COMMUNITY STRATEGIC PLAN

2006-2011
2008 ALIGNMENT

COMMUNITIES COMMITTED TO SUCCESS FOR ALL STUDENTS

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Forward

The Community Strategic Plan (CSP) contains the strategic direction for the Department of Defense Education Activity (DoDEA) for the years 2006-2011. The plan is a road map for keeping DoDEA at the forefront in advancing the Department of Defense's agenda for education and as a leader in the Nation for improving student performance and achievement.

In April 2008, a committee composed of representatives from DoDEA Headquarters, Area Deputy Directors, and employee association officials met in Arlington, Virginia to review the 2006-2011 Community Strategic Plan. Their charge was to ensure congruency and alignment among goals, outcomes, measures, and milestones. The result of that committee's work was an alignment to the plan, called the 2008 CSP Alignment.

The 2008 Alignment to DoDEA's 2006-2011 Community Strategic Plan supplies direction for improving our continuous efforts to provide the highest quality education for all students and ensure their success inside and outside the classroom. The process used to develop this five-year plan, along with the vision, mission, guiding principles, and goals is contained in the following pages. This document clarifies the connection between the strategies, actions, and measures we will use to achieve our goals and objectives. The 2008 CSP Alignment is easier to read and understand, provides clear and specific objectives, and defines measures to better match objectives.

DoDEA plans, directs, coordinates, and manages the education programs for Department of Defense (DoD) dependents who would otherwise not have access to a high-quality public education. DoDEA consists of the Department of Defense Dependents Schools (DoDDS) located overseas, and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) located in the United States and its territories and possessions. DoDEA provides education to eligible DoD military and civilian dependents from pre-kindergarten through 12th grade.

VISION

Communities committed to success for ALL students!

MISSION

To Provide an Exemplary Education that Inspires and Prepares All DoDEA Students for Success in a Dynamic, Global Environment.

GUIDING PRINCIPLES

Productive citizenship is embedded in the Guiding Principles and is an inherent core value of all CSP goals for all DoDEA stakeholders.

Success for All Students

Trust and Respect for Others

Uncompromising Advocacy for Students

Development of Lifelong Learners

Equal Access to Quality, Rigorous Education

New and Motivating Challenges to Inspire Excellence

Teaching with High Expectations

Safe and Stable Learning Environment

Goal ONE

All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning.

Objective ONE

All students will show academic growth (beginning to end of school year) in student achievement through a curriculum that challenges each student to excel.

Strategy ONE

Data-driven decision making to ensure an aligned continuous improvement process.

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ACTION	POC.	DATA
By June 2008, annual program evaluations are conducted.	**Headquarters** • Curricular and Program Coordinators	• Available system data to review, refine, and plan for curricular development

ACTION	POC.	DATA
By December 2008, clearly defined content standards are developed for English Language Arts, Science, Social Studies, and Mathematics curricular areas.	**Headquarters** • Assessment Branch • Curricular Areas	• Standards Review Report

ACTION	POC.	DATA
By June 2009, a professional development plan for program evaluation with teacher and administrators modules is developed.	**Headquarters** • Assessment Branch • Professional Development Branch	• Professional Development Plan completed

| ACTION	POC.	DATA
By September 2009, schools are provided standardized, disaggregated, user-friendly student achievement data with a template provided by Headquarters.	**Headquarters** • Assessment Branch	• Student Achievement Data • Norm-Referenced Assessment Data

ACTION	POC.	DATA
By December 2009, an assessment plan is developed.	**Headquarters** • Assessment Branch	• Assessment Plan completed • Field Test Results

ACTION	POC.	DATA
By September 2010, teachers use data regularly to inform instructional practices.	**Headquarters** • Assessment Branch • Continuous School Improvement Leadership Teams	• Observation Reports • Accreditation Reports

ACTION	POC.	DATA
By December 2010, teachers and administrators are trained in the use of data and evaluation.	**Headquarters** • Assessment Branch • Professional Development Branch	• Training Schedule • Training Evaluation Responses • Accreditation Reports

ACTION	POC.	DATA
By January 2011, clearly defined content standards for Health Education, Physical Education, Music, Drama, Speech, English as a Second Language, Professional Technical Studies, Gifted Education, Counselors, Journalism and Art are developed.	**Headquarters** • Assessment Branch • Curricular Areas	• Standards Review Report
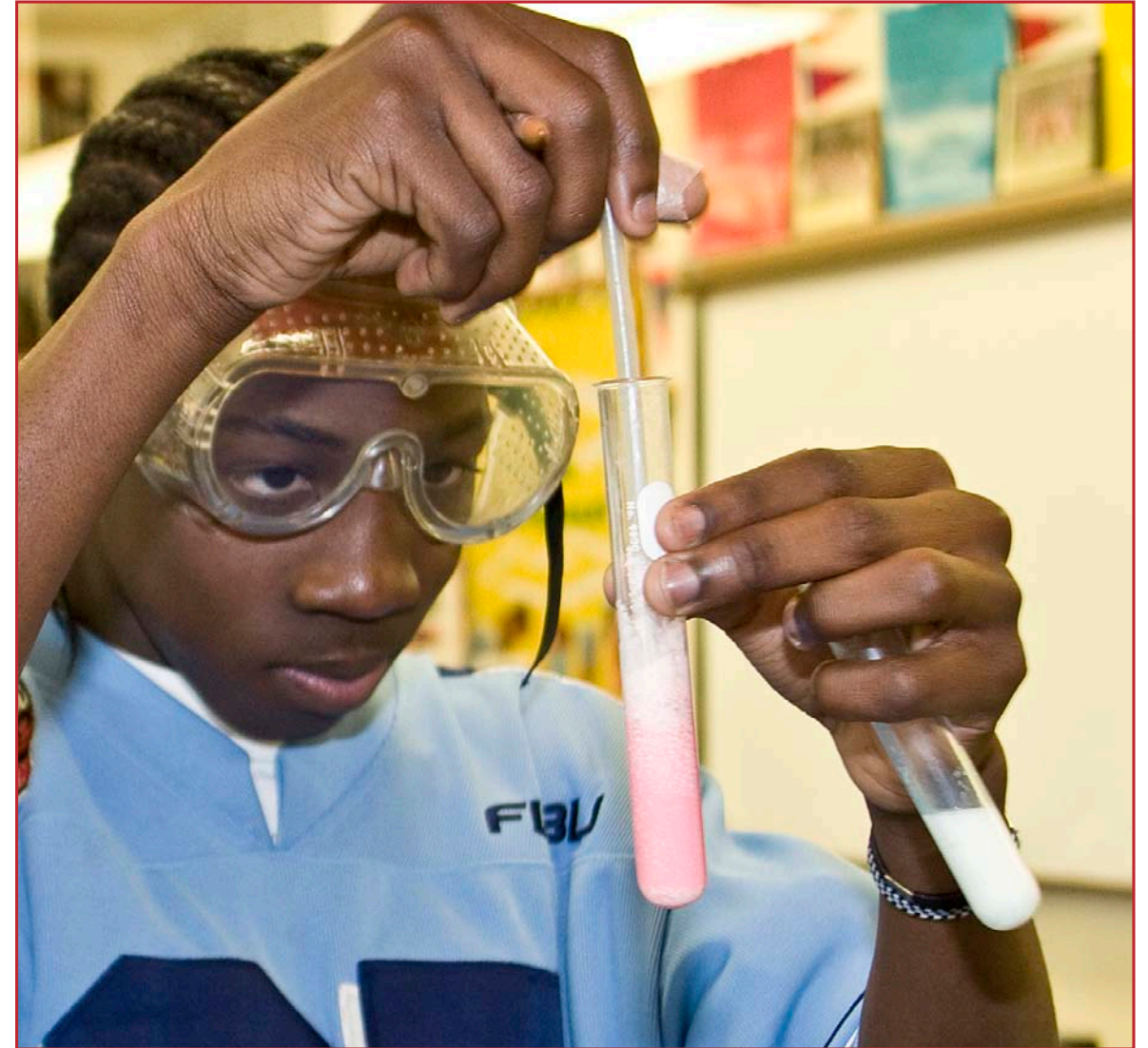
Goal ONE

All students will meet or exceed challenging standards in academic content so they are prepared for continuous learning.

Objective ONE

All students will show academic growth (beginning to end of school year) in student achievement through a curriculum that challenges each student to excel.

Strategy TWO

Data-driven decisions identify student academic needs for teachers.

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ACTION	POC.	DATA
By June 2009, *and annually thereafter,* percentage of students scoring in the bottom quartile on alternate and norm-referenced assessments is decreased and the percentage of students who do not reach proficiency on criterion-referenced assessments is decreased.	**Headquarters** • Assessment Branch • Research and Evaluation Classroom Teachers Principals	• Norm-Referenced Assessment Data • Diagnostic/criterion-referenced assessment data

ACTION	POC.	DATA
By June 2009, *and annually thereafter,* percentage of students scoring in the top quartile on standard and alternate norm-referenced assessments is increased and the percentage of students who reach proficiency on criterion-referenced assessments is increased.	**Headquarters** • Assessment Branch • Research and Evaluation Classroom Teachers Principals	• Norm-Referenced Assessment Data • Diagnostic/criterion-referenced assessment data

ACTION	POC.	DATA
By June 2011, *and annually thereafter,* students demonstrate one year's academic growth as measured with diagnostic/criterion-referenced assessments.	**Headquarters** • Assessment Branch • Research and Evaluation Classroom Teachers Principals	• Diagnostic/criterion-referenced assessment data

Strategy THREE

Technologies integrated with cognitive development and DoDEA's content standards.

ACTION	POC.	DATA
By June 2010, Technology Literacy standards are developed, adopted and implemented.	**Headquarters** • Education Technology Coordinator	• Standards Review Report • Teacher Survey • Program Evaluations • Student Focus Groups • Student Surveys • Education Technology • School Year (SY) 07-08 Pre- and Post- Surveys

ACTION	POC.	DATA
By June 2010, Information Literacy standards are developed, adopted and implemented.	**Headquarters** • Information Specialist Coordinator	• Standards Review Report • Student Focus Groups • Teacher Survey • Program Evaluations • DoDEA school library impact studies • Information Specialists SY 07-08 Pre- and Post- Surveys

Goal ONE

All students will meet or exceed challenging standards in academic content so they are prepared for continuous learning.

Objective TWO

All students will have access to varied and supplemental learning opportunities to meet or exceed the DoDEA standards.

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Strategy ONE

Differentiated instruction to meet individual student needs and engage learners.

ACTION	POC.	DATA
By December 2008, training on differentiated instruction is embedded in all professional development for educators.	**Headquarters** • Curriculum and Program Chiefs	• 100% of training plans and agendas include differentiated instruction • Professional Development Surveys • Program Evaluations • Accreditation Reports

ACTION	POC.	DATA
By June 2010, differentiated classroom instruction is used by teachers.	**Headquarters** and Area Curriculum Monitors **Headquarters** • Assessment Branch	• Monitoring Visits • Principal Observations • Accreditation Reports

Strategy TWO

Optimized student support services and special programs.

ACTION	POC.	DATA
By June 2009, student support services and special programs designed to optimize student learning are assessed, revised and refined to include: • AVID • Academic support labs • SPED/ELL (Inclusion) • Gifted • AP courses • PTS courses	**Headquarters** • Curriculum and Program Chiefs	• Enrollment Data • Customer Satisfaction Data

Strategy THREE

Virtual School

ACTION	POC.	DATA
By June 2009, the number of courses is expanded and the delivery of courses in DoDEA's Virtual School is improved.	**Headquarters** • Virtual School Branch	• Number of DoDEA developed core and advanced courses offered • Enrollment and Completion Rates • Student Surveys • Course Evaluations

Goal TWO

DoDEA will use performance-driven management systems that operate in a timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest operational level; and facilitate a safe environment conducive to optimum student achievement.

Objective ONE

All schools will have equipment, facilities, furniture, technology, materials, and human resources to support highest student achievement.

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Strategy ONE

Budget Working Group (BWG)

| ACTION	POC.	DATA
By March 2009, a Budget Working Group (BWG) is established that will review a Prioritized Resource Master Plan (budget) produced by Headquarters, Area Directors, Superintendents, and Principals.	• **Headquarters** and Area Directors (all components) • Headquarters and Area Financial and Business Operations • Superintendents • Principals	• Budget Working Group delegated in each Area and Headquarters

Strategy TWO

Data driven Prioritized Resource Plan (budget).

ACTION	POC.	DATA
By April of each year, the BWG identifies budget requirements by data collection input from Headquarters and Areas.	• **Headquarters** and Area Directors (all components) • **Headquarters** and Area Financial and Business Operations BWGs	• Data collection conducted and completed

ACTION	POC.	DATA
By April of each year, a DoDEA-wide Prioritized Resource Plan is developed by the BWG.	• **Headquarters** Directors (all components) • Area Directors • Financial and Business Operations BWGs	• Master plan with timelines • Area best practices • Standards

ACTION	POC.	DATA
By May of each year, the Prioritized Resource Plan is completed, reviewed, and refined by the BWG.	• **Headquarters** Directors (all components) • Area Directors • Financial and Business Operations BWGs	• Plan reviewed and refined

ACTION	POC.	DATA
By June of each year, the Prioritized Resource Plan is presented for approval and becomes the DoDEA Prioritized Master Resource Plan when approved.	• **Headquarters** Directors (all components) • Area Directors • Financial and Business Operations BWGs	• Recommendations provided • Prioritized Master Resource Plan in place and active
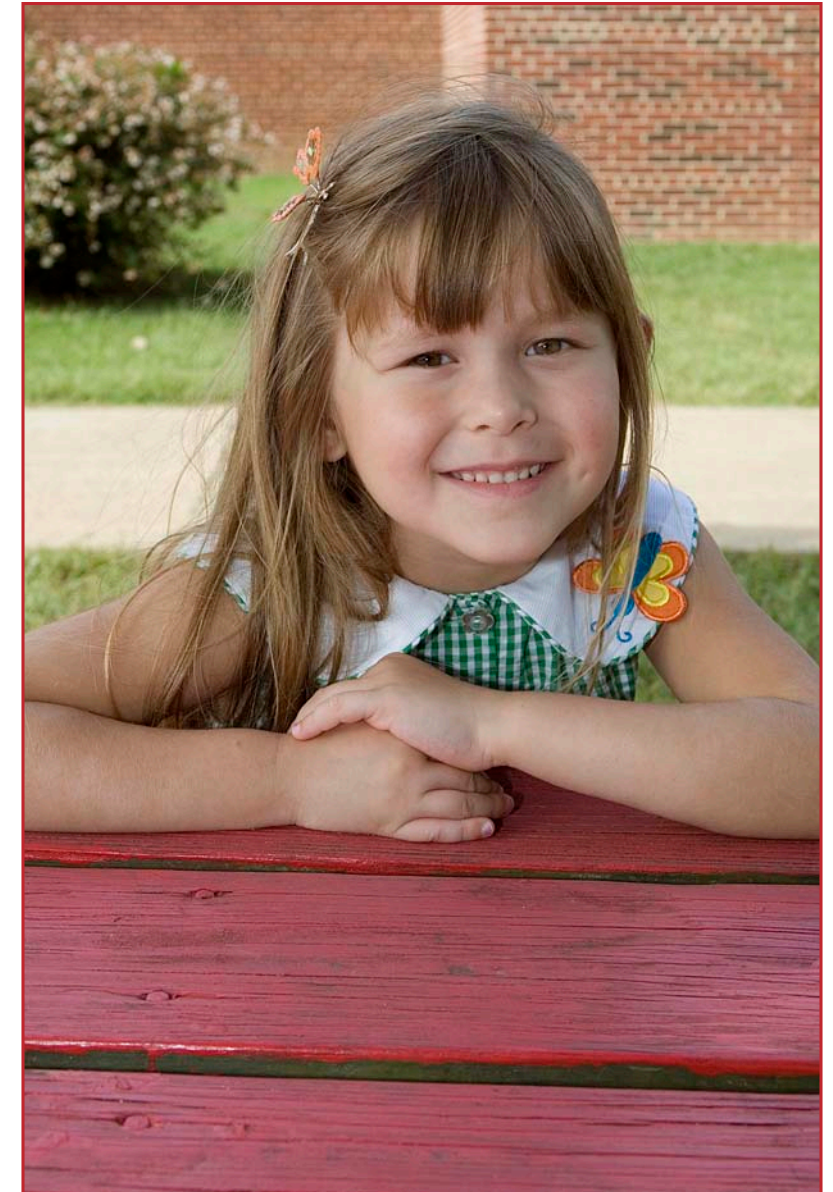
Goal TWO

DoDEA will use performance-driven management systems that operate in a timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest operational level; and facilitate a safe environment conducive to optimum student achievement.

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Objective TWO

Focus information technology resources to support educational programs, highest student achievement, and continuous improvement.

Strategy ONE

One data information system for Financial and Business Operations and Human Resources.

ACTION	POC.	DATA
By Fiscal Year 2010, one data information system with integrated functionality for human resources and business and financial operations is designed and implemented. This system will provide interoperability with multiple automated data-systems to provide required information.	• **Headquarters** and Area Financial and Business Operations • **Headquarters** and Area Human Resources • **Headquarters** and Area Information Technology	**Review of resource expenditures such as:** • Staffing documents • Schedules • Annual Professional Development Days • Annual Sub Days • Advanced Acquisition Plan • Program Objective Memorandums • Currency Fluctuations **Analysis of efficiency of data information system reflects:** • Decrease in processing time • Timeliness of funding • Decrease in late interest payments • Reduced duplication of efforts and resources • Travel reimbursements • Decrease in complaints

Goal TWO

DoDEA will use performance-driven management systems that operate in a timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest operational level; and facilitate a safe environment conducive to optimum student achievement.

Objective THREE

DoDEA will provide a safe and secure environment for students and employees.

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Strategy ONE

System-wide, all-hazards plan to include continuity of operations.

ACTION	POC.	DATA
By the start of each school year, ensure each school district reviews their safety & security plans for currency.	• Headquarters, Area, and District Safety and Security Offices	• 100% of school plans in compliance (requires District Superintendent Office [DSO] & Area program reviews) • DODEA Vulnerability Assessment Review • Joint Staff Integrated Vulnerability Assessment (JSIVA) Reports

ACTION	POC.	DATA
By September 2009, all- hazards template is developed.	• Headquarters, Area, and District Safety and Security Offices	• 100% of school plans in compliance (requires DSO & Area program reviews) • DODEA Vulnerability Assessment Review • JSIVA Reports

ACTION	POC.	DATA
By September 2010, all- hazards plan is developed adopted, implemented system-wide.	• Headquarters, Area, and District Safety and Security Offices	• 100% of school plans in compliance (requires DSO & Area program reviews) • DODEA Vulnerability Assessment Review • JSIVA Reports

Strategy TWO

System-wide availability of DoDEA's Safe School Program.

" Productive citizenship is embedded in the Guiding Principles and is an inherent core value of all CSP goals for all DoDEA stakeholders. "

ACTION	POC.	DATA
By September 2008, *and monthly thereafter,* the Safe Schools Newsletter is published to provide guidance, information, and support on school safety and security.	• Headquarters, Area, and District Safety and Security Offices	• Office of Safety and Security (OSS) user survey during school year 08/09 by the SAFE Schools contractor • SAFE School utilization will be a special interest item in program reviews at districts/schools conducted by Area offices

Goal THREE

The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

Objective ONE

In order to retain a highly motivated, committed and diverse workforce in support of student achievement, DoDEA will continually recruit, hire, support, evaluate, reward and/or recognize employees.

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Strategy ONE

Diversified and culturally responsible recruitment.

ACTION	POC.	DATA
By January 2009, recruitment plan is developed and implemented in response to: • Management Directive 715 Affirmative Employment Plan • Demographic changes in personnel • High demand subject area vacancies • Diverse pool of applicants for educators, non-educators, and administrators	**Headquarters** • Human Resources • Diversity Management Equal Opportunity (DMEO)	• Recruitment data

| ACTION	POC.	DATA
By June 2010, DoDEA-wide applicant tracking system is developed and utilized.	**Headquarters** • Human Resources	• Recruitment tracking system in place

Strategy TWO

Employee tracking system.

"The CSP contains a strategic direction for DoDEA that we believe better clarifies the connection between the strategies, actions, and measures we will use to achieve our goals and objectives."

ACTION	POC.	DATA
By August 2008, a computerized DoDEA-wide system for teacher certification, and recertification is developed and utilized.	**Headquarters** • Human Resources	• Tracking system in place

ACTION	POC.	DATA
By June 2010, a DoDEA-wide applicant/employee tracking system for non-educators is developed and implemented.	**Headquarters** • Human Resources	• Data analysis of applicants and employees
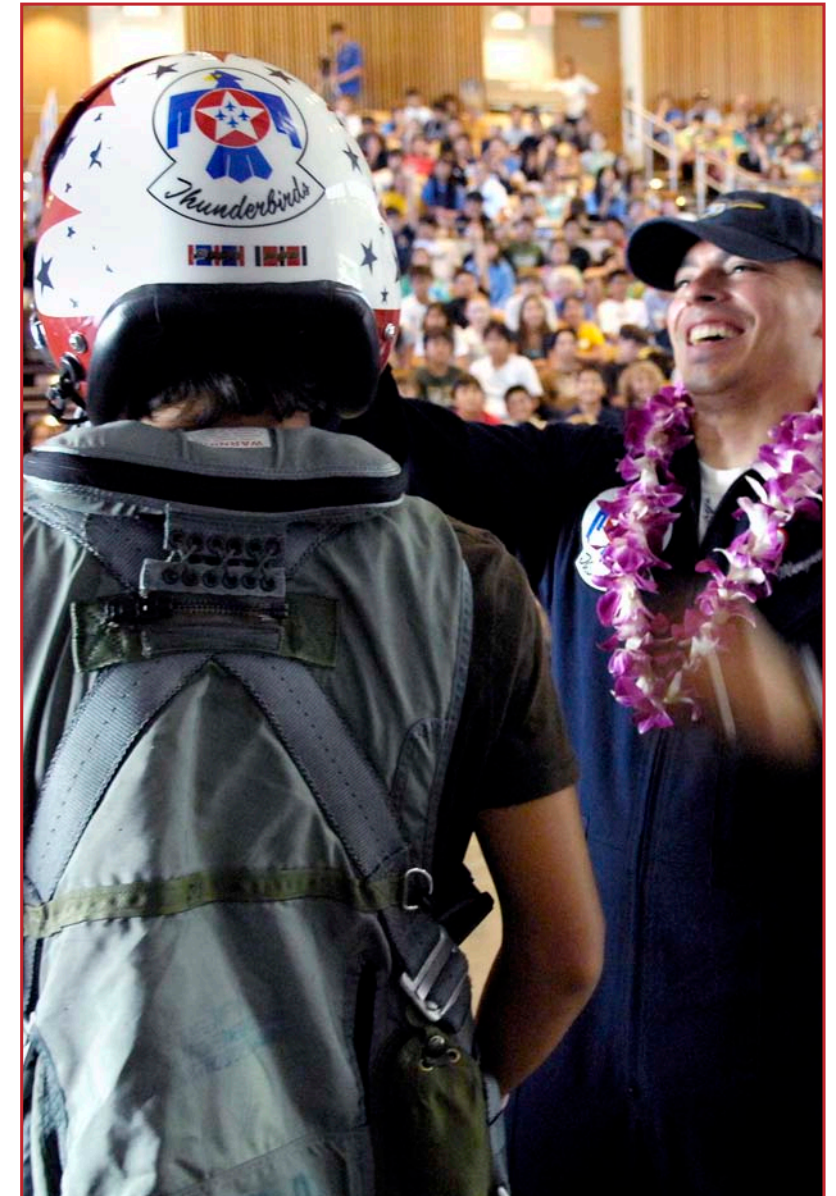
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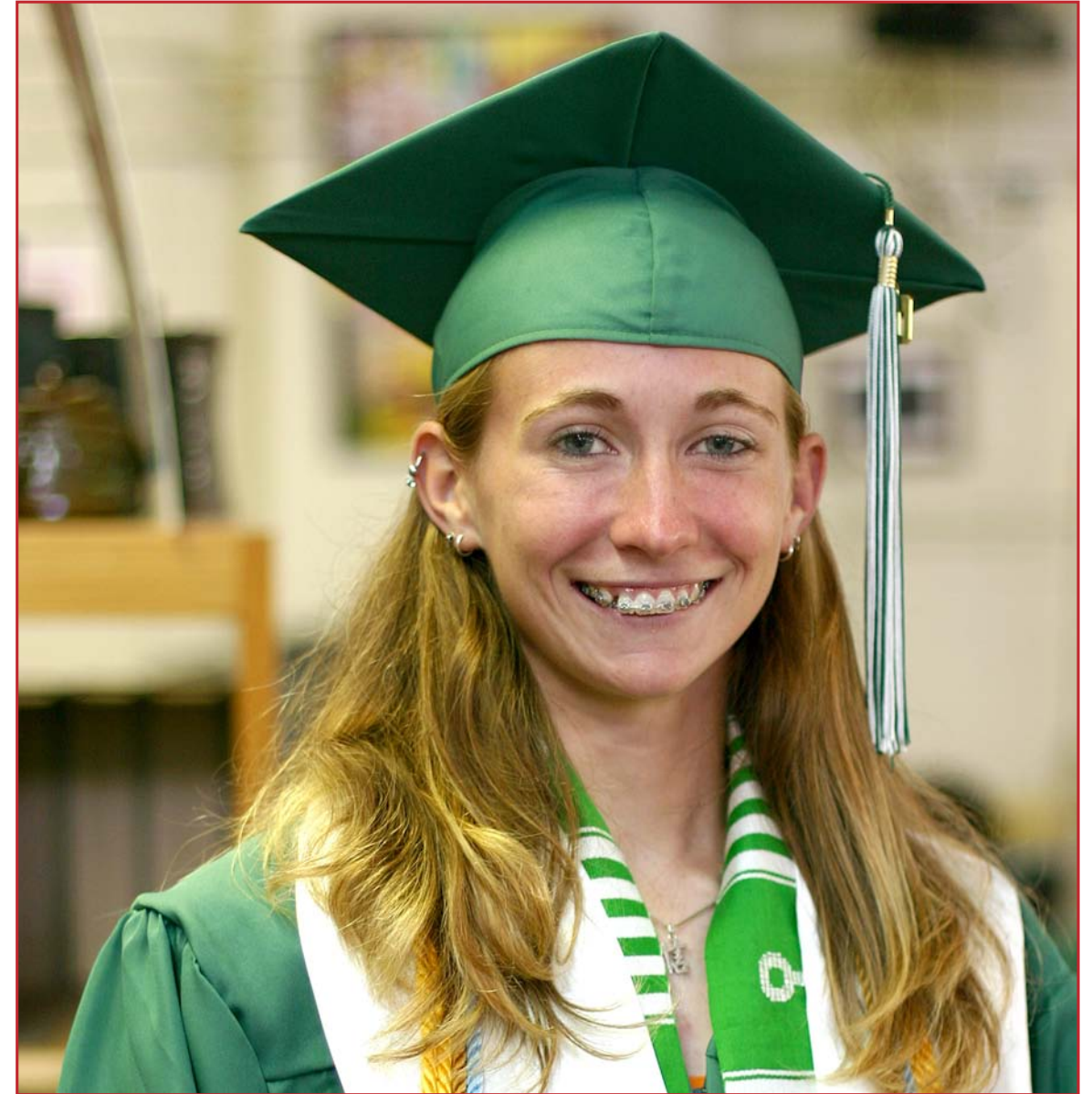
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Strategy THREE

Supported, evaluated, and rewarded employees.

ACTION	POC.	DATA
By June 2009, DoDEA-wide exit surveys are developed and implemented.	**Headquarters** • Human Resources	**Analysis of exit surveys and employee rewards at all levels, which will include:** • Selection for promotion or key positions • Selection for specialized or career-enhancing training • Assignment to key or strategic planning or oversight committees • Honorary recognition such as Teacher of the Year or Principal of the Year, etc. • Letters of commendation or appreciation • Performance evaluations • Pay pool shares for NSPS employees • Time-off awards for NSPS employees

ACTION	POC.	DATA
By June 2009, professional educator appraisal systems and non-educator performance appraisal systems are evaluated.	**Headquarters** • Human Resources • Professional Development	• Analysis of evaluation results

> The CSP is a roadmap for keeping DoDEA at the forefront in advancing the Department of Defense's agenda for education, and as a leader in the nation for raising student performance and achievement.

ACTION	POC.	DATA
By August 2010, professional advancement opportunities within the teaching profession are designed (e.g., Master Teacher designation, incentive for National Board Certification (NBC), career ladders).	**Headquarters** • Human Resources • Professional Development	• Description of opportunities

Goal THREE

The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

Objective TWO

Systemic and sustained professional development to promote individual effectiveness to achieve organizational goals.

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Strategy ONE

Equitable on-going professional development aligned to the mission and to DoDEA's priorities.

ACTION	POC.	DATA
By June 2009, professional development modules are prepared for teachers and administrators on data-driven decision making, to include development of training plans and schedules.	**Headquarters** • Professional Development • Assessment • Research and Evaluation	• Professional development modules complete with training plan and schedule

ACTION	POC.	DATA
By June 2010, a system-wide, web-enabled, professional development data system with access to human resources' data system is developed or procured and implemented to provide reports for: • Employees' history of courses / trainings • Costs • Universal listing of all professional development offered in DoDEA • Sources / venues of training	**Headquarters** • Professional Development • Human Resources	• Reports analyzed

ACTION	POC.	DATA
By September 2010, an electronic evaluation component for all professional development is in place and includes change in practice.	**Headquarters** • Professional Development • Human Resources	• Course Evaluation Summary

Communities Committed to Success for All Students

Leadership Development

ACTION	POC.	DATA
By June 2009, a DoDEA educator leadership development plan is designed and implemented.	**Headquarters** • Professional Development • Director • Associate Director Area Directors and District Superintendents	• Pre/Post Analysis • Analysis of performance appraisals/evaluations • Student performance data

ACTION	POC.	DATA
By June 2010, a budget for advancement opportunities to build leadership capacity is provided.	**Headquarters** • Professional Development • Human Resources	• Completion of coursework • Employee records

ACTION	POC.	DATA
By July 2010, leadership capacity to meet the organizational goals and needs is built.	**Headquarters** • Professional Development • Human Resources	• Employee records

Goal FOUR

Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.

Objective ONE

All levels of the organization will develop, promote, and maintain partnerships to improve educational quality, increase educational opportunities, and support for deployments and transitions.

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Strategy ONE

Partnerships in DoDEA schools include parents, commands, and communities.

ACTION	POC.	DATA
By December 2010, partnerships that support military students during transitions and deployments are established and sustained.	**Headquarters** • Partnership Branch Schools, Districts, Area Offices	• Partnerships at all levels reflect support strategies • Customer Satisfaction Survey • After Action Report from Military Family Life Consultants (MFLC)

ACTION	POC.	DATA
By July 2011, two or more functioning partnerships are established and sustained.	**Headquarters** • Partnership Branch Schools, Districts, Area Offices	• Improvement Plans at all levels which reflect number, type, and status of partnerships

Data-driven
decisions to
identify, prioritize,
and establish
partnerships
in non-DoDEA
communities.

ACTION	POC.	DATA
By July 2008, criteria to determine degree of support needed to provide quality educational opportunities is established and applied.	**Headquarters** • Partnership Branch	• List of qualifying criteria • Report of potential partners based on established criteria

ACTION	POC.	DATA
By January 2009, 45 installations are prioritized as potential targets.	**Headquarters** • Partnership Branch	• Report of prioritized potential partners

ACTION	POC.	DATA
By July 2010, 60 data profiles for heavily impacted school districts are developed.	**Headquarters** • Partnership Branch	• Local school district profiles

ACTION	POC.	DATA
By July 2010, collaboration with 28 communities to identify and implement programs and practices that ensure quality, rigor, remediation, and advocacy for students is underway.	**Headquarters** • Partnership Branch	• Number of signed partnership agreements • DoDEA Partnership Action Plans • Number of enrollments and impact on student achievement • Anecdotal data

Goal FOUR

Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.

Objective ONE

All levels of the organization will develop, promote, and maintain partnerships to improve educational quality, increase educational opportunities, and support for deployments and transitions.

Strategy THREE

Professional development and educational opportunities for stakeholders.

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ACTION	POC.	DATA
By July 2008, quality professional development opportunities, tools, and resources for impacted educators are implemented.	**Headquarters** • Partnership Branch	• Training evaluations and teacher feedback • Surveys of superintendents and principals • DoDEA Partnership Action Plans • DoDEA Partnership Opportunities Report

ACTION	POC.	DATA
By January 2009, quality training opportunities, tools, and resources for service providers, service representatives, parents and military are implemented.	**Headquarters** • Partnership Branch	• DoDEA Partnership Action Plans • DoDEA Partnership Opportunities Report • Training evaluations • Stakeholder feedback via Quality of Life surveys

ACTION	POC.	DATA
By July 2009, alternative and expanded in-school educational opportunities for non-DoD students through established partnerships are implemented.	**Headquarters** • Partnership Branch	• Agreement Accountability Reports • Reports on the number of course offerings (online and in-school opportunities), enrollments, and successful completions • Student feedback via course exit surveys • Sponsor feedback via Quality of Life surveys

Strategy FOUR

Increased use of resources (time, talent and money) of government and non-government organizations.

ACTION	POC.	DATA
By July 2009, inter-and intra-government agency and Non-Government Organization agreements/alliances are facilitated.	**Headquarters** • Partnership Branch	• Number of signed Memorandums of Understanding, alliances, agreements • DoDEA Partnership After-Action Reports

ACTION	POC.	DATA
By September 2009, allocation of resources and support are coordinated.	**Headquarters** • Partnership Branch	• DoD Impact Aid Disbursement Reports • DoD and Department of Education Memorandum of Understanding Status Report • DoDEA Partnership After-Action Reports

"The 2008 Alignment to DoDEA's 2006-2011 Community Strategic Plan (CSP) provides direction for our efforts toward continuous improvement in providing the highest quality education for all students to ensure their success inside and outside the classroom."

Goal FOUR

Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.

Objective TWO

Build capacity and implement effective strategies across DoDEA to create awareness, understanding, and support for the mission among all stakeholders.

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Strategy ONE

A system-wide comprehensive communication plan.

ACTION	POC.	DATA
By December 2008, communications plans at every level of the organization that are aligned with a template provided by Headquarters are revised and updated.	**Headquarters**, Area, District, and School Communications Contacts	• Communications plans in place by December 2008

ACTION	POC.	DATA
By June 2009, a module and training ("train the trainer") for effective implementation of communications plans is created and provided.	**Headquarters** • Office of Communications will create the module and train area public affairs officers. Area public affairs officers will train district and school points of contact.	• Training schedule complete • Training evaluation results

Strategy TWO

Specific communication component for systemic initiatives or major decisions.

"

To Provide an Exemplary Education that Inspires and Prepares All DoDEA Students for Success in a Dynamic, Global Environment.

"

ACTION	POC.	DATA
By June 2009, a communication template, training, and staff support to facilitate a communications component for any new initiative or major decision is developed and available.	**Headquarters** • Office of Communications will create template and train area public affairs officers and Headquarters staff. Area public affairs officers will train district and school points of contact.	• Template complete • Training schedule complete • Training evaluation results

Goal FOUR

Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.

Objective THREE

Promote meaningful public engagement and two-way communication in support of student development.

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Strategy ONE

Respectful communication with stakeholders in support of student development.

Strategy TWO

Open and responsive approach to the concerns and suggestions of stakeholders.

ACTION	POC.	DATA
By June 2010, criteria for communication tools and products (print and electronic) that are parent- and partner-friendly are established.	**Headquarters** • Office of Communications	• Criteria are established. • Communication audits reflect criteria

"The 2008 Alignment to the DoDEA 2006-2011 CSP is easier to read and understand, provides clear and specific objectives and, defines measures to better match objectives."

ACTION	POC.	DATA
By May 2009, customer feedback and customer service training modules are developed.	**Headquarters** • Office of Communications	• Training modules completed

ACTION	POC.	DATA
By May 2010, training for employees in customer feedback and customer service is provided.	**Headquarters** will launch online modules **Headquarters**, Area, District, and School personnel will complete modules	• Training timeline announced • Customer Satisfaction Survey results • Training evaluations

Strategy THREE

Web-based technology to inform major stakeholders of school program and performance in DoDEA schools.

ACTION	POC.	DATA
By May 2009, school profiles are reinstated.	**Headquarters** • Assessment Branch • Research and Evaluation • Information Technology • Office of Communications	• School profiles

Strategy FOUR

Purposeful planning to engage families, community and partners in support of student development and continuous school improvement.

ACTION	POC.	DATA
By January 2009, a best practices resource on the inclusion of parents and community in proactive ways to engage them in support of student learning and school improvement is provided to principals.	**Headquarters** • Education Coordinators • Office of Communications	• Best Practices resource available • Audit of school communications • School activity agendas • Volunteer logs

Goal FOUR

Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.

Objective THREE

Promote meaningful public engagement and two-way communication in support of student development.

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Strategy FIVE

Emerging technologies to inform, educate, and promote continuous school improvement, and create new opportunities for public engagement.

ACTION	POC.	DATA
By January 2009, a tool to monitor student progress and facilitate dialogue through electronic communication with teachers is provided to students and parents.	**Headquarters** • Education Technology Branch • Office of Communications Area Communications	• Electronic Grade Book metrics • Customer Satisfaction Survey

ACTION	POC.	DATA
By June 2009, a web presence is built for every organizational level that facilitates parent involvement, engagement, two-way communication, and information flow.	**Headquarters**, Area, District, and School Webmasters	• Web site trends and statistics • Customer Satisfaction Survey

DoDEA External (System-Wide) Assessments

The following assessments will be adopted and in use by the year 2011:

Assessment	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Norm-Referenced (TerraNova)					■	■	■	■	■	■	■	■	■	
Developmentally Appropriate Assessments	■	■	■	■										
Math Criterion-Referenced Test (CRT)						■				■				
English Language Arts CRT (Writing)							■		■	■				
Reading Proficiency					■			■			■			
Science CRT							■	■	■					
Social Studies CRT					■			■						
Algebra I End-of-Course										All Enrolled Students				
Biology End-of-Course										All Enrolled Students				
U.S. History End-of-Course										All Enrolled Students				
National Assessment of Educational Progress (NAEP) (Odd years only)						■				■				
Preliminary Scholastic Aptitude Test (PSAT)												■	■	
American College Testing (ACT) (College entrance)													Voluntary	
Scholastic Aptitude Test (SAT) (College entrance)													Voluntary	

End-of-course assessments will be administered in selected critical academic courses at the high school level.

The results will provide individual student achievement levels as well as comparative data across schools, districts, areas, and the DoDEA system.

Results of the assessments will not be used to determine whether a student passes or fails a course, but will provide meaningful information to the student, parents, and teachers concerning strengths and weaknesses of individual students and groups of students.

College entrance exams (SAT and ACT) are normally taken by students in grades 11 and 12 on a voluntary basis.

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Glossary of Terms

21st Century Skills

Skills students need to compete in the workplace of today and in the new global economy. These skills include critical thinking, problem solving, communication, self-direction, and computer and technology skills.

all levels

Headquarters (DoDEA), Offices of the Area Directors (DDESS, DoDDS-Europe, and DoDDS-Pacific), Offices of the District Superintendents, and schools.

alternate assessment

An assessment that is substituted for a system- or district-wide assessment. It is used with students who cannot participate in the system- or district-wide assessment with or without accommodations. The alternate assessment ensures that all children are represented in the system- and district-wide accountability systems.

cocurricular/extracurricular

Activities available at the high school level that occur after the school day. The extracurricular activities may vary across schools to meet the unique needs of the school community.

content standard

A standard is a statement of a specific expectation. A content standard is a statement of what a student should know or be able to do.

criterion-referenced assessment

A measure that reports student progress or achievement compared with predetermined levels of quality.

data

Data is information used as a basis for reasoning, discussion, or decision-making.

disaggregated

Student achievement data that has been reported by ethnicity/race, gender, or economic status. Reporting of disaggregated data identifies within-group student achievement patterns so that appropriate strategies are designed and implemented.

disciplines

A term used to describe content or subject areas such as reading, math, social studies, or science.

diverse workforce

Personnel who reflect differences in race, age, color, religion, sex, national origin, and disabilities.

Educational Partnership

DoDEA's Educational Partnership Branch is actively building relationships with local education agencies (LEAs), especially in those areas that will be impacted by base realignment and closure, global rebasing and force structure changes. DoDEA is sharing best practices not only in educational areas, but in support and social areas as well, to help LEAs better understand the challenges and transitions military-connected students face.

emerging technologies

Technologies such as podcasts, blogs, Internet2, handheld computers, and virtual reality.

external (system-wide) assessment

An assessment that is selected and administered throughout DoDEA for the purpose of measuring student progress or achievement.

high quality indicators

Data used for measuring the quality and degree of implementation of a particular program. The data often includes research-based principles and practices that can make a difference in teaching and student learning.

internal assessment

A student assessment that is selected and administered at the school, district, or area level for the purpose of measuring student progress or achievement.

interventions

Strategies to support student success.

kaizen (continuous improvement)

Kaizen is a Japanese philosophy that focuses on continuous improvement throughout all aspects of life and in all functions of organizations. The kaizen philosophy has had many iterations and name changes over the years. The key elements of continuous improvement (kaizen) are planning, focusing on quality and effort, involvement of all employees, reflection and communication.

life-cycle replacement

A systematic schedule to replace obsolete or worn-out items, materials, and equipment (e.g., athletic uniforms, furniture, musical instruments), and technology.

management systems

A standard operating procedure defining the distribution and accountability of resources.

modifications

Adjustments to support student success.

norm-referenced assessment

A measure that reports student progress or achievement compared with a nationally representative group of students at the same grade level.

online learning

Online learning is education in which instruction and content are delivered primarily via the Internet.

partnerships and alliances

Networks with a common goal of supporting student success which may include the following:

- parents/students/staff/military community;
- local school systems;
- institutions of higher education;
- military, businesses, and organizations;
- professional associations

performance standards

Standards that describe how well students are expected to know the content. Performance standards also specify how students will show they know the content, as well as what knowledge they need to demonstrate.

performance-based assessments

A method of evaluation where students apply what they have learned through presentations, responses, and/or products. These assessments are under the larger heading of standards-based assessments, which are measures that are aligned to the organization's standards.

professional development

Programs, courses, and activities designed to further educate certified personnel.

proficiency level

The acceptable level of achievement as defined by the performance standard.

resource allocation

Distribution of funds, manpower, and materials.

resources

Funds, manpower, materials, and community support.

Communities Committed to Success for All Students

scale scores

The scale score is the basic score for the TerraNova standardized achievement test. Scale scores for one content area test in TerraNova cannot be compared to scores from another content area.

standards-based system

A standards-based system measures its success based on student learning (the achievement of the standards) rather than compliance with rules and regulations.

strategy

A strategy is a plan or method used to reach an objective or goal.

support services

Resources designed to supplement or enrich the educational process.

system-wide assessment program

The collection of student achievement measures that are administered to all students at selected grade levels. The TerraNova, administered to students in grades 3-11, is one component of the system-wide assessment program.

TerraNova

A standardized achievement test administered to DoDEA in grades 3-11 in reading/language arts, math, science, and social studies. Standardized tests are designed to sample the skills and knowledge that students are usually expected to acquire as they progress through the grades. Standardized test results can be used to make comparisons between schools, districts, or between DoDEA and the national norm group.

training

Programs, courses, and activities designed to further educate personnel at all levels.

unit

A school, district, or area office.

virtual school

A virtual school is an educational organization that offers K-12 courses through Internet or Web-based methods. In other words, a virtual school or online learning program offers formal instruction and other resources that comprise a course of study.

Questions? Comments?

Contact:

DoDEA Office of Communications

4040 N. Fairfax Drive
Arlington, VA 22203
p: 703-588-3030

www.dodea.edu

dodea