

The ten goals listed reflect the milestones that must be reached if the DoDEA vision is to become a reality for our students in the year 2000. During school year 1997-98, seven of the ten goals were identified as priorities. They are highlighted and only those priorities are reported in this document.



In the following pages, the progress made by DoDEA will be presented by goal, with highlights statements representing the major benchmarks.

DoDEA's STRATEGIC goals

goal 1: *School Readiness.* By the year 2000, all children in America will start school ready to learn.

goal 2: *High School Graduation Rate.* By the year 2000, the high school graduation rate will increase to at least 90 percent.

goal 3: *Student Achievement and Citizenship.* By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's economy.

goal 4: *Mathematics and Science Achievement.* By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

goal 5: *Adult Literacy and Lifelong Learning.* By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

goal 6: *Safe, Disciplined, and Alcohol and Drug-Free Schools.* By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

goal 7: *Teacher Education and Professional Development.* By the year 2000, the Nation's teaching force will have access to programs for continued improvement of their professional skills and the opportunity to acquire knowledge and skills needed to instruct and prepare all American students for the next century.

goal 8: *Parental Participation.* By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

goal 9: *Accountability.* By the year 2000, a systemwide accountability process will be established to monitor and improve educational quality and to ensure the effective and efficient use of human and fiscal resources.

goal 10: *Organizational Development.* By the year 2000, an organizational infrastructure will be created to support and to enhance the teaching and learning process.

goal 1

By the year 2000, all children in America will start school ready to learn.



One benchmark towards achieving this vision is that all DoDEA children of preschool age (3-4 year-olds) will have access to preschool programs. Another benchmark states that preschool students who have completed DoDEA preschool programs will be proficient in the five readiness skills.

School READINESS

The DoDEA vision for early childhood education is that all of our learning environments, teacher training programs, equipment, and facilities will be available and suited to receive all of our preschool children.

- The proportion of DoDDS elementary schools having a preschool program (3 and 4 year olds) expanded from 32% in SY 1996-97 to 53% in SY 1997-98. As a result the number of DoDDS children attending preschool increased by 50% from 720 children SY 1996-97 to 1,112 children SY 1997-98. Increases were the result of newly established preschool programs.
- Access to DDESS preschool programs was expanded slightly from the 56% growth experi-

- ended last year from 3087 children SY 1996-97
- to 3,133 children SY 1997-98. Except Guam, which opened three schools and did not have the facility for preschool, all schools in DDESS now have preschool programs.

- Students who completed DoDDS preschool programs demonstrated proficiency in the five readiness skills, outlined in the DoDEA early childhood curriculum, at the following rates, as determined by a performance based assessment:

- ★ Gross and Fine Motor Development: 84%
- ★ Approach to Learning: 81%
- ★ Personal Social Development: 80%
- ★ Language and Literacy: 79%
- ★ Mathematical Thinking: 74%



goal 3

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our



Several benchmarks are in place for assessing our progress towards achieving Goal 3. These benchmarks include:

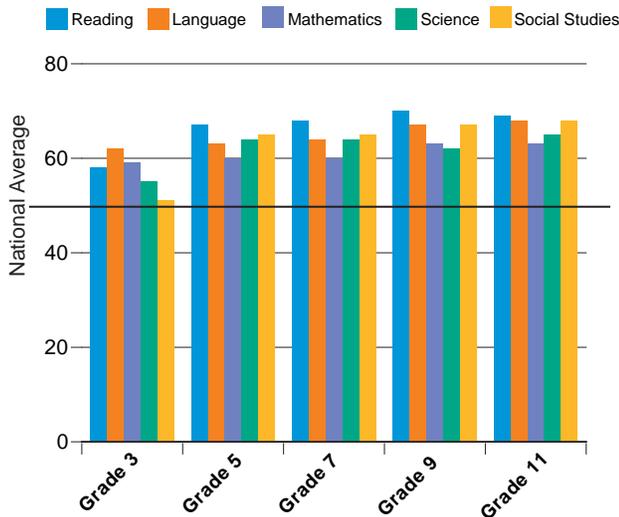
- Reducing the achievement gaps between racial/ethnic groups and the total group. See graph on page 17.
- Increasing the percentage of students scoring above the 50th percentiles in reading, language arts, and social studies. See graphs on page 18.
- Decreasing the percentage of students scoring below the 50th percentiles in reading, language arts, and social studies. See graphs on page 18.
- Establishing the standard that at least 75% of students will be proficient in writing. See graphs on page 19.
- Modifying graduation requirements so that all students will demonstrate proficiency in a second language.

Student ACHIEVEMENT & CITIZENSHIP

In order to meet the demands of our global and technological society, we must impart more complex knowledge, cover additional content (second languages, school to work skills, and technology skills) and foster the application of information to solve present and future problems.

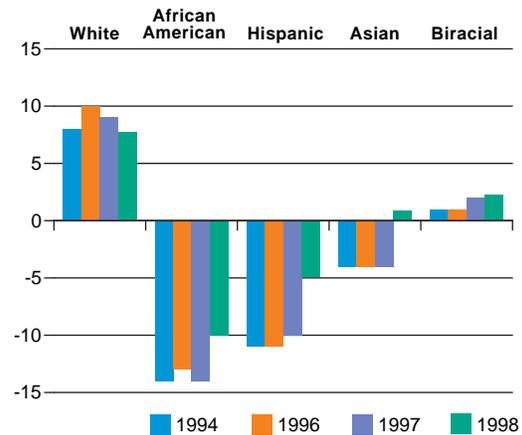
DoDEA administered the CTBS TerraNova Multiple Assessments in spring 1998 to students in grades 3-11. School year 1997-1998 was the first year for DoDDS and DDESS students to participate in the same standardized achievement tests. DoDEA students performed above the national average (50th percentile) in all subject areas at all grade levels.

DoDEA CTBS TerraNova Multiple Assessments



DoDEA CTBS TerraNova Multiple Assessments. Median percentile scores for grades 3, 5, 7, 9, and 11.

DoDDS Closing Achievement Gaps in Reading



In reading, the achievement gaps, (as measured by the TerraNova), for DoDDS African American and Hispanic students in grades 3, 5, 7, 9, and 11 have narrowed 29% and 55% respectively since 1994. The benchmark of a 50% reduction has been met for Hispanic students in reading.

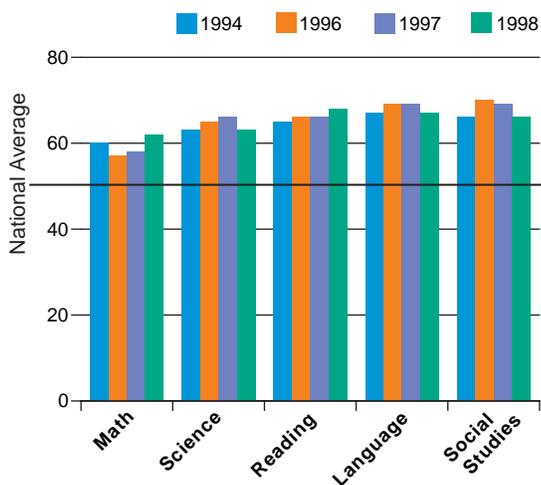
In language, the achievement gaps, (as measured by the TerraNova), for DoDDS African American and Hispanic students in grades 3, 5, 7, 9, and 11 have increased 1% and 28% respectively since 1994. In social studies, the achievement gaps, (as measured by the TerraNova), for DoDDS African American and Hispanic students in grades 3, 5, 7, 9, and 11 have increased 11% and 13% respectively since 1994.

The next page provides detail about the changes in the proportion of students performing above and below the 50th percentile since 1994.



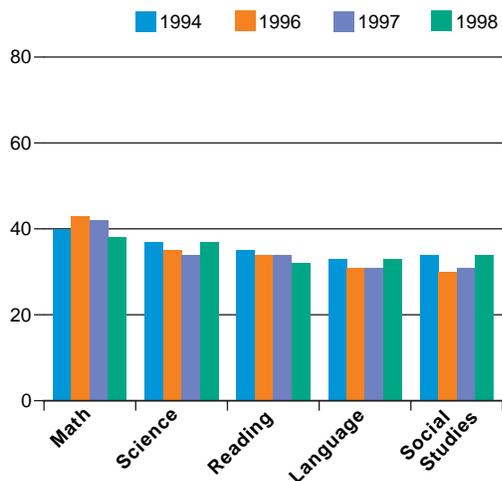
DoDDS Top Quarters

From 1994 to 1998, the percentage of DoDDS students scoring in the top 2 quarters (above the 50th percentile) increased in mathematics and reading while maintaining the same high level in science, language, and social studies.



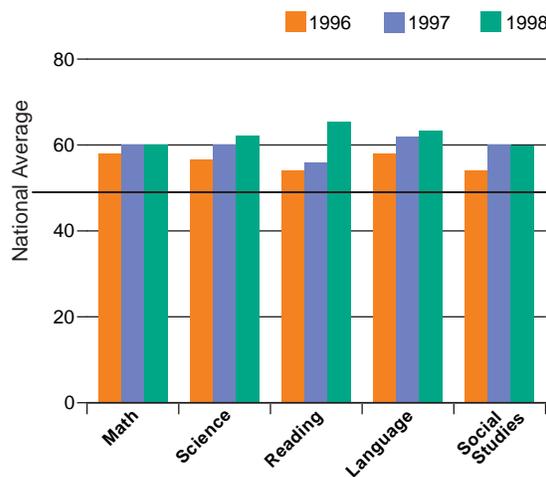
DoDDS Bottom Quarters

From 1994 to 1998, the percentage of DoDDS students in the bottom quarters decreased in mathematics and reading while staying the same in science, language, and social studies.



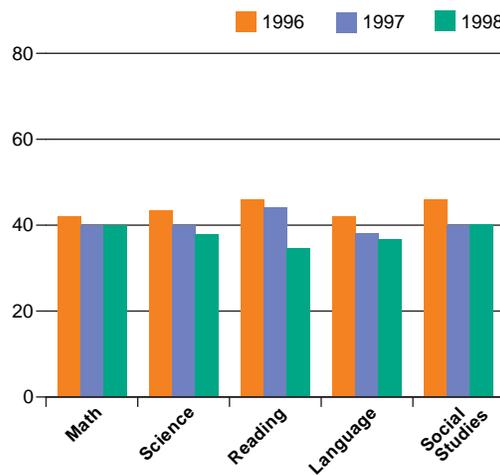
DDESS Top Quarters

From 1996 to 1998, the percentage of DDESS students in the top 2 quarters (above the 50th percentile) increased in all subject areas. All DDESS students took the CTBS TerraNova for the first time in 1997-98.



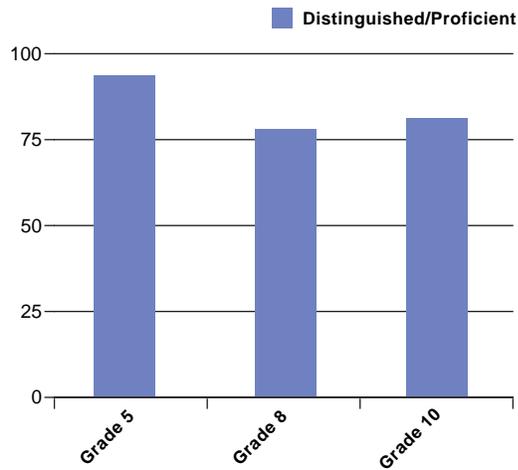
DDESS Bottom Quarters

From 1996 to 1998, the percentage of DDESS students scoring in the bottom quarters (below the 50th percentile) decreased in all subject areas.





DoDEA 1998 Writing Assessment Results

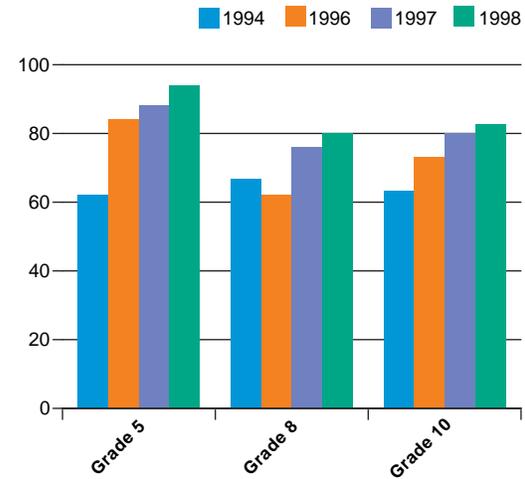


DoDEA administered its systemwide Writing Assessment in spring 1998 to students in grades 5, 8, and 10. This was the first year for DoDDS and DDESS students to participate in the same Writing Assessment.

- The goal of 75% of students reaching the proficient level or higher was met at all three grade levels by DoDDS students last year. This goal was surpassed this year by both the DoDDS and DDESS students. In 1998, the percentages of DoDEA students scoring at the proficient or distinguished levels for grades 5, 8, and 10 were 94%, 78%, and 81%, respectively.
- The percentages of DoDDS students scoring at the proficient or distinguished levels for grades

5, 8, and 10 were 94%, 79%, and 83%. Since 1994 the percentage of students scoring at the higher level has increased.

DoDDS 1994-1998 Writing: Distinguished/Proficient

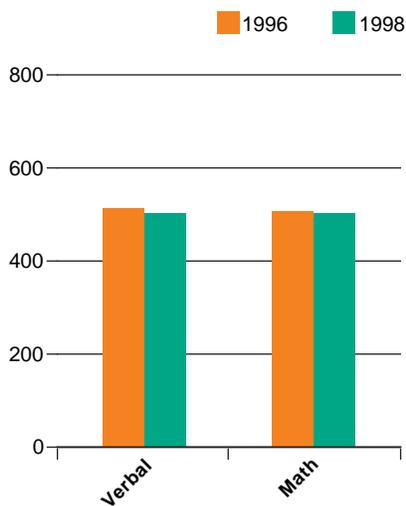


- For DDESS, 1998 was the first year for participation in The DoDEA Writing Assessment. The percentages of DDESS students scoring at the proficient or distinguished levels for grades 5, 8, and 10 were 97%, 73% and 79%.
- In accordance with a benchmark for goal three, DoDDS increased graduation requirements to meet new standards in second language study. The new graduation requirements for students beginning in 9th grade (the graduating class of 2002) require completion of two years study in the same second (foreign) language.

College PREPARATION

Goal three addresses preparing students for further learning. One benchmark specifically addresses the SAT and ACT test scores. On this page and the next data are presented to show evidence of progress towards increased preparation for further learning.

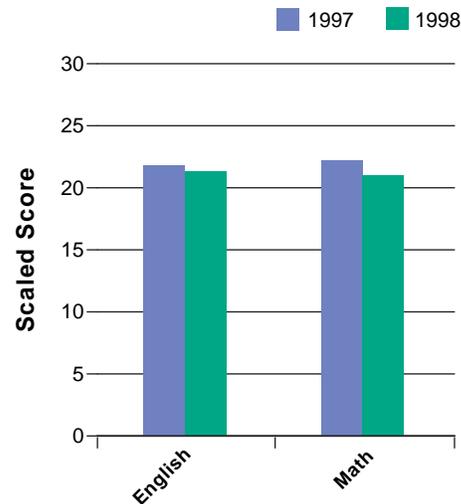
DoDEA SAT Results



- The Scholastic Assessment Test (SAT) is the test taken by most DoDEA college-bound students. A significant factor in interpreting SAT scores is the proportion of students taking the exam—the participating rate. Typically, as the proportion of students taking the SAT increases the score decreases. The 1998 participating rate (58%) for DoDEA is significantly higher than the national rate of 41%.

- The percentage of DoDEA students taking the SAT increased from 1996 to 1998. Overall, the 1998 SAT score total of 1010 is slightly lower than the score total of 1017 for 1996. DoDDS students scored (1017) at the national average and DDESS students scored (964) below the national average. The DoDEA verbal score of 508 was above the national mean of 505. The DoDEA Math score of 503 was below the national mean of 512.

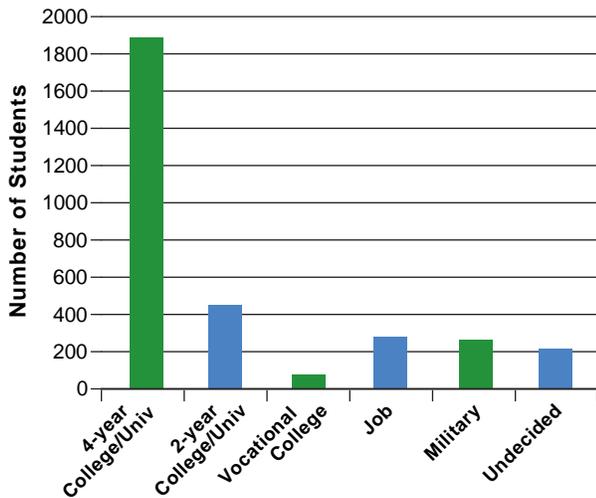
DoDDS ACT Results



- Approximately 20% of the DoDDS graduating seniors and 37% of graduating seniors nationally take the American College Testing Assessment (ACT). The DoDDS scores for each subject are all above the national average.

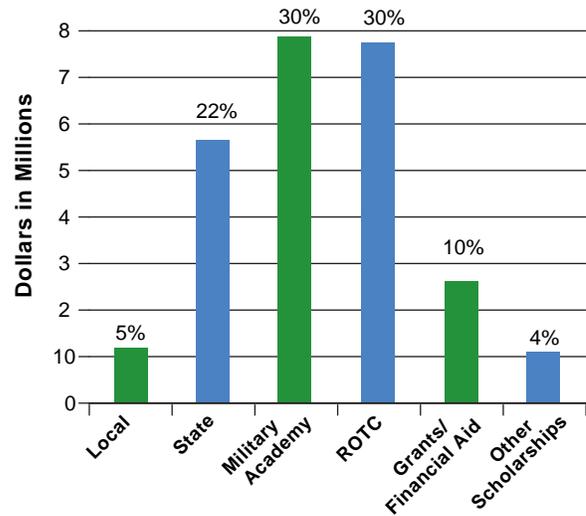
Postsecondary Plans & FINANCIAL AID

1998 DoDEA Graduating Seniors' POSTSECONDARY PLANS



In 1998, 97% of the 3,134 seniors graduated, which is the same percentage reported in 1997. As shown above, 2,412 of these graduates reported that they planned to attend a 2-year, 4-year, or vocational institution after graduation, which is an increase of 75 students from 1997. In addition, entering the job force or enlisting in the military were the reported plans of 549 of the 1998 graduating seniors. In 1997, this number was 597.

1998 DoDEA Scholarships and FINANCIAL AID



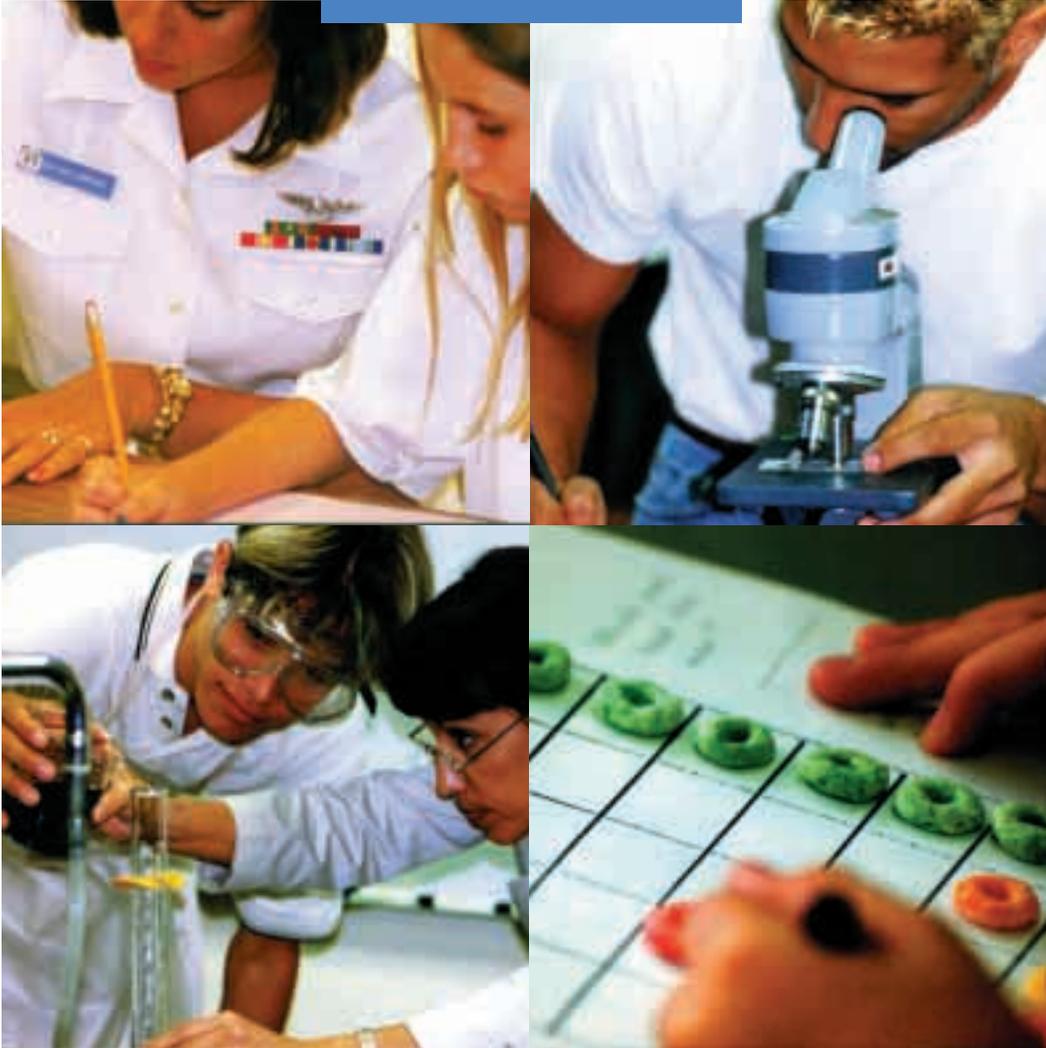
As in past years, students from the DoDEA class of 1998 have been accepted into such prestigious institutions as Yale University, the U.S. Military Academy (West Point), the U.S. Coast Guard Academy, Wake Forest, The Citadel, Duke University and The University of Notre Dame.

In 1998, over \$26 million was awarded to DoDEA graduates which remains steady with 1997 amounts. Over half of this money was in the form of military scholarships, with another fifth coming from state scholarships.



goal 4

By the year 2000, students will be first in the world in mathematics and science achievement.



DoDDS has established the priority benchmark that by the year 2000, the achievement gap in math and science between racial/ethnic/gender student groups and the DoDEA total group will be narrowed by 50%. • DDESS has established the priority benchmark that by the 2000, the percentage of students scoring above the 50th percentile will increase by 10%.

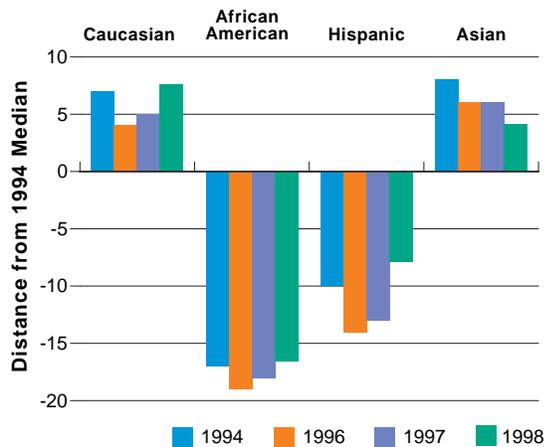
Mathematics and Science ACHIEVEMENT

For our students to develop the mathematical and scientific knowledge, skills, and attitudes necessary to compete in a global economy, we must continue to reformulate our curricula and instruction to be consistent with the best available instructional principles.

DoDDS Achievement Gaps

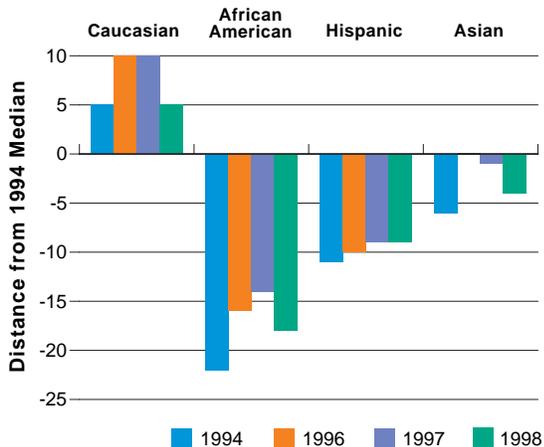
MATH

In mathematics, the achievement gaps, (as measured by the TerraNova), for DoDDS African American and Hispanic students in grades 3, 5, 7, 9, and 11 have narrowed 2% and 21% respectively since 1994.



SCIENCE

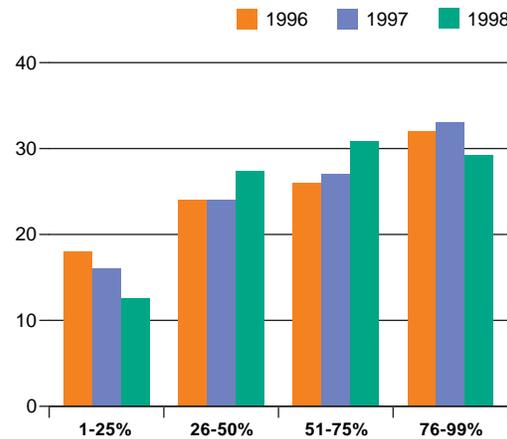
In science, the achievement gaps for DoDDS African American and Hispanic students in grades 3, 5, 7, 9, and 11 have narrowed by 18% for each since 1994. The gaps for African American students are 4 percentage points higher this year than last year although still less than 1994.



DDESS Standardized Test Results

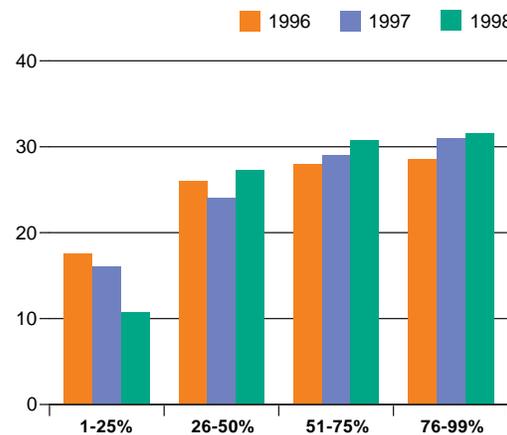
MATH — BY QUARTERS

In mathematics, the percentage of DDESS students in grades 3, 5, 7, 9, and 11 scoring in the upper two quarters (above the 50th percentile), as measured by the TerraNova, increased by two percentage points from 58% in 1996 to 60% in 1998.



SCIENCE — BY QUARTERS

In science, the percentage of DDESS students in grades 3, 5, 7, 9, and 11 scoring in each of the upper two quarters (above the 50th percentile) increased by 10% from 1996 to 1998. Thus, DDESS students have met the benchmark for science.



goal 7

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.



One benchmark states that DoDEA will provide professional development that will increase the school's capacity to implement effective research-based instruction for all students and create a culture that will increase student achievement.

Teacher Education & PROFESSIONAL DEVELOPMENT

Professional development is a foundation upon which DoDEA's vision rests. We are fortunate to have among us the most highly educated teachers and administrators in the world. Now we must shift our thinking from past strategies of training to dynamic school-based professional development that is targeted directly to school improvement and effective research-based classroom teaching.

- Results from a study of mathematics implementation in one DoDDS district provide evidence that training teachers and then fully implementing the new math standards lead to higher student achievement.
- Acknowledging that full implementation of curriculum standards is a key to higher student achievement, 360 Lead Teachers were trained in the newly adopted Reading and Language Arts Program. As a result teachers were fully prepared to implement the program in the 1998-99 school year.

The following examples illustrate how professional development can create a capacity to facilitate higher levels of instruction, enhance job performance, increase organizational health and efficiency and improve individual growth and advancement.

- Over one hundred twenty educational technologists and information specialists in DoDDS and DDESS have been trained to provide educational support to teachers in the integration of technology into student instruction.

- Forty DoDDS district and headquarters educators were trained to become certified as researchers for systemwide evaluation of curriculum program implementation; thus, increasing the system's capacity to implement effective research-based instruction.
- Eighty-two educators from DoDDS and DDESS completed the final phase of a two-year Leadership Academy, thereby increasing leadership skills for our districts and schools. Twenty percent of the Leadership Academy graduates were promoted to leadership positions.
- Ninety-five educators in school teams from both the Europe and Pacific areas completed the second phase of training from the Teacher Academy and are implementing research-based instructional strategies to enhance learning and promote student achievement.
- Seventy-five teachers, new to DoDDS, were provided training through the Successful Beginnings Institutes.
- The initial DoDEA Teacher Forum was held in conjunction with National Education Week. The forum provided an avenue for the Director of DoDEA and cabinet members to hear and discuss issues relating to education and in the process opened a channel of communication to teachers.

goal 8

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children.



The single benchmark requires implementation and evaluation of a tiered, multifaceted school-home partnership program.

Parental PARTICIPATION

For our students to receive the maximum benefit from their educational experiences, parents must be full partners in their children's education. We must expand parent involvement in learning activities and decision-making.

DoDEA's School-Home Partnership (SHP) initiative fosters cooperation among parents and educators. By promoting change in both the way schools relate to parents and the way military families relate to their schools, DoDEA is creating learning environments that increase parental involvement in schools and enhance student achievement.

DoDEA's SHP program is based on a progressive Five-Tier Framework that encourages increasingly sophisticated collaborations between parents and educators over time. Tier 1 focuses on co-communication; Tier 2 on co-support; Tiers 3 and 4 on co-learning and teaching and Tier 5 on co-advocacy, advising and decision-making.

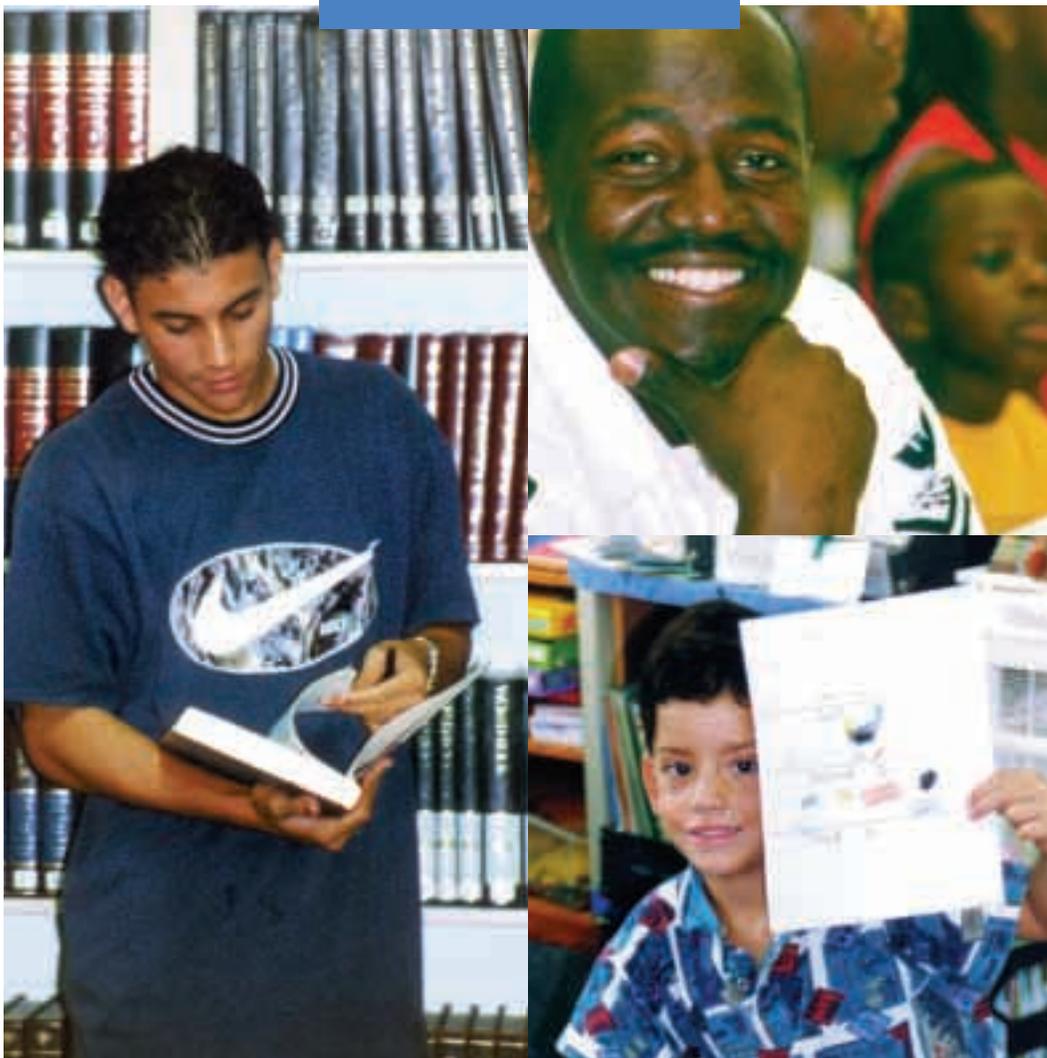
Increasingly stronger partnerships are documented in the overall findings from the second Site-Based Self-Evaluation of School-Home Partnership, conducted in spring 1998. Quantitatively, the evaluation showed significant growth in every tier from 1997 to 1998, with greatest growth in co-teaching.

| TIER | 96-97 RATING | 97-98 RATING | % CHANGE |
|---|--------------|--------------|----------|
| Co-Communicators | 3.8 | 4.0 | +4% |
| Co-Supporters | 3.4 | 3.6 | +5% |
| Co-Learners | 3.1 | 3.2 | +4% |
| Co-Teachers | 3.4 | 3.6 | +5% |
| Co-Advocates, Co-Advisors, Co-Decision Makers | 3.2 | 3.3 | +4% |

- In 1998, all schools rated their progress toward SHP favorably. As a rule;
 - Schools rated their progress on the lower numbered tiers slightly higher than on the upper tiers (except on Tier 3, which was rated lowest of all);
 - DDESS rated their progress on all tiers slightly higher than DoDDS;
 - On all tiers, elementary schools rated their progress slightly higher than middle schools which rated their progress slightly higher than high schools;
- **Qualitatively, the study illustrated how schools use the five tiers to support military families and help children learn.**
- **For example:**
 - ON TIER 1, schools are engaging in two-way communication through parent response columns in newsletters, web-page surveys, and e-mail communication.
 - ON TIER 2, schools are collaborating with families by creating databases of services within and beyond the reach of the school and within parent centers.
 - ON TIER 3, parents and educators are developing co-learning projects through joint seminars in technology, language, and other parent-initiated topics of study.
 - ON TIER 4, schools are including parent contributions to curriculum and community-staffed computer labs in their co-teaching projects and mentoring projects.
 - ON TIER 5, schools are promoting joint policy-making committees of parents, educators, and community representatives.

goal 9

By the year 2000, a systemwide accountability process will be established to monitor and improve quality and to ensure the effective and efficient use of human and fiscal resources.



The priority benchmark for this goal states that by the year 2000, DoDEA will establish and evaluate a systemwide accountability process for the monitoring of the Strategic Plan, school improvement process, and student progress. Other benchmarks specify ensuring the effective and efficient use of resources (fiscal, human, material) in support of the educational mission.

ACCOUNTABILITY

Accountability encompasses research, evaluation and assessment. It involves a standard process for monitoring systemwide goals for all schools and operational units within DoDEA to ensure quality and effective, efficient use of human and fiscal resources.

- As one result of monitoring student progress, the DoDEA Framework for School Improvement Support was implemented as a system of intensive and sustained support in schools farthest away from meeting the achievement benchmarks and in need of accelerated transformation.
- ★ Ten DDESS and six DoDDS schools were selected based on progress to date and the annual growth required by the DoDEA Community Strategic Plan.
- ★ Growth expectations for the Framework schools were established. Progress will be tracked on student achievement, using local assessments and the systemwide standardized test, TerraNova.
- ★ Site Team Leaders were placed in the Framework schools to facilitate the challenging process of constructive change needed to implement reforms.
- ★ The DoDDS and DDESS Framework schools have made significant progress since their

- identification in 1997. The DDESS Framework schools have moved from below the national average to above the national average in all subject areas as measured by the CTBS TerraNova. The DoDDS Framework schools have moved from nine points below the national average in mathematics to five points above the national average. In the other subjects they have moved from three to eight points above the national average.
- ★ The growth in the results of the standardized tests this year will be analyzed against the impact of the intervention to see if the intervention can produce sustained growth.
- To improve quality, DoDEA adopted the content and student performance standards for language arts and mathematics based on the New Standards published by the National Center on Education and the Economy.
- Program reviews were conducted at 37 DoDDS schools to ensure that students with disabilities were served as required by the Disabilities Education Act (IDEA). The reports from all schools confirmed that children in DoDDS schools were receiving free, appropriate public education as required by law.



The priority benchmark for this goal states that by the year 2000, DoDEA will establish and evaluate a systemwide accountability process for the monitoring of the Strategic Plan, school improvement process, and student progress.



- DoDEA administered its first Customer Satisfaction Survey to a sample of 100 schools in May 1998 in order to measure satisfaction levels of key school stakeholders on important quality indicators. Summary results revealed that all major areas were rated above average on a scale of 1-10.

AVERAGE SATISFACTION RATINGS

| Major Areas | Elementary Students | Secondary Students | Teachers/ Staff | Parents |
|------------------------|---------------------|--------------------|-----------------|---------|
| Overall Satisfaction | 7.6 | 6.6 | 6.9 | 7.0 |
| Assessment of Teachers | 8.4 | 6.9 | NA | 7.5 |
| Computer Technology | 8.0 | 7.1 | 6.8 | 7.1 |
| The School Bus | 6.1 | 6.1 | NA | 7.0 |
| Equipment & Facilities | 7.1 | 6.2 | 7.2 | 7.1 |
| School Atmosphere | 7.2 | 6.0 | 7.1 | 7.1 |

DoDEA's customers are highly satisfied overall and indicated the following were key strengths:

- Elementary students rated their main teacher and computer technology (i.e., usage, availability and training) relatively high.
- Secondary students are most satisfied with their school counselor and computer technology.
- Teachers and staff are most satisfied with their career and various levels of school administration.
- Parents are most satisfied with their child's teachers, computer technology, and equipment and facilities (e.g., resource materials, science equipment).



DoDEA's customers indicated that DoDEA should focus its energies on the following areas:

- Finding additional means for engaging elementary students in the classroom.
- Examining the presentation of curriculum in secondary math and social studies classes.
- Reviewing school rules and discipline policies to make both more effective for teachers and staff.
- Reviewing the curriculum (e.g., advanced courses, appropriateness to student needs).
- To ensure the effective and efficient use of resources (fiscal, human, material) in support of the educational mission, management services has:
 - Inspected 100% of the DDESS facilities and developed maintenance and repair plans to correct deficiencies.
 - Reduced property losses through an improved property accountability program by 55% from SY 1996-97.
 - Aligned management services to support both the overseas and domestic schools that resulted in a combined contract for school supplies and textbooks.
 - Eliminated redundancy, streamlined practices, sharpened assessments, and improved the safeguarding of assets by revising the DoDEA Management Control Program.

goal 10

By the year 2000, an organizational infrastructure will be created to support and enhance the teaching and learning process.



Several benchmarks are in place for assessing our progress towards achieving Goal 10. These benchmarks include:

- Implement a shared decision-making process.
- Create and evaluate an organizational structure that will focus resources more efficiently and effectively on the teaching and learning process for all students.
- Realign the lines of authority so that decision making is at a level as close as possible to the learner.
- Establish suitable learning environments for all children.
- Create an effective communication system to share information among all of the DoDEA constituencies.
- Establish and evaluate the use of technology in accordance with the DoDEA Technology Plan.

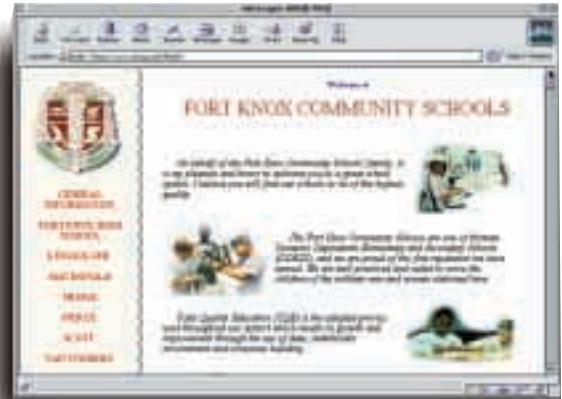
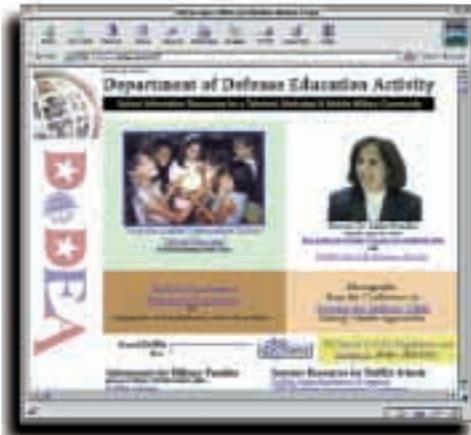
Organizational DEVELOPMENT

To ensure that we can reach the DoDEA goals, we must review our organizational structure in light of the Strategic Plan and modify it as required to provide an excellent school program in all locations.

- The Advisory Council on Dependents' Education (ACDE) completed the conceptual framework for community connections.
- Education and management services were restructured to support overseas and domestic schools so that resources are focused more efficiently and effectively on the teaching and learning process for all students.
- To meet the goal of realignment of the lines of authority so that decision making is at a level as close as possible to the learner, DoDEA:
 - ★ Converted the paper-laden procurement contract writing, administration, and ordering process into a paperless process. Streamlined personnel practices by automating 33 business practices, including the conversion of processes to a paperless work environment.
 - ★ Adopted new staffing standards for the domestic schools and realigned work years in the overseas schools to increase elementary art teachers, information specialists, and educational technologists.

- In the 1998 end-of-the-year evaluation of the DoDEA Site-Based Management (SBM) Pilot, parents and educators voiced support for SBM in their schools. The third year of evaluation indicated a beginning of institutionalization of the SBM process in the schools.
 - ★ Two-thirds (68%) believe that SBM supports school improvement.
 - ★ Over half (58%) believe that SBM helps student achievement.
 - ★ Over half believe that SBM ensures that personnel (55%) and fiscal (54%) resources are used more effectively and efficiently with decentralization.
- To improve the learning environments for students, DoDEA obtained funding for new schools in Camp Lejeune to replace aging facilities totaling \$34.9 million; new schools in Guam to replace temporary facilities totaling \$57.2 million, and a new school facility in Puerto Rico totaling \$8.8 million.
- As part of the establishment of a communications systems that shares information with all DoDEA constituencies, the DoDEA website was created in 1997. An average of 500 visitors a day was recorded for the second half of school year 1997-98. Over half of the users are from the United States.

More than 500 people visit DoDEA on Internet every day.
Join them to learn more about our schools.



www.odedodea.edu

www.dodea.osd.mil

Establish and evaluate the use of technology in accordance with the DoDEA Technology Plan.

The School Technology and Readiness (STaR) assessment was recently used to provide a baseline snapshot of DoDEA's progress in reaching its technology goals. It assessed the current technology presence, use and integration in DoDEA's schools. More specifically, it addressed the following 5 areas at the school level: hardware,

- connectivity, content, professional development,
- and integration and use with regard to technology. The table below describes four levels of readiness for each of the 5 areas and shows the percent of DoDEA schools that scored in the various areas and levels.
-
-
-
-

| | HARDWARE | CONNECTIVITY | CONTENT | PROFESSIONAL DEVELOPMENT | INTEGRATION AND USE |
|--------------------|--|---|--|---|---|
| TARGET TECH | Almost all multimedia computers; 3-8 students per multimedia computer; on-site maintenance 42% | School LAN and Internet with high speed dedicated lines 22% | Availability of drill and practice, applications for creation, simulation software, research resources, networked communication 14% | 71+ hours of teacher training; 4-5 years experience using technology; just-in-time tech support 13% | Student centered learning; regular and individual group use of technology tools and wide area communications 19% |
| HIGH TECH | Mostly multimedia computers; 7 to 17 students per multimedia computer; off site maintenance 50% | School LAN and Internet with dedicated lines 47% | All of the above except only some networked communication 14% | 51-70 hours of teacher training; 2 years experience using technology; just-in-time tech support 39% | Teacher facilitated learning; regular individual use of tech tools and online resources 41% |
| MID TECH | Mixture of outdated and multimedia computers; 12 to 59 students per multimedia computer 8% | Some classroom LANs; Dial-up Internet connection available 29% | Availability for drill and practice or simulation software; Some tech use for research or for networked communication 38% | 30-50 hours of teacher training; 3 months experience using technology; just-in-time tech support 37% | Teacher directed learning; whole group learning; some technology tool use by teachers and students 35% |
| LOW TECH | Mostly outdated computers; more than 36 students per multimedia computer 0% | No LAN; occasional or no Internet connection 2% | Some availability for drill and practice or simulation software; No availability of research resources or networked communication 34% | None-30 hours of teacher training; None-3 months experience using technology; No tech support 11% | Teacher centered learning; no pattern of tech use 5% |

Using composite scores from the 1997 STaR assessments of U.S. schools, DoDEA compares favorably: 13% at the Target Tech level compared to 3% nationally; 57% at High Tech level compared to 12% nationally; 30% at Mid Tech compared to 26% nationally and 0% at Low Tech compared to 59% nationally.