



dodeca

Teaching the children of America's military families worldwide

2009
Annual Report



PERSONNEL AND
READINESS

OFFICE OF THE UNDER SECRETARY OF DEFENSE
4000 DEFENSE PENTAGON
WASHINGTON, DC 20301-4000

As the Deputy Under Secretary of Defense for Military Community and Family Policy (MC&FP), my number one priority is caring for servicemembers and their families and ensuring that we provide the very best programs and services to those who selflessly serve our country every day. We know military community members value education, seek the opportunities it provides, and want the very best for their families when it comes to learning and achievement.

For the past 60 years, the Department of Defense Education Activity (DoDEA) has been and continues to be a shining example of the commitment to excellence that enhances and improves the quality of life for thousands of military families stationed around the world. DoDEA's administrative leadership and classroom teachers are dedicated to continuous improvement; creating strong school communities focused on teaching and learning; and ensuring highest student achievement for each and every child.

DoDEA teachers and staff are uniquely positioned to appreciate the unique challenges military children experience - deployments, separations, and the transitions of moving. In military communities around the globe, DoDEA schools provide the consistency, routine, and stability needed to meet the challenges of military life. Teachers, administrators and staff deliver every day on their mission of providing exemplary educational programs in military communities worldwide that inspire and prepare all students for success in the global environment.

The 2009 School Year has been an exciting and inspiring one, filled with accomplishment and promise, and fueled with hard work, care, concern, and a dedication to provide the very best education possible. Dr. Shirley Miles, the DoDEA Director, and her entire team have provided the framework and direction necessary to prepare our students today for their successes tomorrow because the students are truly at the core of everything DoDEA does; they are DoDEA's number one priority.

We are privileged to serve our nation and the families of the United States military. In caring for and educating the students of our servicemembers, we have accepted a most unique responsibility. DoDEA's administrators, teachers, and staff continue to demonstrate the professionalism, dedication, personal commitment, and "can do" attitude that it takes to accomplish this most noble mission.

Tommy T. Thomas

**Deputy Under Secretary of Defense
Military Community and Family Policy**



Tommy T. Thomas is the Deputy Under Secretary of Defense for Military Community and Family Policy (DUSD MC&FP), which is the focal point for policies and programs affecting the quality of life in military communities around the world. In addition to overseeing the Department of Defense Education Activity (DoDEA), Mr. Thomas is responsible for the policy, advocacy, and oversight of military community support including family and casualty assistance; morale, welfare and recreation programs; the Defense Department's Commissary and Exchange services and the Military Homefront and Military OneSource World Wide Web sites.

Prior to his current appointment, Mr. Thomas was the Senior Executive Director Human Capital Strategy, providing strategic perspective and consultative guidance on Human Capital Management for the Department of Defense. Mr. Thomas also served as an officer in the U.S. Air Force and retired with over 26 years of distinguished and decorated service in a variety of command and staff assignments. His extensive military service provides valuable insight and perspective into servicemember and family support policy, programs and services, especially ensuring the high quality of education for children of military families.

From the Director

School Year 2008-2009 was a year of new beginnings for the Department of Defense Education Activity (DoDEA). New leadership, new organizational philosophies and new educational initiatives created an environment of opportunities and established exciting and challenging goals and objectives.

DoDEA's 2009 Annual Report reviews the changes that have taken place, assesses our progress on new initiatives and provides information that creates a context for understanding our school system and our students' performance. This report profiles DoDEA's commitment to an overarching organizational philosophy of continuous improvement that is the catalyst in helping us to achieve our mission of highest student achievement.

Part of my responsibility as Director and DoDEA's charge as a field activity of the Department of Defense is to make all aspects of our operations accessible to the public. Transparency in all that we do allows our stakeholders – parents, students, teachers, staff, military commanders, Congress, and the American people to better understand how we serve, how we use our resources, how we develop and deliver a challenging curriculum, and how successful we are in achieving the rigorous goals we set for our students and educators.

DoDEA has a team of exceptional educators, administrators, and staff who, guided by our Community Strategic Plan, work diligently to optimize learning, achievement and educational growth that provides the 21st Century skills needed to prepare our students for success inside and outside the classroom.

We value and thank our parents and our military communities for the role they play in helping us provide effective, challenging, and engaging learning experiences for DoDEA students.

I hope that each of you share the pride we feel in our students and their accomplishments. DoDEA's commitment to continuous improvement will ensure highest student achievement for all children of military families.

Shirley A. Miles

Shirley A. Miles
Director



We value and thank our parents and our military communities for the role they play in helping us provide effective, challenging, and engaging learning experiences for DoDEA students.

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Area overviews available
in back pocket of cover.

Our History

DoDEA is proud to be an important part of the military communities we serve whether that community is on a military installation or part of a community located near a military installation. DoDEA is grateful to military commands, servicemembers, and state and local government and education authorities for their support.

Our shared commitment to academic excellence and lifelong learning guarantees the continued improvement of our schools and the educational opportunities they offer students of military families around the world.

DoDEA's beginnings can be traced back to the end of World War II with the establishment of the Department of Defense Dependents Schools (DoDDS). At the end of the war, there was no precedent to follow for establishing and operating dependents schools in foreign occupied countries and quite often parents organized small schools.

In 1946 the Department of the Army established the first dependents schools in the occupied countries of Germany, Austria and Japan. Within three years there were nearly 100 schools operated separately by the Army, Navy, and Air Force in countries around the world.

During the 1960s, worldwide enrollment averaged 160,000. In 1976, a Joint House-Senate Conference Committee Report informed the three military departments that the Department of Defense was taking over the operation of the military dependents' schools.



A newly-established office in the Pentagon, the Office of Overseas Dependents Education, responsible to the Deputy Assistant Secretary of Defense for Manpower and Reserve Affairs – took oversight of the schools.

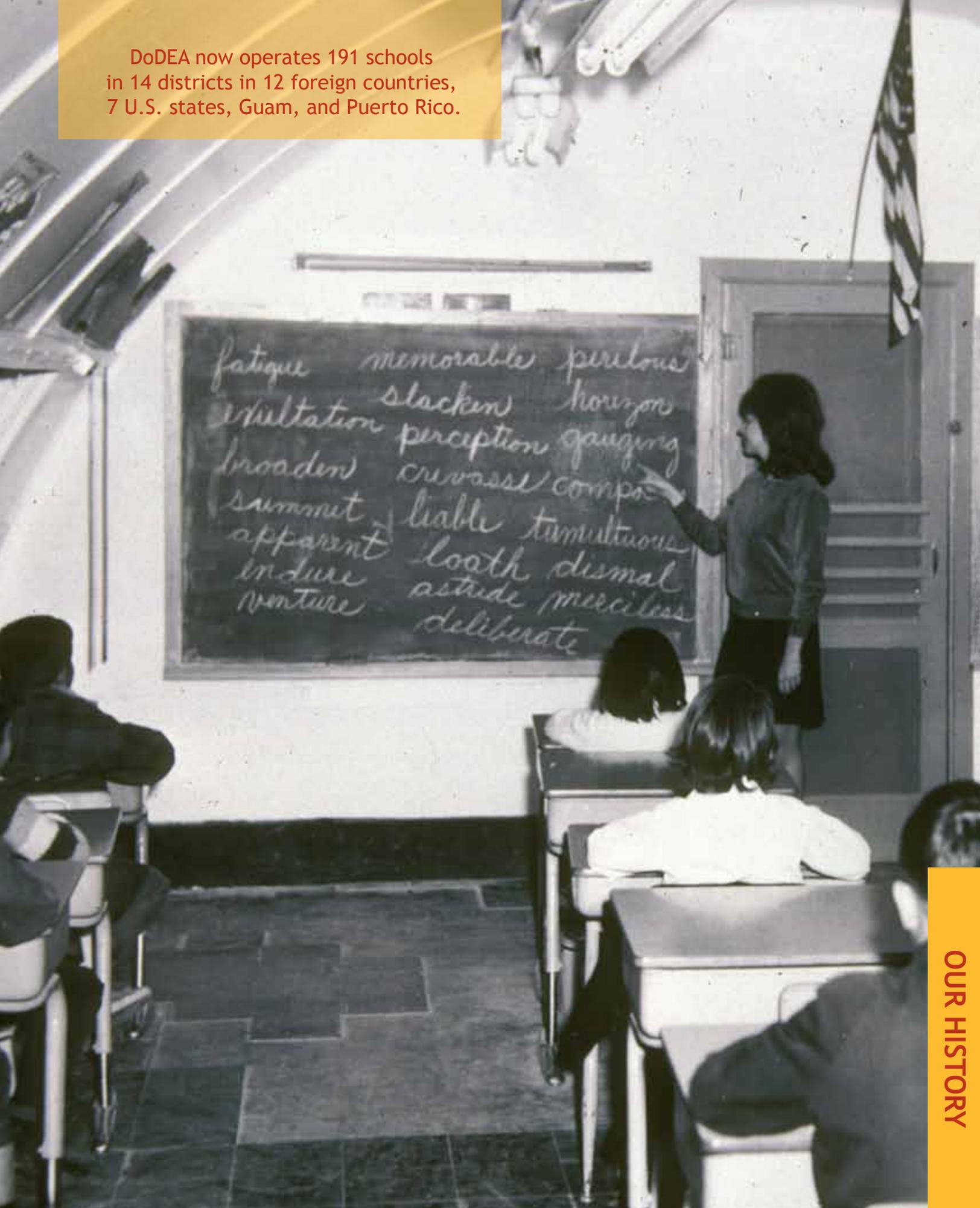
In 1979 the Office of Overseas Dependents Education became the Department of Defense Dependents Schools (DoDDS). The three geographical areas – Europe, Pacific, and Atlantic – were reconfigured into six geographic regions (Atlantic, Germany North, Germany South, Mediterranean, Panama and Pacific) with a regional director and several superintendents. In 1983, Germany North and Germany South merged into a single Germany region.



In 1964 the Secretary of Defense combined the three separate school systems into the Department of Defense Overseas Dependents School System. This worldwide system was then divided into three geographical areas; Europe, Pacific, and Atlantic. The Army operated schools in Europe, Africa, and the Middle East. The Air Force operated schools in the Pacific (Japan, Okinawa, Taiwan, the Philippines, Korea, and Midway Island). The Navy operated all schools in the Atlantic (Iceland, Labrador, Newfoundland, Bermuda, Cuba, Eleuthera, and Antigua).

Following the Cold War in the late 1980s and early 1990s, the number of DoDDS schools was reduced and combined with the U.S.-based Domestic Dependents Elementary and Secondary Schools (DDESS) to form the Department of Defense Education Activity in 1994.

DoDEA now operates 191 schools in 14 districts in 12 foreign countries, 7 U.S. states, Guam, and Puerto Rico.



fatigue memorable perilous
exultation slacken horizon
broaden perception gauging
summit crisscross compare
apparent liable tumultuous
indure loath dismal
venture astride merciless
deliberate

Community Strategic Plan

Improving student performance and achievement doesn't happen by chance. It requires planning, action, and ongoing evaluation.

DoDEA's Community Strategic Plan (CSP) contains the direction for our school system. It is the road map for keeping us at the forefront in advancing the Department of Defense's (DoD's) agenda for education and leading the Nation for the improvement of student performance and achievement. DoDEA's efforts are focused on highest student achievement. Our students are at the core of everything we do. We believe the key to mission success and highest student achievement is continuous improvement. It's a concept that is central to what we do and provides us with an analysis of our efforts; examines the effectiveness of our efforts; evaluates the results; and allows us to refine what we do so the needs of all our students are met.

Another key to our mission's success is the community – the community of our teachers and staff; parents; and other stakeholders working together to ensure students receive the best possible education and opportunities we can provide.

In April 2008, a committee composed of representatives from DoDEA Headquarters, Area Deputy Directors, and employee association officials met in Arlington, Virginia to review the 2006-2011 DoDEA Community Strategic Plan. Their charge was to ensure congruency and alignment among goals, outcomes, measures, and milestones. The result of that committee's work was an insightful, clarifying update to the plan, called the 2008 CSP Alignment.

The 2008 Alignment to DoDEA's 2006-2011 Community Strategic Plan supplies direction for improving our continuous efforts to provide the highest quality education for all students and ensure their success inside and outside the classroom. The 2008 CSP Alignment is easier to read and understand, provides clear and specific objectives, and defines measures to better match objectives.

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

Goal 1

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

Goal 3

DoDEA will use performance-driven management systems that operate in a timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest operational level; and facilitate a safe environment conducive to optimum student achievement.

Goal 2

DoDEA's CSP is supported by four pillars containing goals, objectives, and strategies designed to meet each goal and ultimately result in highest student achievement.

Goal 4

Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.

To learn more about each goal
and to track our progress in
achieving our goals,
visit our CSP website at:
www.dodea.edu/pubs/index.cfm?pubId=csp





Over 8,000 educators serve more than 84,000 DoDEA students.

Highlights

DoDEA's mission is highest student achievement. Prior to the beginning of School Year 2008-2009, we conducted a review that focused on how we accomplish our mission. During the review, we determined that the key to achieving our mission was improving teaching and learning in a systematic way.

Continuous Improvement

The 2008-2009 School Year saw the implementation of a new organizational philosophy – Continuous Improvement. Continuous improvement gives DoDEA a method to:

- Look at what is being done in the organization;
- Examine how DoDEA operates;
- Evaluate the results; and
- Refine what is done to ensure the needs of all students are met.

Through the process of continuous improvement, DoDEA can sustain its high performance and focus on quality educational programming.

Review and Alignment of Curriculum, Instruction, and Assessments

DoDEA began reviewing and aligning standards, curriculum, and assessments during School Year 2008-2009. In addition, DoDEA has contracted with the Mid-Continent Research for Education and Learning Organization (MCREL) to review and rate standards on the basis of breadth, depth, and clarity.

These comprehensive standards reviews will help to ensure system wide alignment as well as guide school improvement plans, professional development, and program evaluations. The standards will also form the basis for gathering data for assessment of student progress and schools.

Program Evaluation

New information today can make educational programs that were developed and implemented yesterday obsolete. Some programs can be modified to make them more effective while others may be discontinued. Program evaluation provides every level of DoDEA a process to continually assess data, review research, and establish accountability measures that ensure we are meeting the needs of our students and showing gains in student achievement.

DoDEA conducts four general types of program evaluation:

- Formal Curricular Program Evaluations – these are conducted after formal implementation of curricular initiatives over a timeframe of several years.
- Issue Driven Program Evaluations – issues identified by the DoDEA Director or Deputy Directors are evaluated. Evaluations address or investigate educational issues from a systemic perspective.
- Program Evaluations - conducted as part of a Program Objectives Memorandum (POM) or Special Initiative – these are specified within the formal agreement governing the development and implementation of those programs.
- Annual Program Reviews – conducted yearly on all educational programs. They specifically examine an educational program over the school year in terms of the actions taken and school-year goals achieved. Recommendations from these reviews guide actions to be implemented the following school year.

34% of DoDEA Teachers have their Bachelor's Degree.

63% of DoDEA Teachers have their Master's Degree.

2.4% of DoDEA Teachers have their Doctorate.

2009 Continuous Improvement

Education and Professional Development for Teachers and Administrators

DoDEA places critical importance on professional development for its educators and administrators. Professional development is one of the pillars of DoDEA's Community Strategic Plan (CSP). Goal 3 of DoDEA's CSP states, "The DoDEA workforce will be motivated, diverse, and committed to continuous growth and professional development resulting in exemplary performance and optimum student achievement."

In 2009, DoDEA's Professional Development Branch began developing a 5-7 year system-wide professional development plan for Differentiated Instruction and Data Driven Decision Making in Teaching and Learning. A steering committee, led by the DoDEA Headquarters' Education Division, was established and began focusing its work on developing a plan for Using Data to Differentiate Instruction (UDDI) to meet the needs of academically diverse students.

DoDEA educators began building their essential understanding of the UDDI concept beginning with their participation in the Worldwide Superintendents' Conference in July and continued their training throughout the summer at the Administrators' Conference and Elementary Principals' and Counselors' Conference.

In addition to the Worldwide Superintendents' Conference, Administrators' Conference, and Elementary Principals' and Counselors' Conference, DoDEA hosted the following training opportunities to support Education and Professional Development for teachers and administrators:

- Concepts-Based Curriculum Development for teachers and DoDEA Headquarters Staff members who developed the 33 courses for the DoDEA 9-12 Virtual High School.
- Formative Assessment for teachers and DoDEA Headquarters Staff members who developed the 33 courses for the DoDEA 9-12 Virtual High School.
- 21st Century Skills for the 21st Century Classroom for DoDEA Teachers
- DoDEA Multidimensional Administrator Performance Appraisal (MAPA) Overview and Training for DoDEA administrators.
- Leadership and Sustainability for DoDEA Headquarters Staff members.
- Leading in a Culture of Change DoDEA Headquarters Staff, District Superintendents, and Administrators.
- Assessing Educational Leaders for superintendents and administrators.

2009 Continuous Improvement

Realignment in Reporting and Supervision Structure for Curriculum and Instruction

DoDEA began a reorganization of its administrative and curricular structure to position instructional leadership and support staff closer to schools. This initiative, coupled with the alignment of our standards, curriculum, instruction and assessments, will keep teachers, students and parents better informed and help students be better prepared at every grade level.

Area Directors

In order to capitalize on the experience of our most senior leaders in the field, our area directors have been repositioned for next year to bring a fresh look to our field operations. This will allow us to better use their talents and perspectives with a wider range of people. The Area Director's mission has been refocused to directly manage Command interface; budget; MILCON and facilities; sustainment; maintenance and renovation; safety and security; logistics; and co-curricular responsibilities - thus eliminating a fragmented focus between day-to-day operations; strategic planning; and education/curriculum.

The Educator Career Program

The Educator Career Program was re-instated and opened to outside candidates to provide DoDEA with strong instructional leaders.

School Level Business Operations

A supervisory management support specialist position was authorized at most schools to focus on day-to-day business and operations. This additional support will enable principals to be instructional leaders focusing on education, curriculum, instruction, and highest student achievement.

Human Resources

At the beginning of the school year, DoDEA began a review of every position above the school level. The review found that each area and district had a unique way of staffing and that there were inconsistencies in the way schools were supported. A realignment in staffing was necessary in order to maximize resources and provide equitable and consistent mission support.

Area HR, IT and Procurement Functions

Human Resources, Information Technology and procurement operations in the Europe, Pacific and United States were realigned to report directly to DoDEA Headquarters to ensure consistent policy development and application and to bring standardization across the system.

Task Groups

In School Year 2008-2009, nine different task groups are addressing the areas of K-12 Mathematics, Pre-Kindergarten-12th Grade Literacy, Professional Technical Studies, Professional Development: Data Driven Differentiation, Professional Development: Administrator Performance Appraisal, and Virtual School. The task group participants meet several times throughout the school year and represent a cross section of educators, administrators, and association representatives from all levels of DoDEA including the most important level – the classroom.

The task groups in each topic area are charged with a variety of duties including reviewing data, current issues and program evaluations, and student achievement information. Following their reviews, they will make recommendations to the DoDEA Director and Deputy Director for improvement, modifications, or the elimination of programs. Task groups meet until their activities are completed and in some cases this may span several years.

The majority of the Task Groups established in School Year 2008-2009 will continue to work during School Year 2009-2010. Four new Task Groups will begin work in the fall of 2009. They include: 21st Century Skills Steering Committee, Middle School Review, Early Childhood Education, and Scheduling/Staffing.



49% of DoDEA students are from Army families.



HIGHLIGHTS

Academics

DoDEA offers a wide variety of courses of study, programs, and services for students, all of which are designed to help students achieve their fullest potential and promote their highest achievement.

English Language Arts (ELA)

DoDEA offers a comprehensive English Language Arts (ELA) program for all students. A variety of models support a strong, literature-based core curriculum for all readers and writers in Pre-Kindergarten through 12th grade. The Developmental Reading Assessment (DRA), the Scholastic Reading Inventory (Lexile Scores), the PSAT, Advanced Placement (AP) Literature & Composition, AP Language & Composition, and TerraNova scores, provide data for the analyzing student growth and academic achievement.

Mathematics

During the 2008-2009 School Year, a task group was formed to improve student achievement in mathematics and is formulating recommendations to guide the design of a comprehensive mathematics program. Mathematics standards applying to Pre-Kindergarten – 8th grade were revised and received high marks from the Mid-Continent Research for Education and Learning (MCREL), an external education research group. The high school standards are being rewritten to identify specific standards for each of the five courses offered in DoDEA high schools.

Foreign Language

DoDEA students have ample opportunities to study many different cultures and languages. Elementary schools offer foreign language classes in German, Italian, Japanese, Korean and Spanish depending on their location as well as Host Nation Programs. Secondary schools provide a rich variety as well, to include Arabic, French, German, Italian, Japanese, Korean, Mandarin Chinese, and Spanish.



Science

DoDEA's Science Program is aimed at helping all students achieve scientific literacy by:

- (1) developing a balanced understanding of the concepts of life, chemistry, physics, earth/space, and environmental science;
- (2) having access to a rich and challenging science curriculum;
- (3) developing science knowledge and reasoning skills necessary to understand current events and make informed decisions about social and personal issues.

The DoDEA elementary and middle grades' science programs are integrated, providing students with developmentally appropriate experiences and knowledge in life, earth, space, and physical science. In high school, students may choose from a variety of courses ranging from introductory physics, biology, chemistry, astronomy, and Advanced Placement.



All DoDEA schools are fully accredited by U.S. accreditation agencies.

Social Studies

DoDEA's Social Studies Curriculum emphasizes the growth and preservation of a democratic society and an understanding of other nations and cultures. The program is designed to provide students with learning experiences in the development of knowledge and skills necessary for participation as citizens in a culturally diverse 21st century world.

The elementary social studies program is integrated with developmentally appropriate concepts and skills in learning about living in communities, the history and geography of the United States and ancient world cultures and geography. In middle and high school, students take a variety of courses including world geography; United States history and geography; world history; and American Government.

Virtual School

The Department of Defense Education Activity has a long history of providing world-class education to the children of military men and women. For over 60 years we have been at the forefront of new and innovative teaching methods. And as we move forward into the 21st century, we will continue to use the latest technology and best practices to ensure students achieve their greatest potential.

Beginning in school year 2010-11 we will unveil our vision for the future of education with the opening of a DoDEA virtual school. The DoDEA virtual school is a distance learning program offering a wide array of fully accredited courses for students who are physically displaced; transitioning between schools; or experiencing scheduling conflicts.

Once fully functional, a DoDEA virtual school will offer 33 accredited courses. These courses cover the same subject matter and are measured by the same standards as traditional face to face courses. The difference is the flexibility and accessibility a virtual school offers.

Principals and faculty members will also enjoy increased flexibility in designing course scheduling. With the incorporation of a virtual school, principals can assign teachers to courses that are in greater demand, thus keeping the pupil to teacher ratio at an optimum level.

In some ways a virtual school is similar to a traditional school setting. Students are required to "attend class" at specific times and actively participate. All interaction with the teacher is directly through an internet interface. Should technical or logistical issues arise, the course facilitator acts as an intermediary between the student and teacher.

DoDEA believes that while this additional instructional format provides greater flexibility, it also challenges the students to develop new skills for learning, and provides them with opportunities to learn self-discipline and responsibility.

Considering all of the unique aspects of military life, DoDEA's virtual school will facilitate learning, achievement, and success for children of military families. The flexibility and access a virtual school offers maintains academic rigor and challenges students to reach their highest potential. It also offers students in remote geographic locations options that widen their academic horizons.

Fine Arts

DoDEA supports Fine Arts Programs in every school worldwide. Elementary schools offer general music and visual art “specials,” while middle and secondary schools offer courses that are tailored to the student population demands and teacher expertise. All fine arts course from choral music to Advanced Placement 2-Dimensional Drawing operate in a technology-rich environment. Visual arts students participate in video conferences with world-class art historians and educators at the Smithsonian Institution while music students use sophisticated recording equipment for formative assessment purposes.

The state-of-the art equipment and recording techniques help our students share their daily work with deployed family members, keeping them informed and involved in their children’s education. The infusion of technology and contemporary instructional practices are designed to give DoDEA students a competitive edge in their future studies and in the job market.



Health & Physical Education

The goal of DoDEA’s health education program is to provide all Pre-kindergarten through 12th grade students with an opportunity to achieve health literacy by:

- having access to health information;
- practicing health-enhancing behaviors;
- using effective interpersonal skills to enhance health and wellness;
- analyzing the internal and external influences on health;
- using goal setting and decision-making to enhance health; and
- advocating for health.

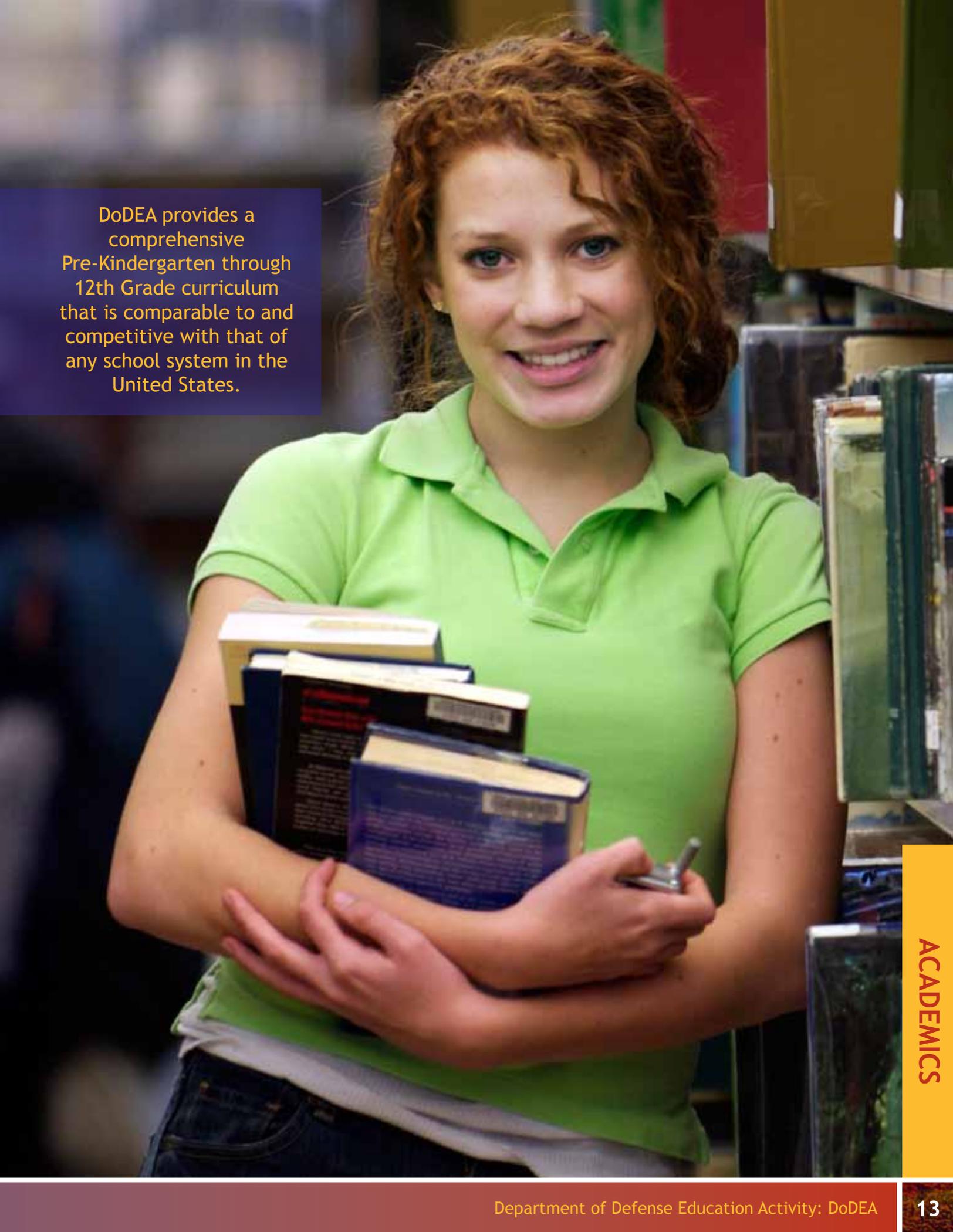
DoDEA includes drug prevention education as an important component of health education

DoDEA’s physical education program provides all Pre-kindergarten through 12th grade students with the knowledge and skills to independently pursue a lifetime of healthful physical activity. Through physical education, students:

- learn skills necessary to perform a variety of physical activities;
- understand the benefits of a physically active lifestyle;
- participate regularly in physical activity;
- value physical activity for its contribution to health and wellness

Professional Technical Studies (PTS)

DoDEA’s PTS program prepares students to be technologically skilled and employable in a global workforce. The PTS courses follow the National Career Cluster and Pathway model. This program provides students with opportunities to pursue an in-depth course of study with relevant contextual learning experiences based on industry standards.



DoDEA provides a comprehensive Pre-Kindergarten through 12th Grade curriculum that is comparable to and competitive with that of any school system in the United States.

Assessment & Achievement

DoDEA administers several system-wide assessments designed to measure student performance. The results of these assessments allow inferences to be made about student achievement and provide a source of information for DoDEA leadership regarding programs and services provided to students. The system-wide assessments also provide accountability for DoDEA administrators and teachers to help ensure all students are achieving at their highest potential. Assessment results also help parents understand and track the academic progress of their student.

Terra Nova

Results of the 2009 TerraNova Multiple Assessments show that DoDEA students in Grades 3 through 11 scored substantially higher than the national average (50th percentile) in all subject areas (Reading, Language, Math, Science and Social Studies). On 39 of the 45 subtests, DoDEA students scored 10 to 26 percentile points above the national average. Students scored 5 to 9 percentile points above the national average on the remaining 6 subtests.

DoDEA's 2009 TerraNova Multiple Assessments results are based on an updated version of the TerraNova assessment. As with previous editions of the assessment, the TerraNova 3 is a standardized norm-referenced achievement test developed by CTB/McGraw-Hill. On this test, student scores are compared to scores from a "norms group," of students, which is a national sample of students representing all gender, racial, economic, and geographic groups.

Each year, DoDEA administers the TerraNova Multiple Assessments in the spring of the school year to all students in Grades 3 through 11, except for those students who have been approved for an alternate assessment.

SAT

The Scholastic Achievement Test (SAT) is the test taken by most DoDEA college-bound students. The DoDEA results for the 2009 SAT are presented below. A significant factor in interpreting SAT scores is the proportion of students taking the exam – the participation rate. DoDEA's participation rate for the 2009 SAT was 67%, higher than the national rate of 46%.

2006-2009 SAT Results* DoDEA, DDESS, DoDDS, and the Nation

<i>*SAT scores range from 200 (lowest) to 800 (highest)</i>					
SAT	2006	2007	2008	2009	
DoDEA Critical Reading	515	512	509	505	
DDESS Critical Reading	495	478	492	478	
DoDDS Critical Reading	518	516	510	508	
Nation Critical Reading	503	502	502	501	
DoDEA Math	512	501	499	498	
DDESS Math	489	475	480	471	
DoDDS Math	515	504	501	501	
Nation Math	518	515	515	515	
DoDEA Writing	502	495	492	492	
DDESS Writing	483	463	473	459	
DoDDS Writing	505	499	494	495	
Nation Writing	497	494	494	493	

Terra Nova Results

Percentage of DoDEA Students Meeting or Exceeding Standards

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade
Reading	60%	60%	64%	71%	75%	74%	80%	79%	80%
Language	58%	62%	64%	70%	75%	77%	77%	75%	72%
Math	58%	55%	64%	62%	69%	71%	72%	73%	69%
Science	70%	62%	69%	70%	70%	75%	75%	71%	70%
Social Studies	73%	69%	68%	74%	76%	76%	78%	79%	77%

NAEP

The National Assessment of Educational Progress (NAEP) assessment is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas, including mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history.

DoDEA was one of only two states whose gap was smaller than the nation's average gap in all of the grade and subject areas studied in the report.

Since NAEP assessments are administered uniformly using the same set of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. DoDEA administers the NAEP to 4th and 8th graders every other year, with 2007 being the most recent year for which results are available.

Results of the 2009 NAEP Mathematics and Reading Assessments are projected for release in late 2009. Results of the 2009 NAEP Writing Assessment are projected for release in early 2010.

In another NAEP-related topic, a 2009 report released by the National Center for Education Statistics (NCES) stated that DoDEA's schools continue to have some of the smallest achievement gaps between Black and White students of all ages.

The NCES report, "Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress (NAEP)," is the first to focus on the Black-White achievement gap at the state level.

DoDEA was one of only two states whose gap was smaller than the nation's average gap in all of the grade and subject areas studied in the report.

For more information on DoDEA assessment & achievement, visit:
<http://www.dodea.edu/datacenter>



Student Services & Programs

DoDEA offers a variety of programs for students in Pre-Kindergarten through 12th grade that provide opportunities to further develop their academic and social/personal skills, and, in some cases, their career options. DoDEA's student services and programs embrace the notion that all students will be successful in our schools.

Post-Secondary Planning

DoDEA is dedicated to ensuring all students have the necessary skills to succeed after high school. DoDEA counselors provide a Competency-Based Counseling Program (CBCP) to help students with academic, social/personal and career situations. Counselors help students, staff members and families to determine post-secondary-options and develop a practical post-secondary and career plan for each student. Counselors encourage students to enroll in rigorous courses to include Advanced Placement (AP) courses and professional technical studies.

Gifted Education

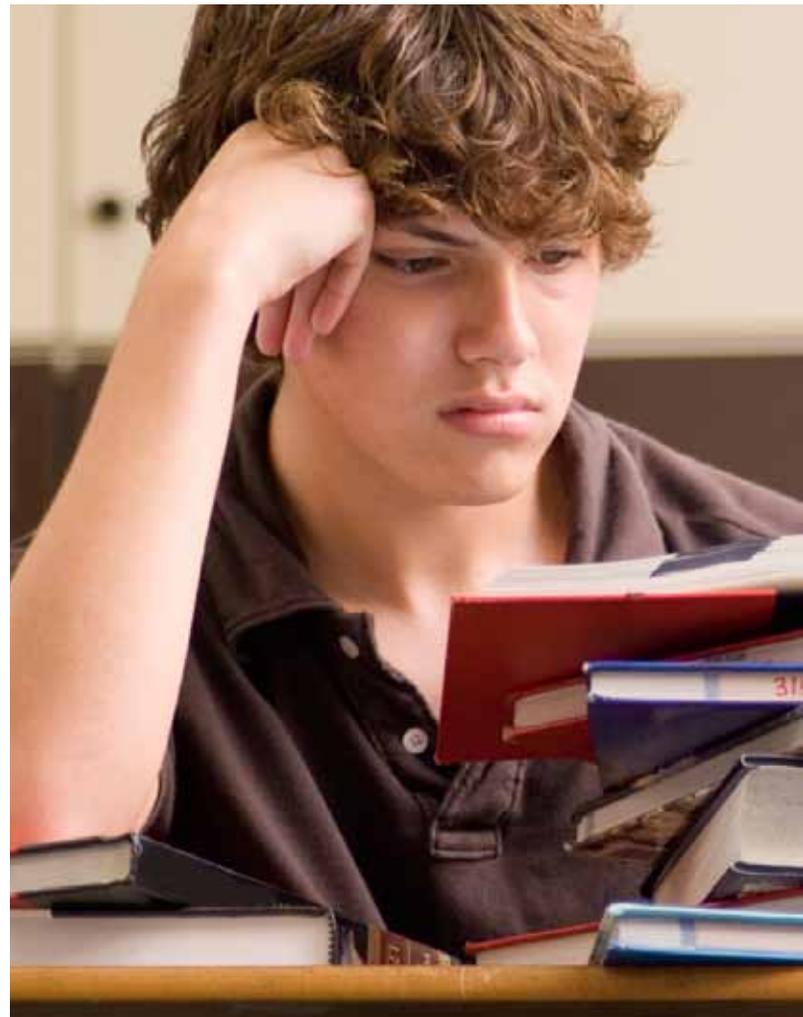
DoDEA's Gifted Education Program identifies students in Kindergarten through 12th grade with high potential and exceptional performance and develops challenges that match their strengths with core academic areas. Once students are identified for gifted education services, DoDEA schools determine the most effective methods to meet their needs. Services vary from student to student; school to school; and from level to level.

Advanced Placement

DoDEA high schools provide students with opportunities to earn college credit by enrolling in Advanced Placement (AP) courses and taking the respective AP exams offered by the College Board. DoDEA supports the program and encourages open enrollment by paying for the cost of the AP exams.

English as a Second Language

DoDEA provides a program for English Language Learners (ELLs) to increase students' English language skills to ensure their academic performance is equivalent to that of native English-speaking students of the same age and grade level. The program provides educational opportunities that will enable the ELL to be an independent learner and to be successful in the classroom and society. The English as a Second Language (ESL) program provides consultation at the pre-kindergarten level and a continuum of services from kindergarten through 12th grade.





Approximately one-third of DoDEA seniors (979 students) were offered at least one scholarship, averaging \$49,000 per recipient.



Student Programs

Early Childhood Education (ECE)

DoDEA's early childhood education program serves children from Pre-school through 3rd grade, providing quality, developmentally appropriate, and standards-based education programs. Early childhood classrooms provide an environment where children develop physically, emotionally, and cognitively through teacher-child relationships and active, meaningful, and connected learning experiences.

Sure Start

Sure Start is DoDEA's full-day, early-intervention pre-kindergarten program modeled after Head Start. Sure Start is offered to 4-year-old children of Active Duty military or Department of Defense Employees in Europe, the Pacific and Cuba and provides extended services in education, health, social services, and family involvement. Priority placement is given to children of enlisted Servicemembers in the ranks of E1-E4, National Security Personnel System (NSPS) Pay Band 1; General Service (GS) Schedule GS-1 to GS-4; or Non-Appropriated Fund (NAF) employees in the NAF 1 - NAF 2 rank.

Pre-School

Universal pre-school is a half day program offered 4 days a week. Pre-School is offered to all eligible 4-year old children attending DoDEA's elementary schools in the United States and DDESS areas. Morning and afternoon sessions are available, with the fifth day of the week set aside for parent workshops, home visits, parent-teacher conferences, team planning and staff development activities.

Advancement Via Individual Determination (AVID)

The AVID program teaches students academic "survival skills" to prepare them for success in college. All middle and high schools offer this elective course. Students qualifying for the program are provided with the support and skills they need to be successful in academically rigorous college preparatory courses. Classes of this type include core classes, honors course, and Advanced Placement (AP) courses.

Multi-Age Classrooms

DoDEA has a multi-age classroom program in many of its schools. These classrooms are comprised of students enrolled in two or more consecutive grade levels, with diverse ability levels that are grouped in a single classroom. These students remain with the same teacher for more than one year.

The Non-DoD School Program (NDSP)

NDSP helps children of eligible sponsors access a global education with seamless transition by providing support, educational guidance, and financial assistance at locations where DoDEA does not operate a school within commuting distance. Children attend local private schools, public schools, or they receive home-based education. Before committing tuition or fees or registering at any school, sponsors are advised to coordinate with the DoDEA Area office nearest to them to familiarize themselves with the program and apply for funding support.

Special Education

In compliance with the Individuals with Disabilities Education Act (IDEA), DoDEA provides specialized educational services to students with disabilities in Pre-kindergarten – 12th grade in each school. Pinpoint locations, located at DoDEA schools in Europe, the Pacific, and the United States, ensure specialized services are available for students with significant educational and environmental needs.

Students eligible for DoDEA's special education services are provided with an Individual Education Program (IEP), which targets specific educational needs. Students are eligible for services in physical disability, learning disability, speech-language disability, and emotional disability. Parents and school staff work collaboratively to provide appropriate individualized educational services to students. Students with disabilities are afforded curricular accommodations in the classroom and participate in the annual TerraNova Assessment or Special Education Alternate Assessment.



Two Kittens in a Basket by Love, Grade 2

Counseling

School counselors in each DoDEA school provide academic, social/personal and career guidance to students in Kindergarten through 12th grade. School counselors work collaboratively with school administrators, teachers, parents, and students to address unique student needs.

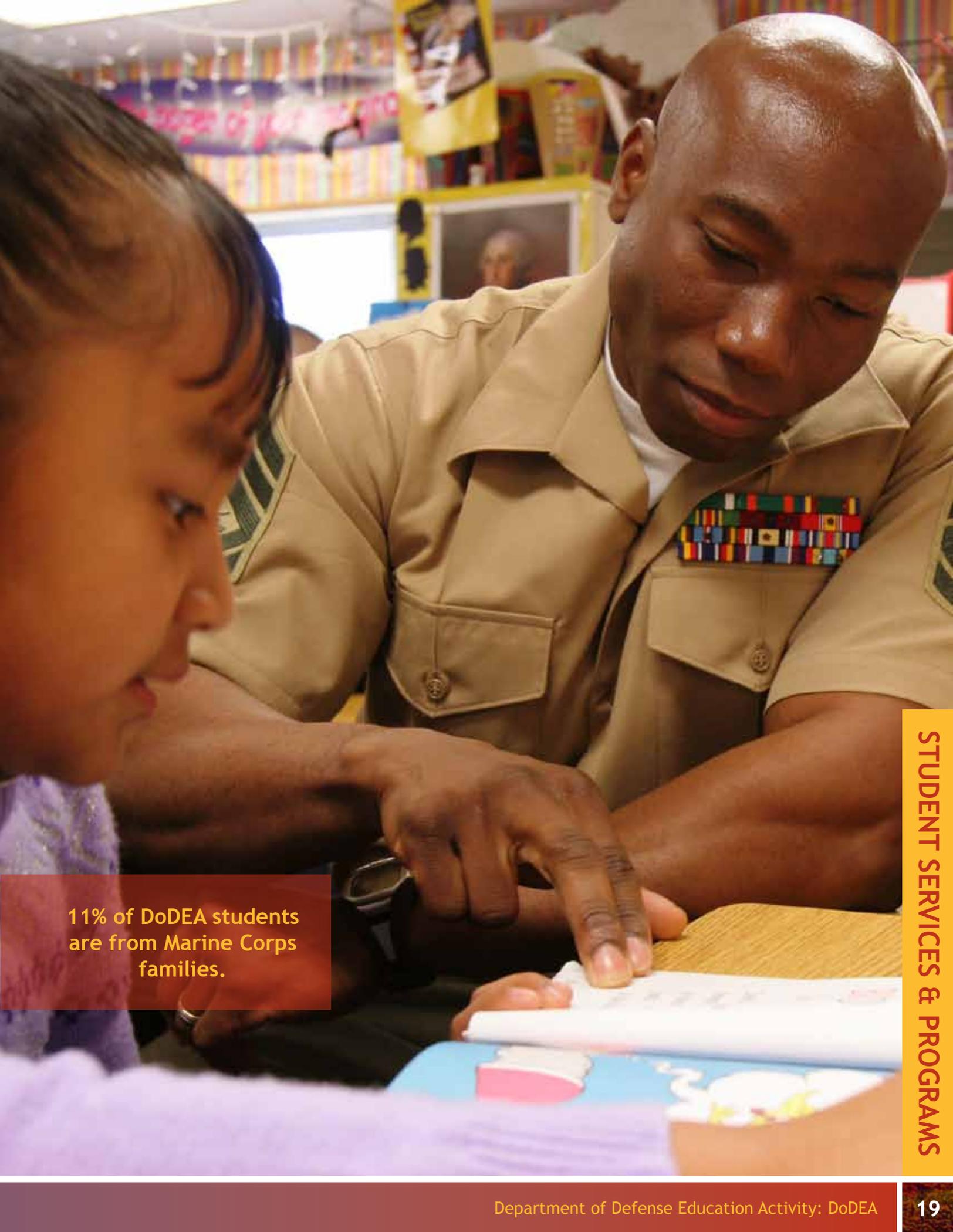
The Department of Defense is committed to supporting military families and has partnered with the DoDEA to provide Military and Family Life Consultants (MFLCs) to DoDEA schools. This program provides for non-medical counseling designed to address issues that occur across the spectrum of military life and help Servicemembers and their families cope with deployments, separation, transitions and the integration of deployed parents back into family life.

Transition

DoDEA school counselors assist students and families with various school transition issues. Assistance includes:

- exit interviews with the school guidance counselor;
- contacts by conference call or video-conferencing to the student's new school;
- locating other students through School Alumni Groups and the Military Brats Registry
- developing a Six-Year Plan for 7th grade students to develop a portfolio of accomplishments and build a road-map to completing high school and entering post-secondary life;
- Senior Orientation to help students address issues related to their senior year and post-secondary transition planning.





11% of DoDEA students are from Marine Corps families.

Educational Partnership

Recognizing the need for both a catalyst to integrate existing efforts and an entity to lead future development, DoDEA was provided the opportunity to champion quality education for all military children. The Department of Defense (DoD) received expanded authority to work collaboratively with the Department of Education (ED) in any efforts to ease the transition of military students and authorized the use of DoDEA funds to share experience with Local Education Agencies (LEAs) who educate military children.

The authority allows DoDEA to expand its reach to the approximately 92% of military students that do not attend DoDEA Schools to not only share expertise and experience, but to provide resources to support schools serving military students regardless of where they reside. These resources may include, but are not limited to:

- (1) academic strategies which result in increased academic achievement;
- (2) curriculum development;
- (3) teacher training resources and materials;
- (4) access to virtual and distance learning capabilities and related applications for teachers;
- (5) support for practices that minimize the impact of transition and deployment; and
- (6) such other services appropriate to improve the academic achievement of military students.

DoDEA's Educational Partnership is devoted to assisting partnering schools and districts in providing a quality education for all military students. The Partnership's website, www.militaryk12partners.dodea.edu, offers resources to assist military commands, School Liaisons and LEAs. Recognizing the importance of quality educational opportunities for military families and the value of collaboration at all levels, DoDEA's Educational Partnership marshals the lessons learned and best practices of the military services and communities to disseminate and share.

Each year, DoD is required to submit a Report to Congress that provides a plan to provide assistance to local educational agencies that experience growth in the enrollment of military dependent students. DoDEA's Educational Partnership is responsible for coordination of the necessary information essential to completing the updated report.



DoDEA Educational Partnership serves on the Army's School Support Services Advisory Committee. The committee advises senior leadership on educational issues that impact Soldiers and their families.



Grant Authority

In July of 2008, DoDEA received delegation of authority related to establishing and executing programs for the purpose of improving mathematics and scientific knowledge and skills of elementary and secondary school students and faculty members. Three grants were awarded to military-connected school districts.

Additionally, the National Defense Authorization Bill (2009) included provisions to provide programs to LEAs with military students undergoing transition due to force structure changes. In support of this provision, DoDEA launched the Competitive Grant Competition for eligible military-connected school districts experiencing significant military growth between 2007 and 2009 due to force structure changes.

The “Promoting Student Achievement at Schools Impacted by Military Force Structure Changes” grant competition focused on enhancing student learning opportunities, student achievement, and educator professional development at military-connected schools. DoDEA originally expected to award around twenty-five grants but was able to fund over thirty competitive grants with awards between \$300,000 and \$2M dollars.

A second Invitational Grant Program focused on building capacity with school districts that may not be experiencing growth due to military force structure changes but who:

- (1) serve installations where there are frequent and/or sustained deployments;
- (2) serve children of service members who have been wounded; or
- (3) serve children where school quality is a concern of the military command.

2008-2009 Grant Recipients

Competitive Grants

- Academy District 20
- Bethel School District
- Bryan County School District
- Cache Public School District
- Chattahoochee County School District
- Clarksville-Montgomery School District
- Clover Park School District
- Clovis Municipal School District
- Comal Independent School District
- Coronado School District
- Craven County School District
- Cumberland County School District
- Derby School District
- El Paso Independent School District
- Elgin Public School District
- Falcon School District 49
- Fort Sam Houston School District
- Fountain-Fort Carson School District
- Geary County School District
- Hardin County Schools
- Harford County School District
- Harrison School District 2
- Hawaii Department of Education
- Judson Independent School District
- Lackland Independent School District
- Lawton Public School District
- Manhattan-Ogden School District
- Muscogee County School District
- Northside Independent School District
- Prince George County Public School District
- Randolph Field Independent School District
- Silver Valley School District
- Vernon Parish School District
- Waynesville School District

Invitational Grants

- Carthage School District
- Fairbanks North Star School District
- Gulfport School District
- Hopewell City School District
- Indian River School District
- Long Beach School District
- Morongo School District
- Oceanside School District
- Onslow County School District
- San Diego School District
- Tucson School District



Historic MOU

On June 25, 2008, the Deputy Secretaries of Defense and Education (ED) signed a Memorandum of Understanding (MOU) to create a formal partnership to support the education of military children. Through the MOU, the agencies leverage their coordinated strengths to improve educational opportunities for military-connected students.

The working group is co-chaired by representatives from DoDEA's Educational Partnership and ED's Office of Planning, Evaluation and Policy Development.

DoDEA's grant competition focused on enhancing student learning opportunities, student achievement, and educator professional development at military-connected schools.

DoD Impact Aid

The Educational Partnership is responsible for administering the DoD Impact Aid programs, consistent with its mission of developing, promoting and maintaining partnership and communications with local school districts to improve student achievement.

Visit http://militaryk12partners.dodea.edu/reference_impactaid.html for more information about the DoD Impact Aid program.

2009 Continuous Improvement

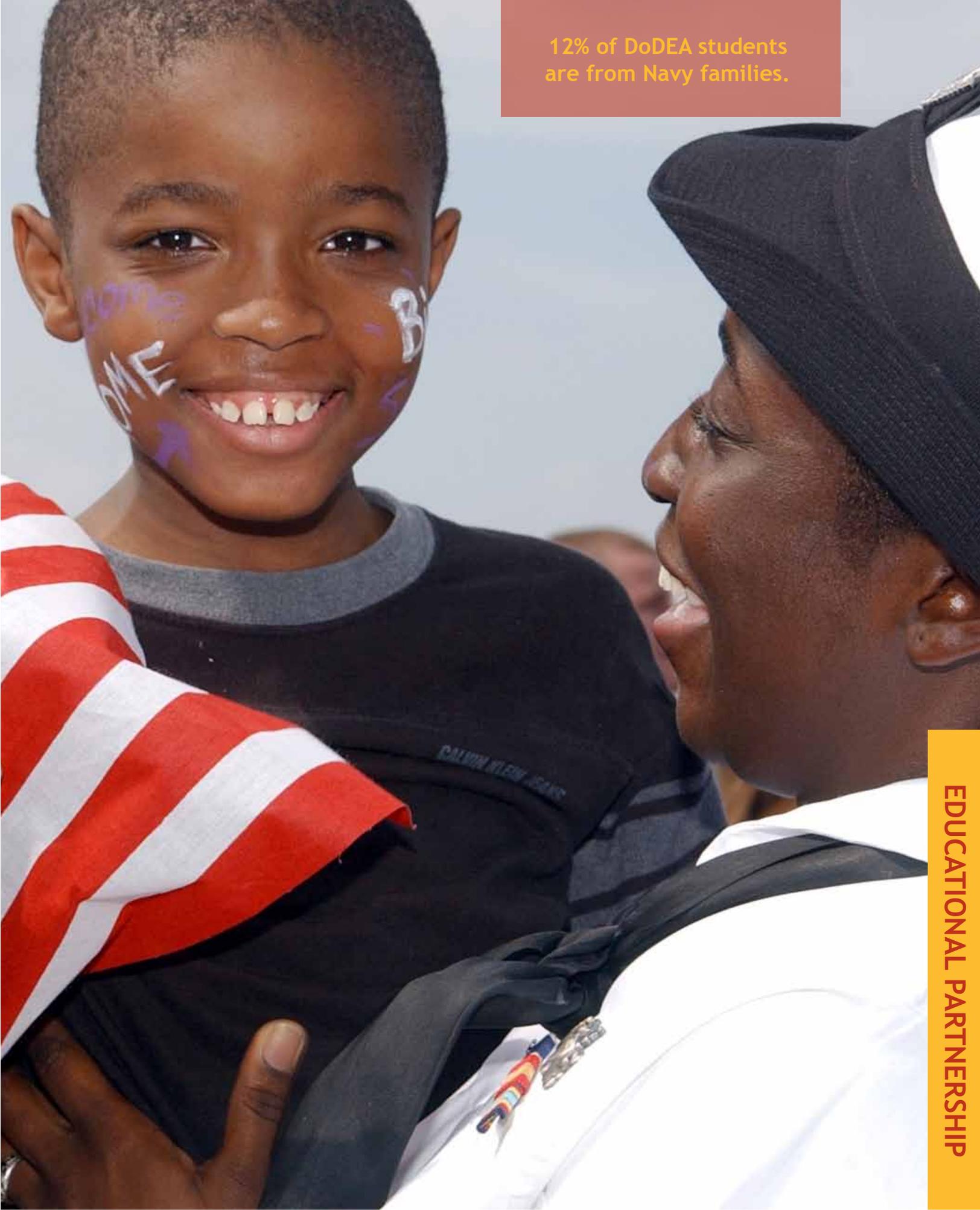
Military Family Life Consultants (MFLC)

DoDEA's Educational Partnership coordinated with DoD and the military services to extend Military Family Life Consultants (MFLC) to support and augment military connected LEAs. Military Family Life Consultants are professional, licensed and credentialed counselors who provide non-medical support to faculty, staff, parents, and children for issues amenable to short-term problem resolution such as school adjustment issues, deployment and reunion adjustments, and parent-child communications.



Poppies by Jacob, Grade 8

12% of DoDEA students
are from Navy families.



EDUCATIONAL PARTNERSHIP

Budget, Procurement & Logistics

In Fiscal Year 2009, DoDEA began a system-wide process for prioritizing mission requirements and allocating limited discretionary funds. Managers from every level in DoDEA participated in this process, which allowed DoDEA to maximize the most efficient and effective use of funds. This procedure will continue to be used in Fiscal Year 2010.

Resource Management

During Fiscal Year 2008-2009, DoDEA's Resource Management Division executed an annual budget of \$1.7 billion, with approximately 65 percent, of \$1.1 billion devoted to payroll expenses, including overseas living quarters and post allowances. The Non-DoD Schools Program supported 3,145 students throughout the world at an annual cost of \$53.2 million.

Procurement

DoDEA's Procurement Division was instrumental in supporting the development and implementation of DoDEA's Virtual School and the award of the Social Studies and Special Education textbook orders to ensure on-time delivery for the beginning of School Year 2009-2010. The Virtual School contract is valued at \$10.5 million (including all options) and the total value of 822 textbook contracts awarded was \$31.5 million.

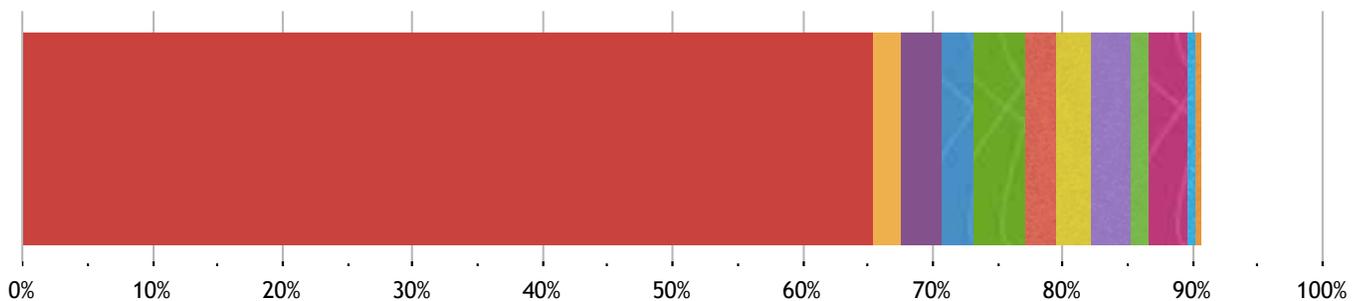
Overall, DoDEA's Procurement Division offices in Arlington, Va., Peachtree City, Ga., Germany, and

Okinawa processed over 7,300 contract actions totaling more than \$285.6 million. The four offices also monitored more than 11,800 Government Purchase Card transactions totaling nearly \$48.0 million.

81% of DoDEA's FY 2009 payroll budget was spent on educator salaries and living costs.

During Fiscal Year 2009, DoDEA's Procurement Division supported a ground-breaking initiative within the organization by awarding a total of 41 grants valued at more than \$51.0 million to school districts across the United States. This Competitive Grant Program initiative provides support for eligible military-connected school districts experiencing significant military growth due to force structure changes. DoDEA realized a cost savings of more than \$770K by awarding grants through its procurement office rather than outsourcing the requirement and ensured the grants were given the proper focus and prioritization.

Significant Expenditures as Percentages of FY 2009 Budget



- 65.40% - Civilian Payroll (including educator salaries)
- 2.08% - Permanent Duty Travel
- 3.20% - Grants
- 2.44% - Curriculum
- 3.95% - Student Transportation
- 2.44% - Textbooks, Supplies, & Other Contracts
- 2.70% - Safety & Security
- 3.04% - Non-DoD Schools Program
- 1.39% - Special Arrangement Schools
- 3.01% - Technology
- 0.57% - Defense Finance & Accounting Service Support
- 0.49% - Leases

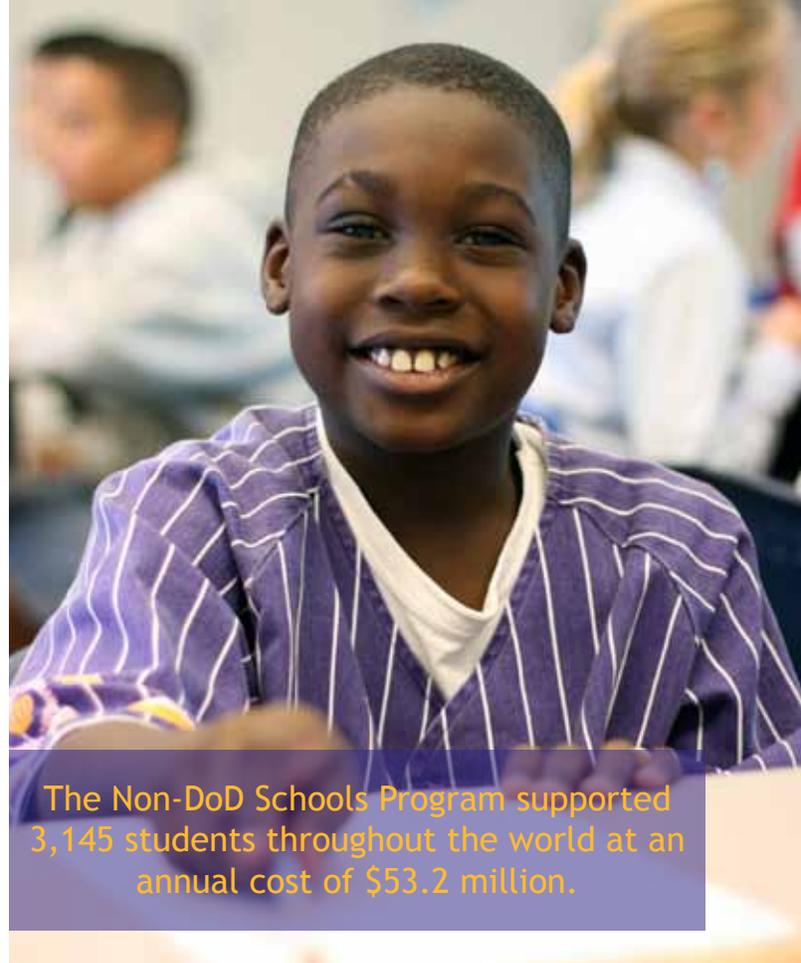
Logistics Division

DoDEA's Logistics Division supports operations in its Headquarters, Areas, Districts, and schools in several different capacities including:

Facilities Program Management. This function oversees facilities sustainment restoration and modernization programs for over 750 buildings totaling more than 18 million square feet throughout the DoDEA school system. The Logistics Division also manages the engineering evaluation and consultation services to DoDEA's internal customers. In addition, they ensure regulatory compliance with industry and host nation building standards, laws, and regulations, and adhere to DoDEA specifications that focus on a safe learning environment for students and teachers.

Supply and Property Management. This support service provides program oversight, training support and annual monitoring via on-site visits to ensure regulatory compliance with applicable Department of Defense (DoD) and DoDEA regulations. Additional responsibilities include receiving and issuing educational materials, curriculum and non-curriculum contract purchases, and the procurement of supplies. Other services include tracking deliveries, warehousing, property accountability, and supporting the facilities program with equipment and materials.

Student Transportation. DoDEA's Transportation Branch works closely with Area and District transportation staffs to safely and efficiently transport students to and from school. Operating in many geographically separated districts, there are over 44,000 registered riders traveling over 811,800 miles, using 1,442 buses. Approximately 930 special needs students are provided dedicated transportation services on a daily basis. The Transportation Branch also provides services for students traveling to and from curricular and co-curricular activities, after-school activities and clubs; sports practices and events; and other special events. Contracted security attendants are provided for each bus route traveling off base and has been expanded to include all after-school activity buses.



The Non-DoD Schools Program supported 3,145 students throughout the world at an annual cost of \$53.2 million.

2008-2009

Continuous Improvement

Capital Improvements and Facility Sustainment
Many DoDEA facilities are in need of improvement and in some cases, replacement. Working with the Pentagon, DoDEA was able to get an additional \$600 million for facility improvements during FY 2010-2015.



Advisory Councils

DoDEA supports and participates in a variety of advisory councils designed to enhance educational programs and services; improve the overall quality of life shared by all military community members; and promote highest student achievement. DoDEA schools are supported by the shared involvement of parents, students, teachers, administrators, military leaders and members of education institutions and agencies and professional employee organizations.

Advisory Council on Dependents Education (ACDE)

The ACDE advises the Secretary of Defense and the DoDEA Director on maintaining a quality educational system. Members of the ACDE are jointly appointed by the Secretary of Defense and Secretary of Education, and include school administrators; members of educational associations, institutions or agencies; member of professional employee organizations; representatives from the military commands; parents; and students.

Dependents Education Council (DEC)

Through the Dependents Education Council, a consultative relationship is promoted between the Under Secretary of Defense (Personnel and Readiness); the DoDEA Director, and the Commanders of unified combatant commands, major Service commands, and the Military Services.

Area Advisory Council (AAC)

The Area Advisory Council advises the Area Directors on matters of concern to a majority of the advisory committee. These matters may include issues elevated from District Advisory Councils or School Advisory Committees.

DoDEA schools are supported by the shared involvement of parents, students, teachers, administrators, military leaders, members of education institutions/agencies and professional employee organizations.

District Advisory Committee (DAC)

The District Advisory Committee advises the district superintendent on matters of concern to the district. These matters may include issues elevated from the local level through the School Advisory Council.

School Advisory Committee (SAC) and Installation Advisory Council (IAC)

The SAC is composed of an equal number of locally elected parents and full time professional school employees and may include a senior high school student enrolled in the school. The SAC advises its school principal on all local school-related matters, including support within the jurisdiction of the commander. Issues not able to be resolved at the SAC level may be elevated to the DAC. The IAC advises the installation commander on educational matters, including support within the jurisdiction of the commander. Membership on the IAC is comprised of two representatives from each SAC – a parent and a professional school employee.



Pacific Theater Education Council (PTEC) and European Schools Council (ESC)

DoDEA-Pacific and Europe each have a council comprised of Commands, Army, Air Force, Marine Corps, and Navy representatives. Members work with subordinate command representatives to develop programs for improving military students' education and recommend helpful initiatives to the Area Directors.

A young boy with blue eyes is hugging a man in a military uniform. The boy is wearing a yellow and grey long-sleeved shirt. The man is wearing a camouflage military jacket with a patch on the sleeve. The background is blurred.

24% of DoDEA students
are from Air Force
families.

Avenues of Input

There are many ways to communicate with DoDEA. The DoDEA Director welcomes questions and input from parents, teachers, students, administrators, or commanders. Input can be provided through command-sponsored town halls, school visits, and participation in education organizations.

Parents

Parents are always encouraged and welcomed to send us their thoughts and comments regarding any aspect of their child's education. During the school year, they can do this by talking with their child's teacher or principal. They can also send a message to their child's teacher, principal, district superintendent, area director, or to the DoDEA Director.

Other avenues of input for parents include:

- School Improvement Leadership Teams (SILT)
- DoDEA Website
- Customer Satisfaction Survey
- Parent Teacher Organization/Parent Teacher Association (PTO/PTA)
- School Liaison Officers
- Commanders
- Quality of Life Conferences

Educators & Staff

Principals and teachers are also welcomed and encouraged to provide their comments about our initiatives and programs.

Teacher Avenues of Input:

- Talking with their principals.
- Communicating through their union/association representatives.
- Becoming a representative on an ongoing Task Groups as part of efforts toward continuous improvement.
- Employee Satisfaction Surveys
- Direct communication (e-mail, phone) with the Director

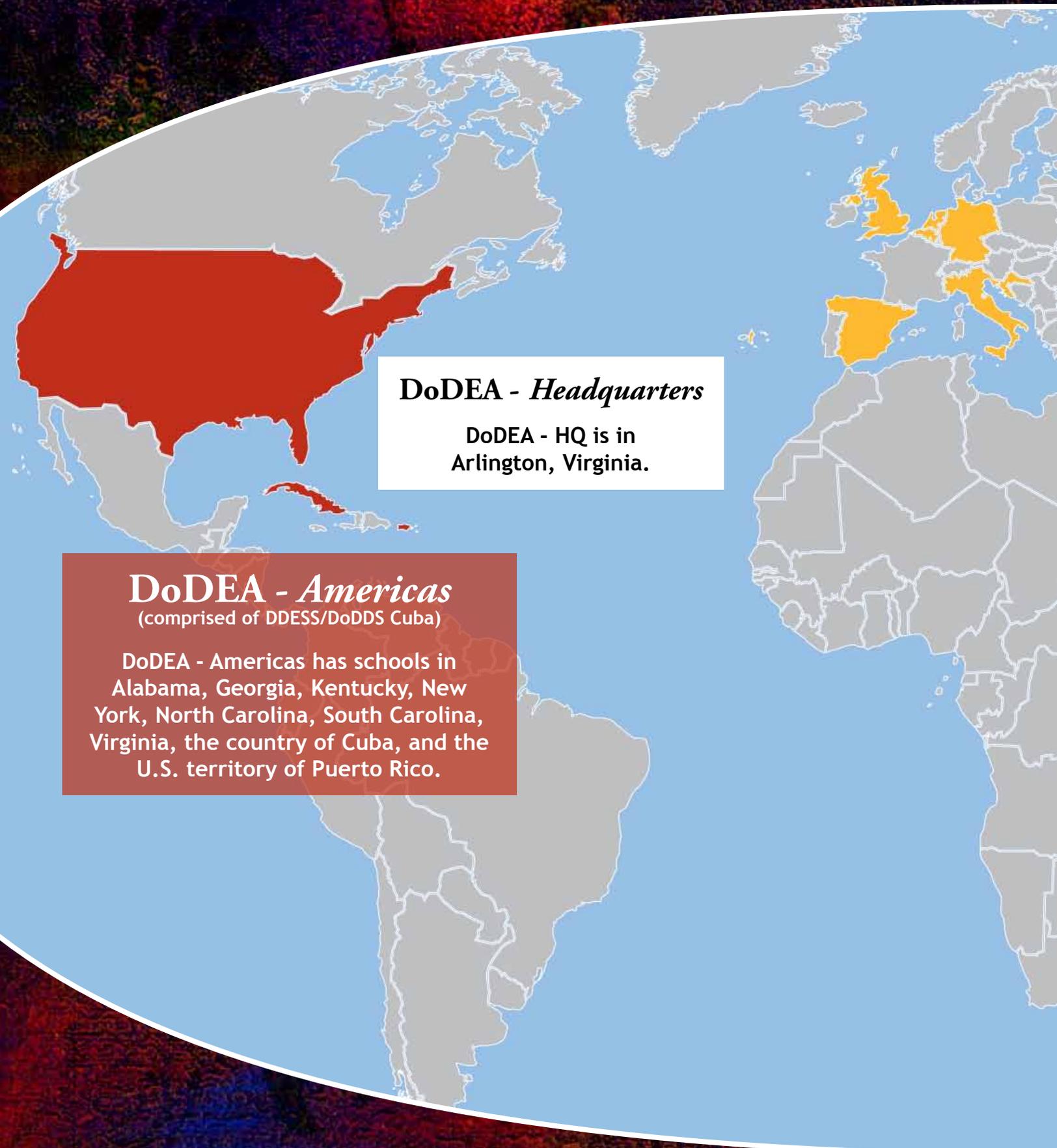


Please direct e-mails to the
DoDEA Director at:
dodea.director@hq.dodea.edu



DoDEA also serves students from National Guard, Coast Guard, and Reserve families.

DoDEA *Worldwide*



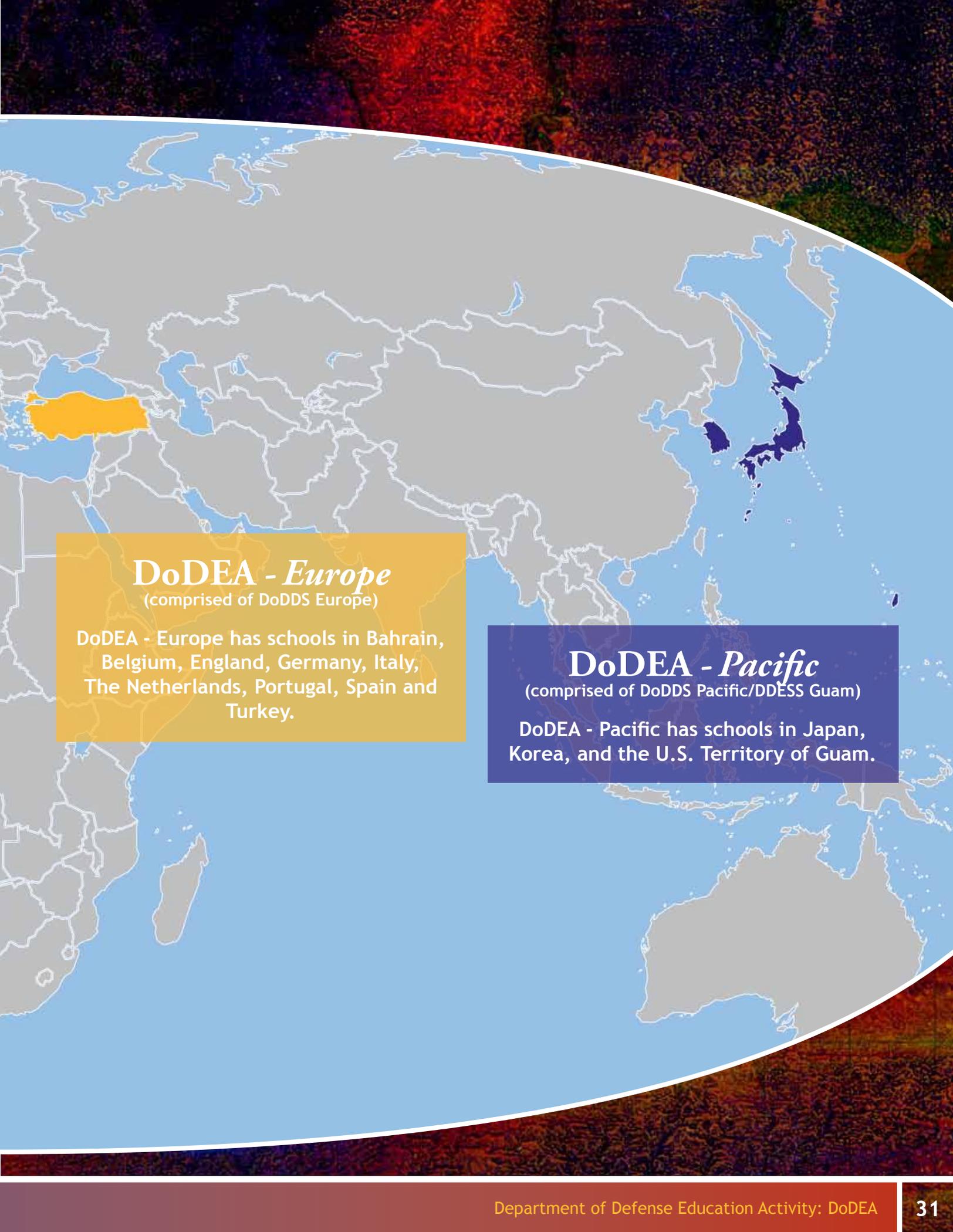
DoDEA - Headquarters

DoDEA - HQ is in
Arlington, Virginia.

DoDEA - Americas

(comprised of DDESS/DoDDS Cuba)

DoDEA - Americas has schools in Alabama, Georgia, Kentucky, New York, North Carolina, South Carolina, Virginia, the country of Cuba, and the U.S. territory of Puerto Rico.



DoDEA - *Europe*

(comprised of DoDDS Europe)

DoDEA - Europe has schools in Bahrain, Belgium, England, Germany, Italy, The Netherlands, Portugal, Spain and Turkey.

DoDEA - *Pacific*

(comprised of DoDDS Pacific/DDESS Guam)

DoDEA - Pacific has schools in Japan, Korea, and the U.S. Territory of Guam.

DoDEA *Worldwide*

Total Enrollment by Grade Level for DoDEA

Grade Level	PK	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
No. Enrolled	4568	8873	8551	7899	7752	7125	6955	6355	5599	5276	4794	3895	3493	2985

DoDEA Race & Ethnicity Data



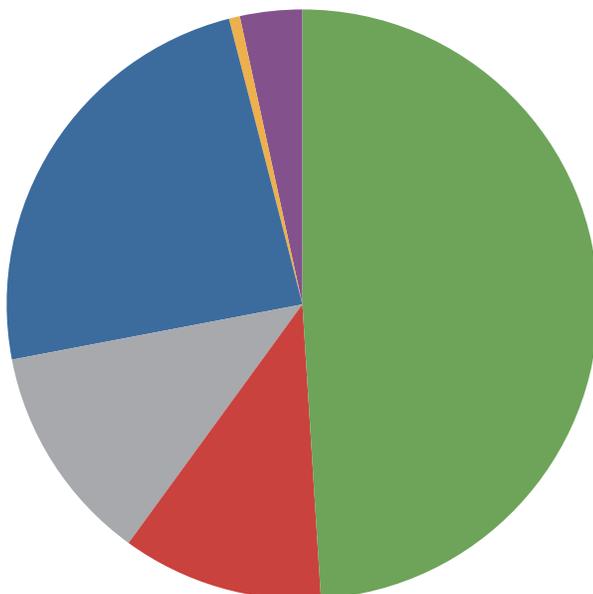
Student Race Information

- 1.3% - American Indian or Alaskan Native
- 6.5% - Asian
- 16.7% - Black/African American
- 1.6% - Hawaiian of Pacific Islander
- 55.1% - White
- 11.6% - Multi-Racial
- 7.2% - Declined to State

Teacher Race/Ethnicity	Percentage
American Indian or Alaskan Native	0.48%
Asian	2.66%
Black/African American	8.33%
Hawaiian of Pacific Islander	0.11%
Hispanic or Latino	5.65%
White	82.20%
Multi-Racial	0.34%
Declined to State	0.23%

Student Ethnicity	Percentage
Non-Hispanic or Latino	78.30%
Hispanic or Latino	16.80%
Declined to State	4.90%

DoDEA Student & Family Affiliation by Service



- 49% - Army
- 11% - Marine Corps
- 12% - Navy
- 24% - Air Force
- 0.6% - National Guard & Coast Guard
- 4% - DoD Civilian



NORTH
AMERICA