

dodeca

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

COMMUNITY STRATEGIC PLAN CLOSEOUT

School Years 2013/14 – 2017/18



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FOREWORD

Among the various agencies and activities within the Department of Defense, DoDEA has the unique charge of providing an education for military connected students that is commensurate with U.S. public school systems. It is essential that DoDEA honors that position of trust by providing updates to all of its stakeholders on progress towards accomplishing its Mission to educate, engage, and empower each student to succeed in a dynamic world.

The sunset of the Community Strategic Plan for SY 2013/14- SY 2017/18 presents an important opportunity to update DoDEA's stakeholders on the progress that has been made towards fulfilling the commitments made in the plan. This document describes the DoDEA's progress over the past five years.



DIRECTOR'S MESSAGE

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

As our Community Strategic Plan (CSP) for School Years 2013/14-2017/18 comes to a close, it is important to reflect on our five-year journey and take time to celebrate the successes and learn from the challenges. We have made profound strides in becoming a unified school system, "OneDoDEA" and realizing our Vision to be among the world's leaders in education, enriching the lives of military connected students and the communities in which they live.

When I arrived at DoDEA and began visiting schools and speaking with our valued employees, stakeholders and our students, it became clear very quickly that, while we had a great Vision, we were trying to accomplish too much at one time. As a result, we published a second version of the CSP which narrowed our focus to our most essential strategic imperatives: establishing an educational system that progressively builds the college and career readiness of all DoDEA students; and, restructuring our above school level echelons to better support students by increasing organizational capacity and operating more effectively as a unified school system.

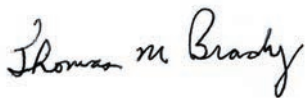
We made remarkable progress towards preparing DoDEA students to thrive as the leaders of tomorrow through the implementation of a standards based education system that aligns curriculum, instruction, and assessments. To that end, we adopted College and Career Ready Standards (CCRS) for multiple subjects; updated instructional strategies with methods and supports that address students' individual learning needs; and developed the DoDEA Comprehensive Assessment System (DoDEA CAS). Taken together, these changes represent a leap forward and our educators are to be commended for their hard work and commitment to DoDEA students.

In my first 100 Days Report, I outlined some of the steps we would take to improve our ability to operate globally as a high-performing, unified school system. The Restructuring for Student Achievement (RSA) initiative, a four-year effort, established organizational capacity to improve student achievement and school operations. This initiative required systemic collaboration, cooperation, integrating efforts, making decisions and taking action. Our decisions were based on focusing our all of our efforts on improving student achievement; maximizing resources; providing targeted assistance to schools; and establishing a framework and culture of accountability. While we have "completed" RSA, we have committed to continuous improvement wherein we are never in a state of completion, but always in a mindset of improvement.

I encourage each of you to take some time to review this document and to consider what we have achieved as a teaching and learning community and the role you have played in our progress. The efforts of all have been essential and deeply appreciated.

I thank you for your commitment over the last five years and look forward to meeting the challenges ahead as OneDoDEA.

Respectfully,



Thomas M. Brady
Director, DoDEA



MISSION

EDUCATE, ENGAGE and EMPOWER
each student to succeed
in a dynamic world.

VISION

To be among the world's leaders in education,
enriching the lives of military-connected students
and the communities in which they live.

CORE VALUES:

- Students are at the heart of all we do.
- Each student can realize his or her fullest potential.
- Educating the whole child fosters academic, social, and emotional well-being.
- Learning environments are student-centered, stimulating, and relevant.
- High-performing educators and leaders make a difference in student success.
- Parental engagement and support are vital to student success.
- Engaged partnerships enrich the lives of our students.
- Our diversity inspires excellence and innovation.

STRATEGIC GOALS

1 Student Excellence

Challenge each student to maximize his or her potential and to excel academically, socially, emotionally and physically for life, college and career readiness.

2 School Excellence

Develop and sustain each school to be high-performing within an environment of innovation, collaboration, continuous renewal and caring relationships.

3 Talent Excellence

Recruit, develop and empower a diverse, high-performing team to maximize achievement for each student.

4 Organizational Excellence

Build a great, enduring and responsive organization that provides the appropriate resources, direction and services in pursuit of highest student achievement.

5 Outreach Excellence

Foster family, school and community partnerships to expand educational opportunities for students.

DIRECTOR'S PRIORITIES

1

PRIORITY 1:

The development and implementation of a standards-based educational system that effectively aligns DoDEA's curriculum, instructional framework, and assessment system to DoDEA's more rigorous, college- and career-ready academic standards.

2

PRIORITY 2:

The establishment of an organizational structure with the capacity to effectively manage, operate, and sustain a high-quality, worldwide, unified Pre-K–12 school system.

DODEA BY THE NUMBERS

DoDEA Enrolled Students (September)

2013/14- 81,512

2017/18- 70,771

DoDEA Schools

2013/14- 190

2017/18- 166

DoDEA Districts

2013/14- 14

2017/18- 8

DoDEA Employees

2013/14- 12,439

2017/18- 11,203

SY 13/14

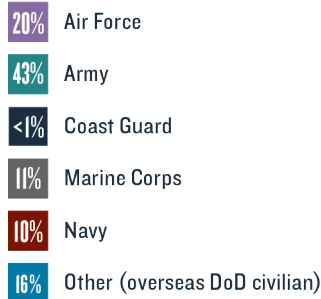
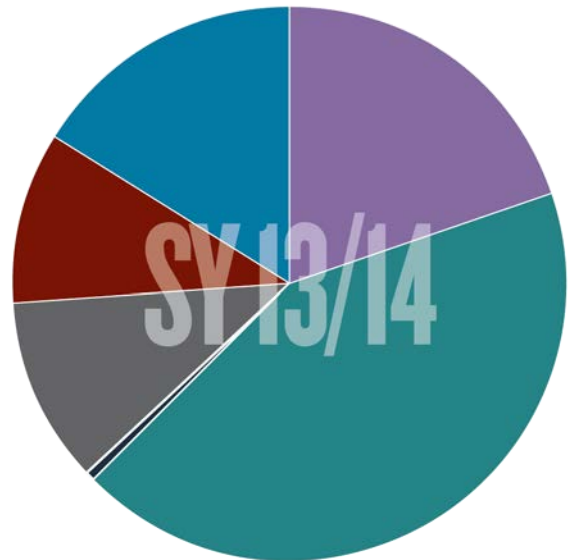


Figure 1: Sponsor Service



SY 17/18

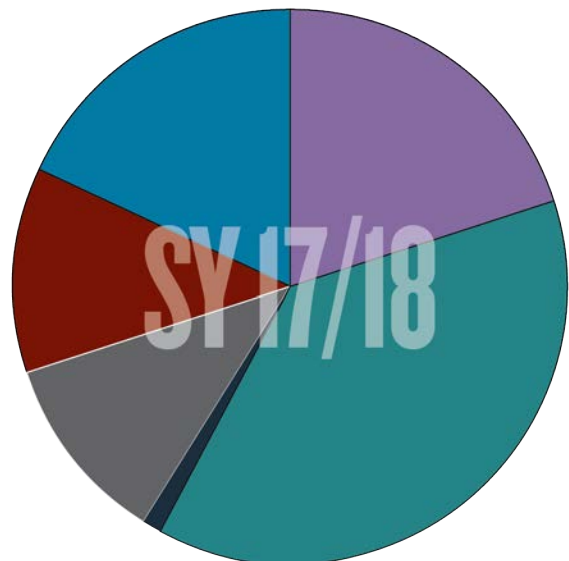
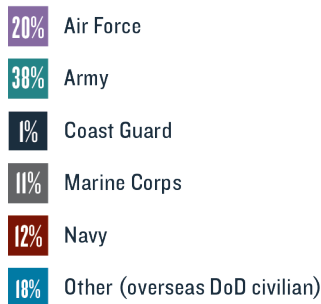


Figure 2: Percentage of Students in Each Grade Span

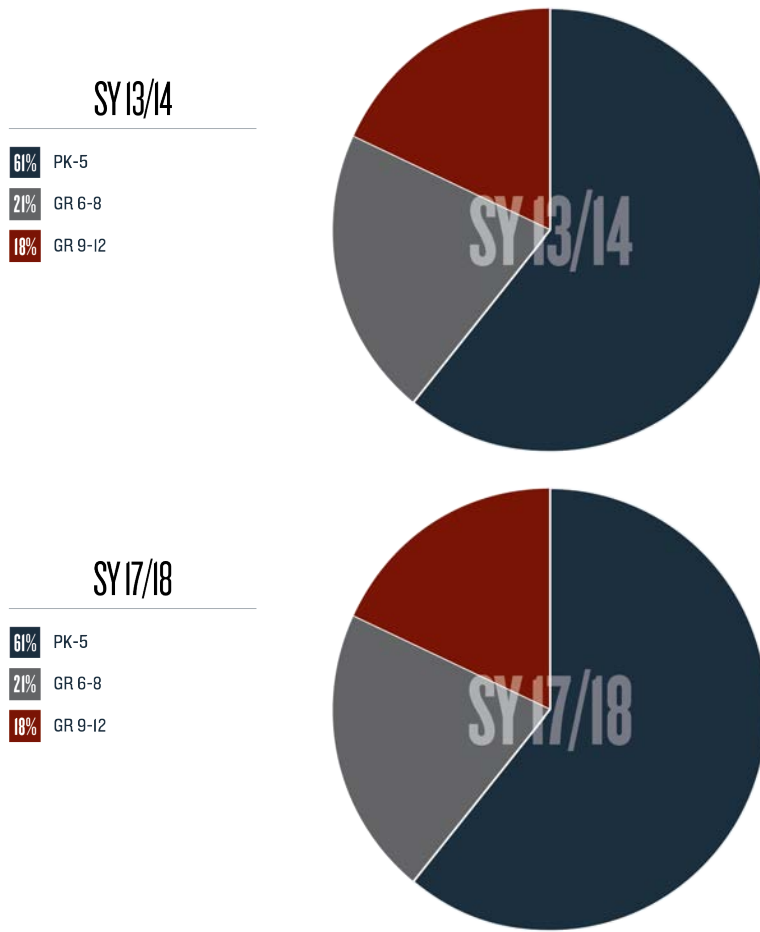


TABLE I: STUDENT RACE/ETHNICITY

	SY13/14	SY 17/18
American Indian/Alaskan Native	1%	1%
Asian	6%	6%
Black/African American	13%	11%
Hawaiian/Other Pacific Islander	2%	2%
Hispanic/Latino	20%	21%
Unknown or Decline to State	4%	4%
Multiracial	11%	12%
White	44%	44%

THE CSP JOURNEY

The DoDEA Community Strategic Plan (CSP) for School Years 2013/14 through 2017/18 is more than just a document. It represents the hard work and concerted effort of thousands of students, parents, teachers, administrators, employees, and community members from around the world. The sunset of the CSP marks a significant milestone and creates an opportune moment to reflect and to detail DoDEA's progress towards achieving the goals set therein. The CSP exists in two volumes. Volume I, developed under the leadership of Marilee Fitzgerald (DoDEA Director 2011-2013), established the foundation for DoDEA's strategic plan including updated Vision and Mission statements, Core Values, Organizational Goals, and Performance Measures. Volume II, developed under the leadership of current DoDEA Director, Mr. Thomas Brady, outlined the strategic way forward by identifying two organizational priorities that were essential to DoDEA's ability to uniformly improve student achievement. DoDEA embraced these priorities and they became the organization's focus over the last four years.

Volumes I and II of the CSP were the result of a multi-stage process that leveraged the strengths and knowledge of DoDEA's stakeholders. The resulting framework capitalized on DoDEA's opportunities and made the best possible use of available resources.

Volume I

Volume I was designed in a process that began in the summer of 2011 and concluded with its launch in August of 2012.¹ DoDEA contracted with the Armed Forces Services Corporation in June of 2011 to facilitate the development of the CSP in a three phase process: 1) conduct environmental scan, 2) seek out stakeholder input and analyze the feedback, and 3) plan development.

The environmental scan conducted in phase 1 provided a basis for subsequent decision-making through a thorough review of DoDEA's current state, DoDEA's historical strategic plans, outside research, and the identification of then current challenges and opportunities. In the second phase, DoDEA identified organizational strengths and weaknesses by collecting stakeholder input using a variety of methods. These methods included holding stakeholder discussion groups, gathering feedback provided through the DoDEA website, analyzing source documents, and documenting observations. In the third phase, a broadly representative Steering Committee assembled and participated in an off-site event to use the information collected in phases 1 and 2 to develop the key components of the Volume I.

The first Volume of the CSP established the plan's foundational elements: DoDEA's Vision, Mission, Values, Goals, and Performance Measures. However, while the Performance Measures defined how DoDEA would assess its progress towards each Goal, Volume 1 did not develop the implementation strategies or action plans necessary to realize that progress. Thus, Volume I detailed the desired state for DoDEA by the close of the CSP, but it did not specify the work that would be necessary to achieve that state. In essence, Volume I gave a destination, but no directions on how to get there.

Volume II

Volume II was designed to provide the direction that would move DoDEA towards achieving the goals set out in Volume I. The development of Volume II began in 2014 under Director Thomas Brady and the Steering Committee for Volume II was guided by his vision. The Steering Committee represented DoDEA's leadership and worked for six months in support of Volume II.

Building on the foundation set in Volume I, Volume II modified the strategic direction in two ways: First, it narrowed the number of Performance Measures from 34 to 12. This reduction provided more clarity on the way that progress towards each goal would be assessed. Of the 12 Performance Measures, 9 focused on Student Excellence, 2 on School Excellence,

and 1 on Organizational Excellence. Second, it identified the two large scale priorities that would become the primary focus of DoDEA's work during the life of the CSP.



DODEA'S STRATEGIC WAY FORWARD – CSP VOLUME II

Priority 1: The development and implementation of a standards-based educational system that effectively aligns DoDEA's curriculum, instructional framework, and assessment system to DoDEA's more rigorous college and career ready academic standards.

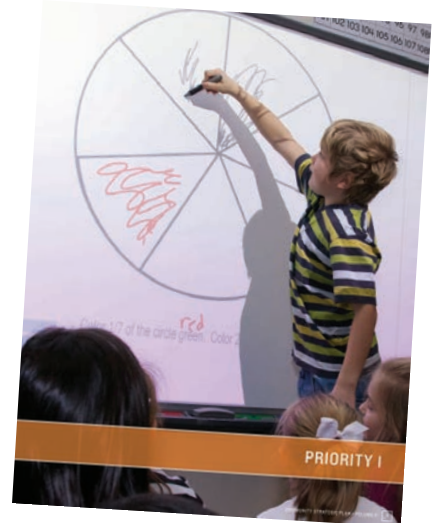
College and Career Ready Standards


DoDEA identified its most important focus on Priority 1; the alignment of curriculum, instruction, and assessment with college and career ready academic standards. The standards are rigorous, relevant, and give students the knowledge, critical-thinking and problem-solving skills they will need to succeed in their lives after high school. The standards include grade-by-grade learning expectations for multiple subjects for students in grades kindergarten through twelve.

The College and Career Ready Standards (CCRS) are based on the standards that were developed by the states in concert with highly regarded national content experts. The uniformity of state standards is of particular benefit to DoDEA's highly mobile students who move between various states and in and out of DoDEA.

While there is urgency in implementing more rigorous and consistent standards across our school system, DoDEA recognized the need to implement the new standards in stages. The staged implementation plan allowed for the necessary professional development to be provided to educators as well, and ensures sufficient time for educators to master one set of content standards before tackling an additional subject area. This is especially important for DoDEA wherein the largest portion of our educators work at the elementary level and are responsible for teaching all subject areas. Learning from the experiences of U.S. public school systems in implementing Common Core Standards, DoDEA developed a multi-year approach for each subject area beginning with an awareness year and progressing to professional development and implementation with support.

In SY 2015/16, DoDEA adopted and launched the new standards for Mathematics in PK-5. The following year, new standards were implemented for Math and Literacy in 6-12. During SY 2017/18, DoDEA implemented standards for Fine Arts grades K-12, Career and Technical Education grades 9-12, and World Languages grades K-12. Standards for





Science, Social Studies, Gifted, Health, and Physical Education have been adopted for all grade levels and plans have been developed for their implementation in the coming years.

For students, this priority provides:

- Improved educational opportunities that progressively build student college and career readiness as they advance from grade-to-grade.
- Academic consistency for our students who change schools as frequently as six times or more during their K-12 education. The consistency in standards and academic expectations between DoDEA schools and the majority of U.S. public schools should serve to ease curriculum-related transition stressors.

For teachers, this priority provides:

- Clear expectations for the knowledge and skills to be taught in each grade and content area.
- An authentic assessment system that provides student learning results that reliably inform teachers about the effectiveness of curriculum and instruction.
- Professional development and job-embedded instructional training to support the implementation of more rigorous academic standards, a common curriculum, a common instructional framework, and standardized assessments.
- Increased opportunities for collaboration across disciplines as teachers integrate literacy and math based content knowledge with critical thinking skills in multiple content areas throughout their academic school day.
- Improved educator access to curricular resources and training materials shared by schools and school systems across the United States.

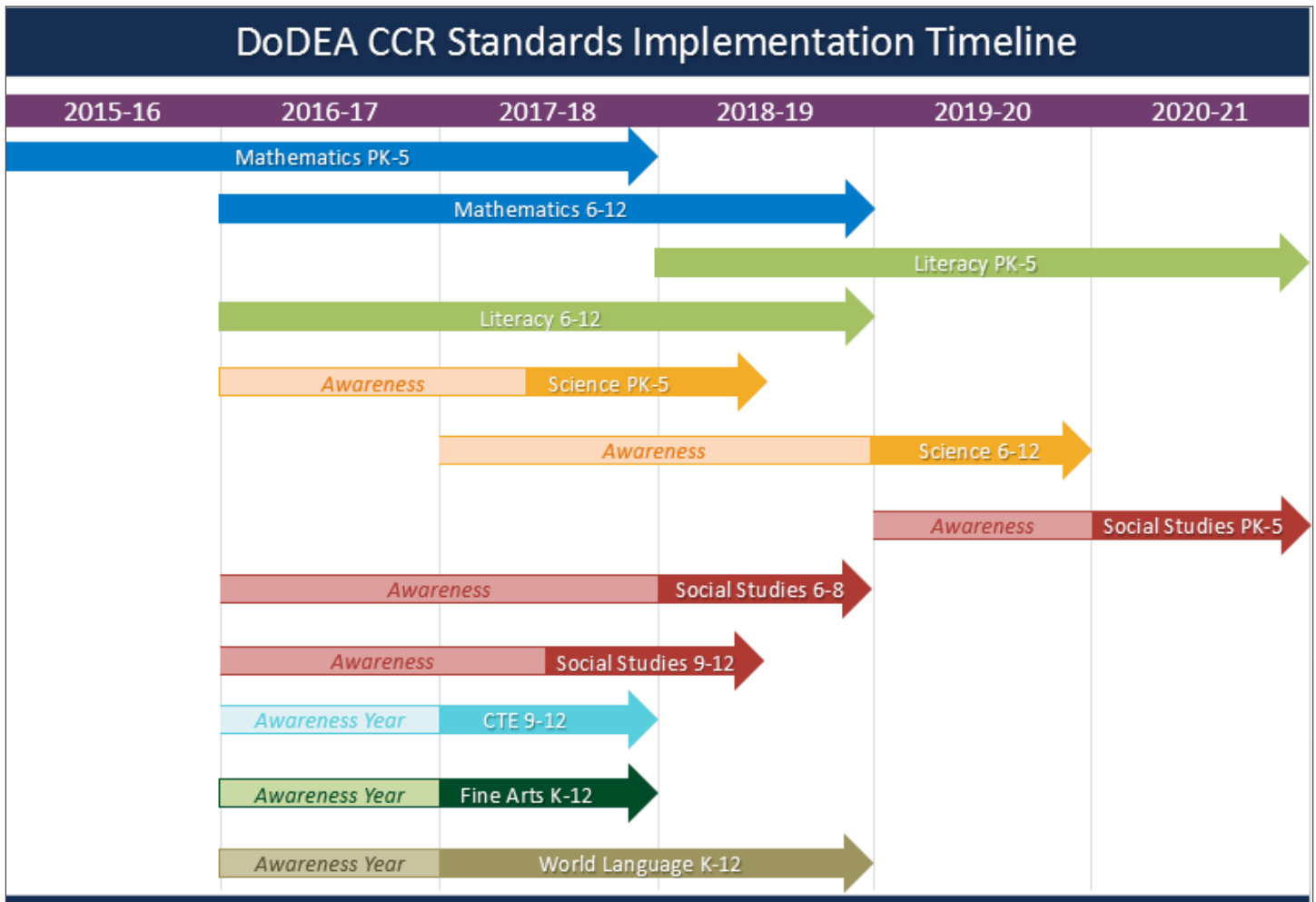
For administrators (instructional leaders), this priority provides:

- A common curriculum, instructional framework, and assessment system that cultivate the establishment of school professional learning communities and the ability to collaborate and share instructional best practices with other DoDEA schools.

For parents, this priority provides:

- Clearer expectations for student learning and encouragement for parents to work with teachers to motivate and help students meet the higher academic standards.
- Consistency for their child when transitioning between schools, minimizing the likelihood that a student will either repeat or miss opportunities to learn essential grade-level and/or content area skills and knowledge.

FIGURE I: DODEA'S CCR STANDARDS IMPLEMENTATION TIMELINE



Instructional Shifts

DoDEA supported the roll-out of CCRS with professional learning intended not only to familiarize teachers with the new standards, but to teach them new instructional strategies that enable students to achieve a deeper understanding of the material. Over 3,383 educators received more than 223,278 hours of professional learning around the PK-5 Math standards and 3,639 educators received over 109,107 hours around grades 6-12 Math and Literacy. In pursuit of continuous improvement, DoDEA assessed the implementation processes on an ongoing basis and has been responsive to teacher feedback.

DoDEA Comprehensive Assessment System

DoDEA developed the DoDEA Comprehensive Assessment System (DoDEA CAS) to assess students’ progress towards mastery of the CCRS. DoDEA CAS includes all of DoDEA’s system-wide assessments. These assessments provide necessary information about student learning to teachers, parents, and DoDEA. This information is critical for teachers as they provide individualized instruction to students; for parents as they support their students; and for DoDEA as it sustains system-wide accountability and continuous improvement.

As a part of DoDEA CAS’s emphasis on assessing student progress on the CCRS, DoDEA discontinued use of the TerraNova, 3rd Edition, Multiple Assessments in 2017 and has contracted to administer the Partnership for

Assessment of Readiness for College and Careers (PARCC) assessment in the Spring of 2018. This is an important and necessary change in support of student learning. While the TerraNova provided DoDEA with a basis to compare the academic performance of DoDEA students to other student around the country, it was not directly tied to DoDEA's new standards. As a result, DoDEA did not have a systemic tool to assess students' progress towards achieving mastery of the standards. The PARCC suite of assessments is aligned to the CCRS standards and will eliminate that concern.

The implementation of the PARCC is a multi-stage process. During May of 2017, a task group was formed from staff across DoDEA to develop recommendations on the systemic implementation of the PARCC assessments. The implementation has also been supported by technology infrastructure trials, the first of which was completed in April of 2017 and the second is planned for early 2018.

DoDEA has made significant progress towards aligning its curriculum, instruction, and assessment to the CCRS during the course of the CSP. While there is more work to be accomplished, the work that has been completed has prepared DoDEA's students for success in both college and career.



COLLEGE AND CAREER READY
A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

Priority 2: The establishment of an organizational structure with the capacity to effectively manage, operate, and sustain a high-quality, worldwide, unified Pre-K-12 school system

DoDEA's vision-to be among the world's leaders in education-is founded on a standards based education model where all component parts are developed and aligned to enable students to meet high academic expectations. In 2014, DoDEA identified two key strategic priorities to elevate and support students' academic success: CCR and RSA.

Beginning in the 2015-2016 school year, DoDEA began to implement the College and Career Readiness priority focusing on standards that are infused with rigor and relevancy, and a common standards-aligned curriculum, instructional framework, and assessment system. At the same time, DoDEA introduced Restructuring for Student Achievement to establish the organizational capacity to uniformly improve student achievement and school operations. This priority focuses on centralizing key above-school level education positions, and financial and business operations functions required to support schools, teachers, and students, while providing districts and schools with responsive resources across their dispersed locations.



DoDEA's strategic priorities – College and Career Readiness (CCR) and Restructuring for Student Achievement – were informed by study of area, district, and school-level operations made by Director Tom Brady and DoDEA senior leadership. The analysis considered DoDEA's Community Strategic Plan, information from an independent study of DoDEA's above-school level structure, as well as best practices from high performing public stateside school districts. Together these elements revealed opportunities to strengthen roles and functions consistent with traditional State and Local Education Agencies that typically administer public schools. DoDEA's RSA priority specifically focuses on reorganizing the above-school level structure to improve performance of key education, financial, and business support functions thereby allowing DoDEA to implement an aligned standards-based school system (College and Career Ready standards and curriculum).

As background, State Education Agencies (SEA) typically set policy and regulations, ensure compliance with federal and state laws, acquire and distribute funding, assess Local Education Agency (LEA) and school performance, and monitor under-performing schools. Local Education Agencies typically operate schools, enforce federal and state laws, policies, and standards, develop and implement local educational policies and curriculum, hire and supervise teaching staff, and provide funding to local schools.

To strengthen key SEA and LEA roles, DoDEA utilized RSA to improve performance of the following SEA/LEA functions:

- Policy, standards, and evaluation methods
- System-wide accountability and targeted support for identified needs
- Compliance monitoring
- Scope and sequence for instruction
- Curriculum development
- Pacing guides
- Professional development

Above-School Level Changes

RSA impacted less than 10 percent of the DoDEA workforce - to include a portion of above-school level staff at all organizational levels (Headquarters, regional (area), and district). While DoDEA consolidated districts - from 14 to eight - RSA was more than an exercise in redistricting. RSA was designed to shorten the path between schools and the resources schools need to help students and teachers in the classroom. To achieve this, RSA created Centers for Instructional Leadership (CILs) and Forward Integrated Support Teams (FIST).

Centers for Instructional Leadership

The Centers for Instructional Leadership (CILs), led by a Director for Student Excellence and a Chief of Instructional Leadership Development, were designed to provide schools and teachers with appropriate educational and professional development support. Located in Peachtree City, Georgia; Sembach, Germany; and Torii Station, Okinawa, each CIL hub supports a DoDEA region by providing targeted and timely professional development to staff, establishing leadership pathways for teachers and school leaders, ensuring consistency and conformity for DoDEA initiatives, and addressing skill gaps for district program support staff and instructional leaders.

Forward Integrated Support Team

The Forward Integrated Support Teams (FISTs) provide necessary financial and business operations and support resources to regions and districts. These teams will specifically enable district superintendents to focus their time on educational priorities by relieving them of operational tasks. Superintendents will continue to direct resources and provide critical input; however, FIST resources execute functional tasks thereby allowing superintendents to focus on mission-critical initiatives.

Prior to RSA, DoDEA operated as three separate Area-led systems of schools and not as a unified school system. As a result, DoDEA was not able to provide a consistent and aligned educational experience to its highly mobile student population. This challenge was addressed by Priority 2 in Volume 2 of the CSP. The primary purpose of Priority 2 was to establish DoDEA's capacity to develop, implement, and sustain a high-quality, standards-based educational system.

In Volume II of the CSP, Director Brady asserted his commitment to build upon the work that had already begun to establish the organizational capacity to uniformly improve student achievement and school operations. In October of 2012, DoDEA commissioned a Strategic Rebalancing Study to be conducted by Booz Allen Hamilton in partnership with the Council of Chief States Schools Officers. The purpose of the study was twofold; to assess DoDEA's existing organizational structure and to recommend alternative structures that would enhance DoDEA's above school-level educational capacity and operational support to school-level staff and students around the world.

Structural Changes to Support Student Achievement

The structure DoDEA decided to implement to build the capacity reflected leading educational practices of U.S. public school systems and were tailored to meet DoDEA's unique requirements as a worldwide organization. There were eight requirements that the restructuring would aim to improve through a holistic change.

- 1. Establish system-wide standardization.** Create one school system with consistent policy, quality educational programs, and effective/efficient business functions.
- 2. Increase organization accountability.** Manage, measure, and assess DoDEA's performance (e.g., school, personnel, initiatives) to ensure organization accountability.
- 3. Maximize workforce capacity.** Enhance DoDEA's ability to develop and manage its workforce effectively.
- 4. Streamline command and control.** Minimize reporting layers and standardize reporting structure to decrease variance.
- 5. Prioritize and rebalance resources to reflect organization's mission and priorities.** Prioritize and dedicate resources to mission functions (e.g., curriculum and instruction, accountability, performance, professional development). The new structure must also support the strategic priorities outlined in the CSP: (1) Student Excellence; (2) School Excellence; (3) Talent Excellence; (4) Organizational Excellence; and (5) Outreach Excellence.
- 6. Redefine echelon roles.** Establish consistency by clarifying roles and responsibilities, and by centralizing the planning function at one echelon to reduce variation across districts. DoDEA HQ must always function as the SEA to ensure policies, standards, and assessments are centralized and consistent. RSA redefined and clarified the LEA role (i.e. development and curriculum and instruction, day-to-day oversight and operation of schools) as well.
- 7. Effectively manage geographic footprint.** Maintain a geographic presence, but limit that presence to those functions whose customers require timely responses or whose work requires understanding of host country environment.
- 8. Enhance service support to schools.** Provide consistent, comprehensive support to schools, across both educational and operational functions.

Implementation of Restructuring for Student Achievement

DoDEA implemented a three-phased plan over three years. Within the Education Directorate, 23 new curriculum specialist positions were established. This increased capacity is critical to the development and sustainment of CCRS. Also within Headquarters, the Performance and Accountability Directorate was developed to sustain a system-wide accountability system. Two new Divisions: Capabilities and Initiatives and the Office of Investigations and Internal Review were created. Capabilities and Initiatives is responsible for the development of the organization's strategic plan, monitoring and reporting organizational performance, driving process improvement, monitoring project implementation, and development of a strategic talent management system. Investigations and Internal Review is responsible for monitoring, assessing and mitigating risk, implementing and reporting internal controls and conducting audits and investigations.

Additional realignments were made to support schools. Human Resources was redesigned into Regional Support Teams to provide assistance directly to the Regions. The Diversity Management and Equal Opportunity Division was expanded and an office of Civil Rights was created to ensure equity at every level throughout the Activity.

Region offices were realigned and are led by a Director of Student Excellence (DSEs). The DSE positions work collaboratively together under the guidance of the Director and are responsible for the education of the military connected children and the operation of the school districts within their area of responsibility. DSEs are integral to our successful community partnerships, especially with our Garrison Commanders and Combatant Commands. Additionally, DSEs are responsible for overseeing the three new Regional Centers for Instructional Leadership (CIL). CILs are responsible for developing high-impact educational leaders in their pursuit of excellence and equity. In developing the CILs, DoDEA looked to leading state and local education agency practices to identify the best and most innovative practices in education. The CILs work collaboratively with their Headquarters Education Directorate and other stakeholder partners to create world-class professional learning experiences for instructional leaders to promote student achievement.

Another important structural change under RSA was the reduction of District offices from fourteen to eight. The key roles of the Districts were redesigned to focus on the education mission. The purpose of District offices is to manage day-to-day district and school operations by 1) Providing a safe environment that is conducive to student learning and 2) Ensuring the effective delivery of curriculum, instruction, and DoDEA programs in order to improve student achievement. Each District is led by a Superintendent and is supported by Community Superintendents to assist schools located at greater distances from the District offices.

In order to provide expertise closest to the schools where it is needed, 103 Instructional Support Specialists (ISS) positions were realigned and relocated from the Region offices to the District offices. In this new structure, ISSs are best positioned to engage and support teachers and school administrators. With this proximity, ISS are close at hand to support DoDEA's first priority, the shift to CCRS.

A final significant structural change that resulted from RSA was the creation of the Forward Integrated Support Teams (FISTs). The first priority of DoDEA school administrators and superintendents is student achievement. The day-to-day operational concerns of schools and Districts take precious time away from addressing those needs. In order to ensure that school administrators and superintendents have the time they need, FISTs were designed to provide financial and business operations support resources to Regions and Districts. Under RSA, the FISTs are centrally managed from Headquarters to provide consistent policies and procedures across DoDEA.

Overcoming Challenges

After careful consideration, DoDEA determined that a Reduction in Force (RIF) was necessary to meet its mission-based workforce requirements. RSA was carried out using a phased approach. As a result, DoDEA conducted two RIFs: the first in 2016 for above school level educator staffing and the second in 2017 for above school level non-educator staffing.

Even when a RIF is conducted without major challenges, it represents a stressful and uncertain time for employees. When unforeseen challenges do occur, as was the case in the Phase II Finance and Business Operations RIF, the experience can cause a great deal of anxiety and stress for employees and the organization. The first challenge was the decision made by the Department of Defense to de-layer. In his July 24, 2015 memorandum, Deputy Defense Secretary Robert Work called for the Deputy Chief Management Officer to rationalize and delayer the management structure of the Office of the Secretary of Defense and associated Defense Agencies and DoD Field Activities.² In a subsequent February 23, 2016 memo, Deputy Defense Secretary Work enacted a hiring freeze to be placed on civilian hiring actions, barring approved exceptions, until the components delayering plans were approved. As a result, DoDEA was required to alter the plans for the new above school level structure that had been originally designed causing the rollout and implementation of RSA to be delayed.

An additional challenge to RIF came in late December of 2016. As a part of its workforce shaping strategy, DoDEA offered employees the opportunity to apply for the Voluntary Early Retirement (VERA) or Voluntary Separation Incentive Payment (VSIP). DoDEA used these tools in order to minimize the potential for involuntary separations as a result of restructuring and to provide vacancies to reshape the workforce. DoDEA made offers up to the maximum allowable amount of \$25,000. However, shortly after the offers were accepted by employees, the National Defense Authorization Act (NDAA17) was implemented which increased the maximum allowable amount to \$40,000.³ The timing of the VERA/VSIP changes created confusion among employees who were already burdened with the stress that naturally occurs during a large organizational change.

In January of 2017, the Department of Defense (DoD) released changes to section 1101 of the National Defense Authorization Act (NDAA) requiring that in a RIF, the determination of employee separations are based primarily on performance as opposed to employee length of service, which was previously the case. These changes occurred as DoDEA was prepared to execute the Phase II RSA RIF for above school level non-educator staff. To complicate matters, DoDEA was the first DoD organization to conduct a RIF under the new requirements so there were no leading practices established from which DoDEA could learn, and no automated software tools to facilitate the complex process. Ultimately, these changes delayed the RIF, compounding the stress and uncertainty for employees.

Evidence of Success

DoDEA completed all three phases of the restructuring in July of 2017. While DoDEA is still working through some challenges that remain as a result of the restructuring, benefits of the new structure are already tangible: fewer barriers between schools and the resources they need, more opportunities for professional development, and more time for administrators to engage in instructional leadership.

Moreover, in 2016, industry leaders twice recognized DoDEA and DoDEA's Director, Mr. Thomas Brady, for excellence in innovation and change management exhibited as a part of the RSA strategy.

Chief Learning Officer magazine awarded a 2016 Learning in Practice Innovation Award (Bronze) to DoDEA Director Mr. Thomas Brady and the Department of Defense Education Activity. The award recognizes learning leaders who demonstrate excellence in the design and delivery of employee development programs through a combination of qualities such as leadership, vision, business acumen, and strategic alignment. The award recognizes leaders and organizations that focus on currency and innovation of talent, designed to advance the practice of learning and developing.



In 2016, Mr. Thomas Brady was recognized at the annual Training Officers Consortium (TOC) Distinguished Service Awards Program for DoDEA's efforts to reorganize its structure in support of student achievement. Mr. Brady and DoDEA received the prestigious Change Management Award, which is presented each year to an individual, team, or agency that has made significant accomplishments through training or facilitating a program or agency through a change management process.

Ultimately, as a result of RSA, DoDEA is better able to support schools by enabling educational leaders to focus on instructional leadership and increasing capacity for principals and above school level educators. This was accomplished through a number of above school level structural changes and changes in practice.

STRATEGIC GOALS

DoDEA's Community Strategic Plan outlined five Strategic Goals that must be accomplished in order for DoDEA to fulfill its Mission. Each Strategic Goal created a distinct area of focus:

Goal 1: Student Excellence

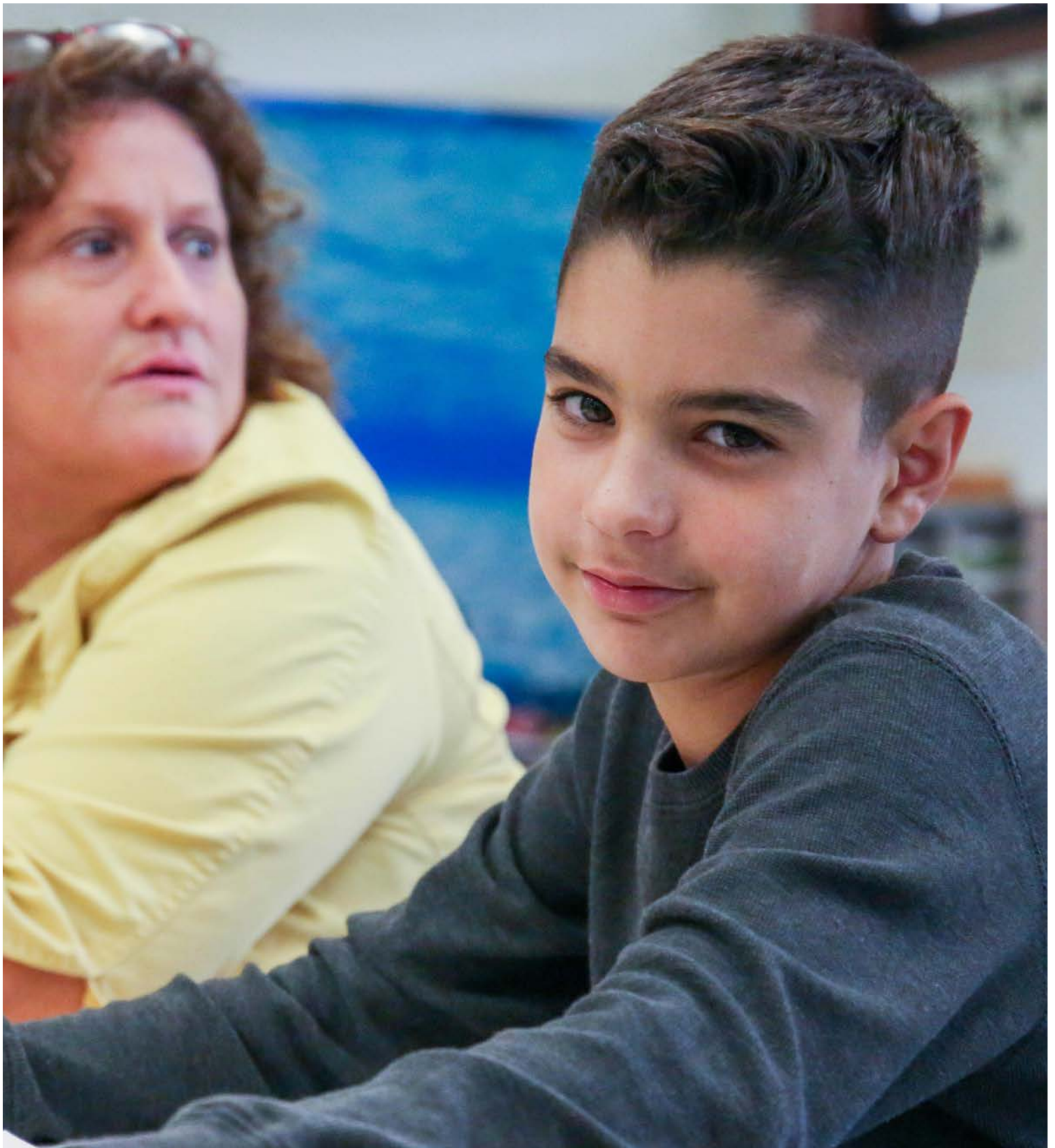
Goal 2: School Excellence

Goal 3: Talent Excellence

Goal 4: Organizational Excellence

Goal 5: Outreach Excellence.

While Director Brady provided a narrower focus to two priorities, there were still significant accomplishments within the established goals. This section highlights the major accomplishments made toward each Goal during the course of the CSP.



GOAL I- STUDENT EXCELLENCE

Goal I- Student Excellence

Challenge each student to maximize his or her potential and to excel academically, socially, emotionally, and physically for life, college, and career readiness

Measuring Success on System Wide Assessments

DoDEA's system-wide assessments are important indicators of progress towards continuous improvement goals. From SY 2013/14 through SY 2016/17, DoDEA gave the TerraNova3 Multiple Assessments for Math, Science, Reading, Language, and Social Studies to its third through eighth grade students. DoDEA set an ambitious goal for student achievement around the system-wide assessment;

At least 80% of DoDEA students in grades three through nine (overall and by ethnic, racial, and special services subgroups) will score in the top two quarters and no more than 5% in the bottom quarter on the system-wide standardized assessment in math, science, reading, language arts, and social studies.

While DoDEA did not meet the goal of 80% of students scoring in the top two quarters, the percentage of students scoring in the top two quarters increased slightly, less than 5%, across all subject areas. Moreover, the percentage of students scoring in the bottom quarter decreased by 1% or less in all subject areas with the exception of reading where there was an increase of .3%.

Most notably, DoDEA made significant progress towards eliminating differences in performance between White, Black/African American, and Hispanic/Latino students in all five subject areas. This progress is primarily due to substantial gains made by non-White students over the last five years. Additionally, the Terra Nova results from the final administration yielded no evidence of gender based achievement gaps. These are remarkable achievements and highlight DoDEA's commitment to excellence. Detailed results are available in Tables 1-10 of the Appendix.

Reading to Learn

A student's third grade reading level is an important early indicator of his or her future academic success. DoDEA assigned a performance measure specifically to assess student reading level. DoDEA gave 3rd grade students the Benchmark Assessment System (BAS) and used the results of the assessment to identify students who did not reach the benchmark and to ensure those students received the appropriate interventions and support to help them progress. The performance measure states:

All 3rd grade students will meet or exceed the end-of-year, grade-level independent reading proficiency benchmark.

DoDEA did not attain the goal set in the performance measure with 71.7% of students reaching the independent reading level by the end of 3rd grade. However, meaningful progress was made. Between SY 2012/13 and SY 2016/17, 7.1% more 3rd grade students met the benchmark.

This achievement is more remarkable when considering the notable increase in the number of English-language learners (ELL) and special needs students taking the assessment over the course of the CSP. However, it is important to note that the difference between White, Black/African American, and Hispanic/Latino students increased by approximately 3%. More detailed information is available in Table 11 of the Appendix. The implementation of the more rigorous English language arts college and career ready standards will also help to improve this effort. More comprehensive work is needed in this area and will be reflected in the next iteration of the strategic plan.

Assessing College Readiness

DoDEA uses multiple measures to assess the college readiness of its students including the SAT, ACT, and PSAT. DoDEA set Performance Measures to assess the participation of its students in these assessments as well as their progress towards achieving the college ready benchmark.

SAT & ACT Participation

Participation in a college entrance exam is an important expectation for high school students in their matriculation to post-secondary education. DoDEA set the following Performance Measures around participation:

85% of each graduating class will take the SAT and/or the ACT.

DoDEA made progress towards, but did not meet this goal, with 75.4% of the graduating class of 2017 taking either the SAT or ACT. However, it is important to note that DoDEA's participation rates for these assessments are well above the many large military impacted school districts. For example, in 2016, 56.9% of graduates in Killeen Independent School District in Texas, and in 2017, 38.3% for Cumberland County Schools in North Carolina took the SAT. More detailed information is available in Appendix Table 12.

College Readiness Benchmark

Reaching the college readiness benchmark on the ACT or SAT is a meaningful milestone for college-bound students in their academic career. Recognizing the importance of that milestone, DoDEA developed the following performance measure:

At least 55% of each graduating class that took the ACT (overall and by ethnic, racial, and special services subgroups) will achieve the ACT subject area benchmark scores.

At least 50% of each graduating class that took the SAT (overall and by ethnic, racial, and special services subgroups) will achieve the SAT college readiness benchmark combine score by the end of SY 2017-18.

In 2017, DoDEA exceeded its ACT performance measure goal for English and reading by 25.1% and 6.4% respectively. It did not meet the 55% goal for math where 52.3% of graduates met the benchmark or for science where 50.6% of graduates met the benchmark. Regarding the SAT, comparisons of the percentages of students achieving the benchmark between 2017 and previous years cannot be made due to changes in assessment made by the College Board. That being said, 2017 results can still be measured against DoDEA's performance measure goal of 50%. DoDEA exceeded its goal with 53% of students meeting both the Evidence Based Reading and Writing (EBRW) and Math benchmarks for the assessment.

Overall, DoDEA outperformed the national average on each ACT subtest and performed comparably to the nation on the SAT in 2017. However, it is important to note the persistence of racial and ethnic achievement gaps in ACT and SAT performance. While the strength of these gaps is not consistent across all subtests, there remains significant room for improvement. DoDEA is committed to ensuring equity for all students and will use these data to inform its continuous improvement strategy.

PSAT Participation & Benchmark

The PSAT is a first step towards admission to a college or university. Between 2015 and 2016, the College Board changed the PSAT assessment making comparability between the assessments taken after 2015 impossible to those taken before 2015. However, this does not negate comparisons within those time frames or participation rates across all years. In the CSP, DoDEA set a performance measure for:

At least 95% of 10th and 11th grade students will take the PSAT each year; and 50% of annual test takers will achieve the PSAT grade-level CCR benchmark composite score.

Across DoDEA, 85.4% of students took the PSAT in SY 2016/17 missing the stated 95% goal. Additionally, in the 2017 administration, 39.5% of DoDEA students met the PSAT benchmark again, missing the goal of 50%. Moreover, significant gaps between racial and ethnic groups do appear with 48.9% of White students, 21.1% of Black/African American students, and 21.1% of Hispanic/Latino students, meeting the mark.

These trends for School Year 2017/18 present a challenge that DoDEA will address in its next strategic plan.

Working Towards Post-Secondary Success

Students who participate in Advanced Placement (AP) course-work and achieve a score of 3 or above on the AP exam can earn college credit during high school. However, the benefits of participation in the rigorous AP program can extend even to those students who do not earn a score of three or above on the assessment.

At least 30% of all high school students will take at least one AP class each year; 60% of annual AP exams will receive a score of 3 or above; and 60% of high school graduates will have taken at least one AP exam during their high school career.

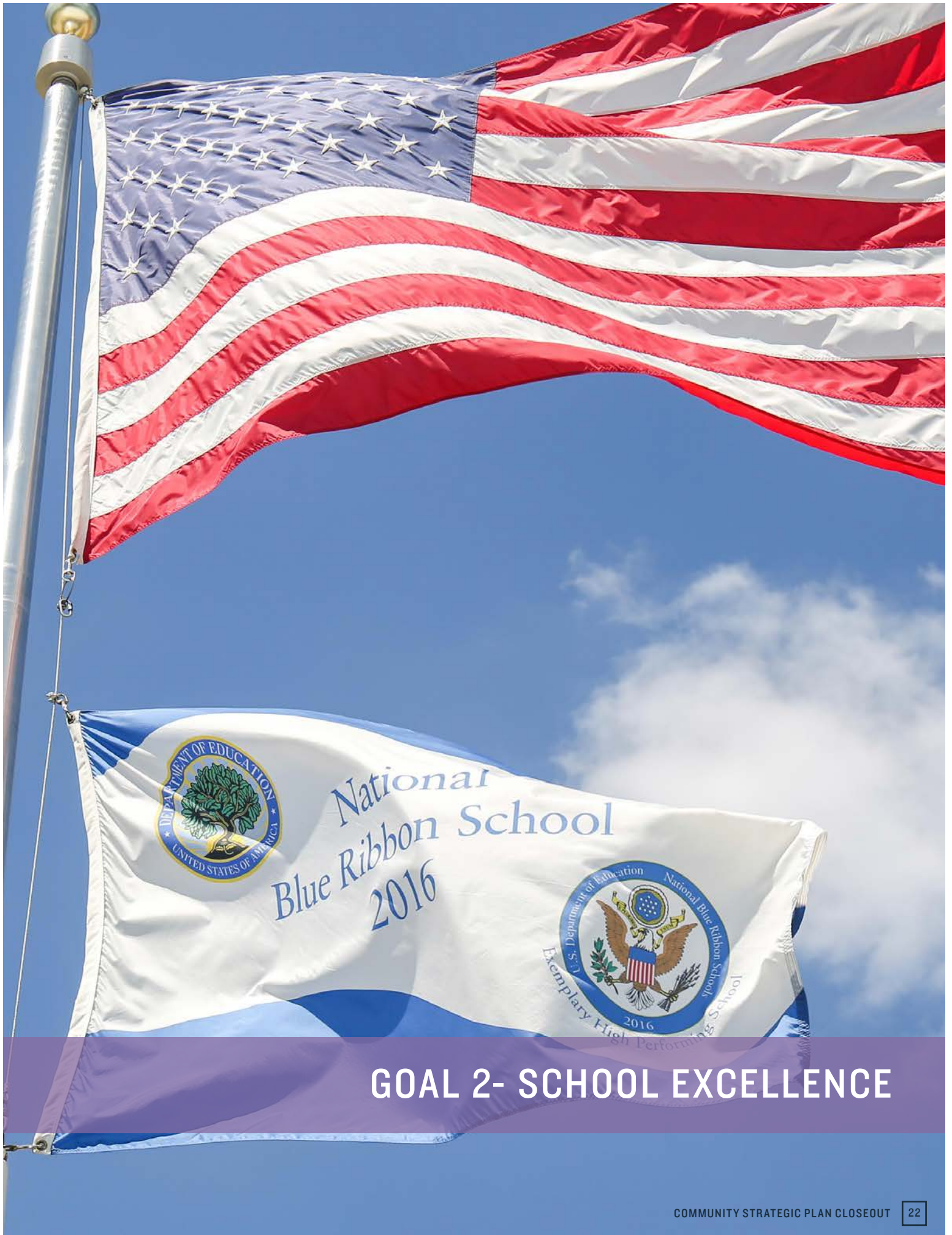
DoDEA made progress towards each of these metrics. By 2017, 27.9% of high school students took at least one AP test. This represents an increase of 7.6%, but fails to meet the 30% goal. DoDEA also made progress towards, but fell short of goal for the percentage of AP exams that receive a 3 or above with 56.6% of students scoring in this range. Finally, DoDEA did meet the final AP benchmark with 61.3% of students taking at least one AP class during their high school career. Participation in AP coursework and earning college credit while in high school can help motivate students towards future collegiate success and is a meaningful accomplishment for a high school student.

Earning High School Degrees with Distinction

In the interest of providing high school students with challenging academic opportunities, DoDEA offers honors and International Baccalaureate (IB) diplomas (available at Bahrain Elementary/High School only). In order to encourage participation in these rigorous programs, DoDEA developed a performance measure to assess DoDEA's progress.

At least 15% of graduating seniors will be awarded an Honors and/or IB diploma

Across all students, DoDEA met this performance measure with 15.3% of students graduating in 2017 with an honors or IB diploma. However, Hispanic/Latino and White students were the only racial or ethnic subgroup who participated in sufficient numbers to compare as subgroups and approximately 7% more female students graduated with an honors or IB diploma than male students. While DoDEA attained this important goal, there is more work to be done around equity for Black/African American and other racial or ethnic groups and male students. This information will be used to inform the next strategic plan.



GOAL 2- SCHOOL EXCELLENCE

Goal 2- School Excellence

Develop and sustain each school to be high-performing within an environment of innovation, collaboration, continuous renewal and caring relationships.

Honoring DoDEA's Blue Ribbon Schools

Since 2012, the United States Department of Education has identified over 17 DoDEA schools as Blue Ribbon Schools. The National Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools that are identified as “Exemplary High Performing” or “Exemplary Achievement Gap Closing”. Being chosen as a Blue Ribbon School is a great honor for a school community and indicative of the commitment to excellence.

TABLE 2: DODEA BLUE RIBBON SCHOOLS

School Name	Year
Boeblingen Elementary Middle School	2012
Charles Turner Joy Elementary/Middle School	2012
SHAPE American Elementary School	2012
Kingsolver Elementary School	2013
Lakenheath Middle School	2013
Seoul American High School	2013
Aukamm Elementary School	2014
Matthew C. Perry Elementary School	2014
Bowley Elementary School	2015
Osan Middle School	2015
Wiesbaden Middle School	2015
McBride Elementary School	2016
Ramstein Middle School	2016
Seoul American Elementary School	2016
Killin Elementary School	2017
Patch Middle School	2017
West Point Elementary School	2017



Celebrating DoDEA's Green Ribbon Schools

The United States Department of Education designed the Green Ribbons Schools Program to recognize schools that strive for 21st century excellence in three achievement areas: Reduced Environmental Impacts and Costs, Improved Health and Wellness, and Effective Environmental and Sustainability Education. Six DoDEA schools have earned designation as Green Ribbon Schools. This honor illustrates the importance of environmental issues to DoDEA and serves as a teaching tool for students.

TABLE 3: DODEA GREEN RIBBON SCHOOLS

School Name	Year
Wiesbaden Middle School	2015
Charles P. Murray Elementary School	2015
Garmisch Elementary School	2016
Van Voorhis Elementary School	2016
Kimberly Hampton Primary School	2016
Tarrawa Terrace Elementary School	2017

Prioritizing Daily Attendance

Daily attendance is critical to student success. Skills build day by day and it can be challenging for teachers to identify skills that are missed by frequent or chronic absenteeism. A key strategic initiative achieved to support this was the publishing of DoDEA's Attendance Policy aligned with U.S. public schools policies, while still providing the flexibility needed to address the unique needs of military children and families. In the CSP, DoDEA identified high average daily attendance as a performance metric to indicate school quality.

All schools will meet or exceed the average daily school attendance rate of 93%

TABLE 4: DODEA ATTENDANCE

DODEA STATUS REPORT: 2013-2017 AVERAGE DAILY ATTENDANCE							
Percentage of All Schools That Met or Exceeded the Average Daily Attendance Rate of 93%							
DoDEA Schools Average Daily Attendance	% of Schools That Met or Exceeded the Average Daily Attendance Rate of 93%					DoDEA Goal All Schools Will Meet or Exceed the Average Daily Attendance Rate of 93%	
	2013 % of Schools that Met/Exceeded 93% ADA	2014 % of Schools that Met/Exceeded 93% ADA	2015 % of Schools that Met/Exceeded 93% ADA	2016 % of Schools that Met/Exceeded 93% ADA	2017 % of Schools that Met/Exceeded 93% ADA	DoDEA Change % of Schools That Met/Exceeded 93% ADA (2013-2017)	DoDEA Goal
All DoDEA	92.3	94.3	94.3	94.4	94.4	2.1	100%

In 2017, 94.4% of schools met the average daily attendance goal. Although 100% of schools were not able to achieve the mark, the high percentage of achievement indicates the value and strength of parental involvement and the value of education.

Innovating School Design

While 21st century teaching practices can be supported in any instructional setting, DoDEA designed its new facilities to easily accommodate those practices. In 2013, DoDEA was recognized for the innovative design of Kaiserslautern High School by Learning By Design Magazine with the Citation for Excellence award. Kaiserslautern High School was designed to provide maximum flexibility for teachers as they develop differentiated learning opportunities for students and to enhance collaboration spaces with design features such as movable walls and furniture.

Innovative Practices in Professional Development

In order to fully implement CCRS, teachers collaborate with their colleagues and make decisions that are informed by student data. Focused collaboration is 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. DoDEA is formally in its second year of system wide implementation of focused collaboration. Ultimately, these practices will create 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. DoDEA will strengthen these practices in its next strategic plan.

Ensuring Student Health

Protecting student health is essential for student learning and subsequently for DoDEA's success. DoDEA worked with the Surgeon Generals of all the Services and signed a Memorandum of Understanding whereby the Services agreed to provide installation-level training to DoDEA nurses on the administration of EpiPen injections. EpiPens are designed for use in emergencies to treat very serious allergic reactions. These agreements allowed DoDEA to have an EpiPen program and maintain a supply for the first time. These agreements bolstered DoDEA's ability to treat students suffering from life-threatening anaphylaxis making schools safer for students.

Maximizing Learning Per Square Foot

Over time, school and facilities age and require replacement. Since 2013, DoDEA has opened twenty-nine new campuses and one new District Superintendent’s Office. High quality school facilities can have a profoundly positive impact on students and teachers. The positive impacts include improved health, behavior, engagement, learning, achievement, and teacher retention. Of these new facilities, nine schools were designed using 21st Century building standards intended to accommodate CCRS instructional strategies. These investments confirm the DoD’s commitment to supporting student achievement.

TABLE 5: DODEA NEW SCHOOL CONSTRUCTION

2013	2014	2015	2016	2017
Humphreys Central ES	Mid-Atlantic DSO	Stuttgart HS	Osan ES	Spangdahlem HS opened in 2017- All in TEMP buildings, (move from Bitburg)
	Hampton PS	Crossroads ES	Hanscom MS	Diamond ES
	Ikego ES	Stuttgart ES	Marshall ES	Humphreys West ES
	Murray ES		McBride ES	Humphreys MS
	SHAPE ES		Antilles ES	Iwakuni MS
	SHAPE MS			Iwakuni ES
	Humphreys HS			Kingsolver ES/Pierce ES
				Perry HS
				Perry ES
				Yokota HS
				Daegu MHS
				Barkley ES

Supporting Special Education Students

Beginning in SY 2014-15, DoDEA began production of a legal newsletter to Special Education practitioners in the field. This new publication enhanced the knowledge of DoDEA SPED practitioners for the benefit of our SPED students. The newsletter keeps practitioners aware of any changes to the legal environment that might impact services to students.

Providing Quality School Facilities

DoDEA made significant progress towards its goal of having 90% of DoDEA school facilities achieve Q-1 or Q-2 condition rating on the DoDEA School Facilities Condition Index (FCI), indicating that the facilities met DoD’s acceptable condition standards. FCI is a financial measure of the funding needed to improve a facility’s condition to brand new. The guidelines are important to ensure that DoDEA students are educated in the best possible learning environments. Although, the goal was not reached, there was an increase of 26% from 38% in 2012 to 64% in 2017.

TABLE 6: DODEA SCHOOL FACILITIES RATINGS

Year	Q1 & Q2	Q3 & Q4	N Schools
2012	38%	62%	193
2013	43%	57%	197
2014	47%	53%	183
2015	54%	46%	173
2016	58%	42%	168
2017	64%	36%	166
2018	71%	29%	180

Projected

Legend-Q1: FCI 90% to 100% (Good) Q2: FCI 80% to 89% (Fair)
 Q3: FCI 60% - 79% (Poor) Q4: FCI 0% to 59% (Failing)



CONGRATULATIONS

Recipients of the

Presidential Award for Excellence in Mathematics and Science Teaching



GOAL 3- TALENT EXCELLENCE

Goal 3- Talent Excellence

Recruit, develop, and empower a diverse, high-performing team to maximize achievement for each student

Valuing Workforce Inclusion

As stated in DoDEA's Core Values, DoDEA believes that "diversity inspires excellence and innovation," DoDEA demonstrates its commitment to this value and benefits greatly from high quality employees who are retained.

Over the course of the CSP, DoDEA provided evidence of its commitment to diversity through its participation in the Workforce Recruitment Program (WRP). This program connects federal and private sector employers nationwide with highly motivated college students and recent graduates with disabilities who are eager to prove their abilities in the workplace through summer or permanent jobs. Since 2013, DoDEA has employed twenty-four WRP applicants. Three of DoDEA's WRP employees won the Judith C. Gilliom award for significant contributions to DoDEA and to the Department of Defense. They are Jason Warnoff (2013), Ann Kwong (2013), and Erika Hiler (2014).

DoDEA's commitment to inclusive workforce practices is rewarded by the quality of its employees. Over the course of the CSP, DoDEA employees have twice received the Outstanding DoD Employees and Service Members with Disabilities award. The award highlights the accomplishments and abilities of employees and service members with disabilities who have made significant contribution to and best demonstrate DoD's Core Values. In 2014, the award was received by Jennifer Weber, 5th grade teacher at Diamond Elementary and in 2017 by Cindy Templeton, retired DoDEA principal at Killin Elementary.

Developing Educator Leadership

Developing teacher and principal talent is critical to the teaching and learning of DoDEA students. DoDEA has provided evidence of its commitment to talent excellence through the Teacher and Principal of the Year programs. These programs are designed to recognize and develop individual talent, and to use those talents as a force multiplier to promote excellence in teaching, learning, and leading across DoDEA.

In 2016, DoDEA held its first annual Teacher of the Year Summit. The conference gathered together current and former DoDEA and District Teachers of the Year with the goal of promoting teacher leadership across DoDEA. At the 2017 conference, participants received training on teacher leadership and creating a data culture. They then created action plans detailing how they would implement what they learned and share their training with colleagues.

The success of the Teacher of the Year Program lead DoDEA to reinstitute the Principal of the Year program in 2017. Winners of the DoDEA Principal of the Year are eligible to receive a stipend for their school and to build their leadership skills by networking at national conferences.

Rewarding Committed Teachers

DoDEA teachers are committed to professional excellence. High quality teachers are the most important component in student achievement. The five DoDEA teachers who received the President's Award for Excellence in Math and Science stand as a testament to that commitment. The award is the nation's highest honor for teachers of Science, Technology, Engineering and Mathematics and recognizes those teachers who develop and implement high-quality instructional programs that are informed by content knowledge and enhance student learning. The award evaluates teachers using five dimensions:

- Mastery of content appropriate to grade level taught
- Use of instructional methods and strategies that are appropriate for the students in the classroom and that support student learning
- Effective use of student assessments to evaluate, monitor, and improve student learning
- Reflective practice and life-long learning to improve teaching and student learning
- Leadership in education outside the classroom

THOSE RECOGNIZED FOR THIS HONOR WERE:

Ryan Goodfellow (2013) Vilsek American High School
Jennifer Wilson (2013) Anderson Middle School
Bridget Lester (2014) Fort Rucker Primary School
Rebecca Sterett (2014) Ramstein Elementary School
Michal Turner (2015) Vicenza Middle School



A woman with brown hair and glasses, wearing a blue patterned top and a silver necklace, is seated at a table in a meeting. She is holding a pen and looking towards the right. In the foreground, the back of a person's head with long blonde hair and a hand resting on it is visible. In the background, a man with glasses is partially visible. The setting appears to be a conference room or meeting space with papers and a water bottle on the table.

GOAL 4- ORGANIZATIONAL EXCELLENCE

Goal 4- Organizational Excellence

Build a great, enduring, and responsive organization that provides the appropriate resources, direction, and services in pursuit of highest student achievement.

Creating High Quality Working Environments

Each year, the non-profit organization Partnership for Public Service publishes its ranking of the best places to work in the federal government. DoDEA set the performance measure target:

DoDEA will move into the top 50% of “Top Places to Work in the Federal Government” in the agency sub-component category (as measured by the Partnership for Public Service)

Although DoDEA did not reach the target, this may be explained by the significant challenges it has experienced over the last several years.

TABLE 6: DODEA RANKING ON TOP PLACES TO WORK IN THE FEDERAL GOVERNMENT INDEX

	2014	2015	2016	2017
Index Score	58	52.8	54.5	50.4
Rank	170	261	256	322
Total	315	320	305	339
Percentile	46%	18%	16%	5%

Defending Civil Rights

In 2016, DoDEA established a Civil Rights Steering Group to proactively identify best practices and create policies for students and employees that safeguard against discrimination based on sex, race, color, national origin, age, disability, religion, and reprisal. The membership of the group includes the DoDEA Director, senior leaders, and Headquarters Division Chiefs and reflects the seriousness of the group’s mandate. Since its inception the Steering Group has developed responses to sensitive issues that directly impact DoDEA students and employees.

Strengthening Internal Controls

Annually, DoDEA conducts the Enterprise Risk Management and Internal Control (ERM). The ERM is an assessment to determine if DoDEA’s system of controls is in compliance with the standards prescribed by the Comptroller General. The systems are rated using four criteria:

- Effectiveness and efficiency of operations
- Reliability of financial reporting
- Compliance with applicable laws and regulations
- Financial information systems are compliant with the FFMIA of 1996 (Public Law 104-208)
- DoDEA submits a Statement of Assurance to the Comptroller General summarizing the results of this assessment. In its Statement of Assurance from 2013-2017, DoDEA provided reasonable assurance that no material weaknesses were found providing evidence of DoDEA’s ongoing commitment to accuracy and integrity across the organization.

Refining Programs Through Internal Audits

Through its internal audits, DoDEA is constantly seeking ways to improve its processes and procedures to better support students. Since 2013, DoDEA has completed internal audits in a variety of areas: the Americas student meals program, the Government Purchase Card Program (GPCP), the hiring process, and the telework policy. The recommendations made resulted in meaningful improvements in process or compliance.

- Americas Student Meals Program: DoDEA addressed or is in the process of addressing all of the recommendations made by the audit including the development of a policy for collecting delinquent accounts, the creation of a non-appropriated funds instrumentality for inter and extra-District loans, and the creation of a staff assistance visit team to support field operations.
- Government Purchase Card: DoDEA made significant changes to the GPCP program to create efficiencies and consolidate purchases.
- Telework Policy: DoDEA developed a formal telework policy to guide telework practices across the school system.

Providing Quality Records Management

At any time, DoDEA retains fifty years of student records. Historically, paper copies of these records were maintained at various locations across the country. Processing an individual record or transcript request often took well over a month. In 2014, DoDEA digitized all available documents from the last fifty years and streamlined the record request process. Currently, the record request process takes approximately one week. This time savings can have a significant positive impact on the ability of a former student to apply for college admissions or a job.

Prioritizing Instruction and Creating OneDoDEA Through the Web

A school's website is a critical conduit for communication between the school and students, parents, and the community it serves. Moreover, a DoDEA school website is a part of the world wide community and needs to achieve two objectives: (1) to provide consistent messages to all stakeholders on organization-wide topics of interest, and (2) provide localized and timely information for each school. Taken together, this can present a heavy work load for schools and Districts and can take time away from student instruction. To mitigate the challenges, DoDEA made the shift to centrally manage over 200 school and District websites. While localities can add customized content specific to their schools, the task of web design and maintenance is now orchestrated by DoDEA Headquarters.

Increasing Communications

In an effort to continuously improve, DoDEA partnered with the National School Public Relations Association (NSPRA) in 2017 to conduct an audit of its current programming. NSPRA sought input from internal and external stakeholder groups to develop strategies and tactics to enhance communication with key audiences and improve the management of public relations, communications, and engagement activities for the school system. NSPRA notes five areas most in need of improvement:

- Increased opportunities for feedback from the field;
- Providing rationale behind decisions;
- Clear, consistent messaging;
- Timeliness of messaging/updates;
- More face-to-face opportunities with DoDEA leaders.

This report provides critical data elements that will drive actions in the next strategic plan and will sets a baseline for improvement.

Improving School Readiness

In 2017, DoDEA developed the School Readiness Report. The report is an evaluative tool used to assess each schools' readiness to conduct school operations for the upcoming or ongoing school year. Schools are assessed on eight capacity areas:

- School staffing
- School furniture and equipment
- School meal program
- School facility condition and capacity
- Bus transportation
- School IT systems and connectivity
- School Master and Student Schedules
- Classroom educational materials and equipment

These reports create a powerful visual aid for the rapid identification of capacity shortfalls so that mitigation plans can be developed and schools can have their critical needs addressed. As areas for improvement are identified in this new process, DoDEA will continue to refine and improve the school readiness reporting so that the positive impact increases.

Supporting Schools Through Comprehensive Policies

School systems require clear, consistent, and timely policies that provide relevant guidance for schools. Such policies help to create consistent expectations and experiences for employees and students. However, it was noted in the Strategic Rebalancing Study that DoDEA lacked updated policies. In order to address that gap, DoDEA assembled a policy-making board called the Issuance Focal Point Working Group. This group identifies critical policy needs and prioritizes the policies in “Director’s Top 10” and “Director’s Top 25” lists that name policies that must be updated within a calendar year. Thus far, the DoDEA Organization Regulation has been completed, and policies and programs for personnel accountability, evacuations, enterprise-wide alert notification system, organization and functions manual, school readiness reporting, DoDEA issuances, and the Unified Law are in development and are expected to be complete no later than April of 2018. The work of the Issuance Focal Point Working Group and the numerous subject matter experts supporting each policy represent a significant step towards creating a systemic approach to organizational guidance on critical issues. DoDEA issuances are available on DoDEA’s [Office of DoDEA Policy](#) webpage.

Exceeding Expectations in Contracting

The DoD establishes goals for the percentage of contracts that are awarded by competition and the percentage of contracts that are awarded to small businesses. These goals are designed to incentivize DoD entities to seek out the best value and to encourage the growth of small business.

TABLE 7: DODEA CONTRACTING AWARDS

Small Business Goal			Competition Goal	
	% Contracts Awarded to Small Business	% Small Business Contract Goal	% Contracts Competed	% Competition Goal
FY 13	39%	40%	86%	86%
FY 14	59%	40%	88%	72%
FY 15	48%	27%	73%	82%
FY 16	34%	27%	76%	85%
FY 17	30%	27%	74%	73%

DoDEA has exceeded its small business goals four out of the five years and has met or exceeded its competition goals three of five years of the CSP. This speaks to DoDEA’s commitment to excellence in contracting.

Managing Resources Efficiently

As a federal entity, it is incumbent upon DoDEA to be a responsible steward of federal funds. In order to assess any potential costs savings that could be made, DoDEA commissioned a study of contracted student transportation in the Americas. The study identified several areas of potential cost savings that could be explored while not compromising on student safety. DoDEA will use these findings to examine student transportation options that will maintain quality and result in cost savings to the government.

Aligning Resources

In accordance with DoD Chief Information Officer requirements to reduce the number of data centers, DoDEA adopted a single data center model for its servers. This model aligned resources and operations to work more efficiently. Although the full cost savings of this model will not be realized until Fiscal Year 2020, several efficiencies have already been noted. DoDEA was able to reduce its physical server inventory by 75%, from approximately 3,500 to 1,000. Further, the DoDEA Point of Presence on the commercial internet was reduced from 7 to 3 resulting in a cost savings of 1.3 million dollars.

Connecting the World Through Technology

Operating a school system within the DoD can present significant challenges, particularly in the area of technology. Most of the DoD policies are not written to support the needs of a school system. DoDEA found that the challenges of running a global IT system and the demands of handling policy were too much for any one person, and required very different skill sets. As such, DoDEA split the leadership role of IT assigning a Chief to focus on IT policy, and a Chief to manage the operations and infrastructure.

As a worldwide school system, DoDEA's information and technology demands require support 24 hours a day. To meet that need, DoDEA established a global operations center that operates 24 hours a day six days a week. The quality of service provided by the global operations center is monitored daily by IT leadership and includes metrics such as number of service requests open and closed, security vulnerabilities, power outages, IT personnel status, and other significant events from each Region.

Center for Early Dispute Resolution

DoDEA's Center for Early Dispute Resolution ("CEDR") was created with a dual purpose of addressing conflict early to minimize the negative effects of unresolved conflict in DoDEA (i.e. decreased productivity and morale, low information flow, poor relationships, low trust) and to help to resolve conflict that had escalated before it resulted in lengthy, expensive processes.

Within the past five years, CEDR has created programs aimed at enhancing the skills of DoDEA personnel to deal with conflict in healthier ways in the areas of special education (368 participants), in the workplace (313 participants), and in leadership (292 participants). It has provided 218 hours of leadership coaching to DoDEA leaders and has provided mediators and facilitators to help individuals and groups work through differences without escalation, applying those processes in special education conflict, in the workplace, and in conflict with contractors. CEDR provided support at many locations, at the request of DoDEA leadership, Directors for Student Excellence and Superintendents in situations of acute school stress, to understand the situation and provide options for deescalating the conflict and increasing understanding. It has worked with many groups facing difficult decisions or recognizing the need for enhanced teamwork to communicate more effectively and develop better working relationships. As a result of CEDR's services, leaders and staff are better equipped to address conflict situations in a constructive manner, permitting the mission to remain the focus. CEDR is an important resource available to all staff.



GOAL 5: OUTREACH EXCELLENCE

Goal 5: Outreach Excellence

Engaging Students in STEM Learning through Fun and Interactive Programs

One way DoDEA creates educational opportunities for military-connected students is by creating partnerships to bring innovative programs such as FMA Live!, Forces in Motion, into schools.

In partnership with the Presidential Joining Forces Initiative, DoDEA has worked with NASA and Honeywell to bring FMA Live! Forces in Motion, an educational science show that encourages students to explore science to military connected students across the nation. The educational program hopes to inspire middle school students to learn and enjoy math and science in a compelling, fun and memorable way and perhaps highlight possible, real-life science and engineering careers.

Each performance focuses on Newton's Universal Law of Gravity and Three Laws of Motion. Named after Newton's Second Law of Motion [Force equals Mass times Acceleration], FMA Live! uses music videos and interactive scientific demonstrations to teach and inspire students to pursue STEM careers.



Educating School Personnel in Best Practices to Meet the Needs of Military Connected Students.

DoDEA is fully committed to supporting military connected students both within and outside of DoDEA schools. In cooperation with Pennsylvania State University, DoDEA developed a website dedicated to supporting school personnel who work with military-connected students. The website includes resources to use within the school setting or to share with families. Resources include learning modules for school personnel, brochures, directories, printable handouts, information on informal strategies or formal programs that may assist school personnel and service providers working with military-connected students and families, and coaching for schools implementing these strategies and programs. These resources are available at <https://schoolresources.militaryfamilies.psu.edu>

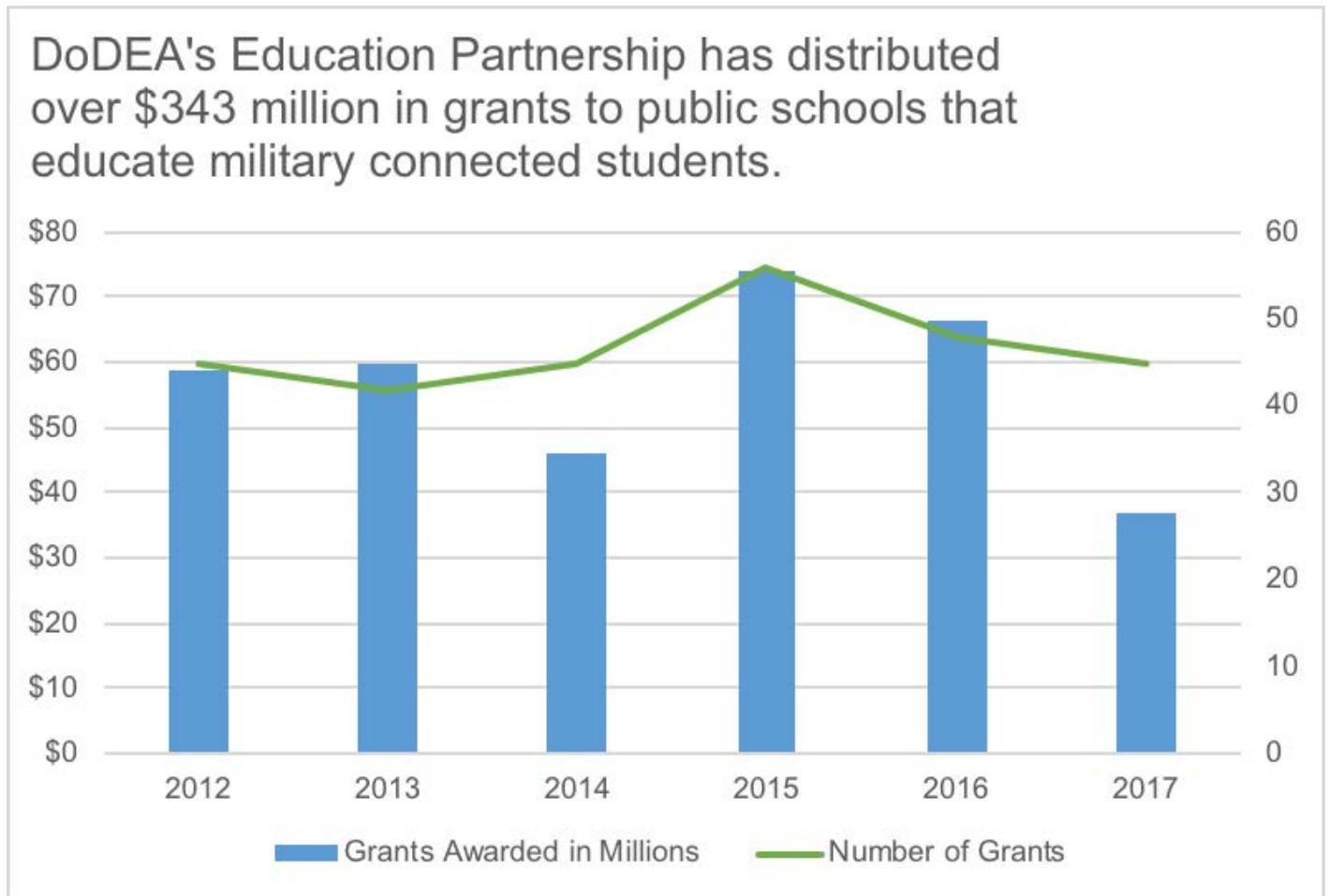
Supporting Communities Through Educational Partnership Grants

As a part of DoDEA's ongoing commitment to provide outreach to schools serving the children of military families, DoDEA's Education Partnership Division administers a grant program. The program is designed to support research-based strategies that enhance student achievement and ease the challenges that military children face due to their parents' military service. Since 2012, DoDEA has provided over 281 grants totaling over \$343 million to Local Education Agencies serving military-connected students. Data indicate that there is a significant improvement in student achievement, increased professional development for teachers, and enhanced social and emotional support.

DoDEA seeks to expand the impact of its Grants by sharing award-winning publications for educators that include portable, successful strategies to support military connected youth through the Evaluation and Technical Assistance Center. The site also spotlights its grantees best practices in supporting military connected youth which can be adopted by other school districts.

More information can be found at <https://schoolresources.militaryfamilies.psu.edu/>.

FIGURE 3: DODEA'S GRANT DISTRIBUTION



ACCOUNTABILITY

Over the course of the CSP, DoDEA made great progress towards the two strategic priorities and the strategic goals. While progress was reported through annually published School and District Report Cards and bi-annual briefings to the Dependents Education Council, DoDEA did not publish comprehensive updates in alignment with the CSP for its stakeholders at large. One reason DoDEA did not publish updates is that it lacked an entity tasked with monitoring and reporting on the CSP. This gap was identified as a part of Restructuring for Student Achievement and resulted in the creation of the Associate Director for Performance and Accountability and the Capabilities and Initiatives Division.

Lessons Learned

The CSP defined DoDEA's plan to fulfill its Mission: To Educate, Engage, and Empower each student to succeed in a dynamic world. The fruition of the CSP represents the tireless work of thousands of students, families, educators, professionals, and community members over the last five years. DoDEA's shift to CCRS, implementation of RSA, and progress towards each specific Goal represent a great step forward towards honoring DoDEA's commitment to military connected students.

However, the work is never done. DoDEA continuously seeks to improve and to find ways to better serve students. The last five years guided by the CSP have provided DoDEA with important lessons which will be reflected in the next iteration of the DoDEA strategic plan:

Focus on continuous improvement. DoDEA will implement a planning system that integrates planning, alignment of resources, and performance monitoring and management which will provide data for DoDEA's leaders to make informed decisions on the organization's progress and if any adjustments are needed.

Detailed plans outlining HOW the goals will be achieved. While DoDEA had ambitious goals set forth in the CSP, one reason we may not have achieved success in all areas could be attributed to the fact that we did not have a decisive plan for how to achieve those goals. Implementing an integrated planning system will be key to realizing success in our new strategic plan.

Accountability. We owe it to our students and stakeholders to provide regular and transparent updates on our progress toward meeting our goals.

Flexibility. The DoD and education environments change rapidly. We need a plan and process that allow us to make changes and be more responsive to emergencies, and changes in the DoD environments, and also provides us with the ability to take advantage of opportunities intrinsic to educating students.

CONCLUSION

Over the course of the CSP, DoDEA's educators and employees made significant progress towards its Mission to Educate, Engage, and Empower each student to succeed in a dynamic world. However, the work to ensure students have the skills they will need to meet the challenges of the future is never done. The close of the CSP highlighted several areas in which DoDEA must continue to improve to support student success.

Continue the Work Established by the Two Priorities: The two Priorities started DoDEA down a path aligning curriculum and instruction to the CCR standards and ensuring that DoDEA's above school level was structured properly to provide support for both schools and students. While much has been accomplished in both of these areas, more work remains. For Priority 1, DoDEA must continue the phased implementation approach to fully implement the standards to all grade levels and content areas. Further, while the work of Priority 2 has been accomplished, DoDEA must continue to assess its Human Capital needs and refine its professional development strategies and organizational structure accordingly.

Continue to Pursue Equity in Student Excellence: DoDEA must continue to pursue its student excellence goals. Progress has been made in many areas, but clear racial and ethnic gaps persist, particularly for high school students. It is essential that these gaps be addressed and remedied. Further, DoDEA must continue to prioritize student attendance. Although, DoDEA only narrowly missed this goal, regular attendance is essential for student success.

Continue to Advance towards School and Organizational Excellence: DoDEA must continue advancing towards School and Organizational Excellence by increasing the percentage of facilities that attain Q1 or Q2 ratings and continually striving to be among the best places to work in the federal government.

All children deserve an education that opens doors and gives them the chance not just to succeed but to exceed their own goals and aspirations. DoDEA's teachers and employees are fully committed to the success of students and schools. The drive of educators to meet the needs of all students will continue to push DoDEA forward to support all students to be college and career-ready and able to succeed in a diverse, global 21st century environment.

DoDEA did not, cannot, and will not, achieve this alone. An important part of every student's academic success is the engagement and involvement of families and community members. Thank you for your continued partnership to support all military connected students.

APPENDIX 1: STUDENT PERFORMANCE METRICS

Table 1: Terra Nova3 Math- Percentage of Grade 3-8 Students in Top Two National Quarters

DoDEA Students TN3 Math Subtest by Subgroup		Number of Students Scoring on 2017 Reading Subtest	% of DoDEA Students Scoring in Top Two National Quarters (51st-99th Percentile)					DoDEA Goal 80% or More of Students Scoring in Top Two Quarters (51st-99th Percentile)	
			2013 % of Students in Top 2 Quarters	2014 % of Students in Top 2 Quarters	2015 % of Students in Top 2 Quarters	2016 % of Students in Top 2 Quarters	2017 % of Students in Top 2 Quarters	DoDEA Change % of Students in Top 2 Quarters (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	32646	69.1	70.8	72.0	70.5	72.7	3.6	80
Grade Levels	Grade 3	6323	68.8	70.3	72.3	68.0	73.3	4.5	80
	Grade 4	6186	64.0	66.0	66.3	67.0	70.6	6.6	80
	Grade 5	5582	66.3	68.1	69.6	66.3	71.5	5.2	80
	Grade 6	5329	64.2	67.9	69.3	70.0	67.7	3.5	80
	Grade 7	4593	72.3	74.3	76.1	76.2	76.2	3.9	80
	Grade 8	4435	75.9	76.3	77.6	78.9	78.8	2.9	80
	Grade 9	n/a	75.6	76.4	76.4	n/a	n/a	n/a	80
	Grade 10	n/a	71.9	n/a	n/a	n/a	n/a	n/a	80
Gender	Female	16105	69.3	71.2	72.2	70.0	71.9	2.6	80
	Male	16343	68.9	70.4	71.9	70.9	73.5	4.6	80
Racial/Ethnic Groups	Hispanic/Latino	6722	63.1	65.8	66.8	65.4	68.0	4.9	80
	White	14391	75.4	76.2	77.5	76.1	78.2	2.8	80
	Black/African American	4093	52.1	54.2	54.8	52.1	55.4	3.3	80
	Asian	2019	79.5	79.7	81.7	80.3	81.4	1.9	80
	American Indian/Alaska Native	157	60.7	61.9	63.0	65.2	68.8	8.1	80
	Native Hawaiian or Other Pacific Island	545	59.0	66.5	67.3	65.8	69.0	10.0	80
	Biracial/Multiracial	3926	72.8	74.6	76.2	74.3	75.2	2.4	80
	Unknown or Decline to State	793	68.3	72.5	75.8	71.1	69.7	1.5	80
Special Services	IEP (Special Education)	3228	26.9	33.3	31.0	27.0	33.7	6.8	80
	ESL (English as a Second Language)	2338	47.0	51.7	42.1	51.4	55.6	8.6	80

Table 2: Terra Nova3 - Percentage of Grade 3-8 Students in Bottom National Quarter

DoDEA Students TN3 Math Subtest by Subgroup		Number of Students Scoring on 2017 Reading Subtest	% of DoDEA Students Scoring in Bottom National Quarter (1st-25th Percentile)					DoDEA Goal 5% or Less of Students Scoring in Bottom Quarter (1st-25th Percentile)	
			2013 % of Students in Bottom Quarter	2014 % of Students in Bottom Quarter	2015 % of Students in Bottom Quarter	2016 % of Students in Bottom Quarter	2017 % of Students in Bottom Quarter	DoDEA Change % of Students in Bottom Quarter (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	32646	9.6	8.6	8.0	8.8	8.9	-0.7	5
Grade Levels	Grade 3	6323	11.0	10.1	9.3	10.3	8.8	-2.2	5
	Grade 4	6186	13.4	11.4	11.8	12.2	10.3	-3.2	5
	Grade 5	5582	10.5	9.9	8.8	10.8	9.5	-1.0	5
	Grade 6	5329	10.7	9.5	8.6	8.8	11.1	0.5	5
	Grade 7	4593	6.5	6.0	5.3	5.0	6.7	0.2	5
	Grade 8	4435	5.3	4.5	4.1	3.9	5.9	0.6	5
	Grade 9	n/a	7.2	6.9	6.1	n/a	n/a	n/a	5
	Grade 10	n/a	9.0	n/a	n/a	n/a	n/a	n/a	5
Gender	Female	16105	8.8	7.9	7.3	8.6	8.6	-0.2	5
	Male	16343	10.4	9.4	8.8	9.1	9.1	-1.3	5
Racial/Ethnic Groups	Hispanic/Latino	6722	11.3	10.1	9.9	10.6	10.7	-0.6	5
	White	14391	7.2	6.7	5.9	6.6	6.5	-0.8	5
	Black/African American	4093	17.6	15.6	15.1	16.9	16.5	-1.1	5
	Asian	2019	5.2	5.0	3.9	4.5	5.6	0.4	5
	American Indian/Alaska Native	157	13.1	10.5	9.9	8.9	10.2	-2.9	5
	Native Hawaiian or Other Pacific Island	545	12.3	8.9	9.7	10.2	11.6	-0.7	5
	Biracial/Multiracial	3926	7.8	6.8	6.5	7.5	7.8	0.0	5
	Unknown or Decline to State	793	9.8	8.1	7.7	3.9	9.2	-0.6	5
Special Services	IEP (Special Education)	3228	42.7	35.6	36.9	40.8	38.0	-4.7	5
	ESL (English as a Second Language)	2338	18.5	16.0	15.9	15.7	15.4	-3.1	5

Table 3: Terra Nova3 Science- Percentage of Grade 3-8 Students in Top Two National Quarters

DoDEA Students TN3 Science Subtest by Subgroup		Number of Students Scoring on 2017 Reading Subtest	% of DoDEA Students Scoring in Top Two National Quarters (51st-99th Percentile)					DoDEA Goal 80% or More of Students Scoring in Top Two Quarters (51st-99th Percentile)	
			2013 % of Students in Top 2 Quarters	2014 % of Students in Top 2 Quarters	2015 % of Students in Top 2 Quarters	2016 % of Students in Top 2 Quarters	2017 % of Students in Top 2 Quarters	DoDEA Change % of Students in Top 2 Quarters (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	32614	75.0	75.9	77.1	77.7	79.3	4.3	80
Grade Levels	Grade 3	6324	77.0	78.4	78.2	79.8	82.8	5.8	80
	Grade 4	6181	68.5	71.4	72.2	72.7	76.1	7.6	80
	Grade 5	5586	74.5	74.5	76.7	76.5	78.7	4.1	80
	Grade 6	5314	72.9	74.0	75.9	76.8	77.8	4.9	80
	Grade 7	4585	73.8	76.9	77.0	78.4	78.3	4.5	80
	Grade 8	4426	79.7	78.7	82.1	83.1	82.3	2.6	80
	Grade 9	n/a	79.3	79.6	79.6	n/a	n/a	n/a	80
	Grade 10	n/a	77.6	n/a	n/a	n/a	n/a	n/a	80
Gender	Female	16083	73.8	75.3	76.4	77.1	78.9	5.1	80
	Male	16333	76.0	76.5	77.8	78.3	79.7	3.7	80
Racial/Ethnic Groups	Hispanic/Latino	6713	70.7	71.8	72.2	73.9	75.0	4.3	80
	White	14368	82.2	82.6	83.7	84.2	85.4	3.3	80
	Black/African American	4092	59.0	60.3	62.1	61.7	64.7	5.7	80
	Asian	2021	75.2	77.1	78.7	78.5	80.8	5.5	80
	American Indian/Alaska Native	158	65.4	66.2	74.6	71.4	78.5	13.1	80
	Native Hawaiian or Other Pacific Island	546	61.8	69.1	68.7	69.4	70.5	8.8	80
	Biracial/Multiracial	3922	76.7	77.1	78.6	77.9	79.8	3.2	80
	Unknown or Decline to State	794	74.4	77.5	81.9	84.2	79.6	5.2	80
Special Services	IEP (Special Education)	3231	38.3	43.4	42.5	39.0	46.4	8.1	80
	ESL (English as a Second Language)	2332	43.6	49.4	49.5	54.0	56.7	13.1	80

Table 4: Terra Nova3 Science- Percentage of Grade 3-8 Students in Bottom National Quarter

DoDEA Students TN3 Science Subtest by Subgroup		Number of Students Scoring on 2017 Reading Subtest	% of DoDEA Students Scoring in Bottom National Quarter (1st-25th Percentile)					DoDEA Goal 5% or Less of Students Scoring in Bottom Quarter (1st-25th Percentile)	
			2013 % of Students in Bottom Quarter	2014 % of Students in Bottom Quarter	2015 % of Students in Bottom Quarter	2016 % of Students in Bottom Quarter	2017 % of Students in Bottom Quarter	DoDEA Change % of Students in Bottom Quarter (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	32614	6.5	6.2	5.4	5.4	5.5	-1.0	5
Grade Levels	Grade 3	6324	5.9	5.8	5.1	4.9	4.2	-1.7	5
	Grade 4	6181	8.0	7.1	6.6	6.8	7.4	-0.6	5
	Grade 5	5586	7.1	7.1	5.7	6.5	5.3	-1.9	5
	Grade 6	5314	7.6	6.9	6.2	5.8	7.0	-0.6	5
	Grade 7	4585	5.7	5.8	5.4	4.7	6.0	0.3	5
	Grade 8	4426	4.9	4.5	3.2	3.1	2.9	-2.1	5
	Grade 9	n/a	6.1	6.2	5.2	n/a	n/a	n/a	5
	Grade 10	n/a	5.9	n/a	n/a	n/a	n/a	n/a	5
Gender	Female	16083	6.4	6.1	5.2	5.2	5.3	-1.1	5
	Male	16333	6.5	6.4	5.6	5.6	5.8	-0.7	5
Racial/Ethnic Groups	Hispanic/Latino	6713	7.6	7.3	6.6	6.3	6.8	-0.7	5
	White	14368	4.1	4.1	3.3	3.3	3.5	-0.7	5
	Black/African American	4092	12.9	11.9	10.7	11.1	10.5	-2.4	5
	Asian	2021	6.0	6.1	5.5	4.9	5.3	-0.7	5
	American Indian/Alaska Native	158	9.8	7.6	8.3	6.2	8.2	-1.6	5
	Native Hawaiian or Other Pacific Island	546	9.8	8.5	8.6	8.0	8.8	-1.0	5
	Biracial/Multiracial	3922	5.5	5.6	4.5	5.4	5.3	-0.3	5
	Unknown or Decline to State	794	5.9	6.3	5.2	1.3	5.4	-0.5	5
Special Services	IEP (Special Education)	3231	29.4	25.3	23.9	27.4	24.2	-5.2	5
	ESL (English as a Second Language)	2332	19.5	16.6	14.9	13.3	14.4	-5.1	5

Table 5: Terra Nova3 Reading- Percentage of Grade 3-8 Students in Top Two National Quarters

DoDEA Students TN3 Reading Subtest by Subgroup		Number of Students Scoring on 2017 Reading Subtest	% of DoDEA Students Scoring in Top Two National Quarters (51st-99th Percentile)					DoDEA Goal 80% or More of Students Scoring in Top Two Quarters (51st-99th Percentile)	
			2013 % of Students in Top 2 Quarters	2014 % of Students in Top 2 Quarters	2015 % of Students in Top 2 Quarters	2016 % of Students in Top 2 Quarters	2017 % of Students in Top 2 Quarters	DoDEA Change % of Students in Top 2 Quarters (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	32672	74.9	74.0	75.3	75.0	77.1	2.2	80
Grade Levels	Grade 3	6334	67.6	68.7	69.5	69.2	71.4	3.8	80
	Grade 4	6197	69.2	71.6	72.0	73.4	75.4	6.2	80
	Grade 5	5588	68.3	68.8	71.7	71.4	75.1	6.7	80
	Grade 6	5324	75.3	77.3	78.6	78.6	79.9	4.6	80
	Grade 7	4598	76.3	77.1	79.3	80.5	83.4	7.2	80
	Grade 8	4428	76.6	77.1	79.1	80.2	80.7	4.1	80
	Grade 9	n/a	82.2	82.5	81.9	n/a	n/a	n/a	80
	Grade 10	n/a	80.8	n/a	n/a	n/a	n/a	n/a	80
Gender	Female	16118	78.0	78.1	79.5	79.2	81.2	3.2	80
	Male	16351	70.1	70.0	71.1	70.8	73.2	3.1	80
Racial/Ethnic Groups	Hispanic/Latino	6732	70.7	70.4	72.2	71.1	73.3	2.6	80
	White	14397	79.1	78.7	80.3	79.9	81.5	2.4	80
	Black/African American	4094	61.2	62.0	63.7	62.7	66.3	5.1	80
	Asian	2017	76.4	77.6	78.4	78.0	80.6	4.3	80
	American Indian/Alaska Native	158	64.0	66.8	67.6	70.4	70.9	6.9	80
	Native Hawaiian or Other Pacific Island	549	70.0	71.0	70.5	71.6	71.0	1.0	80
	Biracial/Multiracial	3927	75.2	75.2	74.8	75.6	78.6	3.3	80
	Unknown or Decline to State	798	74.8	75.6	76.1	80.5	76.3	1.5	80
Special Services	IEP (Special Education)	3229	31.6	35.8	33.7	28.2	35.8	4.2	80
	ESL (English as a Second Language)	2331	41.7	48.3	47.0	48.7	52.8	11.1	80

Table 6: Terra Nova3 Reading- Percentage of Grade 3-8 Students in Bottom National Quarter

DoDEA Students TN3 Reading Subtest by Subgroup		Number of Students Scoring on 2017 Reading Subtest	% of DoDEA Students Scoring in Bottom National Quarter (1st-25th Percentile)					DoDEA Goal 5% or Less of Students Scoring in Bottom Quarter (1st-25th Percentile)	
			2013 % of Students in Bottom Quarter	2014 % of Students in Bottom Quarter	2015 % of Students in Bottom Quarter	2016 % of Students in Bottom Quarter	2017 % of Students in Bottom Quarter	DoDEA Change % of Students in Bottom Quarter (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	32672	6.9	6.8	6.4	6.7	7.2	0.3	5
Grade Levels	Grade 3	6334	10.5	9.9	10.0	10.2	10.8	0.2	5
	Grade 4	6197	8.7	7.6	7.2	7.5	7.8	-0.9	5
	Grade 5	5588	9.4	9.2	8.3	8.6	7.4	-2.0	5
	Grade 6	5324	6.1	5.3	5.4	5.0	6.0	-0.1	5
	Grade 7	4598	4.6	4.9	4.1	3.7	3.7	-0.9	5
	Grade 8	4428	4.5	4.5	3.8	3.2	5.9	1.4	5
	Grade 9	n/a	4.4	3.7	3.4	n/a	n/a	n/a	5
	Grade 10	n/a	4.7	n/a	n/a	n/a	n/a	n/a	5
Gender	Female	16118	5.0	4.9	4.5	5.0	5.1	0.1	5
	Male	16351	8.7	8.6	8.3	8.4	9.2	0.5	5
Racial/Ethnic Groups	Hispanic/Latino	6732	7.7	7.5	7.5	7.4	8.1	0.4	5
	White	14397	5.3	5.6	4.9	5.1	5.8	0.6	5
	Black/African American	4094	11.4	10.7	10.2	10.9	11.6	0.1	5
	Asian	2017	5.5	5.2	5.0	5.5	5.6	0.1	5
	American Indian/Alaska Native	158	9.9	9.6	5.6	8.8	12.0	2.1	5
	Native Hawaiian or Other Pacific Island	549	9.1	7.1	6.7	7.7	8.0	-1.1	5
	Biracial/Multiracial	3927	6.2	6.1	6.3	6.9	6.5	0.3	5
	Unknown or Decline to State	798	6.3	6.7	7.3	6.5	7.6	1.4	5
Special Services	IEP (Special Education)	3229	32.8	29.1	30.5	37.6	36.1	3.3	5
	ESL (English as a Second Language)	2331	18.7	15.9	15.8	16.6	14.5	-4.2	5

Table 7: Terra Nova3 Language- Percentage of Grade 3-8 Students in Top Two National Quarters

DoDEA Students TN3 Language Subtest by Subgroup		Number of Students Scoring on 2017 Reading Subtest	% of DoDEA Students Scoring in Top Two National Quarters (51st-99th Percentile)					DoDEA Goal 80% or More of Students Scoring in Top Two Quarters (51st-99th Percentile)	
			2013 % of Students in Top 2 Quarters	2014 % of Students in Top 2 Quarters	2015 % of Students in Top 2 Quarters	2016 % of Students in Top 2 Quarters	2017 % of Students in Top 2 Quarters	DoDEA Change % of Students in Top 2 Quarters (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	32679	72.0	72.8	73.8	73.8	74.8	2.8	80
Grade Levels	Grade 3	6332	65.3	65.7	67.1	66.7	68.1	2.7	80
	Grade 4	6197	67.7	69.8	69.6	70.6	71.1	3.5	80
	Grade 5	5591	67.8	68.2	70.6	70.5	73.2	5.3	80
	Grade 6	5328	72.3	74.8	75.6	76.0	77.6	5.3	80
	Grade 7	4597	76.8	78.0	79.6	80.6	81.8	5.0	80
	Grade 8	4432	79.1	80.1	81.4	82.5	81.6	2.5	80
	Grade 9	n/a	78.4	78.9	78.3	n/a	n/a	n/a	80
	Grade 10	n/a	77.1	n/a	n/a	n/a	n/a	n/a	80
Gender	Female	16114	77.0	78.0	79.1	78.4	79.7	2.7	80
	Male	16363	67.1	67.8	68.6	69.1	70.2	3.1	80
Racial/Ethnic Groups	Hispanic/Latino	6731	68.1	69.4	70.1	70.7	71.7	3.6	80
	White	14393	77.2	77.3	78.5	78.2	79.3	2.1	80
	Black/African American	4103	59.7	61.0	61.8	60.5	62.6	2.9	80
	Asian	2018	74.0	77.3	78.4	77.5	78.6	4.7	80
	American Indian/Alaska Native	157	64.2	64.6	64.1	70.6	68.2	4.0	80
	Native Hawaiian or Other Pacific Island	550	67.6	71.1	69.8	73.0	71.1	3.5	80
	Biracial/Multiracial	3928	74.5	74.2	75.1	74.8	75.9	1.4	80
	Unknown or Decline to State	799	69.9	73.1	74.5	71.1	72.6	2.7	80
Special Services	IEP (Special Education)	3241	29.2	34.0	32.4	29.3	35.8	6.6	80
	ESL (English as a Second Language)	2336	43.1	50.3	48.5	50.3	53.6	10.5	80

Table 8: Terra Nova3 Language- Percentage of Grade 3-8 Students in Bottom National Quarter

DoDEA Students TN3 Language Subtest by Subgroup		Number of Students Scoring on 2017 Reading Subtest	% of DoDEA Students Scoring in Bottom National Quarter (1st-25th Percentile)					DoDEA Goal 5% or Less of Students Scoring in Bottom Quarter (1st-25th Percentile)	
			2013 % of Students in Bottom Quarter	2014 % of Students in Bottom Quarter	2015 % of Students in Bottom Quarter	2016 % of Students in Bottom Quarter	2017 % of Students in Bottom Quarter	DoDEA Change % of Students in Bottom Quarter (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	32679	7.6	7.3	6.8	6.8	7.1	-0.5	5
Grade Levels	Grade 3	6332	13.8	13.1	12.8	11.8	10.7	-3.1	5
	Grade 4	6197	7.6	7.1	6.7	6.1	7.6	0.1	5
	Grade 5	5591	9.1	9.0	7.9	8.3	7.4	-1.7	5
	Grade 6	5328	7.0	5.8	5.1	5.8	6.5	-0.5	5
	Grade 7	4597	4.6	4.6	3.8	3.5	3.9	-0.7	5
	Grade 8	4432	4.7	4.3	4.2	3.3	4.8	0.1	5
	Grade 9	n/a	5.6	4.4	4.8	n/a	n/a	n/a	5
	Grade 10	n/a	5.4	n/a	n/a	n/a	n/a	n/a	5
Gender	Female	16114	5.3	5.1	4.6	4.8	5.0	-0.3	5
	Male	16363	9.8	9.5	9.1	8.9	9.2	-0.6	5
Racial/Ethnic Groups	Hispanic/Latino	6731	8.6	8.1	8.3	7.5	8.2	-0.4	5
	White	14393	6.0	5.9	5.1	5.4	5.5	-0.6	5
	Black/African American	4103	12.0	12.0	11.1	11.9	12.1	0.1	5
	Asian	2018	6.0	5.2	4.8	5.0	5.5	-0.5	5
	American Indian/Alaska Native	157	11.8	11.0	10.5	6.3	11.5	-0.3	5
	Native Hawaiian or Other Pacific Island	550	8.8	7.7	6.9	5.5	7.6	-1.1	5
	Biracial/Multiracial	3928	6.7	6.4	6.7	6.2	6.4	-0.3	5
	Unknown or Decline to State	799	8.4	7.8	7.1	7.9	8.0	-0.4	5
Special Services	IEP (Special Education)	3241	34.7	29.8	30.2	33.9	30.0	-4.7	5
	ESL (English as a Second Language)	2336	17.3	14.8	15.1	13.2	13.4	-3.9	5

Table 9: Terra Nova3 Social Studies- Percentage of Grade 3-8 Students in Top Two National Quarters

DoDEA Students TN3 Social Studies Subtest by Subgroup		Number of Students Scoring on 2017 Reading Subtest	% of DoDEA Students Scoring in Top Two National Quarters (51st-99th Percentile)					DoDEA Goal 80% or More of Students Scoring in Top Two Quarters (51st-99th Percentile)	
			2013 % of Students in Top 2 Quarters	2014 % of Students in Top 2 Quarters	2015 % of Students in Top 2 Quarters	2016 % of Students in Top 2 Quarters	2017 % of Students in Top 2 Quarters	DoDEA Change % of Students in Top 2 Quarters (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	32617	75.1	75.4	76.3	76.0	78.6	3.5	80
Grade Levels	Grade 3	6324	74.5	75.9	76.6	76.3	79.7	5.2	80
	Grade 4	6182	71.4	72.5	74.0	74.1	77.0	5.6	80
	Grade 5	5580	69.9	70.2	73.6	72.5	76.7	6.8	80
	Grade 6	5323	73.8	75.3	75.0	74.9	76.3	2.5	80
	Grade 7	4586	78.2	79.5	79.1	80.0	82.9	4.7	80
	Grade 8	4427	76.7	78.1	77.9	79.6	80.5	3.8	80
	Grade 9	n/a	79.6	78.9	79.5	n/a	n/a	n/a	80
	Grade 10	n/a	79.2	n/a	n/a	n/a	n/a	n/a	80
Gender	Female	16088	74.3	75.3	76.3	75.8	78.8	4.5	80
	Male	16334	75.8	75.6	76.2	76.2	78.5	2.7	80
Racial/Ethnic Groups	Hispanic/Latino	6712	71.7	71.4	72.4	72.5	75.7	3.9	80
	White	14371	81.0	81.2	82.0	81.7	83.8	2.8	80
	Black/African American	4096	60.9	61.3	62.7	61.5	65.3	4.4	80
	Asian	2020	77.1	78.8	78.7	77.6	81.3	4.3	80
	American Indian/Alaska Native	158	67.5	71.2	65.2	69.6	74.7	7.2	80
	Native Hawaiian or Other Pacific Island	547	64.1	69.8	68.2	68.0	69.8	5.7	80
	Biracial/Multiracial	3922	76.7	76.4	77.1	76.8	79.0	2.3	80
	Unknown or Decline to State	791	74.7	75.9	79.4	83.1	77.2	2.6	80
Special Services	IEP (Special Education)	3235	38.5	42.1	40.5	36.8	44.6	6.1	80
	ESL (English as a Second Language)	2328	46.5	50.3	52.9	53.3	58.1	11.6	80

Table 10: Terra Nova3 Social Studies- Percentage of Grade 3-8 Students in Bottom National Quarter

DoDEA Students TN3 Social Studies Subtest by Subgroup		Number of Students Scoring on 2017 Reading Subtest	% of DoDEA Students Scoring in Bottom National Quarter (1st-25th Percentile)					DoDEA Goal 5% or Less of Students Scoring in Bottom Quarter (1st-25th Percentile)	
			2013 % of Students in Bottom Quarter	2014 % of Students in Bottom Quarter	2015 % of Students in Bottom Quarter	2016 % of Students in Bottom Quarter	2017 % of Students in Bottom Quarter	DoDEA Change % of Students in Bottom Quarter (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	32617	6.0	5.8	5.5	5.6	5.3	-0.7	5
Grade Levels	Grade 3	6324	7.2	7.1	6.7	6.5	5.8	-1.5	5
	Grade 4	6182	6.8	6.2	6.3	6.0	5.6	-1.1	5
	Grade 5	5580	6.5	6.4	5.5	5.9	4.8	-1.7	5
	Grade 6	5323	7.2	6.9	6.8	6.8	6.6	-0.6	5
	Grade 7	4586	4.1	3.6	3.7	3.5	3.6	-0.6	5
	Grade 8	4427	5.3	4.7	4.2	4.1	4.8	-0.5	5
	Grade 9	n/a	5.1	5.2	4.3	n/a	n/a	n/a	5
	Grade 10	n/a	5.4	n/a	n/a	n/a	n/a	n/a	5
Gender	Female	16088	5.7	5.5	5.0	5.2	4.7	-1.0	5
	Male	16334	6.3	6.2	5.9	6.0	5.8	-0.5	5
Racial/Ethnic Groups	Hispanic/Latino	6712	6.9	6.8	6.4	6.5	6.2	-0.7	5
	White	14371	4.3	4.3	3.7	3.9	3.4	-0.8	5
	Black/African American	4096	10.7	10.4	10.5	10.2	10.0	-0.7	5
	Asian	2020	4.9	4.9	5.0	4.5	4.7	-0.3	5
	American Indian/Alaska Native	158	8.7	8.7	6.1	6.2	7.6	-1.1	5
	Native Hawaiian or Other Pacific Island	547	9.7	7.6	7.9	7.2	10.4	0.7	5
	Biracial/Multiracial	3922	5.1	4.8	4.8	5.4	5.2	0.1	5
	Unknown or Decline to State	791	6.1	5.8	4.4	3.9	5.7	-0.4	5
Special Services	IEP (Special Education)	3235	26.9	23.7	25.2	27.6	23.5	-3.4	5
	ESL (English as a Second Language)	2328	15.6	14.2	12.3	13.5	13.0	-2.6	5

Table II: Benchmark Assessment System- Percentage of Grade K-3 Students Who Met or Exceeded the End-of-Year, Grade-Level Independent Reading Proficiency Benchmark

DoDEA Students BAS Reading Proficiency Benchmark by Subgroup		Number of Students Scoring on 2017 EOY Assessment	% of Grade K-3 Students Who Met/Exceeded the EOY Proficiency Benchmark					DoDEA Goal All Students Will Meet or Exceed the EOY Proficiency Benchmark	
			2013 % of Students at Proficiency	2014 % of Students at Proficiency	2015 % of Students at Proficiency	2016 % of Students at Proficiency	2017 % of Students at Proficiency	DoDEA Change % of Students at Proficiency (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	25518	69.8	70.9	70.2	73.3	73.3	3.5	100
Grade Levels	Grade K	6283	77.0	78.1	72.3	75.5	76.7	-0.3	100
	Grade 1	6735	69.1	71.3	71.8	74.0	72.5	3.4	100
	Grade 2	6298	67.6	69.2	69.1	73.8	72.4	4.8	100
	Grade 3	6202	64.6	63.8	67.1	69.7	71.7	7.1	100
Gender	Female	12403	72.3	73.2	72.1	75.2	75.1	2.8	100
	Male	12752	67.5	68.5	68.2	71.4	71.7	4.2	100
Racial/Ethnic Groups	Hispanic/Latino	5175	65.8	66.8	65.9	68.8	67.8	2.0	100
	White	11630	71.6	73.6	72.4	75.8	76.2	4.6	100
	Black/African American	2862	67.9	65.7	66.3	70.5	69.5	1.6	100
	Asian	1365	75.6	74.5	73.8	74.8	75.4	-0.2	100
	American Indian/Alaska Native	123	61.9	63.5	56.7	65.1	65.9	4.0	100
	Native Hawaiian or Other Pacific Island	410	78.0	70.1	68.4	72.1	72.2	-5.8	100
	Biracial/Multiracial	3073	70.7	71.6	71.3	74.0	75.0	4.3	100
Unknown or Decline to State	880	67.5	69.4	72.5	72.9	71.7	4.2	100	
Special Services	IEP (Special Education)	2557	42.1	40.8	39.4	41.8	44.0	1.9	100
	ESL (English as a Second Language)	3219	57.6	52.9	52.9	56.4	55.5	-2.1	100

Table 12: SAT/ACT Participation- Percentage of Each Graduating Class That Took One or Both of the SAT and/or the ACT College Entrance Exams

DoDEA Students SAT/ACT College Readiness Exam by Subgroup		Students Taking the 2017 SAT and/or the ACT	% of Each Graduating Class Who Took One or Both of the SAT and/or the ACT College Entrance Exams					DoDEA Goal At Least 85% of Each Graduating Class Will Take One or Both of the SAT and/or the ACT College Entrance Exams	
			2013 % Who Took the SAT/ACT	2014 % Who Took the SAT/ACT	2015 % Who Took the SAT/ACT	2016 % Who Took the SAT/ACT	2017 % Who Took the SAT/ACT	DoDEA Change % of Students Who Took the SAT/ACT (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	2830	71.5	72.8	73.9	71.3	75.4	3.9	85
Gender	Female	1391	75.5	77.7	77.1	74.6	79.9	4.4	85
	Male	1439	67.8	68.0	70.8	68.2	71.2	3.4	85
Racial/Ethnic Groups	Hispanic/Latino	609	65.6	69.2	68.8	64.9	74.9	9.3	85
	White	1151	73.9	73.0	74.7	74.6	76.2	2.3	85
	Black	350	70.6	73.2	77.9	68.6	74.0	3.4	85
	Asian	223	79.5	82.1	81.3	81.1	80.7	1.2	85
	American Indian/Alaska Native	--	--	--	--	--	--	--	85
	Native Hawaiian or Other Pacific Island	--	--	--	--	--	--	--	85
	Biracial/Multiracial	359	74.4	78.6	78.3	71.9	78.8	4.4	85
No Response/Refused to State	68	44.1	50.7	50.9	57.1	54.4	10.3	85	
Special Services	IEP (Special Education)	214	33.2	43.5	32.5	37.4	46.7	13.5	85
	ESL (English as a Second Language)	98	45.0	42.4	47.5	34.8	46.9	1.9	85

Table 13: SAT College Readiness Benchmark for 2013 Through 2017

DoDEA Students SAT College Readiness Exam by Subgroup		Students Scoring on 2016 SAT	% of Graduating Class Who Took the SAT and Achieved the SAT College Readiness Benchmark				DoDEA Goal At Least 50% of Each Graduating Class that Took the SAT Will Achieve the SAT College Readiness Benchmark Combined Score	
			2013 % of Students Who Achieved the Benchmark	2014 % of Students Who Achieved the Benchmark	2015 % of Students Who Achieved the Benchmark	2016 % of Students Who Achieved the Benchmark	DoDEA Change % of Students Who Achieved the Benchmark (2013-2016)	DoDEA Goal
All DoDEA Students	All DoDEA	2184	42.2	42.0	40.5	42.6	0.4	50
Gender	Female	1146	41.9	40.6	38.7	41.1	-0.8	50
	Male	1038	42.6	43.6	42.5	44.1	1.5	50
Racial/Ethnic Groups	Hispanic/Latino	409	27.3	29.6	29.8	29.8	2.5	50
	White	952	55.6	55.2	50.3	56.6	1.0	50
	Black	242	17.6	19.3	16.1	22.1	4.5	50
	Asian	218	46.9	45.1	41.3	40.6	-6.3	50
	American Indian/Alaska Native	--	--	--	--	--	--	50
	Native Hawaiian or Other Pacific Island	--	--	--	--	--	--	50
	Biracial/Multiracial	277	38.9	40.6	44.4	37.7	-1.2	50
	No Response/Refused to State	--	--	--	--	--	50	
Special Services	IEP (Special Education)	--	--	--	--	--	50	
	ESL (English as a Second Language)	--	--	--	--	--	50	

Table 14: ACT- Percentage of Each Graduating Class That Achieved the College Readiness Benchmark for Reading

DoDEA Students SAT College Readiness Exam by Subgroup		Students Scoring on 2017 SAT	% of Graduating Class Who Achieved Both Benchmarks	DoDEA Goal At Least 50% of Each Graduating Class that Took the SAT Will Achieve the SAT College Readiness Benchmark Combined Score*
			2017 % of Students Who Achieved the EBRW and Math Benchmarks	DoDEA Goal
All DoDEA Students	All DoDEA	1852	53.0	50
Gender	Female	973	47.1	50
	Male	879	59.5	50
Racial/Ethnic Groups	Hispanic/Latino	416	40.4	50
	White	730	64.5	50
	Black	222	29.3	50
	Asian	159	61.6	50
	American Indian/Alaska Native	--	--	50
	Native Hawaiian or Other Pacific Island	--	--	50
	Biracial/Multiracial	257	59.1	50
	No Response/Refused to State	--	--	50
Special Services	IEP (Special Education)	80	--	50
	ESL (English as a Second Language)	--	--	50

Table 15: ACT- Percentage of Each Graduating Class That Achieved the College Readiness Benchmark for English

DoDEA Students ACT Reading College Readiness Exam by Subgroup		Students Scoring on 2017 ACT	% of Graduating Class Who Took the ACT and Achieved the ACT Reading College Readiness Benchmark					DoDEA Goal At Least 55% of Each Graduating Class that Took the ACT Will Achieve the SAT College Readiness Benchmark Combined Score	
			2013 % of Students in Who Achieved the Benchmark	2014 % of Students in Who Achieved the Benchmark	2015 % of Students in Who Achieved the Benchmark	2016 % of Students in Who Achieved the Benchmark	2017 % of Students in Who Achieved the Benchmark	DoDEA Change % of Students Who Achieved the Benchmark (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	878	60.2	57.4	58.2	59.9	61.4	1.2	55
Gender	Female	445	63.4	57.7	59.7	62.8	64.5	1.1	55
	Male	433	56.7	57	56.5	56.5	58.2	1.5	55
Racial/Ethnic Groups	Hispanic/Latino	132	51.8	49.7	58.2	48.8	50.0	-1.8	55
	White	445	71.9	67.7	65.7	68.3	70.1	-1.8	55
	Black	94	25.2	32.9	34.7	50.6	34.0	8.8	55
	Asian	66	69.5	51.5	52.2	57.6	62.1	-7.4	55
	American Indian/Alaska Native	--	--	--	--	--	--	--	55
	Native Hawaiian or Other Pacific Island	--	--	--	--	--	--	--	55
	Biracial/Multiracial	113	57.9	65.2	51.9	61.0	62.8	4.9	55
	No Response/Refused to State	--	--	--	--	--	--	--	55
Special Services	IEP (Special Education)	--	--	--	--	--	--	--	55
	ESL (English as a Second Language)	--	--	--	--	--	--	--	55

Table 16: ACT- Percentage of Each Graduating Class That Achieved the College Readiness Benchmark for Math

DoDEA Students ACT English College Readiness Exam by Subgroup		Students Scoring on 2017 ACT	% of Graduating Class Who Took the ACT and Achieved the ACT English College Readiness Benchmark					DoDEA Goal At Least 55% of Each Graduating Class that Took the ACT Will Achieve the SAT College Readiness Benchmark Combined Score	
			2013 % of Students in Who Achieved the Benchmark	2014 % of Students in Who Achieved the Benchmark	2015 % of Students in Who Achieved the Benchmark	2016 % of Students in Who Achieved the Benchmark	2017 % of Students in Who Achieved the Benchmark	DoDEA Change % of Students Who Achieved the Benchmark (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	878	77.0	76.9	79.2	77.7	80.1	3.1	55
Gender	Female	445	80.4	79.8	81.4	82.1	82.5	2.1	55
	Male	433	73.3	73.8	76.7	72.8	77.6	4.3	55
Racial/Ethnic Groups	Hispanic/Latino	132	86.4	70.5	77.0	69.6	68.9	-17.5	55
	White	445	87.4	84.1	86.4	83.0	87.9	0.5	55
	Black	94	45.2	58.0	56.8	60.9	50.0	4.8	55
	Asian	66	86.4	77.3	76.8	77.3	84.8	-1.6	55
	American Indian/Alaska Native	--	--	--	--	--	--	--	55
	Native Hawaiian or Other Pacific Island	--	--	--	--	--	--	--	55
	Biracial/Multiracial	113	75.7	82.1	75.5	82.1	81.4	5.7	55
	No Response/Refused to State	--	--	--	--	--	--	--	55
Special Services	IEP (Special Education)	--	--	--	--	--	--	--	55
	ESL (English as a Second Language)	--	--	--	--	--	--	--	55

Table 17: ACT- Percentage of Each Graduating Class That Achieved the College Readiness Benchmark for Science

DoDEA Students ACT Math College Readiness Exam by Subgroup		Students Scoring on 2017 ACT	% of Graduating Class Who Took the ACT and Achieved the ACT Math College Readiness Benchmark					DoDEA Goal At Least 55% of Each Graduating Class that Took the ACT Will Achieve the SAT College Readiness Benchmark Combined Score	
			2013 % of Students in Who Achieved the Benchmark	2014 % of Students in Who Achieved the Benchmark	2015 % of Students in Who Achieved the Benchmark	2016 % of Students in Who Achieved the Benchmark	2017 % of Students in Who Achieved the Benchmark	DoDEA Change % of Students Who Achieved the Benchmark (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	878	49.1	49.2	49.5	48.9	52.3	3.2	55
Gender	Female	445	48.1	42.7	43.6	43.4	48.1	0.0	55
	Male	433	50.2	56.3	56.3	55.1	56.6	6.4	55
Racial/Ethnic Groups	Hispanic/Latino	132	43.9	40.3	45.9	37.6	33.3	-10.6	55
	White	445	57.8	58.8	54.3	58.6	58.4	0.6	55
	Black	94	18.5	25.9	27.1	18.1	27.7	9.2	55
	Asian	66	69.5	56.1	53.6	56.1	68.2	-1.3	55
	American Indian/Alaska Native	--	--	--	--	--	--	--	55
	Native Hawaiian or Other Pacific Island	--	--	--	--	--	--	--	55
	Biracial/Multiracial	113	47.7	53.6	52.8	48.8	61.1	13.4	55
Special Services	No Response/Refused to State	--	--	--	--	--	--	--	55
	IEP (Special Education)	--	--	--	--	--	--	--	55
	ESL (English as a Second Language)	--	--	--	--	--	--	--	55

Table 18: Percentage of 10th Grade and 11th Grade Students That Took the PSAT

DoDEA Students ACT Science College Readiness Exam by Subgroup		Students Scoring on 2017 ACT	% of Graduating Class Who Took the ACT and Achieved the ACT Science College Readiness Benchmark					DoDEA Goal At Least 55% of Each Graduating Class that Took the ACT Will Achieve the SAT College Readiness Benchmark Combined Score	
			2013 % of Students in Who Achieved the Benchmark	2014 % of Students in Who Achieved the Benchmark	2015 % of Students in Who Achieved the Benchmark	2016 % of Students in Who Achieved the Benchmark	2017 % of Students in Who Achieved the Benchmark	DoDEA Change % of Students Who Achieved the Benchmark (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	878	48.3	44.5	46.0	46.4	50.6	2.3	55
Gender	Female	445	46.6	40.2	42.2	44.5	46.5	-0.1	55
	Male	433	50.2	49.3	51.2	48.4	54.7	4.5	55
Racial/Ethnic Groups	Hispanic/Latino	132	43.0	33.6	41.0	36.0	38.6	-4.4	55
	White	445	60.4	57.1	52.1	56.5	55.5	-4.9	55
	Black	94	16.3	18.2	22.0	16.7	23.4	7.1	55
	Asian	66	50.8	48.5	42.0	47.0	65.2	14.4	55
	American Indian/Alaska Native	--	--	--	--	--	--	--	55
	Native Hawaiian or Other Pacific Island	--	--	--	--	--	--	--	55
	Biracial/Multiracial	113	45.8	46.4	53.8	46.3	57.5	11.7	55
Special Services	No Response/Refused to State	--	--	--	--	--	--	--	55
	IEP (Special Education)	--	--	--	--	--	--	--	55
	ESL (English as a Second Language)	--	--	--	--	--	--	--	55

Table 19: Percentage of Annual Test Takers That Achieved the PSAT Grade-Level CCR Benchmark for 2013-2014

DoDEA Students PSAT Exam by Subgroup <i>DoDEA Goal: At Least 95% of 10th and 11th Grade Students Will Take the PSAT Each Year</i>		Students Taking the 2017 PSAT	% of Students Who Took the PSAT					DoDEA Change % of Students Who Took the PSAT (2013-2017)
			2013 % of Students Who Took the PSAT	2014 % of Students Who Took the PSAT	2015 % of Students Who Took the PSAT	2016 % of Students Who Took the PSAT	2017 % of Students Who Took the PSAT	
All DoDEA Students	All DoDEA	6103	91.4	84.4	92.0	91.3	85.4	-6.0
Grade Levels	Grade 10	3189	92.3	84.9	93.0	92.2	85.5	-6.8
	Grade 11	2914	90.4	83.9	90.9	90.3	85.3	-5.1
Gender	Female	3028	91.7	85.1	92.4	92.2	86.7	-5.0
	Male	3066	91.1	83.7	91.7	90.5	84.1	-7.0
Racial/Ethnic Groups	Hispanic/Latino	1048	91.3	85.0	92.5	91.0	84.2	-7.0
	White	2608	91.6	83.7	92.1	91.6	85.4	-6.2
	Black/African American	809	91.4	83.2	92.3	91.5	86.0	-5.4
	Asian	509	93.9	87.0	92.9	93.7	86.6	-7.3
	American Indian/Alaska Native	36	91.9	76.7	96.4	91.5	83.7	-8.2
	Native Hawaiian or Other Pacific Island	110	92.4	86.8	89.1	89.3	82.7	-9.7
	Biracial/Multiracial	750	93.4	87.3	93.8	93.0	86.8	-6.6
	Unknown or Decline to State	82	71.4	75.5	78.8	69.5	62.6	-8.8
Special Services	IEP (Special Education)	404	81.2	74.2	83.6	79.9	73.7	-7.5
	ESL (English as a Second Language)	147	87.5	77.6	86.9	84.1	74.6	-12.9

Table 20: Percentage of Annual Test Takers That Achieved the PSAT Grade-Level CCR Benchmark for 2015-2017

DoDEA Students PSAT CCR Benchmark by Subgroup <i>DoDEA Goal: At Least 50% of Annual Test Takers Will Achieve the PSAT Grade-Level CCR Benchmark Composite Score</i>		Students Scoring on 2014 PSAT	% of Test Takers Who Achieved the PSAT Grade-Level CCR Benchmark			DoDEA Change % of Students Who Achieved the Benchmark (2013-2015)
			2013 % of Students Who Achieved the Benchmark	2014 % of Students Who Achieved the Benchmark	2015 % of Students Who Achieved the Benchmark	
All DoDEA Students	All DoDEA	6187	39.6	39.7	42.1	2.5
Grade Levels	Grade 10	3332	40.3	40.1	42.1	1.8
	Grade 11	2855	38.8	39.2	42.1	3.3
Gender	Female	3055	40.3	41.5	43.0	2.7
	Male	3132	38.9	37.9	41.2	2.3
Racial/Ethnic Groups	Hispanic/Latino	1147	31.0	28.8	31.6	0.6
	White	2610	49.5	49.4	54.0	4.5
	Black/African American	809	20.2	20.7	19.6	-0.6
	Asian	577	41.3	42.4	43.0	1.7
	American Indian/Alaska Native	--	--	--	--	--
	Native Hawaiian or Other Pacific Island	125	25.9	30.6	26.1	0.2
	Biracial/Multiracial	735	41.1	42.4	45.1	4.0
	Unknown or Decline to State	161	46.2	39.0	36.4	-9.8
Special Services	IEP (Special Education)	264	6.5	7.3	7.4	0.9
	ESL (English as a Second Language)	425	20.8	7.3	12.7	-8.1

Table 21: Percentage of High School Students Who Took At Least One AP Test Each Year

DoDEA Students PSAT CCR Benchmark by Subgroup <i>DoDEA Goal At Least 50% of Annual Test Takers Will Achieve the PSAT Grade-Level CCR Benchmark Composite Score</i>		Students Scoring on 2017 PSAT	% of Test Takers Who Achieved the PSAT Grade-Level CCR Benchmark						DoDEA		
			2016 % of Students Who Achieved the 2017 EBRW Benchmark	2016 % of Students Who Achieved the 2017 Math Benchmark	2016 % of Students Who Achieved Both Benchmarks	2017 % of Students Who Achieved the 2017 EBRW Benchmark	2017 % of Students Who Achieved the 2017 Math Benchmark	2017 % of Students Who Achieved Both Benchmarks	Change % of Students Who Achieved the EBRW Benchmark (2016-2017)	Change % of Students Who Achieved the Math Benchmark (2016-2017)	Change % of Students Who Achieved Both Benchmarks (2016-2017)
All DoDEA Students	All DoDEA	6019	70.6	38.7	35.8	73.9	42.3	39.5	3.3	3.6	3.7
Grade Levels	Grade 10	3132	72.1	40.4	37.0	75.6	43.8	40.5	3.5	3.4	3.5
	Grade 11	2887	68.8	36.8	34.5	72.2	40.7	38.3	3.4	3.9	3.8
Gender	Female	2990	74.2	35.3	33.5	78.0	41.3	39.2	3.8	6.0	5.7
	Male	3029	67.1	42.1	38.1	69.9	43.3	39.7	2.8	1.2	1.6
Racial/Ethnic Groups	Hispanic/Latino	1037	65.9	30.7	28.1	71.6	32.9	21.1	5.7	2.2	-7.0
	White	2582	79.4	45.9	43.7	80.5	51.7	48.9	1.1	5.8	5.2
	Black/African American	790	54.2	22.7	19.6	59.2	23.7	21.1	5.0	1.0	1.5
	Asian	504	68.4	48.2	42.9	74.2	50.0	46.0	5.8	1.8	3.1
	American Indian/Alaska Native	--	--	--	--	--	--	--	--	--	--
	Native Hawaiian or Other Pacific Is	108	57.9	25.4	23.0	57.4	27.8	26.4	-0.5	2.4	3.4
	Biracial/Multiracial	739	70.6	41.7	38.0	75.5	43.8	40.1	4.9	2.1	2.1
	Unknown or Decline to State	82	67.9	34.9	31.1	76.8	37.8	35.4	8.9	2.9	4.3
Special Services	IEP (Special Education)	394	22.9	5.0	4.0	32.2	8.9	7.2	9.3	3.9	3.2
	ESL (English as a Second Language)	147	35.6	17.8	13.3	36.7	24.5	15.0	1.1	6.7	1.7

Table 22: Percentage of Annual AP Exams That Received a Score of 3 or Above

DoDEA Students AP Class by Subgroup <i>DoDEA Goal: At Least 30% of All High School Students Will Take at Least One AP Test Each Year</i>		Students Taking an AP Test in 2017	% of Grade 9-12 Students Who Took At Least One AP Test					DoDEA Change % of Students Who Took an AP Test (2013-2017)
			2013 % of Students Who Took an AP Test	2014 % of Students Who Took an AP Test	2015 % of Students Who Took an AP Test	2016 % of Students Who Took an AP Test	2017 % of Students Who Took an AP Test	
All DoDEA Students	All DoDEA	4138	20.3	22.1	23.4	26.7	27.9	7.6
Grade Levels	Grade 9	323	0.8	1.1	2.1	4.5	7.3	6.5
	Grade 10	874	9.3	12.2	13.4	19.7	22.9	13.6
	Grade 11	1487	38.4	39.3	40.5	43.0	42.1	3.7
	Grade 12	1454	43.2	45.5	47.8	48.5	47.8	4.6
Gender	Female	2336	23.0	25.7	26.8	30.6	31.8	8.8
	Male	1802	17.8	18.7	20.1	23.1	24.0	6.2
Racial/Ethnic Groups	Hispanic/Latino	727	16.5	17.5	18.7	23.7	25.0	8.5
	White	1943	23.2	25.5	27.1	29.9	31.4	8.2
	Black/African American	334	11.7	13.7	13.8	16.5	17.7	6
	Asian	400	26.3	27.4	29.7	33.7	33.7	7.4
	American Indian/Alaska Native	--	--	--	--	--	--	--
	Native Hawaiian or Other Pacific Island	--	--	--	--	--	--	--
	Biracial/Multiracial	535	25.9	26.6	26.8	29.1	30.7	4.8
	Unknown or Decline to State	134	12.8	14.3	18.6	26.8	23.8	11
Special Services	IEP (Special Education)	--	--	--	--	--	--	--
	ESL (English as a Second Language)	--	--	--	--	--	--	--

Table 23: Percentage of High School Graduates Who Took At Least One AP Class During Their High School Career

DoDEA Students AP Exams <i>DoDEA Goal: At Least 60% of Annual AP Exams Will Receive a Score of 3 or Above</i>		2017 AP Exams	% of AP Exams Scoring a 3 or Above					DoDEA Change % of Exams Scoring a 3 or Above (2013-2017)
			2013 % of Exams Scoring a 3 or Above	2014 % of Exams Scoring a 3 or Above	2015 % of Exams Scoring a 3 or Above	2016 % of Exams Scoring a 3 or Above	2017 % of Exams Scoring a 3 or Above	
All DoDEA Students	All DoDEA	7338	51.8	52.1	52.5	56.2	56.6	4.8
Grade Levels	Grade 9	324	63.4	64.2	61.7	57.2	52.5	-10.9
	Grade 10	991	64.0	67.3	69.3	58.5	63.0	-1
	Grade 11	2772	50.8	49.8	50.2	55.2	55.8	5
	Grade 12	3251	52.1	50.9	51.3	56.5	55.7	3.6
Gender	Female	4070	49.8	49.4	50.3	54.0	54.5	4.7
	Male	3268	54.2	55.5	55.4	59.2	59.2	5
Racial/Ethnic Groups	Hispanic/Latino	1167	44.8	44.9	42.2	46.8	47.9	3.1
	White	3550	58.8	60.1	59.7	62.7	64.7	5.9
	Black/African American	512	29.8	30.1	31.9	33.1	34.8	5
	Asian	760	49.9	43.9	46.5	52.6	52.0	2.1
	American Indian/Alaska Native	--	--	--	--	--	--	--
	Native Hawaiian or Other Pacific Island	84	30.1	34.9	47.3	58.8	41.7	11.6
	Biracial/Multiracial	1008	49.9	51.1	52.3	58.2	53.9	4
	Unknown or Decline to State	228	50.2	53.0	55.4	64.7	57.0	6.8
Special Services	IEP (Special Education)	--	--	--	--	--	--	--
	ESL (English as a Second Language)	45	49.3	51.9	50.0	69.5	57.8	8.5

Table 24: Percentage of Graduating Seniors That Were Awarded an Honors/International Baccalaureate Diploma

DoDEA Students AP Class by Subgroup <i>DoDEA Goal At Least 60% of All High School Graduates Will Have Taken at Least One AP Class During Their High School Career</i>		Students Taking an AP Course in 2017	% of High School Graduates Who Took At Least One AP Class					DoDEA Change % of Students Who Took an AP Class (2013-2017)
			2013 % Who of Students Took an AP Class	2014 % of Students Who Took an AP Class	2015 % of Students Who Took an AP Class	2016 % of Students Who Took an AP Class	2017 % of Students Who Took an AP Class	
All DoDEA Students	All DoDEA	2815	54.5	52.9	57.6	59.6	61.3	6.8
Gender	Female	1397	59.7	58.1	64.9	66.0	66.8	7.1
	Male	1418	50.0	48.2	50.7	53.6	55.9	5.9
Racial/Ethnic Groups	Hispanic/Latino	615	44.3	43.5	50.4	53.8	57.6	13.3
	White	1129	60.8	59.0	63.5	64.9	65.4	4.6
	Black/African American	349	36.3	35.1	39.0	42.9	45.8	9.5
	Asian	230	65.8	66.4	64.3	71.0	73.5	7.7
	American Indian/Alaska Native	--	--	--	--	--	--	--
	Native Hawaiian or Other Pacific Island	--	--	--	--	--	--	--
	Biracial/Multiracial	359	64.8	66.6	64.7	64.8	65.7	0.9
	Unknown or Decline to State	62	37.5	34.6	50.0	43.1	59.7	22.2
Special Services	IEP (Special Education)	--	--	--	--	--	--	--
	ESL (English as a Second Language)	100	28.7	34.2	34.1	34.2	37.0	8.3

Table 25: Percentage of Graduating Seniors That Were Awarded an Honors/International Baccalaureate Diploma

DoDEA Students Honors/International Baccalaureate Diploma		Students Awarded a 2017 Honors/IB Diploma	% of Graduating Seniors Who Were Awarded an Honors and/or International Baccalaureate Diploma					DoDEA Goal At Least 15% of Graduating Seniors Will Be Awarded an Honors and/or International Baccalaureate Diploma	
			2013 % of Students in Who Were Awarded an Honors/IB Diploma	2014 % of Students in Who Were Awarded an Honors/IB Diploma	2015 % of Students in Who Were Awarded an Honors/IB Diploma	2016 % of Students in Who Were Awarded an Honors/IB Diploma	2017 % of Students in Who Were Awarded an Honors/IB Diploma	DoDEA Change % of Students Who Were Awarded an Honors/IB Diploma (2013-2017)	DoDEA Goal
All DoDEA Students	All DoDEA	430	11.3	13.3	13.4	14.6	15.3	4.0	15
Gender	Female	263	15.0	15.9	18.3	18.1	18.8	3.8	15
	Male	167	8.0	10.8	8.7	11.3	11.8	3.8	15
Racial/Ethnic Groups	Hispanic/Latino	67	6.4	7.5	6.3	7.7	10.9	4.5	15
	White	220	14.6	18.1	17.1	19.4	19.5	4.9	15
	Black/African American	--	--	--	--	--	--	--	15
	Asian	--	--	--	--	--	--	--	15
	American Indian/Alaska Native	--	--	--	--	--	--	--	15
	Native Hawaiian or Other Pacific Island	--	--	--	--	--	--	--	15
	Biracial/Multiracial	--	--	--	--	--	--	--	15
	Unknown or Decline to State	--	--	--	--	--	--	--	15
Special Services	IEP (Special Education)	--	--	--	--	--	--	--	15
	ESL (English as a Second Language)	--	--	--	--	--	--	--	15

1 More information on the development of the Community Strategic Plan for SY 2013/14 -2017/18 can be accessed in the CSP Background Report November 2011 available on the world wide web at <http://www.dodea.edu/CSP/upload/CSP-Background-Report.pdf>

Work, Robert. Implementation of Institutional Reform Opportunities. [Memorandum]/ Washington, DC: Department of Defense. Retrieved from ⁱⁱ https://www.acq.osd.mil/dpap/sa/docs/SRRB/DEPSECDEF_Memo-SRRB-24Jul15.pdf

ⁱⁱⁱ Link to NDAA- <https://www.congress.gov/bill/114th-congress/senate-bill/2943/text?q=%7B%22search%22%3A%5B%22national+defense+authorization+act%22%5D%7D&r=1>

^{iv} Data available on the world wide web for Texas at <https://rptsvr1.tea.texas.gov/perfreport/src/2017/district.srch.html> and for North Carolina at <http://www.ncpublicschools.org/accountability/reporting/sat/2017> as of 1/24/2018

^v Data available on the world wide web for SAT at <https://reports.collegeboard.org/sat-suite-program-results/class-2017-results> and for the ACT at https://www.act.org/content/dam/act/unsecured/documents/cccr2017/P_99_999999_N_S_N00_ACT-GCPR_National.pdf.

^{vi} Center for Evaluation and Education Policy. The Importance of School Facilities in Improving Student Outcomes. Available on the world wide web at <http://sites.psu.edu/ceepa/2015/06/07/the-importance-of-school-facilities-in-improving-student-outcomes/> on 12/8/2017. Table 25: Percentage of Graduating Seniors That Were Awarded an Honors/International Baccalaureate Diploma





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