



in a  
global  
community

Building  
futures

Department of Defense Education Activity Accountability Report  
1996-1997

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**January, 1998**



# By Intent By Design

The Department of Defense Education Activity's commitment to serving a large, highly mobile, worldwide community sets it apart from the vast number of school systems nationwide. Its strength as a learning enterprise derives from an ongoing community strategic planning process. Enlightened thinking, energy, and creativity are brought to the challenges of building an environment for all children to grow, learn, and achieve their potential. The Department of Defense's sustained success educating children for over 50 years reaffirms the soundness of these efforts and paves the way for the coming of the new millennium.

# From the Director

In 1996-97, the Department of Defense Education Activity (DoDEA), through its Domestic Dependent Elementary and Secondary Schools (DDESS), and its overseas Department of Defense Dependents Schools (DoDDS), operated 233 public schools serving the children of military and civilian Department of Defense personnel. Its schools served 115,390 students in seven states, Puerto Rico, and 15 foreign countries. DoDEA is unique among all other public school organizations in the world. With student bodies representing every state and territory in the United States, and as ethnically diverse as the country itself, DoDDS and DDESS are truly "America's school systems."



By the Year 2000, DoDEA will be a *learner-centered* organization . . . *unbound by traditional* school concepts of time, location and age requirements, and . . . recognized for its ability to provide students with the knowledge and high level skills required for *success* in a *global community*.

## A Brief History

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Over 50 years ago, the United States military established schools for the children of their occupying forces in Europe and in the Pacific while also maintaining some schools on military bases within the continental United States. Originally administered by the Service branches whose children they served, the growing number of schools soon transferred to civilian managers. The schools were then organized in two separate but parallel systems: the Department of Defense Dependents Schools (DoDDS) overseas, and the Section 6, or, more recently named the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the United States. In 1994, the two systems united under the DoDEA to achieve the educational goals set out in the DoDEA Community Strategic Plan.

## A Look Ahead

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A collaborative effort among all sectors of our community of learners led to the development of the vision for our system, a vision which generates both organizational reform and the establishment of very specific performance goals for our students and for our schools. This vision is an expression of our aspirations for our children, commitment to continual systemic improvement, and confidence in the collective wisdom and talent of our stakeholders. It is the construct that reflects who we are and what we are in the process of becoming. It provides the underpinnings for programmatic initiatives and drives resource allocations. Our vision is what has come to define our efforts and to shape our identity as innovative and highly successful school systems.

## Vision and Commitment

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A vision statement is generally written in such general language that it can rarely do more than inspire. Moving from inspiration and aspiration to achievement requires an action plan. The DoDEA Community Strategic Plan is just that. It details the goals and benchmarks that are milestones on the way to becoming the school systems described in the DoDEA vision statement. Ten interdependent education goals were identified as requirements for achieving the DoDEA vision. A number of benchmarks were developed to define discrete, measurable performance criteria for each of the goals. Every year specific goals and benchmarks will be selected as priorities.

This two volume publication offers a glimpse of DoDEA during the second year of its projected 5-year transformation process. The 1996-97 student performance data are included in both the Accountability Report and the Accountability Profiles and can be compared to those of previous years, including the baseline data of school year 1995-96.

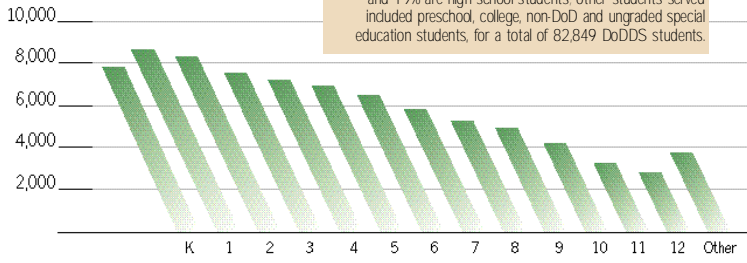
*The students served in DoDDS and DDESS schools have parents/guardians representing each branch of the military as well as civilian personnel.*



# DoDDS 1996-1997 students

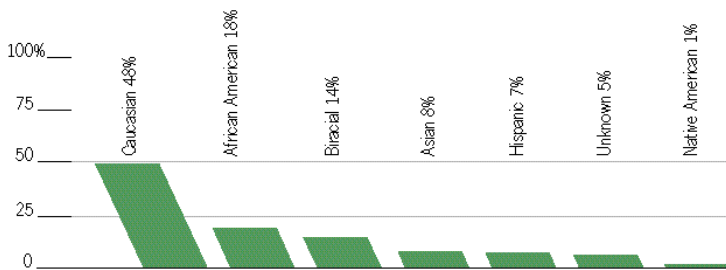
## by grade

Of the 79,110 K-12 students served in 167 DoDDS schools, 67% are elementary students, 14% are middle school students and 19% are high school students; other students served included preschool, college, non-DoD and ungraded special education students, for a total of 82,849 DoDDS students.



# Who We Serve

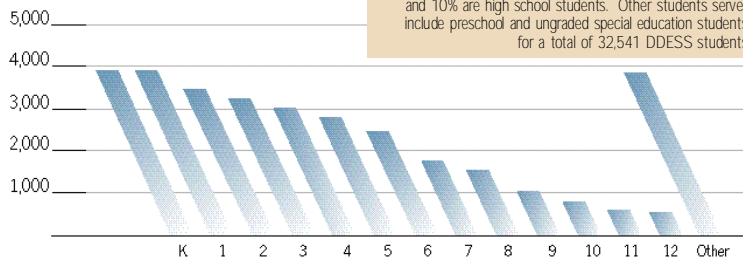
## by ethnicity



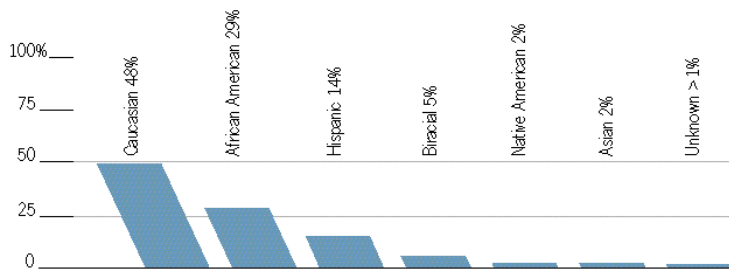
# DDESS 1996-1997 students

## by grade

Of the 28,737 K-12 students served in 66 DDESS schools, 79% are elementary students, 11% are middle school students, and 10% are high school students. Other students served include preschool and ungraded special education students, for a total of 32,541 DDESS students.



## by ethnicity



The students served in DoDDS and DDESS have parents/guardians representing all branches of the military as well as civilian personnel.



U.S. Air Force

DoDDS 30.8%  
DDESS 11.0%



U.S. Army

DoDDS 36.0%  
DDESS 55.0%



U.S. Navy

DoDDS 13.4%  
DDESS 12.2%



U.S. Marine Corps

DoDDS 5.6%  
DDESS 17.1%

U.S. Coast Guard

DoDDS 0.03%  
DDESS 0.5%

U.S. Civilian

DoDDS 12.5%  
DDESS 3.2%

National Guard

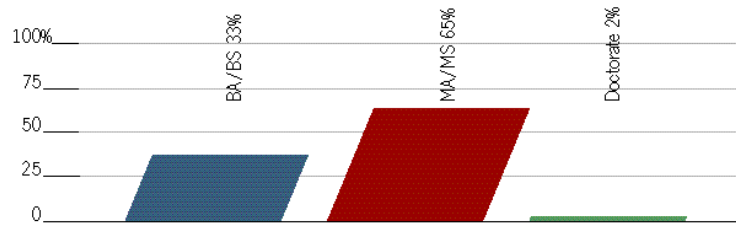
DoDDS 0.0%  
DDESS 0.6%

Non-U.S. Military and Civilians

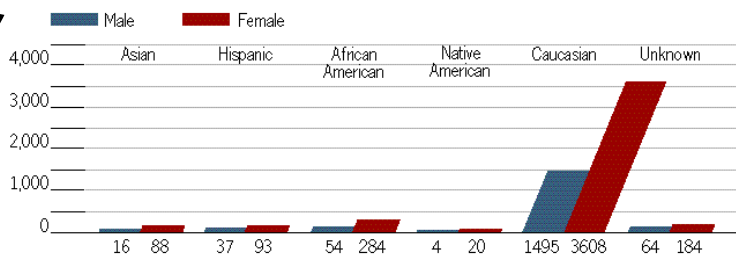
DoDDS 1.6%  
DDESS 0.4%

# Who We Are

## DoDDS Instructional staff *by education*

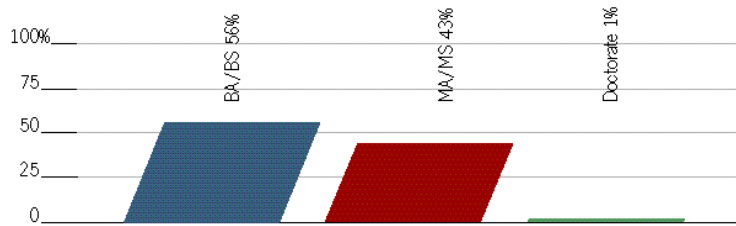


## *by ethnicity*

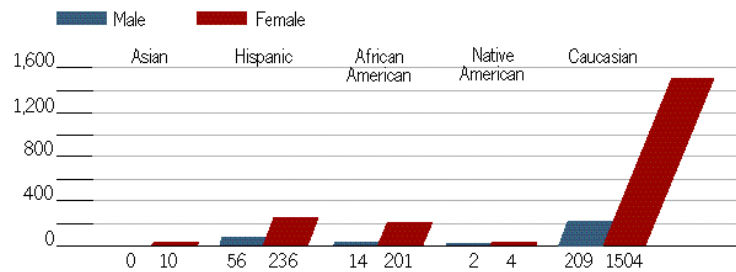


## DDESS Instructional staff

### *by education*

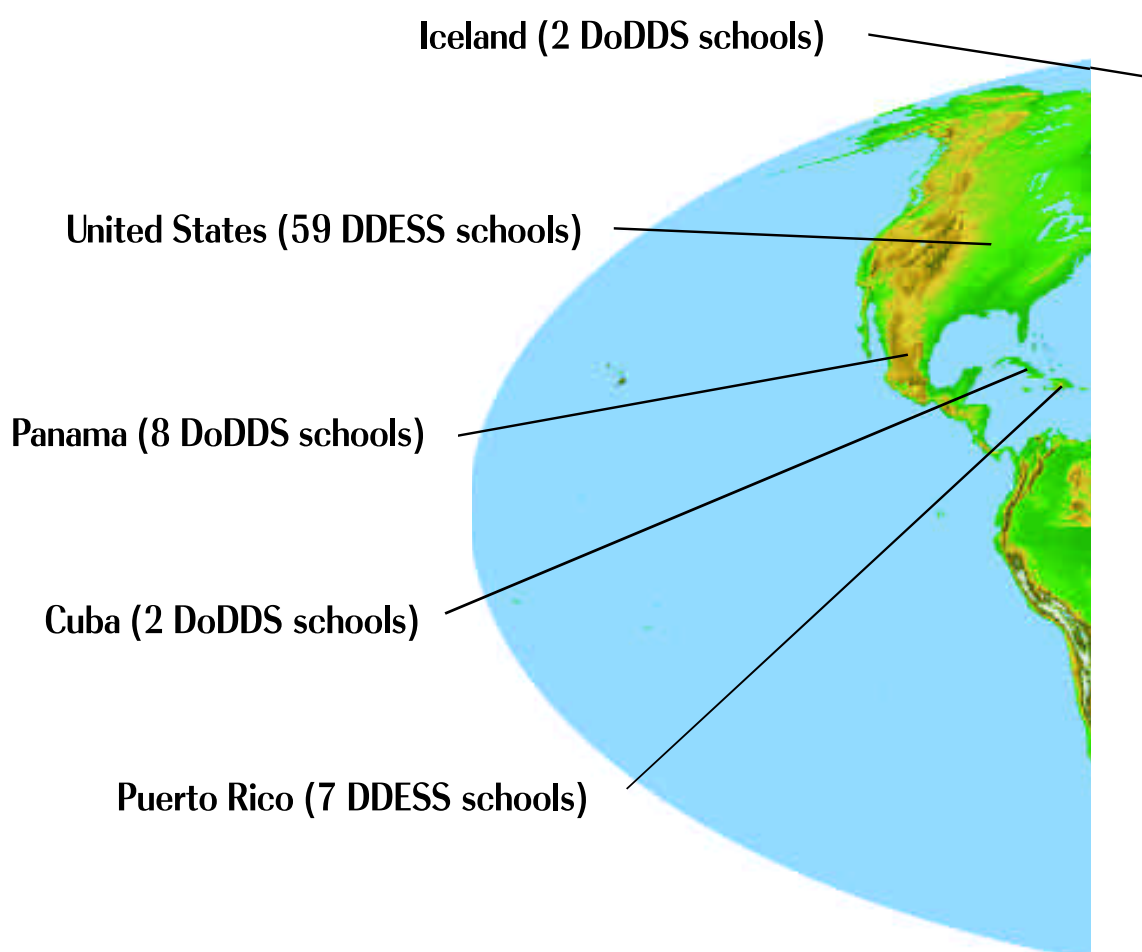


### *by ethnicity*



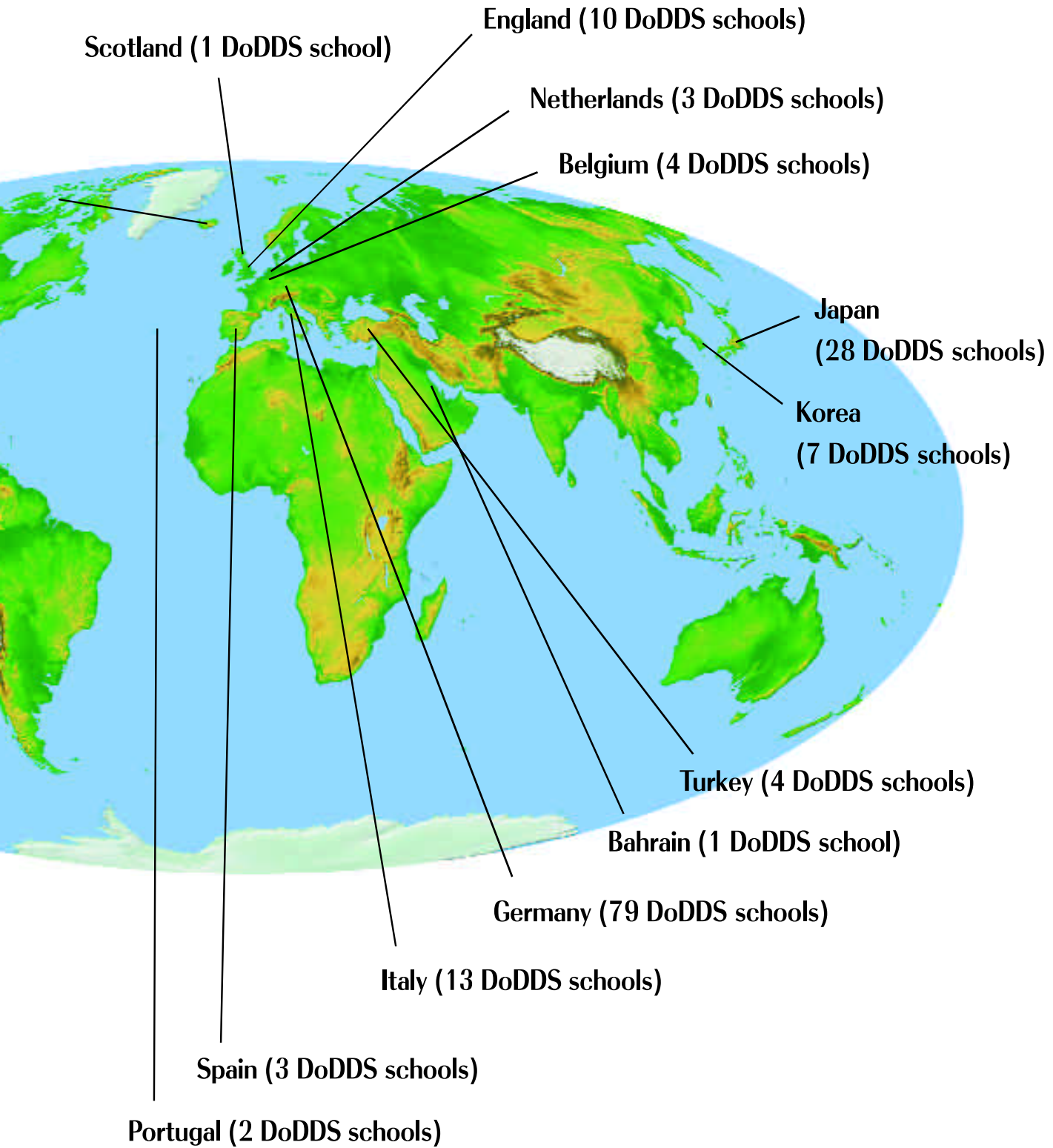






# Where We Are





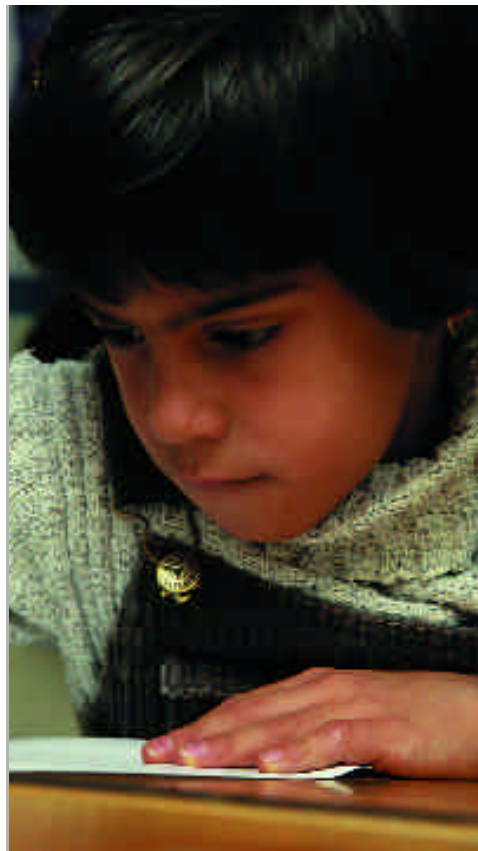
# DoDEA's Strategic Goals



The ten goals listed reflect the milestones that must be reached if the DoDEA vision is to become a reality for our students in the year 2000. During school year 1996-97, seven of the ten goals were identified as priorities. They are highlighted and only those priorities are reported in this document.



- **Goal 1: *School Readiness.*** By the year 2000, all children in America will start school ready to learn.
- **Goal 2: *High School Graduation Rate.*** By the year 2000, the high school graduation rate will increase to at least 90 percent.
- **Goal 3: *Student Achievement and Citizenship.*** By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
- **Goal 4: *Mathematics and Science Achievement.*** By the year 2000, U.S. students will be first in the world in mathematics and science achievement.
- **Goal 5: *Adult Literacy and Lifelong Learning.*** By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- **Goal 6: *Safe, Disciplined, and Alcohol and Drug-Free Schools.*** By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- **Goal 7: *Teacher Education and Professional Development.*** By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire knowledge and skills needed to instruct and prepare all American students for the next century.
- **Goal 8: *Parental Participation.*** By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.
- **Goal 9: *Accountability.*** By the year 2000, a systemwide accountability process will be established to monitor and improve educational quality and to ensure the effective and efficient use of human and fiscal resources.
- **Goal 10: *Organizational Development.*** By the year 2000, an organizational infrastructure will be created to support and to enhance the teaching and learning process.



# School Readiness

By the year 2000,  
all children in America  
will start school ready  
to learn.



*DoDEA's  
vision for early  
childhood education is  
that, by the year 2000,  
all of our learning  
environments, teacher  
training programs,  
equipment, and facili-  
ties will be available  
and suited to receive  
all of our  
preschool  
chil-*

Access to DDESS preschool programs was expanded for children of preschool age (3-4 year olds) from 1,978 children in the 1995-96 school year to 3,087 in school year 1996-97. Of that increase, 919 were the result of new DDESS programs. The remaining 190 were the result of increased enrollment in existing programs.

Access to DoDDS preschool programs was expanded for children of preschool age (3-4 year olds) from 500 children in the 1995-96 school year to 720 children in school year 1996-97. All increases were the result of newly established DoDDS preschool programs.

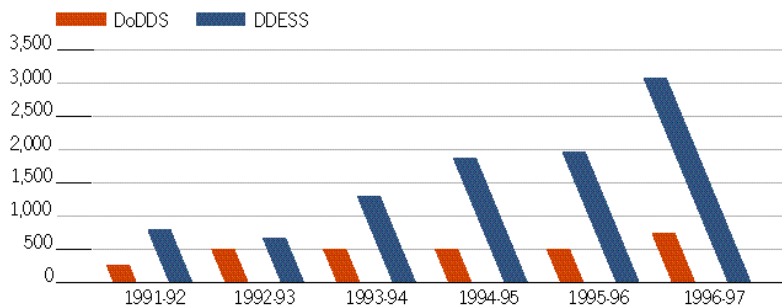
Students who completed DoDDS preschool programs demonstrated proficiency in readiness skills at the following rates: psychomotor-89%, social development-73%, approaches to learning-80%, language-92%, and cognition-79%.

In 100% of DoDDS and DDESS preschool programs, comprehensive medical screenings were conducted resulting in appropriate follow up care and education interventions for preschool children.

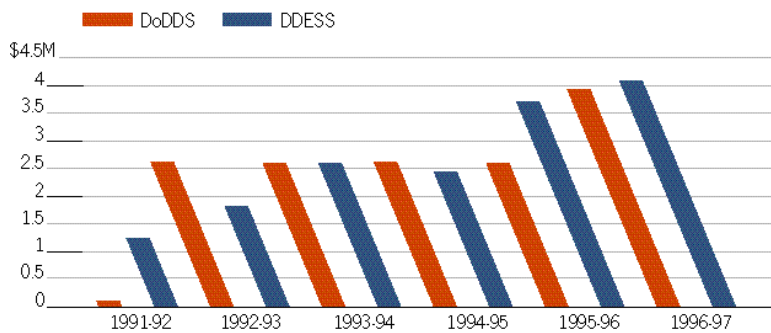
100% of DoDEA preschool programs have a comprehensive community-specific parent involvement program which has resulted in active parent involvement in their child's learning.

# Goal

## Preschool enrollment



## Preschool program costs



The above charts exclude data for preschool children with disabilities. Program costs for DoDDS and DDESS include teacher salaries with benefits, supplies, and training. Differences in costs between DoDDS and DDESS are due primarily to variations in the average teacher salaries. DoDDS teacher salaries are inclusive of overseas living allowances and transportation costs. Other factors influencing differences in costs include pupil-to-teacher ratios and start up costs.



# Student Achievement and citizenship

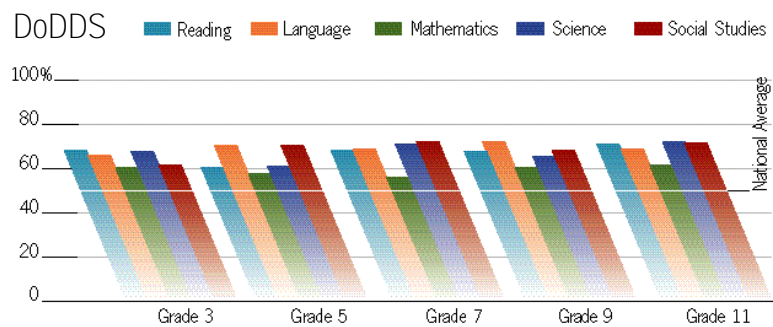
By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

*In order to meet the demands of our global and technological society, we must impart more complex knowledge, cover additional content (second languages, school to work skills, and technology skills) and foster the application of information to solve present and future problems.*



## Comprehensive Tests of Basic Skills Results

Among the primary measures used to assess the achievement of DoDDS students over time are the standardized achievement tests administered to all students each spring in grades 3-11. DoDDS students performed above the national average (50th percentile) in all subject areas at all grade levels.





# Goal

In Reading, the percentage of DDESS students in grades 3, 5, 7, 9, and 11 scoring in the upper two quarters on a standardized achievement test increased by 4%.

In Language, the percentage of DDESS students in grades 3, 5, 7, 9, and 11 scoring in the upper two quarters on a standardized achievement test increased by 7%.

In Social Studies, the percentage DDESS students in grades 3, 5, 7, 9, and 11 scoring in the upper two quarters on a standardized achievement tests increased by 11%.

DDESS 12th graders scored slightly below the national average on the Verbal Scholastic Assessment Test (SAT). DoDDS 12th graders scored above the national average on the Verbal SAT.

In Reading, the percentage of DoDDS students in grades 3, 5, 7, 9, and 11 scoring in the upper two quarters on the Comprehensive Tests of Basic Skills (CTBS/4) increased by 2% compared to the 1994 baseline.

In Language, the percentage of DoDDS students in grades 3, 5, 7, 9, and 11 scoring in the upper two quarters on the Comprehensive Tests of Basic Skills (CTBS/4) increased by 3% compared to the 1994 baseline.

In Social Studies, the percentage of DoDDS students in grades 3, 5, 7, 9, and 11 scoring in the upper two quarters on the Comprehensive Tests of Basic Skills (CTBS/4) increased by 5% compared to the 1994 baseline.

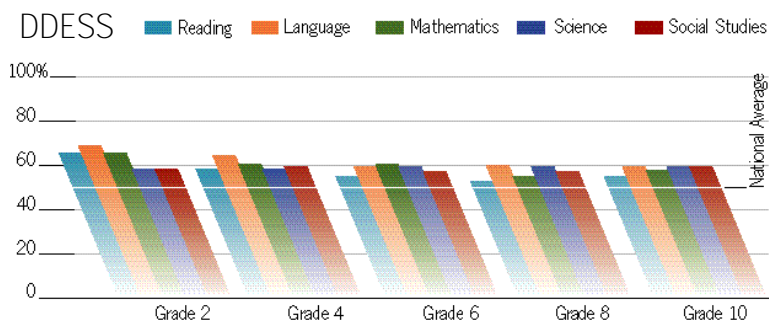
DoDDS 12th graders scored above the national average in each subject area (English, Mathematics, Reading, and Science Reasoning) as well as the composite score on the American College Testing Assessment (ACT).

More than 75% of DoDDS students at grades 5, 8, and 10 are proficient writers as measured by the DoDEA Writing Assessment.

In Reading, the achievement gap, as measured by the Comprehensive Tests of Basic Skills (CTBS/4), between DoDDS African American students in grades 3, 5, 7, 9, and 11 and the 1994 DoDDS baselines remained unchanged, while the gap for DoDDS Hispanic students decreased slightly.

In Language, the achievement gaps for the DoDDS African American and Hispanic students in grades 3, 5, 7, 9, and 11 are significantly smaller than the 1994 baselines differences.

In Social Studies, the achievement gaps for the DoDDS African American and Hispanic students are significantly smaller than the 1994 baseline differences.



## 97 Standardized Test Results

DDESS systemwide scores in all subjects at all grades are above the national average. DDESS districts administer several different achievement tests. To calculate a system average for DDESS, the mean Normal Curve Equivalent (NCE) scores were first calculated. The corresponding percentile scores were determined using a standard normal conversion table.

# Mathematics and Science Achievement



By the year 2000, students will be first in the world in mathematics and science achievement.



*For our students to develop the mathematical and scientific knowledge, skills, and attitudes necessary to compete in a global economy, we must continue to reformulate our mathematics and science curricula and instruction as methods to be consistent with the best available instructional principles.*

63% of the teachers in the DoDDS Hessen District who were of a mechanical level of mathematics program implementation in Spring 1996 had moved to a higher level of use in Spring 1997. All of the teachers assessed were found to be implementing the mathematics program in accordance with the National Council of Teachers of Mathematics.

In mathematics, the achievement gaps, (as measured by the Comprehensive Tests of Basic Skills (CTBS/4)), between DoDDS African American and Hispanic students in grades 3, 5, 7, 9, and 11 and the DoDDS baselines decreased slightly.

In science, the achievement gaps for the DoDDS African American and Hispanic students in grades 3, 5, 7, 9, and 11 decreased significantly. The gaps for African American students, in particular, have decreased dramatically compared to 1994 baselines.

In mathematics, after a decline in 1996, the percentage of DoDDS students in grades 3, 5, 7, 9, and 11 scoring in the upper two quarters on the Comprehensive Test of Basic Skills (CTBS/4) increased by 2%.

In science, the percentage of DoDDS students in grades 3, 5, 7, 9, and 11 scoring in the upper two quarters on the Comprehensive Tests of Basic Skills (CTBS/4) increased by 5% compared to the 1994 baseline.

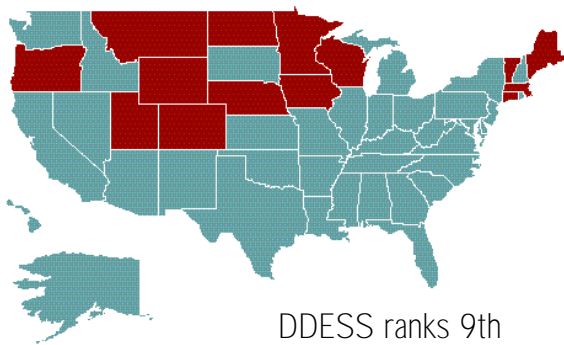
In mathematics, the percentage of DDESS students in grades 3, 5, 7, 9, and 11 scoring in the upper two quarters on standardized tests increased by 3%.

In science, the percentage of DDESS students in grades 3, 5, 7, 9, and 11 scoring in the upper two quarters on standardized tests increased by 6%.

DDESS 12th graders scored lower than the national average on the mathematics portion of the Scholastic Assessment Test (SAT). DoDDS 12th graders scored slightly below the national average on the mathematics SAT.

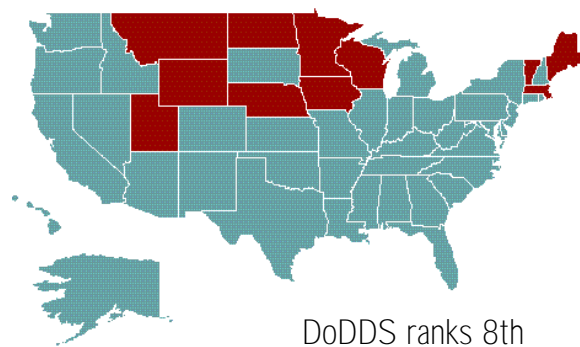
# Goal

## DDESS NAEP 8th Grade Science



DDESS schools ranked 9th among the 44 states and jurisdictions reported for the eighth grade science assessment on the National Assessment of Educational Progress (NAEP) in 1996.

## DoDDS NAEP 8th Grade Science

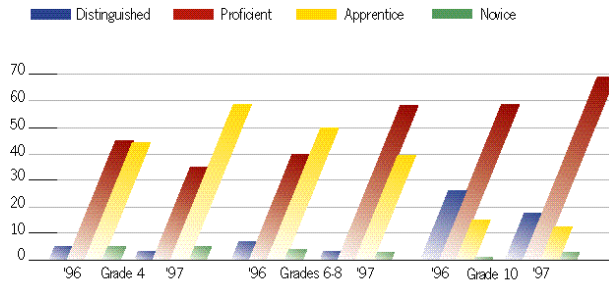


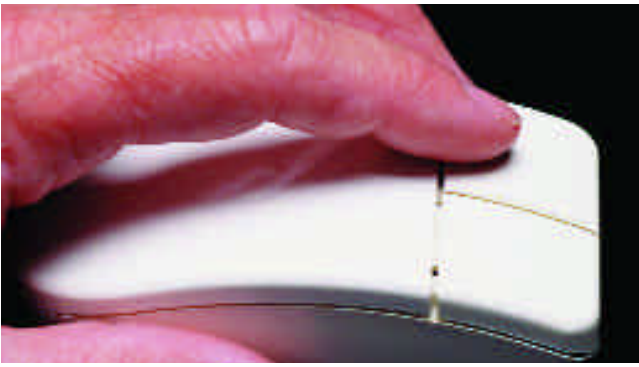
DoDDS schools had the 8th ranked scale among the 44 states and jurisdictions reported for the eighth grade science assessment on the National Assessment of Educational Progress (NAEP) in 1996.

# Achievement data DDESS

## 1996-97 Writing Assessment North Carolina Districts

Several DDESS districts participate in state writing assessments. Since the assessment instruments vary among states, the results are not comparable, and only the districts taking the North Carolina Writing Assessment, Camp Lejeune and Fort Bragg, are presented here.

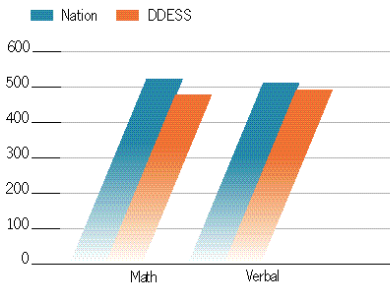




## SAT Results

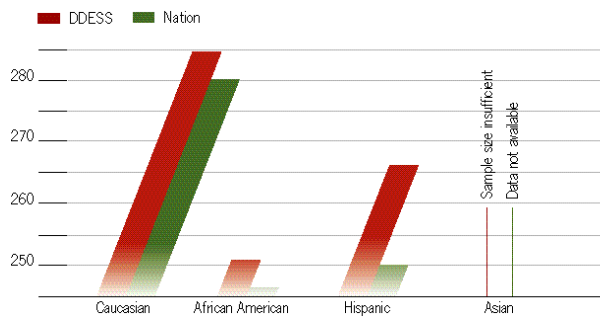
The DDESS results on the SAT for 1997 are shown below. The participation rate for DDESS students in the 1997 SAT was 46%, which is higher than the national rate of 41%. (For additional information, see SAT data for DoDDS students).

## SAT



## NAEP results, 8th grade math

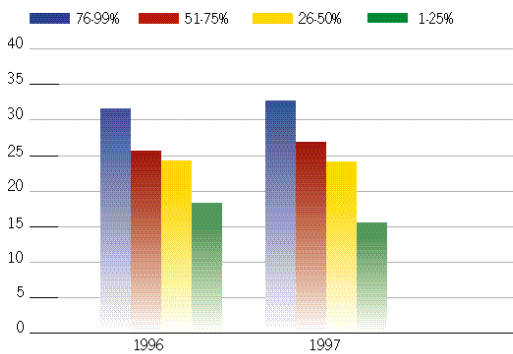
The chart below shows 8th grade National Assessment of Educational Progress (NAEP) results in mathematics for 1996 by combined ethnic groups. DDESS African American and Hispanic students ranked third and second, respectively.



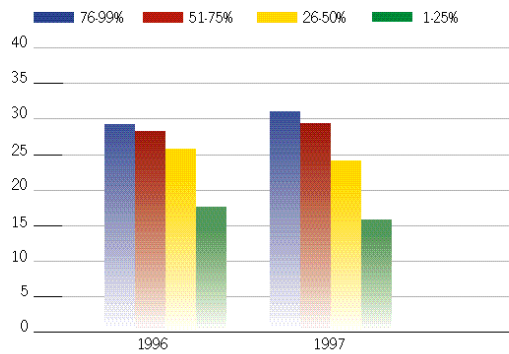
## Standardized Test Results

The charts below reflect results of combined DDESS Standardized Test Results from ethnic/racial groups in grades 3, 5, 7, 9, and 11.

## Math



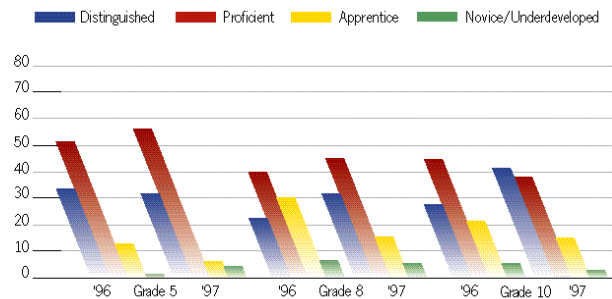
## Science



# Achievement data DoDDS

## Writing Assessment Results

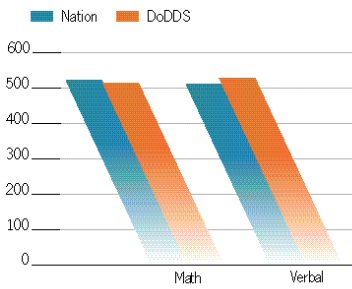
DoDDS administered its systemwide writing assessment in Spring 1997 to students in grades 5, 8, and 10. The chart to the right shows substantial progress over the previous testing year. In 1997, the percentages of students scoring at the proficient or distinguished levels for grades 5, 8, and 10 were 88%, 77%, and 80%, respectively. The goal of 75% of students reaching the "Proficient" level or higher was met at all three grade levels. In addition, the percentage of students whose writing reached the "Distinguished" level in 1997 surpassed the 1994 baseline scores at all three grade levels. Another positive indicator is that the percentage of students scoring at the lower levels of "Apprentice" and "Novice" in 1997 was substantially lower than in previous years.



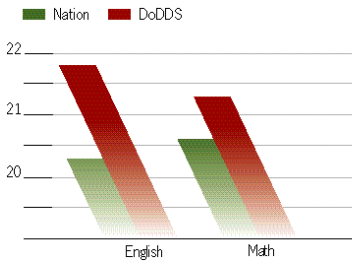
## SAT and ACT Results

The Scholastic Assessment Test (SAT) is the test taken by most DoDEA college-bound students. The DoDDS results on the SAT for 1997 are presented below. A significant factor in interpreting SAT scores is the proportion of students taking the exam—the participation rate. For example, sometimes districts have high average scores but relatively few students who take the test. The participation rate for DoDDS (64%) is significantly higher than the national rate (41%). Also shown are the results of the 1997 ACT's. Approximately one fourth of DoDDS graduating seniors take the American College Testing Assessment (ACT). The scores for each subject are all above the national average.

### SAT

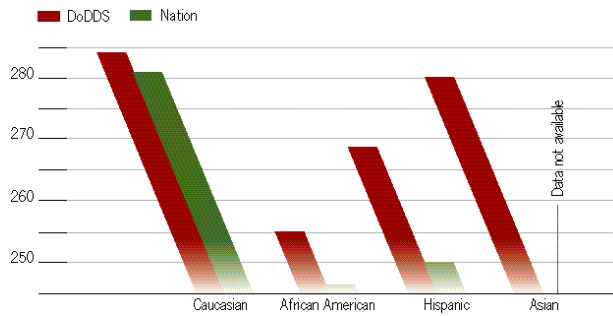


### ACT



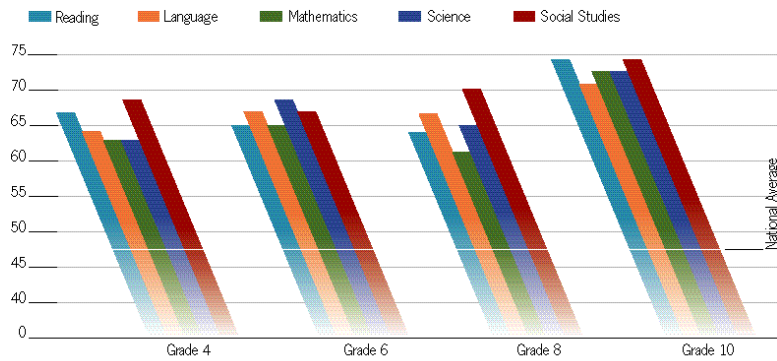
## NAEP Results, 8th Grade Math

The chart below shows 8th grade National Assessment of Educational Progress (NAEP) results in mathematics for 1996 by combined ethnic groups. Overall, DoDDS African American students ranked first in the nation in average scores; DoDDS Hispanic students also ranked first and Asian eighth graders ranked eighth.



## CTBS TerraNova Multiple Assessment

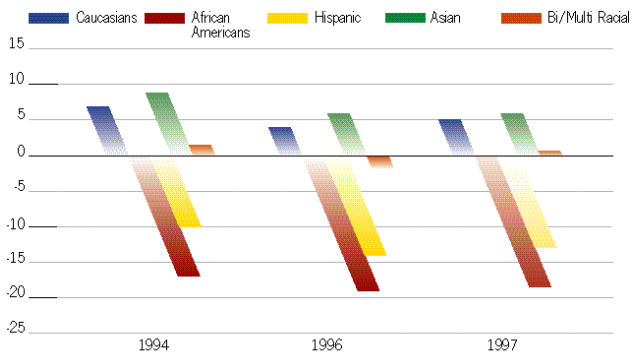
In 1987, DoDDS piloted the new edition of the CTBS, TerraNova Multiple Assessments, in grades 4, 6, 8 and 10. This edition more closely aligns with new national standards and the DoDDS curriculum. Results were positive with most scores somewhat higher than the CTBS/4 in grades 3, 5, 7, 9 and 11.



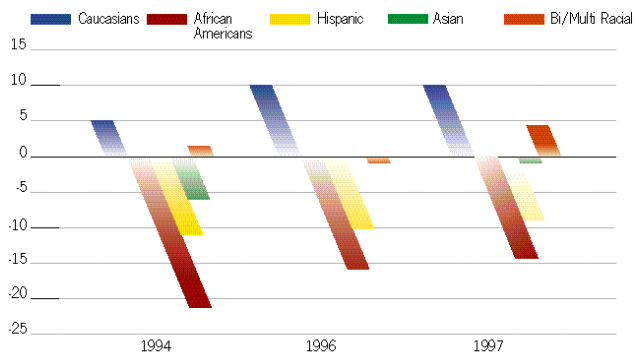
## CTBS Achievement Gaps

The charts below show "achievement gap" data among DoDDS ethnic/racial groups using combined CTBS/4 results from grades 3, 5, 7, 9, and 11. These "gaps" are the differences between the 1994 systemwide averages for each grade and each subject (the baselines) and the averages for each ethnic or racial group.

### Math



### Science



# Teacher Education

and professional development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.



*Professional development is a foundation upon which DoDEA's vision rests. We are fortunate to have among us the most highly educated teachers and administrators in the world. Now we must shift our thinking from past strategies of training to dynamic school-based professional development that is targeted directly to school improvement and effective research-based classroom teaching.*



Through participation in the DoDEA Presidential Technology's Initiative (PTI) Summer Institute, over 200 DDESS and DoDDS educators developed skills in:

- The use of Interactive Education and Instructional Assessment Software to support instructional strategies;
- Establishing strategies through Curriculum and Technology Integration Plans (CTIP) to support DoDEA curriculum standards and local School Improvement Plans;
- Identifying, field testing, and evaluating exemplary educational courseware;
- Planning for the use of technology in curriculum content areas.

Components of the DoDDS Education Equity Plan have been initiated in 21% of the DoDDS schools and in 91% of the districts to enable teachers to effectively address student achievement between ethnic groups.

118 educators graduated from the DoDEA Leadership Academy thereby increasing management ability among existing DoDEA instructional leaders and preparing the next generation of principals and superintendents.

46 educators new to DoDDS participated in "Successful Beginnings" training and 56 mentors received training, both of which focused on DoDDS instructional practices, organization and personnel policies, and the study of DoDDS curriculum expectations for student learning. As a result, the new teacher retention rate is 100%.

Customer Service and Diversity Training for non-educators was delivered in five districts, DoDEA headquarters, and the DoDEA Procurement Office in Richmond, Virginia.

# 7 Goal



# Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.



*For our students to receive the maximum benefit from their educational experiences, parents must be full partners in their children's education. We must expand parent involvement in learning activities and decisionmaking.*

A Site-Based Self-Evaluation of the DoDEA School-Home Partnership (SHP) conducted by DoDEA indicated:

Co-Communicators

Results of the self-evaluation indicate that schools are creatively meeting the goals of Tier 1. Average individual scores rate overall progress toward full school-home partnership on Tier 1 as a 3.8 on a scale of 5. Consensus ratings confirm that 71% of the educators have reached either "Good to Full" partnership (ratings of 4 or 5).

Co-Supporters

Schools are less comfortable with Tier 2. Average individual scores rate overall progress a 3.4 on this Tier. Only 45% of schools felt they had achieved "Good to Full" partnership.

Co-Learners

The teams report the least progress with Tier 3. Average individual ratings of Tier 3's overall practices were 3.1. 23% of teams felt that they had reached "Good to Full" partnership.

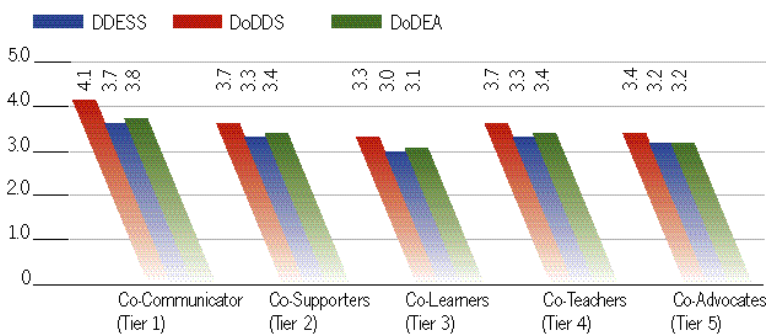
Co-Teachers

Schools felt they were doing a little better with co-teaching than with co-learning. Average individual ratings of overall Tier 4 practices were 3.4. Just over half (51%) of the schools felt that had achieved "Good to Full" partnership.

Co-Advocates, Advisors, and Decision-makers

Teams are enthusiastic about Tier 5. Individual ratings averaged 3.2 for overall Tier 5 practices. 25% of schools felt they had reached "Good to Full" partnership.

## 5-Tier SHP



Results of the average individual ratings (on a scale of "1 = low" to "5 = high") on overall practices for each tier of the SHP model indicated that DoDEA schools demonstrated visible progress towards school-home partnership. The SHP model organized activities for parents and school personnel in a 5-tier framework ranging from co-communication to co-advocacy.

# Goal



# Accountability

By the year 2000, a systemwide accountability process will be established to monitor and improve quality and to ensure the effective and efficient use of human and fiscal resources.



*Accountability encompasses research, evaluation and assessment. It involves a standard process for monitoring systemwide goals for all schools and operational units within DoDEA to ensure quality and effective, efficient use of human and fiscal resources.*

DoDDS and DDESS End-of-Year Status Reports, the major components of the systemwide accountability process for monitoring the Strategic Plan, identified areas of greatest school strengths as: communication of School Improvement progress, data collection, and producing quality work.

The Dependent Schools Automated Material Management System was implemented throughout DDESS, thus providing a single property accountability management system for all of DoDEA.

82% of self assessments conducted in DoDEA rated property accountability as "good."  
Property validation/assistance visits confirmed the results of the self assessments.

Analysis of comprehensive evaluation data collected from participants of the 1997 School Improvement Institute indicate that a program content quality rating of 96% "outstanding" or "very good."

The results of an evaluation study of the Reading Recovery Program revealed that Reading Recovery students significantly outperformed those students not in Reading Recovery in both the reading and the language subtests of the TerraNova Multiple Assessments.

# Goal



# Organizational Development

By the year 2000, an organizational infrastructure will be created to support and enhance the teaching and learning process.



*To ensure that we can reach the DoDEA goals, we must review our organizational structure in light of the Strategic Plan and modify it as required to provide an excellent school program in all locations.*

# 10 Goal

The DoDEA School Improvement Process has resulted in significant movement towards education program support and reform in instructional practices and school management as measured by interviews conducted with focus groups during the 1997 School Improvement Institute.

An evaluation of the DoDEA Site-Based Management (SBM) Pilot by educators, parents, and students using focused interviews and cross-year comparisons indicate that SBM provides:

**EDUCATORS:**

- Increased support for collaborations and participatory leadership at school level.
- More effective allocation of funds and resources.
- A forum for administrator/teacher collaboration.

**PARENTS:**

- A vehicle for change in schools; parents also indicated that they consider these changes as good for their children.
- An opportunity to have their concerns and recommendations heard and considered.

**STUDENTS:**

- Opportunities for leadership training and creative problem solving.
- An increase in student resources and opportunity for involvement in programs beyond Panama (e.g. Jason, Model United Nations).

National recognition programs for excellence in teaching and education, school, and district leadership were expanded to recognize professional achievement and to identify exceptional instructional leaders in DoDEA.

DoDEA conducted a complete physical security review of all overseas schools and Puerto Rico and has implemented appropriate security upgrades at selected locations in coordination with military commands. Security measures include procurement of cell phones for student transportation, physical security upgrades at selected locations, and antiterrorism training for DoDEA and contractor employees.

Staff development in inclusive education was provided to over 500 general and special educators. Based on 1997 special education student data, approximately 33% of students with disabilities receive special education services in integrated general education settings as compared to 20% in 1994.

DDESS conducted compliance monitoring for the provision of inclusive education for all children in 15 schools (11 elementary schools, 3 middle schools, and 1 high school) in 10 DDESS districts.

To create a communications system that shares information with all DoDEA constituents, DoDEA has developed a DoDEA WebSite (<http://www.odedodea.edu>) and distributed the "Spirit of Excellence," the "Review of Minority Achievement in the Pacific Area," the "DoDEA Accountability Report," and the "DoDEA Accountability Profiles" to all DoDEA districts, schools, and communities.

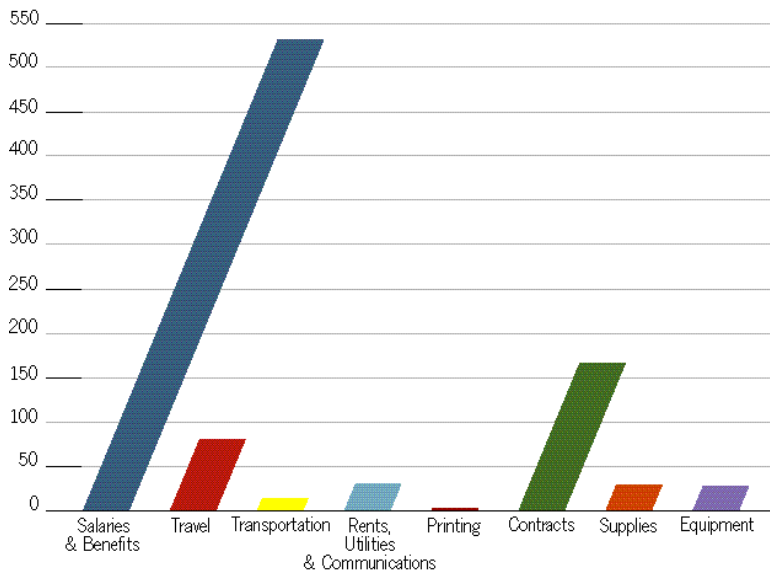




# Budgets

## DoDDS

\$ in M



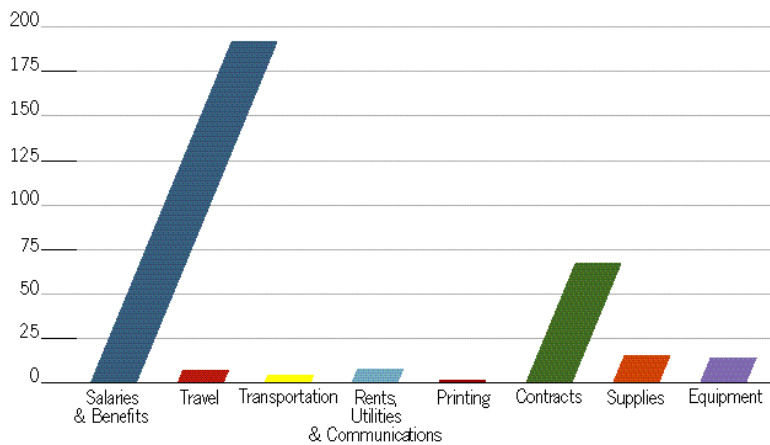
Cost per pupil

Nation: \$6,730

DoDDS: \$8,714

## DDESS

\$ in M



Cost per pupil

Nation: \$6,780

DDESS: \$7,803



# 1997-1998 Advisory Groups

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# Where we're going

*A world of limitless*

*opportunity, a future of  
boundless promise, the  
tomorrows for which we  
prepare our children are  
created in the lessons we  
teach them today.*

The DoDEA vision statement describes an educational system unbound by traditional school concepts of time, age, and location. It is a system driven by the needs of its students and the realities of a highly technological global marketplace.

Achieving the DoDEA vision for our schools and students presents a very ambitious challenge to everyone in our community. The implementation of the Community Strategic Plan, and the initial work toward the achievement of its benchmarks in 1995-96, laid the groundwork for our efforts during school year 1996-97, and established specific performance goals that will take our schools and our students into the next century. The priority goals selected for the initial years of the DoDEA Community Strategic Plan entail the significant reforms that educational systems must implement to be successful agents of change in the lives of their students. Rapid advances in technology and the interrelatedness of global markets have transformed the world for which our students must be prepared. DoDEA is committed to providing a dynamic educational environment in which vision and innovation guide instructional programs and the opportunities for the optimal achievement and successful future of all students.



We would like to thank you for your continued expressions of support and appreciation for the work that is being performed by our staff and students worldwide. In the many letters we have received recognizing the staff's dedication and commitment, it is apparent that you, the stakeholders, sense the constancy of purpose from which that dedication grows. We will continue to strive to merit your trust and confidence.

WE WILL  
CONTINUE  
TO STRIVE...



A publication of



Department of Defense Education Activity  
Communications Office

DoDEA Pamphlet 97-C-003

Prepared by: Accountability Division and Communication Office, Department of Defense Education Activity, 4040 North Fairfax Drive, Arlington, Virginia 22203.