspondence	Moderate correspondence	Moderately high correspondence
Reading	.536	.682	.589	.561	.672
	Moderate correspondence	Moderate correspondence	Moderate correspondence	Moderately Low correspondence	Moderate correspondence
Math	.479	.527	.431	.475	.550
	Moderately Low correspondence	Moderate correspondence	Moderately low correspondence	Moderately Low correspondence	Moderate correspondence

The ACT/Aspire's correlation to the WRAT-4 subtests for 5th grade ranged from moderately low to moderately high correspondence, with most scores at the moderate level. The highest correlations were observed in the correlation between ACT/English and WRAT-4 Reading Composite, which means as scores on the ACT/Aspire English test increase, scores in the WRAT-4 Reading Composite increases (reading comprehension). The second highest correlation was in the ACT/Aspire English and WRAT-4 Sentence Comprehension subtest which means when scores on the ACT/Aspire English test increase, scores in the WRAT-4 Sentence Comprehension subtest increases (reading comprehension). The lowest correlations were observed in the ACT/Aspire Math tests and the WRAT-4 Math Computation subtest

6th Grade
Correlation of ACT/Aspire with WRAT-4

ACT/Aspire	WRAT-4 Word Reading Subtest	WRAT-4 Sentence Comprehension Subtest	WRAT-4 Spelling Subtest	WRAT-4 Math Subtest	WRAT-4 Reading Composite
English	.595	.653	.699	.685	.674
	Moderate correspondence	Moderate correspondence	Moderate correspondence	Moderate correspondence	Moderate correspondence
Reading	.607	.665	.660	.648	.696
	Moderate correspondence	Moderate correspondence	Moderate correspondence	Moderate correspondence	Moderate correspondence
Math	.455	.512	.434	.538	.544
	Moderately Low correspondence	Moderate correspondence	Moderately low correspondence	Moderate correspondence	Moderate correspondence

The ACT/Aspire's correlation to the WRAT-4 subtests for 6th grade ranged from moderately low to moderately correspondence, with most scores at the moderate level. The highest correlations observed in the correlation between ACT/English and WRAT-4 Sentence Comprehension, Spelling and Reading Composite. The second highest correlations were in the ACT/Aspire English and WRAT-4 Word Reading subtest and in the ACT/Aspire Reading and WRAT-4 Sentence Comprehension and Reading Composite subtests. The lowest correlations were observed in the ACT/Aspire Math test and the WRAT-4 Word Reading, Spelling, and Math Computation subtests.

7th Grade
Correlation of ACT/Aspire with WRAT-4

ACT/Aspire	WRAT-4 Word Reading Subtest	WRAT-4 Sentence Comprehension Subtest	WRAT-4 Spelling Subtest	WRAT-4 Math Subtest	WRAT-4 Reading Composite
English	.439	.505	.491	.396	.526
	Moderately low correspondence	Moderate correspondence	Moderately low correspondence	Moderately low correspondence	Moderate correspondence
Reading	.483	.579	.488	.636	.596
	Moderately low correspondence	Moderate correspondence	Moderately low correspondence	Moderate correspondence	Moderate correspondence
Math	.308	.487	.255	.563	.459
	Moderately Low correspondence	Moderately low correspondence	Low correspondence	Moderate correspondence	Moderately low correspondence

The ACT/Aspire's correlation to the WRAT-4 subtests for 7th grade ranged from moderately low to moderately correspondence, with most scores at the moderate level. The highest correlations observed in the correlation between ACT/Aspire Reading test and all 5 WRAT-4 Sentence Comprehension subtest. The second highest correlations were observed between the ACT/Aspire

English and WRAT-4 Word Reading and Spelling subtests. The lowest correlations were observed in the ACT/Aspire Math test and WRAT-4 Spelling subtests.

8th Grade
Correlation of ACT/Aspire with WRAT-4

ACT/Aspire	WRAT-4 Word Reading Subtest	WRAT-4 Sentence Comprehension Subtest	WRAT-4 Spelling Subtest	WRAT-4 Math Subtest	WRAT-4 Reading Composite
English	.423	.587	.545	.470	.594
	Moderately low correspondence	Moderate correspondence	Moderate correspondence	Moderately low correspondence	Moderate correspondence
Reading	.332	.514	.452	.425	.484
	Moderately low correspondence	Moderate correspondence	Moderately low correspondence	Moderately low correspondence	Moderately low correspondence
Math	.252	.343	.336	.600	.352
	Low correspondence	Moderately low correspondence	Moderately low correspondence	Moderate correspondence	Moderately low correspondence

The ACT/Aspire's correlation to the WRAT-4 subtests for 8th grade ranged from low to moderate correspondence, with most scores at the moderately low level. The highest correlations observed is between ACT/Aspire Math test and the WRAT-4 Math Computation subtest. The second highest correlations were observed between the ACT/Aspire English and WRAT-4 Sentence Comprehension subtest. The lowest correlations were observed in the ACT/Aspire Math test and WRAT-4 Word Reading subtest.

9th Grade
Correlation of ACT/Aspire with WRAT-4

ACT/Aspire	WRAT-4 Word Reading Subtest	WRAT-4 Sentence Comprehension Subtest	WRAT-4 Spelling Subtest	WRAT-4 Math Subtest	WRAT-4 Reading Composite
English	.552	.692	.611	.273	.664
	Moderate correspondence	Moderate correspondence	Moderate correspondence	Moderately low correspondence	Moderate correspondence
Reading	.495	.785	.570	.612	.690
	Moderately low correspondence	Moderately high correspondence	Moderate correspondence	Moderate correspondence	Moderate correspondence
Math	.355	.477	.374	.390	.430
	Moderately low correspondence	Moderately low correspondence	Moderately low correspondence	Moderately low correspondence	Moderately low correspondence

The ACT/Aspire's correlation to the WRAT-4 subtests for 9th grade ranged from moderately low to moderately high correspondence, with most scores at the moderately low to moderate level. The highest correlations observed is between ACT/Aspire Reading test and the WRAT-4 Sentence Comprehension subtest. The second highest correlations were observed between the ACT/Aspire

English and WRAT-4 Sentence Comprehension subtest. The lowest correlations were observed in the ACT/Aspire English test and WRAT-4 Math Computation subtest.

**10th Grade
Correlation of ACT/Aspire with WRAT-4**

ACT/Aspire	WRAT-4 Word Reading Subtest	WRAT-4 Sentence Comprehension Subtest	WRAT-4 Spelling Subtest	WRAT-4 Math Subtest	WRAT-4 Reading Composite
English	.638	.679	.701	.750	.735
	Moderate correspondence	Moderate correspondence	Moderately high correspondence	Moderately high correspondence	Moderately high correspondence
Reading	.398	.431	.512	.434	.469
	Moderately low correspondence	Moderately low correspondence	Moderate correspondence	Moderately low correspondence	Moderately low correspondence
Math	.435	.482	.652	.474	.524
	Moderately low correspondence	Moderately low correspondence	Moderate correspondence	Moderately low correspondence	Moderate correspondence

The ACT/Aspire's correlation to the WRAT-4 subtests for 10th grade ranged from moderately low to moderately high correspondence, with most scores at the moderately low to moderate level. The highest correlations observed is between ACT/Aspire English test and the WRAT-4 Math and Reading Composite subtests. The second highest correlations were observed between the ACT/Aspire English test and the WRAT-4 Spelling Subtest. The lowest correlation was observed between the ACT/Aspire Reading test and the WRAT-4 Word Reading subtest.

Overall, the WRAT-4 correlates at the moderate level with the ACT/Aspire. There were no correlations at the High Level (.85 to .99). Where there are moderately high correspondence observed, depended on the grade level, otherwise there was no consistency across the grade levels.

**PART 4
RECOMMENDATIONS**

RECOMMENDATIONS

Recommendations based on the Final Report for 2017-2018 will focus on improvements for next academic year, since this report is being submitted at the end of the 2018-2019 academic year and a full year has already passed and any recommendations at this point may not be relevant anymore. The need for the test results to be processed and reported at the beginning of the school year is critical if GACS wants to use the data for decision making. It is recommended that the data from all assessments be made by the first week of June in order for the Independent Evaluator to have time to prepare the reports needed by faculty and administrators. The Preliminary Report for the 2017-2018 academic year was released in late November and individual students' test results was made available however half the academic year had already passed.

While the Standards Based Assessment results provided by GDOE is included in this report, interpretation of this data is not possible since (1) tables are labeled incorrectly, GDOE instead of GACS, (2) the results provided do a comparison from 2016 to 2017 or 2018, yet the number of students tested, the content areas assessed are not clear nor do they align with actual student counts at each grade level. It is recommended that the GACS Board of Trustees request that the SBA test results for the 1st and 2nd grade, and the 11th and 12th grade be released by individual student data sheets so that GACS can extract the cohort data and develop their own aggregate analysis of the grade levels tested.

There continues to be a need for GACS to consider the Content Area Reading Indicators (CARI) test which is now available and extends the DIBELS to grades 7th to 9th Grades. The CARI is directly aligned with the Common Core Standards in Language Arts, Science, and Social Studies and includes a Daze comprehension, a Silent Reading (SR) comprehension, and an Oral Reading (OR) measure. The CARI is brief, efficient, group administered for benchmarking, individually administered for additional assessment, standardized and formative as the teacher can use the information to help students. The CARI can identify students who may be at risk for reading difficulties (universal screening); help teachers identify areas to target Common Core Standards of instructional support; monitor at-risk students while they receive additional, targeted instruction; and can examine the effectiveness of instructional supports. It is recommended that the CARI be adopted for the GACS alternate assessment battery.

There continues to be a need to consider vocational or career assessments for the 10th to 12th grade students to enhance the assessment battery that will go beyond the basic skills measured by WRAT-4. It is recommended that GACS review and select one of the seven (7) best career aptitude tests currently on the market, this includes: (1) *123 Career Test*, (2) *Princeton Review Career Quiz*, (3) *My Next Move O*NET Interests Profiler*, (4) *MyPlan.com.*, (5) *MAPP Career Test*, (6) *Career Strengths Test*, and (7) *PathSource*

APPENDICES

APPENDIX A:

SUMMARY OF NUMBER AND GRADE LEVEL OF TESTS
ADMINISTERED

APPENDIX B:

DESCRIPTION OF ALL ASSESSMENT INSTRUMENTS

APPENDIX A

SUMMARY OF NUMBER AND GRADE LEVEL OF TESTS ADMINISTERED

Name of Test	Number of Students Tested at Each Grade Level												
	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Boehm-3	59	76	89										
DIBELS	59	76	93	90	87	72	81						
WRAT-4	59	82	90	92	89	72	86	79	51	41	30	24	28
ACT/Aspire				92	89	72	87	79	51	41	59		
SBA		Not Available										Not Available	
TOTAL	177	234	272	274	265	216	254	158	102	82	89	24	28

There is a need to consider further assessments for the 11th and 12th grade, specifically an assessment that will assist the high school students to gain insight for possible career paths to consider as they prepare to graduate from GACS. This has been discussed in previous reports and instruments recommended, however GACS has not been able to expand its assessment battery for the upper grades due to budget constraints.

APPENDIX B

DESCRIPTION OF ASSESSMENT INSTRUMENTS

➤ **BOEHM TEST OF BASIC CONCEPTS -3**

About the Boehm Test of Basic Concepts -3: The *Boehm Test of Basic Concepts-3* (Boehms-3) was developed to identify 50 basic concepts most frequently used by teachers in kindergarten, first, and second grade classrooms. The Boehm-3 can be used:

- To identify students who may be at risk for a learning difficulty and may need referral for additional testing
- To identify students in the classroom who know most concepts, but are having difficulty understanding a few key concepts that are embedded in instruction
- For pre- and post-testing to determine progress as a result of instruction or intervention
- As part of a battery of tests to assess students' language comprehension skills

The basic concepts tested in the Boehm Test include pre-math and pre-science concepts, critical to later learning in the math and science content areas. There are 4 main categories of concepts assessed by the Boehm Test, they are as follows (see Table 4).

Table 4. Category of Concepts in the Boehm Test of Basic Concepts-3

Category	Aligns With	Number of Concepts
Understanding of Spatial Relations	Pre-Science & Math	13
Understanding of Quantity	Pre-Math	16
Understanding of Time	Pre-Math	13
Other	Pre-Science & Pre-Math	8
TOTAL CONCEPTS		50

Type of Test & Scores Used on the Instrument: The *Boehm Test of Basic Concepts-3* converts calculated raw scores into accuracy scores or Percentage Correct, and uses Performance Levels, indicated by Level 1-upper, Level 2-middle, and Level 3-lower, levels of performance. Raw scores can also be converted to percentile ranks. Two Conversion Tables are provided, one for Fall and one for Spring Semester administration. For data analysis, the *Boehm Test of Basic Concepts-3* conversion tables for the Spring semester are given in this report

➤ DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILL (DIBELS)

About the DIBELS: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from Kindergarten through 6th grade. The tests are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS is a criterion-reference test used to benchmark progress over 3 time periods: (1) Benchmark-1 Beginning/Fall, (2) Benchmark 2 Middle/Winter and (3) Benchmark 3 End/Spring, this allows a close monitoring of the progression of literacy skills. By observing the speed at which students can read letters, sounds, words, and then reading passages, teachers can assess how well the student is developing reading skill. All materials for the DIBELS are free and can be downloaded from the internet at the University of Oregon site. Each grade level has 2 booklets (1) A Scoring Booklet-DIBELS Benchmark Assessment for the examiner and (2) a Student Materials for the DIBELS Benchmark Assessment booklet for student use.

The DIBELS assists teachers in seeing effectiveness of the Direct Instruction approach used daily in GACS classrooms and how well it correlates with assessments used in daily classroom practice.

The DIBELS results reported here are for Kindergarten to 6th grade only. DIBELS has extended its measures to include middle and high school assessments, but these have not been adopted by GACS at this point in time.

Types of Scores Used on the Instrument: Each grade level includes an assessment grid that monitors progress in rate of reading skill development. In order for data from DIBELS to be meaningful, the measures from the 1st and 2nd administration are recorded on the appropriate grid to observe progress. In this report, only the third Benchmark from End/Spring is presented and will later be compared to the Hasbrouck & Tindal Oral Reading Fluency Scale which gives the percentile rank of oral reading fluency for each grade level. There are no norms established for the DIBELS, as it is a criterion-referenced test. For more detailed information and to read more on DIBELS, or to view each grade level's assessment materials, go to <https://dibels.uoregon.edu/>.

➤ WIDE RANGE ACHIEVEMENT TEST-4 (WRAT-4)

About the WRAT-4: The widely respected WRAT-4 accurately measures the basic, psychometrically sound assessment of a student's important fundamental academic skills and serves as an excellent initial evaluation, re-evaluation, or progress measure for any student. The WRAT-4 is a norm-referenced test that measures the basic academic skills in word reading, reading comprehension, math computational skills, and spelling. Recommended uses for the WRAT4 described in the manual include comparing achievement of one person to another, determining learning ability or learning disability,

comparing codes with comprehension in order to prescribe remedial programs, and informally assessing error patterns to plan instructional programs.

The Word Reading subtest of the WRAT-4 requires students to read single words that begin with simple three letter words, as in CAT, then word reading becomes more difficult until multi-syllabic words are assessed, as in TERPSICHOREAN. The Sentence Comprehension subtest assesses reading comprehension by having students silently read a sentence with a missing word and the student must provide the word that makes the most logical sense to complete the thought, also known as the cloze procedure. Basal and ceiling levels are determined based on how many words are read correctly in the Word Reading subtest. A Reading Composite test score is also calculated using the Word Reading and Sentence Comprehension subtests scores. It can be converted to a standard score or percentile rank only, no grade equivalent is given. The Spelling subtest assesses the student's skill in both writing and spelling. Words progress from simple two letter words such as ON to multisyllabic words such as BELLIGERENT. The Math Computation subtest consists of 40 math problems that begin with simple addition of 2 digits to more complex math computations such as simplifying algebraic equations.

Type of Test & Scores Used on the Instrument: Each WRAT-4 subtest calculates a raw score (number correct) and converts it to an age or grade standard score, percentile rank, grade equivalent, Normal Curve Equivalency (NCE), or Stanine. WRAT-4 has 2 forms, a blue form and a green form that can be used at the beginning and the end of the year, however GACS alternates the form each year. GACS reports the grade level Standard Score, Percentile rank, and grade equivalent for all subtests.

➤ ACT/Aspire

About the ACT/Aspire Test: The ACT/Aspire test was adopted by GDOE in Academic Year 2014-2015 and administered it for the first time in the Spring, 2015 semester. The ACT/Aspire is a criterion-referenced test and is designed to measure how well students are understanding topics, concepts and skills required to succeed under the Common Core standards, which are being widely adopted across the United States and its Territories. It focuses on identifying what students should know at the end of each grade level. The Common Core Standards are a new series of education standards. The ACT/Aspire test assesses students' readiness for colleges and career in five areas: English, math, reading, science and writing. It is only administered to 3rd to 10th grades. When students take the ACT Aspire Test, the student will know with precision how well they are doing—when compared to Common Core standards—in each of the five subject areas. In addition, test takers receive information about their areas of strength and weakness within each subject area. The ACT Aspire Test shows students how they stack up when compared to the widely adopted grade-level standards.

Type of Test & Scores Used on the Instrument: The ACT/Aspire test uses standard scores and percentiles. The ACT/Aspire assigns scores between 400 and 460 for each subject (these are the ACT/Aspire standard scores) and a percentile rank. A score report is provided and shows how the student compares to others in the same grade level and indicates areas of strengths and area in need of improvement. There are 3 levels of descriptive interpretation: (1) Ready, (2) Close, and (3) In Need of Support. Although the ACT/Aspire is a criterion-referenced test aligned with the Common Core Standards-Based Curriculum, it provides.

➤ STANDARDS BASED ASSESSMENT (SBA)

SBA is a locally developed criterion-referenced test aligned to the Guam Content Standards and Performance Indicators. It purports to measure proficiency in reading, math, science and social studies and is a district-wide summative test. The SBA is required to be administered to 1st and 2nd grades, and 11th and 12th grades. Also, SBAs for grades 3rd through 5th is implemented for Social Studies and Science. There is no published information on the testing format of the SBA, how it is scored, nor it's validity or reliability, available at this writing. The published information on the SBA by the Guam DOE is as follows:

Guam Standards Based Assessments

A criterion-referenced test, the Guam Standards Based Assessments will be administered to students who are in the non-tested grades of the ACT Aspire in ELA and Math as well as 1st through 12th grades in the content areas of Science and Social Studies. In ELA and Math, the assessments are aligned to the Common Core. In the areas of Science and Social Studies, they are aligned to the GDOE Standards. Unlike the SAT10 where all the students take the assessment of a particular grade regardless of the course they are taking, the SBA tests students based on the courses they are currently enrolled in.

Please see: <https://sites.google.com/a/gdoe.net/guam-education-board/common-core-state-standards/comprehensive-student-assessment-system-csas>

(3)grade advancement for students enrolled in the Academy Charter School;

	Beginning Count SY 18-19	Ending count SY 18-19	No. Students promoted	Advancement Rate	Returning Students SY 19-20	% rate for Enrollment Retention
K	57	57	57	100%	49	86%
1st	57	55	55	100%	50	91%
2nd	58	57	57	100%	51	89%
3rd	75	75	75	100%	66	88%
4th	75	75	75	100%	70	93%
5th	74	75	75	100%	60	80%
6th	61	60	60	100%	52	87%
7th	73	66	66	100%	45	68%
8th	75	69	69	100%	40	58%
9th	19	21	21	100%	17	81%
10th	35	32	32	100%	29	91%
11th	26	24	24	100%	15	63%
12th	28	26	23	88%	2	100%
	713	692	689	99%	546	83%

(4) 2018-2019 Graduation

29 Total students graduated in June of 2019.

Total number of students who pursued a higher education on island or off island:

GCC: 3

UOG: 3

Guam Mariana's Training Center: 1

Military: 1

Gainfully Employed: 14

Unable to Contact: 7

(5) Types of Parental Involvement

- a. PTO -Meetings are every 2nd Thursday of the month averaging 70 parents signing in at each meeting.
- b. Parents actively participate in our Annual Carnival
- c. Parents chaperone during fieldtrips and other school activities
- d. Volunteer time and resources for school clean ups, performances, etc.
- e. Monitor and update a PTO FB page for parent and community communication/involvement.
- f. Parents serve on our accreditation teams and provide input.
- g. PTO/Parents are also involved in
 - Christmas program
 - Chamorro programs
 - End of the year activities
 - Promotional activities
 - Providing equipment for various school events
 - Participating in Parent Teacher Conferences
 - Donating prizes for each grade level

(6) Student Enrollment

Enrollment and Waitlist Count

Student Enrollment SY 18-19	
K	57
1st	57
2nd	58
3rd	75
4th	75
5th	74
6th	61
7th	73
8th	75
9th	19
10th	35
11th	26
12th	28
TOTAL	713

Wait List SY 18-19	
K	2
1	6
2	9
3	5
4	9
5	3
6	5
7	7
8	5
9	6
10	3
11	3
12	3
TOTAL	66

Citizenship and Village Count

SY 2018-2019			
Citizenship		Village	Count
CNMI	12	Agana Heights	8
FSM	30	Agat	10
Hong Kong	2	Anigua	2
Japanese	4	Asan	5
Republic of Belau	1	Barrigada	81
US	659	Chalan Pago	15
No answer	5	Dededo	135
		Hagatna	37
		Harmon	8
		Inarajan	5
TOTAL	713	Latte Heights	2
		Maina	7
		Maite	17
		Malojloj	6
		Mangilao	83
		Merizo	4
		Mongmong	14
		Ordot	2
		Piti	4
		Santa Rita	12
		Sinajana	20
		Talofofo	10
		Tamuning	62
		Tiyan	2
		Toto	35
		Tumon	6
		Yigo	78
		Yona	30
		N/A	13
		TOTAL	713

Gender, Ethnicity and Language Count

SY 2018-2019					
Gender		Ethnicity		Language	
Female	Male				
		Carolinian	6	Cantonese	2
		Caucasian	8	Carolinian	4
27	30	Chamorro	390	Chamorro	1
27	30	Chinese	4	Chinese	2
39	19	Chuukese	156	Chuukese	94
29	47	Filipino	49	English	570
35	40	Hawaiian	2	Japanese	11
36	37	Hispanic	1	Korean	1
27	33	Japanese	20	Kosrean	2
37	37	Korean	2	Pohnpeian	17
31	43	Kosrean	3	Yapese	9
12	8	Palauan	17		
15	20	Pohnpeian	26		
12	14	Samoan	4		
13	15	Tahitian	3		
		Yapese	22		
		Total	713	TOTAL	713

(7) Average Daily Attendance

Grade Level	Days Present in %	# OF STUDENTS
KINDER	82%	57
GRADE 1	75%	57
GRADE 2	84%	58
GRADE 3	82%	75
GRADE 4	86%	75
GRADE 5	85%	74
GRADE 6	83%	61
GRADE 7	83%	73
GRADE 8	76%	75
GRADE 9	72%	19
GRADE 10	84%	35
GRADE 11	76%	26
GRADE 12	90%	28

(8) Annual Financial audit and subsequent fiscal year annual

Please see attached.



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Guahan Academy Charter School – FY 2017 Financial Highlights

April 14, 2019

Hagåtña, Guam – The Office of Public Accountability has released the Guahan Academy Charter School's (GACS) financial statements, report on compliance and internal control, and the auditor's communication with those charged with governance for fiscal year (FY) 2017.

The Guahan Academy Charter School (GACS) is a non-profit, public benefit organization. Fiscal Year (FY) 2017 was the first year the Office of Public Accountability (OPA) has overseen GACS' financial audit. GACS has been audited since the charter school was established in 2014, but not in conformance with OPA's requirements. 1 Guam Code Annotated (GCA) §1909 states that the Public Auditor shall direct and supervise all financial and management audits conducted so that annual audits are completed for the prior fiscal year no later than June 30.

GACS closed FY 2017 with a cumulative net position of \$1.4 million (M). Independent auditors Burger, Comer, & Magliari, LLC rendered an unmodified (clean) opinion on GACS' financial statements. This was the first year that independent auditors completed GACS' Report on Internal Control over Financial Reporting and Compliance. GACS is subject to Government of Guam Procurement Law and Regulations.

Revenues and Expenditures

In FY 2017, GACS reported approximately \$5 million (M) in revenues, a \$1.5M increase from the prior year of \$3.4M. Of the total revenues, approximately \$4.76M or 96% was from Government of Guam (GovGuam) appropriations, \$130 thousand (K) was from grant revenue, \$30K was from extended learning, \$33K was from student meal revenue, \$12K was from fundraising, and \$6K was received through donations.

GACS' operating expenditures increased by \$1.1M from \$3.1M in FY 2016 to \$4.2M in FY 2017. Program expenses comprised 71% of the total expenditures and increased by \$555K or 23%, going from \$2.4M in FY 2016 to \$3M in FY 2017. This increase was due primarily due to salaries and benefits.

Additionally, general and administrative expenses comprised 29% of the total expenses and increased by \$558K or 85%, going from \$655K in FY 2016 to \$1.2M in FY 2017. This increase was comprised primarily of miscellaneous expenses, which amounts to \$513K or 42% of the total general and administrative expenses. The miscellaneous expenses consisted of (1) expensed items from capital improvement projects and items received through federal grants; (2) board and staff development; and (3) programs and activities.

In FY 2017, GACS' board held 146 board meetings altogether, with its 7 board members receiving \$35K in board stipends. Additionally, GACS spent approximately \$47K on legal fees in FY 2017.

While GACS did receive a clean opinion on its financial statements, the independent auditors stated that due to GACS' liabilities exceeding its current assets, there is substantial doubt about GACS' ability to continue as a going concern.

Student Enrollment and Achievements

GACS' enrollment was steady in School Years (SY) 2016 - 2017 and SY 2017 - 2018 with 740 students. GACS received \$5,500 per student in FY 2016, which increased to \$6,500 per student in FY 2017 pursuant to Public Law 33-185.

Pursuant to Title 17 of the Guam Code Annotated (GCA) §12107(u), GACS shall initiate the process for accreditation within the first 120 days of opening and attain accreditation within 5 years of opening. In June 2017, GACS received accreditation candidacy from the Western Association of Schools and Colleges (WASC). In May 2018, WASC notified GACS that the school's candidacy for accreditation had been withheld due to the loss of instructional days, temporary classrooms being nonconductive to learning, and lack of planning pertaining to budget constraints. However, the Guam Academy Charter School Council renewed GACS' charter.

Role of OPA

Pursuant to 1 GCA §1908 and §1909, the Public Auditor shall annually audit or cause to be conducted post audits of all the transactions and accounts of all departments, offices, corporations, authorities, and agencies in all of the branches of the government of Guam. In addition, 17 GCA §12107(n)(8) requires GACS to submit an annual report to the Guam Academy Charter School Council (the Council), the Superintendent of Education, the Guam Education Board, the Legislature, and the Governor. Such report shall contain an annual financial statement audited by the Public Auditor. Accordingly, OPA now oversees the financial audit process of GACS.

OPA met with the GACS in November 2017 to discuss the role of the OPA. OPA also met with the Council in January 2018 to discuss the role of the OPA in reference to the charter schools.

Subsequent Event Disclosure

In December 2017, the United States federal government enacted and signed into law the Tax Cuts and Jobs Act (TCJA) of 2017. Subsequent to the passage of TCJA, the Governor of Guam issued a directive to all GovGuam agencies to evaluate the negative impact TCJA will have on GovGuam. As a result, GACS' FY 2018 budget was reduced by 8.7% or \$400K, from \$4.8M to \$4.4M.

In February 2018, GACS was given an eviction notice from their Tiyan campus due to lack of payment of rent amounting to \$245K. GACS was given until the end of the school year to vacate the premises. GACS is in the process of settling outstanding balances of \$1.2M to vendors for the construction of the temporary classrooms at the Tiyan Campus.

Report on Internal Control and Management Letter

The independent auditors found three material weaknesses: (1) GACS' expenditures were not made in accordance with the Guam Procurement Law for its procurement of goods, services, and construction contracts; and (2) GACS' financial obligations exceed its budget. In addition, independent auditors found one significant deficiency in that GACS personnel involved in the procurement process have not received the procurement training and mandatory certification as authorized by law.

In a separate management letter, eight deficiencies were identified involving: (1) lack of trained staff; (2) segregation of duties; (3) accounting policies and procedures; (4) general journal entries; (5) bank reconciliations; (6) fixed assets; (7) system backup and disaster recovery plan; and (8) board minutes.

For a more detailed discussion on GACS' operations, refer to the Management's Discussion and Analysis or view the reports in their entirety at our website at www.opaguam.org.

GUAHAN ACADEMY CHARTER SCHOOL, INC.

**INDEPENDENT AUDITORS' REPORT
AND
FINANCIAL STATEMENTS**

SEPTEMBER 30, 2017 AND 2016

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Financial Statements

Years Ended September 30, 2017 and 2016

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BURGER · COMER · MAGLIARI
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Guahan Academy Charter School, Inc.

We have audited the accompanying financial statements of Guahan Academy Charter School, Inc. (a nonprofit organization), which comprise the statement of financial position as of September 30, 2017, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Guahan Academy Charter School, Inc. as of September 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Substantial Doubt about the Organization's Ability to Continue as a Going Concern

The accompanying financial statements have been prepared assuming that Guahan Academy Charter School, Inc. will continue as a going concern. As discussed in Note 13 to the financial statements, current liabilities exceed current assets. This raises substantial doubt about its ability to continue as a going concern. Management's plans regarding those matters are also described in Note 13. The financial statements do not include any adjustments that might result from the outcome of this uncertainty. Our opinion is not modified with respect to this matter.

Report on Summarized Comparative Information

We have previously audited Guahan Academy Charter School, Inc's 2016 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated August 10, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended September 30, 2016, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses on page 14 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Bugs Corner Maglia

Tamuning, Guam
March 10, 2019

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Management's Discussion and Analysis

For Years Ended September 30, 2017 and 2016

As management of Guahan Academy Charter School, Inc. we offer readers this narrative overview and analysis of the financial activities of the Academy for the fiscal year ended September 30, 2017.

Financial Highlights

Our basic financial statements provide these insights into the results of the fiscal year's operations.

- The assets of the Academy exceeded its liabilities at the close of the fiscal year by \$1,433,475 (net position).
- P.L. 33-185 provided \$6,500 for each student up to 740 students, or a total of \$4,810,000. This was an increase of about 48% in number of students from the 2016 enrollment of 500; and 18.18% increase in dollar allocation (from \$5,500 per student).
- For FY2017, the Internal Audit Office (IAO) validated \$4,757,522 of expenditures, leaving an unexpended balance of \$52,478.
- Enrollment at close of fiscal year was 990 students, which exceeded the maximum approved amount of 740 students.

Overview of the Financial Statements

The Management's Discussion and Analysis is intended to serve as an introduction to the Academy's basic financial statements. The Academy's basic financial statements are comprised of two components: 1) government-wide financial statements, and 2) notes to the basic financial statements.

1) Government-Wide Financial Statements

The *government-wide financial statements* are designed to provide readers with a broad overview of the Academy's finances, in a manner similar to a private sector business.

The *Statement of Net Position* presents information on the Academy's assets and liabilities, and deferred inflows of resources. Over-time increases or decreases in net position may serve as an indicator to measure or gauge the Academy's financial condition.

The *Statement of Activities* presents information on how the Academy's net position changed during the fiscal year. All the current year's revenue and expenses are reported in this statement for some items that will only result in cash flows in future fiscal period.

The below report provides a summary of the Academy's net position as of September 30, 2017 and 2016. For FY2017, the assets exceeded liabilities by \$1,433,475. At the end of the fiscal year, the Academy is able to report positive balances in total net position.

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Management's Discussion and Analysis

For Years Ended September 30, 2017 and 2016

Statement of Net Position

	2017	2016	% Change	\$ Change
ASSETS				
Current Assets				
Cash	\$ 271,626	\$ 115,656	135%	\$ 155,970
Accounts Receivable	205,420	371,642	-45%	(166,222)
Prepaid Expenses	-	43,000	-100%	(43,000)
Other Assets	7,320	7,320	0%	-
Total Current Assets	<u>484,366</u>	<u>537,618</u>	<u>-10%</u>	<u>(53,252)</u>
Fixed Assets				
Equipment, net	96,805	27,561	251%	69,244
Property, CIP & Land	5,058,671	1,769,291	186%	3,289,380
Total Fixed Assets	<u>5,155,476</u>	<u>1,796,852</u>	<u>187%</u>	<u>3,358,624</u>
	<u>5,639,842</u>	<u>2,334,470</u>	<u>142%</u>	<u>3,305,372</u>
LIABILITIES & NET ASSETS				
Liabilities				
Short-term Debt	855,690	1,350,000	-37%	(494,310)
Accounts Payable & Payroll Liabilities	3,250,368	245,827	1222%	3,004,541
Accrued Expenses	100,309	85,288	18%	15,021
Total Liabilities	<u>4,206,367</u>	<u>1,681,115</u>	<u>1203%</u>	<u>2,525,252</u>
Total Net Position				
Net Assets, Unrestricted	<u>\$ 1,433,475</u>	<u>\$ 653,355</u>	<u>119%</u>	<u>\$ 780,120</u>

- The Accounts Receivable showed a balance of \$205,420. The validation from GDOE came after September 30, 2017. The total Cash in Bank deposit amount will be reflected in FY2018.
- Under Fixed Assets, the Equipment, net of depreciation, had an increase of 251%. This was due to additional laptops and iPads that the Academy received from the federal/consolidated grant.
- Under the Fixed Assets, the Academy had invested in property and land in the amount of approximately \$3,300,000.00. This comprised of: a) additional 8 modular classrooms at the elementary campus for SY2016-2017 which amounted to \$500,000.00; b) the renovation of the Tiyan Building to house the secondary campus/administration building and the site development plan for the proposed Barrigada campus amounted to \$1,423,761; and c) the purchase of the classroom construction materials of \$1,356,906.
- The above Property Investments resulted in the outstanding payables as of September 30, 2017.

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Management's Discussion and Analysis

For Years Ended September 30, 2017 and 2016

Accomplishments

Academic Accomplishments/Student Achievements, as reported by Dr. Velma A. Sablan, Ph.D., Independent Evaluator-GACS, April 30, 2018

A. Assessment Summary

The GACS Final Assessment Report for Academic Year 2017-2018 summarizes all assessment data administered to students in Kindergarten to 12th grades enrolled in GACS 2016-2017 academic year. It includes the district-wide assessments, the Standards Based Assessment (SBA) given to 1st and 2nd grades, and the ACT/Aspire tests given to the 3rd to 10th grades. This report also includes a section on the Cohort studies which disaggregates the students who have maintained enrollment in GACS for the last 3 years and generally show significant positive findings. Two earlier reports were also completed on this data, the GACS Preliminary Report designed for teachers and the GACS Student Performance on Alternative and District-Wide Assessments Report for the Charter School Council as GACS prepares for renewal of its charter.

B. Evaluator's Message to the Board of Trustee

This Final Report which includes the results from the 2016-2017 GACS Alternative Assessments which were submitted in the Preliminary Report and designed primarily for teachers, and the 2016-2017 GDOE Standards Based Assessments (SBA) and the ACT/Aspire test results which are required for all schools, including charter schools on Guam. The district-wide assessments are significantly different from the GACS Alternative Assessments. The major difference is rooted in what is measured and how it is measured. These basic differences tell a different story about how well the students enrolled in GACS are performing and is reflected in the results presented in this report and in the 2015-2016 academic year when GACS students were given the SBA and ACT/Aspire results. The SBA tests are given only to 1st to 2nd grades and to 11th to 12th grade students only. GDOE has either failed to submit SBA results or were significantly delayed in submitting these test results to GACS for 2015-2016, however the 2016-2017 are included. The SBA results for the 11th and 12th grades, has not been submitted for the last two academic years for inclusion in either last year's report or for inclusion in this report. For the first time SBA results for the 1st and 2nd grades are included, largely due to the efforts of GACS staff in. The GDOE delivery of the ACT/Aspire test result for GACS improved somewhat with test scores provided to GACS in late October with individual scores being reported by both Standard Scores and percentile rank for grades 3rd to 10th grade.

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Management's Discussion and Analysis

For Years Ended September 30, 2017 and 2016

B. Evaluator's Message to the Board of Trustee, continued

The preliminary report delivered and reviewed with classroom teachers last August 2017 included only the GACS Alternative Assessments for Kindergarten to 12 Grades. It was designed to support GACS teachers in improving classroom instruction and provided details on the test results on all students enrolled in GACS on the Boehms Test of Basic Concepts-3 (for Kindergarten to 2nd grades), the DIBELS (for Kindergarten to 6th grade), and the Wide Range Achievement Test-4 (for Kindergarten to 12th grade). This final report is primarily designed for members of the GACS Board of Trustees, the Charter School Council, our Senators, policy makers and those who are serious about making improvements in education on Guam. The use of diagrams, charts, and tables are widely used to give a wholistic picture of how each GACS grade level performed on both GACS Alternative Assessments and GDOE district-wide assessments. It is my continued hope that these reports assist GACS in data-driven decision making and continue to provide hard evidence that charter school, especially GACS, is making a difference for many students on Guam.

C. Candidacy for Accreditation

On June 29, 2017, Guahan Academy Charter School received notification from the Western Association of Schools and Colleges granting GACS candidacy status towards accreditation.

D. Graduation Rates

In school year (SY) 2015-2016, "two" students graduated from Guahan Academy Charter School. During the following school year (SY) 2016-2017, "ten" students graduated from the school; this represents a 500% increase in graduation rate from the previous year.

2) Notes to Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

A summary and analysis of the Academy's revenues and expenses for the years ended September 30, 2017 and 2016, are as follows:

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Management's Discussion and Analysis

For Years Ended September 30, 2017 and 2016

Statement of Activities

	2017	2016	% Change	\$ Change
Revenue				
Per Pupil Allocation	\$ 4,757,522	\$ 3,300,000	44.17%	\$ 1,457,522
Grant Revenue	129,913	42,488	205.76%	87,425
Student Meal Revenue	33,077	16,060	105.96%	17,017
Extended Learning	29,972	33,883	-11.54%	(3,911)
Fundraising	12,453	22,358	-44.30%	(9,905)
Donations	6,557	3,707	76.88%	2,850
Miscellaneous Income	926	1,140	-18.77%	(214)
Total Revenue	<u>4,970,420</u>	<u>3,419,636</u>	45.35%	<u>1,550,784</u>
Operating Expenses				
Personnel	2,098,224	1,808,663	16.01%	289,561
Contractual Services	695,135	605,203	14.86%	89,932
Miscellaneous Expense	547,876	81,216	574.59%	466,660
Benefits	313,075	225,329	38.94%	87,746
Books/Online Resources	184,329	-	100.00%	184,329
Office Space Rental	99,840	129,400	-22.84%	-29,560
Power	81,140	69,215	17.23%	11,925
Materials and Supplies	75,611	80,922	-6.56%	-5,311
Telephone/Toll/Wifi/Svc	30,949	29,362	5.40%	1,587
Depreciation	23,308	39,327	-40.73%	-16,019
Water	19,976	8,711	129.32%	11,265
Workmans Compensation & Gen. Liab.	11,461	19,149	-40.15%	-7,688
Travel	4,938	3,886	27.07%	1,052
Interest Expense	3,369	-	100.00%	3,369
Small Equipment	547	-	100.00%	547
Drug Testing	522	-	100.00%	522
Others	-	3,186	-100.00%	-3,186
Total Operating Expense	<u>4,190,300</u>	<u>3,103,569</u>	35.02%	<u>1,086,731</u>
Change in net assets	780,120	316,067	146.82%	464,053
Net assets beginning of year	<u>653,355</u>	<u>337,288</u>	93.71%	316,067
Net assets end of year	<u>\$ 1,433,475</u>	<u>\$ 653,355</u>	119.40%	<u>\$ 780,120</u>

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Management's Discussion and Analysis

For Years Ended September 30, 2017 and 2016

Management's analysis of the Academy's revenues and expenses for the years ended September 30, 2017 and 2016, are as follows:

- The Academy's revenue and expenditures increased by \$1,550,784 and \$1,086,731 respectively, as a result of an increase in student enrollment and the increase in allotted amount per enrollee. Pursuant to Guam Public Law 33-185, the per pupil cost was \$6,500 for the fiscal year ending September 30, 2017. Student enrollment was not to exceed 740 students during school year 2016-2017. The number of enrolled students was multiplied by the approved amount of \$6,500 per student enrollee under the FY 2017 Government of Guam General Appropriations Act. For the fiscal year ended September 30, 2017, the maximum of 740 students were enrolled in the Academy, resulting to GACS receiving \$4,810,000 in government appropriations. For FY2017, IAO validated \$4,757,522 of expenditures, leaving an unexpended balance of \$52,478.
- The increase in the number of students for FY2017 also resulted in the increase in personnel especially in the academic division. Thus, personnel expense increased by 16% and employee benefits expense increased by 34%.
- The increase in the number of students also resulted in the increase in Contractual Services. The material amounts were: a) The food service provider by 11.83% or \$47,484 (FY17 \$448,473 versus FY16 \$400,989); b) The legal and professional fees by 46.92% (\$34,927) due to additional operational expenses such as the audit, legal counsel, and payroll services; c) The WASC Application for Accreditation and Independent Evaluator/Testing Analysis fees totaling \$23,800.00.
- The utilities expense also increased by 23.1% (\$24,778). This was due to additional facility in Tiyan, Barrigada, to house the Middle and High School students.
- The overall effect in the net positions resulted in an increase of \$780,120 for the year.

Narrative Overview September 30, 2017 and 2016

I. Organization and Nature of Operations

The Guahan Academy Charter School, Inc., (GACS) is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized for the basic purpose to do all things reasonable and proper in the operation of a public charter school within the Territory of Guam pursuant to the provisions of Public Law 29-140, the Guam Academy Charter Schools Act of 2009. Said corporation is organized exclusively for charitable religious, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. Pursuant to 18 GCA §281702 and §281703, this Corporation is organized under and governed by the provisions of the Guam Business Corporation Act (enacted as Guam Public Law 29-144 and as thereafter amended or codified).

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Management's Discussion and Analysis

For Years Ended September 30, 2017 and 2016

II. Mission Statement

The general guiding principle of GACS' mission is to provide an opportunity for children to learn in a safe, caring, respectful environment, where their individuality is valued and their individual needs are addressed.

III. Donated Use of Operating Premises

Management of the Guahan Academy Charter School estimates the fair rental market value of the premises to be \$61,600 per month or \$739,200 per year based on comparable rents in the immediate area.

IV. Risk Management

GACS is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the Academy carries commercial insurance. GACS maintains commercial insurance to provide for claims arising from most of these risks. There were no material losses sustained as a result of GACS' risk management practices.

V. Short-Term Debt

On January 2, 2016, GACS signed a promissory note in the amount of \$1,500,000. On February 3, 2016, GACS signed a warranty deed with a third-party landowner for two land parcels with the intention to construct a new campus facility on each lot. The collective fair value of both land parcels is \$1,500,000.

The note is payable in three periodic installments of \$50,000 with the remaining balance due within 240 days from January 2, 2016, the date of the promissory note. Amended on January 11, 2017, the note required monthly installments of \$67,500 and an initial deposit of \$25,000 commencing December 2016 with the remaining balance due upon obtaining bank financing in February 2017. At September 30, 2017, the remaining balance on the note payable was \$712,500.

VI. Capital Improvements

The proposed facility expansion plan was intended to consolidate the organization's facilities, minimize costs and expand enrollment capacity. The project would include a permanent campus to provide school facilities for up to 1,000 students, administration and support staff offices.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
Management's Discussion and Analysis

For Years Ended September 30, 2017 and 2016

VII. Economic Outlook

The next school year (FY18) budget, per P.L. 34-42, GACS was again granted the maximum number of students of 740, at the same per pupil rate of \$6,500. However, at the beginning of 2018, the education budget was cut by 8.66%. This caused the Academy a big financial burden by the end of the fiscal year.

GACS is now currently occupying the Tiyan Buildings C and D for all the 740 students (from K to High School). The relocation of the secondary grades to Buildings C and D happened after SY2017-2018.

On May 1, 2018, GACS was informed by WASC that its candidacy status for accreditation was withheld. On October 10, 2018, the WASC Appeal Team met with the Academy to gather input towards the reinstatement of the candidacy status for subsequent accreditation.

Request for Information

This report is designed to provide an overview of the Academy's finances for those with an interest in the area. Questions concerning any of the information found in this report or requests for additional information should be directed to Wilfred Aflague, Finance Officer, Guahan Academy Charter School, Post Office Box CS, Hagatna, Guam 96932.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Statements of Financial Position
September 30, 2017 and 2016

<u>ASSETS</u>	<u>2017</u>	<u>2016</u>
Current assets:		
Cash	\$ 271,626	\$ 115,656
Accounts receivable	205,420	371,642
Prepaid expenses	-	43,000
Other assets	<u>7,320</u>	<u>7,320</u>
Total current assets	484,366	537,618
Property and equipment, net	<u>5,155,476</u>	<u>1,796,852</u>
	<u>\$ 5,639,842</u>	<u>\$ 2,334,470</u>
<u>LIABILITIES AND NET ASSETS</u>		
Current liabilities:		
Short-term debt	\$ 855,690	\$ 1,350,000
Accounts payable	3,250,368	245,827
Accrued expenses	<u>100,309</u>	<u>85,288</u>
Total current liabilities	<u>4,206,367</u>	<u>1,681,115</u>
Commitments and contingencies		
Net assets:		
Unrestricted	<u>1,433,475</u>	<u>653,355</u>
	<u>\$ 5,639,842</u>	<u>\$ 2,334,470</u>

See accompanying notes and independent auditor's report.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Statements of Activities
Years Ended September 30, 2017 and 2016

	<u>2017</u>	<u>2016</u>
Revenues (Notes 2 and 3):		
Per pupil allocations	\$ 4,757,522	\$ 3,300,000
Grant revenue	129,913	42,488
Extended learning	29,972	33,883
Fundraising	12,453	12,443
Student meal revenue	33,077	16,060
Donations	6,557	3,707
Miscellaneous	926	1,140
Total revenues	<u>4,970,420</u>	<u>3,409,721</u>
Operating expenses:		
General and administrative	1,212,575	654,632
Program expenses	2,954,417	2,399,695
Depreciation	23,308	39,327
Total operating expenses	<u>4,190,300</u>	<u>3,093,654</u>
Change in net assets	780,120	316,067
Net assets, beginning of year	<u>653,355</u>	<u>337,288</u>
Net assets, end of year	<u>\$ 1,433,475</u>	<u>\$ 653,355</u>

See accompanying notes and independent auditor's report.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Statements of Cash Flows
Years Ended September 30, 2017 and 2016

	2017	2016
Cash flows from operating activities:		
Change in net assets	\$ 780,120	\$ 316,067
Adjustments to reconcile change in net assets to net cash provided by (used for) operating activities:		
Depreciation	23,308	39,327
Decrease (increase) in operating assets:		
Accounts receivable	166,222	136,720
Prepaid expenses	43,000	(43,000)
Increase (decrease) in operating liabilities:		
Accounts payable	3,004,540	(90,134)
Accrued expenses	15,022	31,994
	4,032,212	390,974
 Cash flows from investing activities:		
Acquisition of fixed assets	(3,381,933)	(1,785,435)
Net cash provided used for investing activities	(3,381,933)	(1,785,435)
 Cash flows from financing activities:		
Proceeds from short-term debt	150,000	1,500,000
Repayment of short-term debt	(644,309)	(150,000)
Net cash provided by (used for) financing activities	(494,309)	1,350,000
 Net increase (decrease) in cash	155,970	(44,461)
Cash at beginning of year	115,656	160,117
Cash at end of year	\$ 271,626	\$ 115,656

See accompanying notes and independent auditor's report.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Schedule of Functional Expenses
For the Year Ended September 30, 2017
(with comparative totals for the year ended September 30, 2016)

	2017				2016
	General and Administrative	Program Services	Depreciation	Total	
Salaries and benefits	\$ 327,125	\$ 2,068,295	\$ -	\$ 2,395,420	\$ 2,033,992
Contractual services	216,606	481,826	-	698,432	605,203
Miscellaneous	512,986	-	-	512,986	45,559
Textbooks and workbooks	-	184,329	-	184,329	-
Utilities	26,413	105,653	-	132,066	107,288
Rent	26,840	73,000	-	99,840	129,400
Supplies and materials	34,844	41,314	-	76,158	80,922
Board stipends	35,600	-	-	35,600	28,860
Depreciation	-	-	23,308	23,308	39,327
Advertising expense	15,682	-	-	15,682	7,785
Insurance	11,461	-	-	11,461	19,149
Travel	4,938	-	-	4,938	3,886
Repairs and maintenance	80	-	-	80	363
Fundraising	-	-	-	-	1,835
	<u>\$ 1,212,575</u>	<u>\$ 2,954,417</u>	<u>\$ 23,308</u>	<u>\$ 4,190,300</u>	<u>\$ 3,103,569</u>

See accompanying notes and independent auditor's report.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(1) Organization and Nature of Operations

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the Territory of Guam pursuant to the provisions of Public Law 29-140, the Guam Academy Charter Schools Act of 2009. Said corporation is organized exclusively for charitable religious, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. Pursuant to 18 GCS §281702 and §281703, this Corporation is organized under and governed by the provisions of the Guam Business Corporation Act (enacted as Guam Public Law 29-144 and as thereafter amended or codified).

This non-profit corporation is established for the purpose of operating an academy charter school which operates independently from the Guam Public School System for the purposes specifically set forth in 17 GCA §12102. The Guahan Academy Charter School, Inc. is established as a model for the implementation of the National Institute for Direct Instruction (NIFDI) School-Wide Reform Model. It shall have those powers set forth in 17 GCA Section §12107 and all lawful powers necessary or convenient to carry out any such purpose, and all rights, privileges and authorities granted by or consistent with any applicable law, unless and only to the extent expressly restricted by its Articles or Bylaws.

GACS is governed by a Board of Trustees. The Trustees are elected or selected pursuant to the Charter granted by GACS. The Board of Trustees consists of not less than five (5) members and not more than nine (9) members. At least one member must be a parent or guardian of a student attending GACS and one member must be from the general public. The principal of GACS is a non-voting member.

The Charter granted to GACS is for a five (5) year period, unless revoked as authorized in § 12114 of the Charter. The Charter may be renewed an unlimited number of times, each for a five (5) year period.

GACS is subject to independent oversight by Guam Academy Charter School Council (the Council). The Council is tasked with monitoring GACS's operations, compliance with applicable laws and the provisions of the charter granted; the progress of meeting student academic achievement expectations specified in the charter; and compliance with annual reporting requirements.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(2) Summary of Significant Accounting Policies

A summary of significant GACS' accounting policies utilized in the preparation of the accompanying financial statements is as follows:

Method of Accounting

The financial statements have been prepared using the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). Under the accrual basis of accounting, revenues are recorded as earned and expenses are recorded at the time liabilities are incurred.

Reporting Entity

The financial statement presentation follows the recommendations of the Financial Accounting Standards Board Accounting Standards Codification (FASB ASC) Section 958-205, *Presentation of Financial Statements of Not-for-Profit Organizations*. Under FASB ASC 958-205, GACS is required to report information regarding its financial position and activities according to three classes of net assets. In addition, GACS is required to present a statement of cash flows.

GACS has determined that all assets, revenues, expenses, gains and losses resulting from local government contributions and federal awards are unrestricted.

Comparative Financial Information

The financial statements include certain prior-year summarized comparative information in total but not by net asset class or functional expense categories. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with GACS' financial statements for the year ended September 30, 2017, from which the summarized information was derived.

Budgets

Pursuant to the Guam Academy Charter Schools Act of 2009, the Board of Trustees adopts an annual budget. The annual budget must be submitted to the Guam Academy Charter Schools Council each fiscal year. The Council must submit the budget to the Superintendent of Education of the Government of Guam's Department of Education (GDOE) which in turn incorporates such as part of its budget submitted the Guam Legislature. Following the appropriation of GDOE's operating budget for the fiscal year, the amount approved by the Guam Legislature for the operation of GACS shall be available for expenditure by the GACS Board of Trustees.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(2) Summary of Significant Accounting Policies, continued

During the fiscal year, expenditures are controlled at the object level (e.g. salaries and benefits, purchased services, materials and supplies, instruction, pupil personnel services and school administration).

Cash

GACS defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Receivables

Accounts receivable primarily represent amounts due from the Government of Guam as of September 30, 2017. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded. As of September 30, 2017, the amounts due from the Guam Department of Education for reimbursable operating costs incurred and billed totaled \$205,420 and \$371,642, respectively.

Financial Statement Presentation

GACS is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted net assets of GACS are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the School.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The Guahan Academy Charter School does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by GACS. The Guahan Academy Charter School does not currently have any permanently restricted net assets.

Revenues are reported as increases in unrestricted net assets unless their use is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Gains and losses on assets and liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expirations of temporary restrictions on net assets (i.e., the donor stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) are reported as net assets released from restrictions.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(2) Summary of Significant Accounting Policies, continued

Use of Estimates

The preparation of the schedule of revenue and expense in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Property and Equipment

Property and equipment are recorded at cost less accumulated depreciation. Depreciation of all property and equipment is computed on a straight-line basis over the estimated services lives of the assets. Improvements are capitalized and depreciated over the remaining useful lives of the related capital assets. Donated assets are valued at their fair value on the date of gift. The following lives have been assigned to the capitalized assets:

	<u>Estimated</u> <u>Useful Lives</u>
Furniture, fixtures and equipment	3-8 years
Office and computer equipment	3 years
Music instrument and sports equipment	3 years

Property and equipment purchased or acquired with original cost of \$500 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of assets are capitalized. The cost of normal repairs and maintenance that do not add to the asset value or materially extend useful lives are not capitalized. When capital assets are disposed, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in the Statement of Activities.

Valuation of Long-lived Assets

GACS reviews the carrying value of property and equipment for impairment whenever events and circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. In cases where undiscounted expected future cash flows are less than the carrying value, an impairment loss is recognized equal to an amount by which the carrying value exceeds the fair value of assets. The factors considered by management in performing this assessment include current operating results, trends, and prospects, as well as the effects of obsolescence, demand, competition, and other economic factors.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(2) Summary of Significant Accounting Policies, continued

Contributions

GACS adopted FASB ASC Section 958-605-25, *Not-for-Profit Entities – Revenue Recognition*, whereby contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support demanding on the existence and/or nature of any donor restrictions. Restricted net assets are reclassified to unrestricted net assets upon satisfaction of the time or purpose restrictions.

All contributions are considered to be available for the general programs of the Council unless specifically restricted by the donor. GACS reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in statement of activities as net assets released from restrictions. Donor-restricted contributions are recorded in the temporarily restricted class for restrictions expiring during the current fiscal year, and then reclassified to the unrestricted class. The provisions for expiration of restrictions on temporarily restricted net assets were adopted prospectively.

Revenue Recognition

Revenue from per pupil allocations and supplemental special needs funds is recognized during the School's operating cycle, which starts in August and ends in June. GACS receives financial support in monthly allotments from the General Fund of the Government of Guam via the Guam Department of Education to finance administrative and general expenses on a reimbursable basis. Such expenses mainly consist of salaries and wages, contractual wages, supplies and materials and utilities. The actual amounts remitted to GACS are determined by the Guam Department of Education's Internal Auditors through the validation of submitted invoices.

Pursuant to Guam Public Law 32-181, the per pupil cost was \$6,500 for the fiscal year ending September 30, 2017. Student enrollment is not to exceed 740 students during School Year 2016-2017.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(2) Summary of Significant Accounting Policies, continued

Grant Revenue

The AmeriCorps grant has been awarded to GACS through the AmeriCorps Guahan Academy Youth Project. The primary goal of the program is empowering at-risk, economically disadvantaged youth on Guam to make positive life choices through mentoring interventions, which would improve academic engagement, decrease discipline referrals, suspensions, and possibly improved financial literacy. The project is based at GACS and all K-12 Guam children are eligible. GACS received \$0 and \$2,717 in grant revenue from the AmeriCorps Program as of September 30, 2017 and 2016, respectively. GACS receives funds from the Guam Behavioral Health and Wellness Center to implement Guam's 5-year *Prevention, Education and Community Empowerment Plan (PEACE)* to prevent or reduce the consumption and consequences of underage drinking among 12-to-20 years old and problem drinking among adults; and to prevent or reduce lifestyles, and a decrease in non-communicable diseases. GACS recruits and secures commitment from key members and stakeholders to participate in a series of scheduled trainings. To achieve PEACE's Comprehensive Strategic Plan, focus groups formed within GACS collect data, assess community risks and protective factors and develop action plans aligned with PEACE's mission. As of September 30, 2017, GACS received \$23,690 from the PEACE Program.

Fund Raising and Donations

GACS participates in various fundraising activities during the year. Revenues received from these fundraising activities are recognized as fundraising income. In addition, GACS receives cash donations from private individuals and businesses that are recognized as donations when received.

Compensated Absences

Annual and sick leave is recognized as an expense and a corresponding liability as earned by employees. Regular full-time employees are entitled to eight days of sick leave and two days of vacation leave per benefit period. The benefit period is the first day of work in August to September 30th. Accrued leave does not carry over from year-to-year. Any unused leave will not be paid to the employee.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(2) Summary of Significant Accounting Policies, continued

Advertising and Marketing

For the fiscal year ending September 30, 2017, GACS incurred advertising and marketing costs totaling \$15,682. These costs primarily relate to related advertisement for public education, hiring and procurement solicitation costs, and announcements of upcoming board meetings open to the public.

Income Taxes

GACS is a nonprofit organization exempt from income taxes under the provision of Section 501(c)(6) of the Internal Revenue Code. Accordingly, no provision for income tax has been made in the accompanying schedule of revenue and expense. A Return of Organization Exempt from Income Tax (Form 990) is filed by GACS. IRS forms 990 filed by GACS are subject to examination by the Internal Revenue Service for up to three years from the extended due date of each return.

Fair Value of Financial Instruments

GACS' financial instruments are cash, accounts receivable, notes payable, accounts payable, and accrued expenses. The recorded values of cash, accounts receivable, accounts payable and accrued expenses approximate their fair values based on their short-term nature. The recorded values of short-term note payable approximate its fair values, as interest approximate market rates.

(3) Economic Dependency

GACS receives approximately 80% of its annual revenue from the Guam Department of Education under a 5-year charter agreement. Under the charter agreement, the Council will review GACS once every five years, beginning on the date on which the charter is granted or renewed, to determine whether the charter should be revoked for material violations of laws and the terms of its agreement or if GACS fails to meet the goals and student academic achievement expectations. A significant reduction in the level of this support, if this were to occur, may have an adverse effect on GACS's operations and activities.

(4) Concentration of Credit Risk

GACS maintains one bank account with a financial institution. GACS at times maintains cash balances in excess of \$250,000, the amount insured by the Federal Deposit Insurance Corporation (FDIC). GACS has not made any provisions as it has not incurred any losses due to exceeding insured amounts.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(5) Property and Equipment

The following is a summary of property and equipment at September 30, 2017 and 2016:

September 2017	Balance 09/30/2016	Additions	Transfers/ Disposals	Balance 09/30/2017
Computer and transportation equipment	\$ 97,055	\$ 79,425	\$ -	\$ 176,480
Music instrument and sports equipment	18,421	-	-	18,421
Furniture, fixtures and equipment	11,507	14,797	(1,670)	24,634
	126,983	94,222	(1,670)	219,535
Accumulated depreciation	(99,422)	(23,865)	557	(122,730)
Net depreciable assets	27,561	70,357	(1,113)	96,805
Land	1,609,238	31,615	-	1,640,853
Construction-in-progress	160,053	3,678,067	(420,302)	3,417,818
Net capital assets	<u>\$ 1,796,852</u>	<u>\$ 3,780,039</u>	<u>\$ (421,415)</u>	<u>\$ 5,155,476</u>
September 2016	Balance 09/30/2015	Additions	Transfers/ Disposals	Balance 09/30/2016
Computer and transportation equipment	\$ 89,622	\$ 7,433	\$ -	\$ 97,055
Music instrument and sports equipment	18,421	-	-	18,421
Furniture, fixtures and equipment	2,796	8,711	-	11,507
	110,839	16,144	-	126,983
Accumulated depreciation	(60,095)	(12,466)	(26,861)	(99,422)
Net depreciable assets	50,744	3,678	(26,861)	27,561
Land	-	1,609,238	-	1,609,238
Construction-in-progress	-	160,053	-	160,053
Net capital assets	<u>\$ 50,744</u>	<u>\$ 1,772,969</u>	<u>\$ (26,861)</u>	<u>\$ 1,796,852</u>

GACS incurred costs intended for the construction of additional classrooms at the current campus facility totaling \$637,151 and \$14,253 at September 30, 2017 and 2016, respectively. GACS also incurred \$2,780,668 and \$145,800 at September 30, 2017 and 2016, respectively for preparation fees for the upcoming construction of their Tiyan campus development. The additional classrooms and Tiyan campus development were not depreciated as such fixed assets were not in use as of September 30, 2017. These amounts incurred are included in the as a component of construction in progress in the summary above.

Depreciation expense for the years ended September 30, 2017 and 2016 were \$23,308 and \$39,327, respectively.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(6) Fundraising

Fundraising revenues represents the net revenues earned from various fundraising efforts of students for which proceeds benefit student-related events and activities such as graduation and promotional events. GACS incurred \$0 and \$1,835 in fundraising costs as of September 30, 2017 and 2016, respectively.

(7) Functional Expenses

The natural classification of the 2017 functional expenses has been summarized in the accompanying statements of functional expenses on page 14 with comparative summarize totals for year ended September 30, 2016.

(8) Donated use of Operating Premises

The Guahan Academy Charter School, Inc. conducts its operations provided at below market cost at Tiyan, Guam as discussed below.

Operations conducted at Tiyan Guam location are provided under a Memorandum of Agreement (MOA) with the Government of Guam. Pursuant to Public Law 30-37, the Government of Guam and Core Tech International Corporation entered into a lease agreement with an option to purchase dated June 23, 2009, for certain land, buildings and structures located in Tiyan, Guam.

On September 15, 2011, Public Law 31-76 amended Public Law 30-37 and allowed continued use of the Tiyan Campus for interim school facilities and other use for government operations. On December 30, 2013, the Government of Guam executed the Option to Purchase the Tiyan Campus.

On August 9, 2013, the Government of Guam entered into Memorandum of Agreement with GACS permitting it to use Buildings C and D of the Tiyan Campus for no rental cost. The term of GACS' use of the premises is for a one year period commencing August 6, 2013 with two annual extensions of one year each for a maximum term of no more than three consecutive years from August 6, 2013 and ending June 30, 2016. The term of GACS' use has been extended to December 31, 2017. All extensions are at the discretion of the Government of Guam.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(8) Donated use of Operating Premises, continued

The extensions are subject to the following conditions: a) GACS continues to hold a duly issued charter from the Guam Academy Charter Schools Council; and b) there has been no default of the MOA with a ninety-day notice. Management of the Guahan Academy Charter School estimates the fair rental market value of the premises to be \$61,600 per month or \$739,200 per year base on comparable rents in the immediate area.

The Guahan Academy Charter School would be adversely affected should use of the Tiyan Campus be discontinued or cancelled.

(9) Retirement Savings Plan

A defined retirement savings plan was implemented which allows employees to contribute up to \$17,500 of the employees' annual compensation to the plan. Eligible employees are full-time employees who have completed one month of service and part-time who have completed one year of service, or 1,000 hours. Employees at the age of 50, or who will attain the age of 50 before the end of the calendar year may make additional deferrals at a maximum of \$5,500 in excess of elective deferrals. GACS may contribute to the plan an amount equal to 6% of the employee's compensation. For the years ended September 30, 2017 and 2016, GACS contributed \$101,269 and \$69,931, respectively to the plan, a component summarized in salaries and benefits.

(10) Risk Management

GACS is exposed to various risks of loss related to torts, thefts of, damage to and destruction of assets, errors and omissions and natural disasters for which the school carries commercial insurance. GACS maintains commercial insurance to provide for claims arising from most of these risks.

There were no material losses sustained as a result of GACS' risk management practices.

(11) Short-Term Debt

On January 2, 2016, GACS signed a warranty deed with a third-party landowner for two land parcels with the intention to construct a new campus facility on each lot. The collective fair value of both land parcels is \$1,500,000. GACS signed a promissory note payable to a third-party in the same amount.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(11) Short-Term Debt, continued

Initially the note required three periodic installments of \$50,000 with the remaining balance due within 240 days from the date of the promissory note. On January 11, 2017, the note was amended and required monthly installments of \$67,500 and an initial deposit of \$25,000 commencing December 2016. The remaining balance was due upon obtaining bank financing in February 2017. At September 30, 2016 and 2017 respectively, the remaining balance on the note payable was \$712,500. GACS has been unable to obtain long-term financing.

In June of 2017, GACS entered in to a short-term borrowing agreement in the amount of \$150,000 with interest at 1% over the bank's prime rate (5% at September 30, 2017), unsecured, with all interest and unpaid principal due on September 7, 2017. The amount of \$143,191 remain outstanding as of September 30, 2017. Subsequent to September 30, 2017 the note was amended extending the maturity date of February 4, 2018. All other terms remain unchanged. On March 7, 2018 the lender issued a notice of default but has taken no additional action to accelerate the debt.

(12) Commitments

Operating Lease

GACS leases office space located in Mangilao, Guam and five (5) temporary classrooms located in Barrigada, Guam under month-to-month operating lease agreements. As of August 2017 GACS no longer leases office space and temporary classrooms.

For the years ended September 30, 2017 and 2016, rent expense was \$99,840 and \$129,400, respectively.

(13) Going Concern

The accompanying financial statements have been prepared on a going concern basis, which contemplates the realization of assets and the satisfaction of liabilities in the normal course of business. As of September 30, 2017, current liabilities exceed current assets by \$3,722,002 as GACS has been unable obtain long-term financing related to the purchase of the land (\$1,640,853), leasehold improvements to the temporary facility (\$637,152) and construction of the new campus facility (\$2,780,668). Much of this deficiency is concentrated in five vendors related to the activities noted above. As a result, one lender has issued a notice of default, although no additional action has been taken to recover the debt. Because GACS did not have sufficient funds to pay all outstanding indebtedness, substantial doubt was raised about its ability to continue as a going concern.

GUAHAN ACADEMY CHARTER SCHOOL, INC.
(A Nonprofit Corporation)

Notes to Financial Statements
September 30, 2017 and 2016

(13) Going Concern, continued

Management's plans include paying off one loan with funding in the Fiscal Year 2019 appropriation for Facilities Expansion Plan which will enable GACS to initiate a payment plan with their larger vendors. Additionally, management intends to obtain an interim financing plan and manage its monthly allotments in a more efficient manner. As of the date of this report management has been unsuccessful in obtaining interim financing.

The ability of GACS to continue as a going concern is dependent on the success of these actions. The financial statements do not include any adjustments related to the recoverability of the recorded asset amounts or the amounts of liabilities that might be necessary should GACS be unable to continue as a going concern.

(14) Subsequent Events

At the end of SY2018 GACS was evicted from the Tiyan campus due to lack of payment. Faced budget cuts. GACS halted all construction for the new campus. GACS is in the process of settling outstanding balances totaling \$1,221,215 due to vendors for the construction of the temporary classrooms. No legal action has been taken as of the date of this report.

During February 2018 GACS was given an eviction notice from the property owner of the Tiyan campus for failure to pay rent amounting \$245,000. The Academy was given until the end of the school year to vacate the premises. The unpaid rent expense was given as in-kind donation.

On December 22, 2017, the federal government of the United States of America enacted and signed into law the Tax Cuts and Jobs Act (TCJA) of 2017. Subsequent to the passage of the TCJA, the governor of Guam issued a directive to all departments, agencies and instrumentalities to evaluate the negative impact the TCJA would have on the Government of Guam's general fund which is the primary source of funding for GACS. As a result, GACS fiscal year 2018 budget was revised and reduced by \$416,719 or approximately 8.7% from \$4,810,000 to \$4,393,281. GACS has not yet determined what effect the 2018 budget reduction will have on its operations.

(15) Reclassifications

Certain items from September 30, 2016 financial statements have been reclassified for presentation at September 30, 2017. These changes do not impact net assets or liabilities.

GUAHAN ACADEMY CHARTER SCHOOL, INC.

**INDEPENDENT AUDITORS' REPORT
ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
*GOVERNMENT AUDITING STANDARDS***

SEPTEMBER 30, 2017 AND 2016



BURGER · COMER · MAGLIARI
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Guahan Academy Charter School, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Guahan Academy Charter School (a nonprofit organization), which comprise the statement of financial position as of September 30, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated March 10, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Guahan Academy Charter School's (GACS) internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of GACS' internal control. Accordingly, we do not express an opinion on the effectiveness of GACS' internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. However, as described in the accompanying schedule of findings and questioned costs, we identified certain deficiencies in internal control that we consider to be material weaknesses and significant deficiencies.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. We consider the deficiencies described in the accompanying schedule for findings and responses to be material weaknesses for Finding 2017-03.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings and responses to be significant deficiencies for Findings 2017-01 and 2017-02.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether GACS' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Guahan Academy Charter School's Response to Findings

GACS' response to the findings identified in our audit is described in the accompanying schedule of findings and responses. GACS response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Tamuning, Guam
March 10, 2019

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Schedule of Findings and Responses
September 30, 2017

Finding No. 2017-01

Criteria:

Per 5 GCA 5004(b) states that the Guam Procurement Law *applies to every expenditure of public funds irrespective of their source*. In addition, 5 GCA §5214 states, *a contract may be awarded for a supply, service or construction item without competition when it has been determined in writing that there is only one source for the required supply, service or construction item*.

In accordance with Title 17 of the Guam Code Annotated (GCA) §12107(c)(4), *An Academy Charter School shall have the power to secure appropriate insurance and to make contracts and leases, including agreements to procure or purchase services, equipment, and supplies subject to Chapter 5, Title 5, GCA*. Furthermore, 17 GCA §12116(d) states, *no capital improvement funds shall be awarded to a non-converted public school for the purpose of constructing, reconstructing or improving said school*.

Condition:

During May 2017, GACS entered into a \$6 million contract with a contractor to retrofit its new Tiyan campus with the intent of financing the project with \$14 million loan from a local bank and guaranteed by the U.S. Department of Agriculture. The Invitation for Bid (IFB) and/or contract did not contain certain clauses and affidavits such as a statement of prohibition against gratuities and kickbacks, and an affidavit for contingent fees.

Cause:

GACS developed and implemented its own procurement policies and procedures on October 25, 2013 prior to the amendment of Title 17 of the GCA §12107 enacted in 2014 and 5 GCA Chapter 5 - Guam Procurement Law.

Effect:

The procurement procedures for goods and services and construction projects were conducted prior to the amendment and implementation and compliance with of Title 17 of the GCA §12107 and 5 GCA Chapter 5 - Guam Procurement Law. Therefore, the potential exists for GACS to be in noncompliance with the Guam Procurement Law.

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Schedule of Findings and Responses
September 30, 2017

Finding No. 2017-01, continued

Recommendation:

GACS should amend its procurement policies and practices to incorporate the provisions of the Guam Procurement Law and Title 17 of the GCA §12107. The amended procurement policies and practices should be reviewed and approved by the Board of Trustees and its legal counsel to ensure that all procurement of goods, services and contract are properly conducted and procured in accordance with the Guam Procurement Law.

Auditee Response and Plan of Corrective Action:

GACS relied on Consultant to prepare and determine the required affidavits, such as the Non-Collusion Affidavit, Sex Offender Certification, Major Shareholders Affidavit, Wage and Benefit and the Affidavit Prohibiting Gratuities and Kickbacks, the Affidavit for Contingent Fees, and others. While the Auditor finding may be correct that the Consultant omitted to specifically describe the required affidavits in the Invitation for Bid, such omission was immaterial as the Procurement Checklist provided by the Consultant required the bidder to submit the necessary affidavits.

GACS will continue to ensure its compliance with Guam Procurement Law. GACS objects to the Auditor's conclusion of non-compliance.

Auditors' Response:

GACS did not ensure that its consultant complied with the Government of Guam's procurement law.

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Schedule of Findings and Responses
September 30, 2017

Finding No. 2017-02

Criteria:

Public Law 32-131 establishes the system of training, continuing education, and certification for Government of Guam procurement personnel. Section 1 (b) enforces the Mandatory Certification and Continuing Education.

Public Law 32-131 Section 1 (b) states: "Notwithstanding any other provision of law or this chapter and effective October 1, 2016, all government of Guam personnel tasked with the responsibility of purchasing or otherwise procuring goods, or services, or construction, including those employed by agencies with authority to conduct their own procurement, as well as any person within the Office of Public Accountability responsible for administering procurement appeals or auditing of the purchasing of the government of Guam, must receive the training and continuing education to the extent required under this Section and offered by the Guam Community College (GCC) in consultation with the Guam Procurement Advisory Council..."

Condition:

GACS's Human Resources Manager who also acts as the Procurement Officer attended the procurement training but did not complete and obtain the mandatory certification. Other GACS personnel including certain Board members Board Consultant and Management Liaison involved in the procurement process have not received the procurement training and obtained the mandatory certification from GCC.

Cause:

GASC did not believe it was is legally bound comply with Public Law 32-131 because its personnel are not Government of Guam employees. GACS did not seek a legal interpretation or obtain clarification to determine if Public Law 32-131 Section 1(b) was applicable to its organization.

Effect:

The potential exists for GACS to be noncompliance with Public Law 32-131 Section 1(b).

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Schedule of Findings and Responses
September 30, 2017

Finding No. 2017-02, continued

Recommendation:

A legal interpretation should be obtained to determine if Public Law 32-131 Section 1(b) is applicable to GACS. If applicable, GACS should amend its procurement policies and practices to incorporate the provisions of Public Law 32-131 Section 1 (b) to ensure that all GACS personnel tasked with the responsibility of purchasing or otherwise procuring goods, or services, or construction attend the procurement training and obtain the mandatory certification.

Auditee Response and Plan of Corrective Action:

Public Law 32-131 relates to Government of Guam procurement personnel. While Guam Procurement Law applies to charter schools, the charter school employees by Guam law are not Government of Guam personnel, nor are they employees of the Government of Guam. Notwithstanding the inapplicability of such law to GACS, GACS has in good faith established a system which requires its personnel to undergo procurement training to ensure compliance with Guam law.

On such example of GACS good faith compliance with an inapplicable provision of Guam Procurement Law is that GACS immediately directed its Personnel officer to assume the function of the "acting procurement officer" and to attend the required training at GCC. Acting Procurement Officer received a certificate for the first module of the Procurement Training given by GCC and wait for the scheduling of the other modules so that she can complete the training. As of January 30, 2019, the Procurement Officer with two other executive management staff (Executive Director and the Accountant) are currently enrolled in the Procurement Training, Module 1, with GCC, as of January 23, 2019.

It is important to point out that the Guam Procurement Law was made applicable to the charter schools as an unfunded mandate imposed on non-profit entities. The Legislature has not allocated any appropriation to the charter schools for compliance with these procurement provisions. Notwithstanding, GACS has made every effort to ensure its substantial and good faith compliance from its current budget even when the mandatory provisions are inapplicable to it.

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Schedule of Findings and Responses
September 30, 2017

Finding No. 2017-03

Criteria:

Pursuant to §12107 (c)(5), An Academy Charter School shall have the ability to incur debt in reasonable anticipation of the receipt of funds from the general fund of the government of Guam or the receipt of Federal or private funds.

In accordance with Title 17 of the Guam Code Annotated (GCA) §12107(f), in part states, *An Academy Charter School shall exercise control over its expenditures subject to Chapter 5, GCA.*

In addition, §12116(c) states, *In no case shall an Academy Charter School expend or incur obligations in excess of its budget request; provided however, that the an Academy Charter School shall be authorized to spend federal grants and other funds received independent of GDOE not accounted for in said Charter School's budget request without prior approval from the Superintendent of Education or the Board.*

Condition:

Public Law 33-185 appropriated \$4,810,000 to GACS, of which \$4,759,413 was received during the fiscal year ended September 30, 2017.

GACS incurred and has outstanding liabilities approximating \$3,342,894 as September 30, 2017 of which, 88% or \$2,943,260 is payable to five (5) vendors relating the construction and related architectural and engineering costs incurred and acquisition of land for the proposed new campus. Alternative sources of funds have not been identified to satisfy its outstanding liabilities.

Cause:

GACS sought to obtain financing from a financial institution and federal agency guarantee for the construction of its proposed new campus which did not materialize. Alternative sources of funds were not obtained prior to incurring obligations that were not properly funded or approved by the Guam Academy Charter School Council.

Effect:

GACS is not in compliance with 17 GCA §§12107(f) and 12116(c) and Chapter 5, GCA. It appears that GACS may not be able to meet its financial obligations. The potential exists for GACS to not be able to sustain and continue its operations and be subject to probation or revocation pursuant to 17 GCA §12114.

GUAHAN ACADEMY CHARTER SCHOOL, INC.

Schedule of Findings and Responses
September 30, 2017

Finding No. 2017-03, continued

Recommendation:

Alternative sources of funds should be obtained to liquidate current financial obligations. GACS should exercise control over its expenditures subject to Chapter 5, GCA and should not expend or incur obligations in excess of its approved budget.

Auditee Response and Plan of Corrective Action:

Guam law specifically authorizes charter schools to incur debt upon "reasonable anticipation" of the receipt of funds. GACS is in compliance with the 2009 Academy Charter School Law. Unfortunately, due to the financial condition of the Government of Guam, notwithstanding the approval by the Council, and reliance on reasonable anticipation of funds, the Government of Guam's reduction of budget has placed GACS in a disadvantaged position.

Auditors' Response:

GACS has not been able to identify alternative sources of funds to pay its existing outstanding liabilities.



GACS' Financial Audits:

Financial Audit for Fiscal Year 2017 was completed by Burger Comer Magliari in March 2019, copies of the Audited Financial Report is available for download at the link below:

<http://www.opaguam.org/financial-audits/guahan-academy-charter-school-gacs-fy-2017-financial-statements>

The Audited Financial Report for Fiscal Year 2018 is expected to be completed by March 2020 and April 2020 for each succeeding fiscal year.

A Certified Auditing Firm is being solicited to perform audits and prepare the Financial Reports for Fiscal Years 2018 thru FY2020. The Request For Proposal No. GACS 6-2019-005 was initially issued on June 5, 2019. There were three (3) Amendments issued under this solicitation extending the deadline to submit proposals. The amendments were issued as a result of no firm has expressed interest nor has registered as a potential offeror.

The deadline to submit proposals is now scheduled for November 8, 2019, at 4PM. GACS is expecting to secure the contract with the successful Offeror by December 2019, and Final Financial Report for Fiscal Year 2018 by February 28, 2020.

(9) Report on school staff indicating the qualifications and responsibilities of such staff

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
Chief Academic Officer	ED. D University of San Diego Educational Leadership Administrative Supervision Credit Hours M. Ed- Guidance & Counseling BA, Psychology, Political Sciences	Principal -BMS, FBLG Assistant Principal -BMS, FBLG Coordinator Student Affairs-GCC AIJMS-Counselor, Teacher	
ELEMENTARY EDUCATION			
Dean of Elementary	Credit Hours (Doctorate of Education-University of Oregon) MA, Elementary Administration and supervision, UOG BA, Elementary Education, UOG	Over 30 years of teaching & Administrative Experience – March 1998 to August 2005 Principal: JQ San Miguel Mt. Santa Rosa Elementary Price Elementary	Master Educator Elementary K-6 Expires: 08/14/2021
Curriculum Coordinator	BA Psychology – Mount St. Mary, Santa Monica, CA Graduate coursework in Education Certification	38 years K-5	

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
Elementary Counselor	Bachelor of Social Work, UOG AS in Early Childhood Education, GCC Business Education- General Office Clerk, MOC Palau	5 years of teacher assistant at Guam Head Start Program, GDOE 4 years of teaching at St. Paul Christian School 5 years of teaching at Southern Christian Academy	
School Nurse	BS-Social Work, UOG BS Nursing, UOG	Over 2 years Nursing at Guam Visiting Nurse & GMH	RN, Guam Board of Nurse Examiners-Territory of Guam
Teacher – Kindergarten	BA in Early Childhood Elementary Education, UOG	4 Years of Teaching Experience at Mount Carmel Catholic School	
Teacher – Kindergarten	Foreign Language Education BA Hannam University, South Korea	8 years of Teaching Experience GACS	Teacher Certification Elementary K-5 Expire: 01/14/2012

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
		Chief Brodie Elementary School Machanaonao Elementary	
Teacher – Kindergarten	BA in Elementary Education, UOG	1 year of teaching at GACS	
Teacher – 1st Grade	BA in Elementary Education, UOG	12 years of teaching GACS Saint Anthony High School GDOE	Teacher Certification Elementary Pre-K to 5 Expire: 08/15/11
Teacher – 1st Grade	BA in Early Childhood Education, UOG	4 years of teaching at GACS	Teacher Certification Basic Education Preschool Expire: 01/26/19
Teacher – 1st Grade	BA in Early Childhood Education, UOG	5 years of teaching GACS Mount Carmel Catholic School	
Teacher – 2nd Grade	BA in Elementary Education, UOG	4 years of teaching at GACS	Teacher Certification Basic Education Preschool Expire: 08/14/15 Basic Educator Preschool Expire: 02/20/2022
Teacher – 2nd Grade	BS in Criminal Justice, UOG	1 year of teaching at GACS	
Teacher – 2nd Grade	BA in English for Education, UOG	1 year of teaching at GACS	
Teacher – 3rd Grade	BA in Education Studies, Ashford University	18 years of teaching GACS, Shea Bears Learning Center, Saint Paul Christian School, Saint John’s School, Trinity Christian School, Guam International Christian Academy	Teacher Certification Basic Education Preschool Expire: 06/17/15 Basic Educator Preschool Expire: 02/20/2022

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
Teacher – 3rd Grade	BS in Biology, Mariano State University, PI	1 year of teaching at GACS	
Teacher – 3rd Grade	BA in English Secondary Education, UOG	2 years of teaching at GACS	
Teacher – 4th Grade	BA in English, UOG	2 years of teaching at GACS	
Teacher – 4th Grade	BA in English Literature Emphasis, UOG	1 year of teaching at GACS	
Teacher – 4th Grade	BA in Social Work, UOG	1 year of teaching at GACS Youth Educator Risk Reduction Counselor	
Teacher – 5th Grade	BA in Elementary Education, UOG	18 years of teaching GACS Mount Carmel School Sinapalo Elementary School	Teacher Certification Chamorro Language & Culture K-12 Expire: 07/09/16
Teacher – 5th Grade	BA in English: Literature Emphasis, UOG	1 year of teaching at GACS	
Teacher – 5th Grade	BA in Communication, Saint Louis University, PI	1 year of teaching at GACS	
SECONDARY EDUCATION			
Dean of Secondary	Master's in Education, University of Portland – 1990 BA – Elementary Education, UOG 1979	Over 30 years of teaching & Administrative Experience Principal: UPI Elementary Talofoto Elementary	Master School Administrator K-12 Expires 07/08/2025 Master Educator Certification Elementary K-6

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
		Acting Principle: Wettengel Elementary Tamuning Elementary	Expires: 8/14/2023
Secondary Counselor	BA in Education, Elementary Education, UOG MA in Counseling, UOG	3 years of teaching at GACS 1 year of counseling at GACS PEACE Program Manager for GACS	Boundaries, Borders, and Multiplicities: Ethics and Professionalism for Mental Health and Health Care Professionals, Guam Psychological Association
Teacher – 6th Grade	BA in Elementary Education, UOG	5 years of teaching GACS & GDOE	Teacher Certification Initial Educator Elementary K-5 Expire: 06/07/14
Teacher – 6th Grade	BA in Education, Secondary Education: Public Administration & Physical Education, UOG	20 years of teaching GACS & GDOE	
Teacher – 7th Grade	BA in English Language Emphasis, UOG	3 years of teaching at GACS	
Teacher – 7th Grade	Bachelor of Business Administration in HR Management, UOG	1 year of teaching at GACS	
Teacher – 7th Grade	BA in English Emphasis on ESL/Linguistics, UOG		
Teacher – 8th Grade	BA in Elementary Education, UOG	16 years of teaching at GACS, Saint Anthony Catholic School, GDOE	Teacher Certification Professional Educator Elementary K-5th Expire: 01/15/14

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
Teacher – 8th Grade	Bachelor of Business Administration in Marketing Concentration, UOG	1 year of Teaching at GACS	
Teacher – 8th Grade	Bachelor of Social Work, UOG	1 year of Teaching at GACS	
Teacher – HS 9th Grade	BA in Social Studies, Secondary Education, UOG	21 years of teaching at GDOE Agueda Johnston Middle School	Teacher Certification Professional Educator Social Studies Grade 6-12 Expire: 01/14/20
Teacher – HS 10th Grade	BA in Communication: Public Relations & Mass Media Tracks, UOG	1 year of teaching at GACS	
Teacher – HS 11th Grade	BS in Secondary Education, University of Santo Tomas Business Management, University of Maryland & UOG	4 years teaching in secondary educator in Math; Computer & Science at Trinity Christian School 3 years teaching in secondary educator in Math at GDOE Simon Sanchez High School	Teacher Certification Professional 1 Secondary Math and Computer Science 6-12 Expire: 01/15/2009
Teacher – HS 12th Grade	M. Ed, University of Portland BA Ed, UOG	9 years of teaching at GDOE AIJMS	Teacher Certification Master Educator Secondary Language Arts 6-12 Expire: 01/14/2027
Chamorro Teacher	High School Diploma, Saipan Southern High School	Chamorro & Carolinian Language speaking	
Chamorro Teacher	High School Diploma, Rota High School		
Chamorro Teacher	High School Diploma, GCC	9 years Cultural Practitioner 1-year Chamorro Studies	

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
Chamorro Teacher	High School Diploma, Inarajan High	Fluent in speaking and orthography of the Chamorro Language, Administrated level A & B DI at Jose Rios Middle School	
Pocket Group Teacher	BA in Biology; Atlantic Union College, South Lancaster, Massachusetts	<p>Educator with more than 30 years.</p> <p>Worked in areas of personal, professional, curriculum/instructional design, academic teaching, mentoring and coaching.</p> <p>Developed and implemented strategies to analyze cognitive abilities, emotional intelligence, and personality aptitudes.</p> <p>Workshop presenter for empowering academic success for educators, high school/college students, and parents.</p> <p>Focus on academic and social success, in areas of personal growth, science, language arts, cultural diversity and multilingual awareness.</p> <p>Basic fluency in Spanish</p> <p>Skilled at communicating and developing relationships with ESL students and their families.</p> <p>Directed students, parents and other adults in Solution Focused Strategies.</p>	<p>Teacher Certification: Texas Educator Certificate: Generalist – EC 4 Expired: 6/30/2024</p> <p>Science Grades 4-8 Expired: 6/30/2024</p> <p>TEFL/TESOL Certification</p>

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
Pocket Group Teacher	BA in English: Language Emphasis & ESL, UOG	4 years of teaching at GACS	Teacher Certification Temporary Educator K-12 (Except: Chamorro, School Counselor, & School Librarian) Expire: July 09, 2021 Received: 7/10/19

Guahan Academy Charter School Professional Qualification
Staff, Administration, and Business & Finance SY 2018-2019

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
TEACHER ASST/SCHOOL AIDE/MAINTENANCE			
Teacher Assistant	High School Diploma G.W. High School, Mangilao	3 years of teacher assistant at GACS 7-month substitute teacher at GDOE (UPI Elem)	
Teacher Assistant	Some college credits, Elem Education – GCC, Mangilao High School Diploma Southern High School, Santa Rita	3 years of teacher assistant at GACS	
Teacher Assistant	GED Credential GCC, Maniglao	2 years of teacher assistant at GACS	
Teacher Assistant	High School Diploma Simon Sanchez High School, Yigo	2 years of teacher assistant at GACS	
Maintenance	Associate of Arts in Teacher Preparation – College of Micronesia Weno, Chuuk	6 months of teacher assistant at GACS 15 years teaching all general subjects at Chuuk State Department of Education	
Teacher Assistant	Associate of Arts in Education – GCC, Mangilao High School Diploma JFK High School, Tamuning	2 years of teacher assistant at GACS	CPR/First Aide Certified
School Aide	High School Diploma Southern High School – Santa Rita	4 months of teacher assistant at GACS 1 year of On-Call Substitute Teacher at GDOE	

Guahan Academy Charter School Professional Qualification
 Staff, Administration, and Business & Finance SY 2018-2019

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
Teacher Assistant	Some college credential in Early Childhood – GCC, Mangilao High School Diploma – JFK High School, Tamuning	2 years of teacher assistant at GACS 4 years of teacher assistant at Juan Guerrero Elem School 4 years of teacher assistant at Daniel Perez Elem School	
Teacher Assistant	High School Diploma Berea Christian School – Weno, Chuuk	2 years of teacher assistant at GACS 3 years as a program coordinator for Chuukese outreach and stepping stone project 6 months at contract translator & interpreter for DPHSS	Certified Interpreter and translator for Chuukese Language Certified with Assist Training from Behavioral and Wellness Center Program
Teacher Assistant	High School Diploma Inajaran High School, Inajaran	2 years of teacher assistant at GACS 1 year of School Aide at M.U. Lujan Elem School	
Maintenance	High School Diploma Pohnpei S.D.A. High School	1 year of maintenance 2 years of receiving clerk	
Teacher Assistant	High School Diploma GCC, Mangilao	12 years as a childcare provider at numerous daycare	CPR/First Aide Certified CPR Expire: October 2019
School Aide	High School Diploma Sothern High School	3 years of teacher assistant at GACS 3 years of school aide at GACS	

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
School Aide	High School Diploma Southern High School, Santa Rita	2 years of teacher assistant at GACS 2 years of school aide at GACS	
Teacher Assistant	BA in Elementary Education – UOG, Mangilao High School Diploma G.W. High School	6 years of teacher assistant at GACS	
ADMINISTRATION/STUDENT SUPPORT			
Meals Coordinator	High School Diploma Fremont H.S. Oakland, CA	6 years of meals coordinator at GACS 6 years of general clerk	
IT Assistant	BS in Information Technology – University of San Agustin Iloiko City, PI	2 years IT Assistant at GACS 1 year of IT Technician at Sharp Business Systems	
Elementary Special Assistant	High School Diploma – Simon Sanchez High School, Yigo Some college – GCC, Mangilao	20 plus years of Administrative work	
Office Clerk	High School Diploma – G.W. High School Maniglaio Some College Credential in Special Education – UOG, Mangilao	1 year of teacher assistant at GACS	
Disciplinary Officer	High School Diploma Simon Sanchez High School, Yigo	10+ years working with troubled youth families	ASIST, Safe talk trainer, 1st aid & CPR, Crisis Prevention and Intervention, Crisis Management

Guahan Academy Charter School Professional Qualification
 Staff, Administration, and Business & Finance SY 2018-2019

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
Registrar/RenWeb	High School Diploma Simon Sanchez High School, Yigo	6 years office clerk and RenWeb Administrator	
Secondary Special Assistant	High School Diploma Southern High School, Santa Rita Some college credential	3 years HS administrative and a year of teacher assistant and school aide at GACS	
BUSINESS AND FINANCE OFFICE			
Chief Finance Officer	BS in Business Administration – UOG, Mangilao	2 years as of Management Analyst at OAG-Child Support Division 10 years as Director in Government Agency Federally Funded Government of Procurement	
Personnel Officer	Associates of Applied Science- Business Administration – Everest College Tacoma, WA	1 year as a personnel officer 1 year as an Executive Asst. 1 year as a HR Assistant 10 plus years as a management/Sales & Marketing at Mandara Spa	Procurement Module 1 Certified
Accountant	BS in Accounting Philippines College of Commerce – Manila, PI	40 plus years' experience in accounting and cost analyst	Procurement Module 1 Certified
Executive Director	AA Degree City College of San Francisco	4 years as a board consultant for GACS 2 years as director at Academy of Our Lady 2 years as a Marketing Director at KOLG 90.9 Radio 1 year as a Deputy Director at DPHSS 6 Term Senator in the 17th thru 21st Guam 2 years as a Marketing Director at KOLG 90.9 Radio 1 year as a Deputy Director at DPHSS 6 Term Senator in the 17th thru 21st Guam Legislature	

Guahan Academy Charter School Professional Qualification
 Staff, Administration, and Business & Finance SY 2018-2019

POSITION	UNDERGRADUATE/GRADUATE DEGREES COURSES	YEARS OF TEACHING OR PROFESSIONAL EXPERIENCE	CERTIFICATION
IT Coordinator	Bachelor of Science in Math - Major in Computer Science	34+ years in IT field	Visual BASIC Programming ANS COBOL Programming DOS Dbase II, III, III+, VI DOS Foxbase, FoxPlus Visual FOXPRO Programming DELPHI Graphics Interface Used Programming System Analysis and Design TQL - Terminal Control Language VA/VMS Mainframe Programming DIGITAL Equipment IMS Mini computer management UNIX Operation System Oracle 9i

(10) Donor and Grantors

<u>Date</u>	<u>Num</u>	<u>Name</u>	<u>Memo</u>	<u>Split</u>	<u>Amount</u>
08/22/2018	08-2018-001	Judith Won Pat	20pcs Pens per box, 20 bx total	4.240.07 School Supplies	55.00
08/25/2018	08-2018-002	Wilfred Aflague	Restrooms supplies	4.240.09 Elect, Plumbg & Hrdwr	29.00
08/30/2018	08-2018-003	Teresita M. Cruz	GI Square Bars and Fence Fitting Post Cap	4.240.06 Building Supplies	41.94
08/30/2018	08-2018-004	Mary B Mafnas	Airconditiong Main Board	4.240.08 Building Supplies	330.00
09/04/2018	08-2018-005	Mary Eclavea	Mini Display Port, Male/Female Converter	4.240.07 School Supplies	104.25
					<u>560.19</u>
					<u>560.19</u>
06/19/2019	1477	VMB International Co.	Cash Donation for High Five Award	1.101.02 Development Fd #4078	50.00
08/22/2019	22198		Cash Donation from Coast 360 to be used for Bidg E	1.101.05 Local Fd #1754	500.00
09/30/2019	09-2019-002	Fe Valencia-Ovalles	To record Cash donation for Bidg E supplies	4.240.08 Building Supplies	100.00
					<u>650.00</u>
					<u>650.00</u>

ACADEMY CHARTER SCHOOL ANNUAL REPORT

School Name:

Guahan Academy Charter School

An Academy Charter School shall submit an annual report no later than thirty (30) days after the end of the fiscal year to the Council, the Superintendent of Education, the Guam Education Board, I Liheslaturan Guåhan and I Maga'hågan Guåhan. The Academy Charter School shall permit the public to review any such report upon request. A report shall include the following data:

Criteria	Page Number in Report
(1) a report on the extent to which the school is meeting its mission and goals as stated in the petition for the Academy Charter School;	3
(2) student performance on any district-wide assessments;	6
(3) grade advancement for students enrolled in the Academy Charter School;	9
(4) graduation rates, college admission test scores, and college admission rates, if applicable;	10
(5) types and amounts of parental involvement;	11
(6) official student enrollment;	12
(7) average daily attendance;	15
(8) annual financial audit and subsequent fiscal year annual financial audits, a financial statement audited by the Public Auditor;	16
(9) a report on school staff indicating the qualifications and responsibilities of such staff; and	17
(10) a list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding Five Hundred Dollars (\$500) during the year that is the subject of the report.	29
<i>(11) Data described in items (1) through (8) of this Subsection shall not identify the individuals to whom the data pertain.</i>	



Annual Report

SY 2018-2019



**BOARD OF TRUSTEES
RESOLUTION NO. GACS 10-2019-205**

Relative to Adopting the Fiscal Year 2019 Annual Report

WHEREAS, Guahan Academy Charter School, Inc. is a nonprofit corporation, whose charter allows it to operate as a public charter school; and

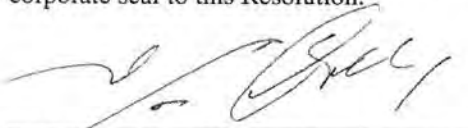
WHEREAS, Guahan Academy Charter School (GACS) is required under Section 12107(n), Chapter 12, 17 GCA Education (Guam Academy Charter Schools Act of 2009), as amended by P.L. 35-29, to “*submit an annual report no later than thirty (30) days after the end of the fiscal year to the Council, I Liheslaturan Guahan, and I Maga’hagan Guahan. The Academy Charter School shall permit the public to review any such report upon request. . . .*” and

WHEREAS, GACS has filed its Annual Reports for the last six (6) years, the First Annual Report for FY2013 being filed with the Guam Academy Charter Schools Council (Council) on October 23, 2013, and the FY18 Annual Report on October 30, 2018; and

WHEREAS, upon her review and approval, the Chief Academic Officer, Dr. Judith Won Pat, hereby presents the Annual Report for Fiscal Year 2019 incorporating the activities of GACS for School Year 2018-2019 and seeks the Board’s adoption of said Annual Report;

NOW, BE IT THEREFORE RESOLVED, that the Board of Trustees hereby adopts GACS Fiscal Year 2019 Annual Report and directs the Chief Academic Officer to file the Annual Report with the Guam Academy Charter Schools Council and to transmit a filed copy to the Governor of Guam and the Guam Legislature as required by law.

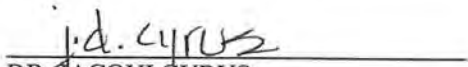
IN WITNESS WHEREOF, on this 24th day of October, 2019, we, the undersigned members of the Board of Trustees of GUAHAN ACADEMY CHARTER SCHOOL, attest and affix our signatures to this Resolution, and that said Resolution is now in full force and effect without modification or rescission, and request that the Secretary affix her signature or the corporate seal to this Resolution.



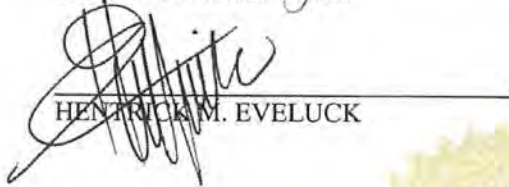
FE VALENCIA-OVALLES



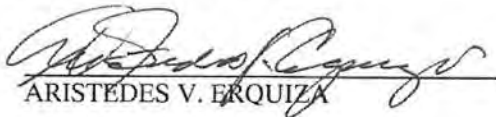
ROSIE R. TAINATONGO



DR. JACQUI CYRUS



HENRICK M. EVELUCK



ARISTEDES V. ERQUIZA

