

dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



COMMUNITY STRATEGIC PLAN

*Volume II • School Years 2013/14 – 2017/18*



## TABLE OF CONTENTS

MESSAGE FROM THE DIRECTOR	3
TODAY'S DODEA	4
DODEA'S PURPOSE AND DIRECTION	6
DODEA'S STRATEGIC WAY FORWARD	8
<i>Priority 1</i>	9
<i>Priority 2</i>	22
APPENDICES	26
<i>Performance Measures</i>	27
<i>Glossary of Key Terms</i>	38

## MESSAGE FROM THE DIRECTOR

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

I am pleased to present Volume II of our Community Strategic Plan (CSP) for school years 2013/14–2017/18. I am confident that the strategic direction outlined in this volume focuses the DoDEA community on our school system’s most essential strategic imperatives: establishing an educational system that progressively builds the college and career readiness of all DoDEA students, and establishing the organizational capacity to operate more effectively and efficiently as a model, unified school system.

Our success in uniformly achieving student college and career readiness rests largely on the quality of our standards-based educational system—a system designed to tightly align our curriculum, instructional framework, and assessment system with our newly established college- and career-ready academic standards. Once fully implemented, our standards-based educational system will achieve three essential conditions in every one of our classrooms: the system will establish and build awareness and acceptance of our new, more rigorous teaching and learning expectations; the system will ensure all students have equal access to high-quality educational opportunities; and most importantly, the system will improve student achievement through instructional strategies and supports tailored to accommodate students’ unique learning needs. In short, our standards-based educational system will improve what we teach, how we teach, and how our students learn in each of our schools.

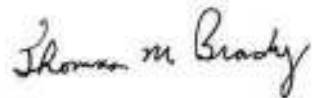
Achieving a model standards-based educational system, however, requires that we establish the “right” capacity throughout our school system. As such, we will continue our work to determine the most effective and efficient organizational structure for meeting high teaching and learning expectations and accomplishing essential support functions. Our capacity-building initiatives will focus our entire organization on one common end—doing what is best for our students. Teachers and administrators (instructional leaders) will be able to focus on instruction while receiving improved resourcing and support from our above-school-level organizations, and our above-school-level organizations will be better aligned, resourced, and empowered for success.

To improve the support to the school level, we will initially focus on two tasks—we will more effectively project long-term resource requirements for programs essential to improving student achievement; and we will pursue opportunities to operate our above school-level organization more efficiently to make more resources directly available to our schools.

Lastly, we will build upon the positive, collegial, and student-centered climates of our schools to establish a system-wide culture conducive to meeting high expectations and improving accountability. The fundamental belief that each part of our school system, especially our students, can and will meet higher expectations must be prevalent throughout our organization. Moreover, our commitment to become one of our Nation’s best school systems can only be realized if we pursue improvement with a collective sense of ownership and accountability that focuses our actions and resources on achieving our high expectations in a principled, positive way.

In closing, I believe we are presented a tremendous opportunity today. The path we have chosen channels our talents, resources, and passions towards becoming a much better school system for our students and their families. The journey will not be without challenges, but given our current strengths, a focused plan of action, and a fully committed and engaged team, I believe it is certainly achievable and the right thing to do for our children. I look forward to taking the journey with you.

Respectfully,



**Thomas M. Brady**

*Director, DoDEA*

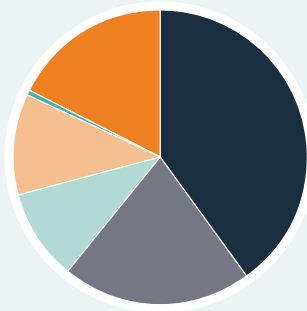


• OUR STUDENTS •

**76,559** MILITARY-CONNECTED STUDENTS

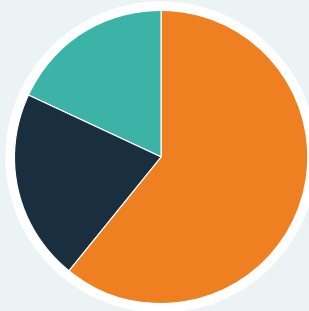
in grades pre-kindergarten–12 (as of October 2014) • The 43<sup>rd</sup> Largest U.S. School System

Student Population by Service Affiliation



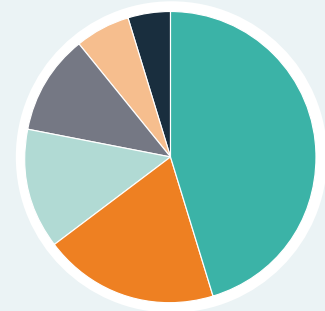
- 40% Army
- 21% Air Force
- 10% Navy
- 11% Marine Corps
- 5% Coast Guard
- 17.5% Other (overseas DoD civilian)

Student Enrollment by Grade



- 61% Pre-K–5
- 21% Grades 6–8
- 18% Grades 9–12

Student Race and Ethnicity



- 45.1% White
- 19.3% Hispanic/Latino
- 13.5% Black/African American
- 10.9% Multiracial
- 6.1% Asian
- 4.6% Other/Unknown

**1.2 MILLION** MILITARY-CONNECTED SCHOOL-AGED STUDENTS

supported by DoDEA Educational Partnership and Outreach Programs



More students than the largest U.S. public school system — approximately 640 U.S. public school districts educate military-connected children.



- Awarded over \$326 million in grants to over 191 military-connected U.S. School districts since 2008.
- Awarded 41 grants in fiscal year 2013 to 247 schools.
- Administers \$45 million annually for the DoD supplement to the Department of Education Impact Aid Programs.



Partnering with NASA, the Army Corps of Engineers, the U.S. Naval Academy and others to provide high-quality STEM educational opportunities in DoDEA Schools.



Eleven public schools on military installations have committed to be part of the DoD-sponsored Healthy Base Initiative.

• OUR SCHOOLS •

DODEA OPERATES

181

schools (as of school year 2014–2015)

63

Schools in United States and its territories

New York, Virginia, Kentucky, North Carolina, South Carolina, Georgia, Alabama, Puerto Rico and Guam

117

Schools overseas

United Kingdom, Germany, Italy, Belgium, The Netherlands, Spain, Portugal, Bahrain, Turkey, South Korea, Japan (to include Okinawa) and Cuba

1

Accredited virtual high school

• OUR RESOURCES •

\$1.91 BILLION

Fiscal Year 2014 Annual Operating Budget

\$4.7 BILLION

School construction/modernization program (FY 2010–FY 2019)

- Replace/renovate 123 schools and district offices
- Projected completion of all projects by FY 2021

DODEA WORKFORCE

12,439

Employees

11,138

School-level employees (90%)

8,644

Teachers  
72.3% have a master's degree

\*\*Employee totals reflect Full-time Equivalent (FTE) positions

# DODEA'S PURPOSE AND DIRECTION

DoDEA's CSP for school years 2013/14–2017/18 establishes our organizational purpose and direction. Volume I of the CSP was released in June 2013 and provides the foundational elements of the plan that will endure over the five-year period of the plan. The CSP's foundational elements include the mission and vision statements, our core values, and our strategic goals.

## MISSION

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

**The Mission Statement articulates DoDEA's purpose—why we exist. It indicates that we view each student individually as unique participants in their education, and improving the achievement of each student requires a tailored, individualized approach to how we teach, engage, and empower students.**

## VISION

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

**The Vision Statement identifies what we aspire to achieve as a school system over the next five years. It embodies DoDEA's aspiration to become a world-class school system by enriching and serving the unique needs of military-connected children and their families and communities.**

## 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.

**DoDEA's Core Values are the principles that influence and guide all we do as a school system. They clarify what we stand for and in what we believe. Our success as a school system depends on the consistency in which each DoDEA employee incorporates these values in their day to day professional practices.**



## 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 an enduring and responsive organization that provides 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.*

Achieving our vision—“*To be among the world’s best leaders in education, enriching the lives of military-connected students and the communities in which they live*”—requires that we elevate our school system to new levels of excellence in each of our five goal areas. DoDEA’s five strategic goals focus our improvement efforts on the fundamental elements most essential to developing student college and career readiness and improving our ability to operate as a unified school system. Successful achievement of our goals (and ultimately our vision) will require the collective commitment of the entire DoDEA community.



“LEARNING IS NOT ATTAINED BY CHANCE, IT MUST BE SOUGHT FOR WITH ARDOR AND DILIGENCE.”

– Abigail Adams

## DODEA'S STRATEGIC WAY FORWARD

This strategic plan provides DoDEA's formal agenda for becoming one of our Nation's best unified school systems. Where Volume I establishes the enduring elements of the plan—DoDEA's mission and vision, core values, and strategic goals—Volume II provides the initial strategic way forward for achieving our aspirations. The strategy introduced in this volume focuses our school system in two priority areas — areas fundamentally vital to our ability to prepare each student for postsecondary study, a highly competitive workplace, and to participate as a well-informed citizen. *As such, the priorities establish the requisite foundation for further organizational growth. Our two strategic priority areas of focus are:*

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.

*Comprehensive plans for the two priority initiatives are in the early stages of development. As the planning reaches an appropriate level of maturity, we will begin setting the conditions for implementation. The DoDEA Director will provide community-wide updates for both initiatives each month starting in November 2014 to foster organizational awareness and readiness.*



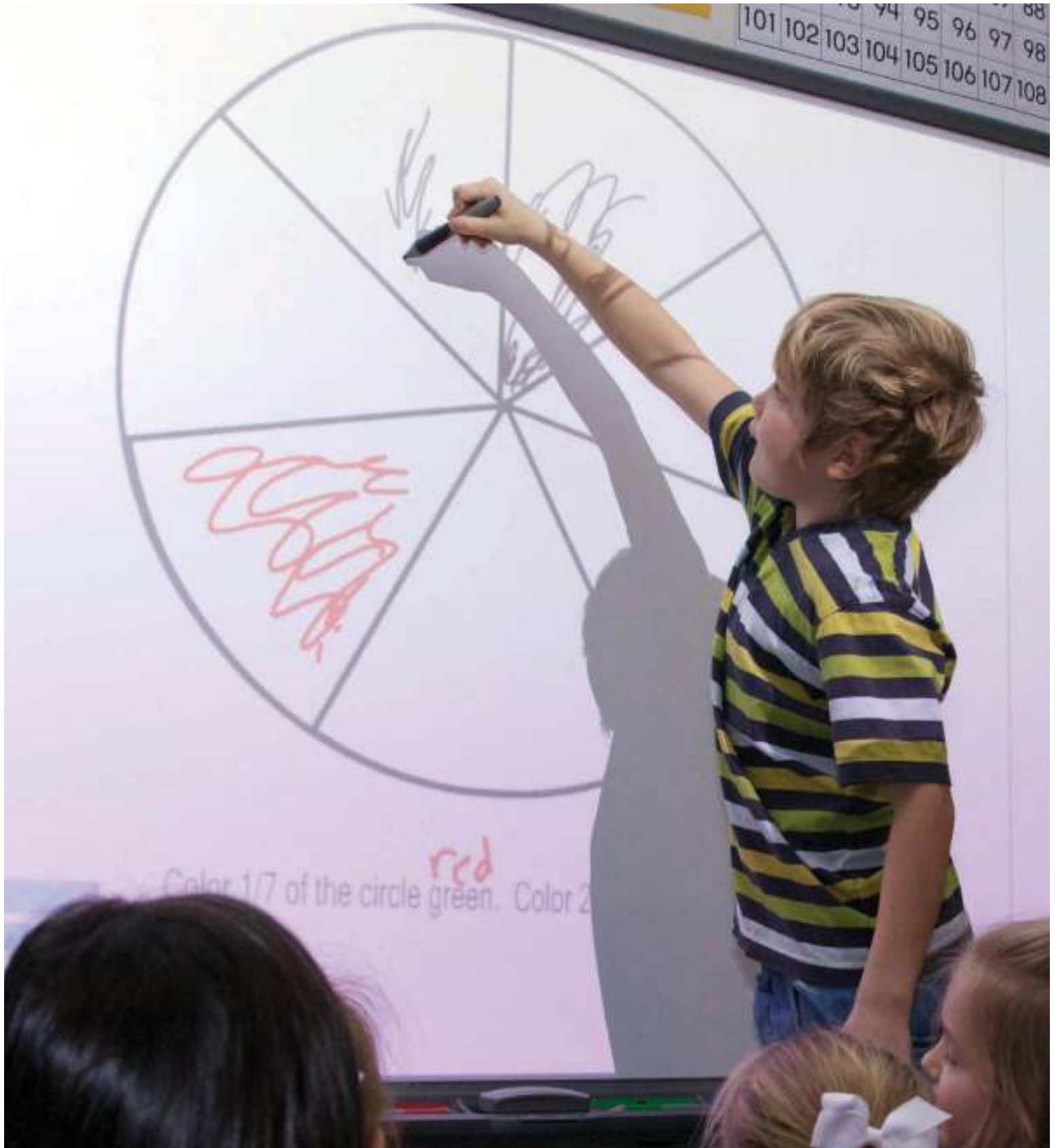
**“A GOOD HEAD AND GOOD HEART ARE ALWAYS A FORMIDABLE COMBINATION. BUT WHEN YOU ADD TO THAT A LITERATE TONGUE OR PEN, THEN YOU HAVE SOMETHING VERY SPECIAL.”**

*– Nelson Mandela*

**“PLANS ARE ONLY GOOD INTENTIONS UNLESS THEY IMMEDIATELY DEGENERATE INTO HARD WORK.”**

*– Peter Drucker*





## PRIORITY I

## PRIORITY 1

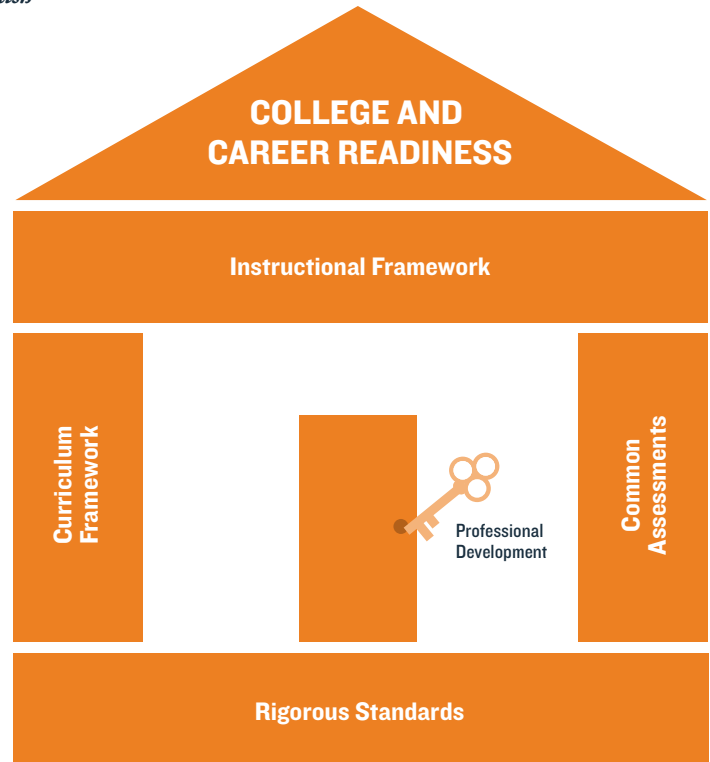


The development and implementation of a standards-based educational system that effectively aligns DoDEA's curriculum, instructional framework, and assessment system to DoDEA's more rigorous, college- and career-ready academic standards.

DoDEA's most essential enabler for uniformly achieving student college and career readiness is a highly effective standards-based educational system.

*As such, our top priority over the next five years will be to fully establish a standards-based educational system that:*

- Aligns educational policy, procedures, processes, structures, and expectations.
- Aligns system components to form a high-quality, college- and career-ready educational delivery system.
- Establishes high expectations for all students to master the knowledge, skills, and dispositions essential for the next grade level and for college, career, and citizenship demands upon graduating high school.
- Ensures equitable access to high-quality educational opportunities and instructional supports to all students.
- Provides students multiple pathways in high school for achieving college and career readiness.
- Provides our educators the training and support to establish the deep content knowledge and pedagogical expertise required to plan and deliver effective instruction.
- Provides the systems for measuring student academic progress and conducting continuous improvement planning.
- Establishes individual and organizational accountability for fostering student college and career readiness.



We will establish our standards-based educational system using a phased, integrated systems approach. We will outline the approach in a 5-year master plan that identifies and schedules the system's key development and implementation tasks over five 12-month phases. Each 12-month phase will cover the period of July–June and will focus on the tasks that must be completed to enable the next phase of implementation. The master plan and the first 12-month plan (July 2014–June 2015) are scheduled to be published in October 2014.

**“KNOWLEDGE IS POWER. INFORMATION IS LIBERATING. EDUCATION IS THE PREMISE OF PROGRESS, IN EVERY SOCIETY, IN EVERY FAMILY.”**

– Kofi Annan

## COLLEGE- AND CAREER-READY ACADEMIC STANDARDS

During the next five years, DoDEA will transition to a full complement of pre-kindergarten through 12<sup>th</sup> grade (Pre-K–12) college- and career-ready (CCR) academic standards. The CCR standards set higher academic expectations, describing the level of rigor in what students should know and be able to do by grade and content area. As such, the CCR standards form the foundation of our standards-based educational system, serving as the focal point for establishing and aligning our Pre-K–12 curriculum, instruction, and assessment system.

We have joined the states-based movement to implement more rigorous CCR academic standards. By participating in the CCR standards initiatives, we are raising the bar for DoDEA students as well as establishing alignment and continuity with the public school systems that also educate our military-connected children.

### DoDEA's Implementation of CCR Standards

DoDEA adopted the Common Core State Standards (CCSS) for literacy and mathematics and has dedicated school year (SY) 2014–2015 to prepare DoDEA educators to transition to the new standards. We will implement the CCSS standards over a 5-year period, beginning in SY 2015–2016.

In addition to the CCSS, DoDEA also intends to formally adopt and implement new, more rigorous content standards in science, social studies, and the arts. It is our intent to fully implement the CCSS by SY 2017–2018 and the science, social studies, and the arts CCR standards by SY 2019–2020.



## PRE-K-12 CURRICULUM

To ensure content alignment to the new CCR standards, DoDEA will develop and implement a new Pre-K–12 curriculum. The curriculum will provide multiple CCR pathways for students and will achieve quality and consistency in what is taught and learned in each content area and grade.

### DoDEA's new curricular framework will consist of four key elements:

- 1 Course Design:** Courses/subject areas will consist of sequenced units of instruction with clearly defined scope, sequence, and pace. Each unit of instruction will focus teaching and learning on specific CCR standards and will be supported by evidence-based instructional strategies, a balanced assessment system, and aligned instructional materials and resources.
- 2 Vertical Alignment:** Content will be vertically aligned across grade levels by sequencing content and instruction in a manner that progressively builds conceptual and procedural understanding through the grade bands. Such alignment ensures content and instruction remains aligned to grade-level standards, eliminating time consumed on re-teaching previous grade-level concepts or jumping ahead to knowledge and skills appropriate at the next course/grade level.
- 3 Horizontal Alignment:** Content will be horizontally aligned within each grade to ensure consistency in the depth of expected learning outcomes on what is taught, learned, and assessed in the various content areas.
- 4 Instructional Material Alignment:** Instructional materials and resources (e.g., textbooks, workbooks, supplemental materials, and digital resources) will be tightly aligned to course/grade-level standards. To the greatest extent possible, instructional materials will be devoid of material unrelated or extraneous to the targeted standards.

### We must thoughtfully integrate technology and build digital competence.

An essential CCR skill is digital competence—the ability to learn and create in a digital environment. As we develop our curriculum, we must ensure it comprehensively integrates the development of digital competence. We intend to do so by making digital learning resources available to students and requiring them to use the resources to create learning artifacts. The transition to a blended digital environment geared toward student creation hinges on three initiatives. First, we will provide high-quality digital materials. Secondly, we are implementing a learning management system where teachers can leverage their creativity in their lesson planning and delivery while teaching common standards. Finally, we will provide teachers training on the use of collaborative digital tools that allow students to show not just what they know, but what they can construct. We plan to implement a new learning management system and develop a process to adopt/include open educational resources during SY 2014–2015.

“CHILDREN MUST BE TAUGHT HOW TO THINK, NOT WHAT TO THINK.”

– Margaret Mead

## EVIDENCED-BASED INSTRUCTION

The success of our curriculum will ultimately depend on the efficacy of our teachers. As such, we are committed to ensuring our teachers have the deep content knowledge and pedagogical expertise needed to plan and deliver effective instruction. To do so, we will establish two supporting frameworks—a common instructional framework and a robust educator professional learning framework. The frameworks will largely address the “*science*” of instruction, but each will be implemented in a manner that compliments “*the art*” of creating and delivering lessons that provide engaging learning experiences.



### Common Instructional Framework

Our approach to support each teacher’s ability to provide sound instruction is to employ common, evidence-based instructional practices and strategies—practices and strategies proven effective in attaining the depth and differentiation required for students to master rigorous standards. To do so, we will identify and align the most essential evidenced-based instructional components within a common instructional framework (CIF).

*The framework will, at a minimum, promote and model teacher and instructional leader practices/skills central to:*

- **Planning and preparing coherent lesson plans** to employ instructional strategies and challenging material and activities that effectively target specific learning outcomes/criteria for mastery.
- **Delivering instruction** in a student-focused, individualized manner that actively engages and challenges each student to apply targeted knowledge and higher-order thinking skills in real world context.
- **Creating a classroom environment** that enables student higher-level learning.

*The CIF, as a comprehensive and coherent instructional tool, will uniformly:*

- Provide teachers (and instructional leaders) a common framework for effective instruction—what teachers must know and do (content knowledge and pedagogical expertise) to be able to effectively deliver rigorous, relevant instruction.
- Align the components of instruction and demonstrate how instruction is tightly aligned with grade-level/course standards, curriculum, and assessments.
- Emphasize instructional shifts that incorporate appropriate and meaningful student-centered strategies for deep procedural and conceptual understanding and application of CCR-essential knowledge and skills.
- Provide descriptions (exemplars) of what highly effective teaching practices look like.
- Serve as the anchor for all teacher professional learning, coaching, and self-reflection that further develop instructional skills.
- Establish commonality in instructional terminology and practice to enable system-wide professional development and collaboration.

## STANDARDS-BASED ASSESSMENT SYSTEM

During the next two years, DoDEA will adopt a comprehensive, standards-based Pre-K–12 assessment system for initial implementation in SY 2016–2017. We will establish a balanced assessment system that includes formative, summative, diagnostic, and benchmark assessment tools that effectively measure and link student achievement to specific content standards and instructional strategies.

- **Formative Assessments:** Our system will include formative assessments that measure student learning during units of instruction to facilitate corrective feedback to students, adjustments in instruction to address gaps in student understanding, and/or identify the need to extend a lesson to achieve intended learning outcomes.
- **Summative Assessments:** Our assessment system will also include standardized, end-of-year or course summative assessments. The summative assessments will require students to apply the most critical CCR knowledge and skills they have learned during the school year/course. The summative assessment results will highlight whether student achievement (and college and career readiness) is improving in the aggregate and by subgroups; the magnitude of and reasons for achievement gaps; the need for educator professional development; and/or the need for policy, curriculum, or instructional adjustments.
- **Benchmark and Diagnostic Assessments:** Lastly, our new assessment system will include benchmark and diagnostic assessments. These assessments will improve our ability to measure how well students have learned material at a specified time of the school year, predict student’s future performance (e.g., on a summative assessment), specify student placement and intervention requirements, and/or determine the effectiveness of a pedagogical/program approach.

Although many of the assessments will be *standardized (established system-wide)*, it is intended that districts will retain some “domain” authority (scope of authority to be determined) to tailor formative, benchmark, and diagnostic assessments to meet specific district and school needs.

The table below provides DoDEA’s current summative assessment portfolio. The degree to which the portfolio changes as we transition to a standards-based assessment system will depend, in part, on how well the current assessments align to our new CCR standards.



Current Assessment	Core Content Area of Focus	Grades
TerraNova	Multiple content areas	3–9
BAS	Reading	K–3
STAMP Assessment	Foreign Language	7–12
AP	Multiple content areas	8–12
SAT	Multiple content areas	9–12
ACT	Multiple content areas	9–12
PSAT	Multiple content areas	10–11
SRI	Reading	6 & 9
ReadiStep	Multiple content areas	8–9 AVID
NAEP	Reading, Math, Science	4 & 8
Alt – Special Education	Multiple content areas	3–11
Alt – CAT and Math (ELL)	Math	3–11
Alt – LasLinks (ELL)	English language arts (ELA)	3–11

## PRIORITY 1 | ESSENTIAL SUPPORT INITIATIVES

There are five supporting initiatives that are vital to DoDEA successfully establishing and sustaining a standards-based educational system.

*These include:*

- An organizational culture of raised expectations and accountability.
- A robust educator professional development framework.
- Improving student readiness and motivation to achieve more rigorous academic demands.
- A formal accountability system.
- An integrated data management system.



**“EDUCATION IS THE KEY TO SUCCESS IN LIFE, AND TEACHERS MAKE A LASTING IMPACT IN THE LIVES OF THEIR STUDENTS.”**

*– Solomon Ortiz*

## An Organizational Culture of Raised Expectations and Accountability

We could successfully implement our new standards-based educational system, but without the right organizational culture in which to cultivate the system, it is not likely to produce and/or sustain DoDEA's desired teaching and learning outcomes. To achieve these high expectations, the system must be implemented within an organizational culture of raised expectations and accountability.

### *Culture of raised expectations and accountability:*

Using the cultural development strategy in *How Did That Happen* (Roger Connors and Tom Smith), we will build upon the positive, collegial, student-centered climates in our schools to establish a system-wide culture conducive to meeting high expectations and improving accountability.

#### *Our new culture will:*

- Be founded upon clear roles, responsibilities, expectations, and a well-trained, motivated workforce.
- Establish an environment of trust and respect that cultivates people holding themselves and others accountable for achieving expectations in a positive, principled way.
- Foster people thinking and acting in a manner where they assume ownership for finding solutions while feeling safe taking intellectual risks.
- Consist of a workforce that clearly understands how their hard work meaningfully contributes to the achievement of organizational goals and objectives.
- Improve communications within and between organizational levels, emphasizing improved transparency, the sharing of good ideas, and urgently addressing issues affecting the health, welfare, safety, and readiness of our students and workforce.

### *The method:*

Achieving such a culture requires that we identify and implement the cultural drivers that facilitate the shift from our current, default culture. More specifically, we require cultural drivers that establish high expectations and improve organizational and personal accountability throughout our organization.





*The strategies for our two strategic priorities provide much of the required cultural driver framework. In short, the strategies:*

- Establish high teaching and learning expectations and the capacity to meet the expectations.
- Clarify the educational and support roles, responsibilities, and expectations for each level of our organization.
- Empower and motivate our students and workforce to achieve high expectations.
- Improve communications (internally and externally), facilitating improved organizational transparency and awareness.

The first phase of the system-wide “re-culturization” process will focus on our students and educators. We will begin by clearly articulating the higher expectations (what is expected and why) for our students and educators, and then provide the supports to establish the requisite student and educator efficacy and motivation.

#### ***For Students:***

We must establish a mutually-supportive belief system: students must believe in their ability to achieve higher academic expectations (student self-efficacy), DoDEA educators must demonstrate a sincere belief that all students are capable of achieving higher academic expectations, and our students and educators must both believe that academic success can largely be achieved through the proper effort. Research demonstrates high expectations can have a very powerful influence on outcomes, especially student outcomes.

#### ***For DoDEA Educators:***

*Our educators must also meet higher expectations by:*

- Consistently providing all students access to a high-quality, rigorous curriculum and individualized instruction and supports.
- Taking ownership of student learning.
- Believing in their ability as teachers to enable high-level student learning (teacher self-efficacy).

Our Educator Professional Development Program and new organizational culture will improve the professional capacity of our teachers and instructional leaders while fostering school environments where teachers feel safe taking intellectual risks.

#### ***How will we know when we have established the culture?***

A key signal that we have successfully transitioned to a culture of raised expectations and accountability will be our community’s recognition of our improved organizational (and personal) integrity—in other words, recognition that we regularly do what we say we will do to the best of our ability as an organization (at every organizational level) and as individual members of the DoDEA team.

**“ENCOURAGEMENT OF HIGHER EDUCATION FOR OUR YOUTH IS CRITICAL TO THE SUCCESS OF OUR COLLECTIVE FUTURE.”**

*— Charles B. Rangel*

## Educator Professional Development Framework

The successful development and implementation of our new standards-based educational system will largely depend on the efficacy of our educational professionals—our teachers and principals (most importantly), our school and above-school educational staffs, and our leadership. To ensure our workforce has the requisite skills, knowledge, and strategies to achieve the required reform, we will place considerable emphasis on the development and implementation of a robust, system-wide professional development framework. The framework will primarily target establishing a thorough understanding of the standard-based educational system components as well as how the components connect to form a high-quality educational delivery system.

*Our initial professional development efforts will target establishing a strong foundation in:*

- How the CCR standards differ in terms of rigor in the knowledge, skills, and deep conceptual and procedural understandings they target.
- DoDEA’s common instructional framework for providing structurally sound, evidence-based instructional practices and strategies.

Subsequent efforts will target workforce preparation to implement the first group of CCR standards—the selected Common Core State Standards in mathematics and literacy. Once we complete the initial, targeted educator professional development, we will sustain professional learning through a collaborative adult learning model focused on 21st Century teaching, learning, and leading skills and competencies.

### *Individual Capacity:*

Our professional capacity-building approach will initially focus on individual teachers and administrators (as instructional leaders).

*Research clearly demonstrates two things:*

- 1 Teachers and principals have the most influence on student achievement within a school system.
- 2 Good schools and school systems commonly place a high priority on teacher and leader development.

*Our approach will provide:*

- Targeted professional development to prepare all DoDEA educators to establish and effectively execute a rigorous standards-based educational system.
- Growth and sustainment professional development for:
  - **Teachers**, emphasizing deep content knowledge and pedagogical expertise required to effectively deliver instruction that improves student achievement.
  - **Administrators**, emphasizing effective instructional leadership skills, practices, and attributes.
  - **School support staffs**, emphasizing the skills and competencies required for their role in developing student college and career readiness.
  - **Above-school educators**, emphasizing the skills and competencies required for their role in managing and sustaining our standards-based educational system and supporting school operations.
  - **All educators**, encouraging participation in professional organizations, reading professional journals, attending educational conferences, and taking university classes.

“I AM NOT A TEACHER, BUT AN AWAKENER.”

— Robert Frost

### ***Staff Capacity:***

In a parallel effort, we will simultaneously develop the collective capacity of our school staffs to work as trusting, collegial, and collaborative teams.

*Our staff capacity-building approach will focus on:*

- 1 Training school teams and organizational leadership on the behaviors, attributes, and practices common to high-capacity school staffs, to include maximizing the use of professional learning communities to build trust and cooperation and improve the quality of instruction, assessment, and learning.
- 2 Hiring teachers and administrators who demonstrate high-capacity professional competencies.



### **Improving Student Readiness and Motivation for an Increase in Academic Rigor**

Achieving universal student academic success depends, in part, on our ability to build each student's capacity and motivation to meet higher academic expectations. We will acknowledge and work to mitigate the many non-school factors that influence each student's disposition and achievement level, but, more importantly, we will focus on what we can control and influence in our school environments to properly prepare students for the learning process and meet each student's unique learning needs.

***To do so, we will ensure our educators are more cognizant of the following practices and conditions:***

- **Individualization:** We will account for differences in students' levels of learning by differentiating instruction and applying innovative and sustainable supports (e.g., enrichment, coaching, intervention, adaptive technology) to fully engage all students.
  - **Engagement:** Research shows student active engagement is extremely important to the learning process. Individualized student engagement strategies that account for student academic backgrounds, life experiences, and cultures and that focus on inquiry (rather than competing for the right answer) make lessons more interesting and relevant to students and, therefore, more effective in motivating the student active intellectual engagement required for higher-level learning.
  - **Self-Efficacy:** A student's motivation to learn is largely based on self-belief in his/her ability to succeed in school and meet higher expectations. With the right (individualized) supports, all students will experience more success and, as a result, gain confidence in their ability to do well in school. *Students with a strong sense of self-efficacy generally:*
    - View challenging problems as tasks to be mastered
    - Develop deeper interest in the activities in which they participate
    - Form a stronger sense of commitment to their interests and activities
    - Recover quickly from setbacks and disappointments (view failure as part of the learning process)
  - **Learning Time:** Developing skill proficiency or conceptual understanding takes time, and each student is unique in how much time (and effort) it takes. Our curriculum will focus on priority standards that are fewer, higher, and clearer so that teachers can teach and assess in more depth. The end goal is student mastery, and time is the input variable we can always adjust.

• **Frequent Checks for Understanding:** To ensure students remain on track to achieve mastery learning of the standards targeted in a unit of instruction, we must check for student understanding and provide feedback more frequently over smaller amounts of information. We also want to maximize students' ability to redo/retake assessments. We must emphasize the importance of mastery learning of the standards, not achieving first time success.

• **Awareness of Learning Goals:** At the start of a lesson, students should have a clear understanding of the mastery objective. Research indicates student efficacy improves when students know the mastery objective and associated learning expectations that describe the application/demonstration rubrics for the targeted knowledge, skills, and dispositions.

• **The Classroom Environment:** The stressors that our students experience will take priority over learning if classroom environments do not effectively reduce stress.

*Two classroom conditions that are paramount in facilitating a healthy learning environment include:*

▪ *Respect:* In a respectful classroom environment, students feel valued, safe, and at ease taking intellectual risks and are more focused as stressors that take control of the brain are reduced. Our teachers create respectful and responsive classroom environments by the ways they interact with and respond to students as well as the way they permit students to interact and treat one another. Respectful environments facilitate students attempting new ways of thinking, contributing, and learning with the freedom to practice academic and social skills.

▪ *Trust:* Trust is a foundational element of learning. We will address ways (behaviors, attitudes, practices, and conditions) to build and strengthen trust between teachers and students—a core criterion for establishing a learning partnership and maximizing student potential.

• **Parental Engagement:** Through an extensive, targeted strategic communications plan, we will prepare our students and parents for the implementation of the CCR standards and the new curriculum and assessment system. We will ease student and parental concerns through a thoughtful transition period that makes clear what is changing, why the change is necessary, and the objectives/benefits of the change.

*More specifically, we will focus on:*

▪ *Building* student self-efficacy and motivation for meeting higher academic expectations.

▪ *Fostering* student and parent understanding of why we are implementing new standards and how the standards differ in terms of rigor and the knowledge and skills they target; how our curriculum will be aligned to the CCR standards; how instruction will evolve in support of the more rigorous standards; and the purpose, design, and rigor of our new standards-based assessments.



“EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD.”

— Nelson Mandela

## Establishing a Formal Accountability System

An essential enabler is an accountability system (policy and plan) that articulates ambitious but achievable performance expectations (standards) and fosters individual and organizational accountability.

*DoDEA's accountability system will be founded upon a comprehensive set of performance indicators that:*

- 1 Provide evidence of student learning and whether students are on track to meet predictive benchmarks along the educational trajectory (e.g., reading proficiency at the end of third grade).
- 2 Identify students and schools in need to facilitate timely and appropriate support.
- 3 Establish a laser-like focus on the initiatives, programs, and systems most essential to improving student college and career readiness.
- 4 Provide evidence of improved workforce and system capacity.
- 5 Facilitate acknowledgment of exceptional individual and organizational achievement.

## Establishing an Integrated Data Management System

**At the core of our school system's continuous improvement efforts** is the need for valid, reliable, and timely student performance data that reflects each student's academic performance and progress by content area and grade. To ensure essential student performance data is consistently available to the right system stakeholders in order to facilitate timely decisions/actions, we will pursue a system-wide, integrated data management system composed of data management policies, standardized procedures, and a system-of-record infrastructure. This system will serve as the "integrity linchpin" that provides critical student performance data from our assessment system to our accountability system. Data is valuable, but our true objective is a system that facilitates the transformation of performance data into meaningful information that drives causal understanding and subsequent decision-making.





## PRIORITY 2

## PRIORITY 2

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.**

Our success in growing DoDEA into a model, unified school system is dependent on our ability to establish essential capacity at the appropriate organizational levels. *Although DoDEA generally performs the same functions as its state and local education agency counterparts, it is unique in two important ways:*

- DoDEA is a DoD (Federal) Field Activity subject to Federal and DoD policies and regulations.
- DoDEA is a unified Pre-K–12 school system that operates on a global scale.

As such, we must remain cognizant of our school system’s unique characteristics as we assess capacity-building options, especially in the application of best practices common to our high-performing public counterparts.

This priority follows through on work that started more than 18 months ago to identify and assess options for operating DoDEA’s above-school organization more effectively.

*Over that time, we have developed and are in the process of implementing a two-fold, capacity-building approach:*

- We are assessing options for realigning essential above-school educational and service support functions to operate more effectively and efficiently as a unified school system.
- Once functionality is appropriately aligned, we will then begin redistributing resources to establish the capacity at the appropriate organizational levels to perform assigned functions.

The primary objective of this initiative is to establish the capacity of our school system to progressively build the college and career readiness of DoDEA students. *In support of this objective, we have established the following capacity requirements:*

- 1 Establish the system-wide capacity to develop, implement, and sustain a high-quality, standards-based educational system.
- 2 Improve the above-school level organizational capacity to build and sustain essential school-level capacity.
- 3 Establish and sustain the school-level capacity to provide high-quality educational opportunities that universally improve student achievement.

In short, we want an organizational structure that enables our teachers and administrators (instructional leaders) to provide high-quality instruction and establishes an above-school level organization with clearly defined roles and responsibilities and organized, resourced, and empowered for success.



**“LIVE AS IF YOU WERE TO DIE TOMORROW. LEARN AS IF YOU WERE TO LIVE FOREVER”**

*– Mahatma Gandhi*

## DODEA HEADQUARTERS (HQ) ORGANIZATION AND FUNCTIONS

Through this initiative, we are identifying the essential functions of the DoDEA HQ and, where needed, redesigning its structure to establish mission-essential capacity.

*The functions under review include:*

- DoD Field Activity HQ-related functions
- Policy and standardized procedure/process development
- Standards-based educational system establishment, implementation, and management
- System-wide professional development program management
- Performance management system development and management
- Above-school business service support functions management and execution
- Strategic planning and communications

The immediate priorities for the HQ restructuring initiative are the restructuring of the Education Directorate and the reengineering of the Human Resources (HR) Division.

**Education Directorate:**

*We will restructure the Education Directorate to create/bolster the capacity to:*

- Develop, implement, and sustain DoDEA's standards-based educational system
- Develop and manage an accountability system to measure student and school performance and facilitate accountability
- Develop and manage an integrated data management system that provides timely, reliable, and relevant performance data
- Develop, manage, and provide oversight of educational policies, plans, and programs
- Develop and manage educator professional development

“EDUCATION’S PURPOSE IS TO REPLACE AN EMPTY MIND WITH AN OPEN ONE.”

— *Malcolm Forbes*



**HR Division:** The purpose of the HR Reengineering Initiative is to create an HR Division with the capacity (professional staff, systems, and processes) to perform essential HR functional requirements. More specifically, the initiative aims to establish a customer service-focused HR Division with the capacity to achieve, sustain, and support a high-quality, diverse workforce.

*To do so, we must establish the division's capacity to:*

- Recruit, hire, develop, and retain a high-quality workforce
- Provide responsive and reliable HR customer support (system-wide)
- Perform essential HR functions (to be determined) in expert fashion

**Centrally Managed Above-School Service Support Functions:** Additionally, to allow DoDEA's areas and districts to focus more deeply on supporting school-level teaching and learning, the DoDEA HQ will assume responsibility for centrally managing select business service support functions down through the district level. The initial planning for this initiative will begin in the first half of SY 2014–2015.

## DODEA AREA AND DISTRICT ORGANIZATION AND FUNCTIONS

We will begin the process for determining area and district office organizational requirements during the first half of SY 2014–2015. Key leaders at the area and district levels will participate in the functional alignment and structural design processes. As we conduct the functional and structural analysis, we will strongly emphasize the need to reduce variability, streamline command and control, and improve each level's ability to support school operations. A point of emphasis will be to increase the instructional support capacity (content and pedagogical) in each area to help meet the high teaching and learning expectations inherent in our new standards-based educational system.

## THE PLAN

A comprehensive plan that details and coherently aligns DoDEA's above-school organization capacity-building initiatives is under development for release within the next six months.





## APPENDICES

## APPENDIX 1 | PERFORMANCE MEASURES

The performance standards established in the below performance measures are to be achieved by the end of SY 2017–2018 unless otherwise indicated.

### *Student College and Career Readiness (CCR) Measures:*

**TerraNova:** At least 80% of DoDEA students in grades 3–9 (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. *Baseline: 2013 TerraNova 3d Ed. results: math – 69%/10%; science – 75%/7%; reading – 74%/7%; language arts – 72%/8%; social studies – 75%/6%. (See Figures 1.1–1.10 for test results for student subgroups).*

**BAS and Reading Intervention:** All 3<sup>rd</sup> grade students will meet or exceed the end-of-year, grade-level independent reading proficiency benchmark. By the end of SY 2016–2017, K–3 students not meeting grade-level independent reading proficiency benchmarks will be enrolled in a reading intervention program. *Baseline: SY 2012–2013 Benchmark Assessment System (BAS) results: K – 77%; Grade 1 – 69%; Grade 2 – 68%; Grade 3 – 65% (based on SY 2012/13 EOY BAS results).*

**SAT/ACT:** At least 85% of each graduating class will take one or both of the SAT and/or the ACT college entrance exams. *Baseline: SY 2012–2013 graduating class – 71.5%.*

**SAT:** 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 combined score by end of SY 2017–2018. *Baseline: SY 2012–2013 graduating class – 42.2%*  
*Note: DoDEA's overall mean score is 1497. (See Figures 2.1–2.2 for SAT test results for student subgroups).*

**ACT:** 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: English – 18; mathematics – 22; reading – 22; science – 23. *Baseline: SY 2012–2013 graduating class – 77% met the English benchmark; 49% in mathematics; 60% in reading; and 48% in science. (See Figures 3.1–3.5 for ACT test results for each subject area and student subgroups).*

**PSAT:** At least 95% of 10<sup>th</sup> and 11<sup>th</sup> grade students will take the PSAT each year; and 50% of annual test takers will achieve the PSAT grade-level CCR benchmark composite score (133 for 10<sup>th</sup> graders; 142 for 11<sup>th</sup> graders). *Baseline: SY 2012–2013 – 92% of 10<sup>th</sup> graders and 92% of 11<sup>th</sup> graders took the PSAT; 40.8% of 10<sup>th</sup> grade and 39.2% of 11<sup>th</sup> grade test takers achieved the grade-level CCR benchmark composite scores. (See Figure 4 for PSAT content area mean scores by grade level).*

**AP Course:** 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. *Baseline: SY 2012–2013 – 22% of students in grades 9–12 took at least one AP course; 52% of AP Exams received a score of 3 or higher; 48.3% of high school graduates took an AP exam during the high school career.*

“IT IS THE MARK OF AN EDUCATED MIND TO BE ABLE TO ENTERTAIN A THOUGHT WITHOUT ACCEPTING IT”

– Aristotle

**World Language:** At least 55% of all DoDEA high school students will demonstrate Novice-High level or higher proficiency in all modes of assessed communication (reading, writing and speaking) at the completion of a level II world language course. *Baseline: 2012 STAMP Assessment – 46%.*

**Honors/IB Diploma:** At least 15% of graduating seniors will be awarded an Honors and/or International Baccalaureate (IB) diploma. *Baseline: SY 2012/13 – 10.5% of graduating seniors were awarded an Honors and/or an IB diploma.*



### **School Quality Measures**

**School Attendance Rate:** All schools will meet or exceed the average daily school attendance rate of 93%. *Baseline: SY2012/13, the DoDEA average daily attendance (ADA) was 92.26% (ASPEN attendance data). 155 (80%) of DoDEA's 194 schools met or exceeded the 93% ADA target.*

**School Facilities:** 90% of DoDEA school facilities will achieve a Q-1 or Q-2 condition rating, indicating the facilities meet DoD's acceptable condition standards. *Baseline: SY 2012–2013 – 76 of 194 school facilities (39%) were rated as being in a fair or better condition (next update at end of FY 2013).*



### **Organizational Quality Measure**

**Organizational Quality:** 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). *Baseline: 2012 Ranking – 218<sup>th</sup> (bottom quartile).*



“EDUCATION IS SIMPLY THE SOUL OF A SOCIETY AS IT  
PASSES FROM ONE GENERATION TO ANOTHER.”

– Gilbert K. Chesterton

FIGURE I.1 - TerraNova Top Two Quarters Results in Math

<b>DODEA STATUS REPORT: 2009-2013 TERRANOVA 3<sup>RD</sup> EDITION (TN3) MATH</b> Percentage of Grade 3-11 Students in Top Two National Quarters (51 <sup>st</sup> -99 <sup>th</sup> Percentile) <i>The National Percentage of Students in Top Two Quarters is 50</i>									
<b>DoDEA Students TN3 Math Subtest by Subgroup</b>		<b>Number of Students Scoring on 2013 Math Subtest</b>	<b>% of DoDEA Students Scoring in Top Two National Quarters (51<sup>st</sup> and 99<sup>th</sup> Percentile)</b>					<b>DoDEA Goal 80% or More of Students Scoring in Top Two Quarters (51<sup>st</sup> and 99<sup>th</sup> Percentile)</b>	
			2009 % of Students Top 2 Quarters	2010 % of Students Top 2 Quarters	2011 % of Students Top 2 Quarters	2012 % of Students Top 2 Quarters	2013 % of Students Top 2 Quarters	DoDEA Change % of Students Top 2 Quarters 2009-2013	DoDEA Goal
ALL DoDEA Students	ALL DoDEA	48,484	65	66	65	67	69	+4	80
Ethnic Groups	Hispanic/Latino	9,193	58	59	59	62	63	+5	80
	Not Hispanic/Latino	39,291	66	67	67	69	70	+4	80
Racial Groups	White	25,982	70	70	70	72	74	+4	80
	Black	7,832	47	48	48	51	53	+6	80
	Asian	3,540	76	76	75	77	79	+3	80
	American Indian/Alaska Native	648	58	58	58	58	62	+4	80
	Native Hawaiian or Other Pacific Island	1,099	58	57	58	57	59	+1	80
	Biracial/Multiracial	6,090	68	68	69	72	73	+5	80
	No Response/Refused to State	3,293	59	58	58	59	61	+2	80
Special Services	IEP (Special Education)	4,507	25	27	27	25	26	+1	80
	ESL (English as Second Language)	2,410	40	41	41	22	47	+7	80

FIGURE I.2 - TerraNova Top Two Quarters Results in Science

<b>DODEA STATUS REPORT: 2009-2013 TERRANOVA 3<sup>RD</sup> EDITION (TN3) SCIENCE</b> Percentage of Grade 3-11 Students in Top Two National Quarters (51 <sup>st</sup> -99 <sup>th</sup> Percentile) <i>The National Percentage of Students in Top Two Quarters is 50</i>									
<b>DoDEA Students TN3 Science Subtest by Subgroup</b>		<b>Number of Students Scoring on 2013 Science Subtest</b>	<b>% of DoDEA Students Scoring in Top Two National Quarters (51<sup>st</sup> and 99<sup>th</sup> Percentile)</b>					<b>DoDEA Goal 80% or More of Students Scoring in Top Two Quarters (51<sup>st</sup> and 99<sup>th</sup> Percentile)</b>	
			2009 % of Students Top 2 Quarters	2010 % of Students Top 2 Quarters	2011 % of Students Top 2 Quarters	2012 % of Students Top 2 Quarters	2013 % of Students Top 2 Quarters	DoDEA Change % of Students Top 2 Quarters 2009-2013	DoDEA Goal
ALL DoDEA Students	ALL DoDEA	48,500	70	71	72	73	75	+5	80
Ethnic Groups	Hispanic/Latino	9,195	63	66	66	69	71	+8	80
	Not Hispanic/Latino	39,305	70	73	73	75	76	+6	80
Racial Groups	White	25,981	77	77	79	80	80	+3	80
	Black	7,833	52	55	55	58	59	+7	80
	Asian	3,548	71	72	72	74	75	+4	80
	American Indian/Alaska Native	650	61	63	62	64	69	+8	80
	Native Hawaiian or Other Pacific Island	1,100	61	62	63	62	64	+3	80
	Biracial/Multiracial	6,087	70	72	74	75	77	+7	80
	No Response/Refused to State	3,301	63	64	63	64	68	+5	80
Special Services	IEP (Special Education)	4,505	35	37	38	36	38	+3	80
	ESL (English as Second Language)	2,411	37	39	39	40	44	+7	80

FIGURE I.3 - TerraNova Top Two Quarters Results in Reading

<b>DODEA STATUS REPORT: 2009-2013 TERRANOVA 3<sup>RD</sup> EDITION (TN3) READING</b>									
Percentage of Grade 3-11 Students in Top Two National Quarters (51 <sup>st</sup> -99 <sup>th</sup> Percentile)									
<i>The National Percentage of Students in Top Two Quarters is 50</i>									
DoDEA Students TN3 Reading Subtest by Subgroup		Number of Students Scoring on 2013 Reading Subtest	% of DoDEA Students Scoring in Top Two National Quarters (51 <sup>st</sup> and 99 <sup>th</sup> Percentile)					DoDEA Goal 80% or More of Students Scoring in Top Two Quarters (51 <sup>st</sup> and 99 <sup>th</sup> Percentile)	
			2009 % of Students Top 2 Quarters	2010 % of Students Top 2 Quarters	2011 % of Students Top 2 Quarters	2012 % of Students Top 2 Quarters	2013 % of Students Top 2 Quarters	DoDEA Change % of Students Top 2 Quarters 2009-2013	DoDEA Goal
ALL DoDEA Students	ALL DoDEA	48,500	69	71	72	73	74	+5	80
Ethnic Groups	Hispanic/Latino	9,195	65	66	66	69	71	+6	80
	Not Hispanic/Latino	39,305	71	71	72	74	75	+4	80
Racial Groups	White	25,981	75	74	76	78	79	+4	80
	Black	7,833	56	58	58	61	61	+5	80
	Asian	3,548	73	75	75	76	76	+3	80
	American Indian/Alaska Native	650	62	63	64	65	67	+5	80
	Native Hawaiian or Other Pacific Island	1,100	62	63	66	67	70	+8	80
	Biracial/Multiracial	6,087	71	72	73	75	75	+4	80
	No Response/Refused to State	3,301	66	65	65	66	68	+2	80
Special Services	IEP (Special Education)	4,505	27	30	32	31	31	+4	80
	ESL (English as Second Language)	2,411	35	38	38	39	42	+7	80

FIGURE I.4 - TerraNova Top Two Quarters Results in Language

<b>DODEA STATUS REPORT: 2009-2013 TERRANOVA 3<sup>RD</sup> EDITION (TN3) LANGUAGE</b>									
Percentage of Grade 3-11 Students in Top Two National Quarters (51 <sup>st</sup> -99 <sup>th</sup> Percentile)									
<i>The National Percentage of Students in Top Two Quarters is 50</i>									
DoDEA Students TN3 Language Subtest by Subgroup		Number of Students Scoring on 2013 Language Subtest	% of DoDEA Students Scoring in Top Two National Quarters (51 <sup>st</sup> and 99 <sup>th</sup> Percentile)					DoDEA Goal 80% or More of Students Scoring in Top Two Quarters (51 <sup>st</sup> and 99 <sup>th</sup> Percentile)	
			2009 % of Students Top 2 Quarters	2010 % of Students Top 2 Quarters	2011 % of Students Top 2 Quarters	2012 % of Students Top 2 Quarters	2013 % of Students Top 2 Quarters	DoDEA Change % of Students Top 2 Quarters 2009-2013	DoDEA Goal
ALL DoDEA Students	ALL DoDEA	48,500	69	70	70	72	72	+3	80
Ethnic Groups	Hispanic/Latino	9,195	63	66	66	69	71	+8	80
	Not Hispanic/Latino	39,305	70	71	71	72	75	+5	80
Racial Groups	White	25,981	73	75	75	76	76	+3	80
	Black	7,833	56	57	58	59	60	+4	80
	Asian	3,548	72	74	74	75	73	+1	80
	American Indian/Alaska Native	650	64	62	62	62	65	+1	80
	Native Hawaiian or Other Pacific Island	1,100	64	65	65	65	66	+2	80
	Biracial/Multiracial	6,087	70	70	73	74	74	+4	80
	No Response/Refused to State	3,301	64	65	63	65	65	+1	80
Special Services	IEP (Special Education)	4,505	26	29	30	29	29	+3	80
	ESL (English as Second Language)	2,411	37	39	40	41	43	+6	80

FIGURE I.5 - TerraNova Top Two Quarters Results in Social Studies

DODEA STATUS REPORT: 2009-2013 TERRANOVA 3 <sup>RD</sup> EDITION (TN3) SOCIAL STUDIES									
Percentage of Grade 3-11 Students in Top Two National Quarters (51 <sup>st</sup> -99 <sup>th</sup> Percentile)									
<i>The National Percentage of Students in Top Two Quarters is 50</i>									
DoDEA Students TN3 Social Studies Subtest by Subgroup		Number of Students Scoring on 2013 Social Studies Subtest	% of DoDEA Students Scoring in Top Two National Quarters (51 <sup>st</sup> and 99 <sup>th</sup> Percentile)					DoDEA Goal 80% or More of Students Scoring in Top Two Quarters (51 <sup>st</sup> and 99 <sup>th</sup> Percentile)	
			2009 % of Students Top 2 Quarters	2010 % of Students Top 2 Quarters	2011 % of Students Top 2 Quarters	2012 % of Students Top 2 Quarters	2013 % of Students Top 2 Quarters	DoDEA Change % of Students Top 2 Quarters 2009-2013	DoDEA Goal
ALL DoDEA Students	ALL DoDEA	48,500	74	74	74	75	75	+1	80
Ethnic Groups	Hispanic/Latino	9,195	68	71	69	71	72	+4	80
	Not Hispanic/Latino	39,305	75	76	75	76	76	+1	80
Racial Groups	White	25,981	79	80	79	80	80	+1	80
	Black	7,833	58	61	59	61	62	+4	80
	Asian	3,548	76	77	75	77	77	+1	80
	American Indian/Alaska Native	650	65	68	66	69	71	+6	80
	Native Hawaiian or Other Pacific Island	1,100	65	65	66	65	65	0	80
	Biracial/Multiracial	6,087	75	75	75	77	76	+1	80
	No Response/Refused to State	3,301	69	68	67	68	68	-1	80
Special Services	IEP (Special Education)	4,505	39	41	40	39	38	-1	80
	ESL (English as Second Language)	2,411	45	45	46	46	46	+1	80

FIGURE I.6 - TerraNova Bottom Quarter Results in Math

DODEA STATUS REPORT: 2009-2013 TERRANOVA 3 <sup>RD</sup> EDITION (TN3) MATH									
Percentage of Grade 3-11 Students in Bottom National Quarter (1 <sup>st</sup> -25 <sup>th</sup> Percentile)									
<i>The National Percentage of Students in Bottom Quarter is 25</i>									
DoDEA Students TN3 Math Subtest by Subgroup		Number of Students Scoring on 2013 Math Subtest	% of DoDEA Students Scoring in Bottom National Quarters (1 <sup>st</sup> and 25 <sup>th</sup> Percentile)					DoDEA Goal 5% or Less of Students Scoring in Bottom Quarter (1 <sup>st</sup> and 25 <sup>th</sup> Percentile)	
			2009 % of Students Bottom Quarters	2010 % of Students Bottom Quarters	2011 % of Students Bottom Quarters	2012 % of Students Bottom Quarters	2013 % of Students Bottom Quarters	DoDEA Change % of Students Bottom Quarter 2009-2013	DoDEA Goal
ALL DoDEA Students	ALL DoDEA	48,484	11	11	11	10	10	-1	5
Ethnic Groups	Hispanic/Latino	9,193	14	13	14	12	11	-3	5
	Not Hispanic/Latino	39,291	11	10	11	10	9	-2	5
Racial Groups	White	25,982	9	9	9	8	8	-1	5
	Black	7,832	20	19	20	18	17	-3	5
	Asian	3,540	6	6	6	5	6	0	5
	American Indian/Alaska Native	648	14	14	14	15	11	-3	5
	Native Hawaiian or Other Pacific Island	1,099	14	15	13	13	11	-3	5
	Biracial/Multiracial	6,090	10	9	9	8	8	-2	5
	No Response/Refused to State	3,293	14	13	14	14	12	-2	5
Special Services	IEP (Special Education)	4,507	44	43	41	43	43	-1	5
	ESL (English as Second Language)	2,410	22	21	24	22	18	-4	5

FIGURE I.7 - TerraNova Bottom Quarter Results in Science

DODEA STATUS REPORT: 2009-2013 TERRANOVA 3 <sup>RD</sup> EDITION (TN3) SCIENCE									
Percentage of Grade 3-11 Students in Bottom National Quarter (1 <sup>st</sup> -25 <sup>th</sup> Percentile)									
<i>The National Percentage of Students in Bottom Quarter is 25</i>									
DoDEA Students TN3 Science Subtest by Subgroup		Number of Students Scoring on 2013 Science Subtest	% of DoDEA Students Scoring in Bottom National Quarters (1 <sup>st</sup> and 25 <sup>th</sup> Percentile)					DoDEA Goal 5% or Less of Students Scoring in Bottom Quarter (1 <sup>st</sup> and 25 <sup>th</sup> Percentile)	
			2009 % of Students Bottom Quarters	2010 % of Students Bottom Quarters	2011 % of Students Bottom Quarters	2012 % of Students Bottom Quarters	2013 % of Students Bottom Quarters	DoDEA Change % of Students Bottom Quarter 2009-2013	DoDEA Goal
ALL DoDEA Students	ALL DoDEA	48,500	9	8	8	7	7	-2	5
Ethnic Groups	Hispanic/Latino	9,195	11	9	10	9	7	-4	5
	Not Hispanic/Latino	39,305	8	7	8	7	6	-2	5
Racial Groups	White	25,981	6	5	5	5	5	-1	5
	Black	7,833	17	15	15	13	12	-4	5
	Asian	3,548	9	8	8	7	6	-3	5
	American Indian/Alaska Native	650	11	11	10	9	8	-3	5
	Native Hawaiian or Other Pacific Island	1,100	11	11	11	10	9	-2	5
	Biracial/Multiracial	6,087	8	7	7	7	6	-2	5
	No Response/Refused to State	3,301	11	10	11	10	8	-3	5
Special Services	IEP (Special Education)	4,505	33	31	30	31	30	-3	5
	ESL (English as Second Language)	2,411	25	21	22	22	19	-6	5

FIGURE I.8 - TerraNova Bottom Quarter Results in Reading

DODEA STATUS REPORT: 2009-2013 TERRANOVA 3 <sup>RD</sup> EDITION (TN3) READING									
Percentage of Grade 3-11 Students in Bottom National Quarter (1 <sup>st</sup> -25 <sup>th</sup> Percentile)									
<i>The National Percentage of Students in Bottom Quarter is 25</i>									
DoDEA Students TN3 Reading Subtest by Subgroup		Number of Students Scoring on 2013 Reading Subtest	% of DoDEA Students Scoring in Bottom National Quarters (1 <sup>st</sup> and 25 <sup>th</sup> Percentile)					DoDEA Goal 5% or Less of Students Scoring in Bottom Quarter (1 <sup>st</sup> and 25 <sup>th</sup> Percentile)	
			2009 % of Students Bottom Quarters	2010 % of Students Bottom Quarters	2011 % of Students Bottom Quarters	2012 % of Students Bottom Quarters	2013 % of Students Bottom Quarters	DoDEA Change % of Students Bottom Quarter 2009-2013	DoDEA Goal
ALL DoDEA Students	ALL DoDEA	48,500	9	8	8	7	7	-2	5
Ethnic Groups	Hispanic/Latino	9,195	10	10	9	9	8	-2	5
	Not Hispanic/Latino	39,305	8	8	8	7	7	-1	5
Racial Groups	White	25,981	7	7	6	6	6	-1	5
	Black	7,833	14	13	12	12	11	-3	5
	Asian	3,548	7	6	6	6	6	-1	5
	American Indian/Alaska Native	650	8	10	10	8	8	0	5
	Native Hawaiian or Other Pacific Island	1,100	8	11	8	8	9	+1	5
	Biracial/Multiracial	6,087	8	7	7	6	6	-2	5
	No Response/Refused to State	3,301	10	10	10	10	8	-2	5
Special Services	IEP (Special Education)	4,505	37	35	32	34	33	-4	5
	ESL (English as Second Language)	2,411	23	21	20	21	19	-4	5



FIGURE I.9 - TerraNova Bottom Quarter Results in Language

<b>DODEA STATUS REPORT: 2009-2013 TERRANOVA 3<sup>RD</sup> EDITION (TN3) LANGUAGE</b> Percentage of Grade 3-11 Students in Bottom National Quarter (1 <sup>st</sup> -25 <sup>th</sup> Percentile) <i>The National Percentage of Students in Bottom Quarter is 25</i>									
<b>DoDEA Students TN3 Language Subtest by Subgroup</b>		<b>Number of Students Scoring on 2013 Language Subtest</b>	<b>% of DoDEA Students Scoring in Bottom National Quarters (1<sup>st</sup> and 25<sup>th</sup> Percentile)</b>					<b>DoDEA Goal 5% or Less of Students Scoring in Bottom Quarter (1<sup>st</sup> and 25<sup>th</sup> Percentile)</b>	
			<b>2009 % of Students Bottom Quarters</b>	<b>2010 % of Students Bottom Quarters</b>	<b>2011 % of Students Bottom Quarters</b>	<b>2012 % of Students Bottom Quarters</b>	<b>2013 % of Students Bottom Quarters</b>	<b>DoDEA Change % of Students Bottom Quarter 2009-2013</b>	<b>DoDEA Goal</b>
ALL DoDEA Students	ALL DoDEA	48,500	9	8	8	8	8	-1	5
Ethnic Groups	Hispanic/Latino	9,195	11	9	9	9	9	-2	5
	Not Hispanic/Latino	39,305	9	8	8	8	7	-2	5
Racial Groups	White	25,981	8	7	7	7	6	-2	5
	Black	7,833	15	13	13	12	12	-3	5
	Asian	3,548	7	5	6	6	6	-1	5
	American Indian/Alaska Native	650	9	11	11	10	10	+1	5
	Native Hawaiian or Other Pacific Island	1,100	9	11	8	8	9	0	5
	Biracial/Multiracial	6,087	7	8	7	7	7	0	5
	No Response/Refused to State	3,301	11	10	11	10	11	0	5
Special Services	IEP (Special Education)	4,505	38	35	34	35	35	-3	5
	ESL (English as Second Language)	2,411	22	20	18	19	17	-5	5

FIGURE I.10 - TerraNova Bottom Quarter Results in Social Studies

<b>DODEA STATUS REPORT: 2009-2013 TERRANOVA 3<sup>RD</sup> EDITION (TN3) SOCIAL STUDIES</b> Percentage of Grade 3-11 Students in Bottom National Quarter (1 <sup>st</sup> -25 <sup>th</sup> Percentile) <i>The National Percentage of Students in Bottom Quarter is 25</i>									
<b>DoDEA Students TN3 Social Studies Subtest by Subgroup</b>		<b>Number of Students Scoring on 2013 Social Studies Subtest</b>	<b>% of DoDEA Students Scoring in Bottom National Quarters (1<sup>st</sup> and 25<sup>th</sup> Percentile)</b>					<b>DoDEA Goal 5% or Less of Students Scoring in Bottom Quarter (1<sup>st</sup> and 25<sup>th</sup> Percentile)</b>	
			<b>2009 % of Students Bottom Quarters</b>	<b>2010 % of Students Bottom Quarters</b>	<b>2011 % of Students Bottom Quarters</b>	<b>2012 % of Students Bottom Quarters</b>	<b>2013 % of Students Bottom Quarters</b>	<b>DoDEA Change % of Students Bottom Quarter 2009-2013</b>	<b>DoDEA Goal</b>
ALL DoDEA Students	ALL DoDEA	48,500	7	6	7	6	6	-1	5
Ethnic Groups	Hispanic/Latino	9,195	8	7	7	7	7	-1	5
	Not Hispanic/Latino	39,305	6	6	6	6	6	0	5
Racial Groups	White	25,981	5	5	5	5	5	0	5
	Black	7,833	12	12	12	11	10	-2	5
	Asian	3,548	6	5	5	5	5	-1	5
	American Indian/Alaska Native	650	9	8	8	7	6	-3	5
	Native Hawaiian or Other Pacific Island	1,100	9	9	8	9	9	0	5
	Biracial/Multiracial	6,087	6	6	6	5	5	-1	5
	No Response/Refused to State	3,301	8	8	8	8	8	0	5
Special Services	IEP (Special Education)	4,505	28	26	26	27	27	-1	5
	ESL (English as Second Language)	2,411	17	16	15	17	16	-1	5

FIGURE 2.1 -Number and Percent of Students Meeting or Exceeding the SAT Benchmark

COLLEGE-BOUND SENIORS' SAT TEST TAKERS FOR DODEA HIGH SCHOOL GRADUATING CLASS OF 2013				
Number and Percent of Students Meeting or Exceeding the SAT Benchmark				
Students by Subgroup		Total Number of Test Takers	Number Met or Exceeded SAT Benchmark	Percent Met or Exceeded SAT Benchmark
Racial Groups	American Indian/Alaskan Native	--20	--20	--20
	Asian	228	107	46.9%
	Black/African American	278	49	17.6%
	Hawaiian/Other Pacific Islander	33	--20	--20
	Hispanic or Latino	381	104	27.3%
	Missing/Decline to State	25	--20	--20
	Two or more races	283	110	38.9%
	White	1014	564	55.6%
Total		2252	951	42.2%
Gender	Female	1167	489	41.9%
	Male	1085	462	42.6%
Total		2252	951	42.2%
Special Services	Student Receives Special Education Services	66	--20	--20
Language	Student is an English Language Learner	40	--20	--20

\* -- Represents less than 20 students

FIGURE 2.2 -SAT Scores

COLLEGE-BOUND SENIORS' SAT RESULTS FOR THE NATION AND DODEA HIGH SCHOOL GRADUATING CLASS OF 2013						
Average SAT Scores						
<i>SAT Scores range from 200 (lowest) to 800 (highest)</i>						
Area	Student Group	SAT Percent Participation & Race Percent Participation of Total Participation	Mean Critical Reading Score	Mean Math Score	Mean Writing Score	Mean Total Score
Nation	All Students	50%	496	514	488	1498
DoDEA	All Students	73%	507	499	491	1497
DoDEA	Amer Indian/AK Native	0.7%	519	487	483	1489
DoDEA	Asian/Pacific Islander	18%	496	513	489	1498
DoDEA	Black/African Amer	14%	465	444	446	1355
DoDEA	Hispanic	15%	476	456	461	1393
DoDEA	White	47%	542	528	521	1591
DoDEA	Other	11%	492	496	485	1472

\* The SAT test is a measure of critical thinking skills related to successful performance in college. The SAT subtest in Critical Reading, Math, and Writing. The SAT Benchmark score is based on the Combined (Critical Reading + Math + Writing) score. The SAT Benchmark score of 1550 out of the maximum 2400 is associated with a 65% probability of obtaining a B- GPA or higher, which is associated with a high likelihood of college success.

FIGURE 3.1 - ACT English Benchmark

COLLEGE-BOUND SENIORS' ACT TEST TAKERS FOR DODEA HIGH SCHOOL GRADUATING CLASS OF 2013 Number and Percent of Students Meeting or Exceeding the ACT English Benchmark				
Students by Subgroup		Number of ACT Test Takers	Number who Met or Exceeded English Benchmark	Percent who Met or Exceeded English Benchmark
Racial Groups	American Indian/Alaskan Native	--20	--20	--20
	Asian	59	51	86.4%
	Black/African American	135	61	45.2%
	Hawaiian/Other Pacific Islander	--20	--20	--20
	Hispanic or Latino	114	79	69.3%
	Missing/Decline to State	--20	--20	--20
	Two or more races	107	81	75.7%
	White	462	404	87.4%
Total		904	696	77.0%
Gender	Female	470	378	80.4%
	Male	434	318	73.3%
Total		904	696	77.0%
Special Services	Student Receives Special Education Services	24	--20	--20
Language	Student is an English Language Learner	--20	--20	--20

\* -- Represents less than 20 students

FIGURE 3.2 -ACT Math Benchmarks

COLLEGE-BOUND SENIORS' ACT TEST TAKERS FOR DODEA HIGH SCHOOL GRADUATING CLASS OF 2013 Number and Percent of Students Meeting or Exceeding the ACT Math Benchmark				
Students by Subgroup		Number of ACT Test Takers	Number who Met or Exceeded Math Benchmark	Percent who Met or Exceeded Math Benchmark
Racial Groups	American Indian/Alaskan Native	--20	--20	--20
	Asian	59	41	69.5%
	Black/African American	135	25	18.5%
	Hawaiian/Other Pacific Islander	--20	--20	--20
	Hispanic or Latino	114	50	43.9%
	Missing/Decline to State	--20	--20	--20
	Two or more races	107	51	47.7%
	White	462	267	57.8%
Total		904	444	49.1%
Gender	Female	470	226	48.1%
	Male	434	218	50.2%
Total		904	444	49.1%
Special Services	Student Receives Special Education Services	24	--20	--20
Language	Student is an English Language Learner	--20	--20	--20

\* -- Represents less than 20 students

FIGURE 3.3 - ACT Reading Benchmark

COLLEGE-BOUND SENIORS' ACT TEST TAKERS FOR DODEA HIGH SCHOOL GRADUATING CLASS OF 2013 Number and Percent of Students Meeting or Exceeding the ACT Reading Benchmark				
Students by Subgroup		Number of ACT Test Takers	Number who Met or Exceeded Reading Benchmark	Percent who Met or Exceeded Reading Benchmark
Racial Groups	American Indian/Alaskan Native	--20	--20	--20
	Asian	59	41	69.5%
	Black/African American	135	34	25.2%
	Hawaiian/Other Pacific Islander	--20	--20	--20
	Hispanic or Latino	114	59	51.8%
	Missing/Decline to State	--20	<20	--20
	Two or more races	107	62	57.9%
	White	462	332	71.9%
Total		904	544	60.2%
Gender	Female	470	298	63.4%
	Male	434	246	56.7%
Total		904	544	60.2%
Special Services	Student Receives Special Education Services	24	--20	--20
Language	Student is an English Language Learner	--20	--20	--20

\* -- Represents less than 20 students

FIGURE 3.4 -ACT Science Benchmarks

COLLEGE-BOUND SENIORS' ACT TEST TAKERS FOR DODEA HIGH SCHOOL GRADUATING CLASS OF 2013 Number and Percent of Students Meeting or Exceeding the ACT Science Benchmark				
Students by Subgroup		Number of ACT Test Takers	Number who Met or Exceeded Science Benchmark	Percent who Met or Exceeded Science Benchmark
Racial Groups	American Indian/Alaskan Native	--20	--20	--20
	Asian	59	30	50.8%
	Black/African American	135	22	16.3%
	Hawaiian/Other Pacific Islander	--20	--20	--20
	Hispanic or Latino	114	49	43.0%
	Missing/Decline to State	--20	--20	--20
	Two or more races	107	49	45.8%
	White	462	279	60.4%
Total		904	437	48.3%
Gender	Female	470	219	46.6%
	Male	434	218	50.2%
Total		904	437	48.3%
Special Services	Student Receives Special Education Services	24	--20	--20
Language	Student is an English Language Learner	--20	--20	--20

\* -- Represents less than 20 students

FIGURE 3.5 - ACT Overall Benchmark

COLLEGE-BOUND SENIORS' ACT TEST TAKERS FOR DODEA HIGH SCHOOL GRADUATING CLASS OF 2013 Number and Percent of Students Meeting or Exceeding the ACT Benchmarks	
Number ACT Test takers	904
Percent Met ACT English Benchmark	77
Percent Met ACT Math Benchmark	49.1
Percent Met ACT Reading Benchmark	60.2
Percent Met ACT Science Benchmark	48.3

FIGURE 4.1 - PSAT Scores

PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT) FOR DODEA AND THE NATION'S 10TH* AND 11TH** GRADE STUDENTS PSAT/NMSQT Composite Scores of 133 or above for 10 <sup>th</sup> Graders and 142 or above for 11 <sup>th</sup> Graders meet the College Readiness Benchmark							
Average PSAT Scores <i>PSAT Scores range from 20 (lowest) to 80 (highest)</i>							
System	Grade	Year	Number of PSAT-Takers*	Mean PSAT Critical Reading Score	Mean PSAT Math Score	Mean PSAT Writing Score	Mean PSAT Composite Score**
Nation	10	2013	1,662,939	42.6	43.5	41.2	127
Nation	10	2012	1,585,611	43.1	43.6	41.8	129
Nation	10	2011	1,570,141	43.1	43.1	40.9	127
Nation	10	2010	1,575,925	42.5	44.0	40.4	127
Nation	10	2009	1,517,231	42.0	43.3	41.0	126
DoDEA	10	2013	3,545	43.5	42.9	41.9	128
DoDEA	10	2012	3,714	43.7	42.4	42.4	129
DoDEA	10	2011	3,827	43.9	41.6	41.2	127
DoDEA	10	2010	3,729	43.2	42.4	40.7	126
DoDEA	10	2009	3,517	43.0	42.1	41.4	127
Nation	11	2013	1,579,720	47.4	48.6	45.9	142
Nation	11	2012	1,551,095	47.7	48.6	46.5	143
Nation	11	2011	1,557,056	47.6	48.3	45.6	142
Nation	11	2010	1,572,274	47.3	48.9	45.4	142
Nation	11	2009	1,545,856	46.9	48.2	45.8	141
DoDEA	11	2013	3,077	45.7	44.9	44.3	135
DoDEA	11	2012	3,413	46.0	44.7	44.6	135
DoDEA	11	2011	3,308	46.1	44.5	43.8	134
DoDEA	11	2010	3,465	45.7	45.0	43.5	134
DoDEA	11	2009	2,910	45.5	44.9	44.0	134

\* The Grade 10 Percent PSAT/NMSQT Participation is 42% for the Nation's students and 92% for DoDEA's students

\*\*The Grade 11 Percent PSAT/NMSQT Participation Rate is 47% for the Nation's students and 92% for DoDEA's students

## APPENDIX 2 | GLOSSARY OF KEY TERMS

The definitions provided in this appendix are intended to provide the DoDEA community a general understanding of the terms. As DoDEA develops its standards-based educational system, many of the definitions will be revised to reflect the DoDEA-specific meaning within the new system.

**Academic Standards:** Define what students should know (knowledge) and be able to do (skills and dispositions). Also known as content standards.

**Authentic assessment:** Assessment characterized by tasks and items that require students to demonstrate skills and concepts in a real work context. Students usually develop responses, in writing or in performances, e.g., investigations, presentations, and portfolios, rather than by selecting predetermined options, e.g., multiple choice tests.

**Baseline data:** The initial performance results, against which future results will be compared.

**Benchmark Assessments:** Assessments administered periodically throughout the school year, at specified times during a curriculum sequence, to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals that measure student learning progressions toward incremental targets. The design and choice of benchmark assessments is driven by the purpose, intended users, and uses of the instruments. Benchmark assessment can inform policy, instructional planning, and decision-making at the classroom, school, district, and/or school system levels.

**Career Ready:** Acquisition and application of academic and technical skills to effectively achieve a financially-secured career.

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

**College, Career, and Civic Life (C3) Framework for Social Studies State Standards:** The C3 Framework encourages the development of social studies standards that foster student learning by actively engaging in civic life. The C3 Framework provides guidance on upgrading social studies standards to include the application of knowledge within the disciplines of civics, economics, geography, and history as students develop questions and plan inquiries, apply disciplinary concepts and tools, evaluate and use evidence, and communicate conclusions and take informed action.

**College Ready:** Ability to engage in formal learning in a range of post-secondary institutional settings without the need for remedial education.

**Common Core State Standards (CCSS):** The CCSS are a single set of clear educational standards for literacy and mathematics. The standards are research-based, rigorous, relevant to the real world, and reflect the knowledge and skills America's students need for success in college and careers. The standards are internationally benchmarked to the top performing nations around the world.



**Common Instructional Framework (CIF):** A framework constructed from research-based instructional practices, strategies, and classroom conditions for developing and delivering rigorous and relevant instruction. The framework establishes commonality in instructional terminology and practice to enable system-wide professional collaboration and planning.

**Criterion-referenced tests (CRT):** A test that measures specific skill development compared to a predefined absolute level of mastery of that skill.

**Curriculum:** Formal instructional content and learning experiences intentionally designed to meet content standards and learning outcomes for a specific course/subject-matter. Curriculum is delivered in a developmentally appropriate manner; inclusive of subject matter sequenced units of instruction constructed using goals, objectives, and expected learning outcomes using instructional resources from content subjects.

**Differentiation:** Variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment to master the same targeted knowledge, concepts, and skills.

**Dispositions:** Mindsets (sometimes referred to as social foundations, capacities, or habits of mind) that are closely associated with success in college and career. College and career dispositions include self-efficacy, initiative, self-regulation, persistence, adaptability, social awareness, and leadership (Innovation Lab Network).

**Formative Assessments:** An assessment for student learning conducted in the process of teaching to inform teaching.

**Instruction:** The teaching of academic content to students by teachers.

**Instructional Leadership:** The leadership functions that support and improve teaching and learning.

**Instructional support:** Resources provided to teachers and students (learners) to facilitate the teaching and learning processes.

**Knowledge:** Mastery of rigorous content across multiple disciplines and the application or transfer of what has been learned (Innovation Lab Network).

**National Core Art Standards:** The National Core Art Standards reflect a uniform conceptual framework and matrix across all of the arts disciplines (e.g. visual art, media art, music, dance, and theater), while reflecting the specific qualities and characteristics of each arts discipline.

**Next Generation Assessments:** Designed to require students to perform meaningful tasks that replicate real world, authentic challenges by applying targeted knowledge, skills, and dispositions by leveraging digital technologies to provide richer, timelier feedback to teachers, students, parents, and policymakers, and help educators assess a student's understanding, evaluate learning needs, check progress, and personalize an education path.



**Next Generation Science Standards (NGSS):** The NGSS are arranged in a coherent manner across disciplines and grades to provide all K-12 students an internationally benchmarked science education. The Next Generation Science Standards are based on the Framework for K-12 Science Education developed by the National Research Council. Every NGSS has three dimensions: disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts. Grade levels use eight universal practices.

**Norm-referenced tests (NRT):** A standardized test designed, validated, and implemented to rank a student's performance by comparing that performance to the performance of the student's peers.

**Performance Assessment:** A form of testing that requires a student to perform a task, e.g., write an essay, design or conduct a laboratory experiment, or maintain a portfolio, rather than select an answer from a pre-made list, e.g., multiple choice items.

**Performance standards:** Statement or description of a set of operational tasks exemplifying a level of performance.

**Rigor:** Level of effort in the ways in which one must apply knowledge through higher-order thinking and communication skills to achieve proficiency in both effort and outcome.

**Scaffolding:** Variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Often used to bridge learning gaps.

**Skills:** The capacities and strategies that students need to engage in higher-order thinking and meaningful interaction with the world around them (Innovation Lab Network).

**Standards-based Assessments:** Assessments constructed to accurately measure how well students have mastered specific content standards and/or skills.

**Standards-based Educational System:** An educational system where system components (standards, curriculum, instruction, and assessments) are aligned into a coherent educational delivery system that establishes and enables the achievement of high academic expectations.

**Summative Assessments:** An assessment of learning conducted at the end of a unit, course and/or school year to assess the level of understanding/ mastery of course or grade-level standards.



**“THE GOAL OF EDUCATION IS THE ADVANCEMENT OF KNOWLEDGE  
AND THE DISSEMINATION OF TRUTH.”**

*– John F. Kennedy*





[DODEA.EDU/CSP](http://DODEA.EDU/CSP)

dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY