



Guam Department of Education



Districtwide Assessment Results & Targets (D.A.R.T.) with Claude AI Technology Two-year Analysis: SY23-24 vs SY24-25

For the Guam Education Board Retreat

August 13, 2025, GDOE Gallery, 2:00 – 5:00 pm

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Superintendent of Education

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RP&E Administrator

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Smarter Balanced Assessment: Based off Common Core Standards

- ❑ Smarter Balanced developed content specifications in English language arts/literacy (ELA) and Math to ensure that the assessments cover the range of knowledge and skills in the Common Core State Standards.
- ❑ The Smarter Balanced Technical Advisory Committee, Consortium work groups, and the lead authors of the Common Core State Standards contributed to the documents.
- ❑ Member states in the consortium include:
*California, Connecticut, Delaware, Hawaii,
Idaho, Indiana, Maine, Michigan, Montana,
Nevada, New Hampshire, North Dakota, Oregon,
South Dakota, Vermont, Washington, West Virginia, and Wisconsin*

18 out of 50 states

Smarter Balanced: Computer Adaptive Testing (CAT)

- ❑ First used by GDOE in SY24-25, Smarter Balanced System includes **Computer Adaptive Testing (CAT)** customized for each student such that during a test, the difficulty of questions changes based on student responses.
- ❑ The CAT provides **more precise information about student achievement** in less time than a fixed-form test in which all students see the same set of questions.
- ❑ In SY 23-24, GDOE used the fixed-form test.
- ❑ In SY24-25, GDOE used the Computer Adaptive Testing technology.

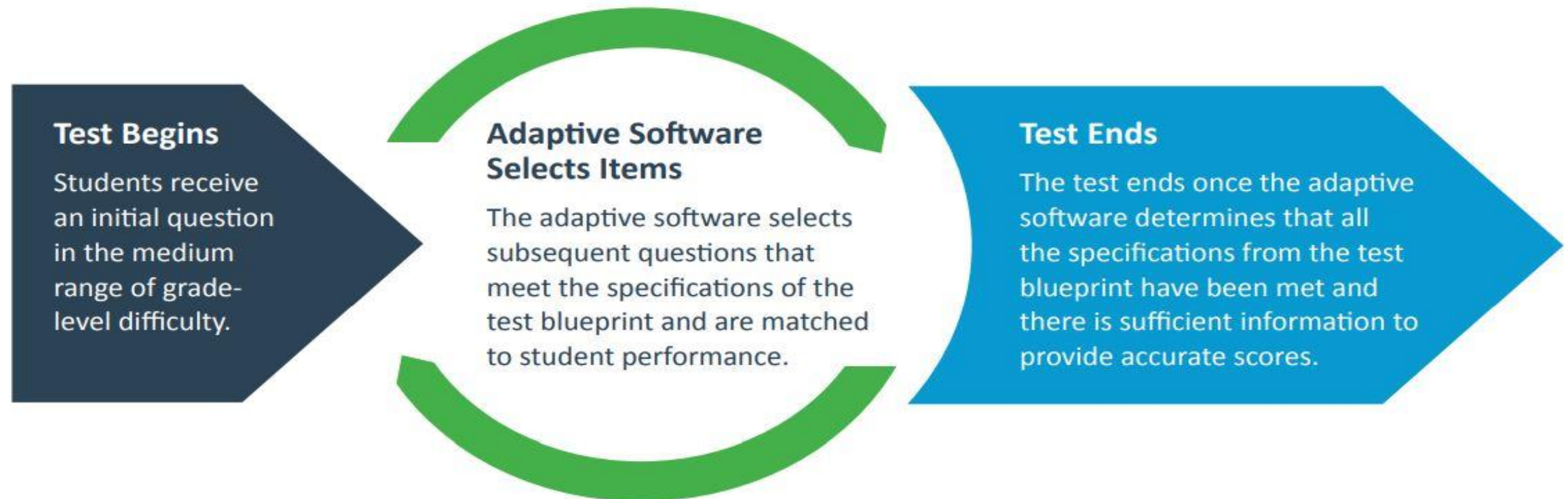
Smarter Balanced: Computer Adaptive Testing (CAT)

- SY 24-25 TECHNOLOGY IN GDOE TESTING: A core feature of Smarter Balanced is that they are customized for each student for more accurate measurement for every student through Computer Adaptive Testing (CAT)
- To accomplish this, the computer-based test adjusts the difficulty of questions throughout the assessment based on the student's response. If a student answers a question correctly, the next question will be harder; if a student answers incorrectly, the next question will be easier.
- This CAT was utilized by GDOE in SY24-25 District-wide Assessment
- The CAT technology is illustrated on the next slide.

Smarter Balanced: Computer Adaptive Testing (CAT)

How the Smarter Balanced Adaptive Software Works

The adaptive software runs in the background while students complete the assessment. After each response, it selects the next question based on a number of criteria, including the specifications from the test blueprint, the number of times a question is likely to be used (to prevent overexposure of questions), and previous responses from the student.



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Smarter Balanced: Test Blueprint

- ✓ Test Blueprint - are composed of “claims” which are broad categories that summarize the knowledge and skills students are expected to demonstrate on the assessments

ELA/Literacy Claims

1. Reading – Informational, Literary
2. Writing – Organization/Purpose, Evidence/Elaboration, Conventions
3. Listening – Listening, Speaking
4. Research/Inquiry – Research

Math Claims

1. Concepts and Procedures – Priority Cluster, Supporting Cluster
2. Problem Solving – Word Problems
3. Communicating – Communicating Reasoning
4. Modeling/Data Analysis – Creating and Using models for data analysis

Smarter Balanced: ELA Claims Gr. 3-5



ELA/Literacy Adjusted Form Summative Assessment Blueprint

Blueprint Table ELA/Literacy Grades 3–5						
Claim/Score Reporting Category	Content Category ¹	Stimuli		Items		Total Items by Claim
		CAT	PT ²	CAT Items ³	PT Items ⁴	
1. Reading	Literary	1	0	4	0	8
	Informational	1	0	4		
2. Writing	Organization/Purpose	0	1	3	1 ⁵	7 ⁶
	Evidence/Elaboration	0			1 ⁵	
	Conventions	0		1	1 ⁵	
3. Speaking/Listening	Listening	2	0	4	0	4
4. Research	Research	0	1	4	1	5

NOTES:

- Each claim has content categories, e.g. Reading has Literary and Informational categories with total 8 test items
- CAT refers to Computer Adaptive Test and PT refers to Paper test. The numbers depict the number of test item in either CAT or PT version of the test. Test Item by Claim is the total number of test items by claim (CAT + PT version)

Smarter Balanced: Math Claims Gr. 3-5



Mathematics Adjusted Form Summative Assessment Blueprints

Blueprint Table Mathematics Grades 3–5						
Claim/Score Reporting Category	Content Category ¹	Stimuli		Items		Total Items by Claim
		CAT	PT	CAT ²	PT ³	
1. Concepts and Procedures	Priority Cluster	0	0	7	0	10
	Supporting Cluster	0		3		
2. Problem Solving 4. Modeling and Data Analysis ⁴	Problem Solving	0	1	3	2-4	5-7
	Modeling and Data Analysis	0				
3. Communicating Reasoning	Communicating Reasoning	0		4	0-2	4-6

NOTES:

- 1. Within each claim are content categories. E.g. Concepts and Procedures has Priority Cluster & Supporting Cluster
- 2. CAT refers to Computer Adaptive Test and PT refers to Paper test. The numbers depict the number of test item in eaither CAT or PT version of the test. Test Item by Claim is the total number of test items by claim (CAT + PT version)

Smarter Balanced: Grade levels tested

Guam Department of Education

Number of Students Tested by Grade

ENGLISH LANGUAGE ARTS (ELA)

Grade	SY23-24
3rd	1576
4th	1696
5th	1723
6th	1553
7th	1500
8th	1530
11th	1560

Grade	SY24-25
3rd	1621
4th	1570
5th	1665
6th	1536
7th	1525
8th	1505
11th	1414

MATHEMATICS

Grade	SY23-24
3rd	1606
4th	1700
5th	1735
6th	1572
7th	1530
8th	1550
11th	1566

Grade	SY24-25
3rd	1665
4th	1575
5th	1684
6th	1534
7th	1524
8th	1529
11th	1428

Smarter Balanced: Proficiency Levels

Smarter Balanced: Proficiency Levels

Raw scores in Smarter Balanced are used to categorize a student's performance in ELA and Math according to Proficiency Levels relative to the standard:

Level 1: Not met the standard

Level 2: Nearly met the standard

Level 3: Met the standard

Level 4: Exceeded the standard

The next slide shows what these performance level categories mean

Smarter Balanced: ELA Proficiency Levels

Grade	Standard Exceeded (Level 4)	Standard Met (Level 3)	Standard Nearly Met (Level 2)	Standard Not Met (Level 1)
Grades 3–5	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework .	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
Grades 6–8	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school .	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.
Grade 11	The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school .	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after completing high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.

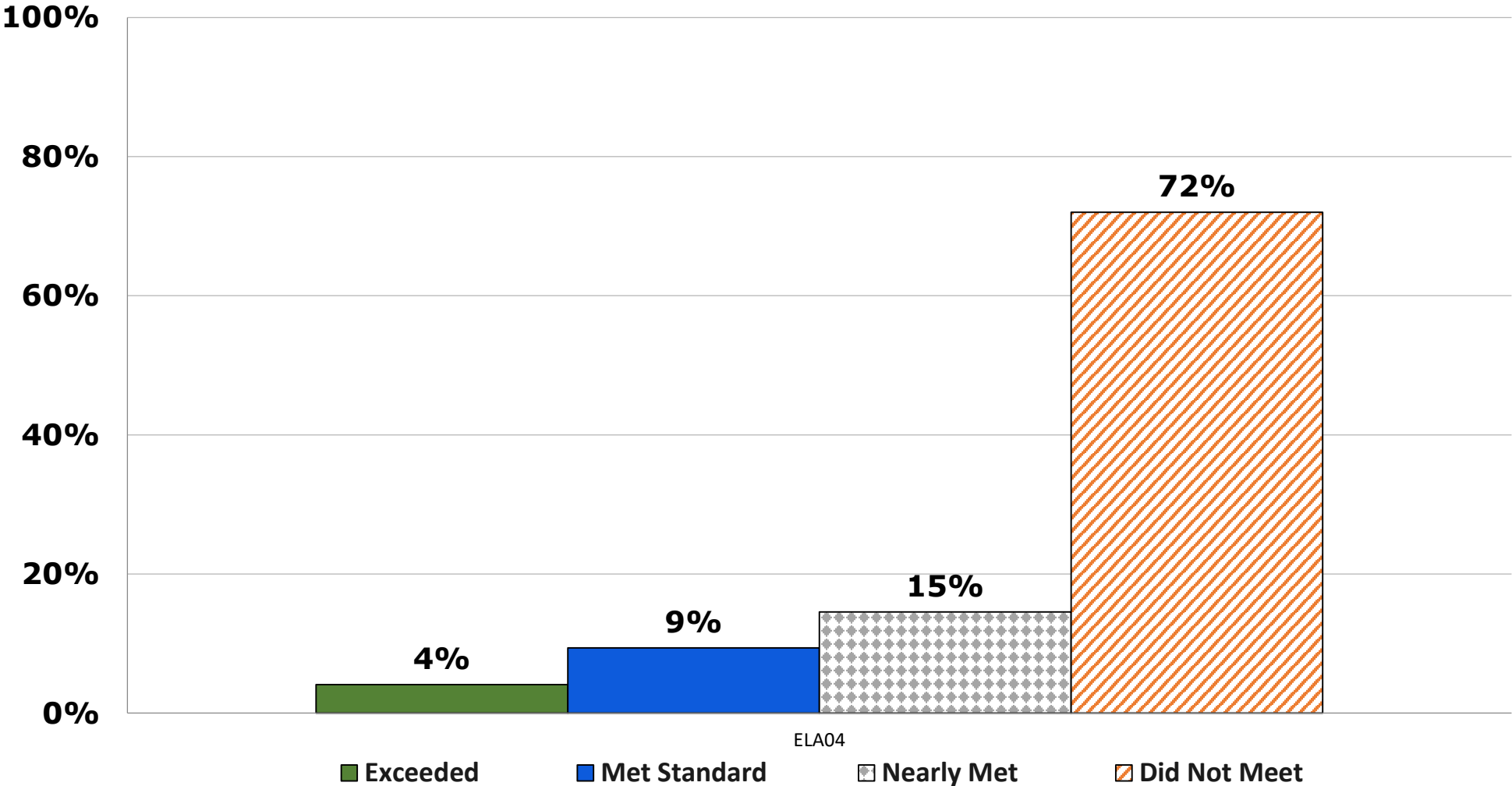
Smarter Balanced: Math Proficiency Levels

Mathematics Achievement Level Descriptors

Grade	Standard Exceeded (Level 4)	Standard Met (Level 3)	Standard Nearly Met (Level 2)	Standard Not Met (Level 1)
Grades 3–5	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.
Grades 6–8	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.
Grade 11	The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

Smarter Balanced District Results for SY24-25: 4th Grade ELA **SAMPLE GRAPH**

SY 24-25: 4th Grade ELA






Smarter Balanced District Results

COHORT ANALYSIS

Following the same group of students from grade level to grade level using test results in SY23-24 and SY24-25.

Example: 3rd grade students in SY23-24 and became 4th graders in SY24-25

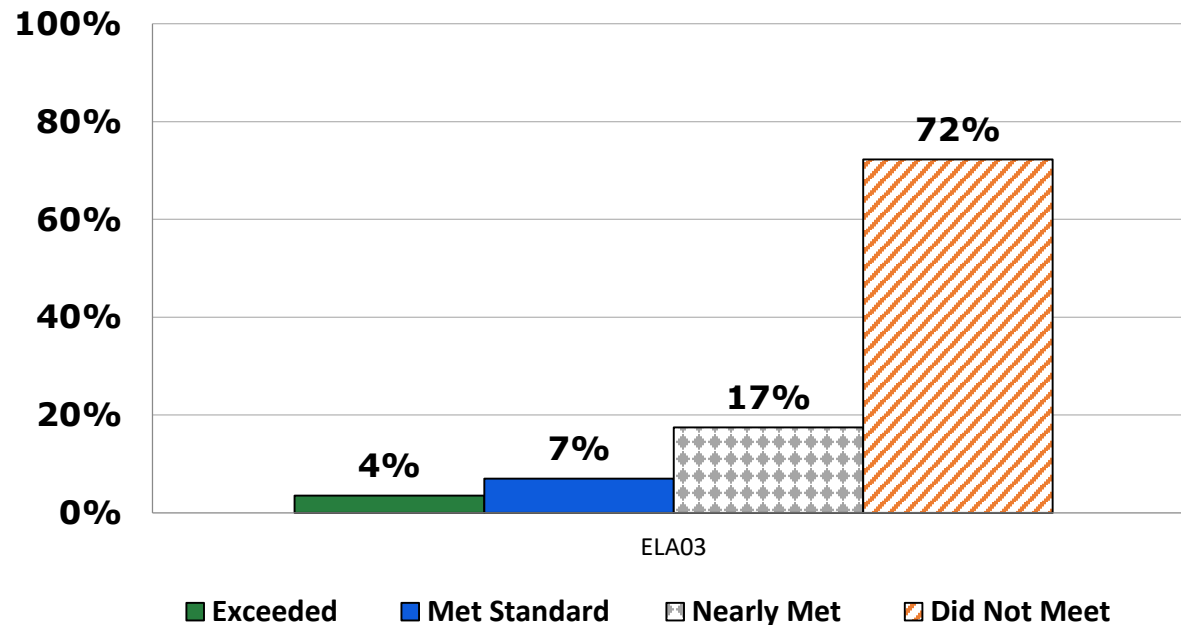
We compare the % of this cohort of students along the 4 Performance Level categories and observe if the results show an increase , a decrease , or stayed the same 

English/Language Arts (ELA)

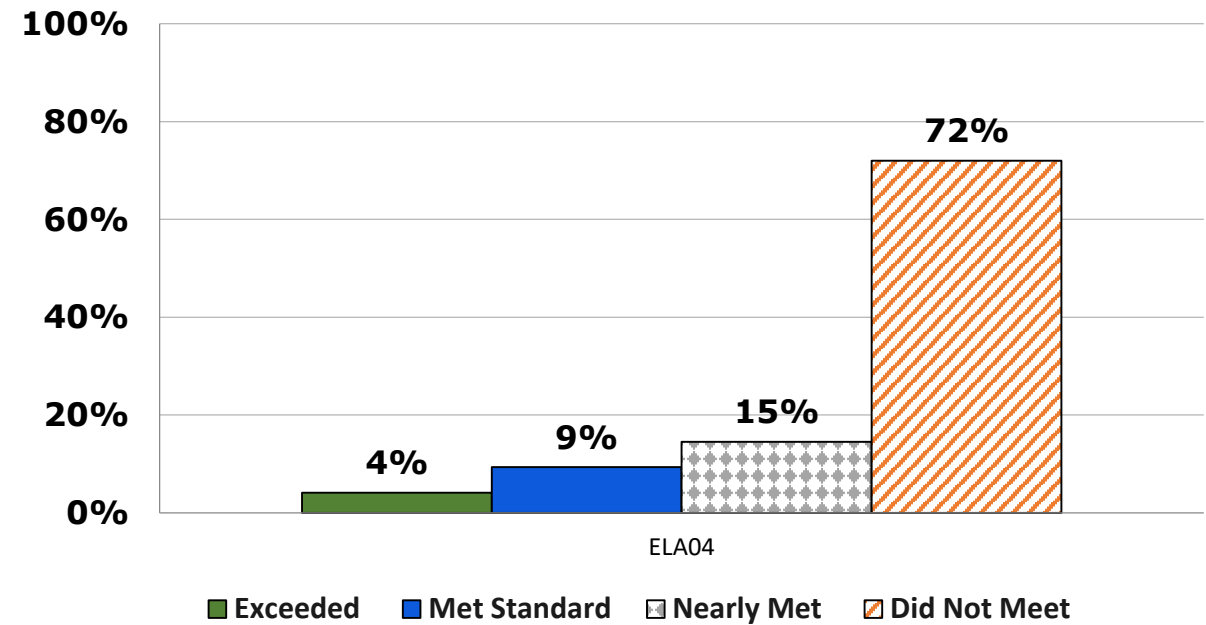
DISTRICT COHORT ANALYSIS

From 3rd Grade in SY23-24 to 4th Grade in SY24-25

SY 23-24: 3rd Grade ELA



SY 24-25: 4th Grade ELA



Observation:

SY 23-24: Exceeded (4%) + Met Standard (7%) = 11%

SY 24-25: Exceeded (4%) + Met Standard (9%) = 13%

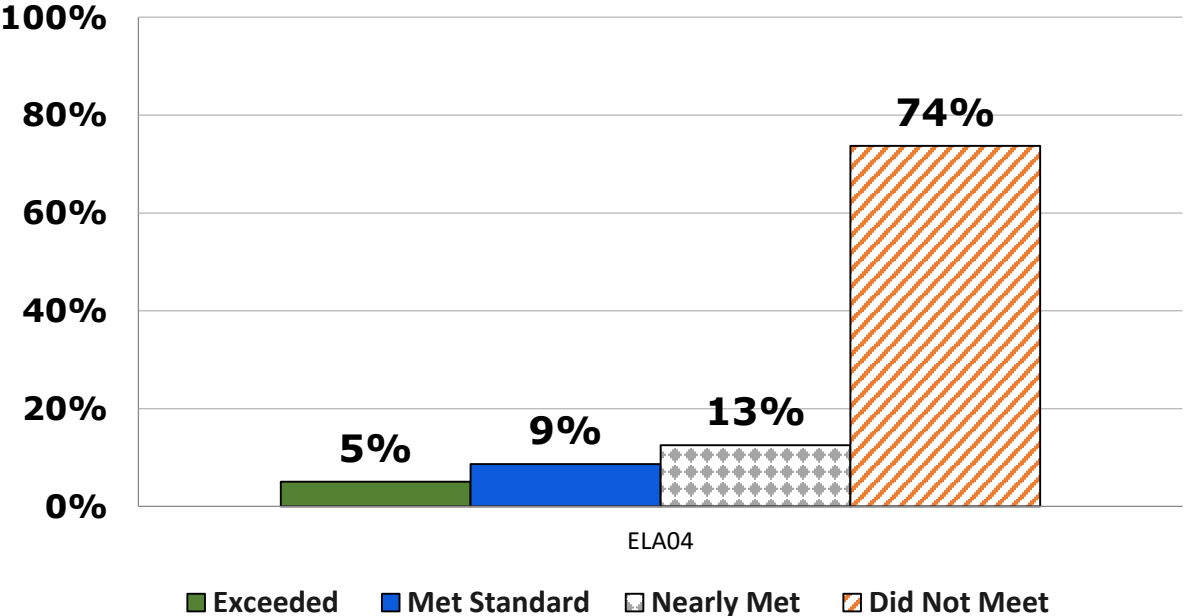


English/Language Arts (ELA)

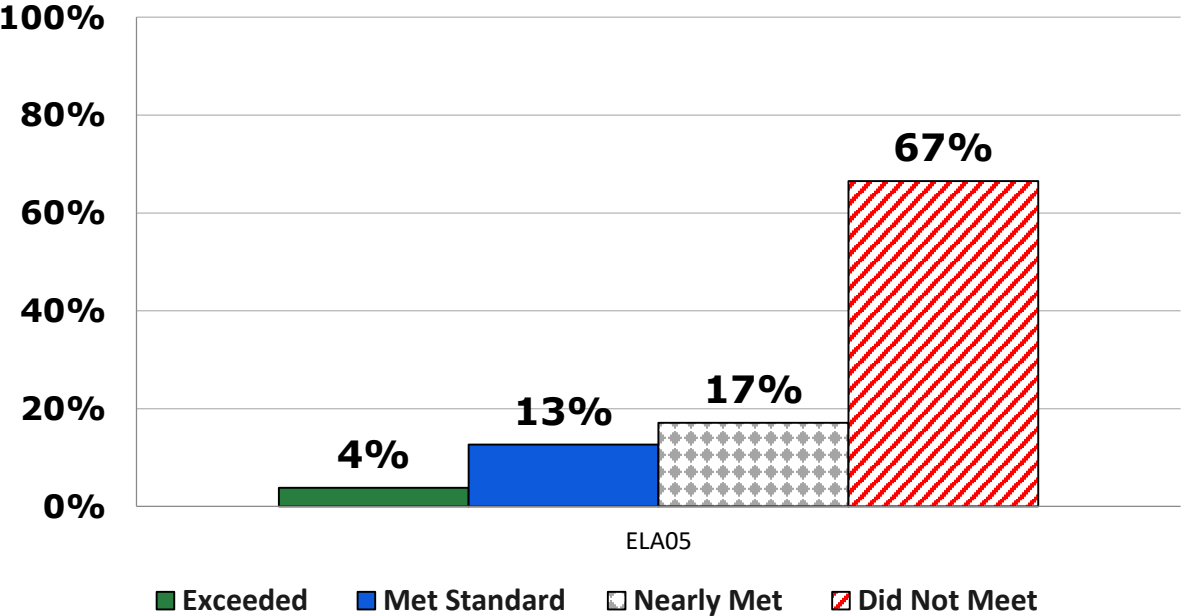
DISTRICT COHORT ANALYSIS

From 4th Grade in SY23-24 to 5th Grade in SY24-25

SY23-24: 4th Grade ELA



SY24-25: 5th Grade ELA



Observation:

SY 23-24: 5% (Exceeded) + 9% (Met Standard) = 14%

SY 24-25: 4% (Exceeded) + 13% (Met Standard) = 17%

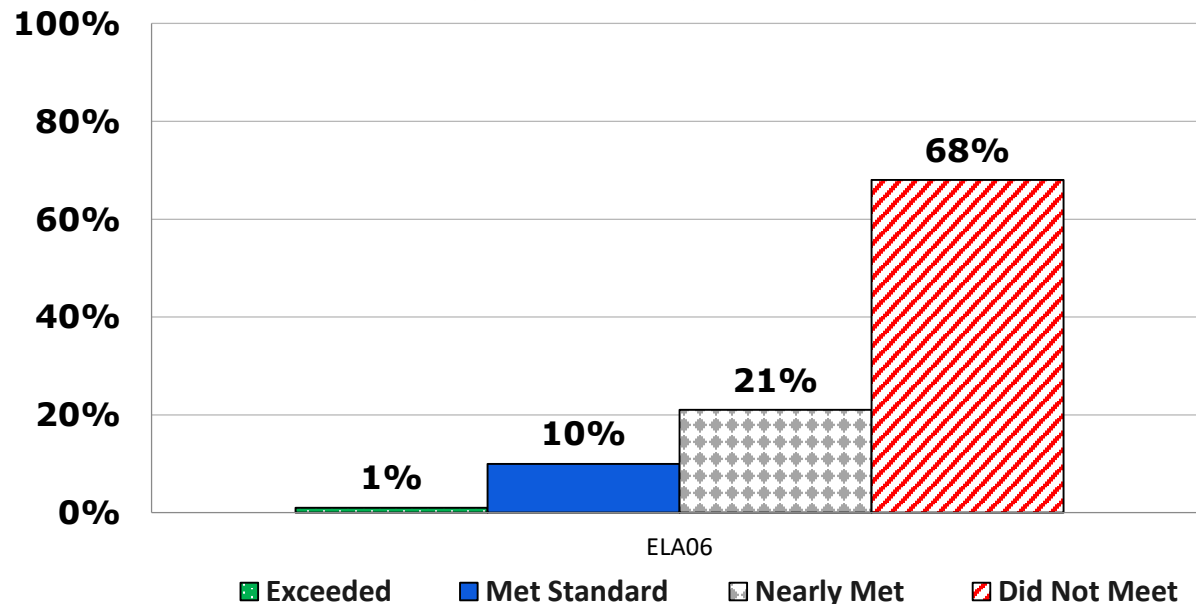


English/Language Arts (ELA)

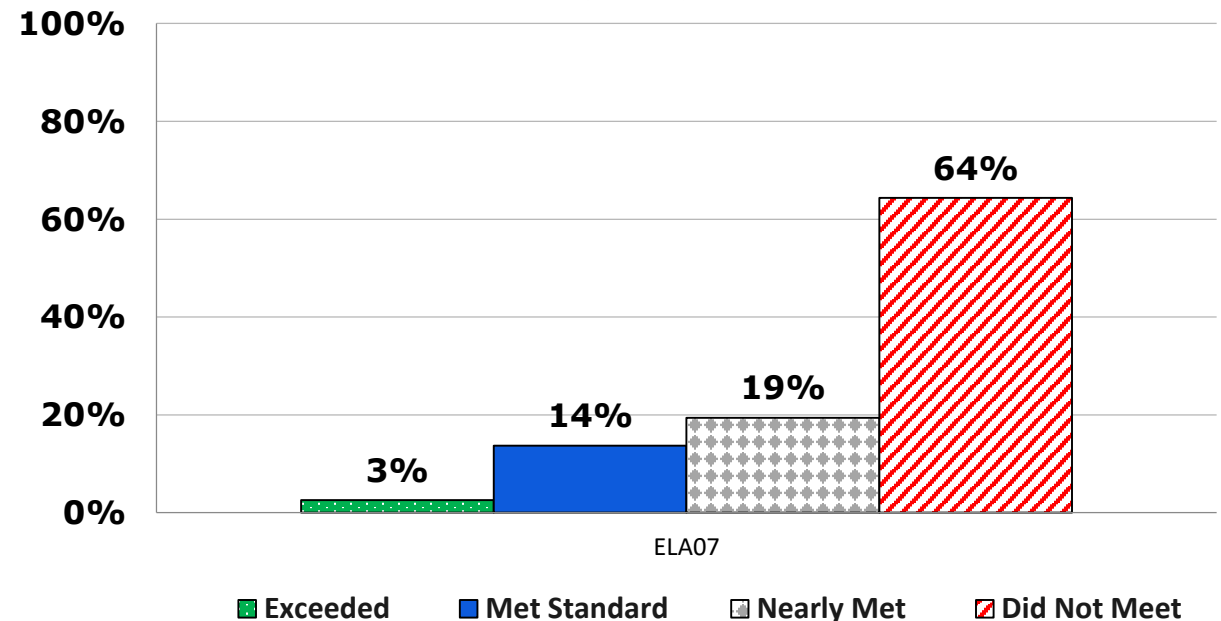
DISTRICT COHORT ANALYSIS

From 6th Grade in SY23-24 to 7th Grade in SY24-25

SY23-24: 6th Grade ELA



SY24-25: 7th Grade ELA



Observation:

SY 23-24: 1% (Exceeded) + 10% (Met Standard) = 11%

SY 24-25: 3% (Exceeded) + 14% (Met Standard) = 17%

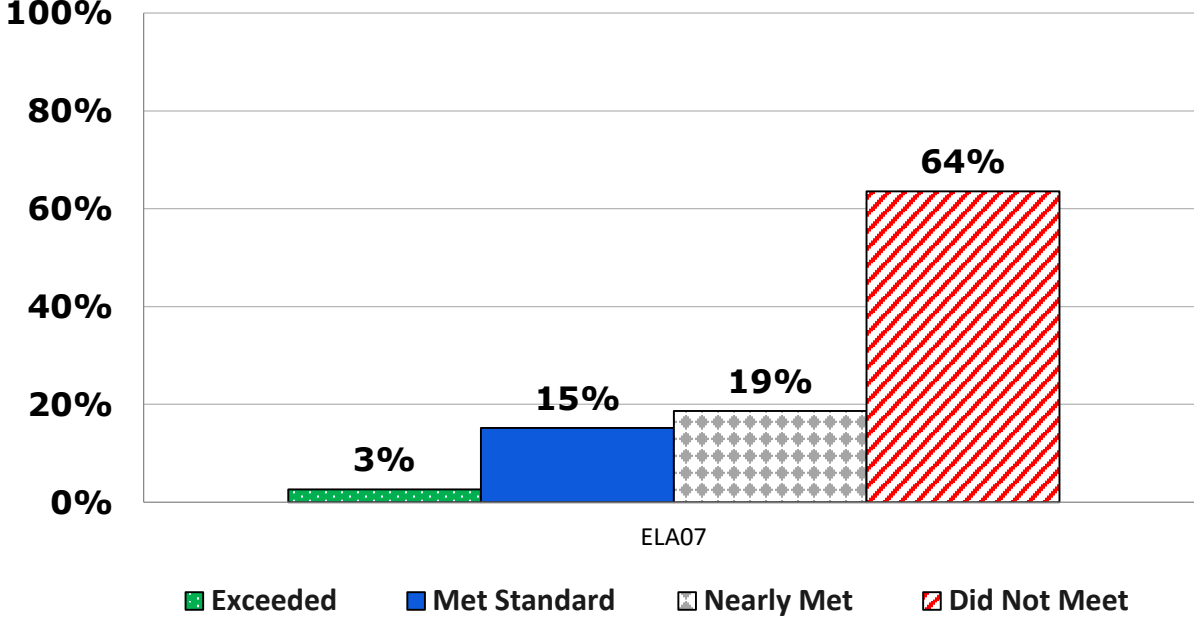


English/Language Arts (ELA)

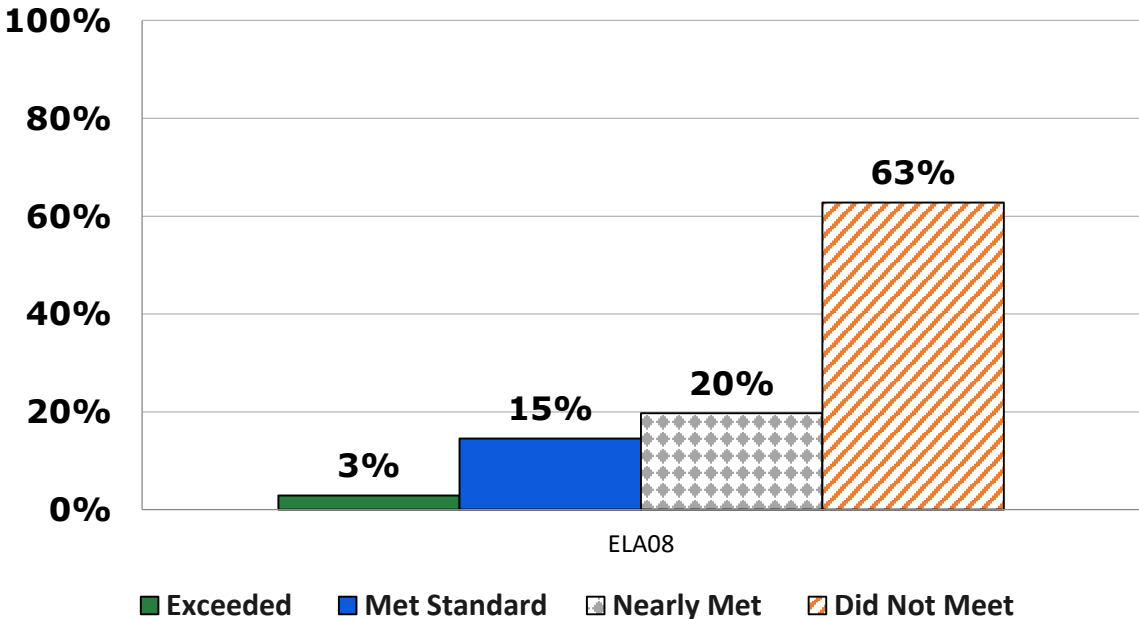
DISTRICT COHORT ANALYSIS

From 7th Grade in SY23-24 to 8th Grade in SY24-25

SY 23-24: 7th Grade ELA



SY 24-25: 8th Grade ELA



Observation:

SY 23-24: 3% (Exceeded) + 15% (Met Standard) = 18%
SY 24-25: 3% (Exceeded) + 15% (Met Standard) = 18%

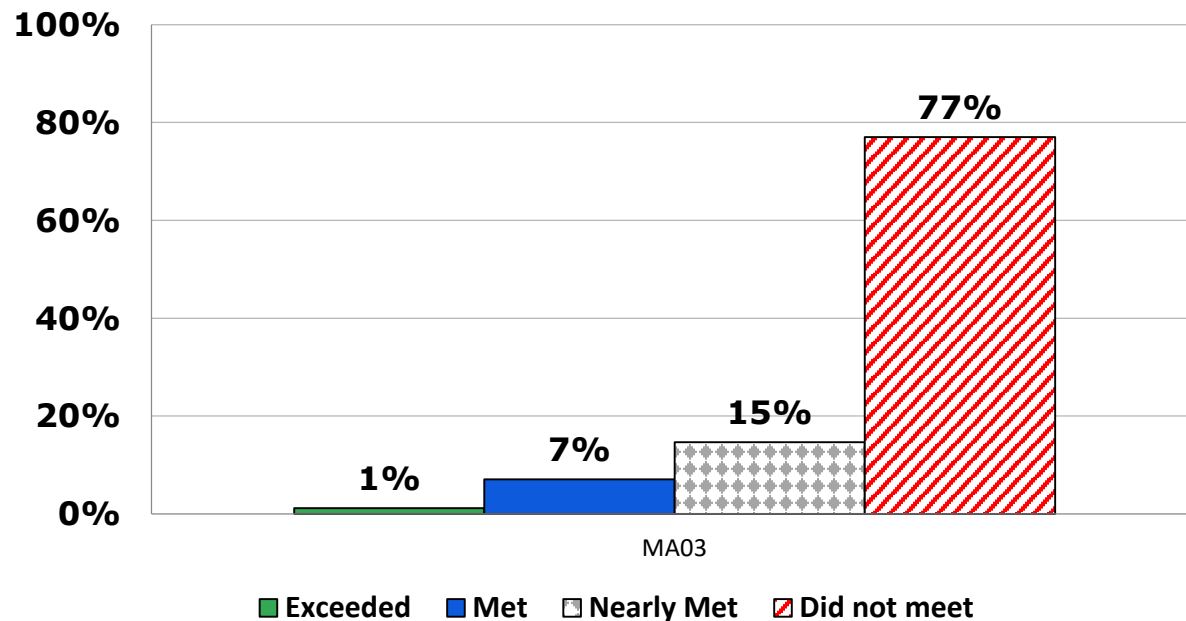


MATHEMATICS

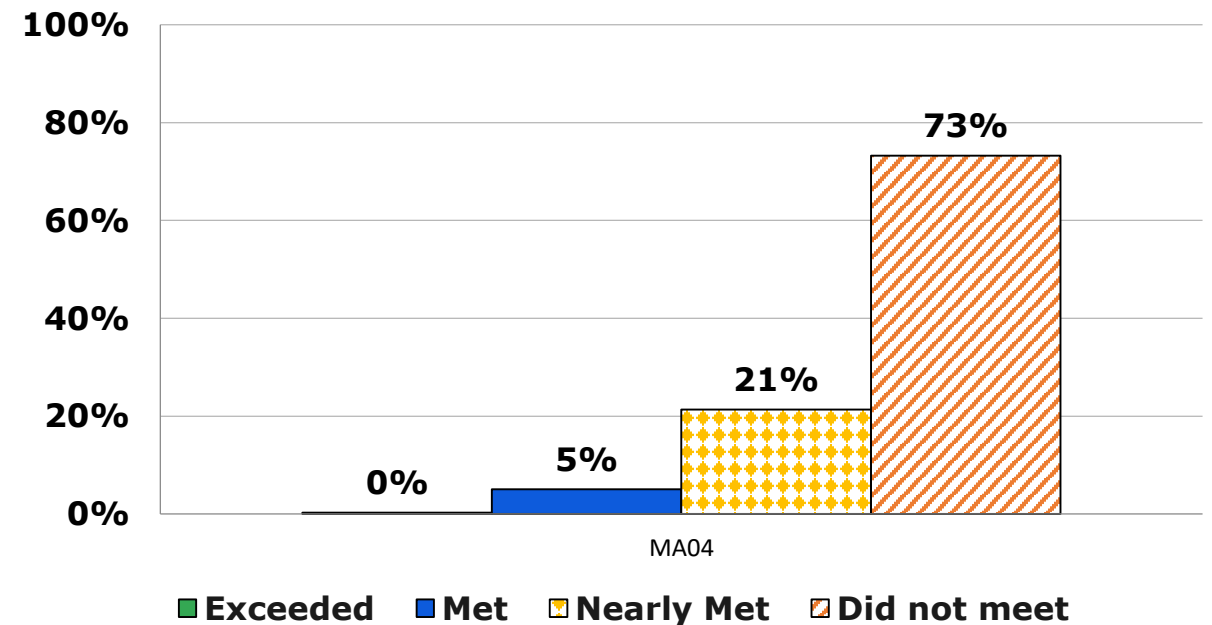
DISTRICT COHORT ANALYSIS

From 3rd Grade in SY23-24 to 4th Grade in SY24-25

SY23-24: 3rd Grade Math



SY24-25: 4th Grade Math



Observation:

SY 23-24: 1% (Exceeded) + 7% (Met Standard) = 8%

SY 24-25: 0% (Exceeded) + 5% (Met Standard) = 5%

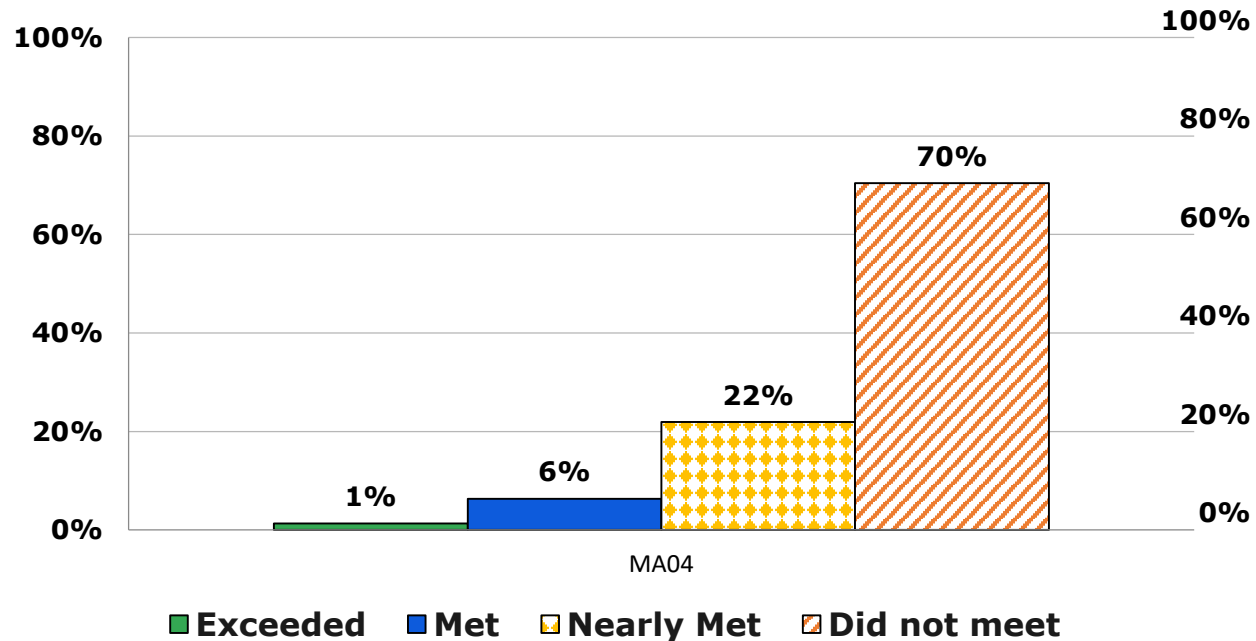


MATHEMATICS

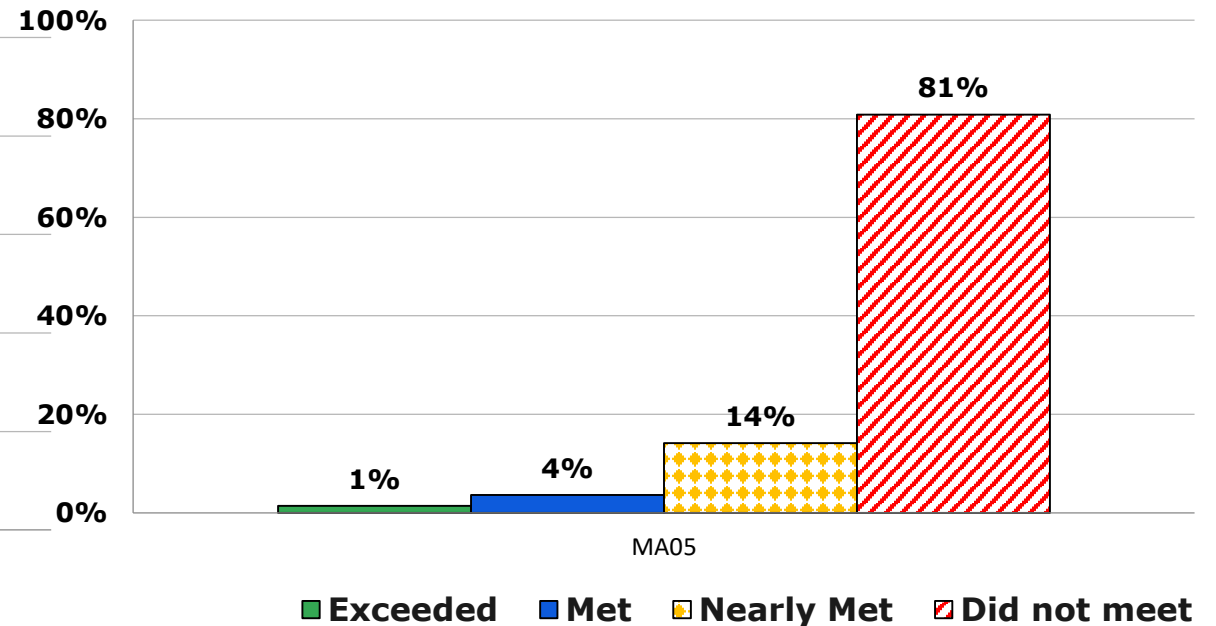
DISTRICT COHORT ANALYSIS

From 4th Grade in SY23-24 to 5th Grade in SY24-25

SY23-24: 4th Grade Math



SY24-25: 5th Grade Math



Observation:

SY 23-24: 1% (Exceeded) + 6% (Met Standard = 7%

SY 24-25: 1% (Exceeded) + 4% (Met Standard = 5%

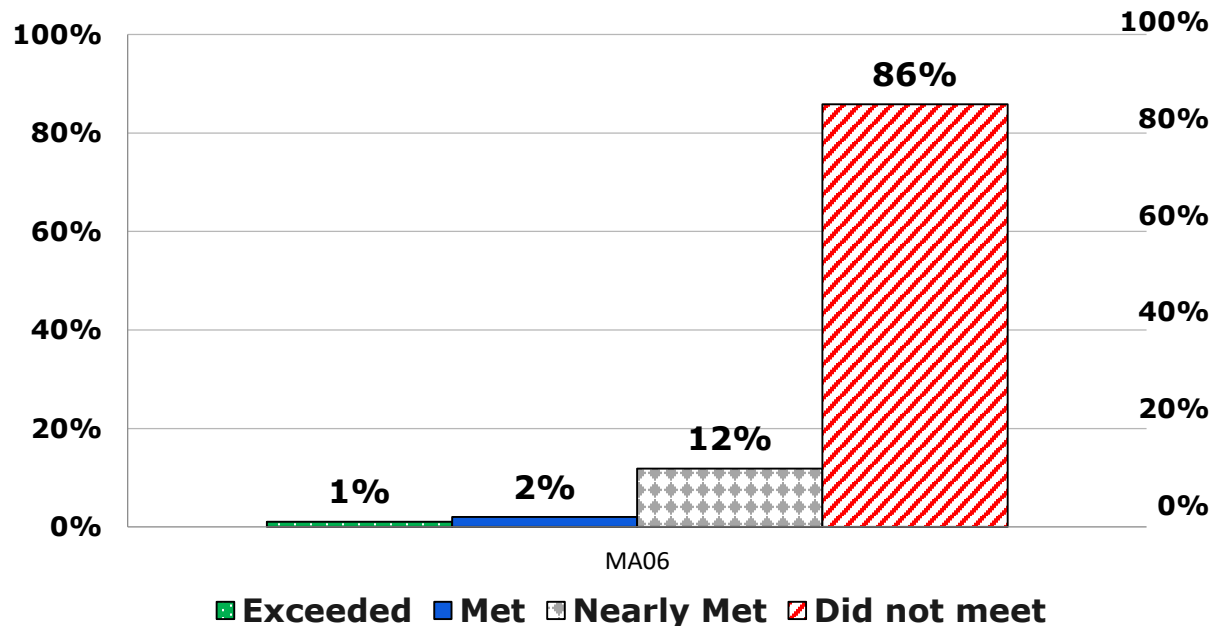


MATHEMATICS

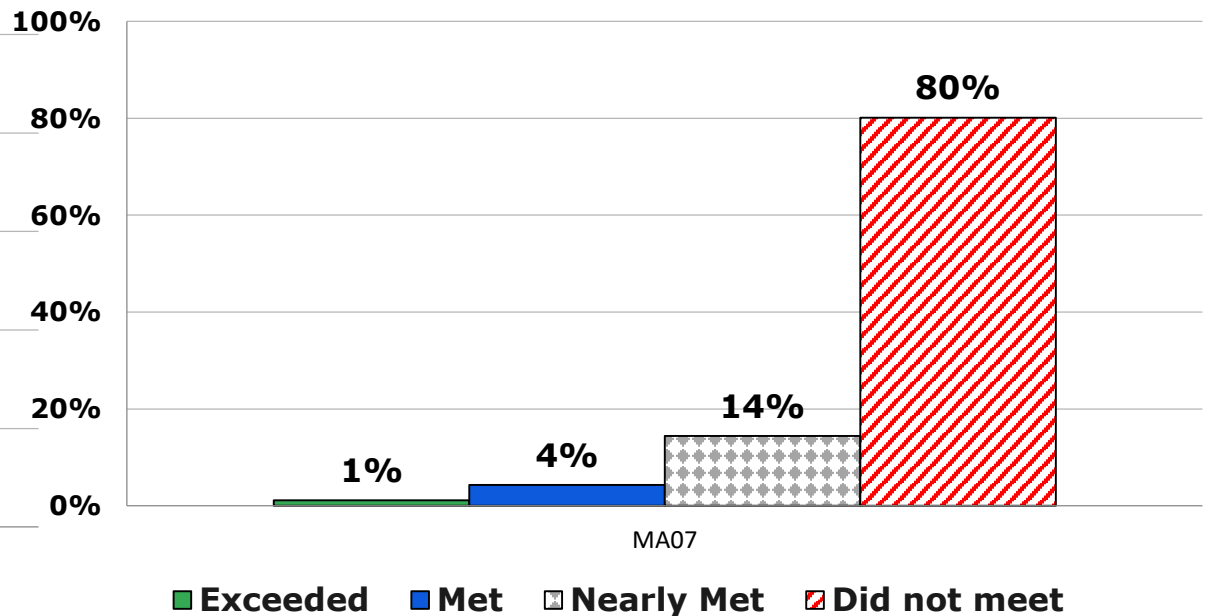
DISTRICT COHORT ANALYSIS

From 6th Grade in SY23-24 to 7th Grade in SY24-25

SY 24-25: 6th Grade Math



SY24-25: 7th Grade Math



Observation:

SY 23-24: 1% (Exceeded) + 2% (Met Standard) = 3%

SY 24-25: 1% (Exceeded) + 4% (Met Standard) = 5%

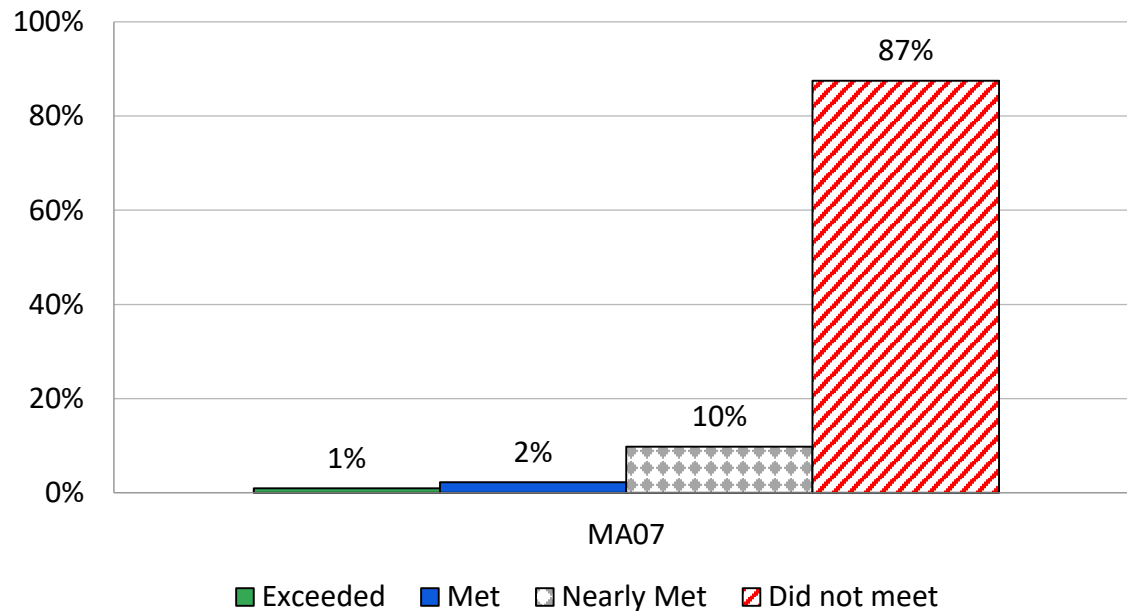


MATHEMATICS

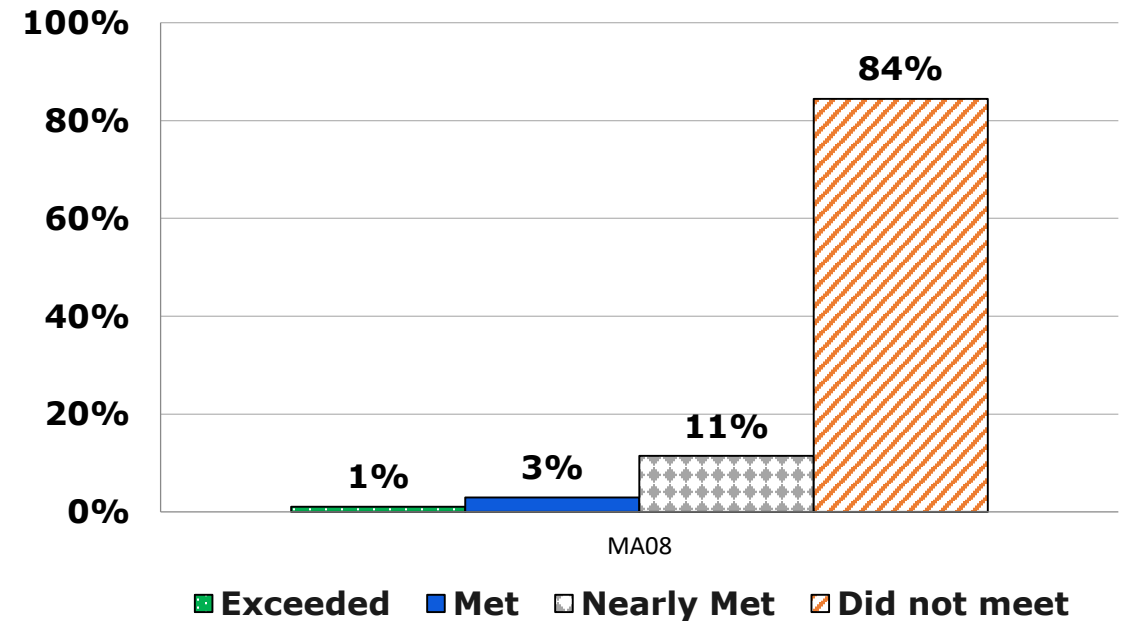
DISTRICT COHORT ANALYSIS

From 7th Grade in SY23-24 to 8th Grade in SY24-25

SY23-24: 7th Grade Math



SY24-25: 8th Grade Math



Observation:

SY 23-24: 1% (Exceeded) + 2% (Met Standard) = 3%

SY 24-25: 1% (Exceeded) + 3% (Met Standard) = 4%





GUAM DEPARTMENT OF EDUCATION

Districtwide Student Assessment Cohort Analysis: SY23-24 to SY24-25



COHORT of students who took the test: SY23-24 to SY24-25	PERCENT of students who Met + Exceeded the test standard	Increased, Decreased, Stayed the Same
3rd Gr to 4th Gr (ELA)	11% to 13 %	Increased
4th Gr to 5th Gr (ELA)	14% to 17%	Increased
6th Gr to 7th Gr (ELA)	11% to 17%	Increased
7th Gr to 8th Gr (ELA)	18% to 18%	Stayed the Same
3rd Gr to 4th Gr (MATH)	8% to 5%	Decreased
4th Gr to 5th Gr (MATH)	7% to 5%	Decreased
6th Gr to 7th Gr (MATH)	3% to 5%	Increased
7th Gr to 8th Gr (MATH)	3% to 4%	Increased

*For any inquiries, please contact Dr. Zeni Napa Natividad, RP&E Administrator at znnatividad@gdoe.net

Smarter Balanced School by School Results

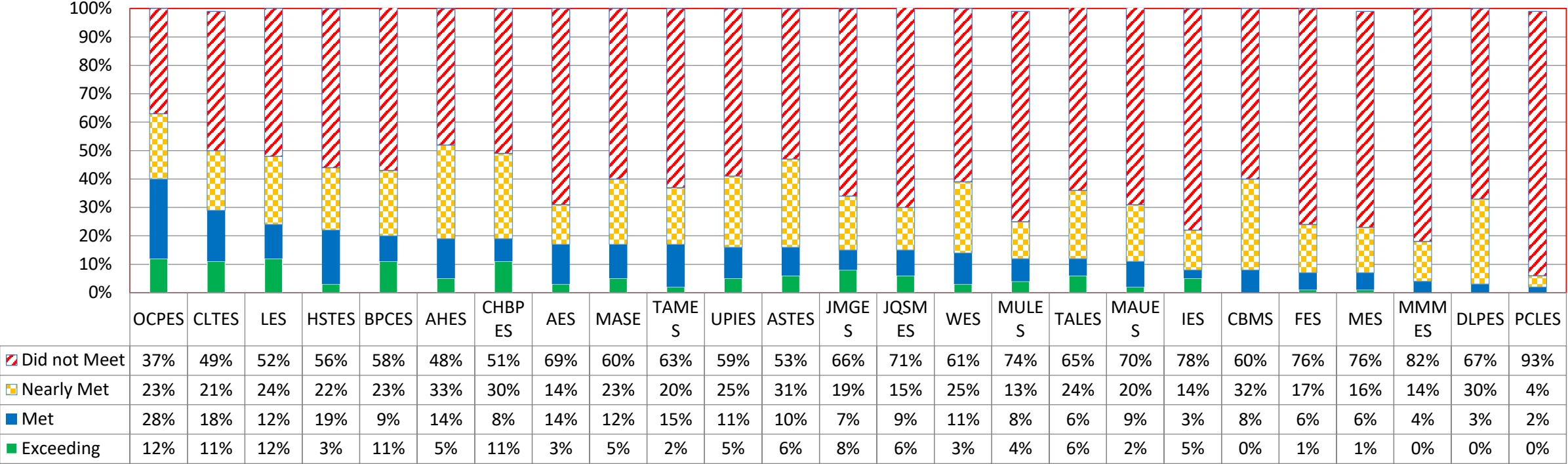
Picket Fence Analysis

A “**picket fence**” is a display of all the schools in each of elementary, middle, and high school levels arranged from highest to lowest.

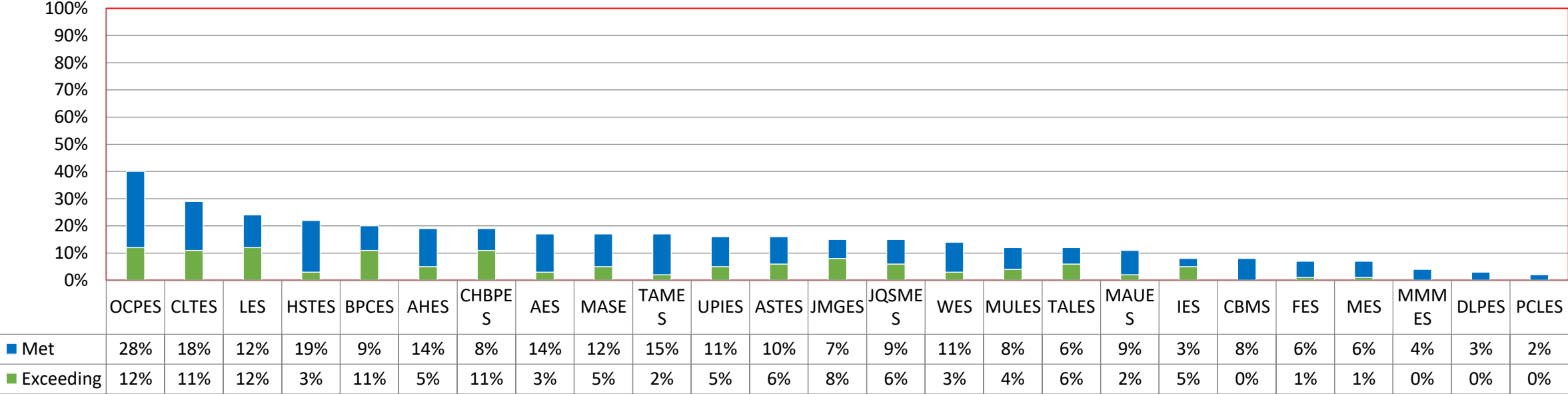
The basis of the picket fence is the sum of the percent of students who Met and Exceeded ($M + E$) the standard.

The following slides are the picket fence analyses for all schools, all grade levels tested, in ELA and Math.

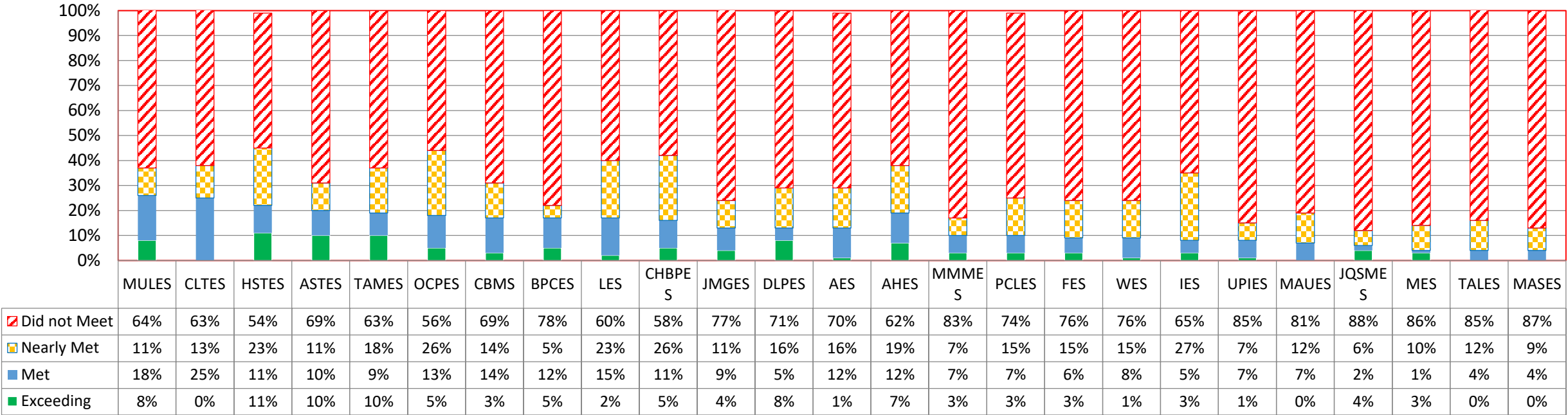
Smarter Balanced Proficiency Scales by School
SY24-25 3rd ELA Picket Fence



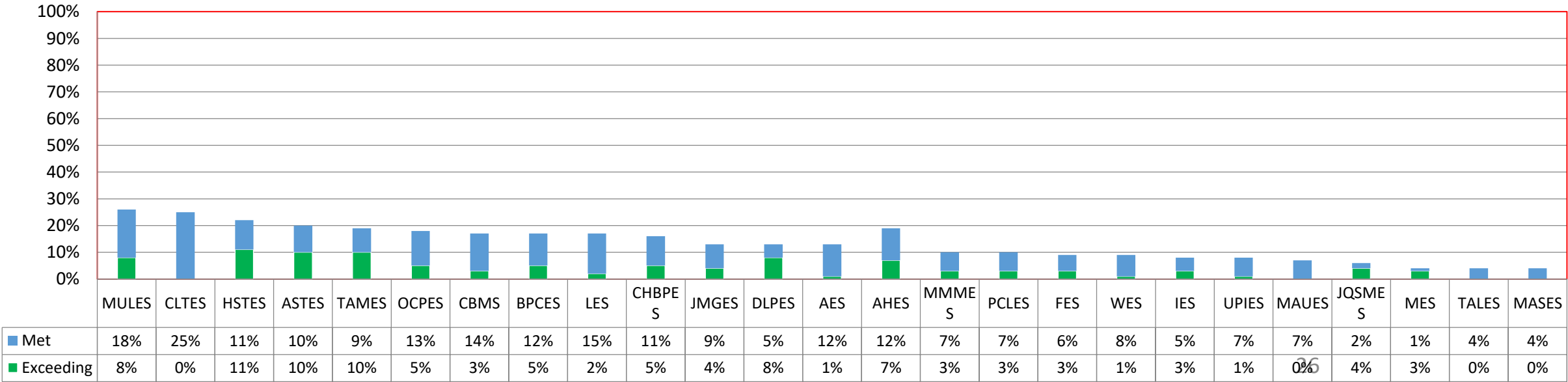
Smarter Balanced Proficiency Scales by School
SY24-25 3rd ELA Picket Fence



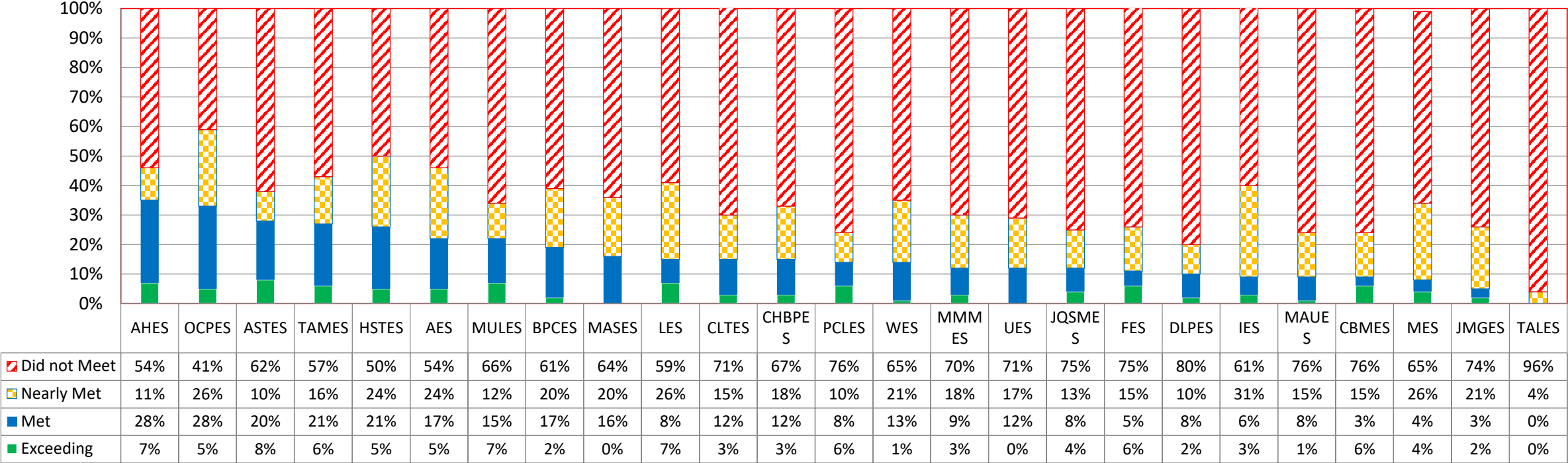
Smarter Balanced Proficiency Scales by School
SY24-25 Grade 4 ELA Picket Fence



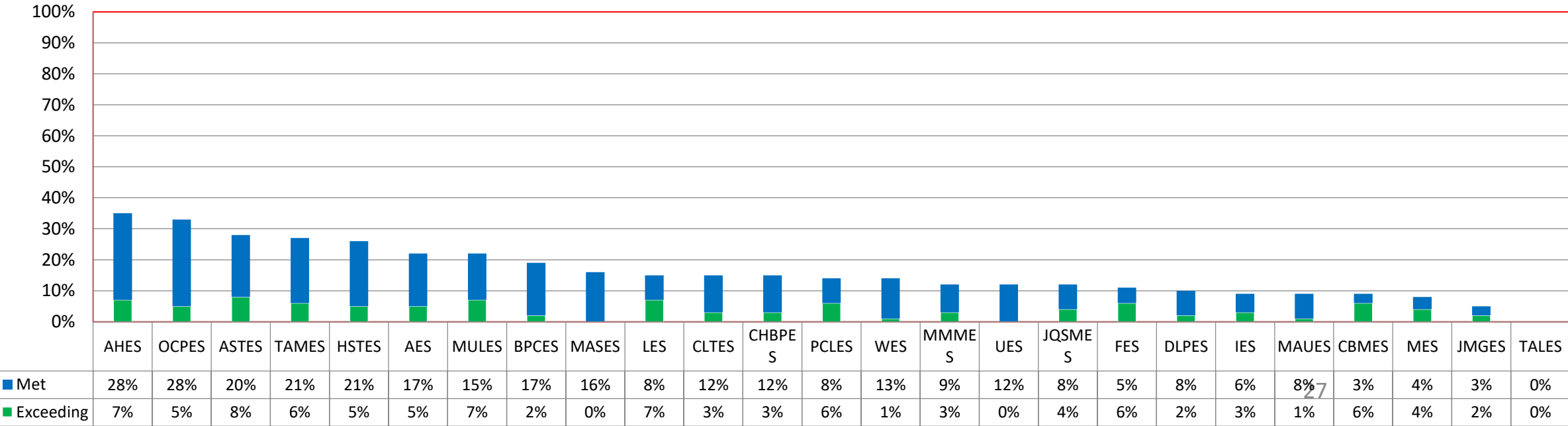
Smarter Balanced Proficiency Scales by School
SY24-25 Grade 4 ELA Picket Fence



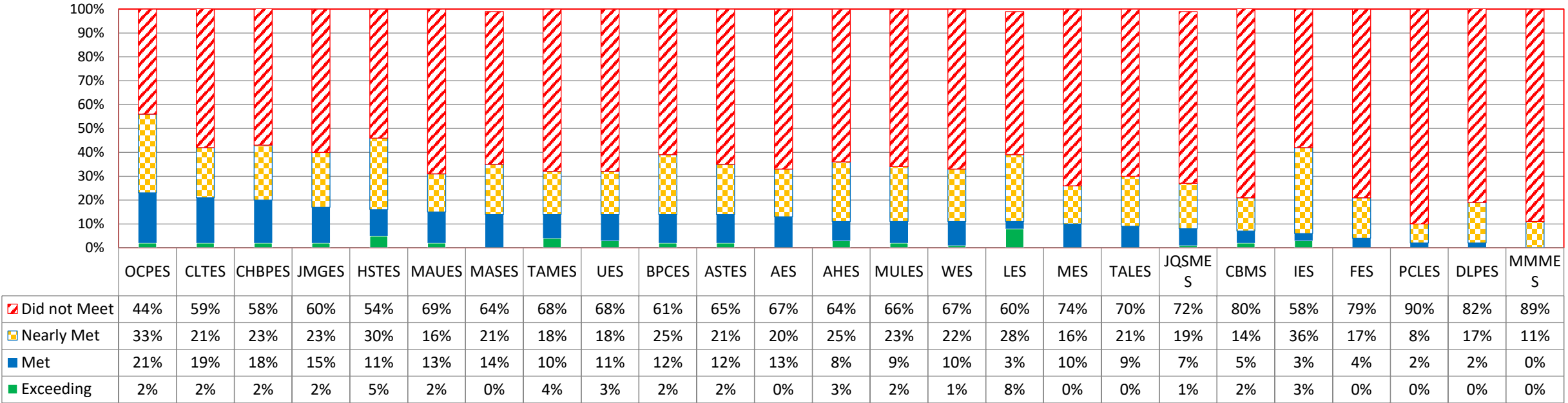
Smarter Balanced Proficiency Scales by School
SY24-25 Grade 5 ELA Picket Fence



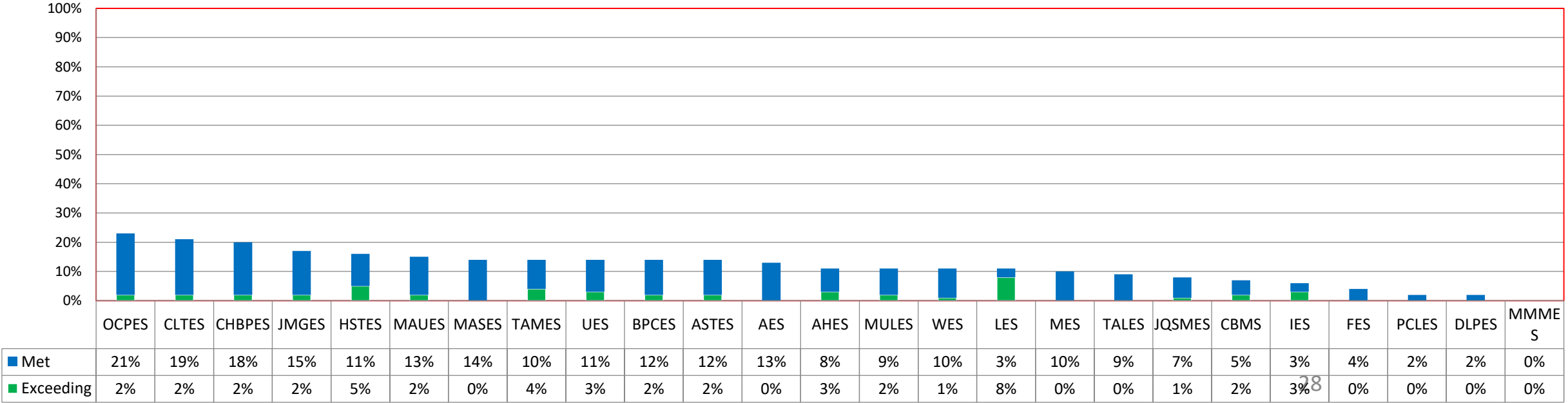
Smarter Balanced Proficiency Scales by School
SY24-25 Grade 5 ELA Picket Fence



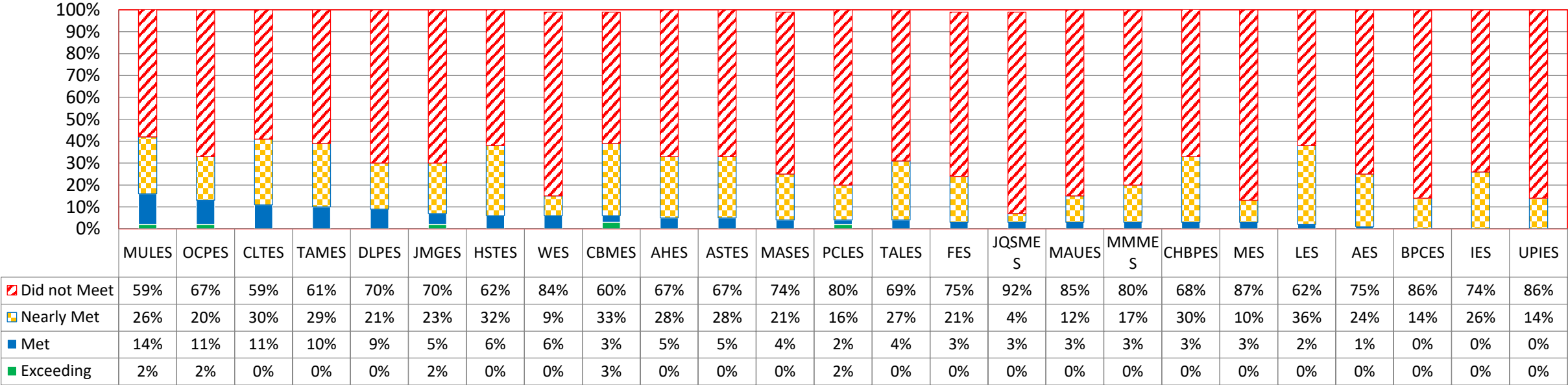
Smarter Balanced Proficiency Scales By School
SY24-25 Grade 3: MATH Picket Fence



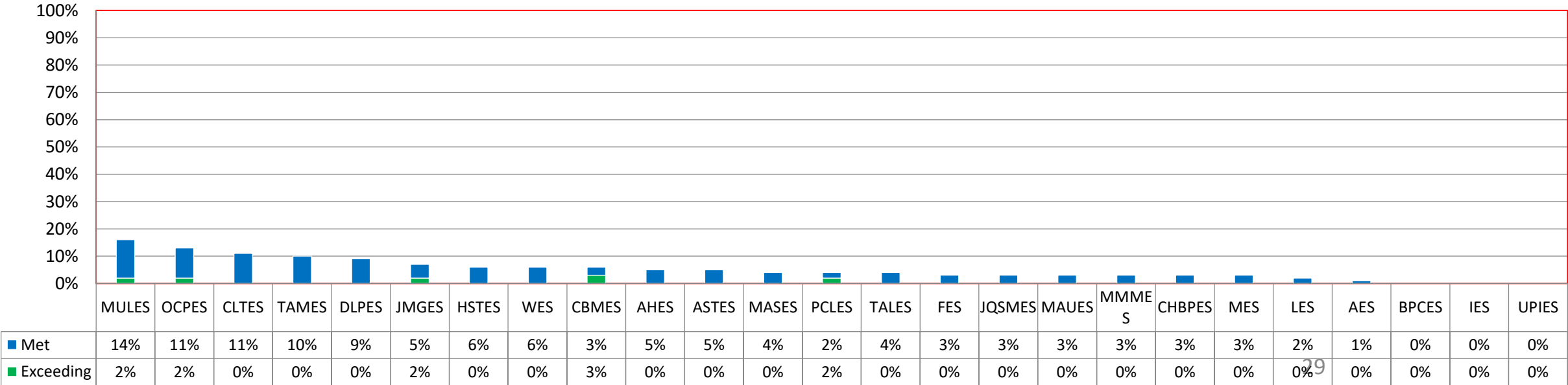
Smarter Balanced Proficiency Scales By School
SY24-25 Grade 3: MATH Picket Fence



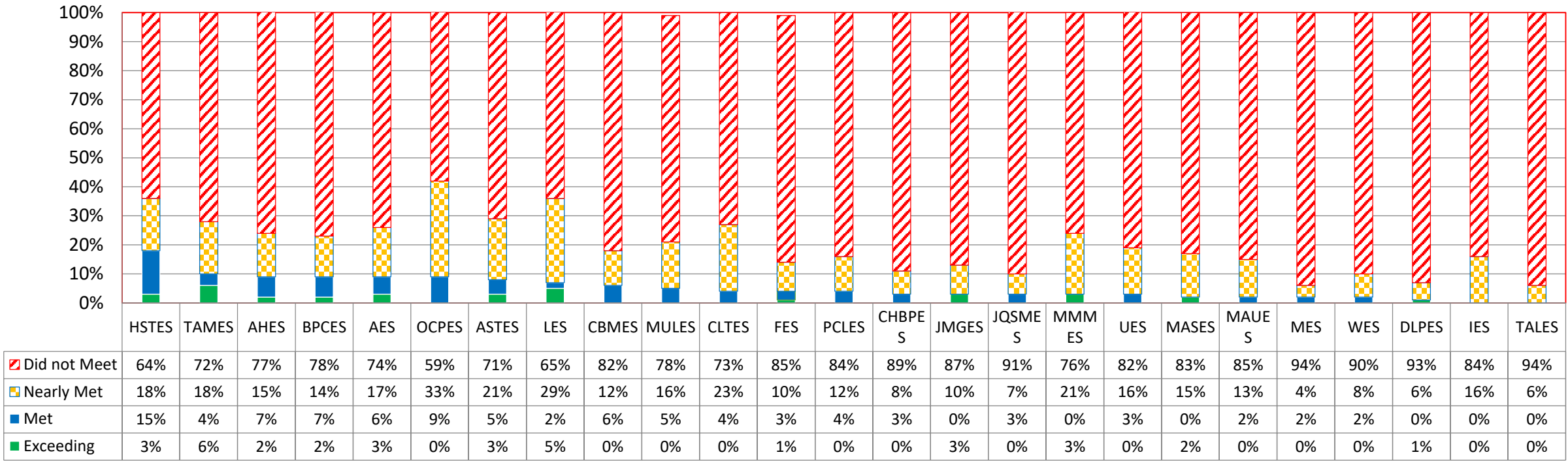
Smarter Balanced Proficiency Scales By School
SY24-25 Grade 4: MATH Picket Fence



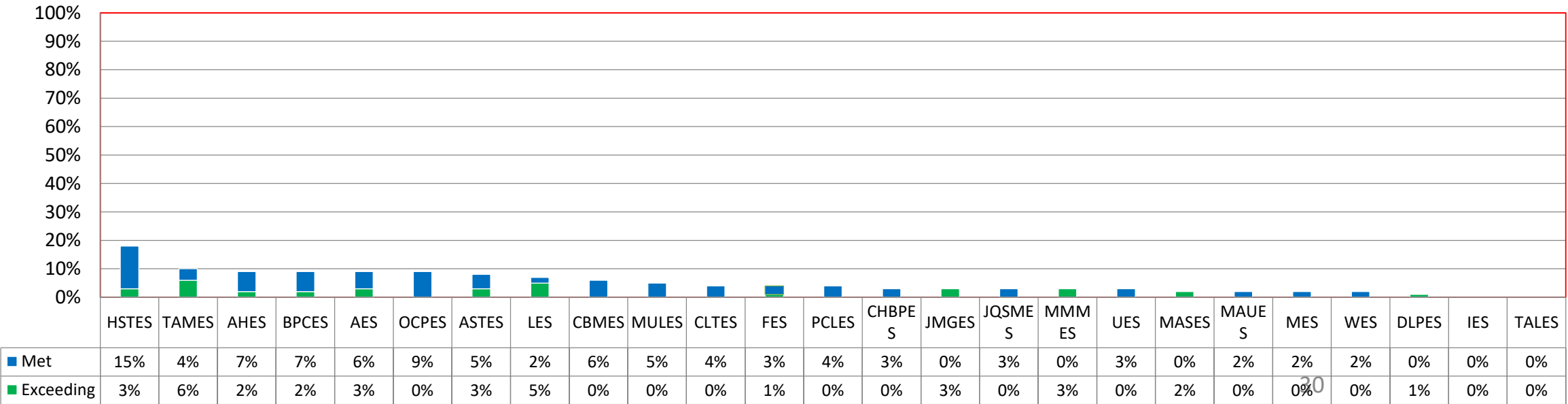
Smarter Balanced Proficiency Scales By School
SY24-25 Grade 4: MATH Picket Fence



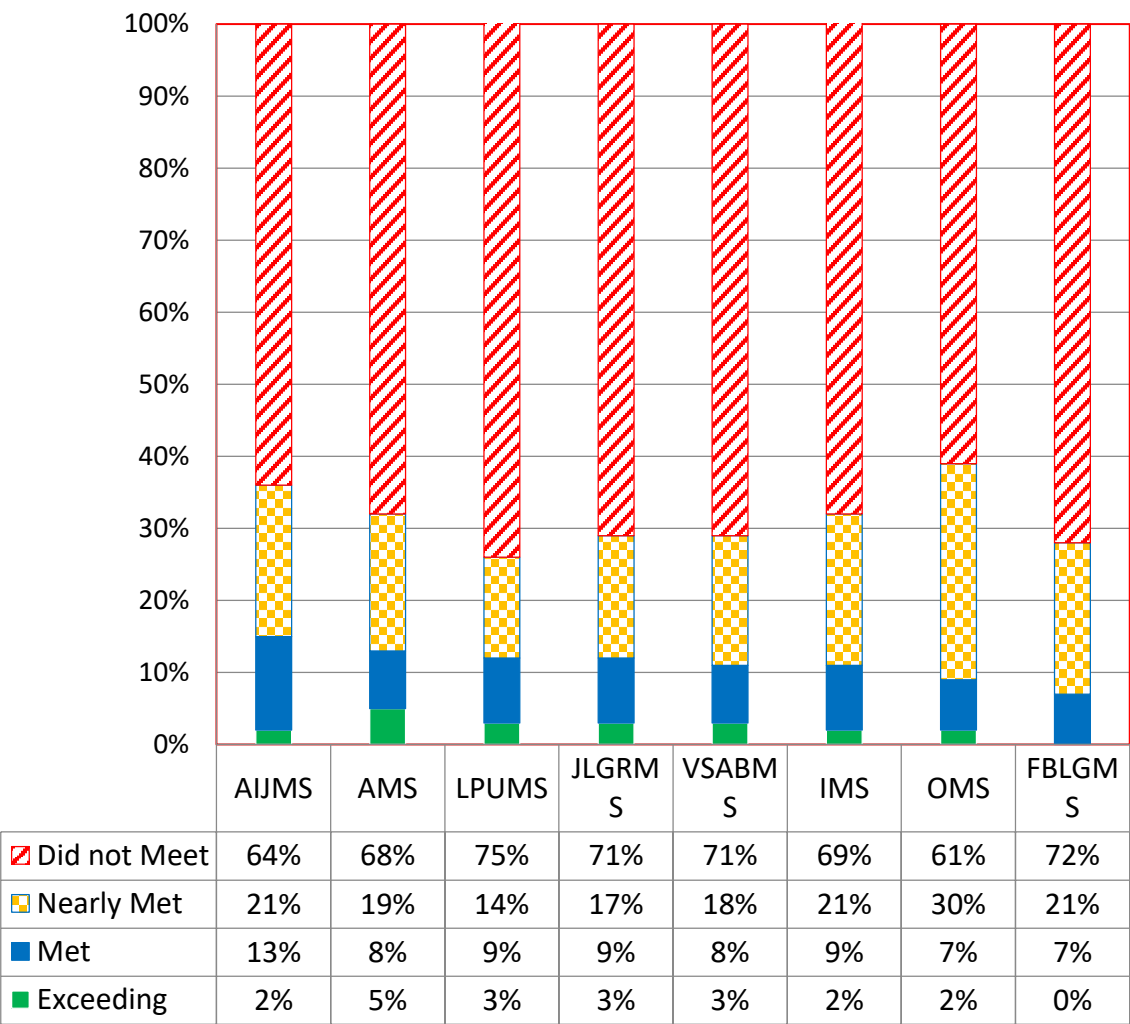
Smarter Balanced Proficiency Scales By School
SY24-25 Grade 5: MATH Picket Fence



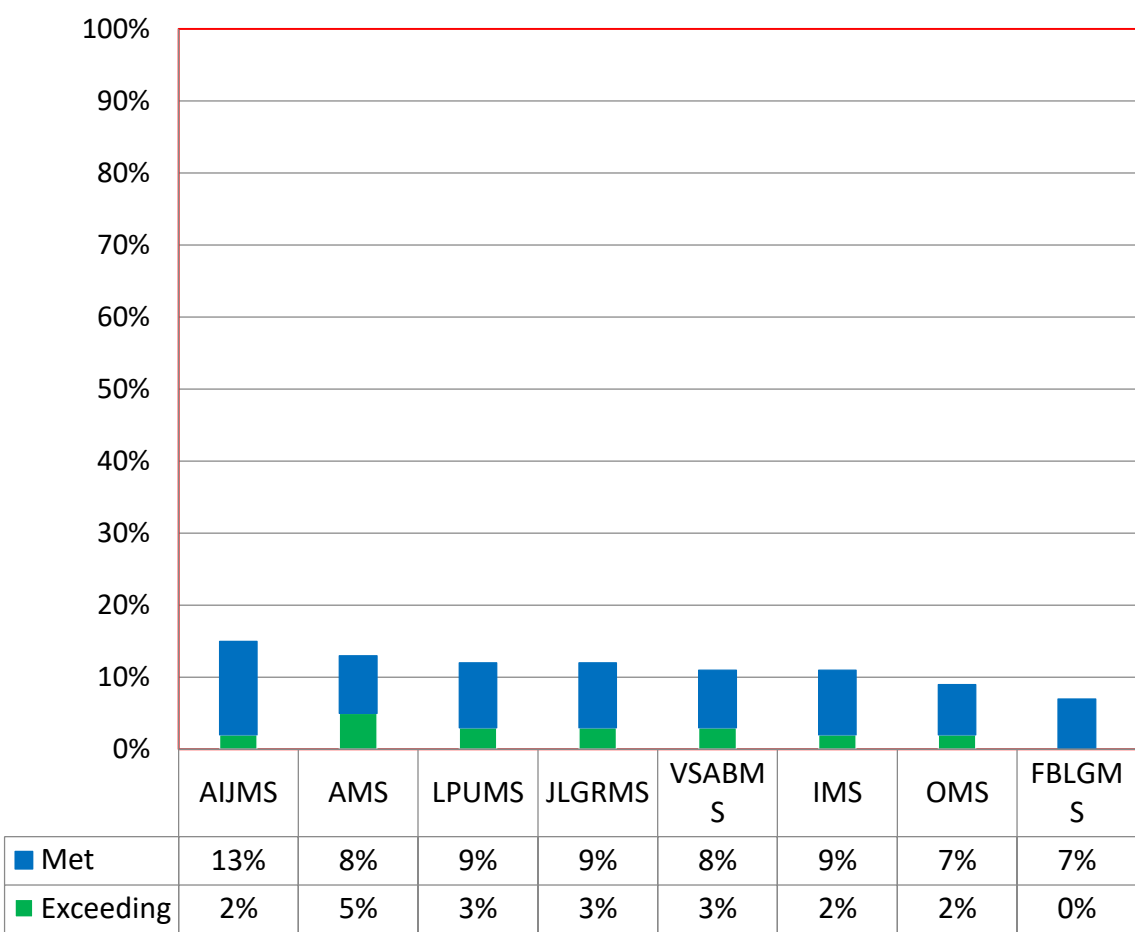
Smarter Balanced Proficiency Scales By School
SY24-25 Grade 5: MATH Picket Fence



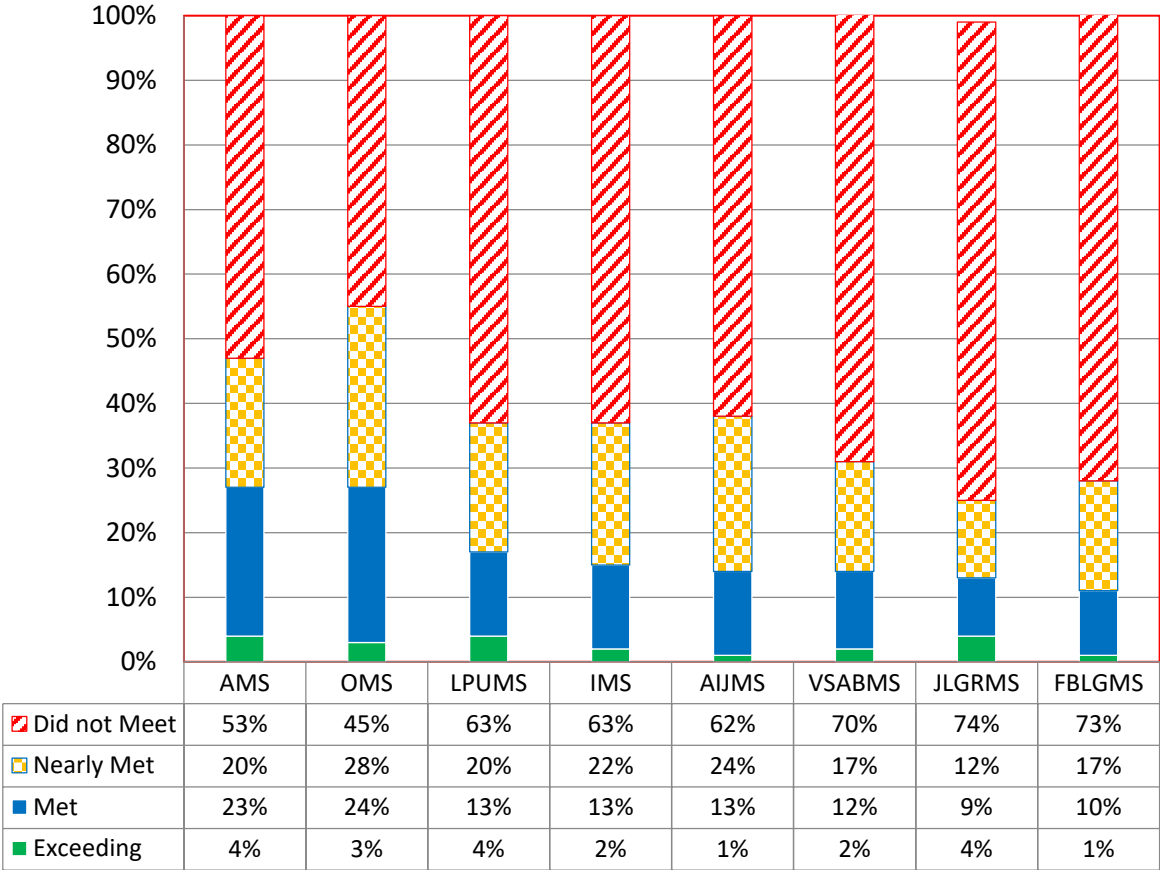
Smarter Balanced Proficiency Scales by School SY24-25 Grade 6 ELA Picket Fence



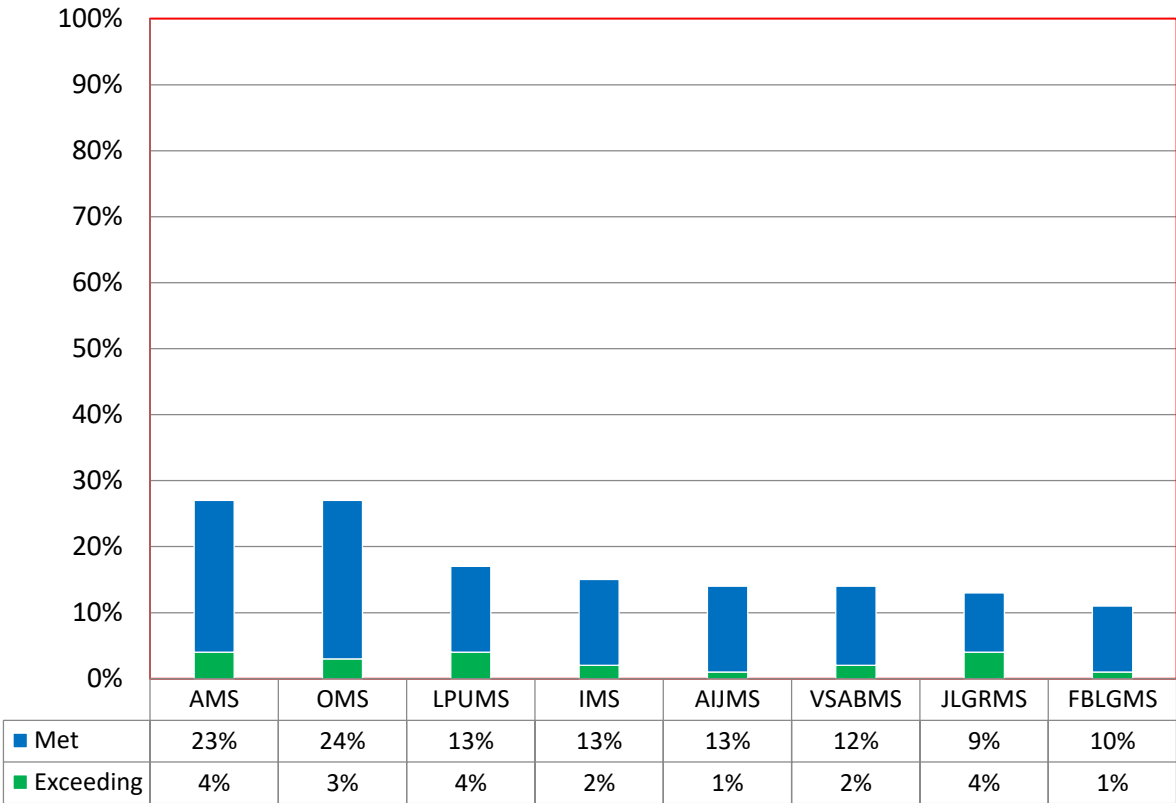
Smarter Balanced Proficiency Scales by School SY24-25 Grade 6 ELA Picket Fence



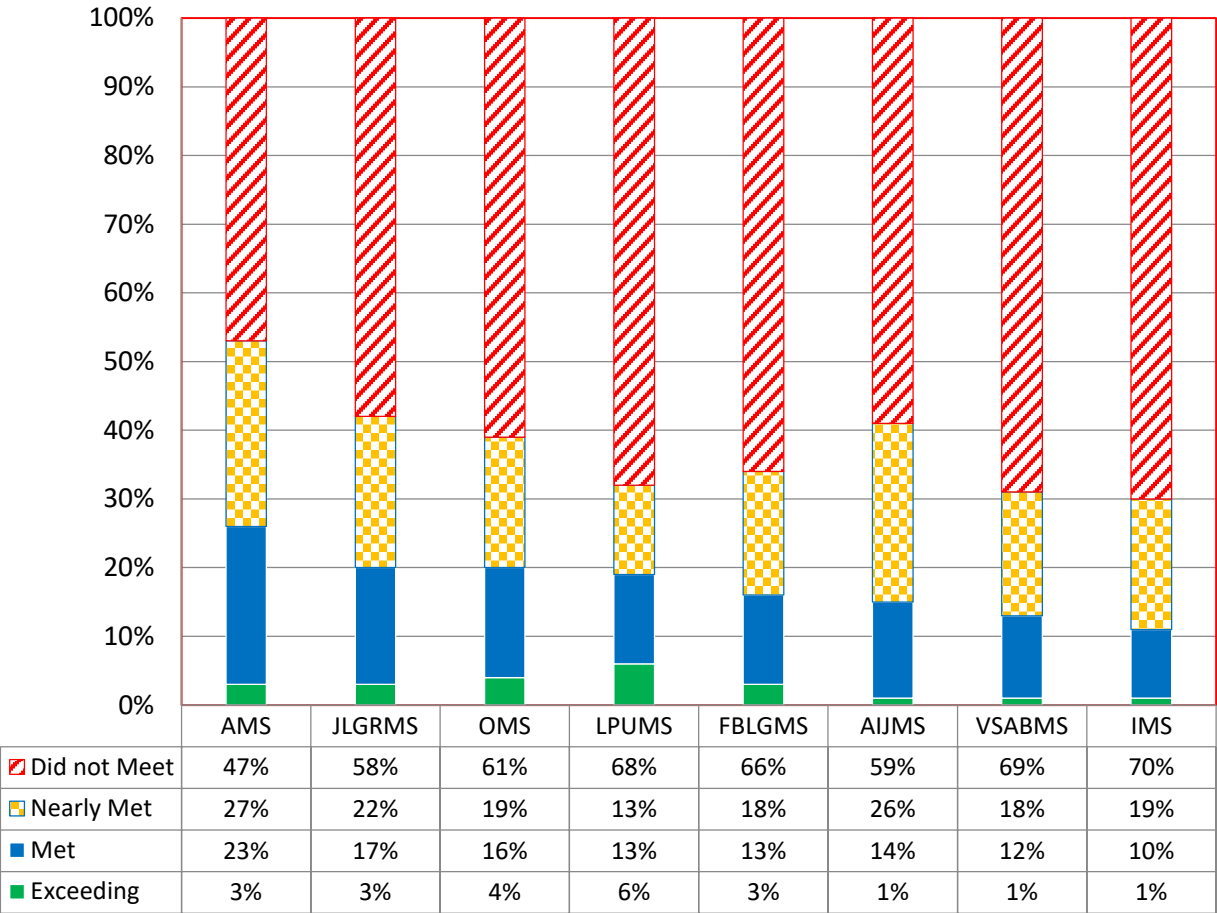
Smarter Balanced Proficiency Scales by School SY24-25 Grade 7 ELA Picket Fence



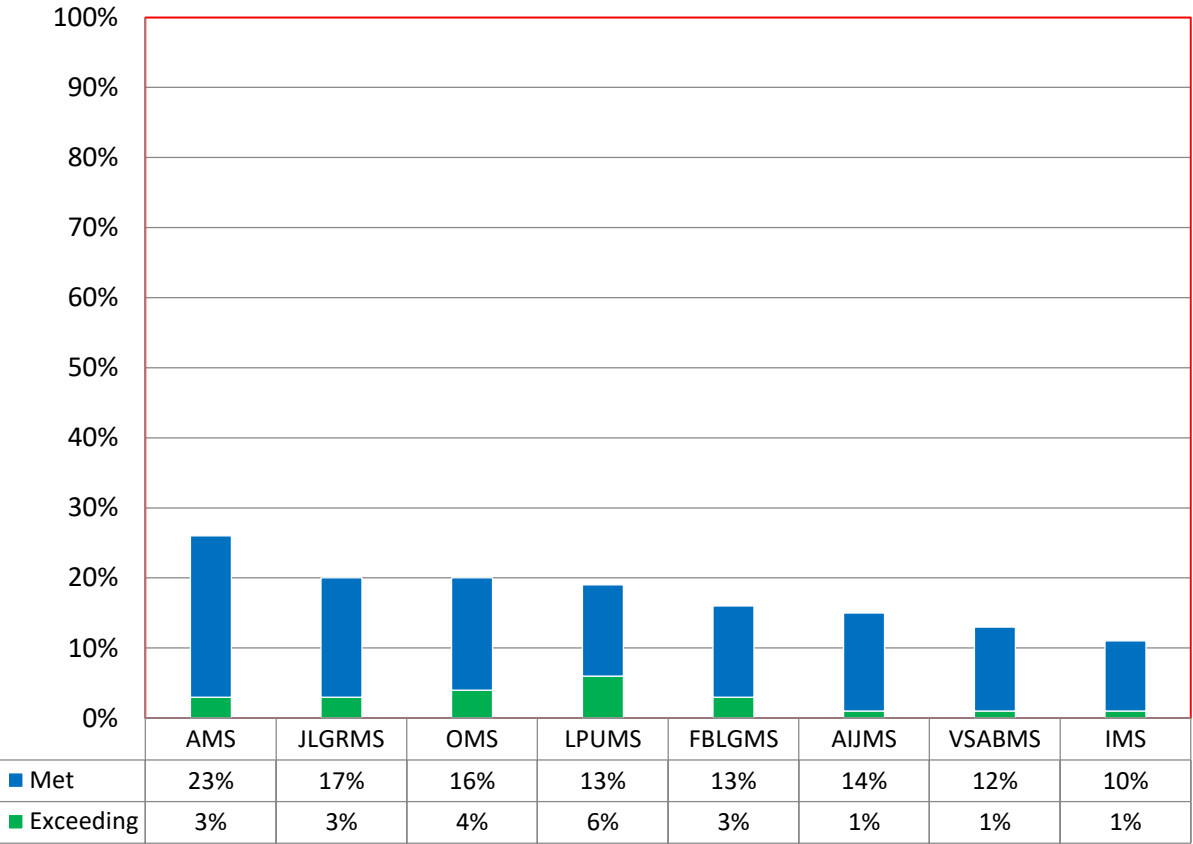
Smarter Balanced Proficiency Scales by School SY24-25 Grade 7 ELA Picket Fence



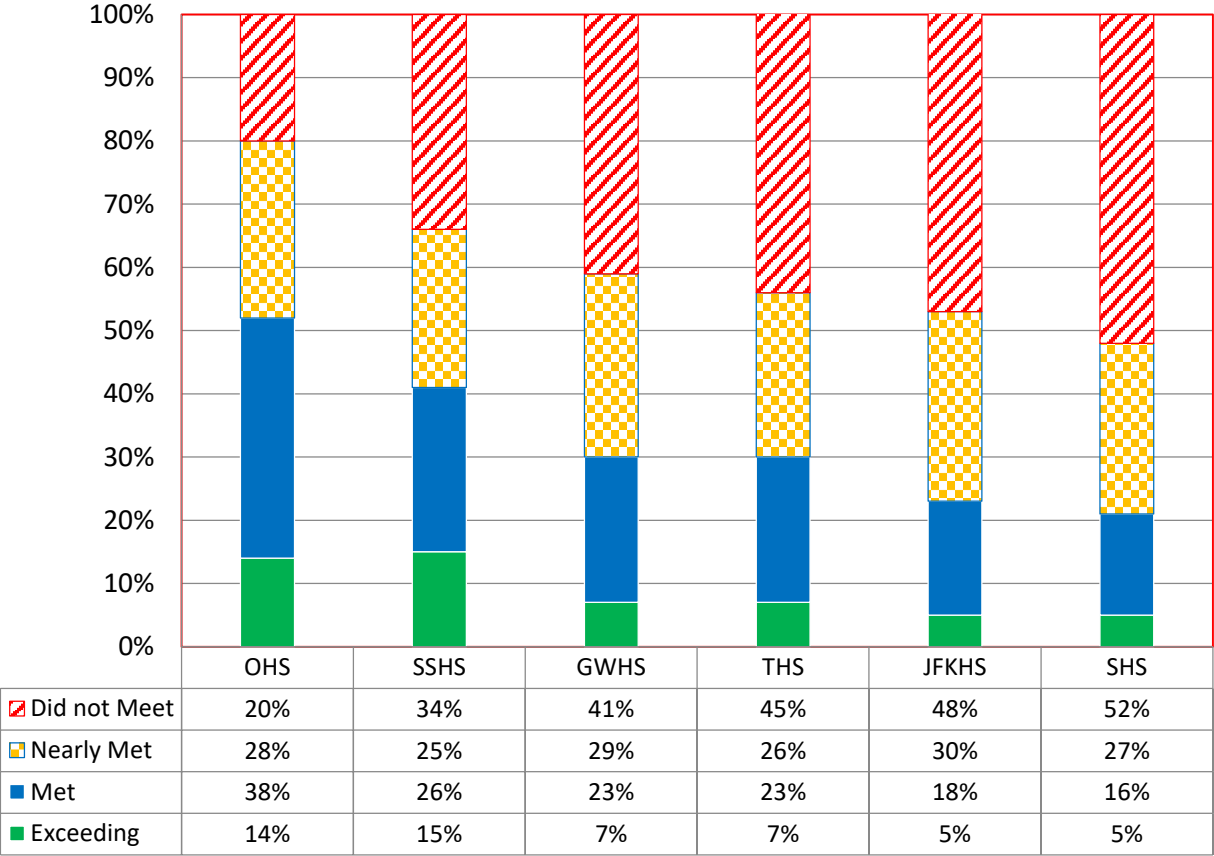
Smarter Balanced Proficiency Scales by School
SY24-25 Grade 8 ELA Picket Fence



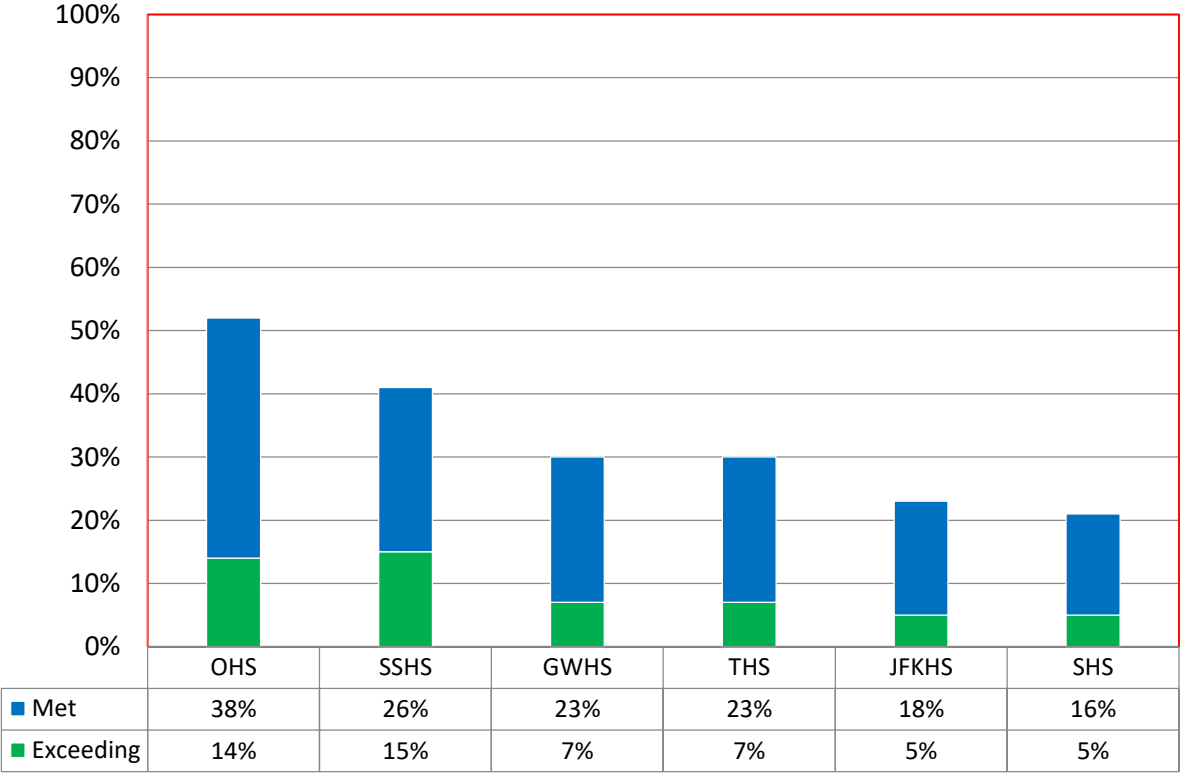
Smarter Balanced Proficiency Scales by School
SY24-25 Grade 8 ELA Picket Fence



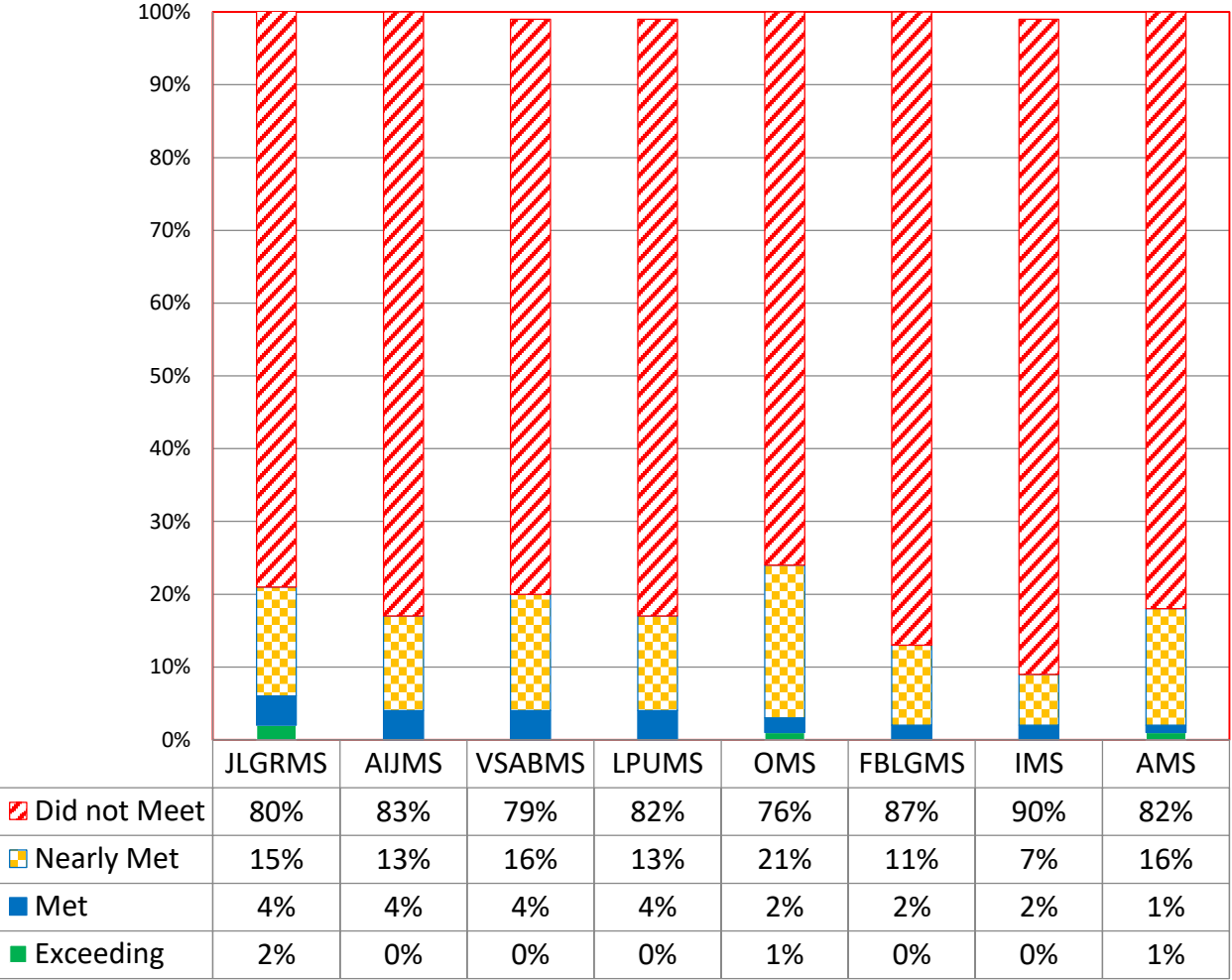
Smarter Balanced Proficiency Scales by School
SY24-25 Grade 11 ELA Picket Fence



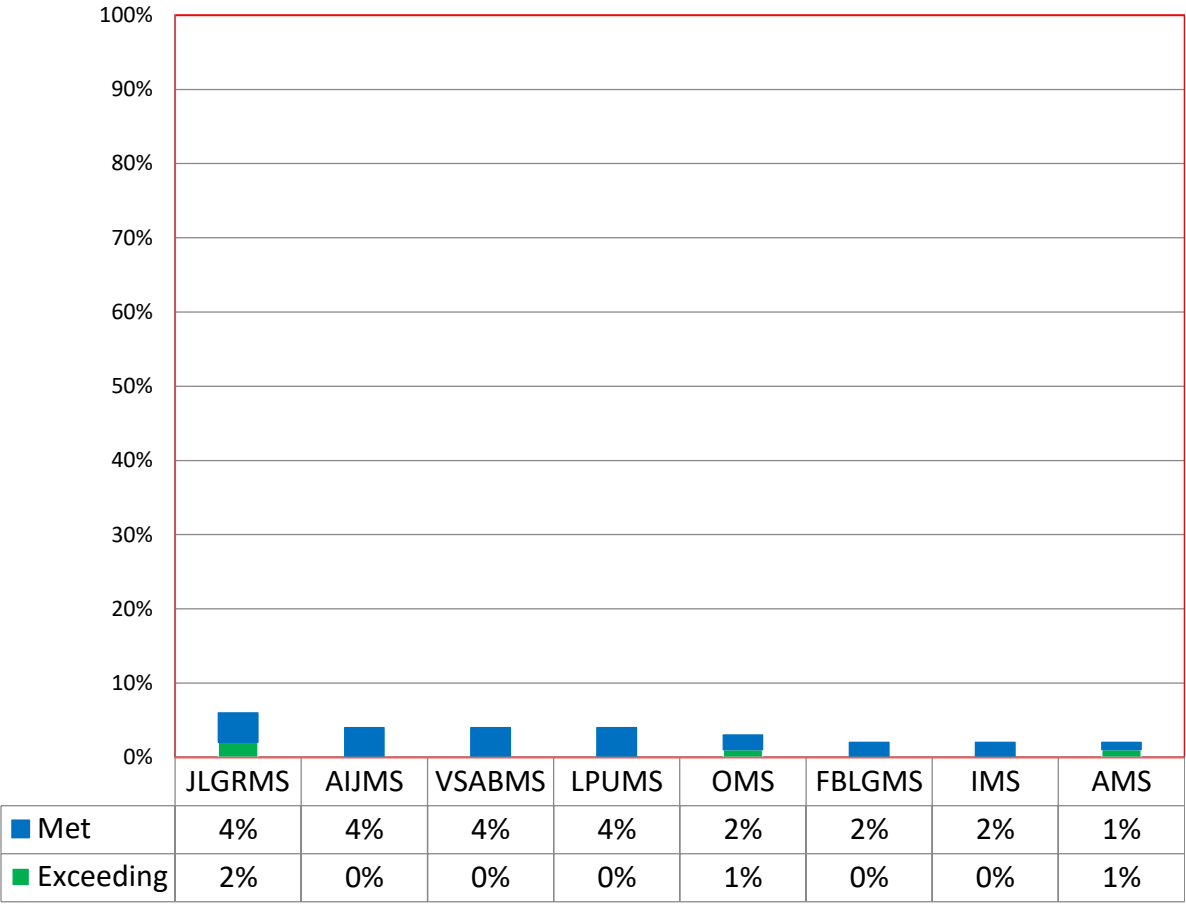
Smarter Balanced Proficiency Scales by School
SY24-25 Grade 11 ELA Picket Fence



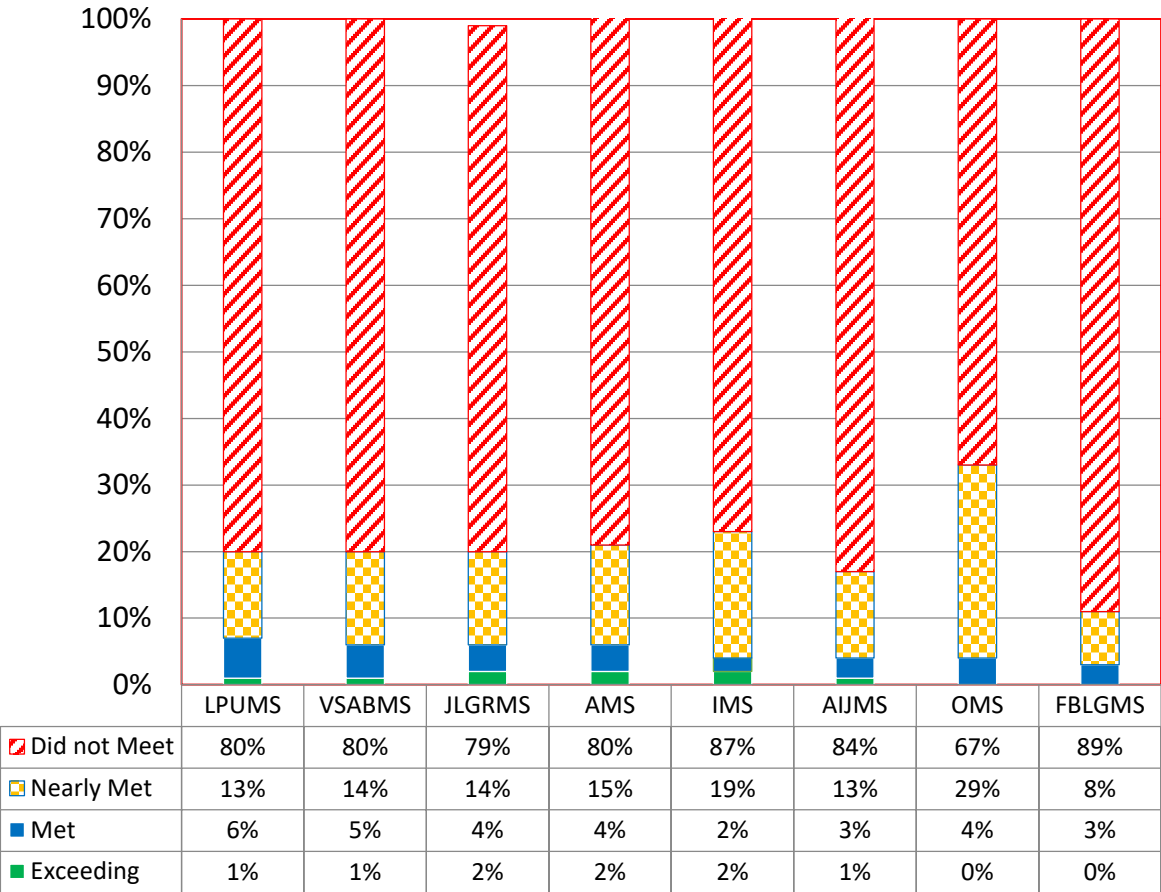
Smarter Balanced Proficiency Scales By School
SY24-25 Grade 6: MATH Picket Fence



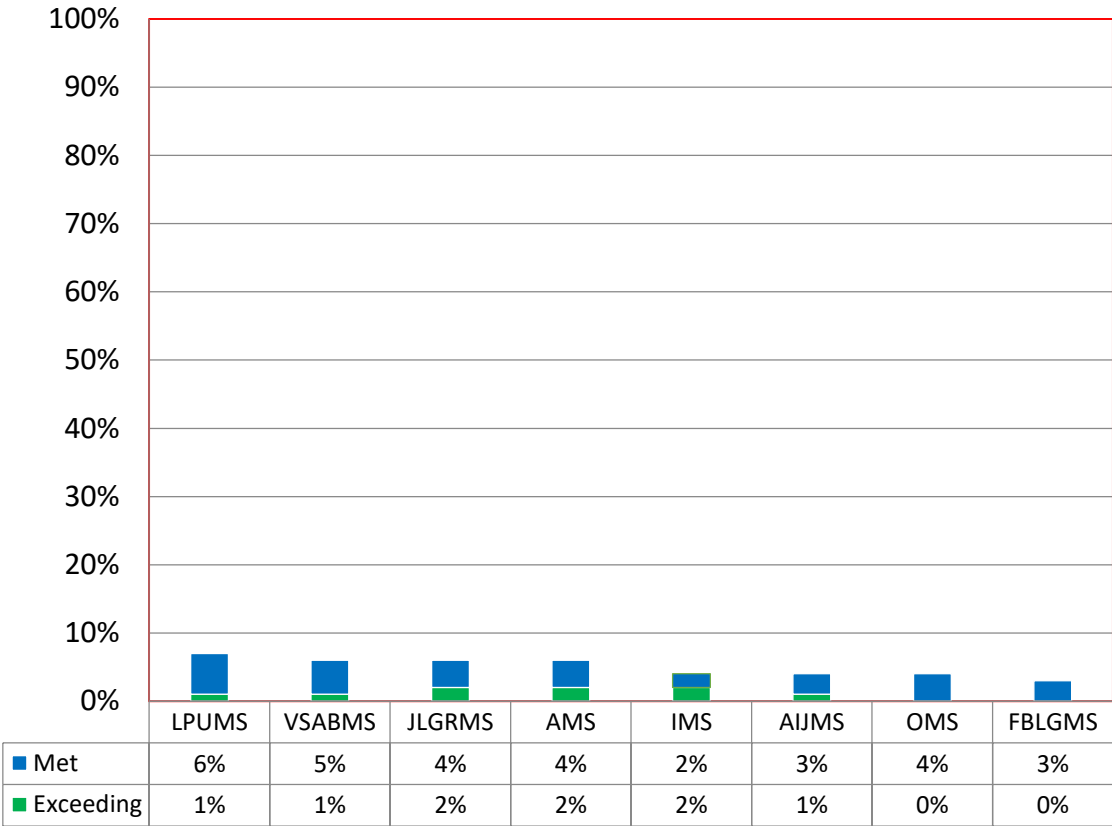
Smarter Balanced Proficiency Scales By School
SY24-25 Grade 6: MATH Picket Fence

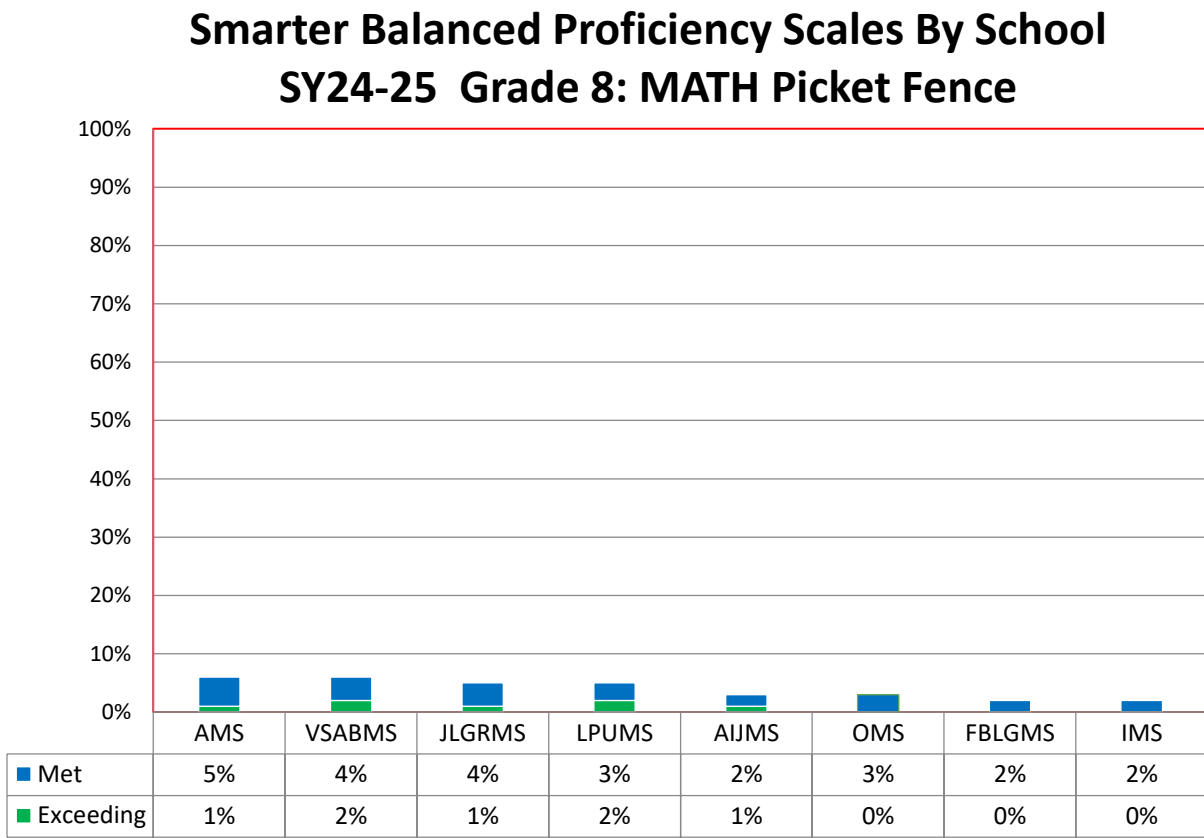
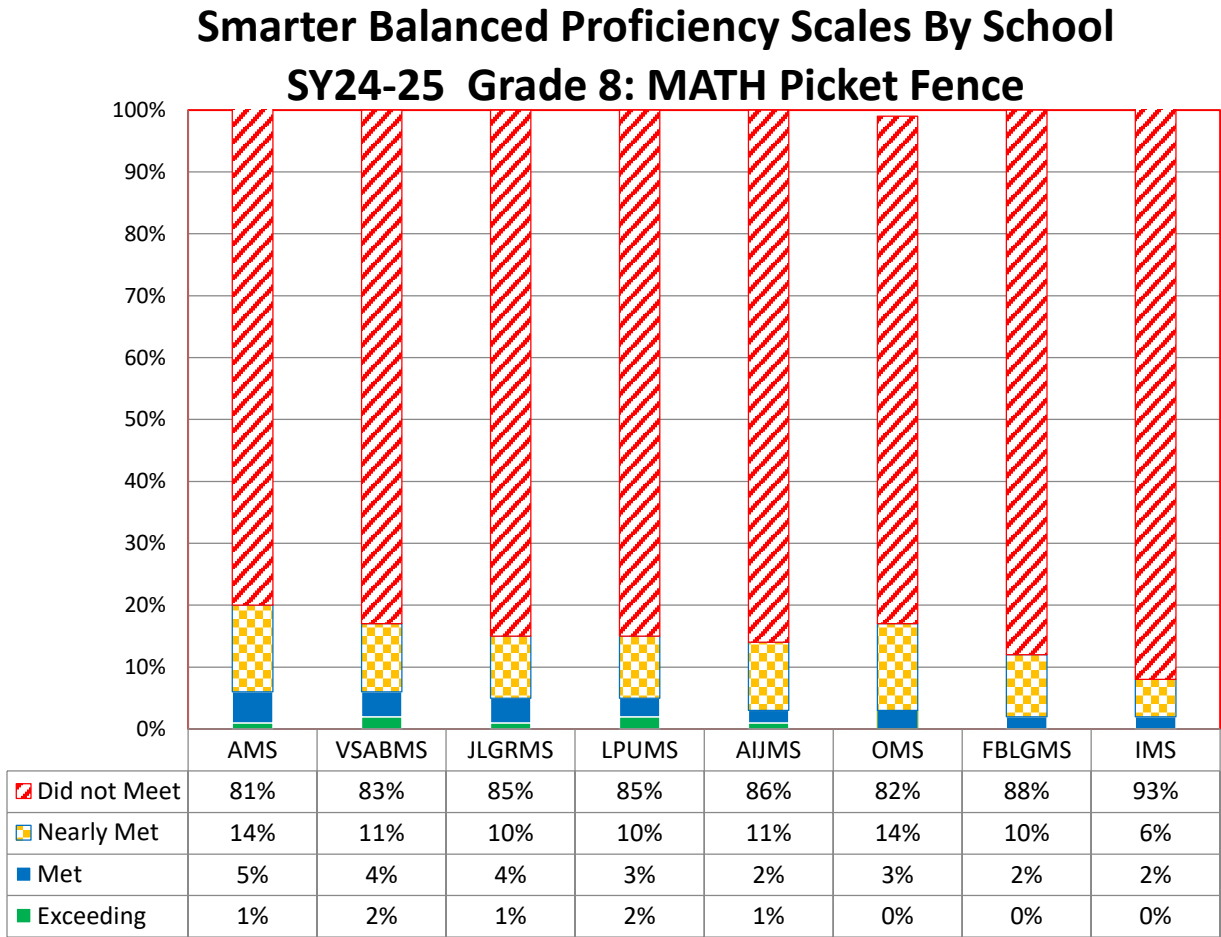


Smarter Balanced Proficiency Scales By School SY24-25 Grade 7: MATH Picket Fence

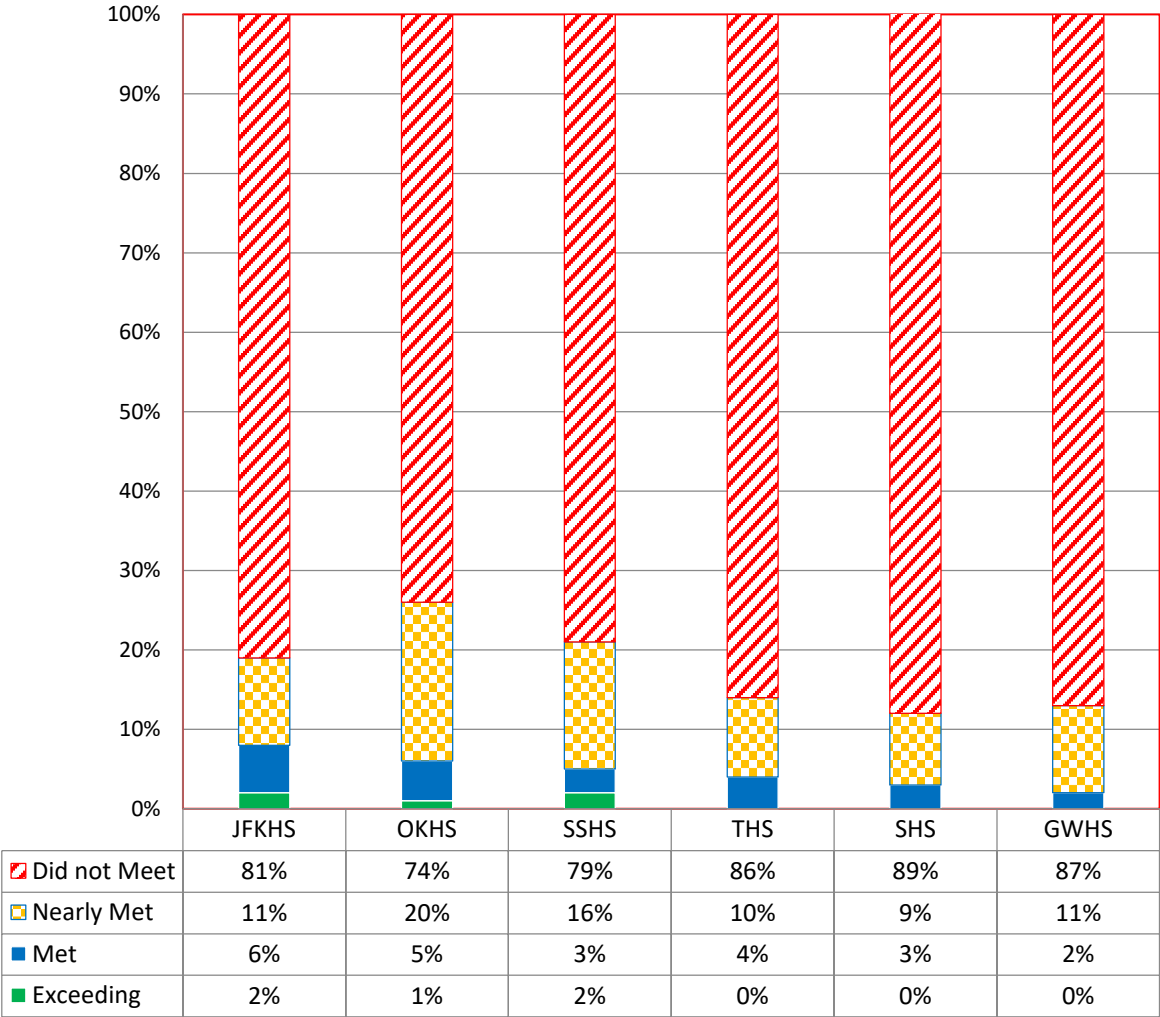


Smarter Balanced Proficiency Scales By School SY24-25 Grade 7: MATH Picket Fence

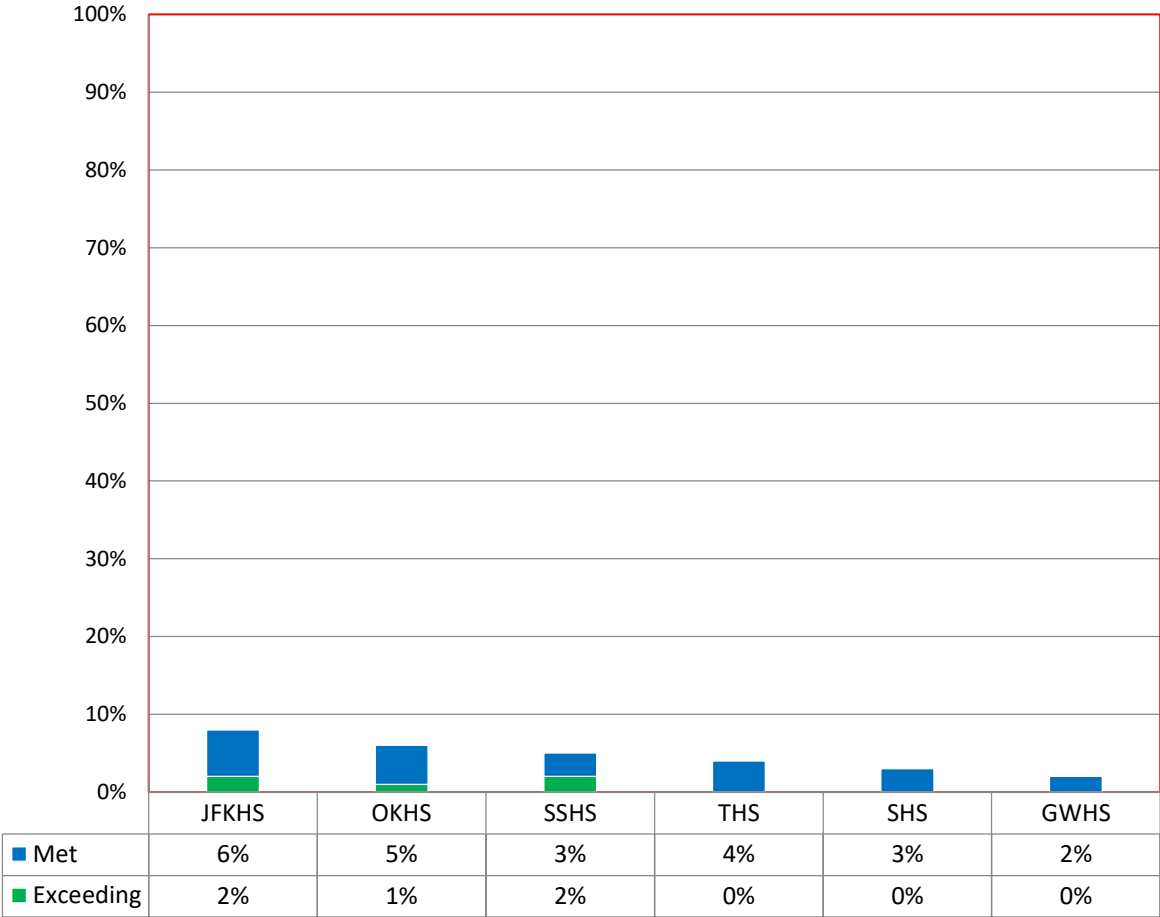




Smarter Balanced Proficiency Scales By School SY24-25 Grade 11 : MATH Picket Fence



Smarter Balanced Proficiency Scales By School SY24-25 Grade 11 : MATH Picket Fence



Smarter Balanced School by School Results

Picket Fence COHORT Analysis

A picket fence cohort analysis is a display of the two years test results following the cohort of students in each of elementary, middle, and high school levels for each of ELA and Math.

The next slides show the charts of the school by school picket fence cohort analysis.

GDOE Smarter Balanced School by School Picket Fence Cohort Analysis

SY23-24

3rd GRADE: ELA

School	Did not Meet	Nearly Met	Met	Exceeding	M+E
AES	72%	23%	1%	3%	4%
AHES	55%	27%	5%	14%	19%
ASTES	69%	14%	10%	7%	17%
BPCES	73%	13%	13%	2%	15%
CBMES	82%	11%	4%	4%	8%
CHBPES	71%	19%	6%	5%	11%
CLTES	61%	30%	8%	2%	10%
DLPES	80%	11%	7%	2%	9%
FES	74%	16%	6%	3%	9%
HSTES	61%	31%	6%	3%	9%
IES	84%	13%	3%	0%	3%
JMGES	67%	27%	2%	4%	6%
JQSMES	84%	11%	1%	3%	4%
LES	64%	23%	9%	5%	14%
MASES	73%	15%	13%	0%	13%
MAUES	79%	10%	6%	4%	10%
MES	81%	16%	0%	3%	3%
MMMS	84%	6%	10%	0%	10%
MULES	60%	18%	12%	9%	21%
OCPEs	77%	18%	5%	0%	5%
PCLES	79%	13%	6%	2%	8%
TALES	78%	11%	7%	4%	11%
TAMES	63%	19%	15%	3%	18%
UES	71%	20%	7%	3%	10%
WES	64%	21%	12%	3%	15%

SY24-25

4th GRADE: ELA

School	Did not Meet	Nearly Met	Met	Exceeding	M+E
AES	70%	16%	12%	1%	13%
AHES	62%	19%	12%	0%	12%
ASTES	69%	11%	10%	10%	20%
BPCES	78%	5%	12%	5%	17%
CBMES	69%	14%	14%	3%	17%
CHBPES	58%	26%	11%	5%	16%
CLTES	63%	13%	25%	0%	25%
DLPES	71%	16%	5%	8%	13%
FES	76%	15%	6%	3%	9%
HSTES	54%	23%	11%	11%	22%
IES	65%	27%	5%	3%	8%
JMGES	77%	11%	9%	4%	13%
JQSMES	88%	6%	2%	4%	6%
LES	60%	23%	15%	2%	17%
MASES	87%	9%	4%	0%	4%
MAUES	81%	12%	7%	0%	7%
MES	86%	10%	1%	3%	4%
MMMS	83%	7%	7%	3%	10%
MULES	64%	11%	18%	8%	26%
OCPEs	56%	26%	13%	5%	18%
PCLES	74%	15%	7%	3%	10%
TALES	85%	12%	4%	0%	4%
TAMES	63%	18%	9%	10%	19%
UPIES	85%	7%	7%	1%	8%
WES	76%	15%	8%	1%	9%

**M+E Increase
or Decrease**

School	INC/DEC
AES	9%
AHES	-7%
ASTES	3%
BPCES	2%
CBMES	9%
CHBPES	5%
CLTES	15%
DLPES	4%
FES	0%
HSTES	13%
IES	5%
JMGES	7%
JQSMES	2%
LES	3%
MASES	-9%
MAUES	-3%
MES	1%
MMMS	0%
MULES	5%
OCPEs	13%
PCLES	2%
TALES	-7%
TAMES	1%
UPIES	-2%
WES	-6%

GDOE Smarter Balanced School by School Picket Fence Cohort Analysis

SY23-24

4th GRADE: ELA

School	Did not Meet	Nearly Met	Met	Exceeding	M+E
AES	71%	16%	8%	5%	13%
AHES	69%	15%	7%	10%	17%
ASTES	65%	5%	17%	13%	30%
BPCES	61%	11%	15%	13%	28%
CBMES	74%	15%	8%	3%	11%
CHBPES	70%	15%	9%	7%	16%
CLTES	69%	20%	6%	5%	11%
DLPES	82%	10%	7%	1%	8%
FES	81%	10%	7%	2%	9%
HSTES	51%	14%	19%	16%	35%
IES	73%	12%	7%	7%	14%
JMGES	77%	13%	8%	2%	10%
JQSMES	90%	8%	1%	1%	2%
LES	69%	17%	13%	2%	15%
MASES	74%	10%	15%	0%	15%
MAUES	80%	13%	5%	1%	6%
MES	79%	13%	8%	0%	8%
MMMS	85%	9%	3%	3%	6%
MULES	69%	10%	10%	7%	17%
OCPEs	59%	13%	21%	7%	28%
PCLES	80%	8%	10%	2%	12%
TALES	71%	18%	8%	3%	11%
TAMES	71%	12%	7%	10%	17%
UES	82%	10%	7%	0%	7%
WES	83%	14%	1%	1%	2%

SY24-25

5th GRADE: ELA

School	Did not Meet	Nearly Met	Met	Exceeding	M+E
AES	54%	24%	17%	5%	22%
AHES	54%	11%	28%	7%	35%
ASTES	62%	10%	20%	8%	28%
BPCES	61%	20%	17%	2%	19%
CBMES	76%	15%	3%	6%	9%
CHBPES	67%	18%	12%	3%	15%
CLTES	71%	15%	12%	3%	15%
DLPES	80%	10%	8%	2%	10%
FES	75%	15%	5%	6%	11%
HSTES	50%	24%	21%	5%	26%
IES	61%	31%	6%	3%	9%
JMGES	74%	21%	3%	2%	5%
JQSMES	75%	13%	8%	4%	12%
LES	59%	26%	8%	7%	15%
MASES	64%	20%	16%	0%	16%
MAUES	76%	15%	8%	1%	9%
MES	65%	26%	4%	4%	8%
MMMS	70%	18%	9%	3%	12%
MULES	66%	12%	15%	7%	22%
OCPEs	41%	26%	28%	5%	33%
PCLES	76%	10%	8%	6%	14%
TALES	96%	4%	0%	0%	0%
TAMES	57%	16%	21%	6%	27%
UES	71%	17%	12%	0%	12%
WES	65%	21%	13%	1%	14%

M+E Increase or Decrease

School	INC/DEC
AES	9%
AHES	18%
ASTES	-2%
BPCES	-9%
CBMES	-2%
CHBPES	-1%
CLTES	4%
DLPES	2%
FES	2%
HSTES	-9%
IES	-5%
JMGES	-5%
JQSMES	10%
LES	0%
MASES	1%
MAUES	3%
MES	0%
MMMS	6%
MULES	5%
OCPEs	5%
PCLES	2%
TALES	-11%
TAMES	10%
UES	5%
WES	12%

GDOE Smarter Balanced School by School Picket Fence Cohort Analysis

SY23-24

3rd GRADE: Math

School	did not Meet	Nearly Met	Met	Exceeding	M+E
AES	83%	9%	7%	1%	8%
AHES	58%	28%	5%	9%	14%
ASTES	77%	12%	12%	0%	12%
BPCES	84%	13%	3%	0%	3%
CBMES	79%	10%	10%	0%	10%
CHBPES	73%	21%	6%	0%	6%
CLTES	72%	23%	5%	0%	5%
DLPES	78%	15%	7%	0%	7%
FES	73%	17%	9%	1%	10%
HSTES	65%	27%	8%	0%	8%
IES	93%	3%	3%	0%	3%
JMGES	71%	20%	8%	0%	8%
JQSMES	86%	11%	1%	2%	3%
LES	69%	18%	13%	0%	13%
MASES	78%	7%	15%	0%	15%
MAUES	83%	11%	6%	0%	6%
MES	88%	10%	1%	0%	1%
MMMS	87%	3%	10%	0%	10%
MULES	58%	25%	14%	3%	17%
OCPEs	81%	11%	8%	0%	8%
PCLES	85%	12%	2%	2%	4%
TALES	78%	11%	7%	4%	11%
TAMES	66%	22%	8%	4%	12%
UES	77%	16%	6%	1%	7%
WES	84%	11%	2%	2%	4%

SY24-25

4th GRADE: Math

School	did not Meet	Nearly Met	Met	Exceeding	M+E
AES	75%	24%	1%	0%	1%
AHES	67%	28%	5%	0%	5%
ASTES	67%	28%	5%	0%	5%
BPCES	86%	14%	0%	0%	0%
CBMES	60%	33%	3%	3%	6%
CHBPES	68%	30%	3%	0%	3%
CLTES	59%	30%	11%	0%	11%
DLPES	70%	21%	9%	0%	9%
FES	75%	21%	3%	0%	3%
HSTES	62%	32%	6%	0%	6%
IES	74%	26%	0%	0%	0%
JMGES	70%	23%	5%	2%	7%
JQSMES	92%	4%	3%	0%	3%
LES	62%	36%	2%	0%	2%
MASES	74%	21%	4%	0%	4%
MAUES	85%	12%	3%	0%	3%
MES	87%	10%	3%	0%	3%
MMMS	80%	17%	3%	0%	3%
MULES	59%	26%	14%	2%	16%
OCPEs	67%	20%	11%	2%	13%
PCLES	80%	16%	2%	2%	4%
TALES	69%	27%	4%	0%	4%
TAMES	61%	29%	10%	0%	10%
UES	86%	14%	0%	0%	0%
WES	84%	9%	6%	0%	6%

M+E Increase

or Decrease

School	INC/DEC
AES	-7%
AHES	-9%
ASTES	-7%
BPCES	-3%
CBMES	-4%
CHBPES	-3%
CLTES	6%
DLPES	2%
FES	-7%
HSTES	-2%
IES	-3%
JMGES	-1%
JQSMES	0%
LES	-11%
MASES	-11%
MAUES	-3%
MES	2%
MMMS	-7%
MULES	-1%
OCPEs	5%
PCLES	0%
TALES	-7%
TAMES	-2%
UPIES	-7%
WES	2%

GDOE Smarter Balanced School by School Picket Fence Cohort Analysis

SY23-24

4th GRADE: Math

School	did not Meet	Nearly Met	Met	Exceeding	M+E
AES	71%	22%	5%	3%	8%
AHES	67%	26%	5%	2%	7%
ASTES	61%	30%	9%	0%	9%
BPCES	54%	30%	16%	0%	16%
CBMES	78%	15%	8%	0%	8%
CHBPES	76%	22%	1%	1%	2%
CLTES	67%	25%	16%	2%	18%
DLPES	76%	20%	4%	0%	4%
FES	73%	21%	6%	1%	7%
HSTES	49%	22%	27%	3%	30%
IES	65%	25%	8%	3%	11%
JMGES	66%	27%	3%	3%	6%
JQSMES	88%	10%	0%	1%	1%
LES	62%	33%	3%	2%	5%
MASES	84%	14%	2%	0%	2%
MAUES	76%	22%	2%	0%	2%
MES	71%	26%	3%	0%	3%
MMMS	79%	15%	3%	3%	6%
MULES	64%	26%	9%	1%	10%
OCPEs	62%	25%	11%	2%	13%
PCLES	80%	14%	6%	0%	6%
TALES	59%	35%	5%	0%	5%
TAMES	71%	18%	6%	5%	11%
UES	82%	16%	1%	0%	1%
WES	90%	9%	0%	13%	13%

SY24-25

5th GRADE: Math

School	did not Meet	Nearly Met	Met	Exceeding	M+E
AES	74%	17%	6%	3%	9%
AHES	77%	15%	7%	2%	9%
ASTES	71%	21%	5%	3%	8%
BPCES	78%	14%	7%	2%	9%
CBMES	82%	12%	6%	0%	6%
CHBPES	89%	8%	3%	0%	3%
CLTES	73%	23%	4%	0%	4%
DLPES	93%	6%	0%	1%	1%
FES	85%	10%	3%	1%	4%
HSTES	64%	18%	15%	3%	18%
IES	84%	16%	0%	0%	0%
JMGES	87%	10%	0%	3%	3%
JQSMES	91%	7%	3%	0%	3%
LES	65%	29%	2%	5%	7%
MASES	83%	15%	0%	2%	2%
MAUES	85%	13%	2%	0%	2%
MES	94%	4%	2%	0%	2%
MMMS	76%	21%	0%	3%	3%
MULES	78%	16%	5%	0%	5%
OCPEs	59%	33%	9%	0%	9%
PCLES	84%	12%	4%	0%	4%
TALES	94%	6%	0%	0%	0%
TAMES	72%	18%	4%	6%	10%
UES	82%	16%	3%	0%	3%
WES	90%	8%	2%	0%	2%

**M+E Increase
or Decrease**

School	INC/DEC
AES	1%
AHES	2%
ASTES	-1%
BPCES	-7%
CBMES	-2%
CHBPES	1%
CLTES	-14%
DLPES	-3%
FES	-3%
HSTES	-12%
IES	-11%
JMGES	-3%
JQSMES	2%
LES	2%
MASES	0%
MAUES	0%
MES	-1%
MMMS	-3%
MULES	-5%
OCPEs	-4%
PCLES	-2%
TALES	-5%
TAMES	-1%
UES	2%
WES	-11%

GDOE Smarter Balanced School by School Picket Fence Cohort Analysis

SY23-24

6th GRADE: ELA

School	did not Meet	Nearly Met	Met	Exceeding	M+E
AIJMS	71%	21%	7%	1%	8%
ASMS	68%	18%	12%	1%	13%
FBLGMS	67%	22%	11%	0%	11%
IMS	71%	21%	7%	1%	8%
JLGRMS	68%	22%	9%	2%	11%
LPUMS	59%	22%	15%	4%	19%
OMS	61%	31%	8%	0%	8%
VSABMS	79%	14%	7%	1%	8%

SY24-25

7th GRADE: ELA

School	did not Meet	Nearly Met	Met	Exceeding	M+E
AIJMS	62%	24%	13%	1%	14%
AMS	53%	20%	23%	4%	27%
FBLGMS	73%	17%	10%	1%	11%
IMS	63%	22%	13%	2%	15%
JLGRMS	74%	12%	9%	4%	13%
LPUMS	63%	20%	13%	4%	17%
OMS	45%	28%	24%	3%	27%
VSABMS	70%	17%	12%	2%	14%

**M+E Increase
or Decrease**

School	INC/DEC
AIJMS	6%
AMS	14%
FBLGMS	0%
IMS	7%
JLGRMS	2%
LPUMS	-2%
OMS	19%
VSABMS	6%

GDOE Smarter Balanced School by School Picket Fence Cohort Analysis

SY23-24

7th GRADE: ELA

School	Did not Meet	Nearly Met	Met	Exceeding	M+E
AIJMS	64%	19%	15%	1%	16%
AMS	54%	25%	17%	4%	21%
FBLGMS	55%	24%	19%	2%	21%
IMS	67%	15%	15%	3%	18%
JRLGMS	58%	22%	15%	4%	19%
LPUMS	70%	12%	15%	3%	18%
OMS	75%	13%	11%	1%	12%
VSABMS	71%	15%	13%	1%	14%

SY24-25

8th GRADE: ELA

School	Did not Meet	Nearly Met	Met	Exceeding	M+E
AIJMS	59%	26%	14%	1%	15%
AMS	47%	27%	23%	3%	26%
FBLGMS	66%	18%	13%	3%	16%
IMS	70%	19%	10%	1%	11%
JLGRMS	58%	22%	17%	3%	20%
LPUMS	68%	13%	13%	6%	19%
OMS	61%	19%	16%	4%	20%
VSABMS	69%	18%	12%	1%	13%

**M+E Increase
or Decrease**

School	INC/DEC
AIJMS	-1%
AMS	5%
FBLGMS	-5%
IMS	-7%
JLGRMS	1%
LPUMS	1%
OMS	8%
VSABMS	-1%

GDOE Smarter Balanced School by School Picket Fence Cohort Analysis

SY23-24

6th GRADE: Math

School	Did not Meet	Nearly Met	Met	Exceeding	M+E
AIJMS	85%	12%	2%	0%	2%
ams	86%	11%	2%	1%	3%
FBLGms	88%	12%	1%	0%	1%
IMS	88%	9%	3%	0%	3%
JLGRMS	83%	13%	2%	2%	4%
LPUMS	80%	16%	4%	0%	4%
OMS	88%	12%	0%	0%	0%
VSABMS	63%	10%	1%	1%	2%

SY24-25

7th GRADE: Math

School	Did not Meet	Nearly Met	Met	Exceeding	M+E
AIJMS	84%	13%	3%	1%	4%
AMS	80%	15%	4%	2%	6%
FBLGMS	89%	8%	3%	0%	3%
IMS	87%	19%	2%	2%	4%
JLGRMS	79%	14%	4%	2%	6%
LPUMS	80%	13%	6%	1%	7%
OMS	67%	29%	4%	0%	4%
VSABMS	80%	14%	5%	1%	6%

**M+E Increase
or Decrease**

School	INC/DEC
AIJMS	2%
AMS	3%
FBLGMS	2%
IMS	1%
JLGRMS	2%
LPUMS	3%
OMS	4%
VSABMS	4%

GDOE Smarter Balanced School by School Picket Fence Cohort Analysis

SY23-24

7th GRADE: Math

School	Did not Meet	Nearly Met	Met	Exceeding	M+E
AIJMS	89%	10%	1%	0%	1%
AMS	89%	6%	4%	1%	5%
FBLGMS	91%	7%	2%	0%	2%
IMS	91%	6%	3%	0%	3%
JLGRMS	81%	16%	3%	1%	4%
LPUMS	84%	13%	1%	1%	2%
OMS	94%	5%	1%	1%	2%
VSABMS	80%	16%	3%	1%	4%

SY24-25

8th GRADE: Math

School	Did not Meet	Nearly Met	Met	Exceeding	M+E
AIJMS	86%	11%	2%	1%	3%
AMS	81%	14%	5%	1%	6%
FBLGMS	88%	10%	2%	0%	2%
IMS	93%	6%	2%	0%	2%
JLGRMS	85%	10%	4%	1%	5%
LPUMS	85%	10%	3%	2%	5%
OMS	82%	14%	3%	0%	3%
VSABMS	83%	11%	4%	2%	6%

**M+E Increase
or Decrease**

School	INC/DEC
AIJMS	2%
AMS	1%
FBLGMS	0%
IMS	-1%
JLGRMS	1%
LPUMS	3%
OMS	1%
VSABMS	2%

Which schools did well or did poorly?

Guam Education Board Hands on Exercise

Introduction to AI Claude Technology by Dr. Zeni Napa Natividad

Ocular Data Analysis:

1. Conduct initial frequency counts and percentages(manually or using Excel)
2. Decide what you want from the data
3. Examine the data thru “eyeballing ” or “ocular” inspection
4. Observe the patterns of the results of the analysis
5. Agree on criteria or strategy for selecting target schools
6. Apply the agreed upon criteria using percentages or counts
7. Create a list of target schools
8. Verify the list of selected schools and the reasons why they are selected

AI Claude Technology Analysis with DOE staff assistants to help GEB:

1. Upload the spreadsheet of data in Claude
2. Tell Claude what you want from the data.

Examples to ask Claude are:

“Give me an overview of this file”

“Analyze”

“ Identify the lowest scoring schools”

“Give me possible factors for low math scores”, etc.

Which schools did well/poorly?

Guam Education Board Hands on Exercise

Introduction to Claude AI Technology by Dr. Zeni Napa Natividad

In order to understand and appreciate the power of AI Claude data analysis, there will be hands-on exercises for the Board members who will work in pairs on each of the following exercises:

Exercise 1: THINK, PAIR, SHARE – Ocular data analysis

Exercise 2: THINK, PAIR, SHARE – Ocular analysis with “cheat sheet”

Exercise 3: HANDS-ON ASSISTED WORK – Use of Claude AI Technology

Open Discussion: Where Do we Go From Here?

Facilitated by Supt. K. Erik Swanson and Deputies C&II, ESCL, and A&A

Some potential topics to discuss:

1. What factors should be considered to select the needy schools, and having identified the needy schools, what steps can the GEB and GDOE do to help these schools?
2. What can be learned from the top performing schools that can be shared as best practices to the needy schools?
3. Should GDOE implement the use of AI technology as a support for data analysis and monitoring school progress?

Other topics that the GEB wants to discuss....

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