



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS



A bulletin for DoDEA Administrators and Educators

Current Events and Happenings on DoDEA's College and Career Ready Innovation

ISSUE: 12-2017

DATE: May, 2017

Provided in this edition of the CCR Bulletin

Is information on the DoDEA Comprehensive Assessment System, special education student supports and CCR, district accreditation, and the Literacy Organizational Capacity Inventory.

This will be the last CCR Bulletin for this school year. Have a wonderful summer!

Summer Digital Reading Resources for Students

Did you know our online digital content is available for student use all summer?

MackinVia (<https://www.mackinvia.com/>) and our databases have a lot of exciting reading choices for our students. Please check with your Information Specialist for the usernames and passwords and make sure your students depart school with their passport to our digital content!

Education Updates

I. DoDEA Comprehensive Assessment System

The technical infrastructure trial is complete, and it was a success! As expected, we identified some minor technical problems, and solutions are already in the works to address the issues. Thank you to all of the schools and individuals who helped prepare us for the new computer-based assessments.

A group of educators from all levels and regions of DoDEA gathered at Headquarters on May 15-19 to develop recommendations for the implementation of the DoDEA Comprehensive Assessment System, specifically the plan for implementing non-summative and summative assessments for literacy and mathematics.

II. Special Education Student Supports and CCR

Building a college- and career-ready school system means educating all students, including students with disabilities, and preparing them for success in their future. The inclusion of special education students in the general curriculum throughout DoDEA is essential for the development and achievement of all students. The special education staff at Headquarters is working closely with curriculum specialists to ensure materials include differentiated resources for all students and that the professional learning is relevant for all students and teachers.

The special education program also provides accommodations to students with disabilities and, at times, modifies the curriculum to ensure students with disabilities master CCRS. Accommodations are not the same as modifications and are intended to lessen the effects of a student's disability; they are not intended to reduce learning expectations. Changing, lowering or reducing learning expectations is usually referred to as a modification. Unlike accommodations, consistent use of modifications can increase the gap between the achievement of students with disabilities and the grade-level expectations.

The student's Case Study Committee Team selects accommodations for both instruction and assessments. All students with disabilities are legally required to participate in DoDEA assessments, and even though a small number of students identified with severe and profound disabilities may be exempt from the standard assessments, DoDEA must provide these students with alternate assessments. Requiring the inclusion of all students with disabilities in these assessments helps ensure that schools are held accountable for the achievement of students with disabilities.

III. AdvancED District Accreditation

In school year 2015-16, DoDEA moved from school accreditation to district accreditation after substantial research and analysis. District accreditation recognizes that all the parts of the education system — the district, school, and classroom — work together to meet the needs of students. District accreditation applies the three pillars of accreditation — high standards, continuous improvement, and quality assurance — to the entire district to ensure alignment and support between and among the district and its schools. AdvancED's district accreditation process promotes school districts and their stakeholders to collaborate in reviewing the quality of the district's systems, the success of each individual school, and their collective contribution to student learning and overall district effectiveness. DoDEA accreditation information can be accessed at <http://www.dodea.edu/Accreditation/index.cfm>.

IV. Literacy Organizational Capacity Inventory (LOCI)

Thank you to everyone who took the time to complete this inventory on the CCRSL and CCRSM implementation. The process of compiling and analyzing two years of data on DoDEA's CCR effort is underway and will be shared in detail with superintendents in June, including teacher union and association leadership. An update will be provided in the fall on how the data was used and will be used to support the implementation of CCR across DoDEA.