

CHAPTER 4

RESULTS

Purpose

The purpose of this study was to determine the perceptions and practices of principals across the state of Nebraska as they have implemented the STARS assessment system in their schools. The following three research questions guided the study:

Question One: What are the perceptions of principals about STARS as it relates to education in Nebraska?

Question Two: What are the perceptions of principals about the curriculum, instructional, and assessment practices used to implement STARS in Nebraska?

Question Three: What are the perceptions of principals about the impact of STARS on the professional abilities of educators across the state of Nebraska?

Participants

A stratified purposeful sampling technique was the strategy employed to select participants for the study. The incorporation of two strata ensured a representative sample of participants from across the state. First, respondents were selected from five geographic regions in the state based upon a cluster of service units. Second, participants were selected within each region based on the six statutory classifications and the percentage of students served by that particular classification within each region. At least 60 principals from each region received an invitation to participate in the study, with

over-sampling procedures used to encourage participation by those educators working in school classifications with smaller student populations. Due to the nature of an on-line survey, the sample included only those educators with accessible e-mail addresses and/or on-line capability. An e-mail containing a hot link and an invitation to participate in the web-based survey was sent to a total of 350 principals state-wide. The survey response rate was 44%, as 156/350 principals completed enough of the survey to be counted as a measurable response.

Demographic data were collected to gain information about the sample of Nebraska principals who participated in the survey. The participants were asked to identify their gender, total years in education, number of years in their current position, classification of school district, grade configuration of the school in which they work, and geographic region of their school based on ESU location. The demographic data revealed that 66% of survey respondents were male and 34% were female. Respondents' years in education ranged from 4 to 35 years, while years in their current position as a principal ranged from 1 to 29 years. Table 2 identifies the percentage of students served by each school classification in Nebraska and the percentage of survey respondents from each classification.

Table 3 shows the percentage of respondents from each of the five geographic regions identified for the study.

Instrument

Designed as a descriptive, quantitative study, the survey specifically analyzed the perceptions of principals involved with the STARS process. Collection of data occurred

Table 2

School Response by Classification

Nebraska School District Classifications	Percentage of K-12 Students Served in Nebraska	Percentage of Response by Nebraska Principals
Class I	3.0	5
Class II	1.5	16
Class III	67.0	62
Class IV	11.0	4
Class V	16.0	11
Class VI	1.5	2

Table 3

Response by Geographic Region

Geographic Sampling Regions	Service Units Comprising Region	Percent Response From Region
Panhandle	ESU 13, 14	12
Central	ESU 9, 10, 11, 15, 16, 17	25
Southeast	ESU 4, 5, 6	22
Northeast	ESU 1, 2, 7, 8	23
Metro	ESU 3, 18, 19	18

through a self-designed, web-based survey designed by the research team. Web-based surveys have the potential of bringing efficiencies to self-administered questionnaires not possible with paper-pencil surveys, while reducing implementation time (Dillman, 2000). This survey design allowed for a numeric description of the sample by asking educators questions, which then empowered the researchers to generalize to the larger population

(Fowler, 1988). This study used a cross-sectional survey procedure to gather data from the sample population. The cross-sectional methods sought to gather data from a particular group at a single point in time (Ay et al., 2002; McMillan, 2000).

Findings

Research Question One: What are the Perceptions of Principals

About STARS as it Related to Education in Nebraska?

This section of the survey included questions regarding the perceptions of principals about the quality of education due to STARS. The survey section includes 10 questions on a 7-point Likert Scale: Much Worse (1); Worse (2); Slightly Worse (3); About the Same (4); Slightly Better (5); Better (6); and Much Better (7). The total score for the section could range between 10 and 70, with a higher score indicating greater agreement that STARS improved education. For the purpose of analysis, responses in the three categories of “Much Worse,” “Worse,” and “Slightly Worse” were combined to show the percentage of respondents indicating education was worse. Likewise, the responses in the three categories of “Slightly Better,” “Better,” and “Much Better” were combined to show the percentage of respondents indicating education was better. The individual question and sectional statistics for Research Question 1 are included in Table 4.

The sectional mean score for principals regarding Research Question 1 was 50.7, which indicated that responses fell in the “Slightly Better” to “Better” range.

Specifically, Survey Question 4 asked: “Due to STARS: K-12 student learning is. . . .” The mean score for principals’ responses to this question was 4.9 and indicated

Table 4

Survey Section 1 Descriptive Statistics

Due to STARS:	Worse	About the Same	Better	Mean	Mode	SD	Variance
1. Instructional practices are	9.55%	14.65%	75.80%	5.22	6	1.25	1.57
2. Curriculum implementation is	8.97%	10.26%	80.77%	5.42	6	1.32	1.74
3. Assessment practices are	11.61%	10.97%	77.42%	5.43	6	1.45	2.09
4. Student learning is	12.26%	21.94%	65.81%	4.91	6	1.29	1.65
5. My understanding of curriculum is	2.56%	24.36%	73.08%	5.43	6	1.23	1.52
6. My understanding of instruction is	3.85%	29.49%	66.67%	5.18	6	1.21	1.46
7. My understanding of assessment is	2.56%	15.38%	82.05%	5.72	7	1.24	1.53
8. My understanding of student learning is	0.64%	33.76%	65.61%	5.15	4	1.05	1.11
9. School climate is	41.40%	37.58%	21.02%	3.62	4	1.35	1.83
10. Public education in Nebraska is	17.20%	23.57%	59.24%	4.71	5	1.38	1.91
Section Totals	11.08%	22.22%	66.71%	50.71	59	10.61	112.68
Section Alpha	0.95						

the response fell between “Slightly Better” and “Better.” The mode score for this question was 6, which clearly fell in the “Better” category for responses.

Question 9 asked: “Due to STARS: School climate is. . . .” This particular question received the lowest score for principals perceptions in Section 1 with a mean score of 3.6 which fell in the range between “Slightly Worse” and “About the Same.”

In Survey Question 7 principals were asked: “Due to STARS: My understanding of assessment is. . . .” This question had the highest mean response in the section at 5.7, which represented a response that fell between “Slightly Better” and “Better.” This question was the only question that received a mode score of 7, which fell in the category of “Much Better.”

Survey Question 10 asked: “Due to STARS: Public education in Nebraska is. . . .” The mean score for principals on this question was 4.7, which represented a survey response falling between “About the Same” and “Slightly Better.” The mode score for survey item ten was 5 indicating a response of “Slightly Better.”

Research Question Two: What are the Perceptions of Principals About the Curriculum, Instructional, and Assessment Practices Used to Implement STARS in Nebraska?

Two sub-sections of the survey gathered data regarding the curriculum, instruction, and assessment practices used to implement STARS. The first sub-section of the survey asked about the importance of sound curriculum and assessment practices due to STARS. Survey questions stemmed from a meta-analysis of curricular practices in *What Works in Schools* (Marzano, 2003), as well as sound assessment practices

determined by the Six Quality Assessment Criteria (NDE, 2001). The first survey sub-section included 21 questions on a 6-point Likert Scale: Strongly Disagree (1); Disagree (2); Slightly Disagree (3); Slightly Agree (4); Agree (5); and Strongly Agree (6). The total score for the section could range between 21 and 126, with a higher score indicating greater agreement that STARS implementation led to more effective curricular and assessment practices in Nebraska schools. For the purpose of analysis, responses in the three categories of “Strongly Disagree,” “Disagree,” and “Slightly Disagree” were combined to show the percentage of respondents indicating curriculum, instruction and assessment practices were worse. Likewise, the responses in the three categories of “Slightly Agree,” “Agree,” and “Strongly Agree” were combined to show the percentage of respondents indicating curriculum, instruction and assessment practices were better. The individual question and sectional statistics are included in Table 5.

In Survey Sub-section 1 for Research Question 2, principals had a sectional mean score of 92.2, or, an average response score of 4.4 that indicated their responses were between “Slightly Agree” and “Agree.”

Specific data of interest in Sub-section 1 included Survey Item #11, which asked: “Due to STARS, the assessment process is more connected to school improvement. . . .” Principals responded to this particular question with a mean response of 4.7 which indicated a response that fell between “Slightly Agree” and “Agree.” Likewise the mode response of 5 indicated “Agree.”

Also of specific interest in Sub-section 1 were questions 26, 27, 28, and 29, as they directly related to the six NDE assessment quality criteria and had some of the

Table 5

Survey Section 2A Descriptive Statistics

Due to STARS:	Disagree	Agree	Mean	Mode	SD	Variance
11.Assessment is connected to school improvement	9.15%	90.85%	4.69	5	1.05	1.11
12.Assessments accurately measure student learning	23.53%	76.47%	4.11	5	1.36	1.85
13.Multiple assessments are used to measure student learning	13.73%	86.27%	4.52	5	1.17	1.37
14.Local assessment data have become more important to school improvement decision-making.	9.87%	90.13%	4.70	5	1.21	1.46
15.Norm-referenced data have become more important to school improvement decision-making.	30.07%	69.93%	3.86	4	1.23	1.51
16.Local assessment data have become more important to instructional decision-making.	11.92%	88.08%	4.68	5	1.19	1.40
17.Norm-referenced data have become more important to instructional decision-making.	34.21%	65.79%	3.76	4	1.18	1.40
18.Public education in Nebraska has improved.	24.84%	75.16%	3.99	4	1.29	1.66
19.Educators have a better understanding of K-12 curriculum.	15.79%	84.21%	4.34	5	1.11	1.23
20.The curriculum has been more consistently taught.	17.11%	82.89%	4.38	5	1.11	1.23
21.The essential curriculum has been more clearly defined.	17.22%	82.78%	4.38	5	1.06	1.13

Table 5 continues

Due to STARS:	Disagree	Agree	Mean	Mode	SD	Variance
22. The essential curriculum has been taught.	16.56%	83.44%	4.30	5	1.08	1.16
23. The school has made a concerted effort to protect time devoted to actual student instruction.	25.00%	75.00%	4.19	5	1.28	1.64
24. The essential curriculum can be taught in the instructional time provided.	48.03%	51.97%	3.55	5	1.25	1.57
25. The essential curriculum has been organized in an appropriate K-12 sequence.	18.67%	81.33%	4.26	5	1.13	1.28
26. Content has been aligned to classroom assessments.	11.84%	88.16%	4.60	5	1.09	1.18
27. Students have had opportunities to learn the content prior to being assessed.	14.47%	85.53%	4.59	5	1.26	1.58
28. Classroom assessments have been reviewed for bias.	10.53%	89.47%	4.80	5	1.09	1.18
29. Classroom assessments have been reviewed to determine if they are at an appropriate level of difficulty.	9.21%	90.79%	4.73	5	1.10	1.22
30. Scoring reliability has been calculated on classroom assessments.	13.25%	86.75%	4.60	5	1.21	1.46
31. The mastery levels (cut scores) of classroom assessments have been determined based on the difficulty of the test.	13.91%	86.09%	4.52	5	1.23	1.52
Section Totals	18.53%	81.47%	92.15	105	17.74	314.88
Section Alpha	0.97					

highest mean responses. Survey Question 26 asked: “Due to STARS, content has been aligned to classroom assessment. . . .” Principals responded to this with a mean score of 4.6, which fell between “Slightly Agree” and “Agree,” and a mode score of 5 representing a response of “Agree” on the survey. Question 27 asked: “Due to STARS: students have had opportunities to learn the content prior to being assessed. . . .” The responses from principals to this question revealed a mean of 4.6, which again fell between “Slightly Agree” and “Agree,” while the mode score of 5 fell solidly in the “Agree” column. Question 28 asked, “Due to STARS: Classroom assessments have been reviewed for bias. . . .” Principals responded to this question with a mean score of 4.8 and a mode of 5 which both supported a response of “Agree” to the questions regarding bias. Finally, Question 29 asked, “Due to STARS: Classroom assessments have been reviewed to determine if they are at the appropriate level of difficulty. . . .” The mean score for principals’ responses to this item was 4.7 indicating a response on the high end of “Slightly Agree.” This was supported by the mode which was 5 and indicated a response of “Agree.”

The second survey sub-section for Research Question 2 included 12 questions about the development and implementation of instructional practices due to STARS. Survey questions emerged from *Classroom Instruction That Works* (Marzano, 2001), a meta-analysis of classroom instructional practices and a natural connection to the aforementioned curriculum and assessment framework. Respondents ranked the frequency of each instructional strategy on a 3-point Likert Scale: Less Often (1); About the Same (2); and More Often (3). The total score for the section could range between 12

and 36, with a higher score indicating that implementation of effective instructional strategies occurred more often as a result of STARS. Descriptive statistical data for this section is shown in Table 6.

Principals' responses in this section of the survey had a mean score of 27.4, or, an average response of 2.2, which indicated the response fell between "About the Same" and "More Often."

Two specific questions in this section, Questions 39 and 40, had statistical results that stand out. Question 39 asked: "Due to STARS: teachers set clear student learning goals. . . ." Principals responded to this question with a mean score of 2.5, that fell above "About the Same," and a mode score of 3, which reflected a response of "More Often." Question 40 asked: "Due to STARS: teachers utilize graphic representations of information. . . ." In similar fashion, principals' responses yielded a mean score of 2.5 falling between "About the Same" and "More Often." As in Question 39, the mode score for Question 40 was 3, which indicated a response of "More Often." Questions 39 and 40 were the only two questions in the entire section to yield a mode of 3.

Research Question Three: What are the Perceptions of Principals About the Impact of STARS on the Professional Abilities of Educators Across the State of Nebraska?

Section 3 aligned to Research Question 3, regarding the perceptions of educators about the professional abilities of other educators as a result of STARS. This section of the survey asked questions concerning the degree to which STARS changed the knowledge of educators about curriculum, instruction, assessment and leadership of learning among four groups (assessment coordinators, ESU staff developers, principals

Table 6

Survey Section 2B Descriptive Statistics

Since the Implementation of STARS:	Less Often	About the Same	More Often	Mean	Mode	SD	Variance
32. Teachers engage students in cooperative learning.	10.00%	68.67%	21.33%	2.11	2	0.55	0.30
33. Teachers engage students in recognizing similarities and differences.	0.67%	69.80%	29.53%	2.29	2	0.47	0.22
34. Teachers utilize homework to extend student knowledge.	5.37%	81.21%	13.42%	2.08	2	0.43	0.18
35. Teachers reinforce student effort.	2.03%	70.95%	27.03%	2.25	2	0.48	0.23
36. Students are provided timely feedback about their achievement.	1.34%	61.07%	37.58%	2.36	2	0.51	0.26
37. Teachers engage students in summarizing information.	2.68%	66.44%	30.87%	2.28	2	0.51	0.26
38. Teachers engage students in hypothesis testing.	9.46%	70.95%	19.59%	2.10	2	0.53	0.28
39. Teachers set clear student learning goals.	1.35%	43.24%	55.41%	2.54	3	0.53	0.28
40. Teachers utilize graphic representations of information.	2.01%	47.65%	50.34%	2.48	3	0.54	0.29

Table 6 continues

Since the Implementation of STARS:	Less Often	About the Same	More Often	Mean	Mode	SD	Variance
41. Teachers utilize effective questioning as a learning tool.	3.36%	67.11%	29.53%	2.26	2	0.51	0.26
42. Teachers engage students in the analysis of information.	4.03%	65.10%	30.87%	2.27	2	0.53	0.28
43. Teachers facilitate individual learning.	5.41%	57.43%	37.16%	2.32	2	0.57	0.33
Section Totals	3.98%	64.15%	31.88%	27.37	24	4.03	16.26
Section Alpha	0.92						

and teachers). This design strategy allowed each of the four survey groups to rate the abilities of their group as well as the other three groups. The survey section included 16 questions on a 7-point Likert Scale: Much Worse (1); Worse (2); Slightly Worse (3); About the Same (4); Slightly Better (5); Better (6); and Much Better (7). The total score for the section could range between 16 and 112, with a higher score indicating that the knowledge and skills of educators improved as a result of STARS. For the purpose of analysis, responses in the three categories of “Much Worse,” “Worse” and “Slightly Worse” were combined to show the percentage of respondents indicating the abilities of other educators are worse. Likewise, the responses in the three categories of “Slightly Better,” “Better,” and “Much Better” were combined to show the percentage of respondents indicating the abilities of other educators are better. The individual question and sectional statistics are included in Table 7.

Principals’ responses to this section of the survey yielded a mean of 89.6. Converting the mean score of the third section indicated principals gave an average response of 5.6, which fell between “Slightly Better” and “Better.”

Of specific interest in this section were Questions 47 and 50. Question 47 asked: “Due to STARS: Teachers, as leaders of learning, are. . . .” The mean score for principals’ responses to this question was the lowest in the section at 5.3, which indicated a response that fell between “Slightly Better” and “Better.” The mode score for Question 47 was 6, and indicated a response of “Better.” Question 50 asked: “Due to STARS: Principals knowledge of assessment is. . . .” Responses to this question yielded the highest question mean of 5.9, which indicated a response that fell on the high end of

Table 7

Survey Section 3 Descriptive Statistics

Due to STARS:	Worse	About the Same	Better	Mean	Mode	SD	Variance
44. Teachers knowledge about curriculum is	0.68%	12.84%	86.49%	5.59	6	0.87	0.76
45. Teachers knowledge about instruction is	2.01%	21.48%	76.51%	5.33	6	1.00	0.99
46. Teachers knowledge about assessment is	0.00%	8.78%	91.22%	5.89	6	0.93	0.86
47. Teachers, as leaders of learning, are	2.68%	22.15%	75.17%	5.28	6	1.04	1.08
48. Principals knowledge about curriculum is	0.00%	17.45%	82.55%	5.66	6	0.98	0.97
49. Principals knowledge about instruction is	0.69%	26.90%	72.41%	5.35	6	1.08	1.17
50. Principals knowledge about assessment is	0.00%	10.96%	89.04%	5.95	6	0.96	0.93
51. Principals, as leaders of learning, are	2.01%	19.46%	78.52%	5.45	6	1.12	1.26
52. ESU staff developers knowledge about curriculum is	1.36%	17.01%	81.63%	5.66	6	1.08	1.16
53. ESU staff developers knowledge about instruction is	0.68%	24.49%	74.83%	5.48	6	1.09	1.20
54. ESU staff developers knowledge about assessment is	0.69%	10.34%	88.97%	5.92	6	0.98	0.97
55. ESU staff developers, as leaders of	3.45%	23.45%	73.10%	5.41	6	1.23	1.51

Table 7 continues

Due to STARS: learning, are	Worse	About the Same	Better	Mean	Mode	SD	Variance
56.Assessment Coordinators knowledge about curriculum is	0.68%	20.55%	78.77%	5.73	6	1.12	1.25
57.Assessment Coordinators knowledge about instruction is	0.68%	26.03%	73.29%	5.49	6	1.12	1.26
58.Assessment Coordinators knowledge about assessment is	0.68%	18.37%	80.95%	5.88	6	1.13	1.27
59.Assessment Coordinators, as leaders of learning, are	2.74%	21.92%	75.34%	5.53	6	1.18	1.40
Section Totals	1.19%	18.88%	79.93%	89.62	100	13.50	182.36
Section Alpha	0.98						

the scale between “Slightly Better” and “Better.” The mean response was backed-up by the mode score to this question which was slightly higher at 6 and clearly represented a response of “Better.”

Summary

The results of this study presented the perceptions of principals regarding the implementation of the STARS assessment system in their respective schools. Research Question 1 was: “What are the perceptions of principals about STARS as it relates to education in Nebraska?” Based on descriptive, sectional statistics and descriptive statistical analysis of specific survey questions, principals seemed to perceive that STARS had made schools better. In all 66.7% of responses to survey questions addressing Research Question 1 were on the positive side of the Likert scale. Of specific interest was Survey Question 10, to which 59.2% of principals indicated they perceived public education in Nebraska to be better as a result of STARS.

Research Question 2 asked: “What are the perceptions of educators about the curriculum, instructional, and assessment practices used to implement STARS in Nebraska?” In addressing this research question, Survey Question 11 asked principals if they perceived assessment to be connected to school improvement. Overwhelmingly principals agreed with the statement as 90.9% of those responding agreed that assessment was connected to school improvement. Additionally, 88% of principals surveyed perceived that curriculum content had been aligned with the assessments, and 91% had the perception that classroom assessments had been set at appropriate levels.

Survey questions seeking information on instructional practices seemed to indicate that not much had changed in the way of instruction. Of the 12 questions regarding instruction, only two had a mode of 3 or “More Often,” while the other 10 yielded a mode of 2 or “About The Same.” The two survey questions that recorded the only significant growth for instruction were Question 39, which asked if teachers are setting clear learning goals, and 40, which asked if teachers were using graphic representations of information.

Research Question 3 asked: What are the perceptions of principals about the impact of STARS on the professional abilities of educators across the state of Nebraska? In rating their own knowledge of assessment 89% of respondents perceived that principals’ knowledge of assessment was better due to STARS. Data also indicated that 75% of principals had a perception that teachers were functioning better as leaders of learning as a result of STARS.

CHAPTER 5

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the perceptions and practices of principals across the state of Nebraska as they implemented the STARS assessment system in their schools. The following three research questions guided the study:

Question 1: What are the perceptions of principals about STARS as it relates to education in Nebraska?

Question 2: What are the perceptions of principals about the curriculum, instructional, and assessment practices used to implement STARS in Nebraska?

Question 3: What are the perceptions of principals about the impact of STARS on the professional abilities of educators across the state of Nebraska?

A stratified purposeful sampling technique was the strategy employed to select participants for the study. The incorporation of two strata ensured a representative sample of participants from across the state. First, respondents were selected from five geographic regions in the state based upon a cluster of service units. Second, participants were selected within each region based on the NDE classification of their school and the percentage of students served by that particular classification of school within each region. At least 60 principals from each region received an invitation to participate in the study, with over-sampling procedures used to encourage participation by those educators working in school classifications with smaller student populations. Due to the nature of

an on-line survey, the sample included only those educators with accessible e-mail addresses and/or on-line capability. An e-mail containing a hot link and an invitation to participate in the web-based survey was sent to a total of 350 principals state-wide. The survey response rate was 44% as 156/350 principals completed enough of the survey to be counted as a measurable response.

This survey design allowed for a numeric description of the sample by asking educators questions, which then empowered the researchers to generalize to the larger population (Fowler, 1988). This study used a cross-sectional survey procedure to gather data from the sample population. The cross-sectional methods sought to gather data from a particular group at a single point in time (Ay et al., 2002; McMillan, 2000).

Designed as a descriptive, quantitative study, the survey specifically analyzed the perceptions of principals involved with the STARS process. Collection of data occurred through a self-designed, web-based survey. Web-based surveys have the potential of bringing efficiencies to self-administered questionnaires not possible with paper-pencil surveys, while reducing implementation time (Dillman, 2000).

Discussion

The findings of this study provided a snap shot of building principals' perceptions and practices regarding the implementation of the STARS assessment and accountability model. The constant change associated with the implementation of STARS suggested that the results of this study may be relevant for only a short time. However, the relative newness of the STARS system made this data a valuable piece of information in the

development of professional understanding regarding the implementation and development of the STARS system.

Research Question 1 asked: “What are the perceptions of principals about STARS as it relates to education in Nebraska?” Findings indicated that principals were generally positive in their perceptions as to the STARS system as it related to education in Nebraska. Based upon the mean score for section 1 of the survey, the mean score answer for principals regarding Research Question 1 was, 50.71, which indicated that responses were around the “Slightly Better” to “Better” range. The data indicated that building principals were perceiving STARS in a positive frame of mind, which is critical for the success of the STARS system in their individual schools. As mentioned in the Literature Review, in his book *What Works in Schools, Translating Research Into Action*, Marzano (2003) dedicates an entire chapter to the critical role of leadership. In so doing Marzano stated “Leadership is a necessary condition for effective reform relative to the school-level, teacher-level, and the student level” (p. 172). As the instructional leaders for their respective schools, principals’ perceptions of the STARS system will filter through the rest of the staff and have an impact on the perceptions of other professionals.

Additionally in Section 1, Survey Question 10 asked principals to indicate their perceptions of public education in Nebraska as a result of the STARS system. Interestingly, the mean score for their responses was 4.71, which indicated principals perceived that public education in Nebraska was “Slightly Better” as a result of STARS.

Research Question 2 asked: What are the perceptions of educators about the curriculum, instructional, and assessment practices used to implement STARS in

Nebraska? Specific data of interest came from Survey Item #11 which asked: “Due to STARS, the assessment process is more connected to school improvement. . . .”

Principals responded to this particular question with a mean response of 4.69, which fell between “Slightly Agree” and “Agree” on the response scale. This data suggested that principals saw schools as being engaged in the STARS process for the purpose of school improvement and not just to satisfy the NDE reporting mandate.

Questions 26 through 28 yielded good information as they directly related to the NDE STARS assessment quality criteria. Survey Question 26 asked: “Due to STARS, content has been aligned to classroom assessment. . . .” Principals responded to this with a mean score of 4.6, which fell between “Slightly Agree” and “Agree.” Question 27 asked: “Due to STARS: students have had opportunities to learn the content prior to being assessed. . . .” The responses from principals to this question revealed a mean of 4.6, which again fell between “Slightly Agree” and “Agree.” Question 28 asked: “Due to STARS: Classroom assessments have been reviewed for bias. . . .” Principals responded to this question with a mean score of 4.8 and a mode of 5 which both supported a response of “Agree” to the questions regarding bias. Finally Question 29 asked: “Due to STARS: Classroom assessments have been reviewed to determine if they are at the appropriate level of difficulty. . . .” The mean score for principals’ responses to this item was 4.7 that indicated a response on the high end of “Slightly Agree.” The collective responses to Questions 26 through 29 indicated that principals believed their schools were doing the job of meeting the six quality criteria for STARS assessments as set forth by NDE.

The second survey sub-section for Research Question 2 included 12 questions about the development and implementation of instructional practices due to STARS. Survey questions emerged from *Classroom Instruction That Works* (Marzano, 2001), a meta-analysis of classroom instructional practices. Only two specific questions in this section, Questions 39 and 40, had statistical results that indicated an increase in frequency worth noting. The first, Question 39, asked: “Due to STARS: teachers set clear student learning goals. . . .” Principals responded to this question with a mean score of 2.5, that fell slightly above “About the Same” on the response scale. Question 40 asked: “Due to STARS: teachers utilize graphic representations of information. . . .” In similar fashion, principals’ responses yielded a mean score of 2.5, that fell slightly above “About the Same” on the response scale. It was noted that Questions 39 and 40 were the only two questions in the entire survey section to yield a mode of 3.00, which indicated a response of “More Often.” These results begged the question: Why have instructional practices seemingly been less affected by STARS? One possible interpretation for this would be that the early evolution of STARS has focused more heavily on curriculum and assessment and less on instructional practices. Another possible explanation could be that teachers were already performing well in their instructional practices and the STARS system had little effect on their daily practices in the classroom.

Research Question 3 asked: “What are the perceptions of educators about the impact of STARS on the professional abilities of educators across the state of Nebraska?” Principals’ responses to survey items addressing this question converted to a mean score that indicated a response that fell between “Slightly Better” and “Better” on the response

scale. Because the STARS model depended on several different professional role players in order for the system to be implemented successfully in a school district, the knowledge and abilities of each member in that professional chain were critical during the early years of the STARS process.

Of specific interest regarding Research Question 3 were Survey Questions 47 and 50. Question 47 asked: “Due to STARS: teachers, as leaders of learning, are. . . .” The mean score for principals’ responses to this question was 5.2, which indicated a response that fell between “Slightly Better” and “Better.” The mode score for Question 47 was 6.00, and indicated a clear response of “Better.” This data got to the heart of the STARS system as it was designed to be “Teacher Led.” Clearly principals’ perceptions indicated that teachers were emerging as leaders of learning in the STARS system.

Question 50 asked: “Due to STARS: principals knowledge of assessment is. . . .” Responses to this question yielded a mean of 5.95, which indicated a response that fell on the high end of the scale between “Slightly Better” and “Better.” This indicated principals perceived their collective knowledge of assessment had improved, allowing them to be better informed as they made assessment decisions as the instructional leaders for their buildings.

Recommendations

Recommendation One

It is recommended that principals be equipped with the knowledge necessary to be leaders of learning. Survey data indicated that a majority of principals perceived their knowledge in the areas of curriculum, instruction, and assessment to be better than it was

prior to the implementation of STARS. Principals will need to continue their growth in these areas in order to function as leaders of learning in the STARS system. Miller's (2003) research on teacher, school, and leadership practices reiterated the emphasis on educational leadership in schools. Miller found that strong educational leadership adds inherent value to the impact of classroom and teacher practices, and increases the potential that lasting change flourishes.

Recommendation Two

Second, it is recommended that within their respective buildings, principals insure the STARS process positively impacts instructional strategies so assessment informs instructional practices. Gallagher's (2002) year-one findings of the previously mentioned Nebraska STARS model supported this recommendation. In Gallagher's Executive Summary, derived from numerous surveys, interviews, and observational research, he summarized that teachers felt "understandably fearful that they are being 'deprofessionalized' as their workload intensifies and the screws of accountability are tightened" (p. i). This issue was also addressed by Brunn (2003) stated, "The 'deprofessionalized' educators believe the current system compromises best practices in favor of attempting to appease legislators, administrators, parents and state mandates." Research data indicated a majority of principals perceived the implementation of instructional practices to be about the same even though they also perceived teachers knowledge of instruction to be better than it was prior to the implementation of STARS.

Recommendation Three

It is recommended this study be replicated in the future in order to monitor the perceptions and practices of principals as they function as leaders of learning in the STARS assessment system. Marzano (2003) stated “Leadership is a necessary condition for effective reform relative to the school-level, teacher-level, and the student level” (p. 172). Likewise, Reeves (2004) addressed educational leadership when he stated, “As a fundamental moral principle, no child in any school will be more accountable than the adults in the system. Similarly, it is a moral principle of leadership that no teacher or staff member will be more accountable than the leaders in the system” (p. 20).

Recommendation Four

It is recommended that a statewide database of current email addresses for educators in Nebraska be created and maintained. From this study accumulating a list of current email addresses was a challenging process. Twenty-first century technology in a strong, progressive educational state, like Nebraska, has the potential to house a statewide email address database for educators.

CHAPTER 6

EDUCATORS' PERCEPTIONS OF STARS RESULTS COMPARISON

Introduction/Background

Although most states used a single measure for student assessment, Nebraska school districts were responsible for determining the strategies for measuring and reporting students' performance in reading and mathematics, with science and social studies added in 2006 and 2007 respectively. The STARS approach empowered educators within each school district, with assistance from respective educational service units, to develop, implement, and manage data from the assessments. Within each Nebraska school district were many STARS stakeholders with various job titles and certain responsibilities connected to the assessment model (Boss et al., in press; Roschewski, 2004).

Seven hundred eighteen educators from across the state of Nebraska participated in this research. This web-based study of public school educators included four groups heavily involved with the assessment model, the group referred to as "educators" hereafter includes: assessment coordinators, Educational Service Unit staff developers, principals, and teachers.

A 59 question survey asked educators to examine three aspects of the STARS initiative. The first area of concentration was the overall impact of STARS on education in Nebraska. The impact on curricular, instructional, and assessment practices used by educators to implement STARS was the second area of concentration. The final portion of the survey analyzed the perceptions of educators about the impact of STARS on the

professional abilities of other educators across the state of Nebraska. The survey was launched on January 17, 2005 and ended February 10, 2005.

Purpose of the Study

The purpose of this study was to determine the perceptions and practices of educators across the state of Nebraska as they implemented STARS. The research team identified the following three research questions to guide the study:

Research Question One: What are the perceptions of educators about STARS as it related to education in Nebraska?

Research Question Two: What are the perceptions of educators about the curriculum, instructional, and assessment practices used to implement STARS in Nebraska?

Research Question Three: What are the perceptions of educators about the impact of STARS on the professional abilities of educators across the state of Nebraska?

Research Design and Methodology

Designed as four descriptive, quantitative studies, this research specifically analyzed the perceptions of educators involved with the STARS process. Collection of data occurred through a self-designed, web-based survey.

This survey design allowed for a numeric description of the sample by asking educators questions, which then empowered the researchers to generalize to the larger population (Fowler, 1988). This study used a cross-sectional survey procedure to gather

data from the sample population. The cross-sectional methods sought to gather data from particular groups at a single point in time (Ay et al., 2002; McMillan, 2000).

Two sampling techniques determined the eligibility of educators to participate in the study. First, the researchers surveyed the entire population of assessment coordinators and ESU staff developers in the state with accessible e-mail addresses. In all, 386 assessment coordinators and 54 ESU staff developers in the state received the opportunity to participate in the study.

A stratified purposeful sampling technique was the strategy employed to select the principals and teachers eligible for the study. The respondents were first selected from five geographic regions in the state based upon a cluster of service units. For the second sampling strata, each school district in the five geographic regions was categorized according to NDE school classification. A proportionate number of educators were selected to participate from each geographic region to participate based upon the accessibility of e-mail addresses. At least 60 principals from each region and 175 teachers from each region received an opportunity to participate in the study, with over-sampling procedures used with those educators working in school classifications with smaller student populations. Due to the nature of an on-line survey, the sample included only those educators with accessible e-mail addresses and/or on-line capability.

In all, 196 assessment coordinators completed surveys (55% return rate), 43 ESU staff developers participated (80% return rate), 156 public school principals responded (44% return rate), and 323 teachers were surveyed (36% return rate).

Initial survey data were collected from the web host and imported into Excel spreadsheets and SPSS. The research team used the services of the NEAR Center for assistance with data analysis. Descriptive statistical data analyses were run on each of the four separate groups of educators in order to establish baseline statistical results unique to each group. Upon completion of the descriptive data analysis for each group, the research team selected specific survey items to be further analyzed by the NEAR Center using comparative statistical methods. As suggested by the NEAR Center, the specific data pieces to be compared among the four groups were selected using a process referred to as a “Chinese Wall.” In this process each individual researcher analyzed his or her own data set and identified specific pieces of information they deemed to be of special interest. Upon completion of the individual analysis, the research team came together and compared their survey items of special interest. Any item that was identified by a researcher was placed on a white marker board and considered for collective analysis.

Upon the completion of all four researchers stating their items of interest, special attention and discussion were given to items identified by multiple researchers. The research team then presented specific survey items to the NEAR Center for further analysis to determine if significant differences existed in the responses of the four groups. In order to test for statistically significant variances the NEAR Center, using SPSS software, conducted a Multiple Analysis of Variance (MANOVA) by entering the specific mean score, standard deviation, and total N for each group of educators on the identified survey items. Due to the vast differences in the total N of each group, statistical adjustments were made to account for direct pairing or inverse pairing by increasing or

decreasing the alpha as needed. Specific survey responses that displayed discriminant function coefficients of plus or minus .300 were deemed to be significant. Linear centroids were then plotted to demonstrate the significance between group responses as they might appear on a response continuum.

Compared Results

Research Question 1: What are the Perceptions of Educators About STARS as it Related to Education in Nebraska?

This section of the survey included questions regarding the perceptions of educators about the quality of education due to STARS. The survey section includes 10 questions on a 7-point Likert Scale: Much Worse (1); Worse (2); Slightly Worse (3); About the Same (4); Slightly Better (5); Better (6); and Much Better (7). The total score for the section could range between 10 and 70, with a higher score indicating greater agreement that STARS improved education.

Table 8 shows the mean, mode, standard deviation, and variance statistics for the first section of the survey.

Table 8

Section 1 Group Statistics

Educator Group	Mean	Mode	Standard Deviation	Variance
Assessment Coordinators	50.99	58	10.43	108.79
ESU Staff Developers	58.68	60	5.97	35.68
Principals	50.71	59	10.61	112.67
Teachers	44.71	39	9.42	88.80

As Table 8 reflects, the mean answer in Research Question 1 for ESU staff developers was 5.9, which indicated that scores were in the “Much Better” range. The average score for teachers (4.5) fell between “About the Same” and “Slightly Better,” while both assessment coordinators (5.1) and principals (5.1) fell between the other two groups with average responses between “Better” and “Much Better.”

Overall, responses of the four survey groups were favorable regarding their perceptions of STARS. Staff developers responded the most favorably, with assessment coordinators and principals closely behind. Teachers were the least favorable in their responses of the four respective groups, yet still had response indications that fell within the “About the Same” and “Slightly Better” ranges. Of note, the only question on the survey regarding school climate, Question 9, received comparably lower scores than other questions in this section.

Research Question 2: What are the Perceptions of Educators About the Curriculum, Instructional, and Assessment Practices Used to Implement STARS in Nebraska?

Two sub-sections of the survey gathered data regarding the curriculum, instruction, and assessment practices used to implement STARS. The first sub-section of the survey asked about the importance of sound curriculum and assessment practices due to STARS. Survey questions stemmed from a meta-analysis of curricular practices in *What Works in Schools* (Marzano, 2003), as well as sound assessment practices determined by the Six Quality Assessment Criteria (NDE, 2001). The first survey sub-section included 21 questions on a 6-point Likert Scale: Strongly Disagree (1); Disagree (2); Slightly Disagree (3); Slightly Agree (4); Agree (5); and Strongly Agree (6). The

total score for this section could range between 21 and 126, with a higher score indicating greater agreement that STARS implementation led to more effective curricular and assessment practices in Nebraska schools.

Table 9 shows the mean, mode, standard deviation, and variance statistics for the first sub-section.

Table 9

Section 2A Group Statistics

Educator Group	Mean	Mode	Standard Deviation	Variance
Assessment Coordinators	91.79	105	16.38	268.52
ESU Staff Developers	98.83	104	9.33	87.05
Principals	92.14	105	17.74	314.88
Teachers	82.31	82	16.80	282.40

ESU staff developers gave the highest ratings on Sub-section 1 of Research Question 2 a mean score of 98.83 or an average rating of 4.70 per question, which indicated that the typical answer fell closer to “Agree” than “Slightly Agree.” Assessment Coordinators and Principals both produced a mean of 4.37, which placed their scores between “Agree” and “Slightly Agree.” Teachers, however, had a mean of 3.91, which represented an answer just less than “Slightly Agree.”

The research team identified Questions 26 through 31 as questions of interest because these questions all related directly to the six assessment quality criteria set forth by NDE. It was determined, using MANOVA analysis, that statistically significant differences existed between teachers and the other three groups in their responses to

Questions 26 and 29. Question 26 asked, “Due to STARS, content has been aligned to classroom assessments. . . .” In comparing the mean of all four groups for Question 26 (teachers 4.2, principals 4.6, staff developers 4.9, and assessment coordinators 4.7) we can see that each group gave a response that would fall between the categories of “Slightly Agree” and “Agree.” However, teacher responses were statistically significantly lower than the other three groups indicating that the mean for their collective response would fall more toward “Slightly Agree” on the continuum, while the other three groups would be farther up the scale falling more toward “Agree.” Question 29 asked: “Due to STARS, classroom assessments have been reviewed to determine if they are at an appropriate level of difficulty. . . .” The mean response for each group on this question was (teachers 4.2, principals 4.7, staff developers 5.2, and assessment coordinators 4.9). Mean responses to this question for teachers, principals, and assessment coordinators would fall between the categories of “Slightly Agree” and “Agree,” while the mean response for staff developers would fall solidly in the “Agree” category. When the MANOVA analysis was applied to this set of results, the difference in the response of teachers was again statistically significantly lower than the response of the other three groups.

The second Sub-section of Research Question 2 included 12 questions about the development and implementation of instructional practices due to STARS. Survey questions emerged from *Classroom Instruction That Works* (Marzano, 2001), a meta-analysis of classroom instructional practices and a natural connection to the aforementioned curriculum and assessment framework. Respondents ranked the

frequency of each instructional strategy on a three-point Likert Scale: Less Often (1); About the Same (2); and More Often (3). Total score for the section could range between 12 and 36, with a higher score indicating that implementation of effective instructional strategies occurred more often as a result of STARS.

Table 10 shows the mean, mode, standard deviation, and variance statistics for the second sub-section.

Table 10

Section 2B Group Statistics

Educator Group	Mean	Mode	Standard Deviation	Variance
Assessment Coordinators	25.74	24	5.25	27.60
ESU Staff Developers	28.50	26	6.43	41.40
Principals	27.36	24	4.032	16.026
Teachers	25.47	24	3.63	13.22

Three of the four groups appeared to think STARS had little effect on instructional practices. All groups averaged scores that would indicate a response of “About the Same” except ESU Staff Developers as their response fell between “About the Same” and “More Often.”

The research team decided to have the results from the entire Survey Sub-section 2 (Questions 32 through 43) compared using MANOVA analysis. For this comparison, the descriptive results of staff developers were compared with the descriptive results of assessment coordinators as their survey questions dealt with the training aspects for instructional strategies. Conversely, the descriptive results of teachers

were compared with the descriptive results of principals as their survey questions dealt with the implementation of the same instructional strategies.

In the statistical comparison of results between staff developers and assessment coordinators, a statistically significant difference was found in Questions 33, 34, 37, 40, and 42. Each of these questions and the group mean can be found in Table 11.

Table 11

Staff Developer and Assessment Coordinator Means

Survey Question	Staff Developer Means	Assess. Coordinator Means
33. Teachers engage students in recognizing similarities and differences	2.47	2.14
34. Homework is used to extend student knowledge	2.26	1.89
37. Teachers engage students in summarizing information	2.44	2.18
40. Teachers utilize graphic representations of information	2.68	2.32
42. Teachers engage students in the analysis of information	2.48	2.15

While all but one of the group mean responses for the compared questions would fall between the categories of “About the Same” and “More Often,” the MANOVA analysis indicated the responses given by assessment coordinators can be considered significantly lower on the continuum than those given by staff developers.

Teachers and principals were found to have significant statistical differences in their responses to Questions 36, 37, 40, and 43. The compared mean scores for each question are shown in Table 12.

Table 12

Teacher and Principal Means

Survey Question:	Teacher Group Means	Principal Group Means
36. Students are provided timely feedback about their individual achievement	2.12	2.36
37. Teachers engage students in summarizing information	2.19	2.28
40. Teachers utilize graphic representations of information	2.25	2.48
43. Teachers facilitate individual learning	2.10	2.31

All of the group mean scores fell in the range between the response categories of “About the Same” and “More Often.” However, MANOVA analyses indicated the teacher responses were considered to be significantly lower than those of principals.

Overall, staff developers and assessment coordinators provided higher marks for training opportunities than teachers or principals did for actual implementation of the practices.

Research Question 3: What are the Perceptions of Educators About the Impact of STARS on the Professional Abilities of Educators Across the State of Nebraska?

Survey Section 3 aligned to Research Question 3, regarding the perceptions of educators about the professional abilities of other educators as a result of STARS. This

section of the survey asked questions concerning the degree to which STARS changed the knowledge of educators about curriculum, instruction, assessment and educators as leaders of learning among the four groups (assessment coordinators, ESU staff developers, principals, and teachers). This design strategy allowed each of the four survey groups to rate the abilities of their group as well as the other three groups. The survey section includes 16 questions on a 7-point Likert Scale: Much Worse (1); Worse (2); Slightly Worse (3); About the Same (4); Slightly Better (5); Better (6); and Much Better (7). The total score for the section could range between 16 and 112, with a higher score indicating that the knowledge and skills of educators improved as a result of STARS.

The Table 13 shows the mean, mode, standard deviation, and variance.

Table 13

Section 3 Group Statistics

Educator Group	Mean	Mode	Standard Deviation	Variance
Assessment Coordinators	88.31	96	12.76	162.84
ESU Staff Developers	96.60	96	8.45	71.54
Principals	89.62	100	13.50	182.35
Teachers	79.28	64	14.57	212.56

Using the mean scores of the third section as a guide, ESU staff developers (6.3) averaged a response rate of “Better,” whereas both assessment coordinators (5.5) and principals (5.6) gave average scores between “Better” and “Slightly Better.” Teachers

gave an average score of (5.0), which represented an average answer of almost “Slightly Better.” The descriptive statistics indicated that in general, all groups perceived themselves, as well as the other educator groups, to have improved to at least some degree as a result of STARS.

Within Section 3 of the survey, the research team identified four questions for statistical comparison. Those four questions and the mean score for each group can be found in Table 14.

Table 14

Section 3 Question Statistical Comparison

Survey Question	Teacher Mean	Principal Mean	Staff Developer Mean	Assessment Coordinator Mean
44. Teachers knowledge about curriculum is	5.06	5.08	6.12	5.64
45. Teachers knowledge about instruction is	4.71	5.32	5.64	5.19
46. Teachers knowledge about assessment is	5.22	5.89	6.51	5.91
47. Teachers as leaders of learning are	4.70	5.27	5.71	5.03

The comparative statistics found two separate functions of significant variance existed between the four groups of educators on three of the specific questions. The first significant function of variance was found in the response of the four groups regarding Questions 44 and 46. Teacher responses to those two questions were considered to be significantly lower on the continuum than the response of the other three groups. For the

same two questions, Staff Developers responses fell significantly higher on the continuum than Principals and Assessment Coordinators.

The second function of significant variance was found when the responses of the four groups were compared for Question 47. In Question 47 Principals and Staff Developers were significantly higher than the other two groups in their opinions of teachers as leaders of learning. In the same question Assessment Coordinators were significantly lower in their opinion than the other three groups with teacher responses falling statistically in the middle of the response continuum.

Overall, scores for this section were generally positive and indicated satisfaction among the four groups regarding their perceptions of one another.

Discussion and Implications

Several general conclusions can be made from this data. The major finding of this study was that educators were generally positive in their perceptions of STARS. ESU staff developers gave the STARS model the most positive responses of the four educator groups surveyed; conversely, teachers gave STARS consistently lower marks relative to the other groups. Scores from assessment coordinators and principals were generally similar and placed between the scores of ESU staff developers and teachers.

All groups indicated that public education in Nebraska improved due to STARS. Aligned with the generally positive impression of STARS mentioned above, educators reported that the procedures involved with STARS were generally understood and that the practices to implement these procedures occurred in a successful manner.

The second research question asked educators about the curricular, instructional and assessment practices due to STARS. Sub-section 1 focused on curriculum and assessment. Six specific questions from this sub-section concentrated on assessments for STARS being aligned to the Six Quality Criteria (one question for each requirement.) Data from all of the groups suggested that STARS assessments were generally aligned to the Six Quality Criteria, although some significant differences were indicated in the response of teachers as compared to the other three groups regarding survey Questions 26 and 29.

The second sub-section of Research Question 2 revolved around classroom instruction. Assessment coordinators and ESU staff developers responded to the frequency in which training on effective strategies took place, while principals and teachers responded to the frequency with which implementation of the instructional strategies occurred. Tables 15 and 16 showed how the groups responded.

The mean scores for assessment coordinators, principals, and teachers indicated there was little change with instructional practices; however, the response from ESU staff developers pointed toward ample opportunities for training in classroom instruction. Comparative statistics applied to Survey Questions 32 through 43 indicated that significant differences existed between ESU staff developers and assessment coordinators, as well as between principals and teachers regarding their responses to this section of the survey.

The third research question asked educators their perceptions of the abilities of the four educator groups due to STARS. Each of the groups responded favorably regarding

Table 15
Frequency of Training

Educator Group	Less Often	About the Same	More Often
Assessment Coordinators	12.59	59.97	19.53
ESU Staff Developers	13.1	34.93	51.97

Table 16
Frequency of Implementation

Educator Group	Less Often	About the Same	More Often
Principals	3.98	64.15	31.88
Teachers	7.15	73.32	19.53

the curricular, instructional, and assessment knowledge level of educators and also provided positive impressions of the leadership each group exhibited since the inception of STARS. Three particular questions in this section were found to have two functions of significant difference when the four groups of educators were compared. Question 47 in particular provided a single statistical incident in which assessment coordinators were significantly lower than the other three groups when asked about teachers functioning as leaders of learning.

Recommendations

This data was useful to NDE as they contemplate next steps with STARS. Our first recommendation is for NDE to investigate the discrepancy in data between instructional training and instructional practices. While ESU staff developers perceived effective instructional training were provided due to STARS, those working in the

districts perceived the implementation of instructional practices have remained about the same. Well-researched instructional strategies should be implemented in classrooms. For years, NDE has based school accreditation, through Rule 10, on course offerings and student seat time. The time has come to change instructional thinking as we have changed assessment thinking. NDE should investigate the feasibility of changes to Rule 10 requiring quality instructional processes and practices.

This combined study has established baseline, quantitative data about the perceptions of STARS from assessment coordinators, ESU staff developers, principals, and teachers. Our recommendation is that future comprehensive STARS evaluation reviewers consider research in the area of surveying other educational groups, such as superintendents or students, to compare their impression of STARS with the other four groups. It may also be of interest to drill deeper into one or all of the educator groups by analyzing specific demographic information such as years of experience, geographic location in the state, and NDE school classification.

The STARS process deserves an opportunity to prove itself over the course of time. The data revealed a sense of ownership and understanding in the system from each of the four educator groups. NDE is worthy of commendation for its many years of labor with this unique approach to statewide assessment.

Each of the four groups denoted the positive impact ESU staff developers had upon the implementation of the STARS process. We recommend support for continual ESU staff development opportunities in the areas of curriculum, instruction, and assessment as they relate to the STARS process.

More local assessment data exists since the advent of STARS; therefore, it was not surprising that data from each of the four groups showed that local assessments were of increased importance to school improvement decision making. As the quality of local assessment data increases due to social studies and science implementation, local school districts should encourage those individuals who implement the process to have a strong voice in school improvement.

From our experiences with this study, accumulating a list of current e-mail addresses for each of the four groups was a challenging process. Twenty-first century technology in a strong, progressive educational state, like Nebraska, has the potential to house a statewide e-mail address database for educators.

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Appendix A

No Child Left Behind

*No Child Left Behind**Consolidated State Application Accountability Workbook:*

- Principle 1: A single statewide accountability system applied to all public schools and Local Education Associations (LEAs).
- Principle 2: All students are included in the state accountability system
- Principle 3: State definition of Adequate Yearly Progress (AYP) is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.
- Principle 4: State makes annual decisions about the achievement of all public schools and LEAs.
- Principle 5: All public schools and LEAs are held accountable for the achievement of individual subgroups.
- Principle 6: State definition of AYP is based primarily on the State's academic assessments.
- Principle 7: State definition of AYP includes graduation rates for public high schools and an additional indicator selected by the State for public middle and public elementary schools (such as attendance rates).
- Principle 8: AYP is based on reading/language arts and mathematics achievement objectives.
- Principle 9: The state accountability system is statistically valid and reliable.

- Principle 10: In order for a public school or LEA to make AYP, the state ensures that it has assessed at least 95% of the students enrolled in each subgroup. (USDE, 2001, p. 47 – 49)

Appendix B

State Accountability System Breakdown

State Accountability System Breakdown

State/Accountability System	Tests	Subjects	Administration
Alabama	Alabama Direct Assessment of Writing	Writing	Administered annually in grades 5 and 7
	Alabama High School Graduation Exam	Reading, English, math, science, social studies	Administered annually beginning in the spring of the 10 th grade year
Alaska Comprehensive System of Student Assessments	Alaska Benchmark Exams	Reading, writing, math	Administered in March in grades 3, 6, 8
	High School Graduation Qualifying Exam	Reading, writing, math	Administered in March in high school
Arizona	Arizona Instrument to Measure Standards (AIMS)	Reading, writing, math	Administered March-April in grades 2-9
Arkansas Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)	Benchmark Exams	Reading, math	Administered in April in grades 4,6,8
	End of Course Exams	Math	Administered annually in High School
California Standardized Testing and Reporting (STAR)	California Standards Test	English, math, science, social studies, writing	Administered annually in grades 2-11 E, M – 2, 3, 6 E, M, W – 4 and 7 E, M, SC – 5 and 9 E, M, SS – 8 E, M, SC, SS – 10 and 11
	California High School Exit Exam (CAHSEE)	English, math	Administered annually in High School
Colorado Colorado Student Assessment Program (CSAP)	Colorado Student Assessment Program (CSAP)	Reading, writing, math, science	Administered Annually in grades 3-10

Connecticut	Connecticut Mastery Test (CMT)	Reading, math, writing	Administered annually in grades 4, 6, 8
	Connecticut Academic Performance Test (CAPT)	Reading, math, science, writing	Administered annually in grade 10
Delaware Delaware Student Testing Program	Delaware Student Testing Program	Reading, writing, math, science, social studies	Administered annually in grades 3-6, 8, 10, 11 R, W, M – 3,5,8,10 SC, SS 4,6,8,11
District of Columbia	SAT -9	Reading, English, math	Administered annually in grades 3-12
Florida	Florida Comprehensive Assessment Test (FCAT)	Reading, writing, science, math	Administered in spring in grades 3-10 R, M – 3-10 W – 4, 8, 10 SC – 5, 8, 10
Georgia	Criterion Referenced Competency Tests (CRCT)	Reading, LA, math, science, social studies	Administered in the spring in grades 1-8 R, LA, M - 1-8 SC, SS, - 3-8
	Georgia High School Graduation Tests (GHS GT)	Reading, writing, math, science, social studies	Administered in spring in grades 11 and 12
Hawaii	State Tests	Math, reading, writing	Administered Annually in grades 3, 5, 8, 10
Idaho	Direct Writing Assessment	Writing	Administered annually in grades 5, 7 and 9
	Direct Math Assessment	Math	Administered annually in grades 4, 6 and 8
	Idaho Reading Indicator	Reading	Administered twice a year in grades 4, 8, and 11
Illinois	Illinois Standards Achievement Test (ISAT)	Reading, writing, math, science, social studies	Administered in April in grades 3-8 RWM – 3-5 and 8 SC, SS – 4 and 7
	Prairie State Achievement Test (PSAE)	Reading, writing, math, science, social studies	Administered in April In grade 11
Indiana	Indiana Statewide Testing for Educational Progress (ISTEP+)	Reading, writing, math, science	Administered in the fall in grades 3-10
Iowa	Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED)	Reading and math	Administered annually in grades 4, 8 and 11

Kansas	Kansas State Assessment	Reading, math, science, social studies	Administered Feb-April in grades 4-11 R- 5, 8, 11 W, SC, 4, 7, 10 SS, 6, 8, 11
Kentucky	Kentucky Core Content Test	Reading, writing science, social studies, math,	Administered in the Spring in grades 4, 5, 7, 8, and 10-12 4 and 7 – R, SC, W 5 and 8 – M, SS 10 – R 11 – M, SC, SS 12 – W
	CTBS – 5	Reading, math	Administered in the Spring in grades 6 and 9
Louisiana	Louisiana Educational Assessment Program (LEAP 21)	Language Arts, math, science, social studies	Administered in March in grades 4 and 8
	Graduation Exit Exam (GEE21)	Language Arts, math	Administered in March in grades 10-12
Maine	Maine Educational Assessment (MEA)	Reading, writing, math, science and technology	Administered in March in grades 4, 8 and 11
Maryland	Maryland School Assessment (MEA)	Reading, math	Administered in March in grades 3, 5, 8 and 10 R, M – 3, 5 and 8 R- 10
	Maryland High School Assessments (HAS)	English, Gov't, Algebra, Biology	Administered in March in grades 11 and 12
Massachusetts Massachusetts Comprehensive Assessment System (MCAS)	Massachusetts Comprehensive Assessment System (MCAS)	Reading, English, Math, Science	Administered in March in grades 3-10 R – 3 E – 4, 7, 10 M – 4, 6, 10 SC – 5, 8, 10 HS – E, M Graduation Requirement
Michigan Michigan Educational Assessment Program (MEAP)	Michigan Educational Assessment Program (MEAP)	English, reading, math, science, social studies	Administered in winter and spring in grades 4, 5, 7, 8, and 10-12 E, M – 4 SC, SS – 5 E – 7 M, SC, SS – 8 E, M, SC, SS – 10-12 Graduation Requirement
Minnesota	Minnesota Comprehensive Assessments	Reading, math	Administered Jan-May in grades 3, 5, 10 and 11 R, M – 3, 5, 10 M – 11

Mississippi	Mississippi State Wide Tests	Reading, math, writing, social studies, science, English	Administered March-August in grades 2-8 and high school R, E, M – 2-8 W – 4 and 7 M, SC, SS, E - HS
Missouri Missouri Assessment Program (MAP)	Missouri Assessment Program (MAP)	Math, communication arts, science, social studies, health/PE	Administered in March in grades 4, 5, 7, 8, 10, 11 M – 4, 8, 10 CA – 3, 7, 11 SC – 4, 8, 11 H/PE – 5, 9
Montana Montana Comprehensive Assessment System (MontCAT)	Criterion Referenced Tests	Reading, math, science	Administered in March in grades 3-8 and 10 R, M – 3-8, 10 SC – 4, 8, 10
Nebraska School Based Teacher Led Assessment and Reporting System	Locally developed Criterion Referenced Assessments	Reading, writing speaking, listening, math	Administered per local schedule in grades 4, 8 and 11
Nevada	High School Proficiency Exam	English, math, science, writing	Administered Sept-June in grades 11 and 12
	Criterion Referenced Tests	Reading, math	Administered annually in grades 3 and 5
	Writing Exam	Writing	Administered annually in grades 4, 11 and 12
New Hampshire New Hampshire Educational Improvement and Assessment Program (NHEIAP)	New Hampshire Educational Improvement and Assessment Program (NHEIAP)	English, math, science, social studies	Administered in May in grades 3, 6, 10
New Jersey	New Jersey State Assessment Elementary School Proficiency Test (ESPA)	Language arts, math, science	Administered in March in grades 3 and 4
	Grade 8 Proficiency Test (GEPA)	Language arts, math, science	Administered in March in grade 8
	High School Proficiency Test (HSPA)	Language arts, math, science	Administered in March in grade 11
New Mexico	Norm Referenced Tests	Reading, English, math, science, social studies	Administered annually in grades 3-9
	Criterion Referenced Tests	Reading, English, math, science, social studies	Administered to grades 4, 8 and 11

New York	Elementary and Intermediate Level Exams	English, math, science, social studies	Administered in November, January, February, May in grades 4, 5 and 8 E, M, SC – 4, 8 SS – 5, 8
	Regents Examinations	English, math, social studies, science	Administered in January and June High School
North Carolina	End of Grade Test (EOG)	Reading, writing, math	Administered in February and March in grades 3-8 R, M – 3-8 W – 7
	North Carolina Comprehensive Test	Reading, math	Administered in February and March in grade 10
North Dakota	North Dakota State Assessment (NDSA)	English, reading, math	Administered in grades 4, 8 and 12 during the following times: 12 th ; October – November 4 and 8; February-March
Ohio	Proficiency Tests	Reading, writing, math, science, social studies	Administered in October, March and July in grades 3, 4, 6, 9
	Ohio Graduation Test (OGT)	Reading, math	Administered in October, March and July to high school students beginning in grade 10
Oklahoma Oklahoma Testing Program (OSTP)	Oklahoma Core Curriculum Tests (OCC)	Reading, math, science, social studies	Administered in February and April in grades 4-8 M, R, - 4 – 8 SC, SS – 5, 8 SS – 7
	Secondary End of Instruction Tests	English, math, science, social studies	Administered in February and April at the end of the course of study
Oregon	Oregon State wide Assessment	Reading, math, writing, science	Administered in fall, winter and spring in grades 2-10 W, M, SC – 2, 3, 5, 8 R, M – 3-10

Pennsylvania Pennsylvania System of School Assessment (PSSA)	State Tests	Reading, writing math, science	Administered annually in grades 3-11 R, M – 3-11 W – 6 and 9 SC – 4, 7, 10
Rhode Island	State Tests	English, math, writing, health	Administered annually in grades 3-10 E, M – 4, 8, 10 W – 3, 7, 10 H – 5 and 9
South Carolina	Palmetto Achievement Challenge Tests (PACT)	English, math, science, social studies	Administered annually in grades 3-8
	High School Assessment Program (HSAP)	English, math	Administered in April in grade 10
	Basic Skills Assessment Program (BSAP) Exit Examination	Math, reading, writing	High school exit exam administered beginning in grade 10
South Dakota	Dakota Assessment of Content Standards (DACS)	Reading, math	Online assessments with administration dates determined by the local school. The assessments are administered on a voluntary basis in grades 2-12
Tennessee Tennessee Comprehensive Assessment Program (TCAP)	TCAP Achievement Tests	Reading, math, science, social studies	Administered in March to grades 3-8
	TCAP Competency Tests (TCAP/CT)	Reading, English, math	Administered in February and June as a graduation requirement beginning in grade 9
	TCAP Writing Assessment	Writing	Administered in February in grades 5 and 8

Texas Texas State Wide Assessment Program	Texas Assessment of Knowledge and Skills (TAKS)	Reading, writing, English, math, science, social studies	Administered annually as determined by the state schedule in grades 3-11. R – 3-9 W – 4 and 7 E- 10 and 11 M – 3-11 SC – 5, 11 SS – 8, 10, 11
Utah Utah Performance Assessment System for Students (U-PASS)	Core Assessment Criterion Referenced Test	Reading, English, math, science	Administered annually in grades 1-11
	Direct Writing Assessment	Writing	Administered in May in grades 6-9
	Utah Basic Skills Competency Test	Reading, writing, math	High School exit exam beginning in grade 10
Vermont Comprehensive Assessment System (CAS)	Vermont Developmental Reading Assessment (DRA)	Reading	Administered annually in grade 2
	New Standards Reference Exams (NSRE)	English, math	Administered annually in grades 4, 8, 10
	VT-PASS	Science	Administered annually in grades 5, 9, 11
Virginia	Standards of Learning Test (SOL)	English, math, science, social studies, technology	Administered in the spring in grades 3, 5, and 8. Technology is administered to grades 5 and 8.
	End of Course Tests	English, math, science, social studies,	Administered to high school students at the end of the course in the fall and spring.
	Stanford 9	Reading, English, math, science, social studies	Administered in the spring to grades 4, 6 and 9
Washington Washington State Assessment System (WSAS)	Washington Assessment of Student Learning (WASL)	Reading, writing, math, science	Administered in April in grades 4, 7, 8, and 10. R, W, M – 4 and 7 SC – 8 R, W, M, SC- 10
	Iowa Test of Basic Skills (ITBS)	Reading, English, math	Administered annually in grades 3 and 6. R, M – 3 R, E, M - 6
	Iowa Test of Educational Development (ITED)	Reading, English, math	Administered annually to grade 9

West Virginia West Virginia Statewide Assessment Program	WESTEST	Reading, writing, math, science, social studies	Administered annually during a three day period to grades 3-8 and 10
Wisconsin Wisconsin Student Assessment Program (WSAS)	Reading Comprehension Test	Reading	Administered to grade 3
	Knowledge and Concepts Examination	Reading, English, math, science, social studies	Administered annually to grades 4, 8, 10
	High School Graduation Test	Reading, English, math, science, social studies	Administered to grades 11 and 12.
Wyoming Wyoming Comprehensive Assessment System (WyCAS)	Standards Based Tests	Reading, writing, math	Administered in March to grades 4, 8 and 11

Source: State Department of Education Web Sites

Appendix C

Survey and Related Documents

STARS survey

You are invited to participate in a quantitative research study entitled Educator's Perceptions of S.T.A.R.S. This project is a doctoral study being conducted by a research team that includes Toby Boss, Dan Endorf, Tammy Heflebower, and Phil Warrick. The research team members are all under the advisement of Dr. Larry Dlugosh, Chairman of the Department of Educational Administration at the University of Nebraska, Lincoln.

The purpose of the study is to explore the perceptions of educators regarding the S.T.A.R.S. accountability process. The research will focus on four distinct groups of educators including teachers, building principals, district assessment coordinators, and ESU staff developers. Results of this research will be included as a portion of the official S.T.A.R.S. review that will be sent to the Nebraska Department of Education.

This study provides you as a professional educator, an opportunity to express your perceptions regarding the S.T.A.R.S. accountability system. There are no risks to you as a participant in this study. Any information obtained during this study, which could identify you, will be kept strictly confidential. Survey results will be reviewed by the research team and reported as aggregate data. The aggregate results of this study may be published in future books or presented at scholarly meetings.

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators or the University of Nebraska. If you have any questions regarding this study or your rights as a subject in the study, you can contact any of the investigators listed below or Dr. Larry Dlugosh at the email addresses or phone numbers listed below.

The survey will take approximately 10-15 minutes of your time to complete. Clicking the "continue on to survey" link and completing the survey indicates that you have decided to participate having read and understood the information presented above. Please feel free to print a copy of this consent form for your records.

Toby Boss tboss@esu6.org 402-786-2348
 Dan Endorf dendorf@esu6.org 402-786-2765
 Phil Warrick pwarrick@esu6.org 402-786-2765
 Tammy Heflebower theflebo@esu6.org 402-761-3341
 Dr. Larry Dlugosh ldlugosh1@unl.edu 402-472-0975

IRB#2004-12-113EX (Toby)
 IRB#2004-12-115EX (Dan)
 IRB#2004-12-114EX (Phil)
 IRB#2004-12-116EX (Tammy)



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STARS survey

STARS Survey Section I A: The following questions are meant to gather information regarding your perceptions about STARS. Using the rating scale provided, please pick the response that most accurately reflects your perceptions.



1

Due to STARS: K-12 instructional practices are

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better



2

Due to STARS: K-12 curriculum implementation is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

Due to STARS: K-12 assessment practices are

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

Due to STARS: K-12 student learning is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

Due to STARS: My understanding of curriculum is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse

- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better



6

Due to STARS: My understanding of instruction is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better



7

Due to STARS: My understanding of assessment is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better



8

Due to STARS: My understanding of student learning is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

9

Due to STARS: School climate is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

10

Due to STARS: Public education in Nebraska is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same

- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

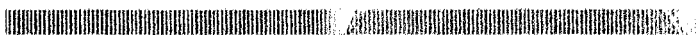


Survey Page 1

STARS survey



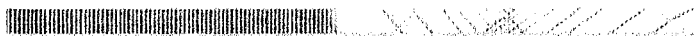
The following questions are meant to gather information regarding YOUR PERCEPTIONS REGARDING ASSESSMENT DATA as a result of STARS. Using the rating scale provided, please pick the response that most accurately reflects your perceptions.



11

Due to STARS: The assessment process is connected to school improvement.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree



12

Due to STARS: Local assessments accurately measure student learning.

- ☐ Strongly Disagree

- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree



13

Due to STARS: Multiple assessments are used to measure student learning.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree



14

Due to STARS: Local assessment data have become more important to school improvement decision-making.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree



15

Due to STARS: Norm-referenced data (such as the CAT or ACT) have become more important to school improvement decision-making.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

16

Due to STARS: Local assessment data have become more important to instructional decision-making.

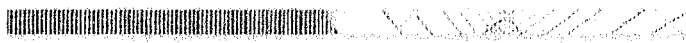
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

17

Due to STARS: Norm-referenced data (such as the CAT or ACT) have become more important to instructional decision-making.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree

☐ Strongly Agree



18

Due to STARS: Public education in Nebraska has improved.

☐ Strongly Disagree

☐ Disagree

☐ Slightly Disagree

☐ Slightly Agree

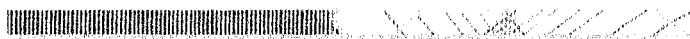
☐ Agree

☐ Strongly Agree



Return Page 9

STARS survey



STARS Survey Section II Part A: This portion of the survey is meant to gather information about your perceptions regarding CURRICULUM AND ASSESSMENT PRACTICES used to implement STARS. Using the rating scale provided, please mark the response that most accurately reflects your experience.



19

Due to STARS: Educators have a better understanding of K-12 curriculum.

☐ Strongly Disagree

☐ Disagree

☐ Slightly Disagree

- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

20

Due to STARS: The curriculum within a subject area has been more consistently taught.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

21

Due to STARS: The essential curriculum (defined as instruction in the academic content all students should receive, regardless of their academic track) has been more clearly defined.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

22

Due to STARS: The essential curriculum defined as instruction in the academic content all students should receive, regardless of their academic track) has been taught.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

23

Due to STARS: The school has made a concerted effort to protect time devoted to actual student instruction.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

24

Due to STARS: The essential curriculum (defined as instruction in the academic content all students should receive, regardless of their academic track) can be taught in the instructional time provided.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

25

Due to STARS: The essential curriculum has been organized in an appropriate K-12 sequence.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

26

Due to STARS: Content has been aligned to classroom assessments.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

27

Due to STARS: Students have had opportunities to learn the content prior to being assessed.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree

- ☐ Agree
- ☐ Strongly Agree

28

Due to STARS: Classroom assessments have been reviewed for bias.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

29

Due to STARS: Classroom assessments have been reviewed to determine if they are at an appropriate level of difficulty.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree

30

Due to STARS: Scoring reliability has been calculated on classroom assessments.

- ☐ Strongly Disagree
- ☐ Disagree

- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree



31

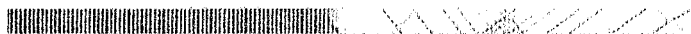
Due to STARS: The mastery levels (cut scores) of classroom assessments have been determined based on the difficulty of the test.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Agree
- ☐ Strongly Agree



Page 13 of 26

STARS survey



STARS Survey Section II Part B: This portion of the survey is meant to gather information about your perceptions regarding the INSTRUCTIONAL PRACTICES CURRENTLY UTILIZED in the classroom. Using the rating scale provided, please mark the response that most accurately reflects the frequency in which the instructional practices are currently implemented.



32

Since the implementation of STARS: Teachers engage students in

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4/24/2005

cooperative learning.

- ☐ Less Often
- ☐ About the Same
- ☐ More Often

33

Since the implementation of STARS: Teachers engage students in recognizing similarities and differences.

- ☐ Less Often
- ☐ About the Same
- ☐ More Often

34

Since the implementation of STARS: Homework is used to extend student knowledge.

- ☐ Less Often
- ☐ About the Same
- ☐ More Often

35

Since the implementation of STARS: Teachers reinforce student effort.

- ☐ Less Often
- ☐ About the Same
- ☐ More Often

36

Since the implementation of STARS: Students are provided timely feedback about their individual achievement.

- ☐ Less Often
- ☐ About the Same
- ☐ More Often

37

Since the implementation of STARS: Teachers engage students in summarizing information.

- ☐ Less Often
- ☐ About the Same
- ☐ More Often

38

Since the implementation of STARS: Teachers engage students in hypothesis testing.

- ☐ Less Often
- ☐ About the Same
- ☐ More Often

39

Since the implementation of STARS: Teachers set clear student learning goals.

- ☐ Less Often
- ☐ About the Same
- ☐ More Often

40

Since the Implementation of STARS: Teachers utilize graphic representations of information.

- ☐ Less Often

- ☐ About the Same
- ☐ More Often

41

Since the implementation of STARS: Teachers utilize effective questioning as a learning tool.

- ☐ Less Often
- ☐ About the Same
- ☐ More Often

42

Since the implementation of STARS: Teachers engage students in the analysis of information.

- ☐ Less Often
- ☐ About the Same
- ☐ More Often

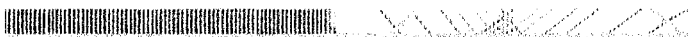
43

Since the implementation of STARS: Teachers facilitate individual learning.

- ☐ Less Often
- ☐ About the Same
- ☐ More Often



Spring 2005

STARS survey

STARS Survey Section III: This portion of the survey is meant to gather information ABOUT THE ABILITIES OF OTHER EDUCATORS involved in STARS. Using the rating scale provided, please mark the response that most accurately reflects your attitude.



44

Teachers knowledge about curriculum is

- ☐ Much worse
- ☐ Worse
- ☐ Slightly worse
- ☐ About the same
- ☐ Slightly better
- ☐ Better
- ☐ Much better



45

Teachers knowledge about instruction is

- ☐ Much worse
- ☐ Worse
- ☐ Slightly worse
- ☐ About the same
- ☐ Slightly better
- ☐ Better
- ☐ Much better



46

Teachers knowledge about assessment is

- ☐ Much worse
- ☐ Worse
- ☐ Slightly worse
- ☐ About the same
- ☐ Slightly better
- ☐ Better
- ☐ Much better



47

Teachers, as leaders of learning, are

- ☐ Much worse
- ☐ Worse
- ☐ Slightly worse
- ☐ About the same
- ☐ Slightly better
- ☐ Better
- ☐ Much better



48

Due to STARS: Principals knowledge about curriculum is

- ☐ Much worse
- ☐ Worse
- ☐ Slightly worse

- ☐ About the same
- ☐ Slightly better
- ☐ Better
- ☐ Much better

49

Due to STARS: Principals knowledge about instruction is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

50

Due to STARS: Principals knowledge about assessment is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

51

Due to STARS: Principals, as leaders of learning, are

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

52

Due to STARS: ESU staff developers knowledge about curriculum is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

53

Due to STARS: ESU staff developers knowledge about instruction is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same

- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

54

Due to STARS: ESU staff developers knowledge about assessment is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

55

Due to STARS: ESU staff developers, as leaders of learning, are

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

56

Due to STARS: Assessment Coordinators knowledge about curriculum

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4/24/2005

is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

57

Due to STARS: Assessment Coordinators knowledge about instruction is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same
- ☐ Slightly Better
- ☐ Better
- ☐ Much Better

58

Due to STARS: Assessment Coordinators knoweldge about assesement is

- ☐ Much Worse
- ☐ Worse
- ☐ Slightly Worse
- ☐ About the Same

☐ Slightly Better

☐ Better

☐ Much Better



50

Due to STARS: Assessment Coordinators, as leaders of learning, are

☐ Much Worse

☐ Worse

☐ Slightly Worse

☐ About the Same

☐ Slightly Better

☐ Better

☐ Much Better



51

Please provide a brief description of any area of professional development you think has been impacted by STARS, but is not addressed in this survey.



INTERVIEW 11/11/05

STARS survey



The following demographic information will help insure a representative sampling of the state of Nebraska.



61

Please indicate your gender:

- ☐ Male
- ☐ Female



62

Please mark the Educational Service Unit (ESU) below that services your school district:



63

Please mark the classification below that matches your school district:

- ☐ Class I (Elementary only)
- ☐ Class II (Community less than 1,000 with grades K-12)
- ☐ Class III (Community between 1,000 and 150,000 with grades K-12)
- ☐ Class IV (Lincoln Public Schools)
- ☐ Class V (Omaha Public Schools)
- ☐ Class VI (District operates high school only)



64

Counting this year, how many years have you been in education?



65

Counting this year, how many years have you been a principal?

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65

How many assistant principals do you work with?

67

Counting this year, how many years have you held your current position?

68

Counting this year, how many years have you been involved with the STARS process?

69

What is your highest level of degreed educational attainment?

- ☐ M.A./M.S.
- ☐ Educational Specialist
- ☐ Doctorate

70

Indicate the ONE educational level that most closely describes your grade assignment(s):

- ☐ K-5
- ☐ K-8
- ☐ 6-8
- ☐ 9-12

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Page 26 of 26

☐ K-12☐ 7-12

Survey Page 6