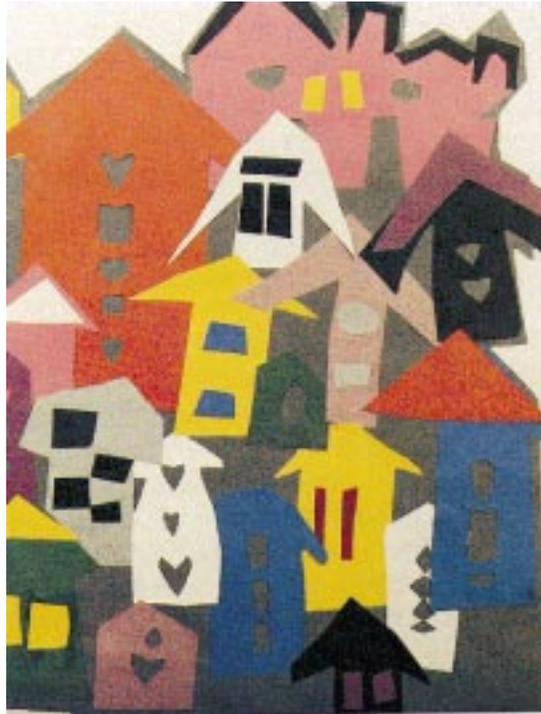


Department of Defense Education Activity Accountability Report

1995-1996

Building

Futures



Community

in a Global

Secretary of Defense

The Honorable William S. Cohen

Under Secretary of Defense for Personnel and Readiness

The Honorable Edwin Dorn

Assistant Secretary of Defense for Force Management Policy

The Honorable Fred Pang

**Deputy Assistant Secretary of Defense for Personnel
Support, Families and Education**

Ms. Carolyn H. Becraft

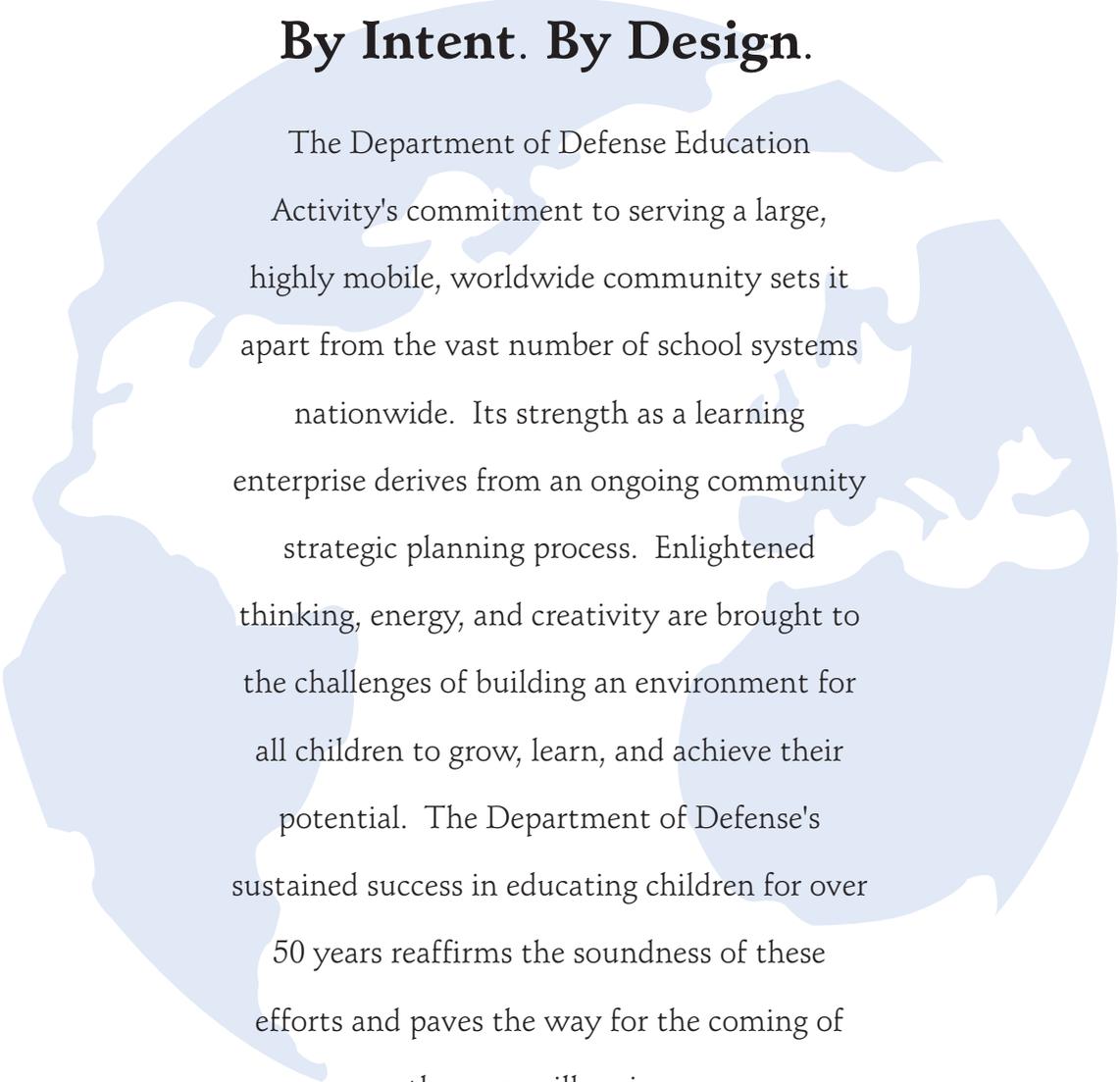
Director, Department of Defense Education Activity

Dr. Lillian Gonzalez

Printed date: March 1997

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Report design by: *Caliber Associates, Fairfax, VA*



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 in educating children for over 50 years reaffirms the soundness of these efforts and paves the way for the coming of the new millennium.

"America's School System"

In 1995-96 the Department of Defense Education Activity (DoDEA) operated 239 public schools serving the children of military and civilian Department of Defense personnel. Its schools serve 116,108 students in seven states, Puerto Rico, and 15 foreign countries. DoDEA is unique among all other public school systems in the world. With a student body representing every state and territory in the United States, and as ethnically diverse as the country itself, DoDEA is truly "America's School System."

A Brief History

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

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 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 a school system.

Vision and Commitment

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 system 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.

School Year 1995-1996 was a pivotal time for everyone associated with the DoDEA. Organizational changes eliminated layers of administration, consolidated operations, and increased autonomy at the local level. Necessary changes were initiated in the teaching and learning processes, and all sectors of the community were given a greater voice in the decisionmaking process. The Community Strategic Plan established additional mechanisms facilitating the shared interest, involvement, and responsibility for education that will make the DoDEA vision a reality and the future a success for all students.

This two volume publication offers a glimpse of DoDEA during the preliminary phase of its projected 5-year transformation process. The 1995-1996 student performance data included in both the *Accountability Report* and the *Accountability Profiles* create the baseline to which we will compare all future data.

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.