

dodeca



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Community Strategic Plan

CSP

■ 2001 - 2006 ■



# Foreword

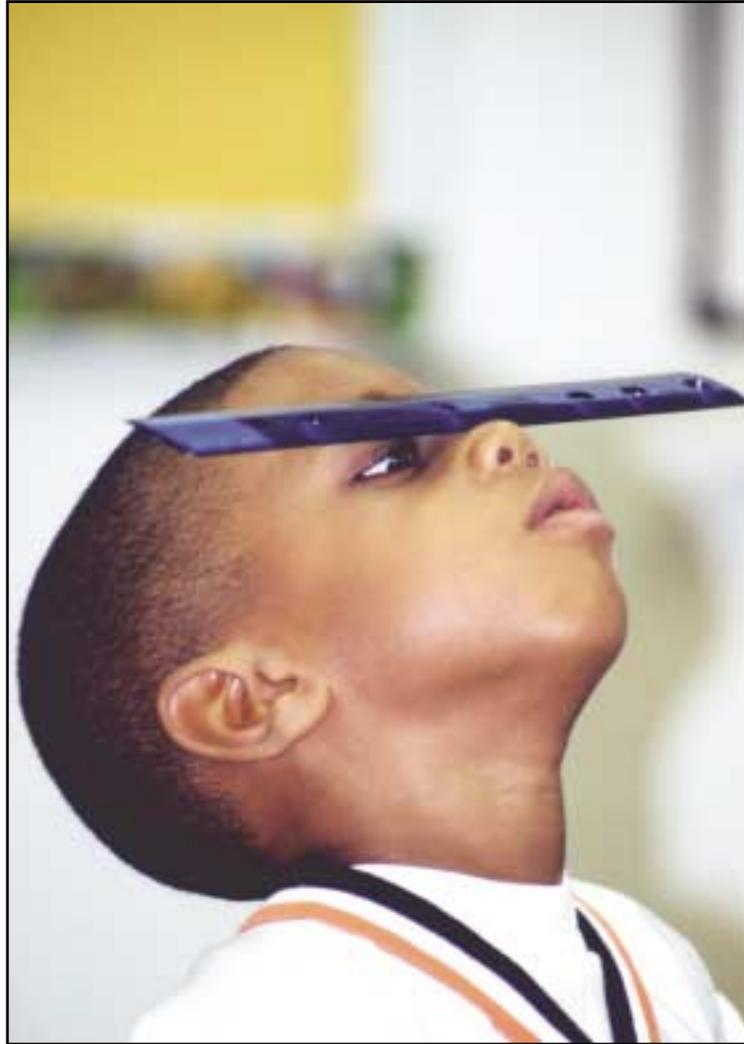
This document contains the strategic direction for the Department of Defense Education Activity (DoDEA) for the years 2001-2006. DoDEA provides education to eligible Department of Defense (DoD) military and civilian dependents from preschool through grade 12 with two distinct programs, the DoD Domestic Dependent Elementary and Secondary Schools (DDESS) for dependents at locations within the continental United States where DoD operates schools, and the DoD Dependents Schools (DoDDS) for dependents outside the continental United States.

The DDESS system serves an estimated 36,400 students in 70 schools located in seven states, Guam, and the Commonwealth of Puerto Rico. The DoDDS system serves approximately 76,500 students in 154 schools in 13 countries. Courses of study in DoDEA schools parallel those found in public schools in the United States. This plan unifies the strategic direction for both DDESS and DoDDS, yet provides the flexibility to address unique issues and challenges each program and each community addresses.

The process used to develop this 5-year plan, along with the vision, mission, guiding principles, goals, outcomes, members, and glossary of terms, are contained in the following pages. The plan provides a road map for keeping DoDEA in 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.



Community Strategic Plan





DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

## **Vision**

Communities investing in success for ALL students!

## **Mission**

The Department of Defense Education Activity provides, in military communities worldwide, exemplary educational programs that inspire and prepare all students for success in a global environment.

## **Guiding Principles**

Student achievement... a shared responsibility.

Trust and respect for other's rights.

Unlimited opportunities to reach high expectations.

Dedication to lifelong learning.

Equal access to a quality education based on standards.

New and motivating challenges to inspire excellence.

Total accountability with teamwork.

Success for all...students first!



# Vision for the DoDEA Community Strategic Plan

## 2001-2006

DoDEA has successfully used its 1995-2000 Community Strategic Plan (CSP) to raise the education standards and advance the organization to new levels of excellence. The 1995-2000 CSP used the eight National Education Goals and added two DoDEA goals on accountability and organizational infrastructure. The process outcomes have provided direction and consistent expectations, and have been a source of great energy for the DoDEA system, compelling DoDEA to refine and review the organization's commitment to improving the quality of education for all students. The CSP has served as a springboard for educational, funding, and organizational improvements. It has also been the catalyst for change in the teaching and learning process, raising the standard of learning to ensure excellence, creating greater autonomy at the local level in designing strategies to meet the achievement goals, creating a common language for communication among all stakeholders, and creating greater accountability in support of reaching the expected outcomes.

In reviewing the 1995-2000 CSP, it became clear that many stakeholders perceived that 10 goals and 42 benchmarks were an overwhelming undertaking. Change and leadership literature also supports fewer goals. A review of the process and accomplishments is contained in the DoDEA Community Strategic Planning Research Report prepared by The McKenzie Group, Inc. Elements of this report suggest a different approach to DoDEA's strategic plan which incorporates requirements of the Government Performance Results Act, DoD budget process, and the required annual DoDEA performance contract. Additionally, goals and objectives should reflect other organization processes being implemented within DoDEA (e.g., performance standards, system accountability, school improvement process). The recommendations are incorporated into the proposed process for the DoDEA CSP 2001-2006.

### **A New Direction**

One of the largest criticisms of the 1995-2000 CSP was that it was mainly developed by headquarters staff with very little input from others. DoDEA's military partners and union members suggested that DoDEA give a larger role in the development process to stakeholders. As a result, a 3-step plan for the 2001-2006 DoDEA CSP was developed.

### **Step 1**

A Leadership Team representing all stakeholder groups developed the expectations for DoDEA – overarching goals and objectives. The work of this group, supported by staff subject matter experts, will provide the organization’s vision for the five years the plan will cover. To develop these expectations, the Leadership Team was given all the tools from the research report which include an Environmental Analysis of major factors external to DoDEA that will affect operations over the next six years; a report of different approaches currently being used by external education systems to prepare for the future, focusing on those systems with demonstrated excellence in student performance along with facts regarding what makes them so successful; an analysis of DoDEA’s organizational competencies and resources (strengths and weaknesses); organizational values and aspirations developed through a combination of activities including interviews, a survey, focus groups, and an analysis of the previous DoDEA CSP; and a stakeholder and client analysis from the Customer Satisfaction Survey and individual interviews and focus groups. Using all this material, the Leadership Team was asked to review/revise the vision, mission, and guiding principles, and then to develop goals and desired outcomes. The Leadership Team developed four goals: Highest Student Achievement; Performance-Driven, Efficient Management Systems; Motivated, High Performing, Diverse Workforce; and Network of Partnerships Promoting Achievement. To support these goals, the Leadership Team developed nine desired outcomes. These can be found in the draft CSP. The National Education Goals will be used to support DoDEA’s overarching goals and objectives, but will not form the foundation of the DoDEA CSP.

### **Step 2**

Using the approved Leadership Team plan, the Steering Committee and District Superintendents will annually develop performance measures and milestones for the year – and future years– to ensure continued progress toward reaching the goals and objectives. These annual performance goals will be incorporated into the budget process and annual DoDEA performance contract.

### **Step 3**

Staff at all levels will implement goals, outcomes, measures, and milestones. A key component is flexibility to allow districts, communities, and schools to address local issues/concerns. Annually they will track and report progress. This data will be used to continue improvements.



## **GOAL 1 ■ *Highest Student Achievement***

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

### **Outcome A: Student Performance and Assessment**

*All students will achieve or exceed proficiency levels aligned to clearly defined program and curricular performance standards. Individual student progress will be continually measured using multiple internal and external performance-based assessments.*

### **Measures**

- DoDEA will regularly measure student performance in all disciplines through a balanced assessment system using multiple internal (local) and external (system-wide) assessments. The comprehensive system of assessments will provide educators, parents, and students with information for improved instructional decision-making, resulting in improved student performance.
- External (system-wide) assessments will include norm-referenced and criterion-referenced tests aligned to the DoDEA performance standards. External individual and summary student data will be reported using the following performance categories:
  - Above the Standard
  - At the Standard
  - Partially Met the Standard
  - Below the Standard

*Note: Other data may also be reported, such as the median national percentile, the normal curve equivalent, and scale scores.*

- Internal (local) assessments may include performance assessments, work samples, and portfolios. System-wide and local assessment data will be disaggregated (e.g., gender, race) to identify student groups not achieving proficiency on the standards.

- Internal (local) assessments will measure student performance against the DoDEA performance standards in all curricular areas.
- External (system-wide) criterion-referenced assessments aligned to the DoDEA performance standards will be administered annually to selected grade levels. In addition, end-of-course assessments will be administered for selected high school courses.
- External (system-wide) norm-referenced assessments (currently TerraNova) will be administered annually to DoDEA students in grades 3-11 for reading, language arts, math, science, and social studies. Spring 2000 TerraNova scores for these grade levels will be reported by subject and used as the system-wide baseline measure for student progress.
- External (system-wide) criterion and norm-referenced assessments will be used to determine reading performance at the end of grade 3. Internal (local) measures will be used from Kindergarten through grade 2 to monitor progress toward third grade reading proficiency.

### **Outcome Milestones**

#### **By October 2003:**

- Each site will identify interim growth targets, based on summary as well as disaggregated data, that will lead toward all students performing “At the Standard” level or higher on the DoDEA Performance Standards in reading/English/language arts, and math.

#### **By October 2006:**

- All students will perform “At the Standard” level or higher on external (system-wide) criterion-referenced assessments aligned to the reading/English/language arts, and math performance standards. Selected external assessments will be conducted using technology (e.g., computers, graphing calculators):
  - Grades 4, 8, 10 in reading/English/language arts and math;
  - Grades 5, 7, 9 in DoDEA Writing Assessment;
  - Grades 9-12 End-of-Course Assessments (for selected courses).
- Seventy-five percent of all students will perform “At the Standard” level or higher (the top two quarters) on an external (system-wide) norm-referenced assessment. Fewer than 8 percent will perform “Below the Standard” level (the bottom quarter).
- All students will perform “At the Standard” level or higher in reading (at grade level) by the end of grade 3.

## Implementation Milestones

*Please see the Development and Implementation Timeline and the DoDEA Assessment Matrix in the Appendix for further details concerning the CSP implementation milestones.*

### **By August 2001:**

- DoDEA will use a systematic process for periodically reviewing and revising standards, purchasing materials, identifying courseware and technology infrastructure requirements, aligning assessments, developing curriculum tools, disseminating best practices, and assessing the quality of standards implementation. This curriculum development process will reflect the timeline requirements of the CSP.
- Each site will use an improvement process to reach the CSP goals with a special focus on helping all students achieve the DoDEA Performance Standards.
- Schools and districts will identify or develop local assessments, as needed, to supplement system-wide measures to document student progress toward reaching the goals of the CSP.

### **By October 2002:**

- Each site will have professional development plans aligned to the CSP and support systems in place for achieving the DoDEA Performance Standards.
- External criterion-referenced assessments in reading/English/language arts, math, writing, and algebra I (end-of-course) will have been piloted, administered throughout the system, and have an established baseline.

### **By October 2003:**

- DoDEA Performance Standards for reading/English/language arts, math, science, social studies, and all other curricular areas will be used at each grade level.
- Indicators of high quality instructional programs will be used to monitor reading/English/language arts, math, science, social studies, and all other curricular areas.
- All external (system-wide) criterion-referenced assessments for reading/English/language arts, math, science, and social studies will be fully aligned with the DoDEA Performance Standards.
- End-of-course assessments in social studies or science will be piloted, administered throughout the system, and have an established baseline.
- DoDEA, in coordination with Deputy Directors (DoDDS Europe, DoDDS Pacific, and DDESS), will use an accountability system to measure progress toward the CSP goals.
- The accountability system will include both measures showing achievement of the standards as well as growth toward the standards, and will be based on a minimum of two system-wide assessments for each priority subject area.
- The accountability reporting system will be understandable and easy to communicate to educators, parents, students, and community members.

- All DoDEA sites will analyze student achievement data to identify groups of students, schools, districts, or areas not performing at “At the Standard” or higher levels, and will develop site-specific improvement plans with a special focus on helping ALL students achieve the DoDEA Performance Standards.
- All DoDEA sites will have access to valid and reliable data with which to measure student achievement of the DoDEA Performance Standards.

**By October 2004:**

- DoDEA will use consistent policies that support a standards-based system for grading, credit, promotion, and graduation.

**Outcome B: Opportunities to Learn and Citizenship**

*All students will have access to varied and challenging learning opportunities and appropriate interventions and/or modifications to ensure continuous learning and productive citizenship.*

**Measures**

- DoDEA will regularly measure student access to varied and challenging learning opportunities and productive citizenship. System-wide and local data will be disaggregated to identify student groups not achieving this goal so that appropriate interventions or modifications can be implemented.
- School schedules, course enrollment, grade reports, and student assessment results will be used to monitor access and success in challenging and supporting learning opportunities, including the use of technology.
- Student participation in cocurricular activities, student attitudes from the DoDEA Student Survey, and student discipline reports will be used to measure students’ productive citizenship.
- Student participation in the identified DoDEA external (system-wide) assessments or the alternate assessments will be measured and reported.

**Outcome Milestones**

**By SY 2006:**

- All students (100 percent) will have access to and will achieve success in challenging learning opportunities based on data from school schedules, course enrollment, grade reports, and student assessment results.
- All students (100 percent) will demonstrate productive citizenship through:
  - Participation in one or more cocurricular activities (high school only);
  - Positive student attitudes reported on the DoDEA Student Survey;
  - Student discipline reports which show a decrease in “serious” incidents.

- All students (100 percent) will participate in the DoDEA system-wide assessment program either through the identified external (system-wide) assessments, or through the DoDEA alternate assessments.

### Implementation Milestones

#### **By September 2001:**

- Alternate assessments will be developed and used with all students unable to participate in the identified DoDEA external (system-wide) assessments (Note: As additional DoDEA system-wide assessments are identified, alternate assessments will be developed as needed.)

#### **By October 2002:**

- DoDEA policies and resource allocation practices will be used to consistently provide student support programs to help all students achieve or exceed the DoDEA performance standards (e.g., Reading Recovery, summer school, after-school programs, tutoring, mentor programs, extended day or calendar, AVID, advanced placement).
- Indicators of high-quality instruction will be used by schools and districts to implement and/or monitor student support programs (e.g., compensatory education, English as a Second Language, Gifted education, advancement via individual determination, advanced placement, Special Education).





## **GOAL 2 ■ Performance-Driven, Efficient Management Systems**

*DoDEA will use a performance driven management system that operates in a timely, efficient, and equitable manner; places resource allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement.*

### **Outcome A: Resource Allocation/Academic and Student Support Services**

*An annual budget plan will be designed and implemented at all levels in direct support of the CSP. All appropriate operational levels will have the resources, authority, and accountability to ensure equitable student access to programs and support services necessary to provide education standards.*

#### **Measures**

- Percentage of units at each level that use performance data for planning and that have aligned their annual improvement plans with the budget cycle and the CSP.
- Percentage of units at each level with resources allocated based on identified student needs and used to support a standards-based instructional program.
- Percentage of units at each level with resources that are used efficiently, equitably, and effectively.

#### **Outcome Milestones**

##### **By SY 2003:**

- All units at each level will use performance data for planning and will have their annual improvement plans aligned with the budget cycle and the CSP.

##### **By SY 2004:**

- All units at each level will have resources allocated based on identified student needs and used to support a standards-based instructional program.

**By SY 2006:**

- All units at each level will be using resources efficiently, equitably, and effectively.

**Implementation Milestones**

**By SY 2002:**

- Design a system for collecting and analyzing data about populations served, programs and services offered, and the associated costs.

**By SY 2003:**

- Conduct a needs-assessment on population and program specific costs.

**By SY 2004:**

- Establish baseline data relative to expenditures to make comparisons and measure progress.
- Develop funding formulas to allocate resources based on need and to support a standards-based instruction.
- Develop criteria and measures for assessing the efficient, effective, and equitable use of resources at all levels.

**By SY 2005:**

- Develop a process to periodically review the adequacy of the funding allocation formulas and the criteria for assessing resource use.

**Outcome B: Facilities and Equipment**

*All levels will participate in the development and implementation of an equitable plan to identify and schedule maintenance, life-cycle replacement, and upgrades to facilities, equipment, technology, and materials that support an environment conducive to learning.*

**Measures**

- Percentage of schools that meet the standards for facilities, equipment, furniture, materials (e.g., textbooks, workbooks, calculators, school supplies), and technology necessary to provide an instructional program aligned with student performance standards.
- Percentage of all stakeholders involved in the development and implementation of plans to identify and schedule maintenance, life cycle replacement, and upgrades to facilities, equipment, furniture, materials (e.g., textbooks, workbooks, calculators, school supplies), and technology.

## Outcome Milestones

### By 2003:

- All stakeholders will be involved in the development and implementation of plans to identify and schedule maintenance, life cycle replacement and upgrades to facilities, equipment, furniture, materials (e.g., textbooks, workbooks, calculators, school supplies), and technology.

### By SY 2006:

- All schools will meet the standards for facilities, equipment, furniture, materials (e.g., textbooks, workbooks, calculators, school supplies), and technology necessary to provide an instructional program aligned with student performance standards.

## Implementation Milestones

### By SY 2001:

- Develop the standards for maintenance and upgrade/replacement of facilities, equipment, furniture, materials, (e.g., textbooks, workbooks, calculators, school supplies), and technology necessary to provide an instructional program aligned with student performance standards.
- Develop and publish policies and procedures for planning, budgeting, and scheduling of work.
- Institute a systematic process to involve stakeholders at all levels in the development and implementation of equitable facilities, equipment, furniture, materials, (e.g., textbooks, workbooks, calculators, school supplies), and technology plans.

### By SY 2002:

- Develop the local and system-wide assessment instruments to determine progress towards standards for maintenance and upgrade/replacement of facilities, equipment, furniture, materials (e.g., textbooks, workbooks, calculators, school supplies), and technology.

### By SY 2003:

- All facilities, equipment, furniture, materials (e.g., textbooks, workbooks, calculators, school supplies), and technology will be evaluated for age, condition, appropriateness for programs, and student needs. This will establish baseline data for comparison and progress measurement, and for the development of a life cycle program and appropriate budget.

## Outcome C: Safe Environment

*All schools will have safe, well-managed, and disciplined environments conducive to learning.*

## Measures

- Percentage of schools meeting the DoDEA standards for providing safe, well-managed, and disciplined learning and working environments that focus on student achievement.

## Outcome Milestones

### By SY 2006:

- All schools will meet the DoDEA standards for providing safe, well-managed, and disciplined learning and working environments that focus on student achievement.

## Implementation Milestones

### By SY 2001:

- Develop standards for providing safe, well-managed, and disciplined learning and working environments based upon the input from all levels of the organization as well as stakeholders.
- Review/revise current standards, reporting systems, surveys, and assessments for alignment with standards for providing safe environments.

### By SY 2002:

- Develop a local and system-wide assessment system to measure current status and progress of schools towards meeting standards for a safe environment.

### By SY 2003:

- Complete an audit of all schools to measure their current status towards meeting standards for providing a safe environment.
- Develop appropriate action plans for improving the environments in schools which do not meet the standards.





## **GOAL 3 ■ *Motivated, High Performing, Diverse Workforce***

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

### **Outcome A: Personnel Management Practices**

*In support of student achievement, administrators at all levels will continually recruit, hire, support, evaluate, and recognize personnel in order to retain a highly motivated and committed workforce which reflects the diversity of the school community.*

### **Measures**

- DoDEA will continually measure the diversity gap between the DoDEA workforce and the student population with the goal of retaining a well-qualified, more diverse educator population that reflects the diversity of the U.S. military and civilian population. Equal opportunity in hiring, regardless of race, color, sex, age, religion, national origin, disability, or sexual orientation, will be practiced.
- The percentage of educator vacancies filled prior to the start of school will be measured and recorded. Records of the number of positions filled prior to the start of the school year will be kept. Employee job satisfaction will be measured by item 10 on the on-line survey.
- The impact of a highly motivated and committed workforce will be monitored and measured by individual school growth in the school performance index via:
  - High Quality Indicators (HQI),
  - Parent/teacher/student surveys,
  - TerraNova achievement,
  - School Improvement Plan (SIP) goals,
  - Student performance assessments.

## Outcome Milestones

### By SY 2004:

- DoDEA recruitment efforts will spend 75 percent of time and effort on minority recruitment events and activities.

### By SY 2003:

- The personnel management system will fill all properly reported educator vacancies in time for educators to report prior to the beginning of the school year.

### By SY 2006:

- All schools will be recognized for meeting individual schools goals in more than one area of the school performance index.

## Implementation Milestones

### By SY 2003:

- Collect baseline data relative to diversity in workforce and student population.
- Collect baseline data on percentage of vacancies filled at school start.
- Complete revisions of the performance appraisal system to ensure that it recognizes and rewards high performance, motivation, and commitment to supporting student achievement.
- Incorporate new technology in support of improvements in the recruitment and hiring process.
- Develop a school recognition system in support of the school performance index.
- Collect baseline data from the workforce job satisfaction survey.
- Develop HQI for special programs and content areas not yet developed.

### By SY 2004:

- Implement a revised performance appraisal system.
- Assess effectiveness for each strategy used in attracting a diverse workforce.
- Propose and develop strategies in response to job satisfaction survey.

## Outcome B: Continuous Professional Development and Training

*Personnel at all levels will participate in ongoing professional development and training to support standards that enhance job performance.*

## Measures

- DoDEA will continually measure the availability and effectiveness of professional development and training activities and programs. All development and training opportunities will meet the standards of high quality as defined by the National Staff Development Council's *Standards for Staff Development* and will lead directly to enhanced job performance. Measures will include:

- The number of professional development and training opportunities that are aligned with school, district, and system priorities.
- The percentage of employees who indicate that professional development offerings meet their needs to improve job performance.
- Evidence of growth in classroom/school practice using Indicators of High Quality Instruction (also known as IC maps) in reading/English/language arts and math standard-based instruction.

### **Outcome Milestones**

#### **By SY 2004:**

- Professional development and training opportunities will be aligned with educational goals as identified on SIPs and system priorities.

#### **By SY 2005:**

- All employees will report availability of staff development for improved job performance.

#### **By SY 2006:**

- Job performance and employee satisfaction will significantly increase in all job categories.

#### **By end of SY 2006:**

- All schools will demonstrate an average gain of one level per year until reaching the highest level on the Indicators of High Quality Instruction (IC maps) in reading/English/language arts and math.

### **Implementation Milestones**

#### **By SY 2003:**

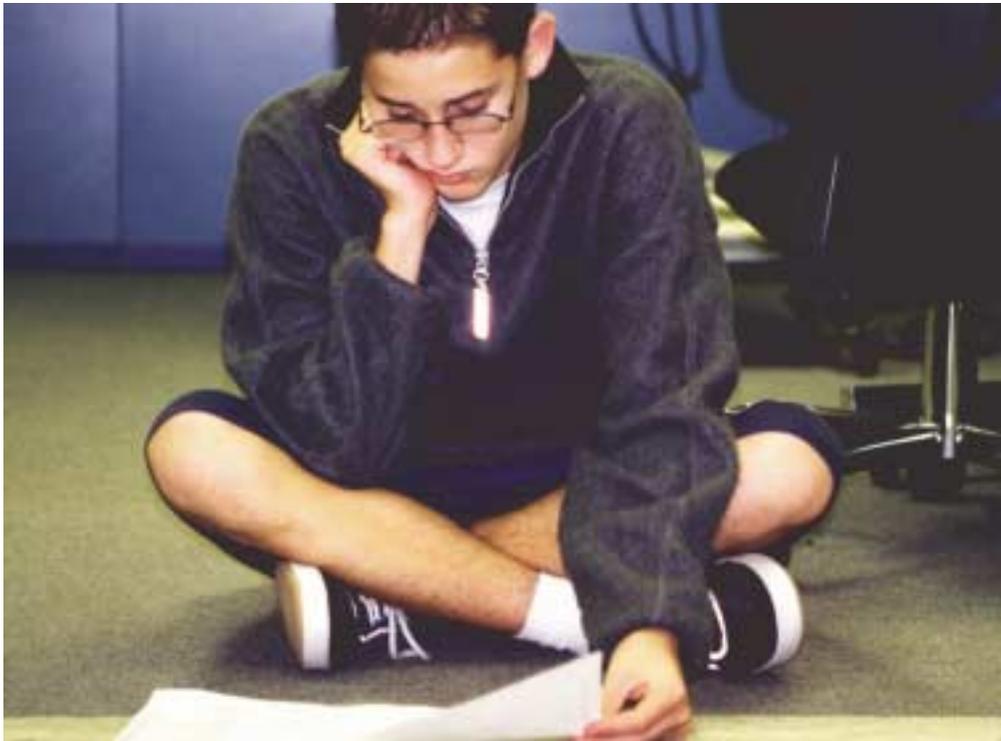
- Clarify roles and responsibilities among line and staff at different levels (including the individual employee) for defining, creating, maintaining, and evaluating professional development and training opportunities for all job categories and levels.
- Adopt instruments for assessing the impact of professional development and training on performance.
- Identify or develop tools to assess and prioritize the professional development and training needs of employees.
- Explore the use of current technology and other best practices to support improvements in professional development and training events and activities.
- Adopt National Staff Development Council's Standards for Staff Development.

**By SY 2004:**

- Make professional development best practices in standards-based instruction available to every school.
- Complete an audit of all current professional development and training opportunities to determine quality, congruence with staff needs and priorities, and impact on job performance.
- Develop action plans for eliminating or improving professional development and training activities and programs with low levels of effectiveness and/or quality.
- Implement system for assessing, prioritizing, and responding to the professional development and training needs of all employees.

**By SY 2005:**

- Develop and implement strategies for improving the efficiency and effectiveness of the development and delivery of professional development and training opportunities at each level.





## **GOAL 4 ■ Network of Partnerships Promoting Achievement**

*Every level of DoDEA will develop, promote, and maintain a network of partnerships to enhance optimum student achievement.*

### **Outcome A: Partnerships**

*All levels of the organization will develop, promote, and maintain a network of meaningful partnerships and alliances to enhance social, emotional, and academic growth, and to maximize resources.*

### **Measures**

- Percentage of units at each level with a network of partnerships and alliances that meet or exceed the criteria of quality.
- Percentage of units at each level with a network of partnerships and alliances that have a demonstrated impact on student growth and/or maximizing resources.

### **Outcome Milestones**

#### **By January 2003:**

- All schools will have a network of partnerships and alliances that supports the student achievement goals of the CSP.

#### **By SY 2006:**

- All units at each level will have a network of partnerships and alliances that meet or exceed the criteria of quality.

#### **By SY 2006:**

- All units at each level will have a network of partnerships and alliances that have a demonstrated impact on student growth and/or maximizing resources.

## Implementation Milestones

### By September 2001:

- Develop jointly, with representation from each level, criteria to determine the quality and impact of partnerships and alliances on student learning and maximizing resources.
- Identify current effective partnership and alliance best practices that enhance social, emotional, and academic growth and maximize resources.

### By December 2001:

- Each level of the organization will develop an auditing tool and conduct an audit to determine the effectiveness of current partnerships and the need for new or modified partnerships and alliances.

### By June 2002:

- Guidelines, recommended instruments, and a tracking method will be in place to assess the impact of partnerships and alliances on student learning and maximizing resources.

## Outcome B: Communication System

*All levels of the organization will develop and implement a multimedia communication plan to enhance dialogue and promote trust among staff, parents, students, and the community.*

## Measures

- The percentage of units at each level with communication plans that meet or exceed established criteria for successful communication strategies, activities, and products.
- The percentage of units at each level that demonstrate effective communications.
- The percentage of units at each level that can demonstrate the positive impact of communications on student performance.

## Outcome Milestones

### By SY 2002:

- All units at each level will have a communication plan that meets or exceeds criteria for successful communication strategies, activities, and products.

### By SY 2003:

- All units at each level will demonstrate effective communications.

**By SY 2004:**

- All units at each level will demonstrate the positive impact of communications on student performance.

**Implementation Milestones****By September 2001:**

- Establish criteria against which local communication activities can be measured for effectiveness.
- Create an online “toolbox” of communication strategies, templates, and products that schools, districts, and area offices can use as resources.
- Develop an array of communication training modules that can be delivered per request of local units.

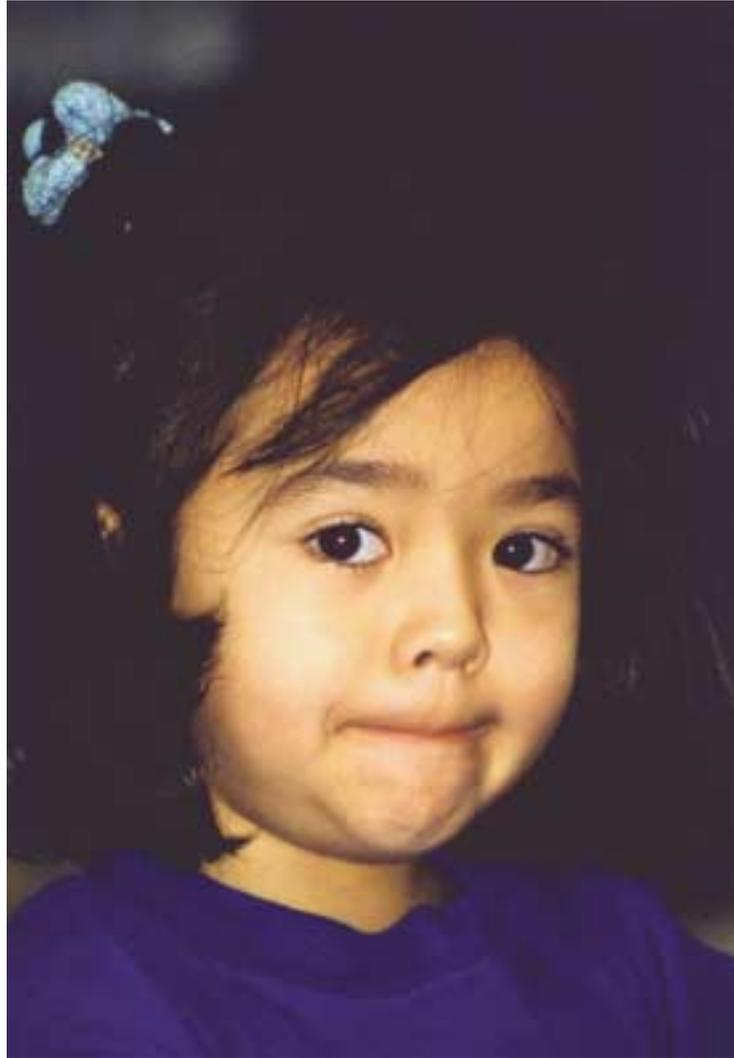
**By December 2001:**

- Each level of the organization will develop an auditing tool and conduct an audit to determine the effectiveness of current communications and the need for new or modified communication activities.

**By June 2002:**

- All schools will have developed communication plans that support student needs and the goals of the CSP.





# Appendix

## DoDEA Performance Standards and Assessments for Core Curricular Areas

### *Development and Implementation Timeline*

	R/E/LA	Math	Science	Social Studies
Develop/identify performance standards (performance descriptions, student work samples, and commentaries) and indicators of high quality instruction	2000-01	2000-01	2002-03	2000-01
Implementation of performance standards (professional development for educators)	2001-02	2001-02	2003-04	2001-02
Continue implementing performance standards with monitoring and support	2002-03	2002-03	2004-05	2002-03
Pilot/field test assessment	2001-02	2001-02	2003-04	2002-03
Full administration of assessment, establish baseline data	2001-02	2001-02	2004-05	2003-04
High School End-of-Course (identify critical course, standards, assessments, and pilot/field test)	2003-04	2001-02	2002-03	2001-02
High School End-of-Course full administration, establish baseline data	2004-05	2001-02	2003-04	2002-03

## DoDEA External (System-wide) Assessments

*The following assessments will be adopted and in use by the year 2006*

Assessment	K	1	2	3	4	5	6	7	8	9	10	11	12
Norm-Referenced (TerraNova)				X	X	X	X	X	X	X	X	X	
DoDEA Writing Assessment*						X		X		X			
Math Criterion-Referenced					X				X		X		
Language Arts Criterion-Referenced					X				X		X		
Reading Proficiency				X			X						
Social Studies Criterion-Referenced				X			X						
Science Criterion-Referenced						X		X					
End-of-Course										X	X	X	X

\*In School Year (SY) 2002 and 2003, using a computer for the writing assessment will be optional. Beginning in SY 2004, using a computer for the writing assessment will be required.

The National Assessment of Educational Progress (NAEP) is administered to some students in grades 4 and 8 in even years (2000, 2002, 2004, etc) in selected subject areas. NAEP results are for DoDDS and DDESS only. No student, school, district, or area results are received.

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.

## GLOSSARY OF TERMS

**accountability system**

Accountability systems provide information that tells policymakers, the public, and others how well the education system (schools, districts, and areas) is doing. Information typically includes student assessment data and other indicators such as discipline or graduation rates. Accountability information can be used in different ways: to provide information to the public, to help all the groups involved reach agreement on how to improve the system, or to provide recognition and/or support.

**all levels**

Headquarters (DoDEA), Offices of the Deputy Directors (DDESS, DoDDS-Europe, and DoDDS-Pacific), Offices of the District Superintendents, 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**

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.

**criterion-referenced assessment**

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

**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.

**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**

A tool for measuring the quality and degree of implementation of a particular program. The tool 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.

**life-cycle replacement**

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

**management systems**

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

**modifications**

Adjustments to support student success.

**national percentile**

A term used for reporting test results to parents and students. For example, if a student's national percentile rank is 71, the student scored higher than approximately 71 percent of the students in the national norm group.

**normal curve equivalent**

A term used for reporting test results that has some of the same characteristics as percentile ranks, but can be averaged to make more meaningful comparisons across test results for different content areas and grade levels.

**norm-referenced assessment**

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

**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.

**scale scores**

The scale score is the basic score for the TerraNova standardized achievement tests. 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.

**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 students 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.





