



DoDEA Annual Report

Fiscal Year 2018

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Executive Summary

The Department of Defense Education Activity (DoDEA) educates over 71,000 students in pre-school through grade twelve and impacts the lives of thousands more through the Non-DoD School Program (NDSP) and Local Education Agency grants program. This annual report represents an essential tool for communication and accountability.

The purpose of this report is to share DoDEA's achievements towards each of the Blueprint's Goals in Fiscal Year (FY) 2018. Although the plan was only initiated in September 2018, there is a lot of accomplishment to celebrate.

Included in this report are:

Emergent Issues - Emergent Issues- DoDEA addressed a number of opportunities and challenges over FY 2018. These include investments in force multipliers to create greater organizational efficiency, increase internal capacity, compliance with the Department of Defense's (DoD's) new Information Technology (IT) Reform Requirements, response to major weather events including Hurricane Florence, and prioritization of student safety and security.

Goal 1: Student Excellence - DoDEA is committed to preparing each student to maximize his or her academic growth and well-being for college, career, and life. In FY 2018, DoDEA 4th and 8th grade students outperformed their peers nationwide in the Mathematics and Reading portions of the National Assessment of Educational Progress (NAEP).

Goal 2: School Excellence - DoDEA schools are high performing within a culture of innovation, collaboration, continuous improvement, and caring relationships. In FY 2018, DoDEA approved College and Career Ready Standards (CCRS) for all subject areas and supported teachers with meaningful professional learning opportunities. The instructional shifts were further supported by implementing the DoDEA Learning Walkthrough Tool which is designed to help educators focus on the work needed to help students maximize their potential.

Goal 3: Talent Excellence - During FY 2018, DoDEA provided a number of professional learning opportunities to all employees and entered into strategic partnerships to ensure that the employees with the right skills are in place to achieve the mission.

Goal 4: Organizational Excellence - Over FY 2018, DoDEA undertook a number of initiatives to increase responsiveness and accountability. DoDEA launched the Comprehensive Planning System to ensure resource alignment and to create efficiencies across the school system. DoDEA has also invested in its internal communication strategies to facilitate accurate and timely two-way communication.

Goal 5: Outreach Excellence - Through its outreach excellence goal, DoDEA partners with internal and external stakeholders and industry leaders to advance student and organizational success. In FY 2018, DoDEA awarded \$29 million to 36 grantees and will reach 221 public schools providing resources for 66,000 military connected students in 20 states.

Over the years to come, DoDEA will continue its pursuit of excellence through the goals identified in the Blueprint for Continuous Improvement.



Director's Message

Dear Parents, Students, Staff, and Members of Our Community,

DoDEA teachers, administrators, and employees are committed to **Excellence in Education for Every Student, Every Day, Everywhere**. I am proud of the personal and professional commitment our employees bring to the education of military-connected students. Due to the dedication of our schools and communities, DoDEA students outperformed their peers on the most recent NAEP, our nation's report card, in a number of key academic areas and ranked among the top states in 4th and 8th grades in Mathematics and Reading. While we celebrate our students and their accomplishments, we know that our pursuit of excellence is never complete. We must continuously improve to meet the needs of our students as they take on the challenges for college and career.

The beginning of 2019 presents an important opportunity to reflect on our progress and to consider our organizational way ahead as guided by our strategic plan, the Blueprint for Continuous Improvement. DoDEA is accountable to our students, parents, and the larger military community to provide students with the skills they need to succeed and to act as responsible stewards of our government's resources. I am pleased to present our 2018 Annual Report as an essential component of organizational accountability.

This report serves as a snapshot of the critical work we accomplished and the emergent issues we faced in FY2018. In the last year we made remarkable progress towards each of our five Goals: Student Excellence, School Excellence, Talent Excellence, Organizational Excellence, and Outreach Excellence. From the continued implementation of our DoDEA College and Career Ready Standards to the improvements we have made through comprehensive planning, DoDEA employees continue to provide world-class learning opportunities to our students.

Future annual reports will go into specific detail about the progress we make towards the accomplishment of each Goal, Strategic Initiative, and Critical Success Factor as measured by our Key Results Indicators (KRIs). We will continuously improve performance reporting over the coming years and make strides towards greater organizational accountability.

I am privileged to lead a school system with such talented employees and to collaborate with our partners to educate military-connected students. I look forward to working together to serve our students in the year ahead.

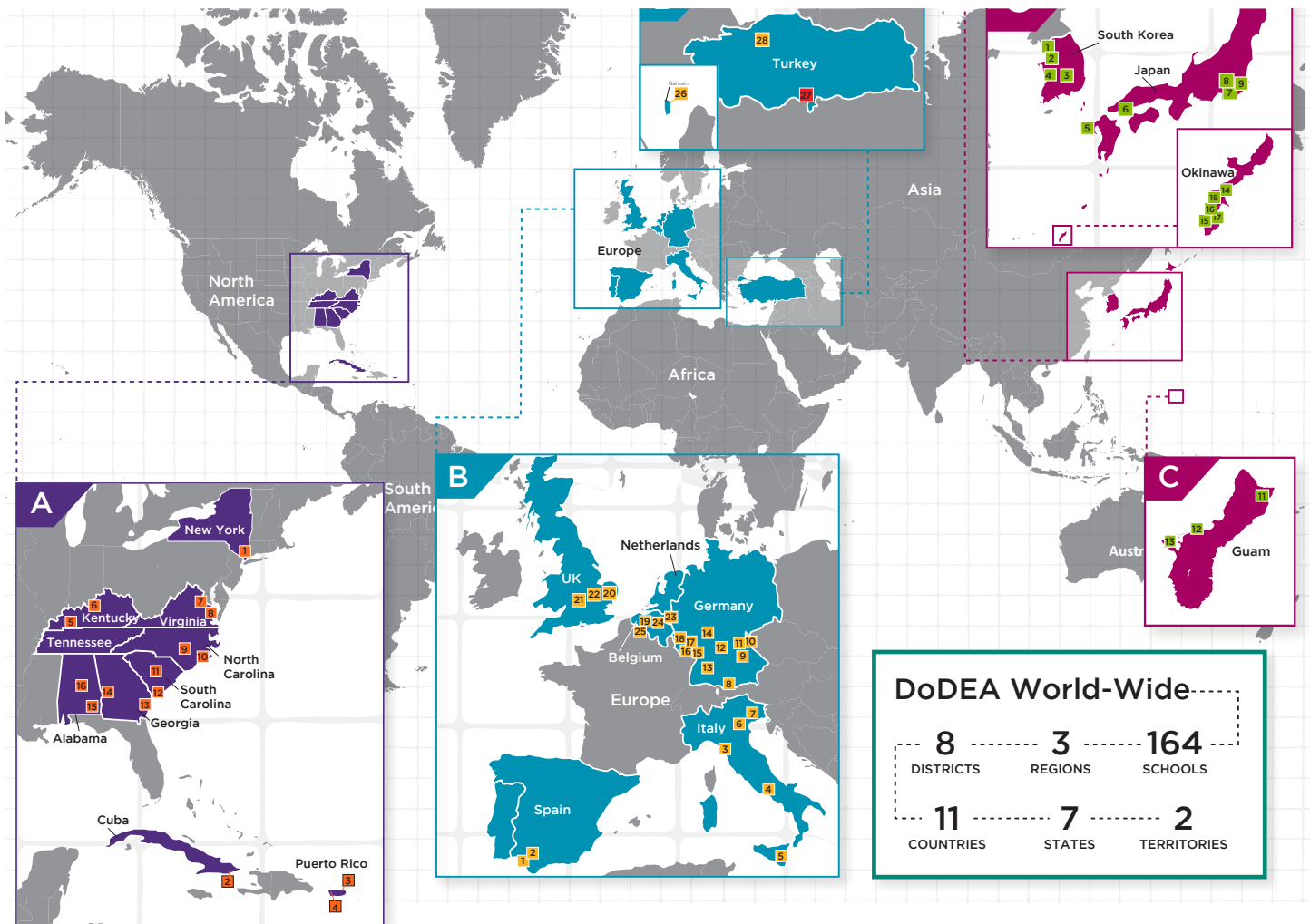
Respectfully,

Thomas M. Brady
DoDEA Director
January, 2019

“...the pursuit of excellence
requires an ongoing commitment...”



Military Communities and Number of Schools, SY 2018/19



- ### A DoDEA Americas (51)
- | | |
|---------------------------|-------------------|
| 1 West Point 2 | 10 Camp Lejeune 6 |
| 2 Guantanamo Bay 1 | 11 Fort Jackson 2 |
| 3 Fort Buchanan 3 | 12 Beaufort 2 |
| 4 Air Station Borinquen 1 | 13 Fort Stewart 3 |
| 5 Fort Campbell 6 | 14 Fort Benning 5 |
| 6 Fort Knox 4 | 15 Fort Rucker 2 |
| 7 Quantico 2 | 16 Maxwell AFB 1 |
| 8 Dahlgren 1 | |
| 9 Fort Bragg 9 | |

- ### B DoDEA Europe (65)
- | | | |
|---------------|---------------------|--------------------|
| 1 Rota 2 | 10 Vilseck 2 | 19 Brussels 1 |
| 2 Sevilla 1 | 11 Grafenwoehr 3 | 20 Lakenheath 5 |
| 3 Livorno 1 | 12 Ansbach 2 | 21 Croughton 1 |
| 4 Naples 2 | 13 Stuttgart 5 | 22 Alconbury 2 |
| 5 Sigonella 2 | 14 Wiesbaden 4 | 23 AFNORTH 2 |
| 6 Vicenza 3 | 15 Kaiserslautern 7 | 24 Kleine Brogel 1 |
| 7 Aviano 2 | 16 Ramstein 4 | 25 SHAPE 3 |
| 8 Garmisch 1 | 17 Baumholder 2 | 26 Bahrain 1 |
| 9 Hohenfels 2 | 18 Spangdahlem 3 | 28 Ankara 1 |

- ### C DoDEA Pacific (47)
- | |
|----------------------------------|
| 1 Seoul 2 |
| 2 Osan 2 |
| 3 Camp Walker/ George-Daegu 2 |
| 4 Camp Humphreys 4 |
| 5 Sasebo 3 |
| 6 Iwakuni 4 |
| 7 Zama/Atsugi 3 |
| 8 Yokota 4 |
| 9 Yokosuka 4 |
| 10 Misawa 2 |
| 11 Anderson AFB 2 |
| 12 Navy Hospital Guam 1 |
| 13 Naval Base Guam 1 |
| 14 Camp McTureous 1 |
| 15 Camp Kinser 1 |
| 16 Camp Lester 1 |
| 17 Camp Foster 3 |
| 17 Kadena AB 7 |
| 18 Virtual School 1 |

Vision

Excellence in
Education for Every Student,
Every Day, Everywhere

Mission

Educate, Engage, and
Empower military-connected
students to succeed in a
dynamic world.

CORE VALUES

Student-Centered: Students are at the heart of all we do.

Excellence: We strive to exceed expectations in all we do.

Continuous Improvement: Our organization, its systems, and processes will be continually reexamined and improved.

Lifelong Learning: Learning is an active process of discovery where we cultivate curiosity, perseverance, and the desire to learn.

Diversity: We honor the uniqueness of each individual and embrace diverse beliefs and backgrounds. We respect differences and create inclusive environments which contribute to a better society for all.

Individual Potential: Individuals develop within an environment that nurtures intellectual, social, emotional, physical, and creative growth.

Shared Responsibility: Partnerships among families, students, staff, and community members are characterized by mutual commitment and collaborative effort that enrich the lives of our students.

Trust: We value relationships based on integrity, mutual respect, and open two-way communication. We cultivate a safe and risk-free culture that encourages and inspires innovation.

Blueprint Overview

The Blueprint for Continuous Improvement is DoDEA's guiding document and directs its steps as it serves the community by providing a world-class education to military-connected students. The Blueprint represents DoDEA's adherence to continuous improvement. Continuous improvement is a research-based, ongoing process that increases overall effectiveness and makes a positive and measurable impact by focusing on three essential elements: learn and share, examine and plan, and act and evaluate.

The annual report represents a critical step in the continuous improvement process as DoDEA shares information with our stakeholders regarding its progress towards the goals established in the Blueprint. The information contained in this report is also utilized by DoDEA's leaders as they identify areas within our strategic plan that must be adjusted as progress is made and the environment shifts. While the five strategic Goals will stay the same, adjustments will be made to a number of Strategic Initiatives and Critical Success Factors. Strategic Initiatives are one to two year initiatives that must be completed to drive the success of a goal and Critical Success Factors are actions that are necessary for the Strategic Initiative to succeed. Updates to the Blueprint will be published annually each August.



DoDEA Americas

Goals and Key Result Indicators:

GOAL 1 **STUDENT EXCELLENCE**
Challenge and prepare each student to maximize his or her academic growth and well-being for college, career, and life
Key Result Indicator: All DoDEA students will show appropriate growth within an academic year.

GOAL 2 **SCHOOL EXCELLENCE**
Develop and sustain each school to be high performing within a culture of innovation, collaboration, continuous improvement, and caring relationships
Key Result Indicator: DoDEA excels in providing rigorous curriculum and instruction as measured by teacher-student interactions that demonstrate high levels of engagement, and the extent to which teachers provide challenging opportunities to learn in the classroom and the broader environment.

GOAL 3 **TALENT EXCELLENCE**
Recruit, develop, empower, and retain a high performing workforce that reflects the diversity of our students
Key Results Indicator: The performance of all DoDEA employees is rated fully successful or outstanding.

GOAL 4 **ORGANIZATIONAL EXCELLENCE**
Build an enduring, accountable, and responsive organization that provides appropriate resources, direction, and support to accomplish the mission
Key Results Indicator: DoDEA will make statistically significant improvements in the organizational capacity levels in planning, communication, IT infrastructure, and customer service.

GOAL 5 **OUTREACH EXCELLENCE**
Partner with internal and external stakeholders and industry leaders to advance student and organizational success
Key Results Indicator: DoDEA will ensure the coordinated delivery of outreach to maximize efficiency, target support, improve quality, foster innovation, and monitor involvement and impact.

Emergent Issues

Investing in Force Multipliers

Force multipliers are tools that can be used to amplify organizational performance across several domains. When used effectively, they create efficiencies, expand internal capacity, and improve morale. Over the last year, DoDEA invested in several technologies and professional learning opportunities that will propel it towards achieving the excellence goals established in the Blueprint.

DoDEA Comprehensive Assessment System (DoDEA CAS): Assessments are one way DoDEA measures how well it has prepared its students for college, career, and life. Over the last year, DoDEA established DoDEA CAS as the compliment of assessments delivered to students system-wide. When fully implemented, the assessments included in DoDEA CAS will do more than simply measure student success. They will also help teachers make adjustments to lessons to address individual student's learning needs, provide information for decision makers concerning instructional programs and services, and inform parents. Together these capabilities will enable DoDEA CAS to positively impact student learning.

Comprehensive Planning System: In 2018, DoDEA established the Comprehensive Planning System to align plans across all of DoDEA's functional areas. DoDEA schools, Districts, Regions, Centers for Instructional Leadership (CIL), and Headquarters communicate how they will address, fund, and procure the resources necessary to act upon those decisions. As the system develops and plans gain depth and sophistication, this system will be a powerful tool.

Integrated Service Platform: Delivering excellence in education to 71,000 students around the world requires a high level of consistent and coordinated effort behind the scenes. The successful daily operation of support function systems requires the successful completion of hundreds of processes. Identifying and managing these processes is a significant task. In 2018, DoDEA identified an opportunity to consolidate multiple background systems, increase transparency in its processes, and improve the customer service experience of its employees through the ServiceOne integrated service platform. Although DoDEA is currently in the early stages of implementation, employees can anticipate enjoying the benefits of this investment over 2019 and beyond.

Data Analysis Tools: Responsive data analysis tools can help schools systems see and analyze student and organizational data. DoDEA acquired Qlik software to help teachers, principals, and decision makers track progress and identify trends as they determine how to

best meet the needs of DoDEA's students. Implementation of Qlik is in the early stages and will take several years. However, data visualization is a powerful tool DoDEA can leverage in its pursuit of excellence.

Meeting Office of Secretary of Defense IT Reform Requirements

Information technology resources are critical for student success. In order to learn the necessary 21st century skills needed to be successful in college, career, and life, students must have access to cutting edge technologies. These technologies allow students and teachers to access the rich variety of resources available to supplement student learning. DoDEA's instructional practices and assessment strategies are increasingly reliant on IT infrastructure for their success. Further, as a global school system, IT assets allow DoDEA to communicate and to operate efficiently as an organization. A reliable, efficient, and nimble IT structure underpins DoDEA's ability to meet the mission.

IT modernization plays an important role in DoDEA's strategic way ahead for organizational excellence. Over the last several months, requirements from the DoD and other government offices have required changes to IT structures, systems, policies, and processes in an effort to achieve greater efficiencies of government resources across a number of DoD agencies and field activities collectively known as the "Fourth Estate." DoDEA will continue to invest in its IT infrastructure in accordance with these requirements and the needs of students.

Responding to Major Weather Events

Extreme weather events take a devastating toll on the lives, property, and health of those who live in the communities where they strike. After such events, returning to school represents a return to normalcy and established routines. For example, in 2018, Hurricane



Brewster Middle School classroom repair after hurricane Florence

Florence had a major impact on the DoDEA community. The Camp Lejeune and Fort Bragg installations and surrounding communities suffered millions of dollars in damage impacting infrastructure and utilities. As a precaution against future events, DoDEA established a series of preparation and response protocols to assure the safety of DoDEA students and employees and to help schools reopen as soon as possible. These protocols include establishing a Crisis Action Team to facilitate a coordinated response, a communications plan including multiple means of communications ranging from satellites phones to webpage updates, and strategic positioning of emergency kits with recovery supplies and materials. Resources for parents, students, and communities in response to major weather events can be found at <https://www.dodea.edu/hurricanes.cfm>.

Dedication to Student Safety & Security

DoDEA is committed to maintaining a safe and secure working and learning environment for students and employees. Any actions or behaviors that impact the welfare of students or employees, interfere with the schools' ability to achieve their mission, or undermine

confidence in the schools are serious matters. Such behaviors will result in appropriate disciplinary actions for those involved, based on a complete and thorough review and investigation.

The entire DoDEA community has a vested interest in the prevention of any verbal or written threats. DoDEA takes concerns like active shooter incidents and juvenile-on-juvenile problematic sexual behavior very seriously and has taken meaningful steps to address the issues. In 2018, DoDEA conducted internal audits and reviews of current practices of both issues, and more. Accordingly, through its Civil Rights Working Group and Security team, DoDEA remediated negative findings, conducted training, and worked with its military service partners to develop and implement policy, improved reporting, corrective actions, and treatment protocols.

DoDEA, in concert with its military service partners, is fully engaged in the work of the Assistant Secretary of Defense for Manpower and Reserve Affairs Joint Security Working Group and also through the Office of the Secretary of Defense Adolescent Sexual Assault/Problematic Sexual Behavior in Children and Youth Tiger Team.



DoDEA Pacific Back to School 2018

GOAL 1 STUDENT EXCELLENCE

Students are at the heart of all DoDEA does. The strategic initiatives under Goal 1 aim to prepare all DoDEA students to maximize their academic growth and well-being for college, career, and life first, by providing data-informed instruction and programs that support them throughout their primary and secondary education and second, by supporting students' transitions to college and career. DoDEA has made progress on indicators supporting Student Excellence in the following areas:

Student Success on the Nation's Report Card

Since 1969, the National Assessment of Educational Progress (NAEP), or Nation's Report Card, has assessed the knowledge of student across the United States in a number of subject areas. While not every subject or grade level is assessed every year, over time it provides a picture of a state or entity's student achievement as compared to other states. In the Fall of 2017, DoDEA fourth and eighth grade students participated in the Mathematics and Reading assessments. DoDEA students ranked or tied for first among public school students in the nation in Mathematics and Reading in both grades. Additionally, the differences in Mathematics and Reading achievement in both grades between student subgroups was also among the smallest in the nation, indicating the equitable learning experiences DoDEA provides for all students. DoDEA Director, Thomas M. Brady expressed his pride "that our achievement gaps continue to narrow in comparison with the national average and we are looking for ways to decrease those gaps even further."

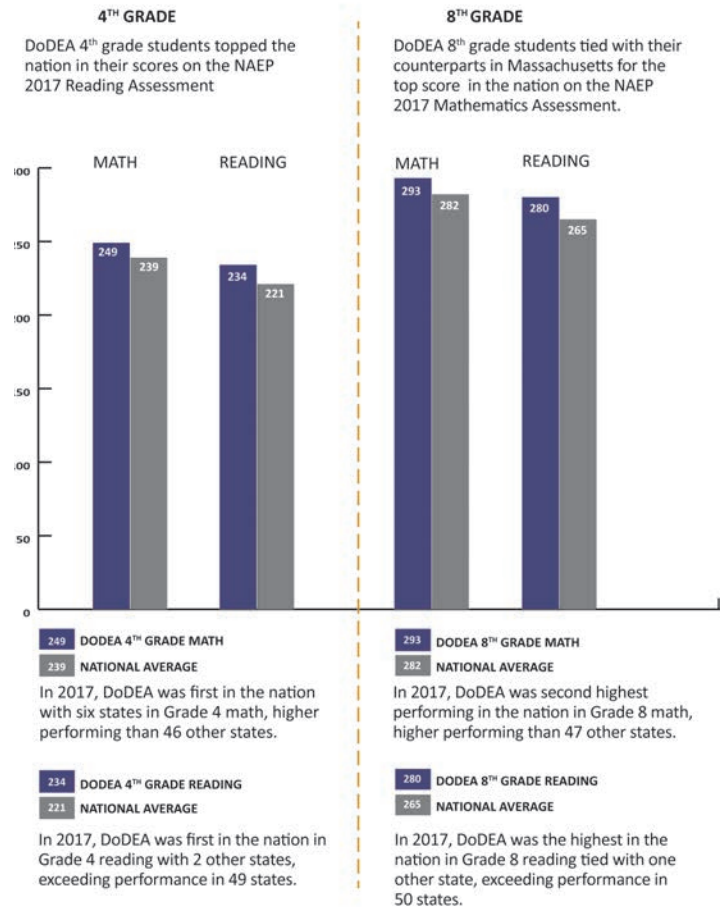
In celebration of DoDEA students' performance, Mr. Brady was invited by the National Assessment Governing Board and the National Center for Education Statistics to participate in a panel discussion of national education leaders on the connection between state-level policy and the NAEP results. "We are extremely proud of our students' performance on the NAEP 2017 Reading and Mathematics Assessments," Mr. Brady said. "Our students led the nation in sustained student performance excellence."



DoDEA America's Math Class



National Assessment of Educational Progress (NAEP) 2017 Average Scores for State/Jurisdiction and Nation (public)



Providing Access to Rigorous Coursework

Access to rigorous coursework is an essential component of preparing students for college, career, and life. Rigorous coursework is designed to present students with intellectually and academically challenging learning opportunities. DoDEA seeks to continuously

improve the quality of and expand the access of its students to such coursework.

The DoDEA elementary gifted education (GE) program model provides access to more challenging and rigorous services for all students in grades K-5. To meet the needs of gifted students, DoDEA launched a pilot of a new GE program with 8 schools during SY 2017-18 (Phase I). An additional 30 Phase II schools are implementing the new program model during SY 2018-19. Completion of the pilot and full implementation of the new GE program will take several years and will be supported by professional learning for educators to ensure success. The new program integrates three key shifts from the current GE program. The shifts include;

- Shared, collaborative responsibility for advanced learners;
- An inclusive approach with a continuum of direct and indirect services; and
- Less emphasis on identifying students; and emphasis on identifying and meeting all students' advanced and affective needs in all grade levels, beginning in kindergarten.

The results of this pilot will inform and shape the GE program and meaningfully impact the lives of DoDEA's gifted students.

In addition to piloting of the new GE program, one school from each of DoDEA's eight districts tested a new gifted education online screening assessment, the Cognitive Abilities Test (CogAT) Screening Assessment during school year 2017-18. This new process for identification of gifted students was implemented system wide during SY 2018-19 and the CogAT will be administered to all second graders in February of 2019. The administration of the CogAT to all second graders in DoDEA is aligned with best practices in gifted education, since its use will ensure that all students who would benefit from receiving gifted education services will receive them. Additionally, best practice recommends that younger students be screened for gifted education services.

The DoDEA Virtual High School (DVHS) provides exemplary educational programs that inspire and prepare students for success in a global environment. DVHS offers a variety of online courses that have the same level of rigor and adhere to the same standards as the traditional DoDEA curriculum, to meet the academic and career goals of DoDEA eligible students. All DVHS course offerings are designed to address

DoDEA's graduation requirements. In fulfillment of this mission, the DVHS offered a new Math 8A class in summer of 2017, the purpose of which was to allow students with moderate 7th grade performance to bridge directly into high school algebra while in 8th grade. This course offering provides Math 8A students with greater opportunity to complete higher level math courses while in high school, which is important since students who successfully complete higher level math courses in high school have greater success in college and career after graduation. In its initial year, 203 students participated in Math 8a and 188 of those students (approximately 93%) enrolled in Math 8/Algebra I during school year 2017/2018. All of the students from the summer 2017 Math 8A cohort who enrolled in Math 8/Algebra I during school year 2017/18 successfully completed the first semester of the course, with the majority of these students receiving A or B grades in Math 8/Algebra I. This is a positive indication that the Math 8a course has provide these students with the ability to enroll in and successfully complete higher level math courses.



DoDEA Americas, Career Night

Access to Advanced Placement (AP) courses provides students with the opportunity to take rigorous college-level courses in high school while potentially earning college credit for successful completion of the courses. In addition, AP courses provide high school students the opportunity to develop the time management, study skills and discipline that they will need when they start college.

All DoDEA students are encouraged to enroll in an AP class to challenge their learning in a particular content

strength or a subject of personal interest. DoDEA continues to make access and DoDEA student participation in AP courses a priority and our school system has seen increases in course enrollments over the last 4 years. In SY 16-17, more than 61% of the students in DoDEA's graduating class had completed at least one AP course during high school, an increase of about 8% over the percentage of graduates who had taken an AP course in SY 2013-14.



DoDEA Comprehensive Assessment System (CAS)

In order to ensure that we are equipping students for success, DoDEA adopted College and Career Ready Standards (CCRS) and implemented the Comprehensive Assessment System (CAS). The DoDEA CAS includes all of the assessments that are administered system-wide within DoDEA and is an important component of CCRS implementation as it provides us with the information about how well our students understand DoDEA's rigorous standards. In addition, the DoDEA CAS allows teachers to gain knowledge of students' skills and mastery of content so that they can support them in their preparation for college and career by developing data-informed lessons that meet each student's academic and developmental needs.

One important element of the DoDEA CAS are the College and Career Ready (CCR) Summative Assessments, which assess students on how well they have mastered the College and Career Ready Standards that are being taught in DoDEA classrooms. The CCR Summative Assessments were administered to students for the first time in the spring of 2018 in Literacy (grades 6, 7, 8, and 10) and Mathematics (grade 3, 4, 5, 6, Algebra I, Geometry, and Algebra II). The first year of the CCR Summative Assessment provided DoDEA with baseline data on where our students stand in acquiring the skills necessary for success in college and career that helps to inform improvements to teaching and learning.

A total of 157 schools participated in the CCR Summative Assessment in the spring of 2018, and more than 49,600 assessments were administered. The CCR Summative Assessment scores are reported as one of five levels, from level 1 (Did not yet meet expectations) to Level 5 (exceeded expectations). A score of a 4 or 5 (met or exceed expectations) reflects that the student demonstrates, or is on track for, college and career readiness. First year assessment results indicate that

approximately 48% of DoDEA students met or exceeded expectations in literacy and 41% of students met or exceeded expectations in mathematics. These baseline results show that DoDEA students demonstrate better than average success when compared to students in other states in early stages of implementation of college and career ready standards.

During the 2017-18 school year, 42 DoDEA schools field tested the CCRS Interim Assessments, which provided DoDEA with important data and information to prepare for future system wide implementation of these assessments. Beginning in SY 2019/20, the CCRS Interim Assessments will be given at regular intervals throughout the school year and will provide teachers with timely, actionable and student-specific data on what standards students have and have not learned. This data will be a powerful addition to the DoDEA CAS system as it will allow teachers to assess where each student in their classroom is in relation to their mastery and understanding of the CCRS. Teachers will be able to use the interim assessment data to make adjustments to teaching and learning so that we are able to maximize each student's potential by meeting their instructional needs.

Building and Maintaining World-Class Facilities

DoDEA maintains an ambitious international building effort to ensure its students enjoy high quality facilities in which to learn. These plans are developed in response to the demands of projected troop stationing as well as lifecycle and maintenance concerns and tempered by budgetary constraints. In 2018, DoDEA opened five new 21st century buildings: Fort Campbell High School, E.A. White Elementary School, Zukeran Elementary School, Kaiserslautern High School, and Wiesbaden Middle School. In 21st Century Schools, the building itself is a dynamic resource for teachers to leverage for student achievement. One of these schools, E.A. White Elementary, was awarded the Blue Ribbon of Excellence from the United States Department of Education. Currently, DoDEA plans to build or renovate twenty schools over the next three years.



Fort Campbell High School, Kentucky

Support for Social and Emotional Learning:

DoDEA, as with other major school systems recognizes the importance for military connected students of supporting the development of the whole child, including the resilience, social skills, and a growth mindset. While DoDEA teachers have been providing support for these skills and supporting principals in managing a supportive school climate for years, there are opportunities for improvement and building a more cohesive support structure.

One key way to support this is ensuring that staff at all schools are equipped to support the challenges that may arise with any student. DoDEA has been working to establish a process for identifying, assessing, and quickly responding to students who are potentially at risk of suicidal behavior. This includes a new screening process which counselors at all schools have been trained in.

Additionally, to ensure continued support for each student's needs, DoDEA has been working to develop policy around comprehensive records transition for each student as they move in and out of DoDEA, as well as between DoDEA schools. This ensures that any student who has experienced behavior challenges will continue to receive supports as they transition.

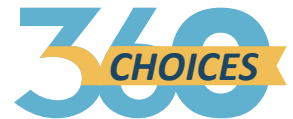
Also, to address the continuing need to ensure a safe and supportive environment for all students DoDEA has been helping to lead a cross functional tiger team focused on problematic sexual behavior on military bases. This will help ensure coordination between different aspects of DOD in supporting all students in the case of any serious incidents.



Career Pathways:

To maximize our students' access to challenging and rewarding careers, DoDEA has worked to develop comprehensive and rigorous career and technical education clusters that prepare students for strong careers in the future. As a result, DoDEA adopted the College and Career Ready Standards for Career and Technical Education (CCRS-CTE) and has utilized course competencies to identify the knowledge, skills and dispositions needed for a purposeful, meaningful and productive life beyond school. DoDEA released and implemented revised course competencies, which are aligned with the CCRS-CTE and include career ready practices, in Video Communications, Therapeutic Services (Health Science), and Business Management for school year 2018-19. Additionally, each DoDEA high school has been asked to develop two fully articulated clusters from among a selection of career and technical education offerings.

Expert College and Career Counseling Services:



The results of the DoDEA 2017 Customer Satisfaction Survey (CSS), which gathered feedback on the quality of education provided by DoDEA and areas needing improvement from students and parents, indicated that there was a need to strengthen college and career advising and guidance among DoDEA high school students. In response to this feedback, DoDEA released Choices360, a comprehensive college and career readiness solution, for implementation in secondary grades (7-12) across DoDEA in December of 2017. Choices360 supports systemic college and career advising that is aligned with standards, driven by evidenced-based best practices, and designed to increase access to readiness for postsecondary pathways so that every student can achieve his or her potential. In addition, Choices360 allows students to build comprehensive plans for their future and provides learning opportunities for students to explore college and career options, plan course-taking to meet future goals, and increase their readiness to complete college and career tasks successfully. Additionally, Choices360 allows counselors to work efficiently and more deeply with students on issues that impact their college and career trajectory, and allows parents to stay informed, monitor, and support their child's plans for the future.

DoDEA is committed to preparing each student to maximize his or her academic growth and well-being for college, career, and life.

GOAL 2 SCHOOL EXCELLENCE

Goal 2 affirms DoDEA's dedication to developing and sustaining high-performing schools by helping teachers grow in their instructional practice and adopting and implementing high quality standards and curriculum. DoDEA is supporting teachers, and ultimately helping students maximize their potential, by providing resources and time for professional learning communities/focused collaboration and by implementing the College and Career Ready Standards.

DoDEA has made significant progress on indicators supporting School Excellence in the following areas:

Implementation of College and Career Ready Standards

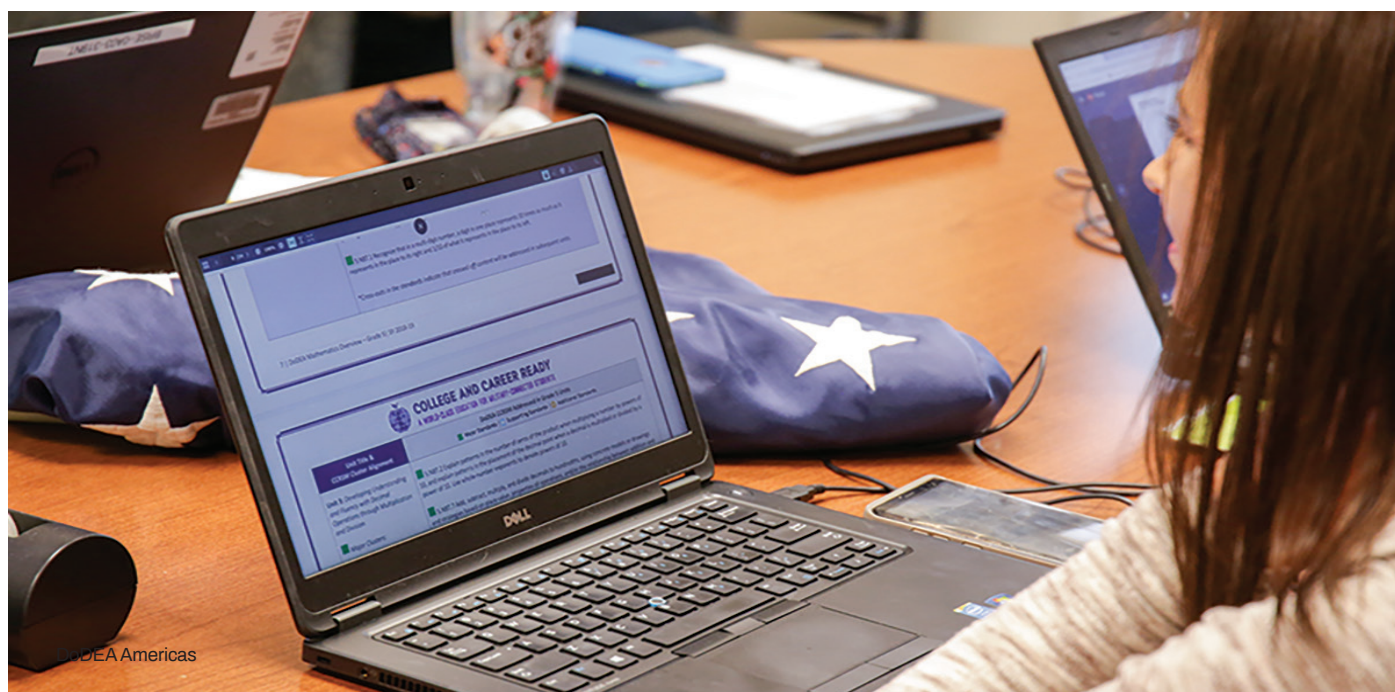
DoDEA adopted College and Career Ready Standards (CCRS) in order to better support the academic development and educational continuity of the highly mobile military-connected students who attend our schools. The CCRS are designed to be relevant to the real world, to allow students to master more critical-thinking and problem solving skills and to reflect the skills, knowledge and social foundations that students need to succeed in both college and careers.

DoDEA is currently in its fourth year in the CCRS implementation process, which began in SY 2015-16 with the release of the PK-5 Math Standards. In the past four years, DoDEA has implemented new standards in Mathematics for grades PK through 12, Literacy (grades 6-12), CTE (grades 9-12), Fine Arts (grades K-12), World Language (grades K-12), and Science (grades PK-5). During the 2018-19 school year, DoDEA will begin implementation of the Literacy PK-5 standards, along with Social Studies standards for grades 6 through 12. Science PK-5 standards will be implemented

in SY 2019-20, and Social Studies PK-5 standards will be implemented in subsequent years. In literacy and mathematics alone more than 960,000 hours of professional learning have been dedicated to the new standards implementation throughout the DoDEA system.

To also ensure that leadership in the implementation of college and career ready standards is led by teachers, DoDEA has adjusted its approach to the teacher of the year program, as well as built a teacher leadership program into the Literacy and Mathematics CCRS implementation. DoDEA has now held 3 annual teacher of the year summits, where all recent and district level teachers of the year are convened to collaboratively plan how DoDEA can better support the improvement of teaching practice. Each of these summits has included an opportunity for these teachers to provide direct feedback to the top leadership within DoDEA as well as other other DoD leaders.

Additionally, for both math and literacy a leader to support the implementation of the standards has been identified among the teaching staff in each school.



These individuals receive additional professional learning and resources alongside teaching principals to support teachers in making the instructional shifts associated with higher levels of rigor of the CCRS standards.

College and Career Ready Standards Professional Learning

In support of the implementation of CCR standards, professional learning around the new College and Career Ready Standards has been provided systemically to educators throughout DoDEA. The professional learning delivered has incorporated activities to actively engage educators in research-informed actions and productive practices that are essential for understanding College and Career Ready Standards. The scope of the professional learning provided to support the implementation of CCR standards has been tremendous and, since SY 2015-16, DoDEA has provided more than 900,000 hours of professional learning educators in all content areas that have adopted new standards, including Mathematics, Literacy, Science, Social Studies, Fine Arts, CTE, and World Languages. In addition, information specialists, school counselors, school nurses, and school psychologists have also attended professional learning to help them integrate the standards into their practices and interactions with students.

DoDEA has adopted the Standards for Professional Learning, which make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices and dispositions needed to help students perform at higher levels. The adoption of these standards provide a guide to a system of supports to provide job-embedded professional learning, enhance instructional leadership capacity, create collaborative networks of support and encourage the innovative practice and instructional shifts necessary to help every military-connected child be ready for college and career. The standards for professional learning, as well as DoDEA's expectations for professional learning were published in the DoDEA Professional Learning Guidance document in August of 2017 (https://content.dodea.edu/teach_learn/professional_development/plg/plg/files/assets/common/downloads/publication.pdf). To support a systemic approach to professional learning as defined in the Professional Learning Guidance document, DoDEA provided professional learning on the Standards for Professional Learning, the ADDIE model and the Kirkpatrick model to Centers for Instructional Leadership staff during school year 2017-18.

Focused Collaboration/Professional Learning Communities

In support of the implementation of College and Career Ready Standards, DoDEA continued its commitment to providing educators time to collaborate to improve

professional practice and student outcomes by allocating time for professional learning communities/focused collaboration (PLCs). The purpose of PLCs is to provide structured collaboration time for educators to work collaboratively to make instructional decisions grounded in evidence, to accumulate and share knowledge and ideas, and to provide each other with support that improves the effectiveness of teaching, increases teacher confidence and encourages them to be open to and engage in a process of continuous improvement and change. Schools are required to provide all teachers with 45 minutes each week to engage in PLCs and school principals have been given the flexibility to schedule that time as is most appropriate for their building. DoDEA is currently working on developing an evaluation tool that will allow for the collection of data and information on the implementation and effectiveness of PLCs. Once implemented, the data collected from the evaluation tool will help DoDEA to ensure that the purpose of PLCs is being met throughout our school system in order to assist in strengthening the culture of collaboration that is essential to improving teaching and learning.



DoDEA Europe

Development and Implementation of the DoDEA Learning Walkthrough

In January of 2018, school and district administrators across DoDEA began to use the DoDEA Learning Walkthrough. The DoDEA Learning Walkthroughs are a systematic way of gathering data on instructional practices and on how students are learning in order to help school leaders and educators focus on the work that is needed to help students maximize their potential. The Learning Walkthroughs achieve this by helping school leaders and educators: (1) better understand how instructional practices support student learning; (2) focus on the work that is needed to help all students be college and career ready; (3) provide opportunities to observe and discuss teacher and learning that result in thoughtful, data-driven actions, and (4) promote a professional learning community at all levels of DoDEA that allows for collaborative

conversations about the continuous improvement of leading, teacher and learning. The DoDEA Learning Walkthrough tool represents 13 indicators (see table 1 below) that foster a standards-focused classroom, many of which are aligned with the instructional shifts being addressed in DoDEA’s professional learning on College and Career Ready standards.

| Table 1: DoDEA Learning Walkthrough Standards Focused Classroom Indicators | |
|--|---|
| Standards-Focused Classroom Indicator | Description |
| SF1 Learning Environment | Learning environment is organized and conducive to student centered learning. |
| SF2 DoDEA Materials | DoDEA-adopted materials are used to support student learning. |
| SF3 Digital/Multimedia | Students use appropriate digital tools or multimedia resources in support of learning and collaborating. |
| SF4 High Expectations | Teacher communicates high expectations for student success. |
| SF5 Lesson Pace | Lessons are paced and structured to keep all students engaged throughout the learning. |
| SF6 Differentiated | Students are engaged in flexible/ differentiated groups with DoDEA aligned standards. |
| SF7 Formative Assessment | Learning activities incorporate formative assessment and/or feedback to guide the ongoing learning process. |
| SF8 Goals Communication | Goals/objective are communicated beyond posted standards and referred to by teachers or students as they voice their understanding of the learning goals. |
| SF9 Challenging Tasks | Lesson tasks are challenging for all students (require productive struggle, problem-solving, or reasoning). |
| SF10 Domain Vocabulary | Students’ and teachers’ written and spoken discourse uses academic vocabulary. |
| SF11 Complex Text | Students are able to read and articulate their understanding of complex text and concepts. |
| SF12 Higher Order Questions | Students are able to respond to deliberate higher order questions that check for understanding of all learners. |
| SF13 Evidence Supported | Students support written and spoken opinions with evidence from text. |

All DoDEA schools participated in conducting Learning Walkthroughs between January and May of 2018. In all, 287 school leaders completed 5,909 walkthroughs, observing 3,100 teachers across all grade levels and subject areas. Further, all 13 indicators present on the Walkthrough Tool were reviewed during Learning Walkthroughs, with some being looked at more frequently than others. Table 2 below shows how often each indicator was reviewed, how often the indicator was observed in practice in classrooms and the percent of times the indicator was observed when it was looked for as part of a Learning Walkthrough. After completing a learning walkthrough, principals meet with teachers to discuss and provide feedback on the instructional shifts they have seen.

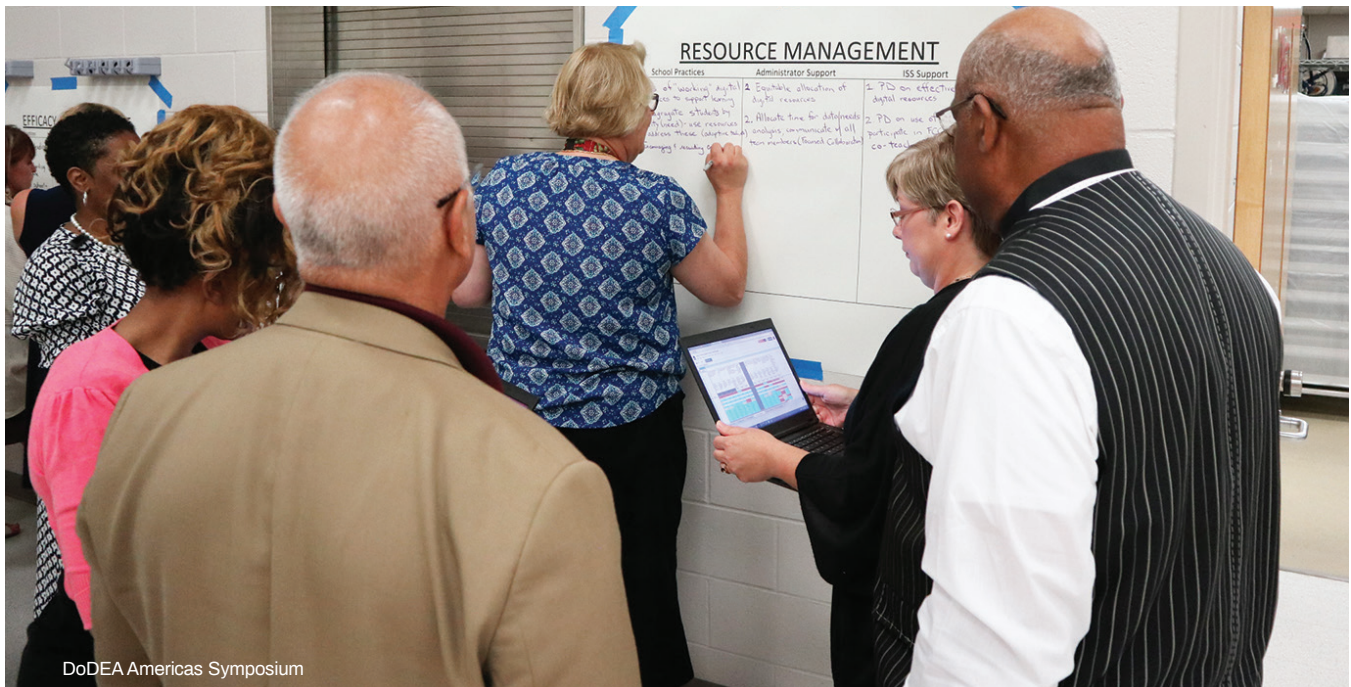
Table 2: Learning Walkthrough Indicators Reviewed and Observed between January and May of 2018

| Standards-Focused Classroom Indicator | Number of Times Indicator Reviewed | Number of Times Indicator Observed | Percent Indicator Observed |
|---------------------------------------|------------------------------------|------------------------------------|----------------------------|
| SF1 Learning Environment | 3332 | 3220 | 97% |
| SF2 DoDEA Materials | 2816 | 2472 | 88% |
| SF3 Digital/Multimedia | 2636 | 1422 | 54% |
| SF4 High Expectations | 2188 | 1942 | 89% |
| SF5 Lesson Pace | 3077 | 2737 | 89% |
| SF6 Differentiated | 2909 | 1644 | 57% |
| SF7 Formative Assessment | 2015 | 1632 | 81% |
| SF8 Goals Communication | 2483 | 1916 | 77% |
| SF9 Challenging Tasks | 2769 | 2187 | 79% |
| SF10 Domain Vocabulary | 1934 | 1605 | 83% |
| SF11 Complex Text | 1508 | 1003 | 67% |
| SF12 Higher Order Questions | 1495 | 874 | 58% |
| SF13 Evidence Supported | 1264 | 647 | 51% |

DoDEA analysis of the results of the instructional walkthrough found several indicators that were significantly aligned with higher levels of performance on the DoDEA College and Career Ready Summative Assessment. This indicates that, when teachers implement the College and Career Ready instructional practices that DoDEA has adopted and provided professional learning in, we see higher levels of demonstration of student learning. DoDEA is focusing on three major standards –focused instructional indicators system wide, that have been shown to have a positive impact on student learning, to ensure support for all teachers in improving together during the 2018-19 school year (Table 3).

Table 3: DoDEA Learning Walkthrough Classroom Indicators of Focus for School Year 2018-2019

| Standards-Focused Classroom Indicator | Description |
|---------------------------------------|---|
| SF4 High Expectations | Teacher communicates high expectations for student success. |
| SF8 Goals Communication | Goals/objective are communicated beyond posted standards and referred to by teachers or students as they voice their understanding of the learning goals. |
| SF9 Challenging Tasks | Lesson tasks are challenging for all students (require productive struggle, problem-solving, or reasoning). |



DoDEA Americas Symposium

Launched Online Registration

The average military-connected student will attend between six and nine schools during their K-12 career. DoDEA's Online Registration System (DORS) is intended to ease those transitions by providing a secure web-based registration system for eligible students. The system can be conveniently accessed via computer, tablet, or other mobile device where sponsors can complete necessary forms and upload supporting documentation. Using DORS, common information between siblings only needs to be entered one time, resulting in an efficient experience for sponsors. While sponsors are asked to schedule a visit to their student's new school to complete registration, DORS streamlines the process saving time and reducing the stress of transition.



School Breakfast Pilot Program

As a healthy breakfast is an important factor in a student's educational success, many public school districts across the country offer a free or reduced priced breakfast to supplement a student's daily sustenance. Subsidies for the School Breakfast Program are provided to the schools by the United States Department of Agriculture (USDA).

To gauge the demand for - and potential viability of - the School Breakfast Program in DoDEA, it launched a pilot program for SY 2018-19. All schools were offered the opportunity and nine schools in Europe and the Pacific were selected to participate. One Americas Region school, Van Voorhis Elementary School (Ft Knox, KY) was selected to specifically test a "breakfast in the classroom" concept but outside of the pilot.

Initial reports showed that school breakfasts provided by the schools tend to be more nutritious than those provided at home. Participation in the program is between 10% and 26% of students by school, in the first

semester. DoDEA will continue the program through the end of the school year and evaluate its impact as it determines the way ahead for SY 2019-20. Prioritizing financial viability and quality of life is one of the major decisions that need to be made at the end of the pilot.



DoDEA is dedicated to developing and sustaining high-performing schools.

GOAL 3 TALENT EXCELLENCE

A talented workforce is an essential element of student achievement. DoDEA made progress in a number of areas in support its talent excellence goals.

Investing in our Future Leadership

To build and retain high quality leadership, DoDEA participates in the Executive Leadership Development Program and the DC Leadership Development Program. While the ELDP program is sponsored by the DoD and educates DoD employees on the full range of DoD activities while developing leadership skills, DCLPD is operated by the Office of Personnel Management (OPM) and designed to fulfill the leadership development needs of federal leaders in the Washington D.C. region. Both programs offer a dynamic way to improve leadership capabilities and grow personally. Over the last three years, six DoDEA employees have participated in these leadership programs and have returned to DoDEA with a wealth of knowledge and increased skill set.



Ensuring Workforce and Human Capital Capacity

Human capital capacity is the sum total of employees' skills and knowledge and their capacity to accomplish the work of the organization. As an investment in our employees, DoDEA committed to designing and implementing succession planning initiatives to increase organizational capacity and workforce diversity. Successful succession planning is a multi-stage process that requires: identifying the skills and knowledge required to achieve the mission, leveraging data to assess the organization's projected ability to meet those requirements, and identifying and creating plans to posture the workforce for the future.

In 2018, DoDEA took a number of short term actions that will positively impact its ability to meet its long term human capital needs. DoDEA partnered with the U.S. Army's Personnel Security Investigation Center of

Excellence (PSI-COE) to assist in processing background checks. As a result of this successful partnership, the lengthy personnel security process has been reduced from an average of 116 days in April of 2017 to an average of 20 days in May of 2018.

To create inclusive learning environments, it is essential that classes are staffed by fully certified teachers on the first day of school. DoDEA has established teacher hiring as a top priority and made meaningful gains over the last year. By examining processes and timelines, DoDEA reduced teacher vacancies on the first day of school from 174 at the start of SY 2017/18 to 102 at the start of SY 2018/19. This improvement, while modest, is immeasurably important to the success of the students impacted. DoDEA will continue in its efforts to decrease the time between when a hiring need is identified and the position is filled to ensure that student needs are consistently met.

Promoting Employee Excellence

DoDEA is dedicated to promoting employee excellence by expanding opportunities to increase capacity and engagement in the workforce. DoDEA began this process in October of 2018 by providing access to online professional learning opportunities to all of its permanent employees through the Skillsoft platform. Skillsoft provides on demand learning that is directed to the needs of the learner on a wide variety of topics. In the first month Skillsoft was available to employees, nearly 400 employees engaged in almost 200 hours of self-directed professional learning. We anticipate that this number will increase as employees and supervisors learn more about the wealth of learning opportunities available through the platform.

On a smaller scale, additional professional learning opportunities were provided to Headquarters employees that will act as force multipliers across the school system. Among these are training for supervisors provided by the Office of Personnel Management (OPM) and Key Performance Indicator (KPI) Certification training provided by the Balanced Scorecard Institute. Increasing the skills of supervisors yields improvements in employee motivation, the communications of expectations, and ultimately increases organizational performance. Well-crafted KPIs are measures that are used to track organizational progress.



Teacher Summit, Marks Center, 2018

In 2018, a group of Headquarters employees were selected to participate in a course designed to teach participants how to develop KPIs that will accurately capture progress. These employees were then tasked to share what they learned with their peers and help design KPIs to assess their Division's progress. As DoDEA trains employees to train others in essential skills, it builds organizational capacity and growth.

Integrated Human Resource Technology

Accurate and timely human resource information is essential for organizational success. For individual employees, it is critical that their data is free of errors to ensure the correct allocation of salary and benefits. For leaders, accurate and timely information is necessary for making accurate decisions on matters ranging from the procurement of materials for educators to assessing the impact of professional learning. Integrated human resource technologies will help ensure that data is accurate, transparent, and immediately accessible to employees and leadership.

To provide these technologies and to facilitate above school level hiring, DoDEA has partnered with the

Army Civilian Human Resources Agency (CHRA). CHRA provides a number of services, advice, and support for civilian HR functional areas. Through this partnership, DoDEA will develop human capital management and a hiring process tracking system that will result in accurate human capital actions. CHRA's focus on innovation through automation, transparent production of reports, quality control metrics, and customer engagement make them an ideal choice for DoDEA as it moves towards the future.

DoDEA will harness the power of the data provided by the human capital management and hiring process tracking systems using data dashboards. Data dashboards are tools designed to provide leaders with information to track organizational progress. Dashboards can be designed to provide a quick update or a deeper dive and root cause analysis. Although DoDEA is in the early stages of dashboard development, it has already utilized data dashboards in a variety of venues including the 2018 Worldwide Assessment Summit. Dashboards tracking human capital processes will be developed in 2019.

**A talented workforce
is an essential element of
student achievement.**

GOAL 4 ORGANIZATIONAL EXCELLENCE

Increases in Policy

Becoming OneDoDEA requires consistent guidance across all DoDEA schools. Policy must be updated, available, communicated, and consistently applied to be of service to DoDEA's employees, students, and communities. Well-developed policy provides equity through a clear set of expectations and standards but also postures an organization to thoughtfully accommodate unique circumstances. Currently, DoDEA is working to address a lack of such high quality policy. Prior to 2015, approximately 2% of policies were updated annually. In 2018, this percentage has increased to 17% with the goal of 25% by 2020. Updates are essential as DoDEA responds to the dynamic requirements within education and the DoD.

Internal Accountability

DoDEA is committed to ensuring that its processes, policies, and actions best serve its stakeholders and American tax payers. DoDEA's internal audit and Managers Internal Control Program (MICP) serve to address these concerns. Over the last year, DoDEA audited a number of programs including the Living Quarters Allowance (LQA) Program and the DoDEA Grant Program. An analysis of the LQA program identified over \$3 million in potential monetary savings that would result from improvements to internal controls over policies and procedures. The review of the Grant Program found that the program was administered properly over the previous year in accordance with Office of Management and Budget and DoD regulations and policy and identified some areas for improvement in its monitoring system.

DoDEA strives to build an enduring, accountable, and responsive organization. DoDEA made progress in a number of areas in support its organizational excellence goals.

Integrated Organizational Planning

DoDEA's mission, vision, and goals define its objectives as a school system. The Comprehensive Planning System (CPS) is the method by which DoDEA achieves these ends. DoDEA's work during 2018 represents the first steps in fully implementing the CPS. In this first year, DoDEA published an Administrative Instruction (AI), a DoDEA wide policy, defining the requirements for each stakeholder in the CPS. An essential element of these requirements is participation in system wide meetings that provide opportunities for collaboration. The AI mandates three meetings annually that provide DoDEA leadership an opportunity to integrate their plans, identify their budgetary priorities, and make adjustments to our strategic direction based on accomplishments, emergent challenges, and opportunities.

However, such a system can take several iterations to realize all of the potential benefits as improvements in the planning process are made and the quality of plans and communication improves. When fully developed, the CPS will yield a number of benefits including a stronger connection between the use of resources and strategy, increased employee engagement through linking personal performance to organizational mission and goals, and greater availability of actionable data to inform decisions.



Internal Communication

Healthy, two-way communication is a hallmark of any successful organization. High quality communication increases employee engagement through a sense of inclusion and increases organizational efficiency as needs are identified and issues can be addressed at the earliest stages. DoDEA identified improving internal communication as a challenge in its strategic plan. While progress has been made in some areas, much still remains to be accomplished.

Onboarding

Communication is critical when onboarding new or transferring employees. Employees need assistance both in the straight forward tasks associated with relocation and access to tools and systems and also with the subtler tasks of learning organizational culture and internal processes. A high quality onboarding experience is key to employee retention and success. With that in mind, DoDEA is poised to deliver a system wide onboarding experience to be launched early in 2019. The system will be tailored to address each employees' specific needs through a self-service web portal using the ServiceOne platform.

Support Services and Analytics

DoDEA will leverage the capabilities of ServiceOne to address a number of internal needs and establish it as the platform for its expanded employee comprehensive support service desk. DoDEA has developed a staged implementation plan to begin in early 2019. When fully established, ServiceOne will provide a single venue to address employees' needs in a transparent and efficient manner. The ServiceOne platform will provide DoDEA leaders with the data on our organizational progress necessary to critical decisions. However, ServiceOne is only one means DoDEA will use to measure effectiveness. DoDEA will also drive progress through the use of the data visualization tool Qlik. The Qlik platform is a powerful communication tool as data are made meaningful using charts, graphs, heat maps, and other graphics. Using Qlik, leaders quickly assess progress across and can identify areas of success and areas of challenge.

Employee Cultural Audits

DoDEA is committed to leveraging the findings from its cultural audits to obtain meaningful employee feedback. One such audit is the annual Federal Employee Viewpoint Survey (FEVS). The FEVS allows federal employees to share their opinions on a number of key areas impacting the quality of their workplace culture and their ability to perform their jobs. The resulting data is used by DoDEA leadership as they identify areas for internal improvement. Just under 44% of eligible employees participated in the 2018 survey. This is an improvement over the 2017 participation rate.

The FEVS developed a composite index measuring employees' engagement, or sense of purpose that is evident in their display of dedication, persistence, and effort in their work or overall attachment to their organization and its mission (OPM). DoDEA's 2018 Engagement Score is 63%. Overall, DoDEA's greatest strength is the commitment of employees to the mission. The greatest area for improvement can be generally classified as how DoDEA recognizes and addresses employee performance.

Online Intranet Platform

Finally, DoDEA has sought to generate authentic, two-way communication with and between employees using the online intranet platform, DoDEA Connects. DoDEA Connects is an online digital magazine for DoDEA employees launched as part of an ongoing effort to enhance and expand internal communications. DoDEA Connects is a great place for employees to read inspiring stories from DoDEA colleagues, leadership initiatives, updates on education programs, and important Human Resources information. It's also intended to help employees share their success stories with everyone throughout DoDEA. Since its launch in September 2018, employees' use of the site has varied, but is increasing over time.

As the platform's content continues to respond and develop based on the needs of employees, the number of monthly unique page views will likely increase.

DODEA CONNECTS A Digital Magazine for Employees

DoDEA Connects traffic: Jan 18 - Dec 18

Sessions: 14,631
Users: 6,865
Pageviews: 45,660
Unique Pageviews: 29,008

Top 5 DoDEA Connects Sections Visited:

1. Blueprint
2. People
3. HR/ CHRA
4. HR Rating System
5. HR

**DoDEA strives to build an enduring,
accountable, and responsive organization.**

GOAL 5 OUTREACH EXCELLENCE

DoDEA is committed to creating successful partnerships with families. DoDEA has made progress in the following areas.



Purple Up Day

For the last 32 years, April has marked the Month of the Military Child. During April, Americans across the country are asked to show their appreciation to the children of military and veteran families as they support their parents and loved ones who serve or have served as members of the Armed Forces of the United States. Purple Up day is a special day in April when Americans in every community are asked to wear purple as a visible show of encouragement for military children. Every year, the DoDEA community enthusiastically celebrates Purple Up Day in appreciate for its amazing, resilient, and courageous students!

CCSSO

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education across the United States. CCSSO brings together diverse constituencies to pursue high quality educational opportunities to improve learning outcomes for all students. DoDEA partners with CCSSO to share and learn best practices as DoDEA strives to fully implement CCRS and to improve opportunities for all students.

Partnership Grant Program

The majority of military-connected school aged children attend public schools outside of DoDEA. One important way DoDEA supports these students is through its grant program. DoDEA's grants provide resources for programs that empower students to work towards clear, consistent, and high-reaching objectives that

align with DoDEA's Outreach Excellence Goal. In 2018, DoDEA awarded \$29 million to 36 grantees. The 2018 grantee cohort includes 20 states and will reach 221 public schools servicing 66,000 military connected students.

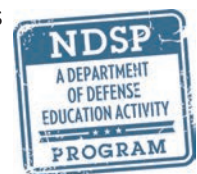
Among the 2018 grantees is National Math and Science Initiative (NMSI). In collaboration with the National Defense Education program, DoDEA awarded \$8.8 million to NMSI to support College Readiness Program for Military Families. The program expands access for military connected children to attend Advanced Placement classes in Science, Mathematics, and English in an effort to increase the numbers of students interested in pursuing a career in Science, Technology, Math, and Engineering, or STEM.

DoDEA maximizes the impact of its grants program by closely monitoring recipients' progress and by providing technical assistance and professional learning as required and through sharing of best practices. DoDEA monitors and assists recipients through its relationship with the Evaluation Technical Assistance Center (ETAC). ETAC gathers data about grantees' performance and builds their capacity by providing guidance throughout the award period.

DoDEA also builds capacity by improving the practice of and providing opportunities to strengthen relationships between grantees. In November of 2017, DoDEA held the first Grantee All-Hands Meeting of new and active DoDEA grant recipients. The theme of the meeting was "College and Career Readiness-Sustainability for ALL." While the focus of the meeting was on program sustainability, participants also engaged in peer-to-peer communications to exchange ideas about program implementation, evaluation methodologies, successes, and challenges.

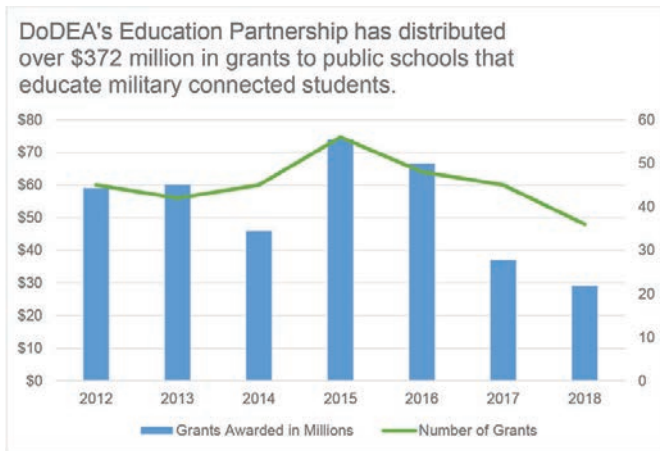
Non-DoD School Program

Service Members, DoD Civilians and their family members serve across the globe. DoDEA provides education support through the Non DoD Schools Program in international locations where DoD does not operate schools. While these assignments provide a wealth of exciting opportunities for families, there may be varying degrees of uncertainty regarding the availability of educational options. The NDSP provides educational support and



financial assistance to defray costs of education and to facilitate educational continuity. Currently, the program spans 316 individual duty locations in 131 countries and serves 3,709 students. Over the years, this program has grown significantly in scope. In just the last year, the program has increased the number of students it serves by 2% and the number of students with special education needs by 30%.

In the Fall of 2017, DoDEA began publishing an NDSP newsletter in an effort to respond to the questions and concerns of families and other stakeholders. The newsletters are available online at <https://www.dodea.edu/nonDoD/resources/Communications.cfm>.



2018 DoD Impact Aid Program for Military Connected School Districts

Through an annual Congressional appropriation, the DoD administers the DoD Impact Aid Program to provide funding to Local Education Agencies, or school districts, in order to compensate for the loss of local tax revenue due to the presence of military-connected students.

DoD distributes funding for the Impact Aid Supplemental Program and Impact Aid for Children with Severe Disabilities Program. As the activity tasked with the administration of these funds, in 2018, DoDEA distributed \$30 million for DoD Impact Aid to 113 LEAs in 33 states and reaching 244,329 military-connected students and an additional \$5 million in DoD Impact Aid for Children with Severe Disabilities to 43 LEAs in 21 states reaching 485 military impacted children.

The DoD Impact Aid Program is an essential and long standing effort. However, in order to continuously improve and to maximize the resources available for military-connected students, DoDEA made several improvements to the policies and processes that guide this program. In 2018, DoDEA published DoDEA Administrative Instruction 1325.01, Department of Defense Impact Aid Program for Local Educational Agencies, an updated policy governing the program. The policy is an important communication tool between DoDEA and LEAs as DoDEA establishes expectations and processes. To provide clarity in the impact aid application process, DoDEA coordinated with the Washington Headquarters Services to improve two federal forms. Finally, DoDEA provided Congress with a report detailing the DoD's plan for the distribution of additional funds for DoD Impact Aid for Children with Severe Disabilities. The recommendations made in the report resulted in a \$5 million increase in appropriations to address the needs of these children.

DoDEA is committed to
creating successful partnerships
 with families and communities.

GLOSSARY

Academic Standards: Statements of common understanding about what students should know (knowledge) and be able to do (skills and dispositions) by content/subject area and grade level.

Accountability: The obligation to take responsibility for performance in light of commitments and expected outcomes.

Action Plan: Action plans operationalize the strategic plan and identify the focus of a functional area for any given year. The plans outline the required actions that must be taken to meet goals established in the strategic plan.

Career Cluster: Career Clusters are groupings of occupations and industries used as an organizing tool for curriculum design.

Career Pathwayⁱⁱ: A combination of rigorous and high-quality education, training, and other services that:

- (a) align with the skill needs of industries in the economy of the State or regional economy involved;
- (b) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship,” except in section 171);
- (c) includes counseling to support an individual in achieving the individual’s education and career goals;
- (d) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (e) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized post-secondary credential; and
- (g) helps an individual enter or advance within a specific occupation or occupational cluster.

Career and Technical Education (CTE): A term applied to educational programs that specialize in the skilled trades, applied sciences, modern technologies and career preparation.

Center for Instructional Leadership (CIL): Regional hubs and field offices made up of a highly trained cadre of staff

designed to increase capacity for district and school leadership and, ultimately, teacher leaders. The primary objective of the CIL is to ensure high academic achievement for DoDEA students by developing high-impact superintendents, principals, and Instructional Support Specialists (ISSs).

Childcare National Agency Check with Written Inquiry (CNACI): a background investigation used to determine an individual’s suitability for a child care position.

College and Career Ready: Level of preparation a student requires in order to succeed without remediation at a postsecondary institution offering a degree or certification program or in a career pathway where one can achieve a financially-secured career.

College and Career Ready Standards: Academic standards that progressively build the conceptual and procedural understanding and application of the knowledge, skills, and dispositions essential for students to successfully meet the high demands of today’s colleges, careers, and citizenship responsibilities.

Community Strategic Plan: DoDEA’s previous strategic plan.

Comprehensive Planning System: A systematic process that provides the foundation for DoDEA’s efforts to organize and prioritize collective energies, abilities, and resources to achieve identified goals.

Continuous Improvement: A research-based, on-going process in which institutions engage for the purpose of increasing its overall effectiveness and making positive, measurable impact on all stakeholders, primarily students, by focusing on and implementing three essential elements: learn and share, examine and plan, and act and evaluate.ⁱⁱⁱ

Critical Success Factor: An action that is necessary for the Strategic Initiative to succeed.

Curriculum: Formal instructional content and learning experiences intentionally aligned (between grades and subject areas) and designed to achieve specific learning outcomes. Curriculum is delivered in a developmentally appropriate manner through sequenced units of instruction that are tightly aligned to academic standards.

Differentiation: Modifying curriculum and instruction according to content, pacing, and/or product to meet unique student needs in the classroom.

Effective Communication: Communication that reaches its target, impacts its audience, and achieves the intended objective for that particular audience. It can be informational, collaborative and interactive, depending on the intent of

the communication.

Goals: Long-range performance targets that are consistent with the mission, usually requiring a commitment of resources towards the initiatives critical to goal achievement. Goal achievement is required for an organization to realize its vision.

Human Capital Actions: Any work action required to make an administrative change to an employee record.

Human Capital Capacity: The collective skills and knowledge of the workforce.

Key Results Indicator: a strategic level metric to assess progress towards a goal.

Learning Walkthrough Tool: A systemic and coordinated method of gathering data on instructional practice and on how students are learning to inform District and school-level decisions. The tool will be used to help educators improve their instructional practices and ultimately positively impact student achievement.

Mission: The primary purpose of an organization.

NDSP: Non-DoD School Program

Partnership: An informal or formal agreement between two parties for mutual benefit.

Professional Learning: A process that continues over time and expects change in practice for educators and results for students. Professional learning is ongoing, relevant, and job-embedded. Professional learning provides opportunities for collaborative professional dialogue, analysis, application, and reflection aligned to ongoing improvements in professional practice and student achievement.

Professional Learning Communities (PLCs)/ Focused

Collaboration: A structured form of collaboration that focuses on making decisions that are grounded in evidence, accumulating and circulating knowledge and ideas, providing one another with support that improves the effectiveness of teaching, and creating a culture that both increases teachers' confidence and encourages them to be more open to — and actively engaged in — a process of continuous improvement and change.

Rigor: Level of conceptual understanding and procedural skill and fluency one must be able to apply (to complex and novel situations) to achieve/demonstrate mastery.

Skills: One of the three elements within the definition of College and Career Ready (knowledge, skills and dispositions). Skills define the highest impact on a student's ability to succeed in post-secondary education or training based on their capacities and strategies that enable a student to learn and engage in higher order thinking,

meaningful interaction and planning for the future. Examples are: problem solving, critical thinking, working collaboratively, study skills and learning how to learn, creativity, and innovation; employing a range of learning strategies and capabilities to transfer learning from familiar settings to new situations (Conley, 2010).

Standards-Based Assessments: An assessment developed to measure how well students have mastered specific knowledge and skills described in content standards. Standardized tests may or may not be based on specific learning standards.

Standards-Based Educational System: An educational delivery system that uses academic standards in all classrooms; establishes high expectations for all students by coherently aligning student learning expectations to curriculum, instruction, and assessments; enables interval grade-by-grade mastery of academic and technical proficiency, based on instructional effectiveness analysis from student learning outcomes.

Strategic Initiative: A one to two year initiative that must be complete to drive the success of a goal.

Values: The values and philosophy of an organization that guide the behavior and decisions of its members. The values constitute the organization's value system.

Vision: An idealized view of where an organization will be and/or will look like in the future, assuming all goals are met. It is a statement intended to express both aspiration and inspiration.

Visual Management Strategy: The use of charts, graphs, and other visualization tools to ease data analysis and highlight trends and correlations. The resulting visualizations are used to inform decisions.

*i*AdvancEd Glossary of Terms

*ii*Workforce Innovation and Opportunity Act of 2014, H.R. 803, 113th Congress (2014). Retrieved from: <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

*iii*AdvancEd Glossary of Terms



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