

**2003 STATEWIDE PUBLIC POLL ON THE
CONDITION OF EDUCATION IN DELAWARE**

SUMMARY OF RESULTS

APRIL 2004

CHERYL M. ACKERMAN, PH.D., SENIOR ASSOCIATE FOR EVALUATION

With Contributions From
Debra Coffey, M.A., Graduate Research Assistant
Margarete Kedzior, M.S., Graduate Research Assistant



Delaware Education Research & Development Center
University of Delaware
Newark, DE 19716

PUBLICATION T04.006.1

ACKNOWLEDGEMENTS

This poll is a collaborative effort of various members of the College of Human Resources, Education and Public Policy at the University of Delaware. The author extends special thanks to the Center for Applied Demography and Survey Research in conducting the telephone interviews and to Delaware Education Research and Development Center staff, Andrew Augustine, Steve Fifield, Linda Grusenmeyer, Matthew Mathias, Samantha Sica, and Pamela Stazesky, for their assistance with the data analysis as well proofing the final report. The author would also like to extend a special thanks to the following faculty members in sharing their knowledge of the research literature.

Michael Gamel-McCormick, Director of the Center for Disability Studies

P. Michael Peterson, Professor, Department of Exercise Sciences

**DELAWARE EDUCATION RESEARCH AND DEVELOPMENT CENTER
OF THE
University of Delaware**

**2003 Public Poll:
Summary of Results on the Condition of Education in Delaware**

INTRODUCTION

Each year the Delaware Education Research and Development Center (R&D Center) of the University of Delaware conducts a telephone poll surveying citizens on their impressions regarding the condition of education in Delaware. This report summarizes the results for the statewide Public Poll conducted in the fall and winter of 2003. Highlights of key findings related to several educational issues are reported and include the following:

<p><u>I. Quality of Education</u> Grading the Schools Focus on Achievement Funding Needs</p>	<p><u>II. Students with Special Needs</u> Systemic Change Classroom-Level Effects of Inclusion</p>
<p><u>III. Early Care and Education</u> Who Should Attend Full-Day Kindergarten Funding Full-Day Kindergarten</p>	<p><u>IV. Educational Accountability</u> Expectations about No Child Left Behind Impact on Schools and Children Implications for Teachers Entrance into Higher Education</p>
<p><u>V. Health and Recreation</u> Community-Wide Health and Recreation Children’s Health and Recreation</p>	

In addition to a summary of the findings, this report includes:

- Full length copies of the Public Poll results [overall (white pages) and comparisons of parents vs. non-parents (green pages)];
- Trend analyses of the statewide poll on the condition of education in Delaware (purple pages);
- Comparisons of the 2003 poll results to national data (blue pages);
- Background information on the poll, survey design, data collection techniques, sampling error; and,
- A list of references (peach pages).

Putting the Results in Context

The summary of results for each topic on the poll includes a section entitled “Putting it in Context.” Information concerning related research, trends across polling years in Delaware, and national comparisons are included to provide a context for the poll results. While not all trend items and national comparisons are discussed in the Highlights section, the data is included in the purple and blue sections of this report.

For more information on the 2003 Public Poll, please contact the staff of the R&D Center by email at ud-rdc@udel.edu or by phone at (302) 831-4433. The full report can also be found on the web at <http://www.rdc.udel.edu>

HIGHLIGHTS OF FINDINGS

QUALITY OF EDUCATION

Grading the Schools

Poll Results

About half of Delaware citizens (53%) felt well or very well informed about public schools in their community, with parents feeling more informed than non-parents. When asked to grade the public schools, 18%-20% did not believe they had enough information to give the public schools a grade. Most of those who felt informed (66%) gave public elementary schools a grade of “B” or “C.” Likewise, most Delawareans gave public middle schools and public high schools a grade of a “B” or “C” (64% and 60% respectively).

Approximately half of respondents (53%) felt that the quality of education in Delaware was about the same as education in the rest of the nation and about one-fifth (21%) felt that it was better.

Putting it in Context

The grades given this year to public elementary schools and public high schools are the same as they were in 2000 (Brown, 2000). However, in 2001, the percentage of respondents that gave a grade of “B” or “C” was significantly lower for elementary schools (57% versus 66%), middle schools (50% versus 64%), and high schools (45% versus 60%). Nationally, about half of U.S. citizens (48%) gave the public schools in their community an “A” or “B.” A breakdown by educational level was not available (Rose & Gallup, 2003).

Delaware citizens’ positive view of the quality of education in Delaware as compared to education throughout the nation has been increasing steadily since 1996 after an initial decline in 1997. The percentage of respondents who felt that education in Delaware is as good as that of the nation has increased from 31% in 1997 to 53% in 2003 (Brown, 1998, Brown & LeMahieu, 1996).

The National Assessment of Educational Progress (NAEP) periodically assesses student achievement throughout the nation. The assessments of Delaware students in mathematics, reading, writing, and science conducted in 1996 and 1998 indicated that Delaware performed below the national average in these subjects, whereas the assessments conducted in 2002 and 2003 show Delaware students performing above the national average (The National Center for Education Statistics, 2003).

QUALITY OF EDUCATION, CONT'D

Focus on Achievement

Poll Results

While 44% of Delawareans thought that student achievement standards in Delaware public schools were about right, 34% felt they were too low.

Putting it in Context

In a national survey, Duffett and Johnson (2003) found 21% of parents thought that public schools generally expect kids to learn too little. Almost half of parents (45%) surveyed felt most students would benefit if they were pushed harder in school. Furthermore, 82% of parents felt that having guidelines for what students should learn and know helps improve students' academic performance (Duffett & Johnson, 2003).

Funding Needs

Poll Results

Respondents were divided on what should be the top priority of the legislature for funding public education in Delaware. Academics in general and specific academic subjects (mainly reading, writing, and math) were most often mentioned (20%). Many other areas such as resources (13%), hiring more teachers to reduce class size (13%), special needs children (8%), teachers' salaries (7%), non-academic subjects (6%), and special in- and after-school programs (5%) were identified by some as most in need of funding.

Putting it in Context

In recent years, employers and professors have reported that high school graduates lack the necessary skills in reading, writing, and math. According to Duffett and Johnson (2003) nation-wide, a majority of employers felt that public school graduates had fair or poor writing (73%), grammar and spelling (73%), and math skills (63%). In addition, most professors felt public school graduates had fair or poor writing (75%), grammar and spelling (74%), and math skills (65%) (Duffett & Johnson, 2003).

Class size reduction was identified as an important issue in previous Public Polls. In 1995, reduction of class size was found to be *very* important by 54% of Delawareans (Riedel & LeMahieu, 1995). In the 2000 edition of the Public Poll, 80% of parents indicated that class size was very important when choosing a local school, and the following year, 2001, parents reported class size as the second most important factor (59%) in selecting a public school after the quality of the teaching staff (79%) (Brown, 2001, 2002).

STUDENTS WITH SPECIAL NEEDS*

Systemic Change

Poll Results

Most Delawareans (69%) were not at all familiar with the concept of Universal Design for Learning. However, the vast majority (85%) agreed that the general education curriculum in Delaware schools should be flexible enough to meet the needs of nearly all students, including those with mild to moderate disabilities.

When asked about educating the very smartest children in Delaware, 67% of Delaware citizens felt schools should do more to challenge them. Seventy-nine percent either somewhat or greatly supported increased funding to create educational programs for this group of students.

A proposal has been made to assess all Delaware students in the 7th and 8th grades to recommend one of three career tracks in high school – a general academic setting, a college preparatory setting, or a vocational education setting. This recommendation would be based on students’ academic performance, interests, abilities, and skills. When Delawareans were asked how much they support this proposal, responses varied: 39% support it to a great extent, another 38% support it to some extent, and 22% support the proposal to either a small extent or do not support it at all.

Putting it in Context

Universal Design for Learning (UDL) is a theoretical framework that guides the development and use of curricula that are flexible and supportive of all students (Rose & Meyer, 2002). It is a teaching and assessment orientation that recognizes the diversity in today’s classrooms, not a special education approach or strategy. Curricula are designed with *all* students in mind, so materials, methods, and assessments are usable by all. Goals, methods, assessments, and materials are selected to minimize barriers and maximize flexibility; and access to digital materials is an essential component of comprehensive UDL implementation. UDL is a cornerstone for the Delaware Department of Education State Improvement Grant and its implementation will be monitored over the next four years.

Although the Delaware Department of Education has published guidelines for meeting the educational needs of high-ability students based on those provided by the National Association for Gifted Children, schools in Delaware are not required to provide programming for gifted and talented students. In her summary of research on programs for gifted students, Willard-Holt (2003) reports that the motivation and performance of high-ability students declines in non-stimulating environments, and according to Tomlinson (2002), “few, if any, provisions are made in general classrooms to ensure continuing challenge for advanced learners” (p. 36).

For more than 100 years, researchers have been publishing conflicting results about the effectiveness of educational tracking that support or discredit this educational philosophy. According to Kulik (2003), research methods, student characteristics, and program characteristics all contribute to the mixed results. Additionally, research shows that no single tracking or grouping method is beneficial to the academic performance and social-emotional well-being of all students.

* Not all poll items and national comparisons were included in the highlights section of this report. For a full listing, see the white, green, and purple sections of this report.

STUDENTS WITH SPECIAL NEEDS, CONT'D

Classroom-Level Effects of Inclusion

Poll Results

Delaware citizens were asked about the effects of inclusion on both students with and without disabilities. About one-third believe that the challenge of being in a general education classroom would promote the academic growth of a child with a disability (69%), and that integrating students with mild to moderate disabilities into the general classroom would *not* harm the achievement of other students (63%).

When asked how much of the school day students with mild or moderate disabilities should spend in a regular classroom setting, about two-thirds of Delawareans (67%) said they should spend part of the day there. Of those respondents, approximately half (52%) felt students with mild to moderate disabilities should spend about half of the day in a regular classroom and the rest were divided between more than half a day (19%) and less than half (26%). Some respondents (8%) made comments about how much time students with disabilities should spend in the regular classroom. About 45% said that the appropriate time depended on either the severity of the student's disability or the classroom situation. The other 55% had philosophical reasons for their responses either for or against longer time in the regular classroom.

Delawareans were also asked about the effects of inclusion on teachers. While most citizens felt inclusion would have positive effects on children with disabilities, 50% felt that having to teach children with disabilities places an unfair burden on classroom teachers. Similarly, 52% of residents believe that most teachers are not able to work effectively with children with disabilities.

Putting it in Context

Research examining educational programming shows varied results on what methods are most academically advantageous for children of different ability levels. Baker, Wang, and Walberg (1994) assert that "special-needs students educated in regular classes do better academically and socially than comparable students in non-inclusive setting" (p. 34) regardless of grade level and type of disability. However, based on her review of the literature, Rogers (2001) concluded that the benefits don't extend to all children: "like ability groups produce higher academic effects for gifted learners than mixed-ability groups" (p. 34).

Villa and Thousand (2003) state that "according to the [Individuals with Disabilities Act], removal from general education environments should occur only when a student has failed to achieve satisfactorily despite documented use of supplemental supports, aids, and services" (p. 19). They also describe how to make an inclusive education program work using systemic support, collaboration, effective classroom practices, and a universal design approach. A successful inclusion program would allow "students with disabilities to have the same access to the general curriculum and to classmates as any other student and the same opportunity for academic, social, and emotional success" (p. 23).

Currently, the requirements for coursework in the area of special education for undergraduate degrees in education at the schools that confer degrees in education vary widely. According to Lovitt (1993), many teachers are unable or unwilling to modify their instruction to meet the needs of students with disabilities in the regular classroom. This holds true in Delaware where a study of general education teachers conducted by Buell, Hallam, Gamel-McCormick, and Scheer (1999) found that educators did not feel they had the training or knowledge to teach students with disabilities nor did they have the training or knowledge to work in teams with special education teachers.

EARLY CARE AND EDUCATION

Who Should Attend Full-Day Kindergarten?

Poll Results

Approximately one-fifth (20%) of Delawareans polled oppose establishing full-day kindergarten (FDK) programs throughout the state. The most common reasons citizens *oppose* the initiative were children are too young and the day is too long (42%), parents' role and responsibility is important (13%), and half-day kindergarten is enough (13%). Of the 76% of Delawareans who support FDK programs throughout the state, most (93%) felt *all* children should be able to attend these programs. Reasons given why all children should have access to FDK programs included equity for all (51%), more time is better (13%), and FDK prepares children for future academics (12%). Of the 6% of residents who felt only *some* children should be able to attend FDK programs, most felt children with disabilities (33%) or low-income families (20%) should have access.

Putting it in Context

The Northwest Regional Educational Laboratory (2002) examined the research on full-day kindergarten. Their review of the research identified several benefits not only to children, but also to parents and teachers. They reported that “questions about school readiness have led many districts to offer both full- and half-day kindergarten [HDK]. Some schools limit enrollment in full-day programs to lower-income students or students who are learning English as a second language. Other programs, recognizing that kindergarten-age children have diverse needs and abilities, open their doors to all students, but let parents choose between enrolling their children in a half- or full-day classroom.”

In a recent Delaware study of FDK and HDK, Fifield and Shepperson (2004) noted, “existing research suggests that FDK benefits the learning of some children, especially those deemed academically ‘at-risk,’ but questions remain concerning the scope and duration of its impact” (p. 2). They also found that while the goals of FDK in Delaware address challenging issues such as racial and economic achievement gaps, literacy instruction, and at-risk students, the programs tend to be extensions, rather than strategic reconceptualizations of HDK (see also Noble & Kedzior, 2003, for more information related to FDK in Delaware).

Funding Full-Day Kindergarten

Poll Results

Delawareans in favor of instituting FDK programs throughout the state were asked who should be financially responsible for them. While the most common responses were government funding (38%) and the public/taxpayers (37%), others felt parents should be solely responsible (11%) and still others identified additional sources of funding. If there is insufficient funding for all children to attend FDK, 56% of Delaware citizens oppose choosing students using a lottery system to select which children will attend.

Putting it in Context

There is much concern over the added expense of instituting FDK programs. At this time, Delaware is one of 19 states that “(1) provide no difference in funding for full-day kindergarten and half-day kindergarten, and (2) provide kindergarten funding at a lower level than that provided for 1st grade” (Education Commission of the States, 2004, p. 2). The Northwest Regional Educational Laboratory (2002) describes a variety of FDK funding difficulties and strategies. Some focus on the increased costs for computers, books, other materials and staffing as financial challenges. Others suggest that discontinuing midday bus service, as well as the long-term financial benefits such as a lower grade retention rate, help minimize the costs of implementing FDK programs. Finally, some fund their FDK programs using Title 1 money for low-income and language minority students.

EDUCATIONAL ACCOUNTABILITY*

Expectations About No Child Left Behind	
<i>Poll Results</i>	<i>Putting it in Context</i>
<p>When asked about the No Child Left Behind Act of 2001 (NCLB), only about 42% of Delawareans polled answered that they know a great deal or a fair amount about NCLB, while 58% answered that they knew very little or nothing at all. More than half (59%) answered that they had not seen the school ratings based on the Delaware Student Testing Program (DSTP) results. Parents were better informed than non-parents regarding both NCLB and school ratings.</p> <p>Answers indicated a substantial amount of ambivalence with regard to the potential educational effects of the federal accountability plan: a little more than half (55%) answered that they believe the federal accountability plan will lead to a great extent or some extent of improvement in Delaware’s schools, and a little less than half (48%) answered that the federal accountability plan will reduce the achievement gaps between minority and non-minority students and between economically advantaged and economically disadvantaged students to a great extent or to some extent.</p>	<p>According to <i>The 35th Annual Phi Delta Kappa/Gallup Poll of the Public’s Attitudes Toward the Public Schools</i> (Rose & Gallup, 2003), approximately 24% of Americans surveyed answered that they know a great deal or a fair amount about NCLB, while 76% answered that they know very little or nothing at all.</p> <p>The many studies examining the relationship between high-stakes testing and improving student and school performance support the ambivalence of Delawareans about this relationship: studies have failed to clearly demonstrate that testing improves performance (Amrein & Berliner, 2003).</p>

* Not all poll items and national comparisons were included in the highlights section of this report. For a full listing, see the white, green, and purple sections of this report.

EDUCATIONAL ACCOUNTABILITY, CONTD

Impact on Schools and Students	
<i>Poll Results</i>	<i>Putting it in Context</i>
<p>Nearly three-quarters of Delawareans (72%) answered that a single test will not provide a fair picture of whether a school needs improvement.</p>	<p>According to the 2003 Phi Delta Kappa/Gallup Poll (Rose & Gallup, 2003), 85% of Americans believe testing on English and math alone cannot produce a fair picture of whether a school is in need of improvement. Research seems to support the public’s ambivalence. Studies have shown that one test cannot fulfill different functions, such as measuring individual student achievement, measuring teacher efficacy, and assessing schoolwide performance (Goertz & Duffy, 2003). Researchers Kane and Staiger (2001) also question the ability of standardized test scores to accurately gauge school performance. They estimate that in an average-sized elementary school, similar to the ones they studied, as much as 38% of variance in fifth-grade reading scores is due to chance factors, for example, including a few very good or very poor students.</p>
<p>Most Delawareans (78%) answered that they were concerned a great deal or a fair amount that testing only English and math will result in less emphasis on other subjects.</p>	<p>Most Americans (80%) surveyed in a national study believe that testing only English and math will result in less emphasis on other subjects (Rose & Gallup, 2003). Some authors, including Meier (2002), support this belief and noted that reliance on standardized tests focusing on a few subjects result in a narrowing of the curriculum and hinders creativity in teaching and learning. Subjects being tested will expand slightly in the future, as NCLB requires that schools begin testing students in science three times between grades three and twelve by the 2007–2008 school year. NCLB also provides grants to support teaching of other subjects, such as American history, although it does not require testing in those subjects, either now or in the future.</p>
<p>A large majority also agreed that student achievement should be measured by improvement over time or a combination of improvement over time and comparison with an absolute benchmark of student performance (40% answered that most or all should be based on improvement over time; 41% answered that improvement over time and an absolute benchmark should be weighted about equally).</p>	<p>Many educational researchers question the ability of standardized tests to reflect student achievement accurately. For example, Sanders and Horn (1995) note that unless tests are revised annually, “teaching to the test” can skew scores: there’s no way to tell whether students fully understood the question asked and the answer they provided or simply recognized the question and responded with the answer they had practiced.</p>
<p>When considering the impact of accountability on their own children, 79% of parents answered that, if they had children attending a school identified as in need of improvement, they would prefer to keep their children in the same school and have additional efforts made in that school to help them achieve.</p>	<p>The 2003 Phi Delta Kappa/Gallup Poll (Rose & Gallup, 2003) notes that 74% of Americans surveyed said that if they had children attending a school in need of improvement, they would prefer to keep their children in the same school and have additional efforts made in that school to help students achieve.</p>

EDUCATIONAL ACCOUNTABILITY, CONT'D.

Implications for Teachers	
<i>Poll Results</i>	<i>Putting it in Context</i>
<p>When considering the qualifications of teachers, 92% of Delawareans indicated that teachers should be required to take a competency test in the subjects they teach. However, if a “highly qualified teacher” is not available for every classroom, 91% favor using the most qualified teachers available, while 17% favor increasing the number of students per class and 27% favor reducing the number of courses offered.</p>	<p>Answers provided by Delawareans are similar to those provided by a national sample of adults with regard to teacher competency testing, using the most qualified teachers available, and increasing class size. The 2003 Phi Delta Kappa/Gallup Poll (Rose & Gallup, 2003) reports that 96% of Americans surveyed answered that teachers should be required to take a statewide competency test in their subject area. Additionally, should a teacher shortage arise, 93% of Americans favor using the most qualified teachers available and 21% favor increasing the number of students per class. However, at 37%, a substantially higher proportion of Americans than Delawareans would favor reducing the number of courses offered.</p> <p>Currently, anyone seeking initial teacher certification in Delaware must demonstrate proficiency in reading, writing, and mathematics by earning passing scores on the PRAXIS I (pre-professional skills test for educators) or a similar standardized test, such as the SAT or GRE, for which the Delaware Department of Education has established criteria for passing. In order to receive a continuing license, a teacher must participate in professional development or mentoring activities and receive at least two out of three positive performance evaluations.</p>

EDUCATIONAL ACCOUNTABILITY, CONT'D.

Entrance into Higher Education	
<i>Poll Results</i>	<i>Putting it in Context</i>
<p>When asked their opinion about the proposed legislation that would require all Delaware public institutions of higher education to admit all Delaware high school graduates who meet the standard on the state testing program and the requirements to receive a “standard diploma,” a little less than half answered that the University of Delaware and Delaware State University should be required to accept all such students (45% and 47%, respectively). A larger percentage (60%), answered that Delaware Technical and Community College should be required to accept all such students.</p>	<p>Delaware Technical and Community College already has open admissions; according to their Web site, everyone who can “benefit from instruction” is welcome to attend classes. Delaware State University (DSU) and the University of Delaware (UD) both use multiple indicators, including (but not limited to) high school grade point average, SAT or ACT scores, class rank, and participation in extracurricular activities, to make admissions decisions. Any requirement that public colleges and universities admit all students who earn 3s and above on their tenth grade DSTP would only affect DSU and UD.</p> <p>There are several possible consequences of implementing a reform requiring these institutions to admit this group of students. For example, changes in and differential admissions requirements for some students, an increase in enrollment, and increases in the capacity to accommodate these students should they decide to attend, may need to be addressed if this reform is passed.</p> <p>Finally, research has not addressed how well performance on the DSTP predicts success in college. However, most researchers have concluded that high school grade point average is a better predictor of college persistence and college grade point average than the SAT (e.g., Reynolds & Weagley, 2003; Rothstein, 2003).</p>

HEALTH AND RECREATION*

Community-Wide Health and Recreation

<i>Poll Results</i>	<i>Putting it in Context</i>
<p>When Delawareans were asked how satisfied they were with recreational facilities available to their families in their local communities, most (71%) were satisfied to some degree (slightly, somewhat, or very). Similarly, 78% of those polled felt it was safe (slightly, somewhat, or very) to go walking alone in the evening.</p> <p>Delaware citizens were also asked how much of a health problem they felt obesity was in the state of Delaware. On a scale of 1 (not a problem) to 10 (a very serious problem), 74% rated the problem of obesity between 7 and 10.</p>	<p>In the first nationwide representative study on levels and types of activity among children aged 9-13 years, barriers to participating in physical activities, perceived by parents, were described. Some barriers were perceived universally by parents regardless of their children's sex and age. However, concerns about transportation, opportunities in their area, and expense were perceived barriers reported more often by certain sub-groups of Hispanic parents (Centers for Disease Control and Prevention, 2003). The same study showed that parents were more concerned about neighborhood safety for their daughters than they were for their sons.</p> <p>A 2001 nationwide survey showed that a full 20% of adult Delawareans identified themselves as being obese; this is an increase of 5.1% since 1991 (National Center for Chronic Disease Prevention and Health Promotion, 2003), a percentage now on par with the national average (Centers for Disease Control, 2002). Looking at childhood obesity, another national study reported that "the prevalence of overweight among children in the United States is continuing to increase, especially among Mexican-American and non-Hispanic black adolescents" (Ogden, Flegal, Carroll, & Johnson, 2002, p. 1728).</p>

* A set of questions directly related to the Get up and Do Something exercise initiative in Delaware is included in the white and blue sections of the poll.

HEALTH AND RECREATION, CONT'D

Children's Health and Recreation

Poll Results

Delawareans were united on some but not all school-based health issues. On a scale of 1 (not at all important) to 10 (very important), 90% of residents polled rated children's participation in physical education at school between 7 and 10. However, Delawareans were rather divided on what food should be provided in school vending machines. Approximately one-third support each of the following: replacing soda, candy, and chips with healthy food choices (37%), leaving existing food items and adding healthy choices (32%), and removing all vending machines from schools (30%).

About two-thirds of parents (67%) reported talking to their children about the need for them to be physically active at least a few times a week during the month prior to being surveyed. On a scale of 1 (very inactive) to 10 (extremely active), 75% of parents rated their children's average activity level between 7 and 10 during that month.

Putting it in Context

A recent national survey reported on school-based health issues. Most "parents (85%) favor schools requiring students to take P.E. every day at every grade level" (The Robert Wood Johnson Foundation, 2003, p. 7). However, the Center for Disease Control found that less than 10% of elementary, middle, and high schools provide daily physical education classes year-round for all students (cited in The Robert Wood Johnson Foundation, 2003, p. 6).

When asked about providing vending machine alternatives in schools, nearly all parents (91%) favor replacing unhealthy vending machine food and beverages with healthy ones (The Robert Wood Johnson Foundation, 2003). The Robert Wood Johnson Foundation (2003) also reported that "most school districts will resist policies that completely ban vending machines unless lost revenue can be made up" (p. 9).

A nationally representative study about the levels and types of physical activity among children aged 9 to 13 found that 61.5% do not participate in any organized physical activity when they are not in school, and 22.6% do not engage in any free-time physical activity (Centers for Disease Control and Prevention, 2003). The survey also asked about parents' perceived barriers to their children's involvement in physical activity. "Overall, parents with lower incomes and education levels reported more barriers" (Centers for Disease Control and Prevention, 2003, p. 1308).

This page intentionally left blank.

DELAWARE EDUCATION RESEARCH AND DEVELOPMENT CENTER
of the
University of Delaware

Statewide Poll on the Condition of Education in Delaware
General 2003 Results Analysis (N = 938)

I. Quality of Education in Delaware

<u>Question</u>	<u>Responses</u>					
How well informed are you about the public schools in your community, on a scale of 1 to 4 where 1 is not at all informed and 4 is very well informed?	<u>Not at all informed</u> 18%	<u>2</u> 29%	<u>3</u> 26%	<u>Very well informed</u> 27%	<u>Don't know</u> < 1%	
Students in Delaware are often given the grades A, B, C, D, or F to denote the quality of their work. What grade would you give the public <u>elementary</u> schools in Delaware?	A 9%	B 37%	C 29%	D 6%	F 2%	Don't know 18%
What grade would you give the public <u>middle</u> schools in Delaware?	5%	30%	34%	9%	3%	20%
What grade would you give the public <u>high</u> schools in Delaware?	6%	31%	29%	11%	4%	19%
Where would you say Delaware's schools stand in relation to the nation?	<u>Worse</u> 14%	<u>About the same</u> 53%	<u>Better</u> 21%	<u>Don't know</u> 12%		
In your opinion, are student achievement standards in the public schools in Delaware too high, about right, or too low?	<u>Too high</u> 12%	<u>About right</u> 44%	<u>Too low</u> 35%	<u>Don't know</u> 10%		

Think about what the state legislature's top priority for funding public education in Delaware should be. What one area in public education would you tell the legislature most needs funding?

<u>Response</u>	<u>Percent response</u>
Academics and specific academic subjects (the top three subjects were reading and writing (6%), math (3%))	20%
Resources (includes classroom resources, technology, books, and facilities)	13%
Hiring more teachers to reduce class size (includes need for more qualified teachers)	13%
Special needs children (including at-risk students and academic help)	8%
Salaries	7%
Non-academic subjects	6%
During and after-school programs (advanced coursework, vocational, extracurricular, and gifted children)	5%
Specific grade levels	3%
All areas of education	3%
Teacher training/professional development	2%
Curriculum/instruction	2%
Other	10%
Don't Know	7%

II. Special Needs Students

	<u>Very familiar</u>	<u>Somewhat familiar</u>	<u>Slightly familiar</u>	<u>Not at all familiar</u>	<u>Don't know</u>
How familiar are you with the concept of Universal Design for Learning?	4%	13%	14%	69%	< 1%
To what extent do you agree with the following statements:					
	<u>Strongly agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>
The general education curriculum used in Delaware schools should be flexible enough to meet the needs of nearly all students, including students with mild to moderate disabilities.	39%	46%	12%	3%	1%

The challenge of being in a general education classroom would promote the academic growth of a child with a disability.	<u>Strongly agree</u> 14%	<u>Agree</u> 55%	<u>Disagree</u> 22%	<u>Strongly disagree</u> 4%	<u>Don't Know</u> 4%
The integration of students with mild to moderate disabilities into the general classroom would not harm the achievement of other students.	<u>Strongly agree</u> 17%	<u>Agree</u> 46%	<u>Disagree</u> 28%	<u>Strongly disagree</u> 6%	<u>Don't know</u> 4%
Having to teach children with disabilities places an unfair burden on the majority of classroom teachers.	13%	43%	32%	7%	4%
I believe that most teachers are not able to work effectively with children with disabilities.	12%	40%	38%	5%	5%
How much of the school day should students with mild or moderate disabilities typically spend in a regular classroom setting?	<u>All</u> 23%	<u>Some</u> 67%	<u>None</u> 5%		<u>Don't know</u> 4%
If some of the school day: Would you say they should spend more than half of the school day, about half, or less than half of the school day in a regular classroom?	<u>More than half</u> 19%	<u>About half</u> 52%	<u>Less than half</u> 26%		<u>Don't know</u> 3%

Comments made when responding to the previous question about how long students with disabilities should spend in the regular classroom. (N=71)

<u>Category</u>	<u>Response</u>	<u>Percent response</u>
Depends on the Situation	Depends on the severity of the disability.	35%
	Depends on the curriculum or classroom situation.	10%
Philosophical Reason	Deserve a chance in the general classroom.	28%
	Distraction to other students and learning performance.	13%
	Need to be with a specially trained teacher.	13%
TOTAL		100%

	<u>More</u>	<u>About the same</u>	<u>Less</u>	<u>Don't know</u>
To challenge the very smartest children, should schools in Delaware do more, about the same, or less?	67%	28%	1%	4%

	<u>Great extent</u>	<u>Some extent</u>	<u>Small extent</u>	<u>Not at all</u>	<u>Don't know</u>
To what extent would you support increased funding to create educational programs for the very smartest children in Delaware?	26%	53%	11%	8%	1%

A proposal has been made to assess all students in grades 7 and 8 in Delaware to recommend one of three career tracks in high school - a general academic setting, a college preparatory setting, or a vocational education setting. This recommendation will be based on academic performance, interests, abilities, and skills. To what extent do you support this proposal.	39%	38%	11%	11%	1%
--	------------	------------	------------	------------	-----------

III. Early Care and Education

	<u>Favor</u>	<u>Oppose</u>	<u>Don't know</u>
There is currently some discussion in Delaware about establishing full-day kindergarten programs throughout the state. Would you favor or oppose such programs?	76%	20%	3%

	<u>All</u>	<u>Some specific groups</u>	<u>Don't know</u>
There is also discussion about which children would attend the full-day kindergarten programs. In your opinion, should all children be able to attend the full-day kindergarten programs, or should only some specific groups be able to attend, like disadvantaged children or children from other groups?	93%	6%	1%

If you oppose full-day kindergarten programs, can you tell me more about why this is your view? (N=180)

<u>Response</u>	<u>Percent response</u>
Children are too young and the day is too long	42%
Parental role/responsibility is important	13%
Half-day kindergarten is enough	13%
Attention span is too short	8%
Transition is needed into first grade	7%
Not ready for full-day kindergarten	7%
Full-day kindergarten serves as childcare/babysitting	6%
Poor use of government money	5%
Need time to play/have a childhood	5%
Full-day kindergarten should be optional	2%
Other	7%
Don't know/unclear response	3%

If you are in favor of full-day kindergarten programs for all children, can you tell me more about why this is your view? (N=670)

<u>Response</u>	<u>Percent response</u>
Equity for all - everyone should go	51%
The more time the better	13%
Prepares children for future academics	12%
Easier for parents (can work, provides daycare)	10%
General statements in support of FDK	9%
All should go, but it's more important for some groups	7%
Half-day kindergarten programs are insufficient	5%
Improves social skills	3%
No comment	3%
Other	5%

If you are in favor of full-day kindergarten programs for only some children, can you tell me more about why this is your view? (N=40)

<u>Response</u>	<u>Percent response</u>
Disability/special needs	33%
Affordability	20%
No exclusion	18%
Children's characteristics	5%
Minority	3%
Other	10%
Not sure/No comment	10%

Who do you think should pay for full-day kindergarten programs?

<u>Response</u>	<u>Percent response</u>
Government Funding	38%
Public/Taxpayers	37%
Parents in full	11%
School/District	7%
Parents, partial with government	6%
Other	6%
Same as current source	2%
Unsure/Don't know how to answer	2%

	<u>Favor</u>	<u>Oppose</u>	<u>Don't know</u>
If there was not enough funding for all children to attend full-day kindergarten programs, would you favor or oppose choosing students using a lottery system in which all students would have an equal chance of being selected?	40%	56%	3%

IV. Educational Accountability

	<u>A great deal</u>	<u>A fair amount</u>	<u>Very little</u>	<u>Nothing at all</u>	<u>Don't know</u>
How much, if anything, do you know about the No Child Left Behind Act - the federal education bill that was passed by Congress in 2001?	11%	31%	31%	27%	0%
	<u>Great extent</u>	<u>Some extent</u>	<u>Small extent</u>	<u>Not at all</u>	<u>Don't know</u>
To what extent do you think the federal accountability plan will lead to improvement in all of Delaware's schools?	9%	46%	26%	11%	7%
To what extent do you think the federal accountability plan will reduce the achievement gap between minority and non-minority students?	8%	40%	28%	16%	8%

To what extent do you think the federal accountability plan will decrease the achievement gap between economically advantaged and economically disadvantaged students?	<u>Great extent</u> 9%	<u>Some extent</u> 39%	<u>Small extent</u> 29%	<u>Not at all</u> 15%	<u>Don't know</u> 7%
The new national legislation requires that a public school guarantee that every student in that school pass the state proficiency test by the end of the school year 2013-2014. How likely do you think it is that this goal could be achieved in the public schools in your district?	<u>Very likely</u> 18%	<u>Somewhat likely</u> 44%	<u>Not very likely</u> 20%	<u>Not likely at all</u> 11%	<u>Don't know</u> 6%
This was the first year the national legislation rated the Delaware public schools using the Delaware State Testing Program results. Did you see the school ratings?	<u>Yes</u> 40%	<u>No</u> 59%			<u>Don't know</u> 1%
According to the No Child Left Behind Act, determining whether a public school is or is not in need of improvement will be based on the performance of its students on a single statewide test. In your opinion, will a single test provide a fair picture of whether or not a school needs improvement?	<u>Will provide a fair picture</u> 24%		<u>Will NOT provide a fair picture</u> 72%		<u>Don't know</u> 3%
Assume you had a child attending a school identified as in need of improvement by the No Child Left Behind Act. Which would you prefer, to transfer your child to a school identified as NOT in need of improvement or to have additional efforts made in your child's present school to help him or her achieve?	<u>Transfer child to a new school</u> 16%		<u>Additional efforts in current school</u> 79%		<u>Don't know</u> 4%
How much, if at all, are you concerned that relying on testing for English and math only to judge a school's performance will mean less emphasis on art, music, history, and other subjects?	<u>A great deal</u> 40%	<u>A fair amount</u> 38%	<u>Not much</u> 16%	<u>Not at all</u> 6%	<u>Don't know</u> < 1%

Consider these two ways to measure student achievement performance. One way is to examine student improvement over time and the other is by comparing student performance to an absolute benchmark. Which of the following best describes how you think these two measurement systems should be used to measure student achievement performance?

<u>Response</u>	<u>Percent response</u>
About 100% should be based on improvement over time	13%
Most should be based on improvement over time	27%
Improvement over time and an absolute benchmark should be weighted about equally	41%
Most should be based on an absolute benchmark	4%
About 100% should be based on an absolute benchmark	6%
Don't know	8%

	<u>Should be tested</u>	<u>Should not be tested</u>	<u>Don't know</u>
Before being licensed, do you think the teachers in the public schools in your district should or should not be required to take a statewide competency test in the subjects they will teach. Would you say teachers should be tested or teachers should not be tested?	92%	7%	1%

The new national legislation requires that the public schools have a "highly qualified teacher" in every classroom. If the current shortage of teachers makes this requirement impossible to achieve, would you favor or oppose each of the following alternatives in the public schools in your community?

	<u>Favor</u>	<u>Oppose</u>	<u>Don't know</u>
Increasing the number of students per class.	17%	82%	1%
Reducing the number of courses offered.	27%	69%	3%
Using the most qualified teachers available.	91%	7%	2%

Legislation has been proposed to require public institutions of higher education in Delaware to admit all Delaware high school graduates who meet the standard on the state testing program and the requirements to receive a "standard diploma."

	Yes	No	Don't know
Should the University of Delaware be required to accept all of these students?	45%	52%	4%
Should Delaware State University be required to accept all of these students?	47%	49%	5%
Should Delaware Technical and Community College be required to accept all of these students?	60%	37%	3%

V. Health and Recreation

	Yes	No	Don't know
In the past month have you seen the television commercial with the man at the sporting goods store who helps people find their "Thing" to do by logging onto getupanddosomething.org ?	100%	0%	0%
Did you talk to anyone such as family, friends, or coworkers about the "Get Up and Do Something" commercial?	18%	82%	0%
As a result of seeing the commercial did you consider being more active?	47%	53%	1%
In the past month have you seen bus signs and/or billboards with the slogan "Get Up and Do Something"?	27%	73%	< 1%

	Yes	No	Don't know
Did you talk to anyone such as family, friends, or coworkers about the “Get Up and Do Something” bus sign or billboard?	17%	83%	0%
As a result of seeing the billboard or bus sign did you consider being more active?	39%	61%	0%
Did you log onto GETUPANDDOSOMETHING.ORG”?	8%	91%	< 1%

Thinking about your local community, how satisfied or dissatisfied are you with the recreational facilities available to you and your family, such as park space, pools, tennis and basketball courts, walking trails, etc?

<u>Response</u>	<u>Percent response</u>
Very satisfied	26%
Somewhat satisfied	35%
Slightly satisfied	10%
Slightly dissatisfied	7%
Somewhat dissatisfied	7%
Very dissatisfied	14%
Don't know	2%

Thinking about your local community, overall how safe or unsafe is it for you to go walking alone in the evening?

<u>Response</u>	<u>Percent response</u>
Very safe	38%
Somewhat safe	32%
Slightly safe	8%
Slightly unsafe	10%
Somewhat unsafe	5%
Very unsafe	7%
Don't know	< 1%

On a scale from 1 to 10, where 1 is not at all important and 10 is very important, in your opinion how important is children's participation in physical education at school?

<u>Response</u>	<u>Percent response</u>
1 (not at all important) – 2	1%
3 – 4	2%
5 – 6	8%
7 – 8	20%
9 - 10 (very important)	70%
Don't know	< 1%

Schools often provide vending machines that sell soda, chocolate, candy, and potato chips. Which of the following would you most support?

<u>Response</u>	<u>Percent response</u>
Replacing these items with healthy food choices	37%
Leaving these food items, but also providing healthy food choices	32%
Leaving these items as the only food choice	1%
Removing all vending machines from schools	30%
Don't know	1%

On a scale from 1 to 10 where 1 is not a problem, and 10 is a very serious problem, in your opinion how much of a health problem is obesity in the State of Delaware?

<u>Response</u>	<u>Percent response</u>
1 (not a problem) – 2	3%
3 – 4	4%
5 – 6	18%
7 – 8	34%
9 – 10 (very serious problem)	40%
Don't know	2%

	<u>Everyday</u>	<u>A few times a week</u>	<u>A few times a month</u>	<u>Less than once a month</u>	<u>Never</u>	<u>Don't know</u>
In the past month, how often have you talked to your children about the need for them to be physically active?	25%	42%	16%	4%	10%	3%

Thinking about all of your children, on a scale from 1 to 10 where 1 is very inactive, and 10 is extremely active, on average how physically active have your children been during the past month?

<u>Response</u>	<u>Percent response</u>
1 (very inactive) – 2	2%
3 – 4	6%
5- 6	16%
7 – 8	32%
9 – 10 (extremely active)	43%
Don't know	1%

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>
Where you currently live, is it possible for your children to walk to school?	27%	73%	< 1%

IV. Demographics

<u>In what school district do you live?</u>	<u>Percent response</u>	<u>Percent response</u>	
• Appoquinimink	6%	• Polytech	< 1%
• Brandywine	12%	• Smyrna	3%
• Christina	17%	• Cape Henlopen	6%
• Colonial	7%	• Delmar	1%
• NCC Vo-Tech	< 1%	• Indian River	7%
• Red Clay	15%	• Laurel	2%
• Capital	5%	• Seaford	2%
• Ceasar Rodney	5%	• Sussex Vo-tech	1%
• Lake Forest	2%	• Woodbridge	3%
• Milford	2%	• Don't know	6%

Are you the parent, step-parent, or guardian of a child that is 18 years or younger and lives in Delaware	<u>Yes</u> 45%	<u>No</u> 55%	
What is your age?	<u>Mean</u> 46.8	<u>Standard deviation</u> 16.5	<u>Range</u> 18-85
Are you of Hispanic or Spanish origin?	<u>Yes</u> 2%	<u>No</u> 98%	<u>Refused</u> < 1%
How would you describe your race?	<u>Percent response</u>		<u>Percent response</u>
• White	83%	• Native American	1%
• African American	13%	• Other including bi-racial	2%
• Asian/Pacific Islander	1%	• Refused	< 1%
Including this year, how many years have you lived in Delaware?	<u>Mean</u> 30.1	<u>Standard deviation</u> 19.8	<u>Range</u> 0 - 77
What is your household income from all sources?	<u>Percent response</u>		<u>Percent response</u>
• Less than \$10,000	2%	• \$35,000 – \$49,999	15%
• \$10,000 – \$14,999	2%	• \$50,000 – \$74,999	20%
• \$15,000 – \$19,999	5%	• \$75,000 or more	27%
• \$20,000 – \$24,999	6%	• Don't know	1%
• \$25,000 – \$34, 999	10%	• Refused	4%
Gender	<u>Male</u> 43%	<u>Female</u> 58%	

DELAWARE EDUCATION RESEARCH AND DEVELOPMENT CENTER
of the
University of Delaware

Statewide Poll on the Condition of Education in Delaware

**Respondents with Children Attending K-12 Schools in DE (N = 422) Compared to
Respondents without Children Attending K – 12 Schools in DE (N = 516) (in Parentheses)**

I. Quality of Education in Delaware

<u>Question</u>	<u>Responses</u>					<u>Don't know</u>
	<u>Not very well informed</u>	<u>2</u>	<u>3</u>	<u>Very well informed</u>		
How well informed are you about the public schools in your community, on a scale of 1 to 4 where 1 is not at all informed and 4 is very well informed?	9% (23%)	20% (33%)	33% (23%)	37% (22%)		<1% (0%)
	A	B	C	D	F	Don't know
Students in Delaware are often given the grades A, B, C, D, or F to denote the quality of their work. What grade would you give the public <u>elementary</u> schools in Delaware?	13% (7%)	39% (35%)	27% (30%)	8% (5%)	3% (1%)	10% (22%)
What grade would you give the public <u>middle</u> schools in Delaware?	7% (4%)	25% (32%)	35% (33%)	10% (8%)	6% (1%)	17% (21%)
What grade would you give the public <u>high</u> schools in Delaware?	7% (6%)	30% (31%)	27% (30%)	10% (11%)	6% (3%)	20% (19%)
	<u>Worse</u>	<u>About the same</u>	<u>Better</u>			<u>Don't know</u>
Where would you say Delaware's schools stand in relation to the nation?	18% (11%)	53% (54%)	20% (21%)			9% (14%)

	<u>Too high</u>	<u>About right</u>	<u>Too low</u>	<u>Don't know</u>
In your opinion, are student achievement standards in the public schools in Delaware too high, about right, or too low?	13% (11%)	45% (44%)	34% (33%)	7% (12%)

II. Special Needs Students

	<u>Very familiar</u>	<u>Somewhat familiar</u>	<u>Slightly familiar</u>	<u>Not at all familiar</u>	<u>Don't know</u>
How familiar are you with the concept of Universal Design for Learning?	4% (4%)	11% (14%)	14% (15%)	70% (68%)	< 1% (< 1%)
To what extent do you agree with the following statements:					
	<u>Strongly agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>
The general education curriculum used in Delaware schools should be flexible enough to meet the needs of nearly all students, including students with mild to moderate disabilities.	41% (37%)	43% (47%)	12% (12%)	3% (3%)	1% (1%)
The challenge of being in a general education classroom would promote the academic growth of a child with a disability.	14% (14%)	53% (56%)	21% (22%)	8% (3%)	4% (4%)
	<u>Strongly agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly disagree</u>	<u>Don't know</u>
The integration of students with mild to moderate disabilities into the general classroom would not harm the achievement of other students.	17% (16%)	42% (48%)	28% (28%)	8% (4%)	4% (4%)
Having to teach children with disabilities places an unfair burden on the majority of classroom teachers.	12% (13%)	40% (44%)	35% (31%)	8% (7%)	4% (4%)
I believe that most teachers are not able to work effectively with children with disabilities.	11% (12%)	38% (41%)	38% (38%)	7% (4%)	6% (4%)

How much of the school day should students with mild or moderate disabilities typically spend in a regular classroom setting?	<u>All</u> 21% (24%)	<u>Some</u> 69% (66%)	<u>None</u> 7% (5%)	<u>Don't know</u> 3% (5%)	
Would you say they should spend more than half of the school day, about half, or less than half of the school day in a regular classroom?	<u>More than half</u> 22% (18%)	<u>About half</u> 48% (54%)	<u>Less than half</u> 26% (26%)	<u>Don't know</u> 3% (3%)	
To challenge the very smartest children, should schools in Delaware do more, about the same, or less?	<u>More</u> 65% (68%)	<u>About the same</u> 29% (27%)	<u>Less</u> 2% (1%)	<u>Don't know</u> 5% (4%)	
To what extent would you support increased funding to create educational programs for the very smartest children in Delaware?	<u>Great extent</u> 25% (27%)	<u>Some extent</u> 50% (54%)	<u>Small extent</u> 16% (9%)	<u>Not at all</u> 8% (9%)	<u>Don't know</u> 1% (1%)
A proposal has been made to assess all students in grades 7 and 8 in Delaware to recommend one of three career tracks in high school - a general academic setting, a college preparatory setting, or a vocational education setting. This recommendation will be based on academic performance, interests, abilities, and skills. To what extent do you support this proposal.	41% (38%)	36% (40%)	8% (12%)	15% (9%)	1% (1%)

III. Early Care and Education

There is currently some discussion in Delaware about establishing full-day kindergarten programs throughout the state. Would you favor or oppose such programs?	<u>Favor</u> 80% (75%)	<u>Oppose</u> 18% (21%)	<u>Don't know</u> 2% (4%)
There is also discussion about which children would attend the full-day kindergarten programs. In your opinion, should all children be able to attend the full-day kindergarten programs, or should only some specific groups be able to attend, like disadvantaged children or children from other groups?	<u>All</u> 94% (93%)	<u>Some specific groups</u> 6% (6%)	<u>Don't know</u> 1% (1%)

	<u>Favor</u>	<u>Oppose</u>	<u>Don't know</u>
If there was not enough funding for all children to attend full-day kindergarten programs, would you favor or oppose choosing students using a lottery system in which all students would have an equal chance of being selected?	39% (40%)	58% (56%)	4% (3%)

IV. Educational Accountability

	<u>A great deal</u>	<u>A fair amount</u>	<u>Very little</u>	<u>Nothing at all</u>	<u>Don't know</u>
How much, if anything, do you know about the No Child Left Behind Act - the federal education bill that was passed by Congress in 2001?	13% (10%)	38% (28%)	29% (32%)	20% (30%)	0% (0%)

	<u>Great extent</u>	<u>Some extent</u>	<u>Small extent</u>	<u>Not at all</u>	<u>Don't know</u>
To what extent do you think the federal accountability plan will lead to improvement in all of Delaware's schools?	10% (9%)	50% (45%)	24% (27%)	11% (11%)	6% (8%)

To what extent do you think the federal accountability plan will reduce the achievement gap between minority and non-minority students?	7% (9%)	44% (38%)	26% (29%)	15% (16%)	7% (8%)
---	-------------------	---------------------	---------------------	---------------------	-------------------

To what extent do you think the federal accountability plan will decrease the achievement gap between economically advantaged and economically disadvantaged students?	8% (9%)	43% (38%)	17% (30%)	16% (15%)	6% (7%)
--	-------------------	---------------------	---------------------	---------------------	-------------------

	<u>Very likely</u>	<u>Somewhat likely</u>	<u>Not very likely</u>	<u>Not likely at all</u>	<u>Don't know</u>
The new national legislation requires that a public school guarantee that every student in that school pass the state proficiency test by the end of the school year 2013-2014. How likely do you think it is that this goal could be achieved in the public schools in your district?	21% (17%)	43% (45%)	20% (21%)	13% (10%)	4% (7%)

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>
This was the first year the national legislation rated the Delaware public schools using the Delaware State Testing Program results. Did you see the school ratings?	53% (33%)	45% (66%)	2% (1%)

	<u>Will provide a fair picture</u>	<u>Will NOT provide a fair picture</u>	<u>Don't know</u>
According to the No Child Left Behind Act, determining whether a public school is or is not in need of improvement will be based on the performance of its students on a single statewide test. In your opinion, will a single test provide a fair picture of whether or not a school needs improvement?	24% (25%)	74% (72%)	3% (3%)

	<u>Transfer child to a new school</u>	<u>Additional efforts in current school</u>	<u>Don't know</u>
Assume you had a child attending a school identified as in need of improvement by the No Child Left Behind Act. Which would you prefer, to transfer your child to a school identified as NOT in need of improvement or to have additional efforts made in your child's present school to help him or her achieve?	16% (17%)	80% (79%)	4% (4%)

	<u>A great deal</u>	<u>A fair amount</u>	<u>Not much</u>	<u>Not at all</u>	<u>Don't know</u>
How much, if at all, are you concerned that relying on testing for English and math only to judge a school's performance will mean less emphasis on art, music, history, and other subjects?	38% (40%)	38% (38%)	15% (16%)	8% (5%)	1% (1%)

Consider these two ways to measure student achievement performance. One way is to examine student improvement over time and the other is by comparing student performance to an absolute benchmark. Which of the following best describes how you think these two measurement systems should be used to measure student achievement performance?

<u>Response</u>	<u>Percent response</u>
About 100% should be based on improvement over time	14% (13%)
Most should be based on improvement over time	26% (28%)
Improvement over time and an absolute benchmark should be weighted about equally	45% (39%)
Most should be based on an absolute benchmark	5% (4%)
About 100% should be based on an absolute benchmark	5% (6%)
Don't know	6% (8%)

	<u>Should be tested</u>	<u>Should not be tested</u>	<u>Don't know</u>
Before being licensed, do you think the teachers in the public schools in your district should or should not be required to take a statewide competency test in the subjects they will teach – Would you say teachers should be tested or teachers should not be tested?	93% (91%)	6% (8%)	1% (1%)

The new national legislation requires that the public schools have a "highly qualified teacher" in every classroom. If the current shortage of teachers makes this requirement impossible to achieve, would you favor or oppose each of the following alternatives in the public schools in your community?

	<u>Favor</u>	<u>Oppose</u>	<u>Don't know</u>
Increasing the number of students per class.	12% (19%)	86% (80%)	2% (1%)
Reducing the number of courses offered.	24% (29%)	73% (68%)	3% (3%)
Using the most qualified teachers available.	92% (91%)	7% (7%)	1% (2%)

Legislation has been proposed to require public institutions of higher education in Delaware to admit all Delaware high school graduates who meet the standard on the state testing program and the requirements to receive a "standard diploma."

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>
Should the University of Delaware be required to accept all of these students?	47% (43%)	58% (53%)	5% (4%)
Should Delaware State University be required to accept all of these students?	48% (46%)	47% (50%)	5% (4%)
Should Delaware Technical and Community College be required to accept all of these students?	60% (60%)	35% (38%)	5% (3%)

V. Health and Recreation

	Yes	No	Don't know
In the past month have you seen the Television commercial with the man at the Sporting Goods store who helps people find their "Thing" to do by logging onto getupanddosomething.org?	20% (24%)	78% (74%)	3% (1%)
Did you talk to anyone such as family, friends, or coworkers about the "Get Up and Do Something" commercial?	20% (17%)	80% (83%)	0% (0%)
As a result of seeing the commercial did you consider being more active?	41% (49%)	57% (51%)	3% (0%)
In the past month have you seen bus signs and/or billboards with the slogan "Get Up and Do Something"?	26% (27%)	74% (72%)	0% (1%)
Did you talk to anyone such as family, friends, or coworkers about the "Get Up and Do Something" bus sign or billboard?	18% (17%)	82% (83%)	0% (0%)
As a result of seeing the billboard or bus sign did you consider being more active?	36% (41%)	65% (59%)	0% (0%)
Did you log onto GETUPANDDOSOMETHING.ORG"?	5% (9%)	94% (91%)	1% (0%)

Thinking about your local community, how satisfied or dissatisfied are you with the recreational facilities available to you and your family, such as park space, pools, tennis and basketball courts, walking trails, etc?

<u>Response</u>	<u>Percent response</u>
Very satisfied	22% (28%)
Somewhat satisfied	34% (35%)
Slightly satisfied	11% (9%)
Slightly dissatisfied	10% (6%)
Somewhat dissatisfied	6% (7%)
Very dissatisfied	17% (12%)
Don't know	1% (3%)

Thinking about your local community, overall how safe or unsafe is it for you to go walking alone in the evening?

<u>Response</u>	<u>Percent response</u>
Very safe	43% (35%)
Somewhat safe	34% (31%)
Slightly safe	6% (9%)
Slightly unsafe	7% (11%)
Somewhat unsafe	5% (5%)
Very unsafe	5% (7%)
Don't know	< 1% (1%)

On a scale from 1 to 10 where 1 is not at all important and 10 is very important, in your opinion how important is children's participation in physical education at school?

<u>Response</u>	<u>Percent response</u>
1 (not at all important) - 2	1% (1%)
3 - 4	1% (2%)
5 - 6	6% (8%)
7 - 8	16% (21%)
9 - 10 (very important)	75% (67%)
Don't Know	< 1% (0%)

Schools often provide vending machines that sell soda, chocolate, candy, and potato chips. Which of the following would you most support?

<u>Response</u>	<u>Percent response</u>
Replacing these items with healthy food choices	40% (36%)
Leaving these food items, but also providing healthy food choices	36% (29%)
Leaving these items as the only food choice	< 1% (1%)
Removing all vending machines from schools	22% (33%)
Don't know	1% (1%)

On a scale from 1 to 10 where 1 is not a problem, and 10 is a very serious problem, in your opinion how much of a health problem is obesity in the State of Delaware?

<u>Response</u>	<u>Percent response</u>
1 (not a problem) - 2	3% (3%)
3 - 4	5% (3%)
5 - 6	17% (18%)
7 - 8	34% (34%)
9 - 10 (very serious problem)	37% (42%)
Don't know	2% (1%)

	<u>Everyday</u>	<u>A few times a week</u>	<u>A few times a month</u>	<u>Less than once a month</u>	<u>Never</u>	<u>Don't know</u>
In the past month, how often have you talked to your children about the need for them to be physically active?	25%	42%	16%	4%	10%	3%

Thinking about all of your children, on a scale from 1 to 10 where 1 is very inactive, and 10 is extremely active, on average how physically active have your children been during the past month?

<u>Response</u>	<u>Percent response</u>
1 (very inactive) – 2	2%
3 – 4	6%
5- 6	16%
7 – 8	32%
9 – 10 (extremely active)	43%
Don't know	1%

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>
Where you currently live, is it possible for your children to walk to school?	27%	73%	< 1%

IV. Demographics

In what school district do you live?	<u>Percent response</u>	<u>Percent response</u>
• Appoquinimink	7% (5%)	• Polytech < 1% (< 1%)
• Brandywine	9% (13%)	• Smyrna 2% (3%)
• Christina	19% (16%)	• Cape Henlopen 6% (6%)
• Colonial	7% (7%)	• Delmar 1% (< 1%)
• NCC Vo-Tech	< 1% (< 1%)	• Indian River 7% (6%)
• Red Clay	16% (14%)	• Laurel 3% (2%)
• Capital	6% (5%)	• Seaford 2% (2%)
• Caesar Rodney	5% (5%)	• Sussex Vo-tech < 1% (2%)
• Lake Forest	2% (2%)	• Woodbridge 3% (2%)
• Milford	2% (2%)	• Don't know 2% (8%)

Are you the parent, step-parent, or guardian of a child that is 18 years or younger and lives in Delaware	<u>Yes</u>	<u>No</u>
	45%	55%

What is your age?	<u>Mean</u>	<u>Standard deviation</u>	<u>Range</u>
	40.8 (49.8)	10.3 (18.1)	18 - 77 (18 - 85)

Are you of Hispanic or Spanish origin?	<u>Yes</u>	<u>No</u>	<u>Refused</u>
	4% (1%)	96% (98%)	0% (< 1%)

How would you describe your race?	<u>Percent responding</u>	<u>Percent responding</u>
• White	79% (84%)	• Native American < 1% (1%)
• African American	15% (11%)	• Other including bi-racial 1% (2%)
• Asian/Pacific Islander	2% (1%)	• Refused 2% (< 1%)

	<u>Mean</u>	<u>Standard deviation</u>	<u>Range</u>
Including this year, how many years have you lived in Delaware?	25.3 (32.6)	16.3 (21.0)	1 – 65 (1 – 84)

	<u>Percent response</u>	<u>Percent response</u>
What is your household income from all sources?		
• Less than \$10,000	< 1% (3%)	• \$35,000 – \$49,999 14% (16%)
• \$10,000 – \$14,999	2% (2%)	• \$50,000 – \$74,999 22% (19%)
• \$15,000 – \$19,999	4% (5%)	• \$75,000 or more 34% (24%)
• \$20,000 – \$24,999	5% (6%)	• Don't know < 1% (2%)
• \$25,000 – \$34, 999	7% (11%)	• Refused 3% (5%)

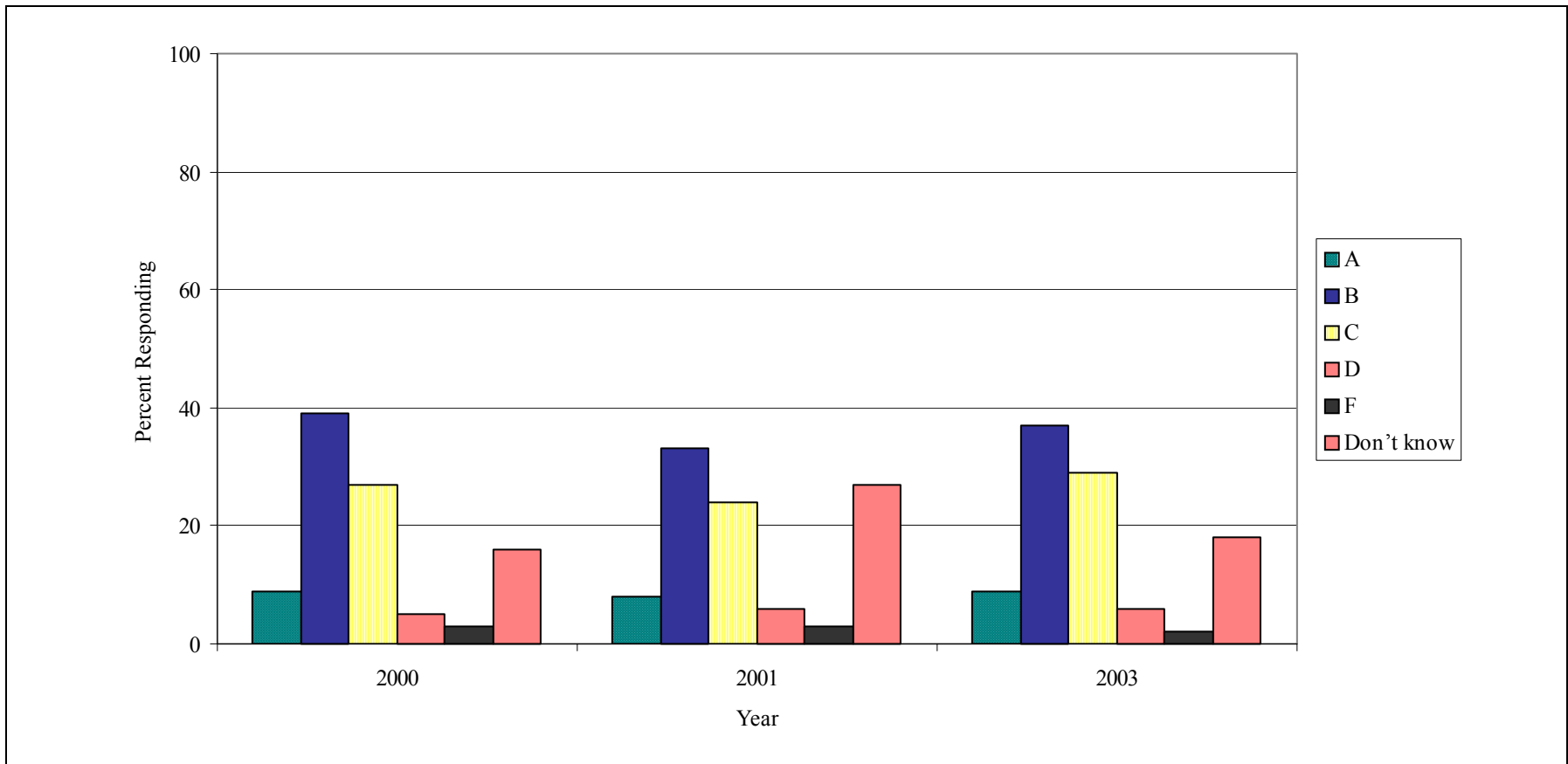
	<u>Male</u>	<u>Female</u>
Gender	40% (44%)	60% (56%)

Trend Analysis of the Statewide Public Poll on the Condition of Education in Delaware

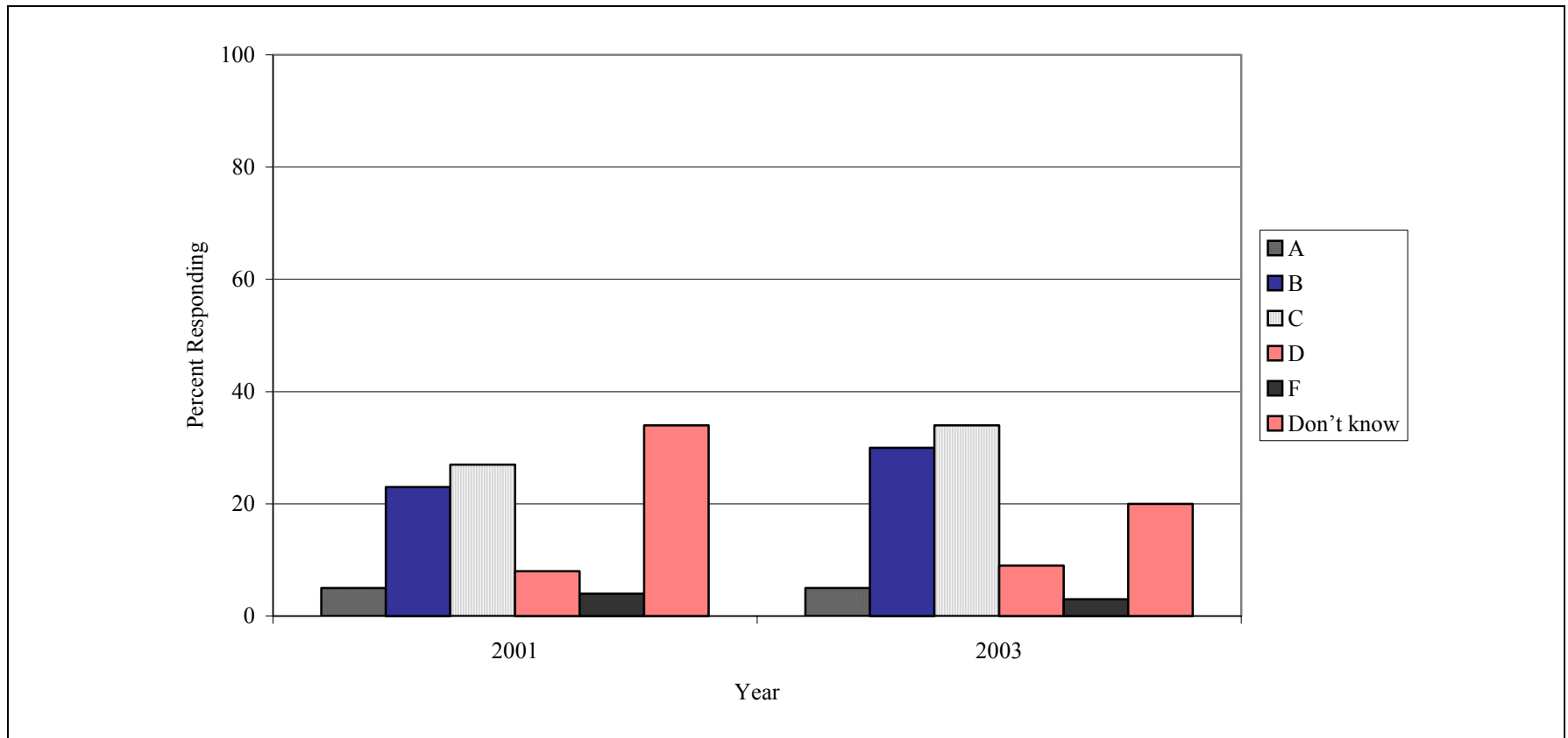
(The following pages present information comparing the 2003 poll to previous years)

I. Quality of Education in Delaware

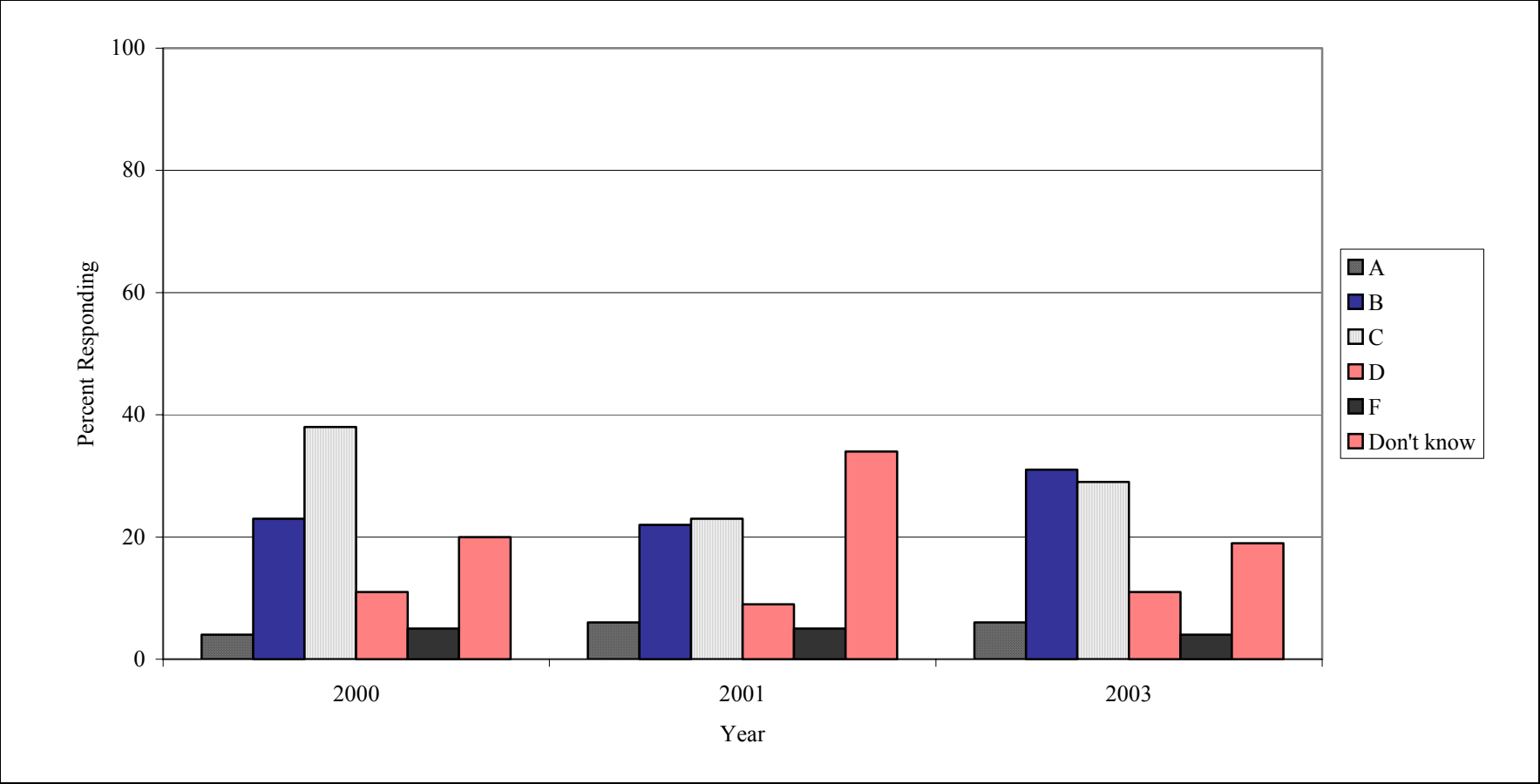
Students in Delaware are often given the grades of A, B, C, D, or F to denote the quality of their work. What grade would you give the public elementary schools in Delaware?



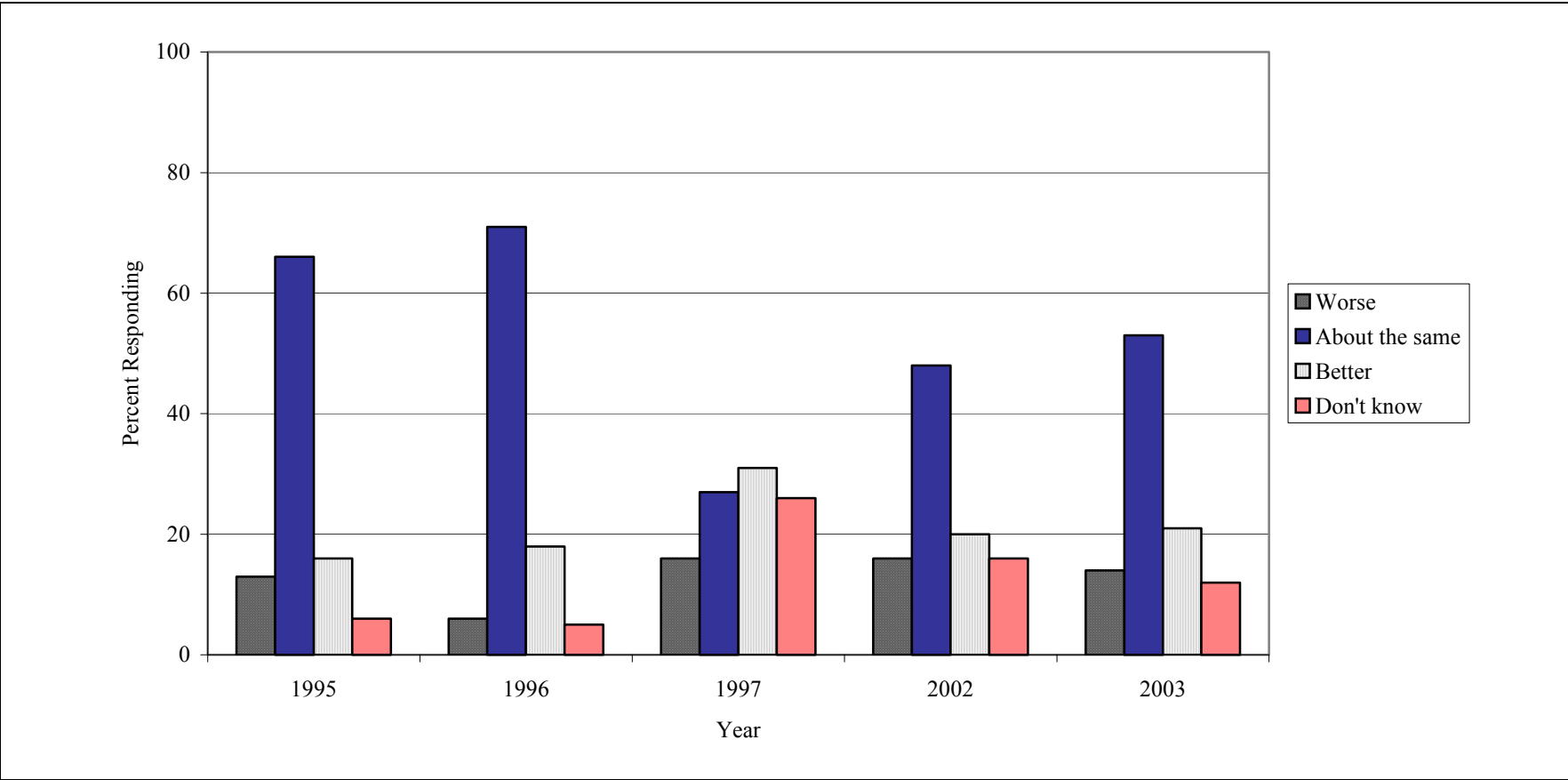
Students in Delaware are often given the grades of A, B, C, D, or F to denote the quality of their work. What grade would you give the public middle schools in Delaware?



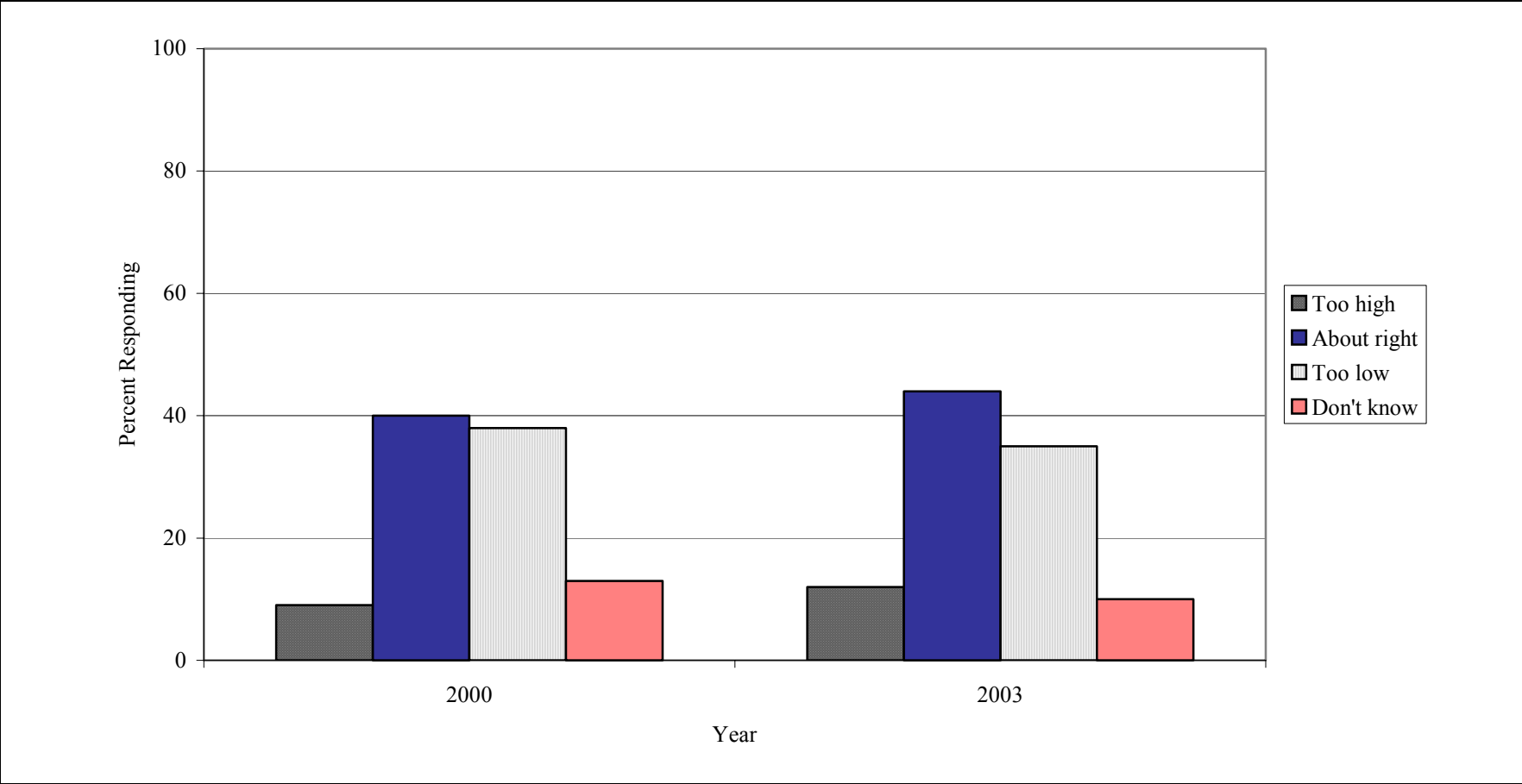
Students in Delaware are often given the grades of A, B, C, D, or F to denote the quality of their work. What grade would you give the public high schools in Delaware?



Where would you say Delaware's schools stand in relation to the nation?



In your opinion, are student achievement standards in the public schools in Delaware too high, about right or too low?



**Comparisons Between National Results and Statewide Public Poll Results
(National results appear in parentheses)**

I. Quality of Education in Delaware

	A	B	C	D	F	Don't know
Students in Delaware are often given the grades A, B, C, D, or F to denote the quality of their work. What grade would you give the public <u>elementary</u> schools in Delaware?	9%	37%	29%	6%	2%	18%
What grade would you give the public <u>middle</u> schools in Delaware?	5%	30%	34%	9%	3%	20%
What grade would you give the public <u>high</u> schools in Delaware?	6%	31%	29%	11%	4%	19%
Students are often given the grades A, B, C, D and FAIL to denote the quality of their work. Suppose the public schools themselves, in your community, were graded in the same way. What grade would you give the <u>public schools</u> here – A, B, C, D, or FAIL? (Phi Delta Kappa/Gallup Poll 2003)	(11%)	(37%)	(31%)	(10%)	(5%)	(6%)
In your opinion, are student achievement standards <u>in the public schools</u> in Delaware too high, about right or too low?	<u>Too high</u> 12%	<u>About right</u> 44%	<u>Too low</u> 35%			<u>Don't know</u> 10%
In your opinion, are student achievement standards in the public schools <u>in your community</u> too high, about right, or too low? (Phi Delta Kappa/Gallup Poll 1999)	(6%)	(57%)	(33%)			(4%)

II. Special Needs Students

	<u>More</u>	<u>About the same</u>	<u>Less</u>		<u>Don't know</u>
To challenge the very smartest children, should public schools in Delaware do more, about the same, or less than they are currently doing?	67%	28%	1%		4%
To challenge the very smartest children, should public schools in Illinois do more, about the same, or less than they are currently doing? (NNSP: Illinois, Center for Governmental Studies, Northern Illinois University, 1997)	(58%)	(36%)	(3 %)	Won't answer (< 1%)	(3%)

IV. Educational Accountability

	<u>A great deal</u>	<u>A fair amount</u>	<u>Very little</u>	<u>Nothing at all</u>	<u>Don't know</u>
How much, if anything, do you know about the No Child Left Behind Act – the federal education bill that was passed by Congress in 2001? (Phi Delta Kappa/Gallup Poll 2003)	11% (6%)	31% (18%)	31% (40%)	27% (36%)	0% (< 1%)
The new national legislation requires that a public school guarantee that every student in that school pass the state proficiency test by the end of the school year 2013-2014. How likely do you think it is that this goal could be achieved in the public schools in your <u>district</u> ?	18%	44%	20%	11%	6%
The new national legislation requires that a public school guarantee that every student in that school pass the state proficiency test by the end of the school year 2013-14. How likely do you think it is that this goal could be achieved in the public schools in your <u>community</u> ? (Phi Delta Kappa/Gallup Poll 2002)	(31%)	(49%)	(12%)	(6%)	(2%)

<p>According to the No Child Left Behind Act, determining whether a public school is or is not in need of improvement will be based on the performance of its students on a single statewide test. In your opinion, will a single test provide a fair picture of whether or not a school needs improvement? (Phi Delta Kappa/Gallup Poll 2003)</p>	<p><u>Yes</u> 24% (32%)</p>	<p><u>No</u> 72% (66%)</p>	<p><u>Don't know</u> 3% (2%)</p>
<p>Assuming you had a child attending a school identified as in need of improvement by the No Child Left Behind Act. Which would you prefer, to transfer your child to a school identified as NOT in need of improvement or to have additional efforts made in your child's present school to help him or her achieve? (Phi Delta Kappa/Gallup Poll 2003)</p>	<p><u>Transfer to a new school</u> 16% (25%)</p>	<p><u>Additional efforts in current school</u> 79% (74%)</p>	<p><u>Don't know</u> 4% (1%)</p>
<p>Before being licensed, do you think the teachers in the public schools in your <u>district</u> should or should not be required to take a statewide competency test in the subjects they will teach?</p>	<p><u>Should be tested</u> 92%</p>	<p><u>Should not be tested</u> 7%</p>	<p><u>Don't know</u> 1%</p>
<p>Before being licensed, do you think the teachers in the public schools in your <u>community</u> should or should not be required to take a statewide competency test in the subjects they will teach? (Phi Delta Kappa/Gallup Poll 2002)</p>	<p><u>Yes, should</u> (96%)</p>	<p><u>No, should not</u> (4%)</p>	<p><u>Don't know</u> (0%)</p>

The new national legislation requires that the public schools have a "highly qualified teacher" in every classroom. If the current shortage of teachers makes this requirement impossible to achieve, would you favor or oppose each of the following alternatives in the public schools in your community? (Phi Delta Kappa/Gallup Poll 2002)

	<u>Favor</u>	<u>Oppose</u>	<u>Don't know</u>
Increasing the number of students per class.	17% (21%)	82% (78%)	1% (1%)
Reducing the number of courses offered.	27% (37%)	69% (61%)	3% (2%)
Using the most qualified teachers available	91% (93%)	7% (6%)	2% (1%)

Background, Design and Data Collection, and Sampling Error

Background

As one major aspect of its mission, the Delaware Education Research and Development Center (R&D Center) serves as a "trustworthy source of information about the condition of education in the state" to Delawareans. It accomplishes this goal through three related activities. The first is gathering, organizing, and promoting access to a wide range of existing data describing education in the state. The second is by conducting analyses and studies to identify priorities, describe conditions, and anticipate courses of action and evaluate their consequences. The third is through collecting and analyzing new data on the state's schools as they relate to educational research and national views.

In keeping with this aspect of its work scope, the R&D Center initiated a program of annual public surveys on the condition of education in Delaware that began in 1994. The original survey was developed by the R&D Center with advice and direction from a special workgroup on statewide polls on the condition of education. That review panel included representatives of the American Association of University Women, Delaware Chief State Officers Association, Delaware Association of School Administrators, Delaware School Board Association, Delaware State Education Association, Advisory Council on Careers and Vocational Education, Delaware Department of Public Instruction, and the Education Advisor for the Governor's Office, as well as selected legislators, members of the business community, the Business/Public Education Council, and the Delaware State Board of Education.

Each year the survey is reviewed widely and revised to address timely education issues and provide information sought by various state constituents. A core of the original survey is also included and has been repeated annually since its inception in 1994. Beginning in 1996, the views of educators (teachers and administrators) were added to this program of research. The Educator Poll included many items from the Public Poll assessing the general condition of education. It is envisioned that core topics will be repeated regularly, while questions that examine public and educator attitudes and opinions regarding time-sensitive topics will be included when they are appropriate. The Public Poll is an annual survey, while the educator poll is conducted every other year.

Design and Data Collection

From November 10, 2003 to January 31, 2004, telephone interviews were conducted with 938 citizens throughout the state. The sampling plan for the polls was scientifically developed and data were collected using random digit dialing to obtain a random sample of citizens. All analyses conducted by the R&D Center for the Public Poll involved weighting the data from the sample to reflect the statewide population more accurately. This volume includes results for the state as a whole, and results disaggregated by respondents with and without school-age children.

Not all percentages listed in response to each item total to 100%. This may be due to rounding all figures to the nearest whole percent, or because of participants refusing to answer a question. This year, no items had a refusal rate greater than 3%. Other analyses that address particular questions or interests are also available, upon request.

Sampling Error

In interpreting survey results, one should take into account that all surveys using a sample are subject to sampling error; that is, the extent to which the results may differ from what would be obtained if the entire population of Delaware citizens had been surveyed. The size of the sampling error depends largely on the number of people surveyed. The table below shows how much allowance should be made for the sampling error for this year's survey (adapted from the Polling Attitudes of Community on Education Manual, p.5-5).

Amount of Sampling Error in Percentage Points			
at the 95% Confidence Interval Level			
	n = 938 Total	n = 516 Non-Parents	n = 422 Parents
Percentage near 10%	2.0%	2.6%	2.9%
Percentage near 20%	2.6%	3.5%	3.9%
Percentage near 30%	3.0%	4.0%	4.5%
Percentage near 40%	3.2%	4.3%	4.8%
Percentage near 50%	3.3%	4.4%	4.9%
Percentage near 60%	3.2%	4.3%	4.8%
Percentage near 70%	3.0%	4.0%	4.5%
Percentage near 80%	2.6%	3.5%	3.9%
Percentage near 90%	2.0%	2.6%	2.9%

The table should be used in the following way: The percentage of citizens who had seen the results of the school ratings based on national legislation was 40%. Go to the row for "percentages near 40%" in the table and across to the column for n=938. The number at this point is 3.2%, which means that the 40% obtained in the sample is subject to a sampling error of plus or minus 3.2 points. In other words, the odds are 95 in 100 that repeated samplings, using the same procedures and the same sample size, would have an

average result somewhere between 37.8% and 43.2%, with the most likely value being 40%. However, to look only at how parents responded to this question, follow the same procedure only use the n=422 column as there were 422 parents in the sample. So, the percentage of parents who had seen the school ratings was 53%. Go to the row for "percentages near 50%" in the table and across to the column for n=422. The number at this point is 4.9%, which means that the 53% obtained in the sample is subject to a sampling error of plus or minus 4.9 points. In other words, the odds are 95 in 100 that repeated samplings, using the same procedures and the same sample size, would have an average result somewhere between 48.1 % and 57.9%, with the most likely value being 53%.

References

- Ackerman, C. M. (2003). 2002 Statewide public poll on the condition of education in Delaware. Newark, DE: Delaware Education Research and Development Center. College of Human Services, Education, and Public Policy, University of Delaware.
- Amrein, A. L., & Berliner, D.C. (2003). Effects of high-stakes testing on motivation and learning. *Education Leadership, 60*(5), 32-39.
- Baker, E., Wang, M., & Walberg, H. (1994). The effects of inclusion on learning. *Educational Leadership, 52*, 33-35.
- Brown, P. J. (1998). 1997 Statewide public poll on the condition of education in Delaware. Newark, DE: Delaware Education Research and Development Center. College of Human Services, Education, and Public Policy, University of Delaware.
- Brown, P. J. (2001). 2000 Statewide public poll on the condition of education in Delaware. Newark, DE: Delaware Education Research and Development Center. College of Human Services, Education, and Public Policy, University of Delaware.
- Brown, P. J., & LeMahieu, P. G. (1996). Public perceptions on the condition of education in Delaware. Newark, DE: Delaware Education Research and Development Center. College of Human Services, Education, and Public Policy, University of Delaware.
- Buell, M. J., Hallam, R., Gamel-McCormick, M., & Scheer, S. (1999). Perceptions and inservice needs concerning inclusion. *International Journal of Disability, Development and Education, 46*(2), 143-156.
- Centers for Disease Control and Prevention. (2002). SMART BRFSS Delaware. Retrieved March 25, 2004, http://apps.nccd.cdc.gov/brfss-smart/PDF/quickviewstate_DE_2002.pdf
- Centers for Disease Control and Prevention. (2003). Physical activity levels among children aged 9-13 years – United States, 2002. *Journal of the American Medical Association, 290*(10), 1308-1309. Retrieved March 18, 2004 from <http://jama.ama-assn.org/cgi/reprint/290/10/1308.pdf>
- Duffett, A., & Johnson, J. (2003). Where we are now. Public Agenda. <http://www.publicagenda.org>. (January 2004).
- Education Commission of the States. (2004). *How states fund full-day kindergarten*. Retrieved March 25, 2004, www.ecs.org
- Fifield, S., & Shepperson, B. (2004). *The status and nature of full-day kindergarten in Delaware*. Newark, DE: Delaware Education Research and Development Center, College of Human Services, Education, and Public Policy, University of Delaware.
- Goertz, M., & Duffy, M. (2003). Mapping the landscape of high-stakes testing and accountability programs. *Theory into Practice, 41*(1), 4-11.
- Kane, T. J., & Staiger, D. O. *Improving school accountability measures*. NBER Working Paper No. w8156. March 2001.

- Kulik, J. A. (2003). Grouping and tracking. In N. Colangelo and G. A. Davis (Eds.) *Handbook of gifted education, 3rd Edition*, (pp. 268-281). New York: Allyn & Bacon.
- Lovitt, T. C. (1993). Recurring issues in education. In J. I. Goodlad and T. C. Lovitt (Eds.) *Integrating general and special education* (pp. 49-73). New York: Merrill.
- Meier, D. (2002). *In schools we trust: Creating communities of learning in an era of testing and standardization*. Boston: Beacon Press.
- The National Center for Education Statistics. (2003). *State profiles: Delaware*. Retrieved January 6 2004, from <http://nces.ed.gov/nationsreportcard/state/profile.asp>
- National Center for Chronic Disease Prevention and Health Promotion. (2003). Obesity trends: 1991-2001 Prevalence of obesity among U.S. adults by state. *Nutrition and Physical Activity*. Retrieved March 25, 2004, http://www.cdc.gov/nccdphp/dnpa/obesity/trend/prev_reg.htm
- Noble, A. J., & Kedzior, M. (May, 2003). *Full day kindergarten*. Education Policy Brief, Volume 13. Newark, DE: Delaware Education Research and Development Center, College of Human Services, Education, and Public Policy, University of Delaware.
- Northwest Regional Educational Laboratory. (2002). *Full-day kindergarten: Exploring an option for extended learning*. Retrieved March, 25, 2004, <http://www.nwrel.org/request/dec2002/>
- Ogden, C. L., Flegal, K. M., Carroll, M. D., & Johnson, C. L. (2002). Prevalence and trends in overweight among US children and adolescents, 1999-2000. *JAMA*, 288(14), 1728-1732. Retrieved March 25, 2004, <http://jama.ama-assn.org/cgi/abstract/288/14>
- Polling Attitudes of Community on Education Manual Revised Edition. (1999). Bloomington, IN: Phi Delta Kappa International.
- Reynolds, L. M., & Weagley, R. O. (2003, April). Academic persistence in higher education. Paper presented at the annual conference of The American Council on Consumer Interests, Atlanta, GA.
- Riedel, J., & LeMahieu, P. G. (1995). Public perceptions on the condition of education in Delaware. Newark, DE: Delaware Education Research and Development Center. College of Human Services, Education, and Public Policy, University of Delaware.
- The Robert Wood Johnson Foundation. (2003). Healthy schools for healthy kids. Retrieved January 7, 2004, <http://www.rwjf.org/publications/publicationsPdfs/healthySchools.pdf>
- Rogers, K. B. (2001). Grouping the gifted: Myths and realities. *Gifted Education Communicator*, 32(1), 20-25, 34-36.
- Rose, L. C., & Gallup, A. M. (2003). The 34th annual Phi Delta Kappa/Gallup Poll of the public's attitudes toward the public schools. *Phi Delta Kappan*, 85(1), 41-52.
- Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rothstein, J. M. (2003). *College performance predictions and the SAT*. University of California, Berkeley, Department of Economics.

Sanders, W. L., & Horn, S. P. (1995). Educational assessment reassessed: The usefulness of standardized and alternative measures of student achievement as indicators for the assessment of educational outcomes. *Education Policy Analysis Archives*, 3(6). Retrieved January 6, 2004, from <http://epaa.asu.edu/epaa/v3n6.html>

Willard-Holt, C. (2003). Raising expectations for the gifted. *Educational Leadership*, 61(2), 72-75.

Villa, R. A., & Thousand, J. S. (2003). Making inclusive education work. *Educational Leadership*, 61(2), 19-23.