

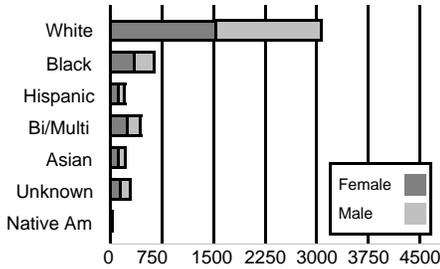
# Department of Defense Education Activity

## Brussels 1995/96 District Profile

*Robert Tryon, Superintendent*

### District Characteristics

#### Student Enrollment - 4,880



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	421	8%
K-8	TAG	42	1%
K-12	ESL	318	6%
1	Reading Recovery	17	3%
7-12	AVID	152	
Students Taking AP Courses		285	60%

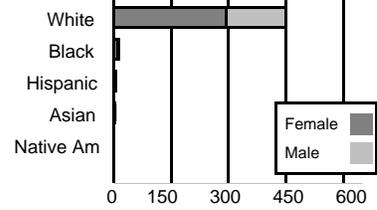
Grade	#
PreK	77
K	482
1	437
2	450
3	462
4	406
5	410
6	354
7	377
8	341
9	328
10	283
11	242
12	231
Total	4880

Mobility Rate  
22% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	18%
Navy	2%
Air Force	59%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	14%
Non-US Civilians	5%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	9
7-10	53
> 10	263

#### Professional Staffing



School Staff	
Category	FTE
Administrators	26
Classroom Teachers	280
Special Education	32
Other Professionals	61

Teacher Education	
Degree	% Teachers
BA/BS	32%
MA/MS	66%
Doctorate	1%

### Superintendent's Highlights

Improving student achievement and school home/community involvement were district-wide initiatives. Spangdahlem Middle School collaborated with the Spangdahlem Air Base to develop a mentor program where civilian and military volunteers supported middle school students in developing and improving socially, emotionally, and academically. Their efforts and involvement have significantly improved achievement and reduced discipline incidents for the students in the program. During the year, professional development focused on the DoDDS curriculum standards, instruction and assessment.

Traditional parent-teacher conferences shifted to having students led conferences which increased the involvement of parents, especially fathers.

The district focus is on students and promoting recognition for excellence. The district celebrated excellence in student achievement in the area of art by recognizing student art work. An art exhibit featuring exemplary student work traveled to school complexes giving students, teachers, and parents an opportunity to celebrate and share the talents and accomplishments of the students. This year the district sponsored three curriculum activity days for the seven small schools. Bringing the students and teachers together at one of the schools promoted collaboration and enriched learning for all.

### DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

#### Goal 3: Student Achievement And Citizenship

##### Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

Teachers were trained in the Social Studies and Reading/Language Arts standards. Community members were involved in the selection of a parent for the Language Arts/Reading Materials Review Task Force. More than 100 teachers were trained in Cooperative Integrated Reading and Composition (CIRC). CIRC provides strategies to be used during instruction.

#### Goal 4: Math And Science Achievement

##### Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps....

The science program focused on the implementation of the new science standards with the following support initiatives: Leadership training for elementary school teachers and LAN installation in science classrooms. Specific math workshops and graduate level courses for implementing the math standards were offered to K-8 teachers for professional development.

#### Goal 8: Parental Participation

##### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A steering committee for School-Home Partnership was established with the membership composed of five educators and four parents. The District Advisory Council consisting of the School Advisory Council chairs from each school met quarterly with the superintendent and provided feedback on education issues and policies. Parents were invited to attend workshops.

#### Goal 10: Organizational Development

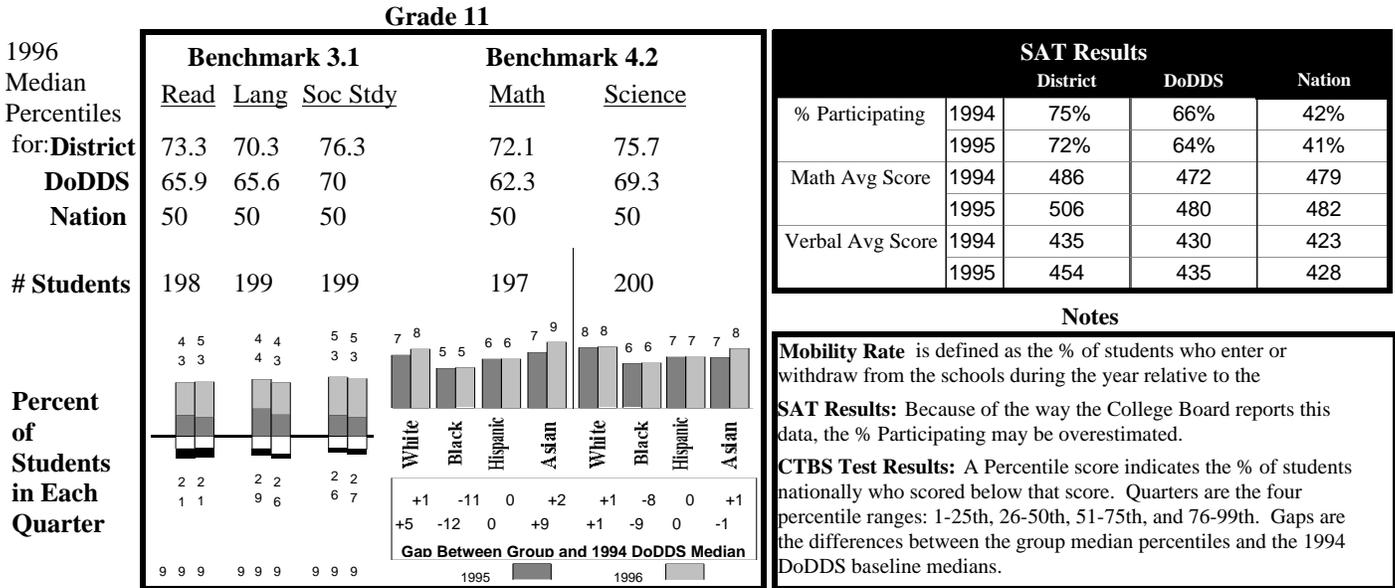
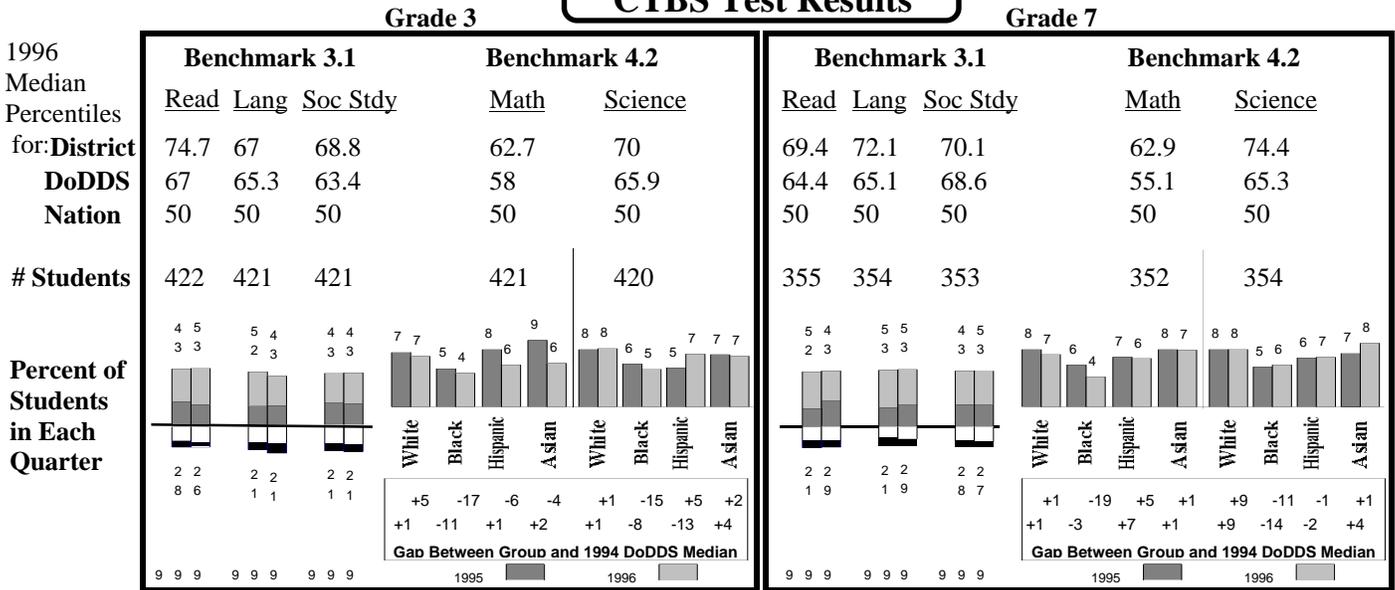
##### Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

DSO personnel were actively involved in communications including: training in cc:Mail & Bulletin Boards, visits to schools by liaisons, school visits by Supt. & Asst. Supt., staff development activities, and DSO team concept training - i.e. SILT plans were addressed by Supt. or Asst. Supt., visits to Commanders, community, SAC, and special education meetings.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	76%	18%	4%
Math	75%	18%	5%
Science	63%	22%	6%
Social Studies	65%	21%	5%
School Communications	75%	19%	7%

**Benchmark 10.8: Establish Technology for teachers and administrators**.....  
 In the area of technology the major focus of the district was the implementation and support of the DoDEA Technology Plan. Prioritization for the allocation of computer equipment was established. School technology committees were established. Training in cc:Mail for Windows, Word 6.0, PowerPoint and Excel were provided for all educators.

### CTBS Test Results



**Notes**

**Mobility Rate** is defined as the % of students who enter or withdraw from the schools during the year relative to the

**SAT Results:** Because of the way the College Board reports this data, the % Participating may be overestimated.

**CTBS Test Results:** A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

**DoDDS-Brussels District**

Attn: Robert Tryon  
 NSA PSC 79, Box 3  
 APO AE 09724

DSN Phone:  
 365-9431

Commercial Phone:  
 322-720-7105

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	450	752.7	21.5%	57.7	13.6	6.3	0.8%
5	9	378	754.5	36.8%	51.6	10.3	0.8	0.6%
8	9							
8	9	284	786.3	44.4%	20.4	23.9	9.9	1.5%
8	9	321	783.6	29.9%	36.8	26.5	5.6	1.2%
10	9							
10	9	254	792.8	24.4%	46.5	22.0	4.7	2.4%
10	9	256	813.2	32.0%	48.0	16.0	3.9	0.0%

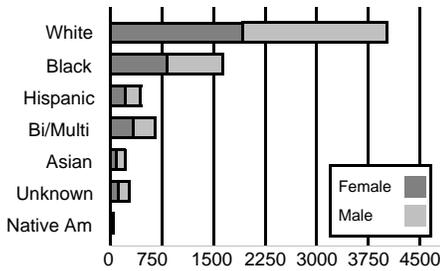
# Department of Defense Education Activity

## Heidelberg 1995/96 District Profile

Joan Wilcox, Superintendent

### District Characteristics

#### Student Enrollment - 7,261



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	603	8%
K-8	TAG	644	11%
K-12	ESL	155	2%
1	Reading Recovery	40	5%
7-12	AVID	211	
Students Taking AP Courses		360	58%

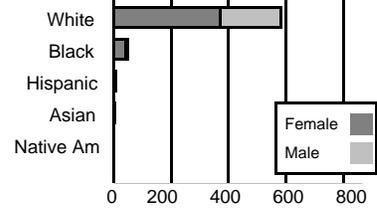
Grade	#
PreK	46
K	714
1	777
2	693
3	688
4	657
5	601
6	528
7	596
8	486
9	511
10	353
11	303
12	308
Total	7261

Mobility Rate  
32% Per Year

Sponsor's Affiliation	
Marine	1%
Army	72%
Navy	2%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	6
4-6	10
7-10	28
> 10	403

#### Professional Staffing



School Staff	
Category	FTE
Administrators	27
Classroom Teachers	388
Special Education	47
Other Professionals	102

Teacher Education	
Degree	% Teachers
BA/BS	24%
MA/MS	74%
Doctorate	1%

### Superintendent's Highlights

The historic city of Heidelberg, Germany is the site of the Heidelberg District Superintendent's Office (DSO). Four high schools, two middle schools, nine elementary schools, one unit (K-12) school and the European Outdoor Education Program comprise the district. These schools are dispersed among the Mannheim, Heidelberg, Stuttgart, and Bavaria military communities. Because of our commitment to student achievement and equity for all students, the district has sponsored a number of initiatives. Educational Summits, which include all stakeholders in the educational process, meet regularly to discuss major issues that affect student success. The mentoring of students by both teachers and administrators is fostered. This concept, though in its initial stages, is meeting with resounding success. In addition to the regular curriculum schools offer special programs to meet the individual needs of students, such as: TAG, AVID, ESL, Reading Recovery, Distance Education, Special Education Programs, etc. Our mission is to prepare all students to be successful citizens in a global society by ensuring equity for all and providing challenging curriculum and effective instruction in a nurturing environment. We pledge professional, friendly service to all stakeholders.

### DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

#### Goal 3: Student Achievement And Citizenship

##### Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

Staff development activities have centered around designing instruction based on the standards. Emphasis has been placed on developing cross-curricular units involving the integration of curricular areas and the use of technology. Reading and writing are being used as learning tools across all subject areas. The Reading Recovery Program serves 40 students with plans for expansion.

#### Goal 4: Math And Science Achievement

##### Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....

Student achievement is being enhanced through demonstration teaching and co-teaching with classroom teachers K-12 to improve their teaching skills. Primary teachers are developing concept themes to integrate curriculum. Educational Summits are held to examine practices that enhance and hinder student achievement. Mentoring programs are in their initial phase.

#### Goal 8: Parental Participation

##### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parental partnership was initiated through the Parent Advisory Group and Educational Summits. For these activities parents collaborated with educators regarding student achievement. Parents and community members serve on the School Improvement Leadership Team. Key communicators are being trained and will develop a district School/Home Partnership Plan.

#### Goal 10: Organizational Development

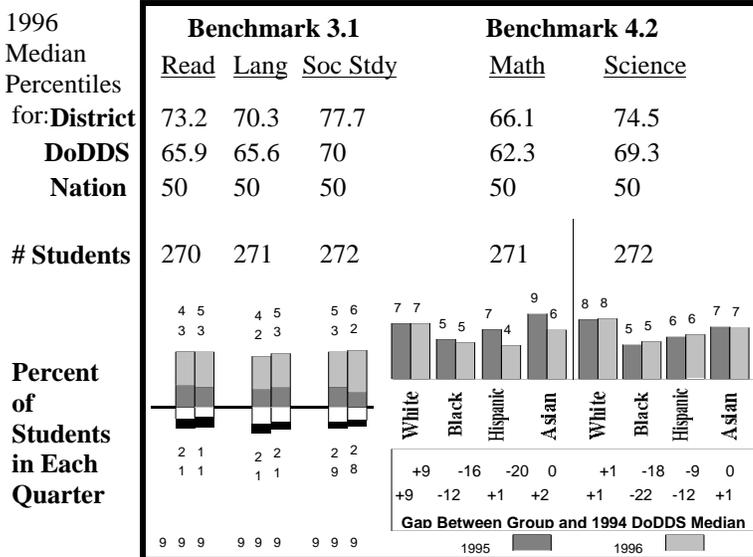
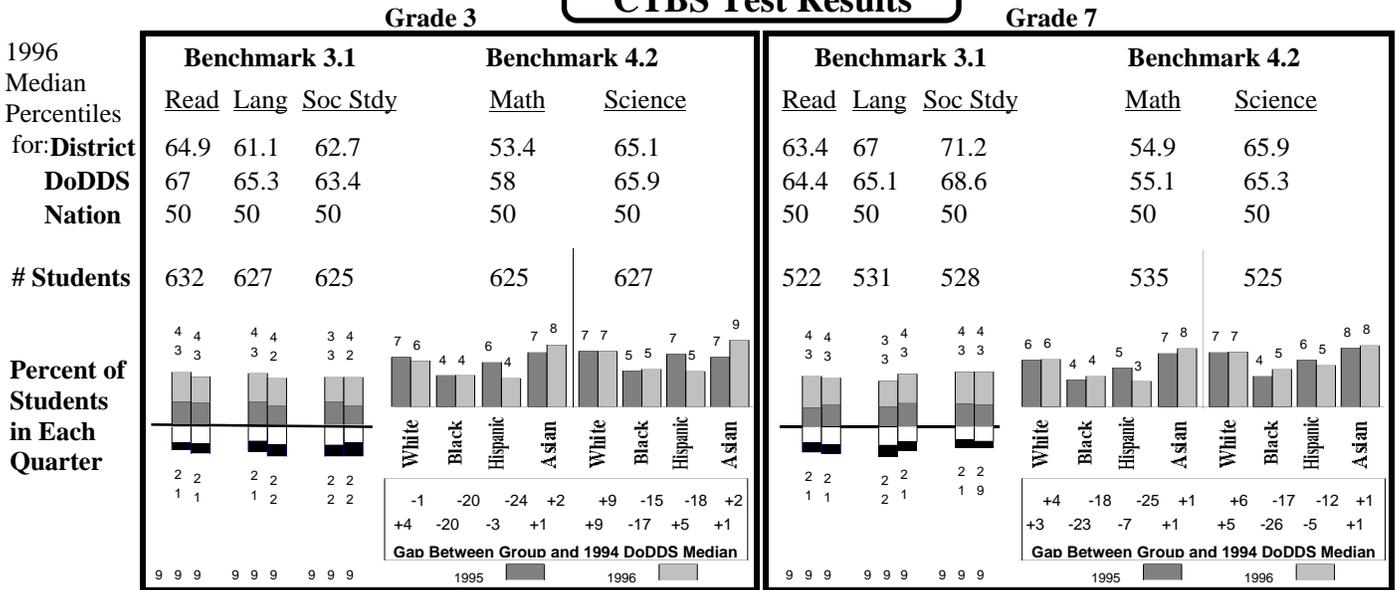
##### Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....

There has been extensive support for the Administrative functions (cc:Mail, TSS, EDT, Payroll) required by the school. We have advised schools on technology implementation at their schools. In our district all teachers and staff have access to cc:Mail. At the present time, six schools designated as pilot sites have access to the internet through the WAN.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	73%	19%	5%
Math	70%	19%	7%
Science	61%	23%	6%
Social Studies	62%	23%	6%
School Communications	74%	20%	7%

**Benchmark 10.8: Establish Technology for teachers and administrators**.....  
 Four media center upgrades were completed in the district this year. We had four 30 station multimedia labs set up in schools that will be connected to Novell 4.1 servers next year! This DSO is part of the DoDEA pilot program to upgrade to the Novell 4.1. One-day workshops, semester-long college courses, and intensive summer training sessions are available to all staff.

### CTBS Test Results



	SAT Results			
	District	DoDDS	Nation	
% Participating	1994	77%	66%	42%
	1995	61%	64%	41%
Math Avg Score	1994	481	472	479
	1995	480	480	482
Verbal Avg Score	1994	439	430	423
	1995	445	435	428

**Notes**

**Mobility Rate** is defined as the % of students who enter or withdraw from the schools during the year relative to the

**SAT Results:** Because of the way the College Board reports this data, the % Participating may be overestimated.

**CTBS Test Results:** A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

**DoDDS-Heidelberg District**

Attn: Joan Wilcox  
 Unit 29237  
 APO AE 09102

DSN Phone:  
 370-7192

Commercial Phone:  
 49-6221-768081

		DoDEA Writing Assessment						
		Percent at Each Performance Level						
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	635	742.1	18.1%	61.3	12.3	6.8	1.6%
5	9	564	745.0	30.7%	55.7	11.9	1.2	0.5%
8	9							
8	9	505	771.0	37.0%	16.6	31.3	14.	1.0%
8	9	444	757.6	17.8%	39.0	33.8	7.4	2.0%
10	9							
10	9	384	795.7	26.0%	38.8	20.3	14.	0.5%
10	9	318	787.3	24.8%	39.6	26.4	8.8	0.3%

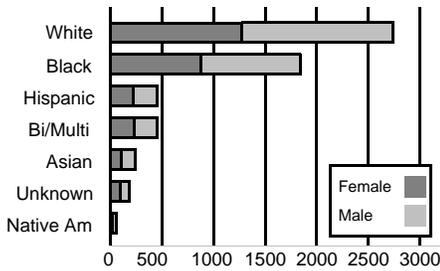
# Department of Defense Education Activity

## Hessen 1995/96 District Profile

*Marcia Johnson, Superintendent*

### District Characteristics

#### Student Enrollment - 5,933



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	726	12%
K-8	TAG	979	20%
K-12	ESL	149	2%
1	Reading Recovery	69	9%
7-12	AVID	196	
Students Taking AP Courses		215	55%

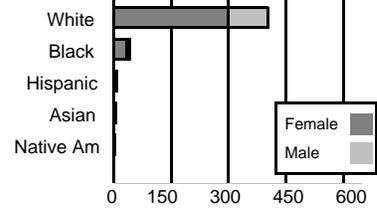
Grade	#
PreK	101
K	694
1	709
2	583
3	618
4	547
5	471
6	443
7	447
8	367
9	312
10	257
11	202
12	182
Total	5933

Mobility Rate  
42% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	83%
Navy	<.5%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	8
1-3	5
4-6	11
7-10	29
> 10	284

#### Professional Staffing



School Staff	
Category	FTE
Administrators	24
Classroom Teachers	304
Special Education	54
Other Professionals	90

Teacher Education	
Degree	% Teachers
BA/BS	29%
MA/MS	68%
Doctorate	2%

### Superintendent's Highlights

The Hessen District Team managed and supported the change process in its 17 schools by working with teachers, administrators, & parents as they implemented the Strategic Plan. Emphasis was placed on the DSO team working together in the following areas:

Program implementations in Social Studies and Mathematics; School-Based Staff Development with the DSO staff providing a "Menu" outlining opportunities which could be offered at the individual schools; 3 elementary schools electing to adopt the Superintendent's proposal to provide time for staff development by altering the daily time schedule and 4 more schools adopting the proposal for next school year; the correlation of Authentic Assessment to the new elementary Progress Report in math and language arts; Work Sampling portfolio assessment; Secondary School Reform through restructuring of the school day with 3 schools electing to implement Block Scheduling next year; and the Infusion of Technology into curriculum and instruction through the Model Schools Project and by keyboarding for all 4th graders.

The mission of the Hessen District, "to educate all students... through excellence in teaching and learning" in correlation with the vision of the DoDEA Strategic Plan, gave impetus to all efforts.

### DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

#### Goal 3: Student Achievement And Citizenship

##### Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....

District support included: expansion of the Reading Recovery program, assistance in using school-wide writing tasks as assessment and teaching tools, supporting a District Middle School Writing Symposium, training for the new Social Studies program, and providing for extra curricular programs. (i.e., the National Geography Olympiad & the Oral Reading Contest.)

#### Goal 4: Math And Science Achievement

##### Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps....

The major district focus was on the new Math implementation. Three district math liaisons worked extensively with teachers and parents, extending knowledge, modeling lessons, & providing coaching. Plans have been made for a class in September and October which will increase participants' knowledge of mathematics and techniques for the mathematics classroom.

#### Goal 8: Parental Participation

##### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The Hessen DSO worked diligently to include parents. 4 days of "Families and Schools Together" training & 4 days of "School Advisory Committee" training and sharing were conducted for parents and teachers. 10 teachers and parents attended the School/Home Partnership (S/HP) 3 day training. 1 parent & 1 teacher attended S/HP summer training and will take the lead in SY 96-97. SHP/FAST training in SY 96-97.

#### Goal 10: Organizational Development

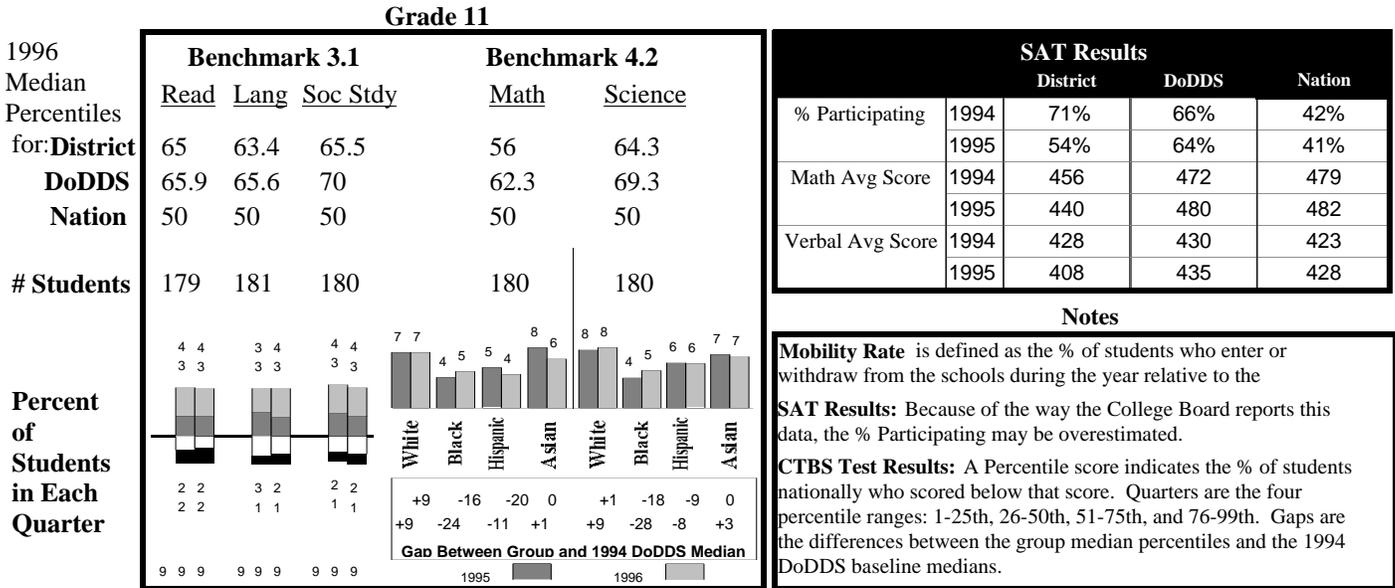
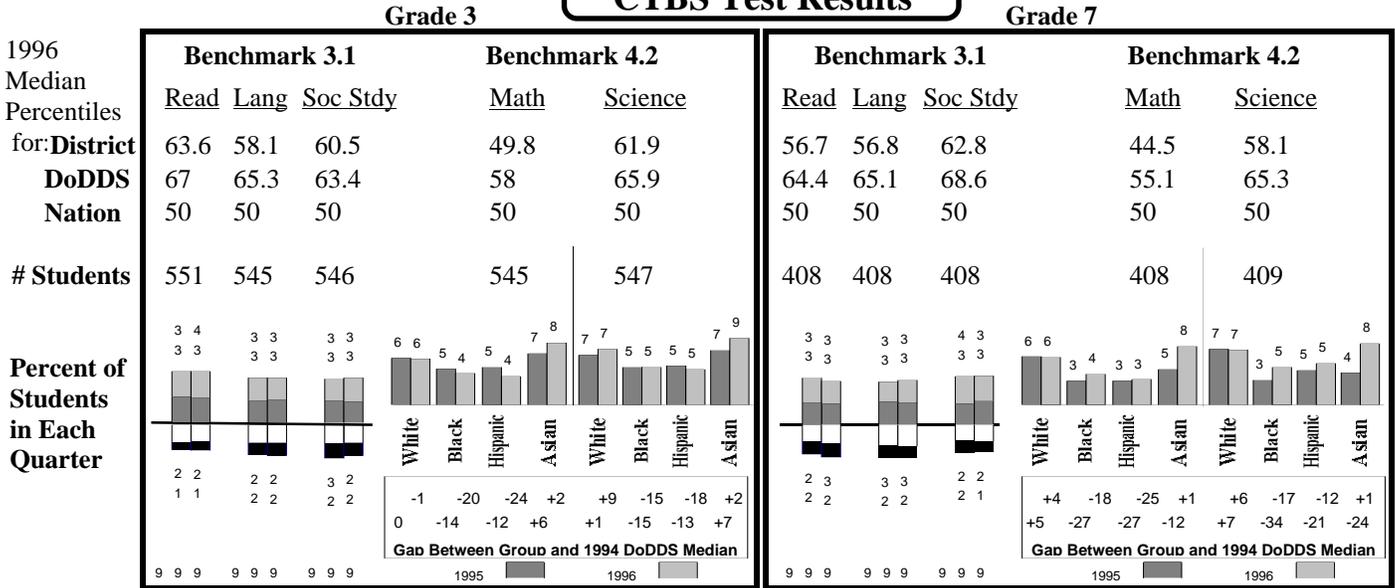
##### Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

The district established a monthly newsletter for teachers highlighting accomplishments directly related to implementation of the DoDEA Strategic Plan. Staff members wrote articles for the local area newspapers and Europe-wide publications about the happenings in the district. Teacher communication was accomplished most often through e-mail.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	70%	21%	6%
Math	68%	21%	6%
Science	57%	24%	8%
Social Studies	59%	23%	5%
School Communications	73%	20%	7%

**Benchmark 10.8: Establish Technology for teachers and administrators**.....  
 Staff development was available for all teachers from one-on-one help, sessions on school inservice days to week long inservices during the summer. District Computer Coordinators facilitated a keyboarding class for all fourth grade students. Media centers at 2 schools were upgraded & 3 schools received a 30 workstation pentium lab. More hardware will be available in the coming year.

### CTBS Test Results



DoDDS-Hessen District  
 Attn: Marcia Johnson  
 Unit 7565, Box 29  
 APO AE 09050

DSN Phone:  
 330-8431

Commercial Phone:  
 49-69-69580312

DoDEA Writing Assessment				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	535	732.7	14.0%	56.4	17.0	12.	0.6%
5	9	421	730.6	26.6%	52.5	18.1	2.1	0.7%
8	9							
8	9	387	768.5	32.0%	19.1	32.0	16.	0.0%
8	9	331	765.8	17.8%	39.9	32.9	8.5	0.9%
10	9							
10	9	178	795.5	26.4%	40.4	21.3	10.	1.1%
10	9	234	794.6	29.1%	43.2	20.1	6.8	0.9%

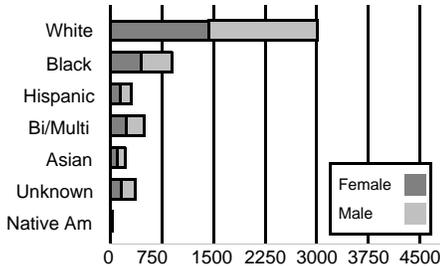
# Department of Defense Education Activity

## Italy 1995/96 District Profile

*Candace Ransing, Superintendent*

### District Characteristics

#### Student Enrollment - 5,227



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	425	8%
K-8	TAG	151	3%
K-12	ESL	120	2%
1	Reading Recovery	0	0%
7-12	AVID	22	
Students Taking AP Courses		136	38%

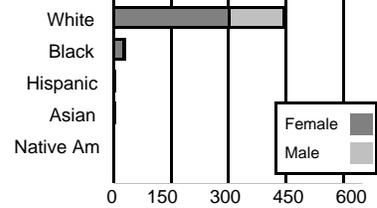
Grade	#
PreK	39
K	511
1	625
2	560
3	506
4	488
5	474
6	436
7	364
8	371
9	271
10	232
11	202
12	148
Total	5227

Mobility Rate  
33% Per Year

Sponsor's Affiliation	
Marine	1%
Army	19%
Navy	40%
Air Force	32%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	12
4-6	34
7-10	40
> 10	249

#### Professional Staffing



School Staff	
Category	FTE
Administrators	21
Classroom Teachers	288
Special Education	29
Other Professionals	64

Teacher Education	
Degree	% Teachers
BA/BS	38%
MA/MS	61%
Doctorate	1%

### Superintendent's Highlights

1995-96 marked many new beginnings in the Italy District with the appointment of a new superintendent, assistant superintendent, and six principals. Early in the year the support mission of the district office established an uncompromising focus on teaching and learning. A District Improvement Leadership Team, composed of stakeholders from the Air Force, Army and Navy communities, approved district-wide improvement initiatives. This team produced a plan that supported the school improvement strategies of each community school in DoDDS Italy. Additionally, school-based support from the district office provided assistance in selecting improvement strategies that would result in increased achievement for all children. Effective staff development designs and adult learning strategies modeled at all district and school meetings supported the curriculum leaders at each school.

Comprehensive data collected from the district office helped support essential facility improvements in Livorno, Vicenza, and Sigonella. A major MILCON project was begun in Naples which will result in new schools by June of 1998. Plans are underway to build a new school complex in the Aviano community to accommodate the rapidly growing population of learners.

### DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

#### Goal 3: Student Achievement And Citizenship

**Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....**  
Teachers received training to integrate writing, maps, graphs, and technology into instruction. Planned for 1996-97 is expansion of the Reading Recovery Program and enhanced support for cooperative learning in all curricular areas. The district sponsored a Speech, Drama, and Debate Festival for students. Second language teachers were provided district instruction in oral proficiency.

#### Goal 4: Math And Science Achievement

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....**  
The critical nature of equity issues was emphasized by providing schools with a comprehensive analysis of student data in math and science. Teaching strategies provided to schools assisted in the implementation of practices to improve student achievement. Examples included Test Ready, science process assessment, and the constructivist model of teaching and learning.

#### Goal 8: Parental Participation

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
Parents, educators, and military representatives were co-decision makers on the District Improvement Leadership Team. This team made decisions on district policy. Parents participated in district workshops and task groups as co-learners and co-teachers. Parents and teachers, selected as Key Communicators, will co-teach and implement the School Home Partnership model throughout Italy.

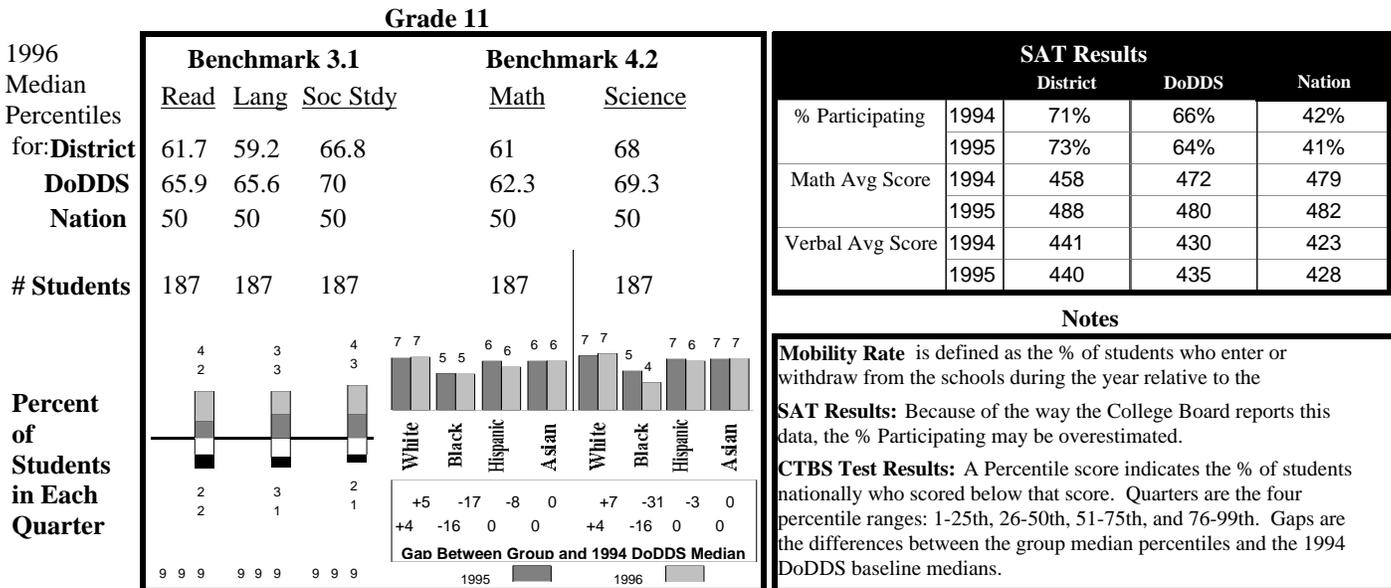
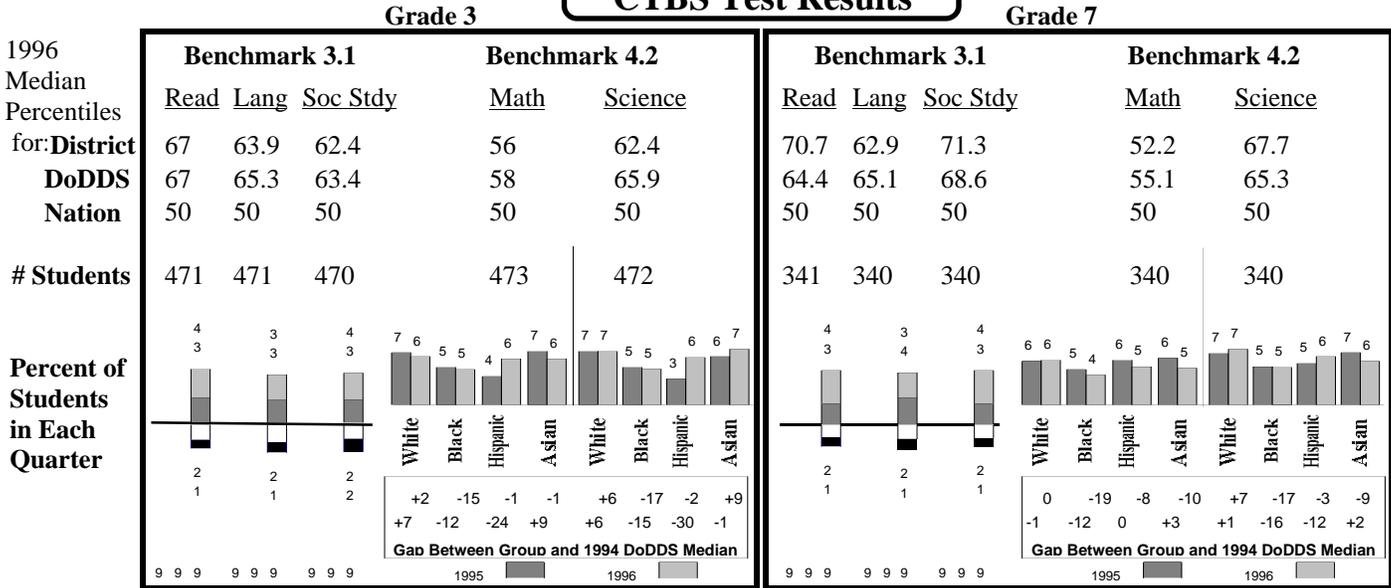
#### Goal 10: Organizational Development

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....**  
The superintendent and the DSO staff aggressively implemented the DoDEA Community Strategic Plan at both the district and school levels. A variety of communication initiatives with parents and military commands enhanced overall perception of the Italy District. Electronic bulletin boards promoted communication in science, second languages, early childhood, and AVID.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	67%	24%	7%
Math	66%	23%	10%
Science	56%	27%	10%
Social Studies	58%	27%	7%
School Communications	58%	27%	15%

**Benchmark 10.8: Establish Technology for teachers and administrators**.....  
 A comprehensive plan addressed technological needs of the district. Even with the use of some outdated equipment, 95% of the teachers have at least one DOS station and are on worldwide cc:Mail; many students are on local cc:Mail. All elementary schools conducted keyboarding training. The Aviano Complex was a Test-bed Site for DARPA/NSF technology projects to improve learning.

### CTBS Test Results



DoDDS-Italy District  
 Attn: Candace Ransing  
 Unit 31401, Box 11  
 APO AE 09102

DSN Phone:  
 634-8460

Commercial Phone:  
 39-444-518-460

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9							
5	9	447	727.1	25.5%	54.8	16.1	2.7	0.9%
8	9							
8	9							
8	9	325	770.4	19.4%	37.8	35.7	6.5	0.6%
10	9							
10	9							
10	9	212	805.7	25.9%	51.9	19.3	2.8	0.0%

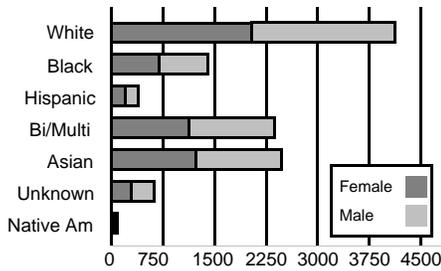
# Department of Defense Education Activity

## Japan 1995/96 District Profile

*Nancy Bresell, Superintendent*

### District Characteristics

#### Student Enrollment - 11,415



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	930	8%
K-8	TAG	774	8%
K-12	ESL	583	5%
1	Reading Recovery	0	0%
7-12	AVID	170	
Students Taking AP Courses		266	35%

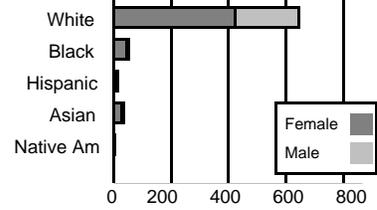
Grade	#
PreK	171
K	1255
1	1282
2	1180
3	1184
4	1008
5	967
6	902
7	818
8	751
9	639
10	513
11	420
12	325
Total	11415

Mobility Rate  
28% Per Year

Sponsor's Affiliation	
Marine	5%
Army	6%
Navy	44%
Air Force	34%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	7
1-3	51
4-6	50
7-10	53
> 10	542

#### Professional Staffing



School Staff	
Category	FTE
Administrators	34
Classroom Teachers	609
Special Education	60
Other Professionals	130

Teacher Education	
Degree	% Teachers
BA/BS	39%
MA/MS	60%
Doctorate	1%

### Superintendent's Highlights

The Japan district has 16 elementary and secondary schools located from Misawa to our north down to Sasebo to the south. The total school population is 11,300 with a teaching staff of 637 teachers. The district is guided by nine "I" words that make up our core beliefs. They are information, inclusion, innovation, internet, interaction, interest, integration, intelligences (multiple), and integrity. The district takes pride in servicing a diverse population of students using an Inclusion model. It is our way of thinking and acting about how to educate special needs students with their peers. Inclusion programs are Special Education, ESL, Compensatory, Education, Reading and Language Improvement, Competency Based Guidance, and the School Wide Enrichment program. For secondary schools have the Advancement Via Individual Differences (AVID) program that is designed to make college preparatory curricula accessible to underrepresented populations of students. The Japan district is dedicated to building a vision of what students need in the future and cooperating with all stakeholders to achieve that vision. The vision focuses on successful learning for children and helping all students to succeed as learners. Our vision also involves taking risks and "stepping out of the box" to explore new structures to enhance learning.

### DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

#### Goal 3: Student Achievement And Citizenship

##### Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

Assistance for the development of the SIP at the schools was provided for reading and writing. Staff development plan was developed to focus on reading/language arts, especially writing across the curriculum (K-12). Plans were developed for "pre-implementation" for language arts/reading. Assessments for reading/writing proficiency were studied to develop SIP/DIP.

#### Goal 4: Math And Science Achievement

##### Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...

Major focus was to assist schools with implementation of the mathematics curriculum standards. Inclusive education was addressed through the Mathland implementation. Hands on science labs were conducted to give a positive focus towards the sciences. A Science & Humanities Symposium was conducted to promote science research.

#### Goal 8: Parental Participation

##### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

SAC Committee training were conducted at every complex to facilitate "Co-Communicators." Various parent information/nights were held to support the curricular areas. The Japan Advisory Council (DoDDS & military) meets twice a year to provide school leaders & military commanders a forum for SIP. The "Inter Agency Council for Children" was established to promote child advocacy.

#### Goal 10: Organizational Development

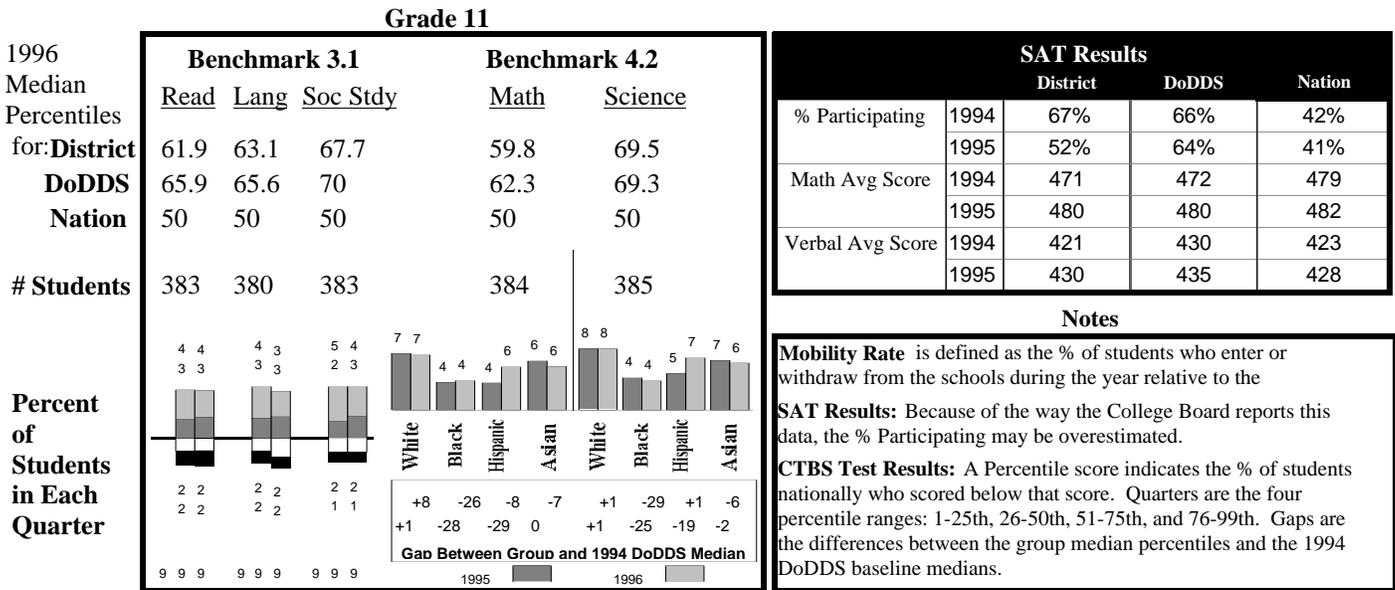
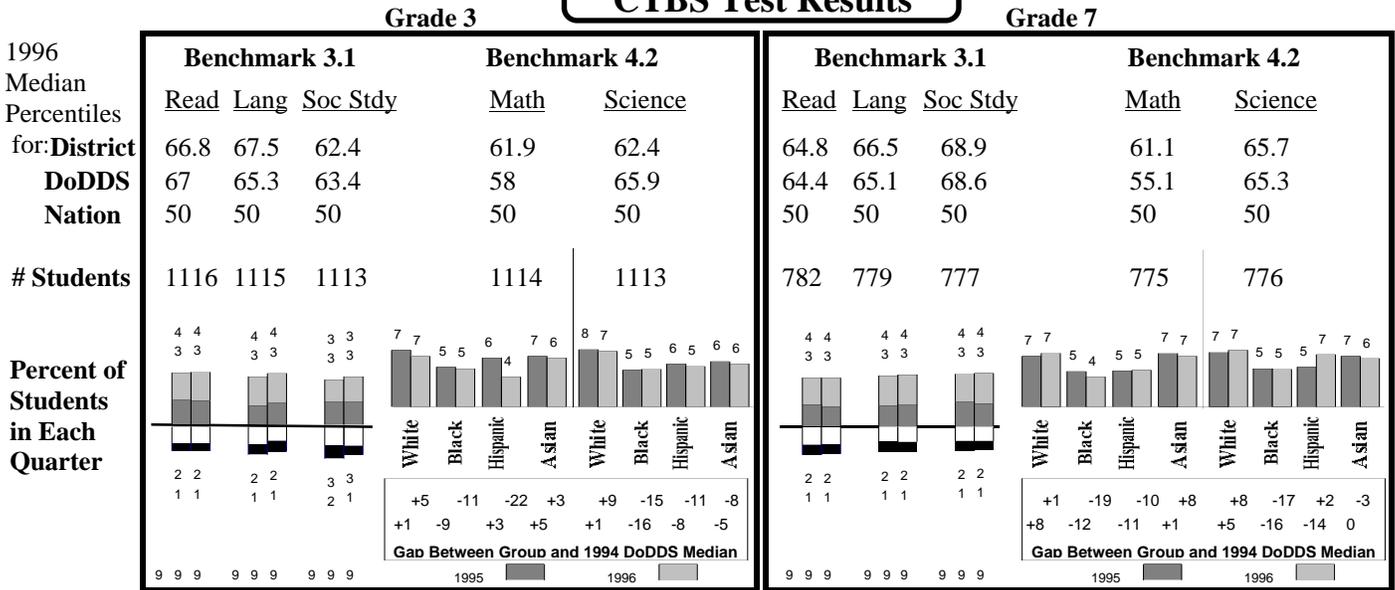
##### Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

Newsletters were established to keep parents informed of the new Mathland program. Plans are underway for the DoDDS-Japan Information Channel (FEN) that will provide DoDDS information. School orientation videos are being developed to promote awareness of school programs and policies. Staff development will be video taped for follow-up and site-base training.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	76%	18%	4%
Math	72%	19%	5%
Science	63%	22%	6%
Social Studies	62%	22%	5%
School Communications	77%	19%	5%

**Benchmark 10.8: Establish Technology for teachers and administrators**.....  
 The major focus has been in the implementation of the DoDEA Technology Plan. All media centers (Information Centers) in the District have Networking capabilities. All professional staff members are aware of their specific computer skill requirements to implement technology in the classroom. Based on needs assessment, three computer skill level courses have been finalized.

### CTBS Test Results



**Notes**

**Mobility Rate** is defined as the % of students who enter or withdraw from the schools during the year relative to the

**SAT Results:** Because of the way the College Board reports this data, the % Participating may be overestimated.

**CTBS Test Results:** A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

**DoDDS-Pacific**

Attn: Nancy Bresell  
 Unit 5072  
 APO AP 96328-5072

DSN Phone:  
 225-3940

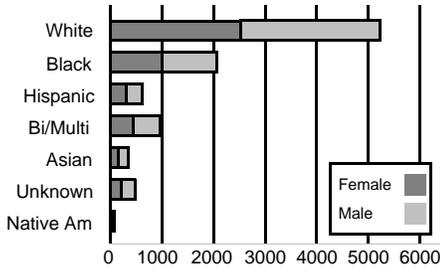
Commercial Phone:  
 81-0425-52-2511-3940

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	909	756.4	21.8%	58.4	13.5	5.8	0.4%
5	9	881	746.0	36.8%	49.9	9.9%	2.2	1.3%
8	9							
8	9	621	741.8	31.6%	14.3	32.5	18.	2.9%
8	9	657	768.0	18.7%	38.1	33.6	9.0	0.7%
10	9							
10	9	430	794.4	27.4%	37.7	21.2	12.	1.2%
10	9	442	791.4	23.8%	43.9	26.2	5.9	0.2%

**Department of Defense Education Activity  
Kaiserslautern 1995/96 District Profile  
Terrence Kacik, Superintendent**

**District Characteristics**

**Student Enrollment - 9,686**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	1125	11%
K-8	TAG	2546	32%
K-12	ESL	261	2%
1	Reading Recovery	103	9%
7-12	AVID	123	
Students Taking AP Courses		534	70%

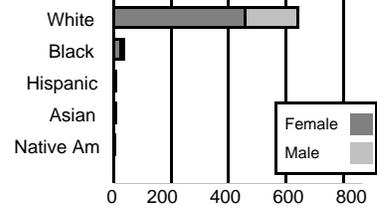
Grade	#
PreK	106
K	1036
1	1058
2	948
3	949
4	866
5	841
6	758
7	695
8	645
9	571
10	455
11	425
12	333
Total	9686

**Mobility Rate**  
34% Per Year

<b>Sponsor's Affiliation</b>	
Marine	<.5%
Army	45%
Navy	<.5%
Air Force	47%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

<b>Teacher Experience</b>	
Years	Teachers
New	6
1-3	18
4-6	38
7-10	86
> 10	412

**Professional Staffing**



<b>School Staff</b>	
Category	FTE
Administrators	34
Classroom Teachers	477
Special Education	74
Other Professionals	122

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	27%
MA/MS	72%
Doctorate	2%

**Superintendent's Highlights**

The nineteen schools in the Kaiserslautern District have worked diligently to implement their school improvement plans. The DSO Staff has been credited by the SILTs and district administrators for its support in designing viable SIPs and supporting their implementation. Particular acknowledgment was given to District support of the SILTs, Math Standards implementation and Strategic Plan implementation.

Significant progress has been made in the installation of LANs in 15 Media Centers throughout the District. Technology is supported in the schools and community by the educational and administrative computing specialists who emphasize the integration of technology and software resources into the academic learning program.

School Wide Enrichment, Sure Start, Reading Recovery, Inclusion, and the Preschool Developmental programs are among the District's programs which ensure success for ALL students.

The organization of the District Office models teamwork and resource sharing. Staffers collaborate and co-present at faculty and administrative professional development workshops as well as presentations for parents.

**DoDEA Strategic Plan: District Improvement Implementation  
School Year 95/96 Priorities**

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....**

The focus has been on assisting schools to integrate writing across curriculum areas. Language Arts/Reading standards and grade level expectancies have been distributed. All 5th, 8th, and 10th grade language arts teachers received training for the worldwide writing assessment. All schools received training and support with the new Social Studies materials.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps....**

The focus has been the implementation of the new math programs. At the beginning of the year every teacher was inserviced and parent meetings were held. Continual support was provided to educators by DSO Liaisons through demonstration lessons, co-teaching activities, inservices, graduate level courses, and technology integration. Parent activities also continued.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**

Three parents and one student are active members of the District Improvement Planning Team. The District Office and all 18 schools in the district have applied for membership in the National Network of Partnership 2000 Schools. Schools attended inservice training each semester and all have begun to collect baseline data on each of the five tiers of parental participation/involvement.

**Goal 10: Organizational Development**

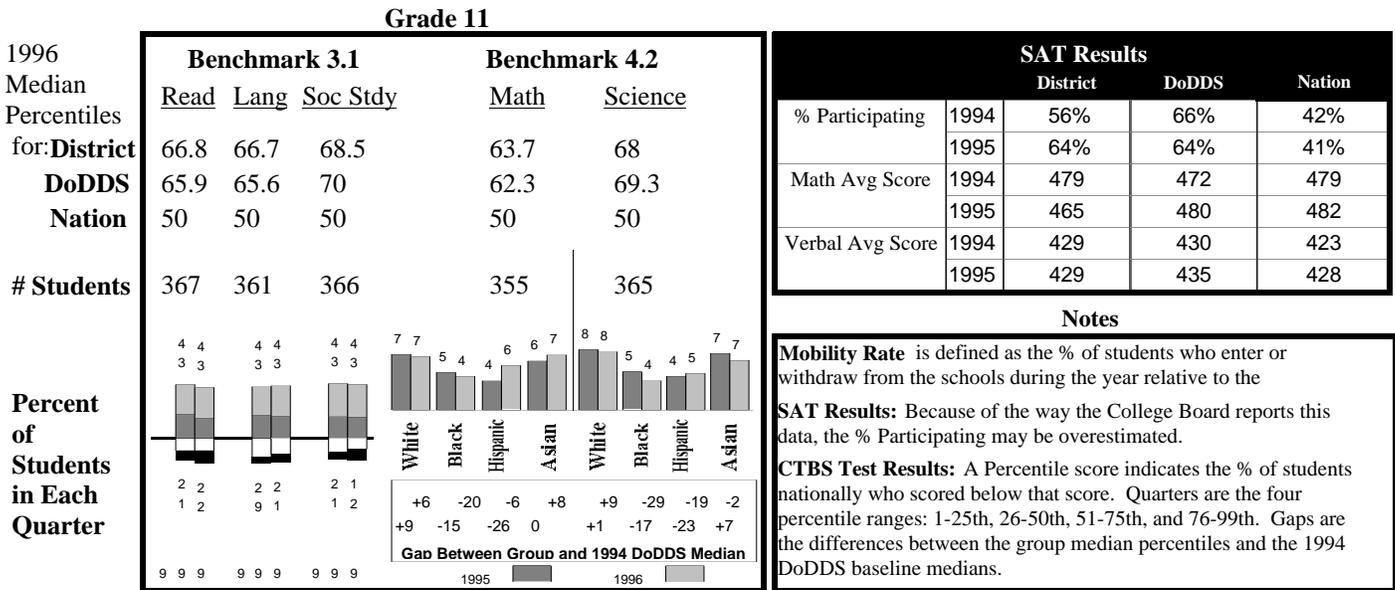
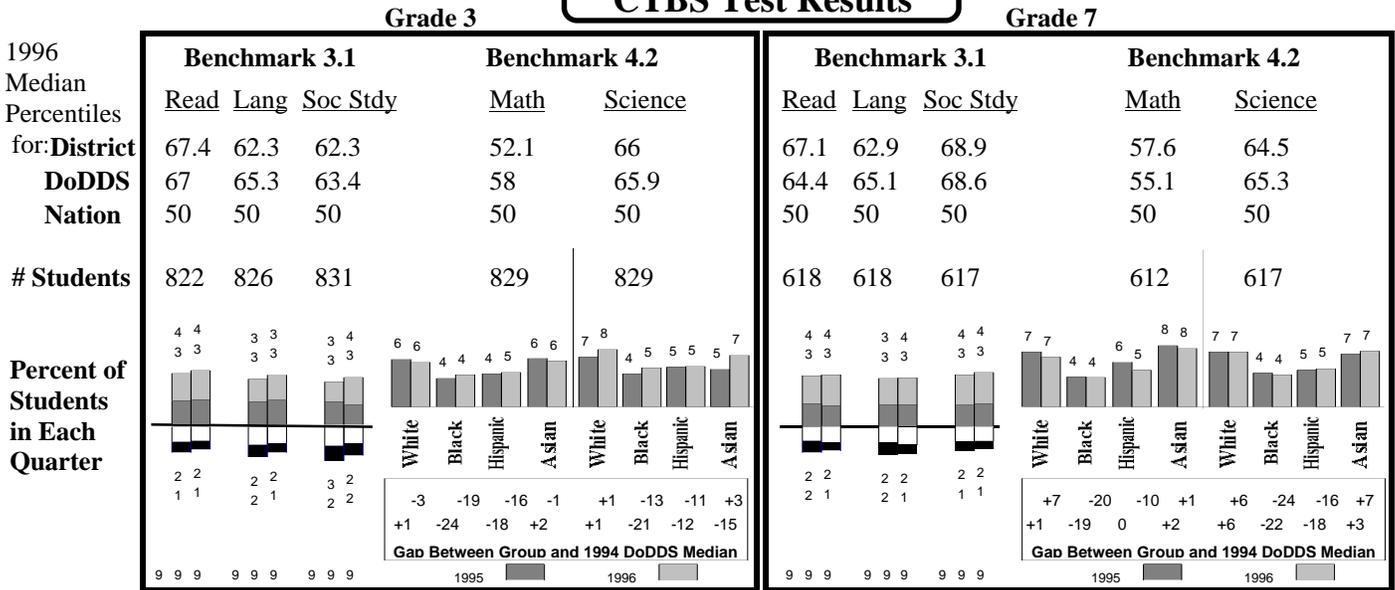
**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....**

The District Improvement Planning Team was formed early in the year and met regularly in order to write the DIP. The Superintendent meets monthly with local community commanders and quarterly with other complex commanders to brief them on the Community Strategic Plan. A staff member has been designated to interface with the media on district events.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	70%	22%	6%
Math	67%	22%	7%
Science	55%	26%	8%
Social Studies	57%	26%	6%
School Communications	68%	24%	8%

**Benchmark 10.8: Establish Technology for teachers and administrators**.....  
 The DoDEA Technology Plan was explained to teachers, administrators and parents during formal and informal meetings throughout the school year. Four elementary schools received new computer labs and three new media centers were installed at district schools to increase the availability of technology for students and teachers.

### CTBS Test Results



**DoDDS-Kaiserslautern District**

Attn: Terrence Kacik

Unit 3405

APO AE 09094

DSN Phone:  
489-6339

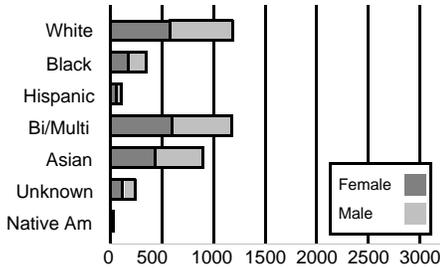
Commercial Phone:  
49-631-351370

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	803	733.7	15.3%	57.2	15.4	11.	0.9%
5	9	748	741.8	31.8%	52.4	12.7	2.3	0.8%
8	9							
8	9	615	764.2	42.9%	16.1	28.1	9.1	3.8%
8	9	544	786.7	25.6%	41.4	27.6	5.1	0.4%
10	9							
10	9	481	799.1	28.0%	35.7	25.9	9.6	0.8%
10	9	424	807.1	31.1%	42.0	22.4	4.5	0.0%

**Department of Defense Education Activity  
Korea 1995/96 District Profile  
Douglas Kelsey, Superintendent**

**District Characteristics**

**Student Enrollment - 3,943**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	161	4%
K-8	TAG	369	12%
K-12	ESL	267	6%
1	Reading Recovery	0	0%
7-12	AVID	55	
Students Taking AP Courses		171	50%

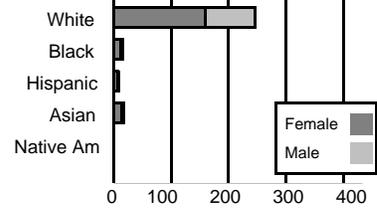
Grade	#
PreK	26
K	375
1	363
2	386
3	329
4	334
5	340
6	308
7	327
8	304
9	278
10	231
11	186
12	156
Total	3943

Mobility Rate  
27% Per Year

<b>Sponsor's Affiliation</b>	
Marine	1%
Army	45%
Navy	3%
Air Force	15%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	34%
Non-US Civilians	2%

<b>Teacher Experience</b>	
Years	Teachers
New	26
1-3	18
4-6	25
7-10	40
> 10	165

**Professional Staffing**



<b>School Staff</b>	
Category	FTE
Administrators	14
Classroom Teachers	236
Special Education	23
Other Professionals	46

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	35%
MA/MS	62%
Doctorate	3%

**Superintendent's Highlights**

The Korea District prides itself in serving seven diverse and geographically separated schools with quality and technically advanced education. We promote high expectations for both our students and educators in a climate of respect for their uniqueness and diversity. Over half our students are Amerasian with a high rate of ESL students. Due to that uniqueness, it has been our goal to provide tailored support from the smallest school of 34 students to the second largest school in the Pacific Area, numbering 1462 students.

Our dedication to offering equitable education to all is reflected by being world leaders in inclusive education and by our students' achievements. Our students' math scores are highest in DoDEA and we are proud of the fact that 80% of our seniors are going onto higher education with the distinct achievement of receiving over \$2,000,000 in scholarships.

Fundamental to our district is capacity building between ourselves, our schools, and parents, through professional leadership and commitment to collegiality and collaboration. Our motto is "SERVICE from the SEA to the DMZ" - Support, Equity, Respect, Vision, Integrity, Collegiality, Excellence.

**DoDEA Strategic Plan: District Improvement Implementation  
School Year 95/96 Priorities**

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....**

As schools developed and improved reading and language arts programs using school improvement as the vehicle, our assistance was tailored to focus on integrating language arts in content areas, and specifically to use writing as a vehicle both to enhance comprehension and develop writing proficiency. SS standards were reviewed and lessons created using newly adopted materials.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....**

The major focus of the district this year through staff study groups, has been to increase its knowledge base on racial/ethnic/gender equity issues and to promote effective strategies that emphasize equity. Plans have been made to train personnel in TESA (Teacher Expectations and Student Achievement) for SY 96/97.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**

Our district has implemented plans to directly involve parents as true partners in their children's education by encouraging them to give input to programs affecting their children and by participating in decision-making. We focused on improving communication with parents through use of the media and making direct contact through placing personal calls to parents.

**Goal 10: Organizational Development**

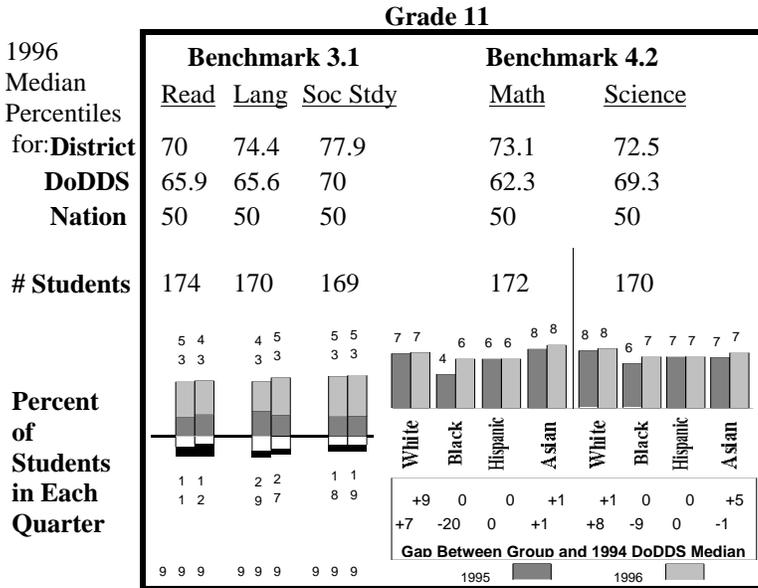
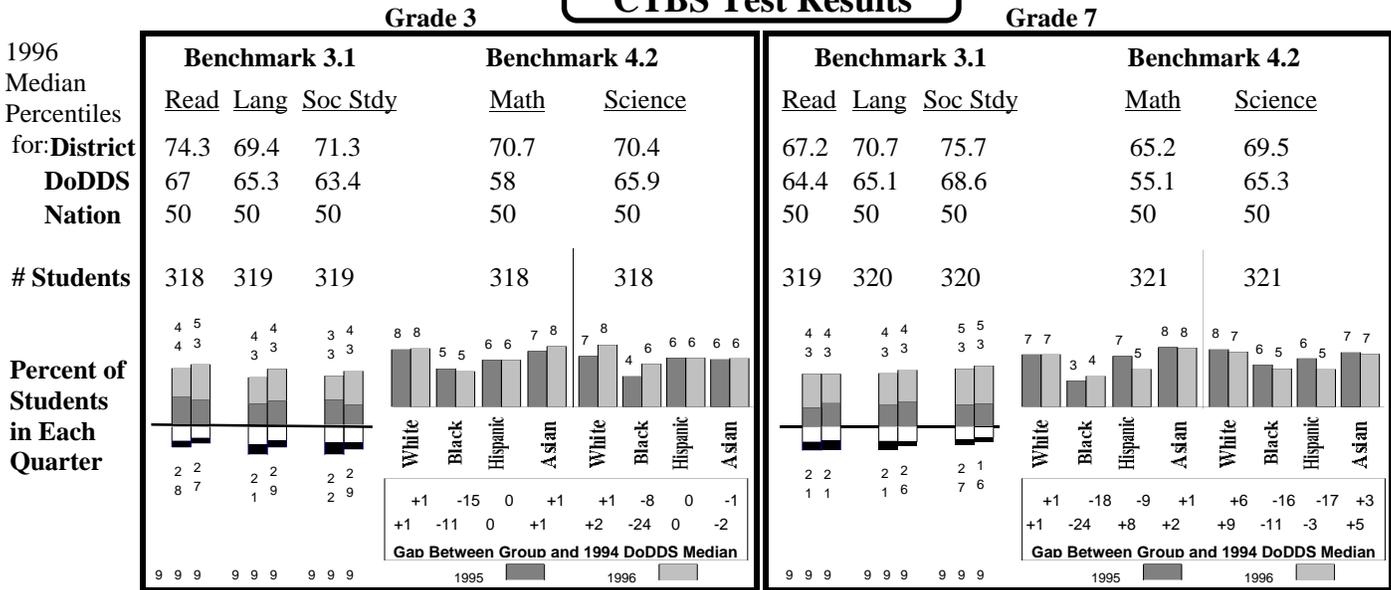
**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....**

The district met with student leadership in all our schools informing them of DoDEA's Strategic plan. Parent/commanders' newsletters have been sent periodically and principals and union representatives have been invited to monthly DSO staff meetings to provide their perspectives on relative issues. Plans are in progress to establish e-mail linked with community leaders.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	78%	16%	4%
Math	73%	18%	6%
Science	68%	21%	5%
Social Studies	68%	20%	4%
School Communications	74%	19%	6%

*Benchmark 10.8: Establish Technology for teachers and administrators*.....  
 Creating an awareness of the importance of integrating technology into instruction has become a focal point for our district. We are developing a computer training plan to assist teachers to upgrade their present computer skills and extensive efforts have been made to upgrade computer labs.

### CTBS Test Results



	SAT Results			
		District	DoDDS	Nation
% Participating	1994	64%	66%	42%
	1995	77%	64%	41%
Math Avg Score	1994	494	472	479
	1995	505	480	482
Verbal Avg Score	1994	436	430	423
	1995	435	435	428

**Notes**

**Mobility Rate** is defined as the % of students who enter or withdraw from the schools during the year relative to the

**SAT Results:** Because of the way the College Board reports this data, the % Participating may be overestimated.

**CTBS Test Results:** A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

**DoD Dependents Schools - Pacific**

Attn: Douglas Kelsey  
 Unit 15549  
 APO AP 96205-0005

DSN Phone:  
 738-5922

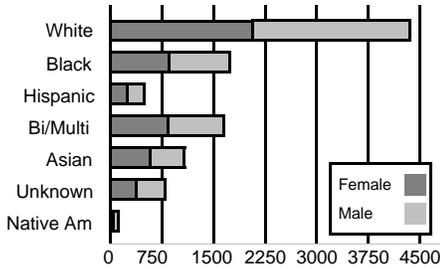
Commercial Phone:  
 82-2791-8-5922

		DoDEA Writing Assessment						
		Percent at Each Performance Level						
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	308	749.5	18.8%	58.8	13.0	8.8	0.6%
5	9	332	776.1	50.6%	42.8	5.7%	0.3	0.6%
8	9							
8	9	251	792.4	44.2%	21.9	25.9	6.8	1.2%
8	9	279	782.6	20.4%	50.2	24.4	4.3	0.7%
10	9							
10	9	183	816.5	33.3%	45.4	16.4	3.8	1.1%
10	9	209	793.9	30.1%	40.7	21.1	7.2	1.0%

**Department of Defense Education Activity  
Okinawa 1995/96 District Profile  
Steve Bloom, Superintendent**

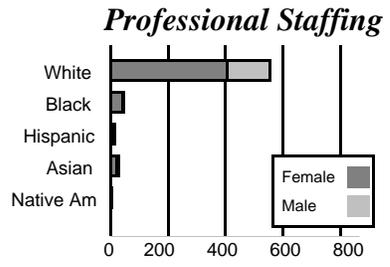
**District Characteristics**

**Student Enrollment - 10,140**



Grade	#
PreK	67
K	1132
1	1087
2	1082
3	1049
4	928
5	830
6	803
7	783
8	680
9	587
10	465
11	378
12	269
Total	10140

Sponsor's Affiliation	%
Marine	38%
Army	5%
Navy	7%
Air Force	41%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	799	7%
K-8	TAG	800	9%
K-12	ESL	368	3%
1	Reading Recovery	194	17%
7-12	AVID	126	
Students Taking AP Courses		287	44%

**Mobility Rate**  
28% Per Year

<b>Teacher Experience</b>	
Years	Teachers
New	27
1-3	42
4-6	60
7-10	79
> 10	465

<b>School Staff</b>	
Category	FTE
Administrators	31
Classroom Teachers	498
Special Education	57
Other Professionals	123

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	32%
MA/MS	66%
Doctorate	2%

**Superintendent's Highlights**

The District of Okinawa is a large but geographically concentrated school district composed of 8 elementary, 2 middle and 2 high schools.

Our greatest accomplishment this year has been the implementation of a school-driven model of staff development that relates directly to school improvement goals. This approach concentrates on changing the culture of the school to support long term improvement. The district and schools work together to identify sources of expertise and deep content knowledge in the improvement areas that are also compatible with each school's unique strengths and needs. The district staff has worked to identify innovative approaches to delivery of training that has less impact on fiscal resources while building capacity within the school to support and sustain change and improvement efforts.

The district continues its efforts to establish a District Office of Curriculum and Instruction with a staff that can blend curriculum expertise, knowledge of change processes, staff development and school improvement. The primary purpose of this office is to ensure successful delivery of the curriculum to all students, to establish a climate of continuous growth and improvement and to provide information, guidance and high quality staff development to all schools in our district.

**DoDEA Strategic Plan: District Improvement Implementation  
School Year 95/96 Priorities**

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....**  
DSO-Okinawa has instituted a systematic staff development program to address School Improvement benchmarks. In Reading/LA we have facilitated staff development offerings in CIRC, process writing and social studies' standards. Preliminary plans for next year include curriculum integration and content area reading strategies.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....**  
DSO-Okinawa has instituted a systematic staff development program to address School Improvement benchmarks. The district established leadership teams at every grade level and published guidance to support Mathland implementation. The district and 7 schools established Cultural Diversity Support Teams to support staff development in Culturally Responsive Teaching methods.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
The district has established a District Cultural Diversity Leadership Team with involvement of different stakeholder groups. Dr. Clarence Johnson provided staff development in School/Home Partnerships (SHP) to district staff. The district also established a SHP Liaison to coordinate all SHP activities.

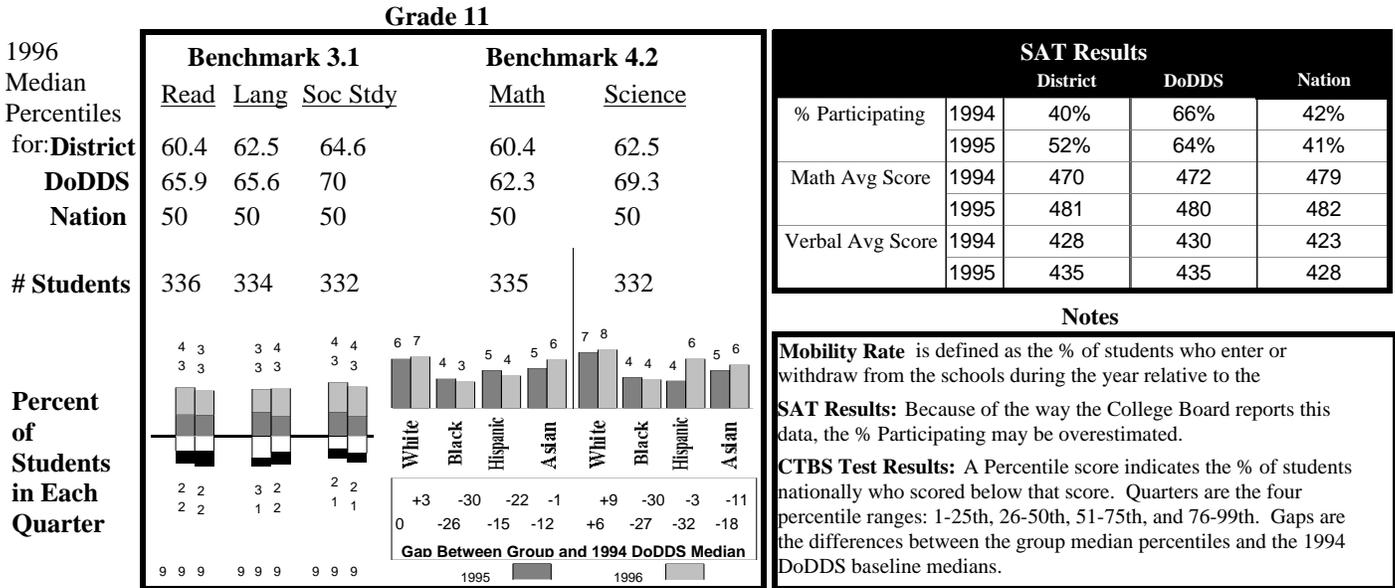
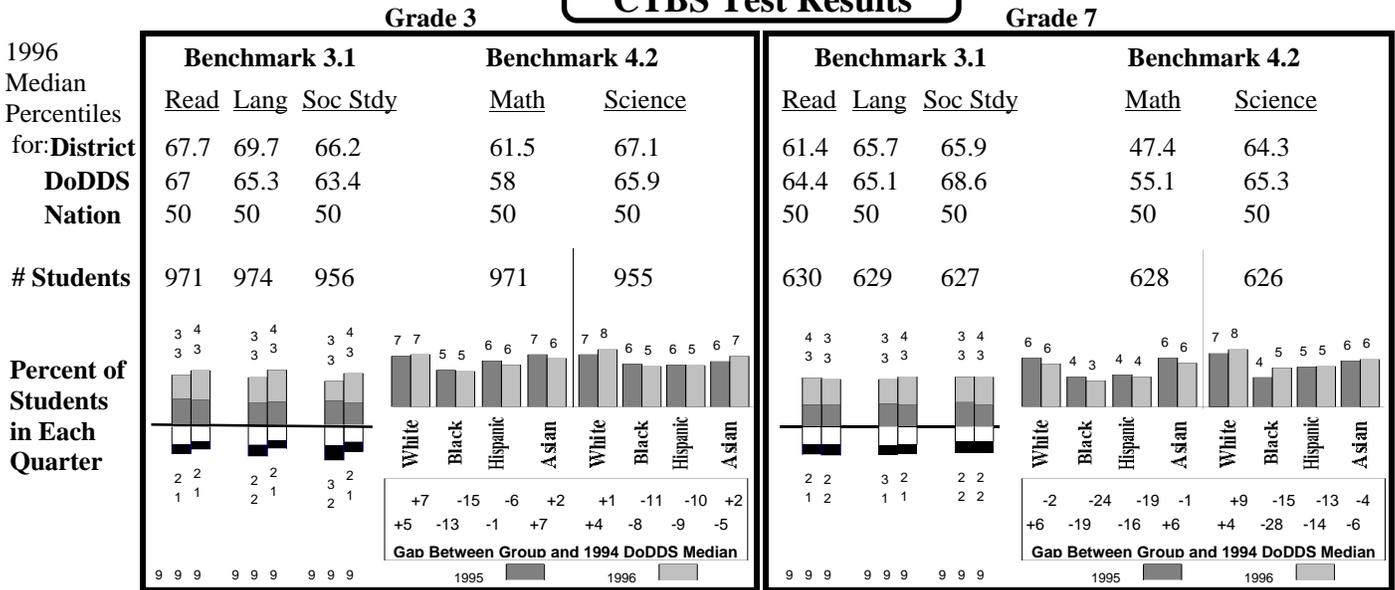
**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....**  
All district staff received training in effective meeting strategies, facilitation, consultation, and consensus building. In addition staff received training in the integration of school improvement, curriculum, and staff development. The district reorganized its infrastructure and will co-locate district personnel to facilitate communication, co-planning and integration of initiatives.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	84%	12%	2%
Math	82%	12%	3%
Science	75%	16%	3%
Social Studies	74%	15%	3%
School Communications	88%	10%	2%

*Benchmark 10.8: Establish Technology for teachers and administrators*.....  
 Funding is established for accelerated LAN installation to include all schools by June 1997. All schools now have Internet access. Staff development has been offered or planned for all schools in utilization of computer labs and LAN applications. Plans have been made for a district training facility to include a LAN, work stations, multimedia equipment and other training needs.

### CTBS Test Results



**Notes**

**Mobility Rate** is defined as the % of students who enter or withdraw from the schools during the year relative to the

**SAT Results:** Because of the way the College Board reports this data, the % Participating may be overestimated.

**CTBS Test Results:** A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

**DoD Dependents Schools, Pacific**

Attn: Steve Bloom  
 Unit 5166  
 APO AP 96368-5166

DSN Phone:  
 634-1204

Commercial Phone:  
 81-611-734-1204

		DoDEA Writing Assessment						
		Percent at Each Performance Level						
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	798	741.3	19.8%	56.5	15.2	6.8	1.8%
5	9	768	751.5	37.4%	50.3	9.8%	1.7	0.9%
8	9							
8	9	561	759.5	32.3%	17.8	34.6	13.	1.5%
8	9	616	764.0	21.6%	39.6	30.8	5.7	2.3%
10	9							
10	9	386	783.0	25.4%	39.6	22.0	10.	2.6%
10	9	381	804.4	31.5%	45.1	18.1	4.7	0.6%

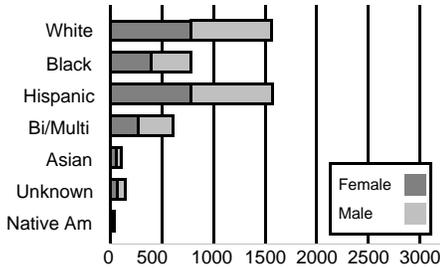
# Department of Defense Education Activity

## Panama 1995/96 District Profile

*Ruth Russell, Superintendent*

### District Characteristics

#### Student Enrollment - 4,841



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	327	6%
K-8	TAG	254	6%
K-12	ESL	265	5%
1	Reading Recovery	0	0%
7-12	AVID	31	
Students Taking AP Courses		135	28%

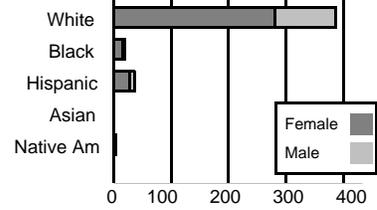
Grade	#
PreK	14
K	495
1	491
2	437
3	429
4	432
5	375
6	395
7	350
8	334
9	335
10	274
11	285
12	195
Total	4841

Mobility Rate  
39% Per Year

Sponsor's Affiliation	
Marine	1%
Army	41%
Navy	7%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	28%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	7
1-3	9
4-6	23
7-10	45
> 10	158

#### Professional Staffing



School Staff	
Category	FTE
Administrators	13
Classroom Teachers	261
Special Education	26
Other Professionals	48

Teacher Education	
Degree	% Teachers
BA/BS	48%
MA/MS	49%
Doctorate	2%

### Superintendent's Highlights

As the DoDDS pilot implementation site for school based management, our schools involved groups of teachers, parents, and administrators in significant decision-making opportunities related to education and school/home relationships. The community came to the schools this year as each school had a military sponsoring unit and was visited by the Southern Command CINC and the USARSO Commander. The District participated in the Monthly Community Panel to share accomplishments and respond to concerns. Parent volunteers in record numbers assumed new roles as partners with our schools, positively impacting our students.

Believing that all children can learn, special emphasis was placed on inclusive practices, and many special education teachers taught collaboratively with regular education teachers. Collaboration was also a key word in math, social studies, and other subject areas as the district schools implemented Mathland, Interactive Math, and a new social studies adoption which focuses on cooperative groups, problem solving, and developing students' interpersonal skills.

Personnel at the DSO provided strong support for school based management, school improvement plan development, new implementations, and school home community cooperation. It was, in short, a year of many accomplishments.

### DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

#### Goal 3: Student Achievement And Citizenship

##### Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

The primary focus this year was the enhancement of effective writing strategies and the implementation of the social studies standards across the K-12 curriculum. Additionally, the district has continued to provide support in using CIRC as a tool for the integration of reading and writing.

#### Goal 4: Math And Science Achievement

##### Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....

Special emphasis was placed on providing equitable opportunities for students by implementing developmentally appropriate practices in grades K-3, introducing the AVID program into the high school, encouraging more students to enroll in challenging courses, and supporting the implementation of inclusive educational practices. Special support was offered for the implementation of math standards.

#### Goal 8: Parental Participation

##### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

To build a partnership between parents and schools in the decision making process, school based management teams, composed of parents, educators and students, were established at all schools. The district office served as a clearinghouse to facilitate the SBM process. Several conferences were held to afford teams opportunities to share successes and provide additional training.

#### Goal 10: Organizational Development

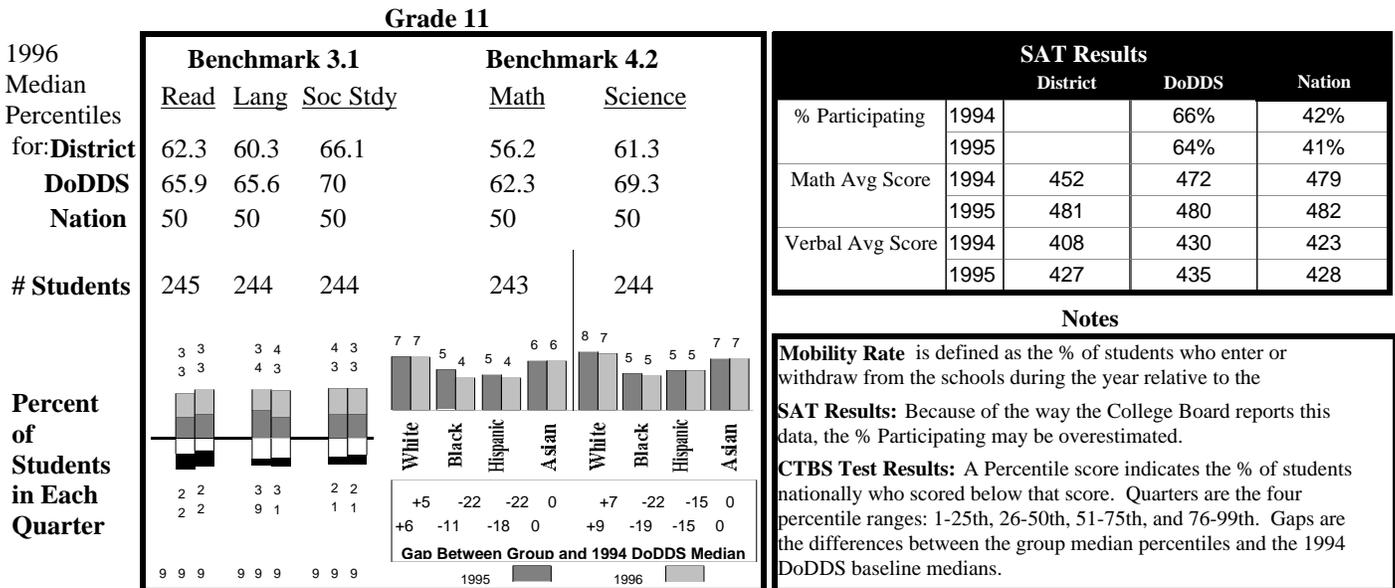
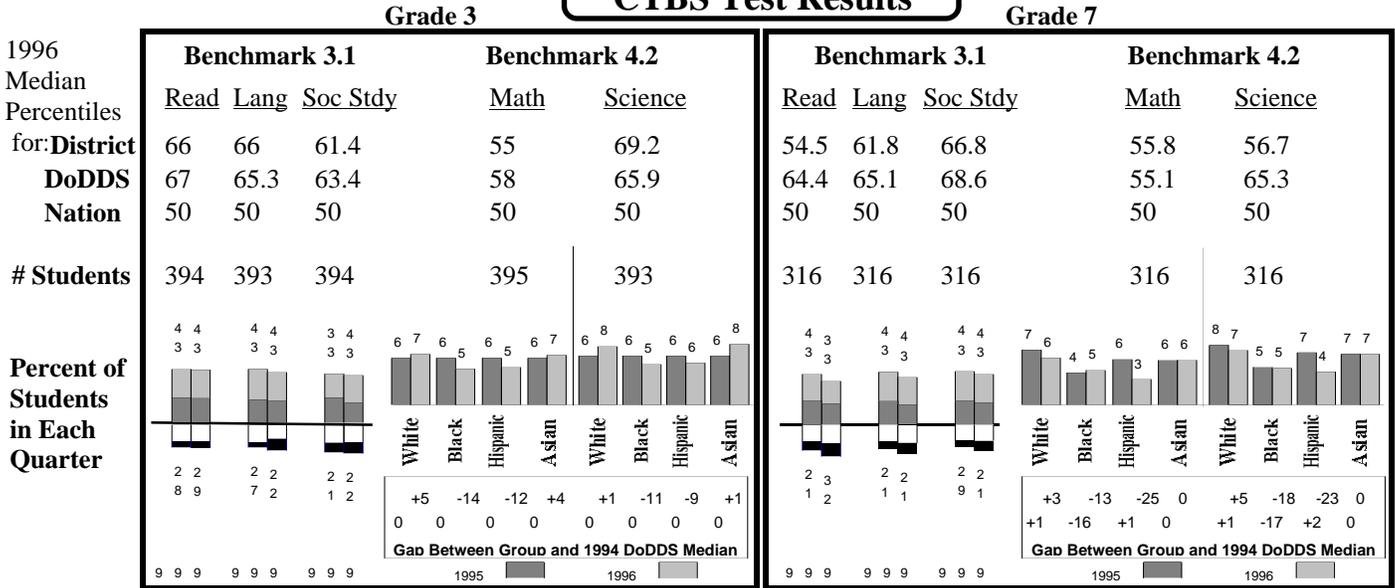
##### Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....

To enhance communication, the district has made greater use of the local military newspaper, television and radio stations to publicize and promote DoDDS activities. A school-community partnership was established at the local PX highlighting student achievement. Ccmail and district-wide grade level meetings promoted increased educator communication.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	78%	17%	4%
Math	81%	15%	4%
Science	65%	20%	6%
Social Studies	65%	19%	5%
School Communications	68%	23%	8%

*Benchmark 10.8: Establish Technology for teachers and administrators*.....  
 The DoDEA technology survey was distributed to all schools to establish goals for the technology program. A variety of computer courses were offered to enhance the skills of educators during the year, and will continue throughout the summer. Five schools have expressed interest in participating in the President's Technology Initiative Program as pilot sites.

### CTBS Test Results



**DoD Dependents Schools**

Attn: Ruth Russell  
 Unit 0925  
 APO AA 34002

DSN Phone:  
 313-286-3602

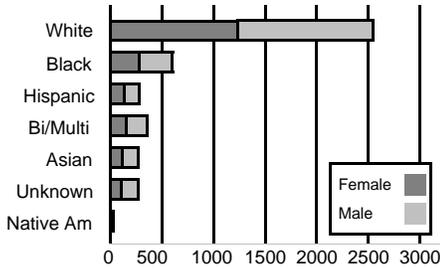
Commercial Phone:  
 507-286-3602

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	388	742.4	14.9%	61.3	14.7	8.5	0.6%
5	9	340	723.7	25.9%	51.8	18.8	2.1	1.5%
8	9							
8	9	303	780.2	39.3%	18.5	30.7	10.	1.0%
8	9	273	731.8	27.8%	32.2	24.5	8.4	6.0%
10	9							
10	9	301	786.1	19.3%	40.9	30.6	8.0	1.4%
10	9	247	814.6	36.0%	44.9	13.8	4.9	0.4%

**Department of Defense Education Activity**  
**Turkey 1995/96 District Profile**  
*Thomas Ellinger, Superintendent*

**District Characteristics**

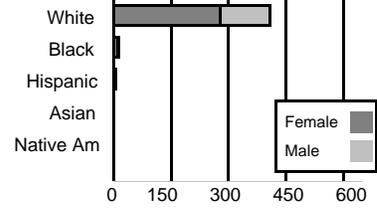
**Student Enrollment - 4,316**



Grade	#
PreK	34
K	400
1	426
2	392
3	399
4	405
5	358
6	316
7	306
8	283
9	261
10	273
11	250
12	213
Total	4316

Sponsor's Affiliation	
Marine	1%
Army	4%
Navy	30%
Air Force	40%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	15%

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	357	8%
K-8	TAG	218	6%
K-12	ESL	190	4%
1	Reading Recovery	12	2%
7-12	AVID	0	
Students Taking AP Courses		243	52%

Mobility Rate  
33% Per Year

Teacher Experience	
Years	Teachers
New	12
1-3	15
4-6	37
7-10	29
> 10	244.5

School Staff	
Category	FTE
Administrators	18
Classroom Teachers	251
Special Education	22
Other Professionals	51

Teacher Education	
Degree	% Teachers
BA/BS	36%
MA/MS	63%
Doctorate	2%

**Superintendent's Highlights**

Newly adopted materials successfully in use in all social studies classrooms. Writing across the curriculum identified as a major thrust throughout the district. Three schools have allotted space for the Reading Recovery Program for SY 96-97.

CTBS test data reflects the expected results during an implementation year in mathematics. District scores were somewhat lower than the previous year. Staff development in this area is to be a major focus for SY 96-97.

All Turkey, Spain, and Island Schools selected School Home Partnership as their primary strategy for benchmark 8.1. The District Improvement Plan supports this district-wide focus.

All schools have a functioning School Improvement Team which engage in the shared decision making process. Teams are composed of teachers, administrators, parents, community members, and students.

The district is expanding the use of electronic technology to support instruction, resource management, and record keeping. Each school has established a technology committee and utilizes local military expertise.

Staff development training opportunities have been expanded to meet the needs of teachers and administrators. This desire to continue professional development in both curricular and technological skills is reflected in the District Improvement Plan.

**DoDEA Strategic Plan: District Improvement Implementation**  
**School Year 95/96 Priorities**

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....**

Across the TSI District, the predominate focus for this benchmark has been on Language Arts: Writing Across the Curriculum. Interest in this area is due largely to the system's involvement in the Writing Assessment. Schools are developing their own rubrics for holistic scoring, teaching students the writing process, and are collaborating on ways to incorporate writing into all subjects.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...**

Both areas; math and science are examined to see just where the gap lies. Schools are discovering that small pockets of students appear to be at risk, so rather than identifying singular groups of students, strategies are selected because they can empower all students. Strategies chosen include: problem-solving, working cooperatively, AVID, and mentoring.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**

District-wide inservice for both parents and teachers began in the fall when participants from each school attended a workshop which explained the five-tier model, and the four FAST modules. Additional professional development was provided by the ASO. In many schools the first step has been to coordinate a parent partnership center and to involve parents in teacher inservice training.

**Goal 10: Organizational Development**

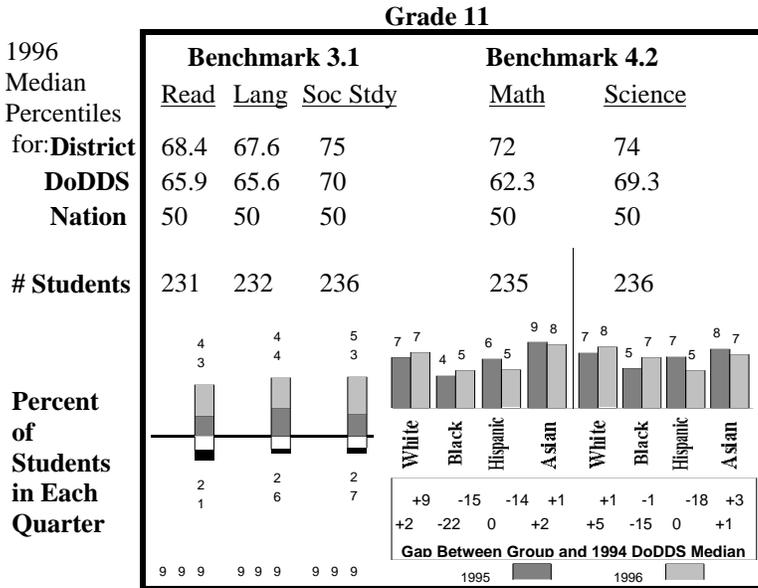
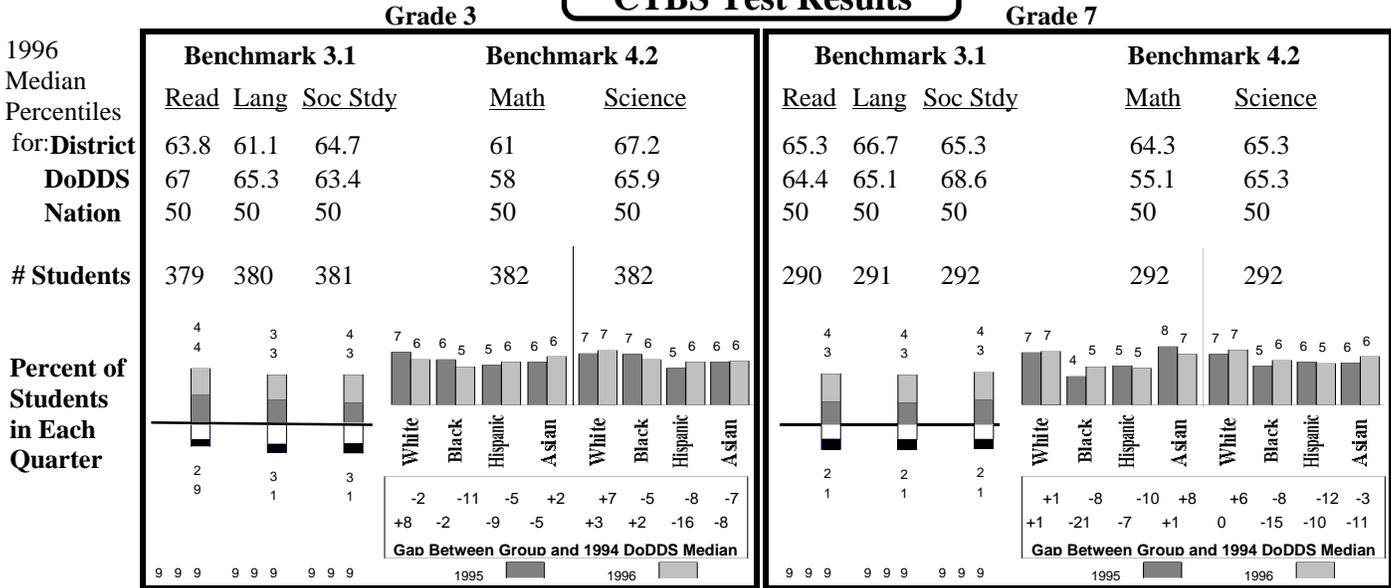
**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....**

The most significant achievement in this benchmark has been made in the area of electronic communication; specifically CC:Mail. Teachers and administrators can not only more effectively communicate with each other in their own schools and complexes, but communication has been enhanced across all schools and the DSO.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	70%	23%	5%
Math	67%	22%	7%
Science	58%	26%	8%
Social Studies	59%	26%	5%
School Communications	65%	26%	9%

**Benchmark 10.8: Establish Technology for teachers and administrators**.....  
 Extensive training for both teachers and administrators on CC:Mail and Microsoft Word have already begun across the district. SCCC's have initiated ITTPs for every teacher in district and plans for SY 96-97 extend to administrators, DSO staff, and clerks and support staff at the schools. Installation of compatible hardware in all schools will ensure the success of this benchmark

### CTBS Test Results



	SAT Results			
	District	DoDDS	Nation	
% Participating	1994	72%	66%	42%
	1995	75%	64%	41%
Math Avg Score	1994	476	472	479
	1995	510	480	482
Verbal Avg Score	1994	434	430	423
	1995	445	435	428

**Notes**

**Mobility Rate** is defined as the % of students who enter or withdraw from the schools during the year relative to the

**SAT Results:** Because of the way the College Board reports this data, the % Participating may be overestimated.

**CTBS Test Results:** A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Turkey District  
 Attn: Thomas Ellinger  
 39 Combat Support Squadron  
 APO AE 09824-0005

DSN Phone:  
 676-6114

Commercial Phone:  
 90-322-316-6114

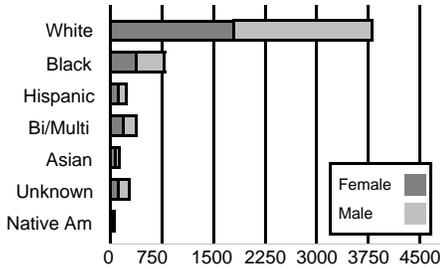
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9							
5	9	318	733.9	30.2%	54.4	10.4	3.5	1.6%
8	9							
8	9							
8	9	257	788.5	27.6%	38.9	31.1	1.6	0.8%
10	9							
10	9							
10	9	255	811.8	34.9%	47.1	15.3	2.0	0.8%

**Department of Defense Education Activity  
United Kingdom 1995/96 District Profile**

*Andrew Zacharias, Superintendent*

**District Characteristics**

**Student Enrollment - 5,615**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	609	10%
K-8	TAG	326	7%
K-12	ESL	284	5%
1	Reading Recovery	97	18%
7-12	AVID	146	
Students Taking AP Courses		231	50%

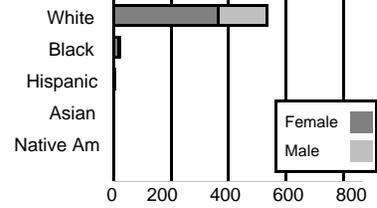
Grade	#
PreK	53
K	438
1	530
2	509
3	585
4	519
5	530
6	499
7	459
8	385
9	336
10	310
11	257
12	205
Total	5615

Mobility Rate  
31% Per Year

<b>Sponsor's Affiliation</b>	
Marine	1%
Army	3%
Navy	17%
Air Force	71%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

<b>Teacher Experience</b>	
Years	Teachers
New	2
1-3	6
4-6	11
7-10	24
> 10	262

**Professional Staffing**



<b>School Staff</b>	
Category	FTE
Administrators	26
Classroom Teachers	305
Special Education	48
Other Professionals	75

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	31%
MA/MS	67%
Doctorate	1%

**Superintendent's Highlights**

- Development of a District Education Support Team (DEST) to assist schools implement both the curriculum and the school improvement process.
- All schools focused on writing and have worked to gain knowledge and skills to collect and analyze writing samples.
- Increased understanding of the multi-tiered parent involvement has resulted in schools identifying strategies that will promote a stronger school/home partnership.
- The District Superintendent's Office convenes Parent Forums and Dormitory Advisory Councils to involve community, parents and students in decision making.
- District Technology Team has been established to prepare for technology plan implementation and continue providing support for schools.
- Increase of computer technology at London Central High School Dormitory, that promotes communication with parents at remote sites.
- The district office conducted a thorough review of the communication process and which resulted in a district office communication plan for next school year.
- District office developed actions designed to assist schools in the promotion of two-way communication with parents.

**DoDEA Strategic Plan: District Improvement Implementation  
School Year 95/96 Priorities**

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....**  
Schools have focused on Writing Across the Curriculum and the Writing Process as strategies for increased achievement in Language Arts. Training was provided in using rubrics, holistic scoring, process writing, and writing for communication and thinking. Schools have worked on collecting and assessing writing samples to indicate current student performance levels.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..**  
New K-8 Math programs have been implemented which increase the degree of student participation. Parent education in standards based instruction has been a priority. Other focus areas have included: DoDDS Mathematics Standards and Expectancies (DSM 2320.1, Aug. 1994), mathematics across the curriculum, strategic problem solving, use of technology, and writing as a tool for learning.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
The District Office has established a District Steering Committee for SY 96/97 to assist schools in the developing strategies addressing all tiers of this benchmark. Schools have focused on increasing two-way communication and identifying practices to promote parents as co-teachers. Many schools have parent centers designed to increase parent involvement at the school.

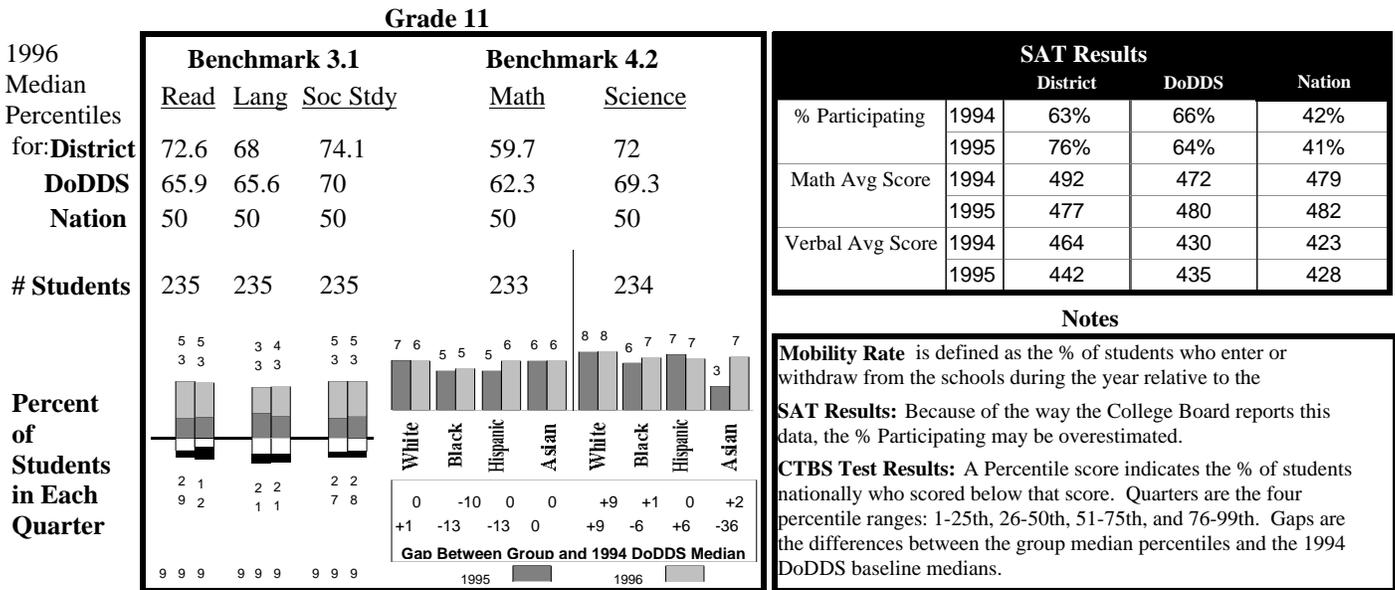
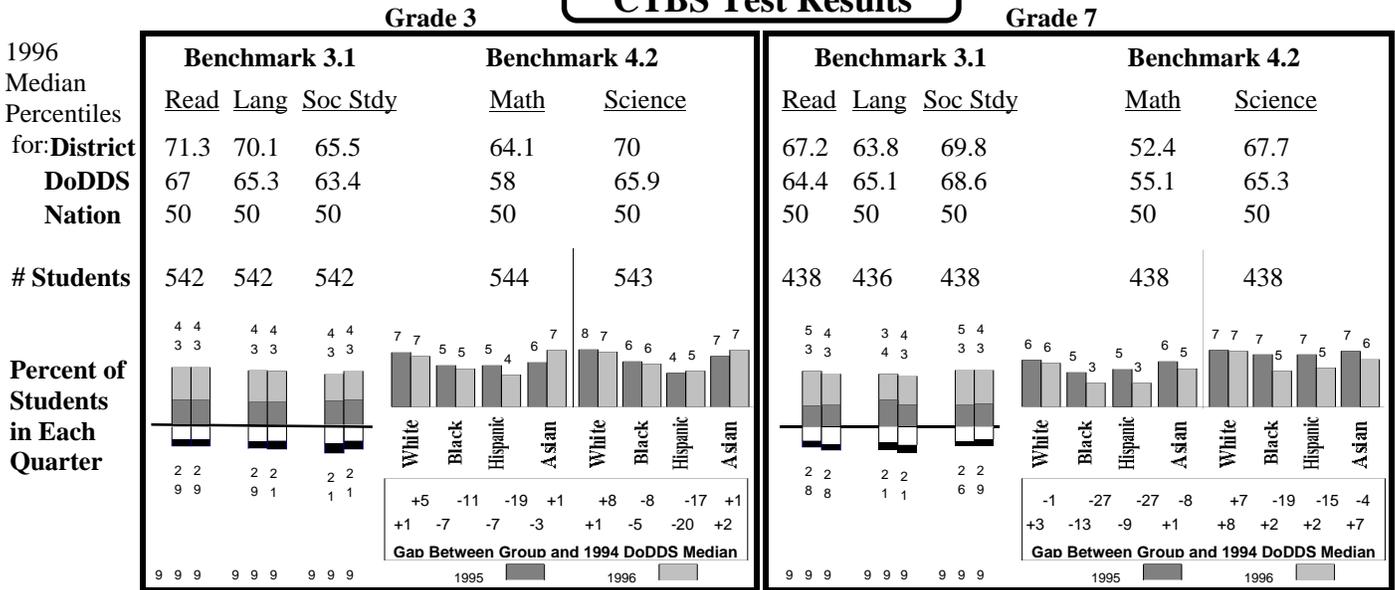
**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....**  
The Superintendent and Assistant Superintendent meet with parents and community leaders as well as the faculty when making on-site visits. Conducts Parent Advisory Forums and Dorm Advisory meetings. Makes site visits to remote dorm feeder locations. Provides monthly DSO newsletters to schools. Attends at least one SAC meeting per school.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	73%	20%	6%
Math	69%	20%	8%
Science	64%	23%	7%
Social Studies	64%	23%	6%
School Communications	69%	22%	8%

**Benchmark 10.8: Establish Technology for teachers and administrators**.....  
 The DSO has established a District Technology Team, including principal and teacher representation. All schools have INTERNET access and all have or establishing a "homepage". Students participate in the UK JASON Project and technology exposition. ("TEX '96). The ability to conference through the use of video exists at five school sites.

### CTBS Test Results



**Notes**

**Mobility Rate** is defined as the % of students who enter or withdraw from the schools during the year relative to the

**SAT Results:** Because of the way the College Board reports this data, the % Participating may be overestimated.

**CTBS Test Results:** A Percentile score indicates the % of students nationally who scored below that score. Quarters are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

**DoD Dependents Schools-CCS**

Attn: Andrew Zacharias  
 Unit 5185, Box 470  
 APO AE 09461-5470

DSN Phone:  
 226-7234

Commercial Phone:  
 44-1638-527234

DoDEA Writing Assessment								
		Percent at Each Performance Level						
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	580	723.9	12.5%	58.6	17.5	9.3	2.0%
5	9	460	740.1	32.2%	50.9	14.3	2.2	0.4%
8	9							
8	9	392	765.9	34.7%	21.7	27.3	14.	1.5%
8	9	333	774.8	22.5%	42.0	27.9	6.3	1.2%
10	9							
10	9	334	794.5	23.4%	40.7	26.6	8.4	0.9%
10	9	272	773.2	18.4%	48.2	25.0	6.6	1.9%

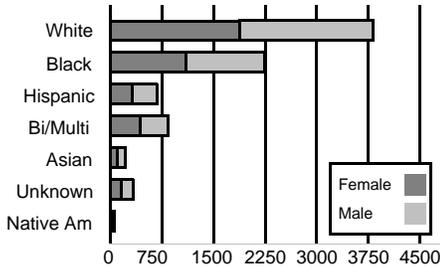
# Department of Defense Education Activity

## Wuerzburg 1995/96 District Profile

*Richard Osner, Superintendent*

### District Characteristics

#### Student Enrollment - 8,122



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	773	9%
K-8	TAG	438	6%
K-12	ESL	343	4%
1	Reading Recovery	68	6%
7-12	AVID	185	
Students Taking AP Courses		298	62%

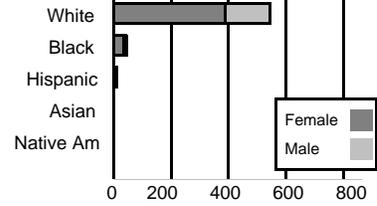
Grade	#
PreK	88
K	1047
1	1008
2	887
3	828
4	754
5	653
6	585
7	562
8	449
9	446
10	339
11	247
12	229
Total	8122

Mobility Rate  
43% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	7
1-3	13
4-6	21
7-10	60
> 10	387

#### Professional Staffing



School Staff	
Category	FTE
Administrators	30
Classroom Teachers	412
Special Education	43
Other Professionals	99

Teacher Education	
Degree	% Teachers
BA/BS	36%
MA/MS	63%
Doctorate	2%

### Superintendent's Highlights

The Wuerzburg District serves a diverse population at 20 elementary, middle, and high schools across a wide geographical area. United in vision and mission, the district fosters high expectations, instructional leadership, and excellence in teaching to ensure achievement for all students.

The district plan, formulated on the schools' needs, is designed to build an infrastructure for schools' successful accomplishment of the DoDEA Strategic Plan. The main components of our plan emphasize curriculum, instruction, and assessment with equity issues woven throughout. Successful implementation of the district plan thus far includes curriculum training for all members of the DSO education staff, ongoing training for administrators focusing on effective educational leadership skills, and a strong beginning for the district technology plan. Positive feedback on parental involvement indicates another strength.

Looking ahead, the district plan provides for emphasis and training on use of data and strategies for instructional delivery of the curriculum in order to effectively meet the needs of all students.

### DoDEA Strategic Plan: District Improvement Implementation School Year 95/96 Priorities

#### Goal 3: Student Achievement And Citizenship

##### Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

The district provided support to schools by facilitating reviews of the DoDEA Curriculum Standards, conducting training in the use of Holistic scoring, providing assessment training for counselors, and celebrating and recognizing student achievement through district wide Young Authors and Foreign Language Festivals.

#### Goal 4: Math And Science Achievement

##### Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....

In order to fully address equity as it relates to math and science achievement, school personnel selected their instructional strategies from research-based practices. The district math liaison was proactive in fully supporting teachers and educating parents about effective teaching strategies aimed at improving math achievement for all students.

#### Goal 8: Parental Participation

##### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The district has initiated several structures in support of the school-home partnership. The Family Forums continue to provide an avenue of two-way communication between the district and the community. The district also sponsored training focused on building school-home partnership teams and plans are underway for district support of a Parent University.

#### Goal 10: Organizational Development

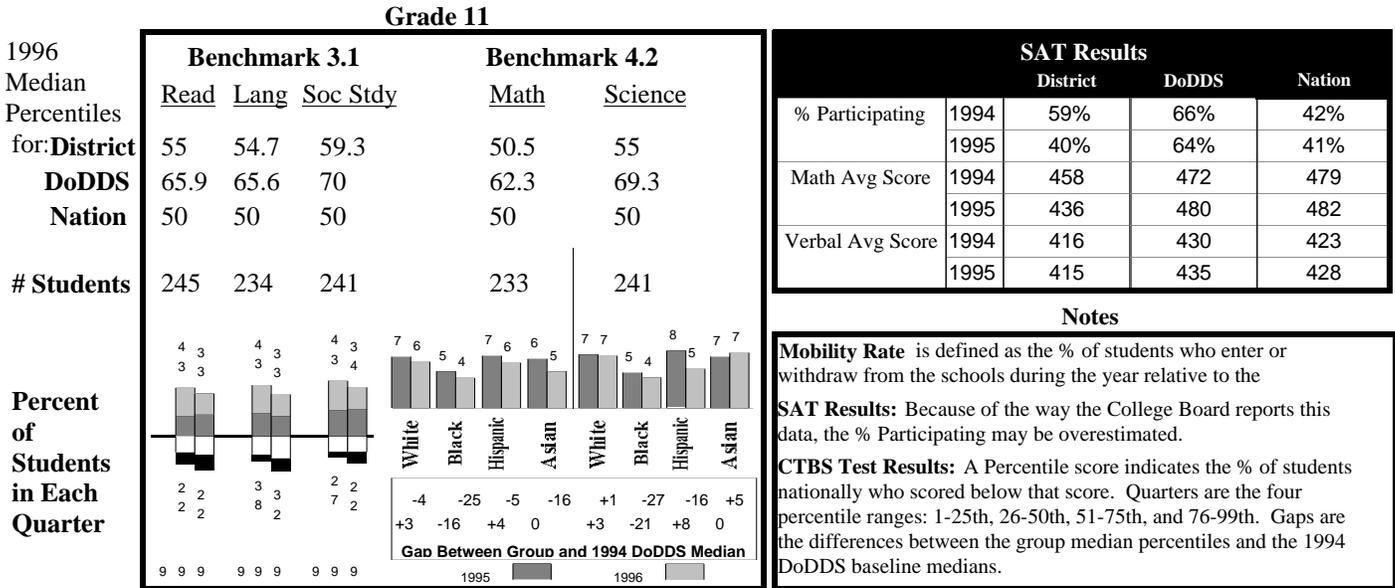
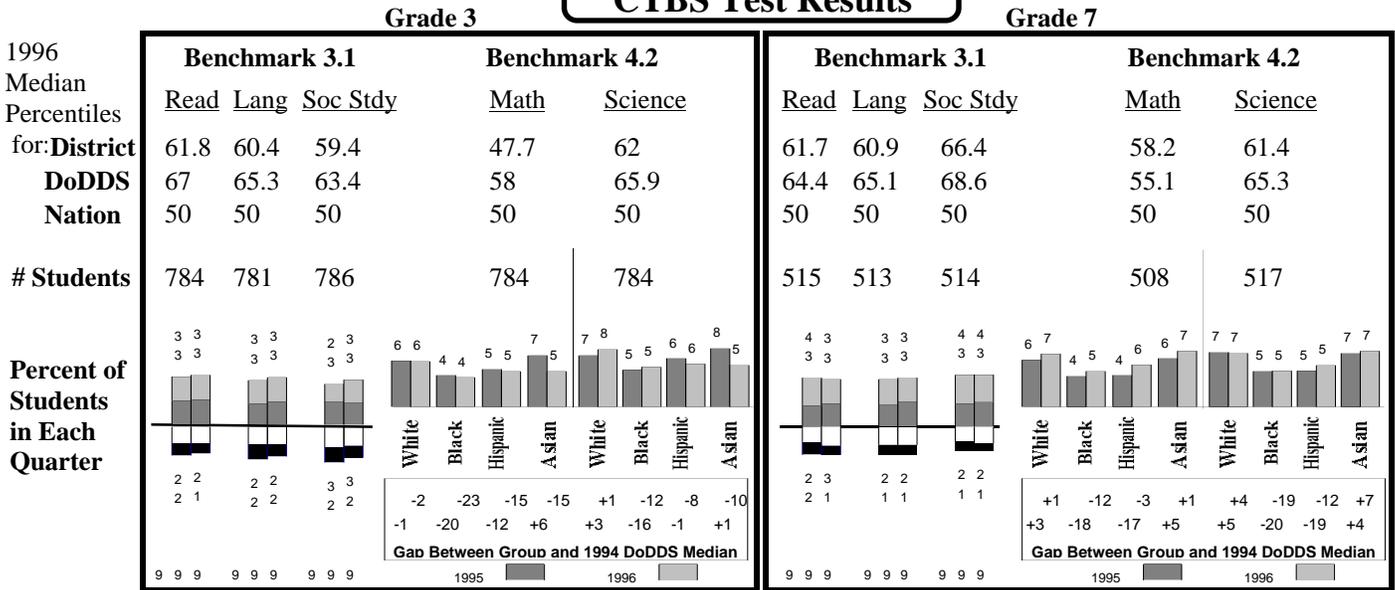
##### Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

The district newsletter continues to provide information on current educational trends and research in support of the Strategic Plan. Communication channels have been expanded by the increased access, training in, and use of cc:Mail. Electronic bulletin boards were also created to support communication among teachers and specialists.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	75%	16%	4%
Math	71%	18%	6%
Science	61%	21%	5%
Social Studies	63%	19%	5%
School Communications	76%	18%	5%

**Benchmark 10.8: Establish Technology for teachers and administrators**.....  
 The district technology plan includes a 2 yr timeline for training implementation and guidelines on how to integrate technology into the School Improvement Plan based upon users' needs. Training is on-going to provide a common language and background for users. Future training will focus on curriculum areas and the use of technology to supplement instruction.

### CTBS Test Results



**DoDDS-Wuerzburg District**  
 Attn: Richard Osner  
 417th BSB, Unit 26124  
 APO AE 09031  
 DSN Phone:  
 355-8761  
 Commercial Phone:  
 49-9321-37914

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	533	735.0	15.4%	55.7	18.8	9.6	0.6%
5	9	581	729.1	30.3%	49.6	15.5	3.1	1.6%
8	9							
8	9	460	773.8	39.8%	20.7	24.8	13.	1.5%
8	9	413	768.5	19.6%	43.8	28.6	6.5	1.4%
10	9							
10	9	263	772.0	14.7%	38.1	31.3	14.	1.2%
10	9	245	790.9	22.0%	47.8	24.5	5.3	0.4%