

Information Paper
Department of Defense Education Activity
Arlington, Virginia

Title: Reading Support

Background:

The High School initiative, supported by Department of Defense Program Objective Memorandum (POM) funds, provides resources to assist all high schools in offering consistent and clearly defined academic support classes. Part of the POM requirements includes support classes for students scoring below the 25 percentile in reading on the Terra Nova. During school year 2002-03, all high schools will begin to provide these support classes. Sample guidelines include:

- The target audience is ninth through twelfth grade students scoring at the 25th percentile or below on the Terra Nova or other standardized tests.
- The recommended number of students per class is fifteen to eighteen.
- The ratio of computers to students is 1:3.

A. Current Status:

Schools with a student population of 1-500 have received their additional support class staffing. Schools over 500 have received a .5 FTE for school year 2002-03. This July, secondary support teachers and English, language arts district specialists received in-depth training by leading research-based experts in the field of reading. Teachers were provided with reading comprehension, vocabulary development, and text analysis strategies. In addition, a full day was devoted to the highly successful, research-based software READ 180.

All high school principals and counselors have received comprehensive list of guidelines and tools to implement the reading support classes. Each principal has been encouraged to work closely with support class teachers and counselors to discuss these guidelines, to identify students who require support, to establish classes, and to monitor student progress.

B. Next Steps:

Reading Support teachers will continue their training with sessions in both the fall and spring. Session dates and locations are currently being finalized through the area offices. During the High School Principals' conference secondary principals will also receive training from the same experts in both reading strategies and READ 180.

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**Information Paper
Department of Defense Education Activity
Arlington, Virginia**

Title: English, Language Arts Support

Background:

The High School initiative, supported by Department of Defense Program Objective Memorandum (POM) funds, provides resources to assist all high schools in offering consistent and clearly defined academic support classes. Part of the POM requirements includes support classes for English, language arts (ELA) for students scoring below the 50 percentile on the Terra Nova or similar standardized tests in the areas of reading and language arts. The expectation is that in school year 2003-04 all high schools will have support classes in English language arts.

Each principal should work closely with support class teachers and counselors to discuss these guidelines, to identify students who require support, to establish classes, and to monitor student progress. All English, language arts support teachers will attend training sessions planned for each area during the summer 2003.

A. Current Status:

During school years 2002-2003, ELA coordinators will lead the development of the course description and student outcomes, student selection criteria, teacher training outcomes, locations of training and specific implementation guidance for the ELA support classes.

B. Next Steps:

Principals will receive an awareness session and a planning opportunity for the ELA support classes this October at the High School Principals' conference.

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Information Paper
Department of Defense Education Activity
Arlington, Virginia

Title: DoDEA Reads

Background:

Since last year the Education Directorate has provided a focus on DoDEA's curriculum implementations. Last year the theme "Making a Difference" in Social Studies highlighted the important roles teachers and leaders play in the Social Studies curriculum implementation. This year DoDEA will emphasize the importance of reading as a passport to lifelong learning through the DoDEA Reads theme. The President's "No Child Left Behind" act reflects the importance of the Nation's reading focus. In addition, DoDEA's Goal 1 of the Community Strategic Plan (CSP) reflects the same focus of high achievement in reading for all students. DoDEA Reads addresses the habit of reading across all curricular areas and grade levels for students and educators and for the school community.

A. Current Status:

This past August teachers and district specialists from throughout the system provided suggestions for how schools, teachers, and districts could operationalize the DoDEA Reads theme. These ideas coupled with research-based best practices have been provided to schools throughout the system. Principals are encouraged to make connections between the DoDEA Reads theme and local school improvement efforts and curriculum implementations.

The DoDEA Communications office has sent area DoDEA Reads posters to every school. The purpose of the posters is to advertise the reading focus.

B. Next Steps:

Schools will be receiving additional information on reading best practices and ideas for implementing the DoDEA Reads theme at a school, classroom, district or individual level throughout the year.

All district specialists attending planning and development meetings will examine best practices and discuss the implications for DoDEA Reads in their curriculum areas. In addition, the DoDEA reads theme will be emphasized in training modules developed for all teachers of social studies in Reading in the Content Area. DoDEA Reads will serve to feature the revised standards for reading, English Language Arts being disseminated in Spring 2003.

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**Information Paper
Department of Defense Education Activity
Arlington, Virginia**

Title: Advancement Via Individual Determination

Background:

AVID is an acronym for Advancement Via Individual Determination. AVID was first introduced into DoDEA during SY 1992-93 in 5 high schools and 2 middle schools in Germany. During its first year the program served a total of 133 students.

Generally AVID students are underachieving, students with academic potential taking non-rigorous courses who would benefit from support to improve their academic record. The following provides a list of criteria DoDEA uses to select AVID students:

- DEROS at least one year hence
- TerraNova stanines 5-7 in language and math
- GPA between 2.0-3.5 in MS and 2.0 and 3.0 in HS
- Good discipline and attendance records
- Teacher recommendations
- Completed application
- Personal interview to determine student interest/commitment
- Signed contract

A. Current Status:

In school year 2002-2003 the AVID program has been expanded to 71 DoDEA secondary schools serving more than 1,400 students in the Europe, Pacific, and DDESS areas. This past spring Europe and the Pacific prepared for the expansion by providing implementation training for all secondary school teachers, counselors or administrators requiring training. This summer DDESS sent 4 teams to the AVID Center in Atlanta to attend an intensive training designed to prepare administrators, counselors, and AVID teachers for the implementation.

B. Next Steps:

DoDEA hopes to increase student participation in AVID. School counselors will continue to encourage student enrollment in rigorous courses to include AP and honors classes for high school and foreign language and Algebra 1. Finally, DoDEA is interested in monitoring student success of AVID students in rigorous courses.

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