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ABSTRACT

The major purpose of this evaluation report is to scrutinize the Skyline Wide Educational Plan (SWEP) research methods and analytical schemes and to communicate the project's constituency priorities relative to the educational programs and processes of the future. A Delphi technique was used as the primary mechanism for gathering and scrutinizing information. The educational experiences the project's constituency considered highest in priority and required for all students clustered in the general content areas of basic skills (communication and computation), career development, citizenship, health and recreation, and ethics. Rated relatively lower were certain areas of communication, computation, foreign languages, science, computer technology, world government, ethics, aesthetics, career development, health and recreation, and life management. An extensive appendix reflects technical details and data of the research efforts. Areas covered in the appendix include metroplex student population data, metroplex manpower needs, facility considerations, site considerations, analyses of the future of society, project finances, and project evaluation. (Author/IRT)

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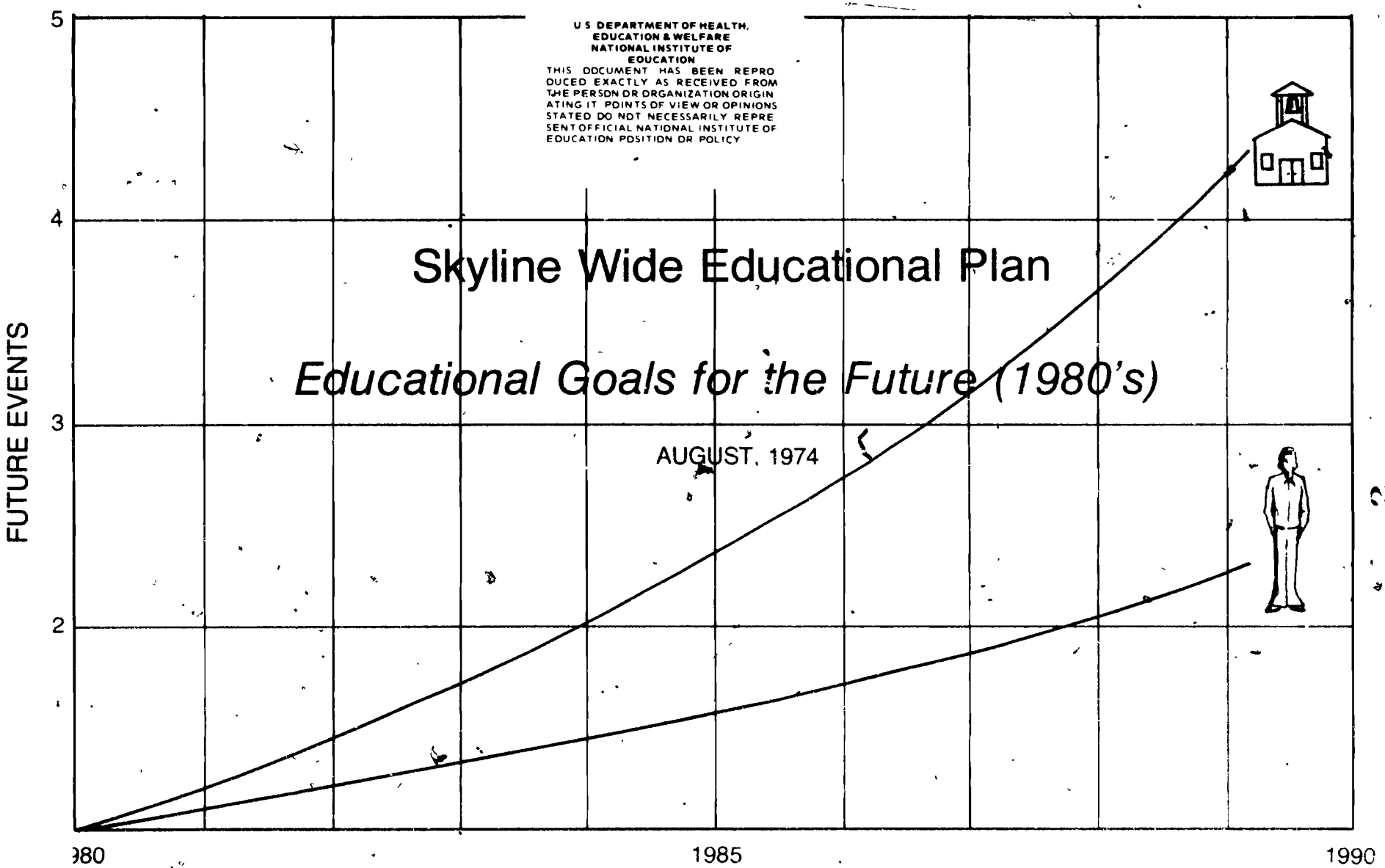
Skyline Wide Educational Plan

Educational Goals for the Future (1980's)

AUGUST, 1974



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SKYLINE WIDE EDUCATIONAL PLAN (SWEP)
PRODUCT EVALUATION REPORT: EDUCATIONAL
GOALS FOR THE FUTURE (1980's)

SWEP EVALUATION REPORT NO. 2

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It was my gain indeed to have been associated with such fine and competent people, and I am deeply appreciative of their contributions.

TABLE OF CONTENTS

	Page
List of Tables	iv
Executive Summary	v
Overview	1
Review of Literature	2
Methodology	4
Results	15
Bibliography	37
Appendix	39

LIST OF TABLES

Table		Page
1.	Program Goals for Secondary Education for the 1980's	10
2.	Process Goals for Secondary Education for the 1980's	12
3.	Highest Priority and Core Distributions	18
4.	Lowest Priority and Core Distributions	22
5.	Highest Priority Process Goals	32
6.	Lowest Priority Process Goals	34
7.	Educational Goals for a Secondary School of the Future (1980's), Composite and Minority Report	42
8.	Educational Goals for a Secondary School of the Future (1980's), Subgroup Analyses	76

EXECUTIVE SUMMARY

Objectives of the Program: "Skyline Wide Educational Plan" (SWEP) is a multidistrict planning project involving the Dallas and Fort Worth Independent School Districts which was designed to ascertain the need for and feasibility of, and to formulate preliminary plans for another Skyline-type educational system to serve the Dallas-Fort Worth Metroplex commencing in the decade of the 1980's. Included in this planning effort were the following major objectives. The SWEP project staff will:

1. Formulate a plausible description of the society of the future (the 1980's and beyond) for the world, the United States, and the North Central Texas region, and identify the most likely implications for education.
2. Determine constituency priorities relative to the educational programs and processes of the proposed system (SWEP).
3. Develop educational programs in concert with the future society and constituency priorities.
4. Examine staffing patterns and new modes of instruction to accommodate SWEP's educational programs.
5. Examine futuristic educational facilities designs including: building materials, innovative architectural design, future energy sources, facilities configurations, and alternative sites.

Purpose of the Evaluation: The SWEP Project represents a unique planning effort, as nearly as has been detected, in that futures methodologies, e.g., Delphi, scenario writing, and cross-impact analysis matrices, were used in concert with the more conventional educational survey methods. In the process, there was an overt attempt to "chain" the relevant data, that is, to build an ever-expanding data base from sequentially formulated and administered questionnaires, each created from the findings of those preceding it. Stated differently, there was an attempt to ascertain certain constituency priorities relative to an educational system of the future (using the Delphi technique) in light of a set of future-focused images (using preference-type surveys, scenarios, and cross-impact analysis matrices).

The major purpose of this evaluation report is to scrutinize the research methods and analytical schemes, and to communicate the results of SWEP objective number two: . . . to determine constituency priorities relative to the educational programs and processes of the future.

Methodology: The Delphi technique (a series of sequentially administered questionnaires usually involving a panel of experts and/or authorities in the area of interest) was utilized as the primary mechanism for gathering and scrutinizing information. Of particular interest in the study were the

highest priority educational goals (the continuum of experiences that SWEP should provide for its students), and the core experiences, or those experiences that all students should be required to have. Also, identified in the process were some suggested operational and management practices (process goals) that SWEP should consider implementing.

Lastly, a minority report was formulated which summarized the diverse opinions, those not in agreement with the group.

The panel, numbering 375 and 225 for iterations number one and two, respectively, was local in origin, and selected from the ranks of reputed "forward thinkers" in education, business and industry, and government. Care was taken to invite representatives of the three major ethnic groups (Anglo, Black, and Mexican-American), both sexes, residents of Dallas, Fort Worth, and other Metroplex communities, and a wide range of ages.

Delphi questionnaire number one (Q-1) consisted of 105 discrete program goal statements arrayed in the general categories of: basic skills, citizenship, ethics, aesthetics, careers, health and recreation, and life management; and 29 process goal statements. In addition, a section was provided wherein panelists could generate new goals where they perceived a need.

The "raw" goal statements, originally numbering in excess of 400, were extracted from the related literature (see bibliography). In the process, they were reduced, revised, and polished, and finally, arrayed in the above-mentioned general categories.

A double response scale was formulated such that the panel could furnish two kinds of information for each goal statement (questionnaire item). The first scale was designed to provide priority information regarding the educational programs; the second scale was designed to facilitate the identification of the core experiences. A five-point, Likert-type response scale was used to assign relative priorities, and a dichotomous-type (yes-no) scale was used for the core dimension.

For Delphi questionnaire number two (Q-2), the general format remained, for the most part, unaltered, except that, as a result of the panel's input on Q-1, the total number of program goals increased from 105 to 117, and the process goals from 29 to 45. In addition, Q-2 included a format for entering minority opinions, and panelists who deviated from the group were asked to furnish a reason.

Results: The results of the SWEP educational goals study are summarized below:

1. Highest Priority-Highest Core Educational Goals.

The educational experiences considered both highest in terms of priority and required for all students who attend SWEP clustered in the general content areas of basic skills (communication and computation), career development, citizenship, health and recreation, and ethics.

Basic Skills. Two themes were identified in this category; namely, communication and computation. The skills that surfaced relative to communication were reading, writing, speaking, and listening. The panel indicated that there should be educational experiences available in SWEP

to develop these competencies at least to level necessary to perform normal daily living transactions such as reading a telephone directory, road signs, and newspapers. Also included in this general reading level are popular magazines, job applications, personnel directives, mail order catalogs, and social correspondence. SWEP would be expected to offer programs that will enable students to express their ideas and concepts clearly to others (whether in writing or orally), and understand those which are transmitted to them, on a level at least comparable with a contemporary radio or television news broadcast.

In the area of computational skills, the panel clearly indicated that, as a top priority, SWEP's students should have access to programs that will teach the rudiments of elementary business transactions at least on level with: making change, totaling a bill, computing sales tax, computing salary and salary deductions, and developing a household budget. In this same vein, there should be programs aimed at teaching the proper management of money, property, and other resources.

Career Development. In this general area, the panel recognized the need for creating programs designed to arouse the student's career awareness relative to such important matters as projected manpower needs, job entry requirements, performance expectations, compensation, their own personal abilities and characteristics, occupational and educational alternatives, etc. This information is fundamental to making viable career decisions, and underscores the need for extensive career counseling in SWEP.

Additionally, the panel indicated that SWEP's graduates should have a salable job entry skill so that they will be able to obtain meaningful employment. Running throughout the career development curriculum there should be a continuous effort to foster in the students positive attitudes toward the world of work and desirable work habits.

Citizenship. Some of the formal educational experiences offered at SWEP should be designed to illuminate the exemplar qualities of the United States, and to communicate the notion of continuous improvement of our democratic system. Students should understand the basic organizational structures of our local, state, and federal systems of government, as well as their rights, privileges, and responsibilities relating thereto. There should be programs designed to communicate the notion that individuals must assume responsibility for their own development, obligations, and actions. Finally, SWEP should provide experiences geared toward increasing the level of understanding and appreciation for people of different cultures, races, sex, ages, and life styles.

Health and Recreation. In this area, a concern was expressed that SWEP include in the curriculum experiences that would impart knowledge, skills, and positive attitudes relative to mental and physical health. Under this rather large umbrella were specifics such as transmitting knowledge and attitudes concerning the proper use of drugs and the human reproductive system, and experiences to nurture in students a positive self-image.

Ethics. Here, the panelists indicated that SWEP should include in its "menu" of curricular offerings programs which are specifically designed to develop in students positive moral and ethical values, and to encourage respect for the beliefs and values of others.

2. Lowest Priority-Lowest Core Educational Goals.

It is important to mention here that, even though these goals were rated low on both dimensions, this is not to say that they should be eliminated from SWEP's program of studies. To the contrary, in some quarters many of these goals were viewed as extremely valid (see Minority Report in Table 7). What should be communicated, then, is the notion of relative importance; that is, considering all of the noble goals that were presented in the Delphi questionnaires, what should be their relative order in terms of merit? Stated differently, if a situation arose where the curriculum of SWEP had to be pared down for financial reasons, what educational experiences would be trimmed first? The following would be the first to go:

Communication. Rated down were the high-level communication skills such as those required for reading on the level of advanced technical journals, logic, and philosophy; and creative expression (via writing or speaking) of sophisticated ideas, concepts, and thoughts to professional audiences and understanding those which are received.

Computation. In the general area of computation (mathematics), two ideas surfaced. Down-rated were goals prescribing curricula for mathematics on level with the 2nd year of college, and for beginning engineering study; and educational experiences that would develop the skills required to perform tasks such as purchasing, taking inventory, and preparing a payroll.

Foreign Language. An examination of the sample in toto reveals that a relatively low priority was assigned to educational experiences concerned with the teaching of reading, writing, and conversation in foreign language. A notable exception to this opinion came from the Mexican-American panelists.

Science. Rated low by the panel were the following science-related goals: physical science, e.g., physics and chemistry, life science, e.g., biology and zoology, and social science, e.g., psychology, sociology, and world history.

Computer Technology. Instruction in the applications of the computer including: preparing data for processing, accessing information, writing in computer language, e.g., Basic and Fortran, and manipulating an electric calculator were low priorities.

World Government. Several of the goals addressing the notions of world government, major world political and economic systems, and multinational corporations received relatively low ratings from the panel.

Ethics. Programs designed to teach the history of world religions and their impact on the civilization of men were a low priority of the panel.

Aesthetics. Goals receiving low ratings in this area were those that will expose students (both as participants and as observers) to the visual, literary, and performing arts.

Career Development. In this general area, only two goals were rated low; those were, ... SWEP should have programs that will teach the history of America's labor union movement; and students should receive instruction in handling tools and operating machinery.

Health and Recreation. The panel did not support the idea that all students should participate in a variety of team sports.

Life Management. The final goals of the low-rated variety addressed the controversial topic of alternative family patterns. Included were open marriage, communal families, and alternative child-rearing modes.

3. Response Shifts from Delphi One to Delphi Two.

Of particular interest here was the gravitation, or shifting, of the panel's scores on the priority dimension from Delphi #1 to Delphi #2. There was greater consensus of the panel (less response variation) on Delphi #2 than on Delphi #1 for 130 of the 134 goals; and this was true for both high and low priority goals. The mean response shift of the program and process goals (excluding the 14 goals with no or atypical changes) was 11.1; that is, the proportion of respondents at the modal position rose from round one to round two by an average of 11.1 percentage units. Considering these data, it is fair to conclude that the Delphi technique was instrumental in generating respondent consensus in the SWEP model.

4. Highest Priority Educational Process Goals.

The 45 educational process goals, as defined in this study, were those concerned with the managerial and operational aspects of the school. It is interesting to note that the two highest priority process goals were concerned with students who have very special and unusual needs; i.e., the physically, mentally, and emotionally handicapped, and the academically gifted. Coupled with this, the panel thought that SWEP should attempt to make school attractive to the potential drop-out student. They expressed a keen interest in academic and career counseling such that it would be free of sex role stereotypes, and felt that the staff and materials should act affirmatively to overcome sex and racial handicaps. A staff development component was thought desirable, and should be dynamic and meaningful so that the staff can maintain a high level of proficiency. A wide variety of delivery systems (modes of instruction) should be employed, and the role of the teacher should change from disseminator of knowledge to director of learning activities. In addition, the SWEP programs should be operational on a year-round basis.

5. Lowest Priority Educational Process Goals.

An implicit theme found in many of the low-rated goals was the idea of student control. The panel did not favor a pass/fail grading system, student evaluation of staff, eliminating required attendance when the "basics" are satisfied, and permitting the coming and leaving of students at various times during the school day and/or year. This is in keeping with the recent Gallup public opinion polls relative to education (published by Phi Delta Kappa), which continually rate student discipline as a source of public concern at or near the top of the list.

Two low priority goals addressed the assignment of teachers and students. The panel did not support the idea of assigning the best teachers to the lowest achievement schools, and they rejected the notion of student tracking: assigning students as early as the ninth grade to either vocational-technical areas or university preparation.

A surprising result was the low rating of the goal, "Develop a system for involving many groups, e.g., school administrators, community leaders, teachers, and students, in administering the local public schools."

OVERVIEW

"Skyline Wide Educational Plan" (SWEP) is a multidistrict planning project involving the Dallas and Fort Worth Independent School Districts which was designed to ascertain the need for and feasibility and to formulate preliminary plans for another Skyline-type educational system* to serve the Dallas-Fort Worth metroplex commencing in the decade of the 1980's. Included in this planning effort were the following major objectives. The SWEP project staff will:

1. Formulate a plausible description of the society of the future (the 1980's and beyond) for the world, the United States, and the North Central Texas region, and identify the most likely implications for education.
2. Determine constituency priorities relative to the educational programs and processes of the proposed system (SWEP).
3. Develop educational programs in concert with the future society and constituency priorities.
4. Examine staffing patterns and new modes of instruction to accommodate SWEP's educational programs.
5. Examine futuristic educational facilities designs including: building materials, innovative architectural design, future energy sources, facilities configurations, and alternative sites.

The responsibility for accomplishing these important tasks was assigned to a full-time professional project staff comprised of a project director, two senior planners, two educational planners,

*The term "Skyline" refers to a DISD comprehensive high school and career development cluster opened in 1

and one facilities engineer. The project staff received considerable technical support in the form of reviewing the literature, research methodology, instrument development, data processing, and report writing from two members of the Department of Research and Evaluation. Outside experts were also consulted at various times for a variety of concerns during the year.

The SWEP Project represents a unique planning effort, as nearly as has been detected, in that futures methodologies, e.g., Delphi, scenario writing, and cross-impact analysis matrices, were used in concert with the more conventional educational survey methods. In the process, there was an overt attempt to "chain" the relevant data, that is, to build an ever-expanding data base from sequentially formulated and administered questionnaires, each created from the findings of those preceding it. Stated differently, there was an attempt to ascertain certain constituency priorities relative to an educational system of the future (using the Delphi technique) in light of a set of future-focused images (using preference-type surveys, scenarios, and cross-impact analysis matrices).

The major purpose of this report is to scrutinize the research methods and analytical schemes, and to communicate the results of SWEP objective number two: . . . <u>to determine constituency priorities relative to the educational programs and processes of the future</u>.

REVIEW OF LITERATURE

A brief discussion of the Delphi method was deemed appropriate here since it was an important segment of the SWEP planning model.

There are numerous styles and variations, and divergent rationale for Delphi modes of inquiry. Murray Turoff (1970) claims Delphi is a "systematic solicitation and collation of informed judgments

on a particular topic." O. Helmer and N. Rescher (1959) state that Delphi substitutes for face-to-face group activity. It is "...a carefully designed program of sequential individual interrogations (best conducted by questionnaires) interspersed with information and opinion feedback...". According to Lindquist (1973), Delphi is a widely used technique for developing consensus among experts concerning the future. Enzer (1970) states that the Delphi technique can be viewed as a series of individual conferences conducted in writing with the following distinguishing characteristics: (1) individual contributions are requested from participants simultaneously at each step of the process without knowledge of the inputs of others for that step; and (2) anonymity of respondents is maintained throughout the four (two or three in some cases) iterations. The Delphi method appears to have utility for educational planners in forecasting (identifying possible, probable, and preferable futures in terms of time, quantity, events, etc.), consensus generation, and in identifying divergent viewpoints.

According to Rasp (1972), the typical Delphi study uses a series of four questionnaires. The first (Q-1) solicits input from the sample, which ideally is comprised of experts or authorities concerning the topic under investigation. Q-2 consists of a set of response items that grow out of Q-1 input. Q-2 has been described as the most challenging instrument to construct because of the difficulty involved in tailoring Q-1 input into a questionnaire format for Q-2 without altering the original content. The response items on Q-2 and subsequent Delphi questionnaires are scrutinized in terms of variables such as priority, time, probability, quantity, and impact. The instrument format remains unaltered, for the most part, from round two until completion of the process.

In scoring Q-3, the respondents are fed back their individual Q-2 scores, and a summary of the group's Q-2 scores. These are usually reported in central tendency scores (mean, mode, or median), or interquartile range. Given these data, respondents are asked to reassess items for which their opinions are incongruent with group consensus, and to adopt the consensus position or submit rationale for not doing so. The data are then analyzed using the same procedures as before, and in addition, a minority report (a summary of divergent opinions) is compiled for each item.

On Q-4, usually the terminal iteration, respondents are asked to reassess their opinions in light of their previous responses, group consensus, and the minority report. The data are then analyzed for the final time and a terminal report is drafted. The report should include both consensus and minority opinions.

The SWEP Delphi study, because of the nature of the research problem and the rigid time constraints, varied somewhat from the conventional model described here. The major differences are illuminated in the Methodology section of this report.

METHODOLOGY

The SWEP Delphi model differed from the more conventional model described earlier in that: (1) the purpose of the SWEP Delphi was to generate consensus and divergent opinions concerning a set of future-oriented educational goals rather than to forecast possible, probable, or preferable phenomena; (2) the SWEP model utilized two iterations rather than three or four; (3) SWEP's Q-1 was only partially open-ended, that is, most of the response items were generated from the literature rather than by the Delphi panel--the latter being the usual procedure.

The SWEP model was also unusual in that Q-1 was accompanied by a packet of brief scenarios depicting a likely society for the decade of the 1980's in terms of manpower needs, population, life style, technology, careers, and education. The panel was instructed to respond to the questionnaire in view of the future-focused societal images.

The remainder of this section is devoted to an explanation of the instrumentation, sampling, and data analysis techniques utilized in connection with the SWEP Delphi study.

Instrumentation

Delphi questionnaire number one (Q-1) consisted of 105 discrete program goal statements arrayed in the general categories of: basic skills, citizenship, ethics, aesthetics, careers, health and recreation, and life management; and 29 process goals statements. In addition, a section was provided wherein panelists could generate new goals where they perceived a need. Each goal was matched up with one or more of the "high likelihood-high impact" propositions for the future--the material from which the scenarios were developed.*

The "raw"goal statements, originally numbering in excess of 400, were extracted from the related literature (see bibliography). In the process, they were reduced, revised, and polished, and finally, arrayed in the above-mentioned general categories.

*The scenarios alluded to in the text stem from an earlier and related SWEP inquiry. See: Burns, Robert, J. Skyline Wide Educational Plan, the Decade of the 1980's, Department of Research and Evaluation, Dallas Independent School District, Dallas, Texas, March, 1974.
That particular study yielded, among other things, a set of propositions regarding the society of the 1980's that were considered very likely to occur, and high-impact-laden. These futuristic propositions were labeled "high likelihood-high impact".

A double response scale was formulated such that the panel could furnish two kinds of information for each goal statement (questionnaire item). The first scale was designed to provide priority information regarding the educational programs. These data will eventually be used to establish the "menu" or continuum of educational experiences to be offered in the school. The second scale was designed to facilitate the identification of the core experiences that all students should have before completion of their program of studies in SWEP.* A five-point, Likert-type response scale was used to assign relative priorities and a dichotomous-type (yes-no) scale was used for the core dimension.

For Delphi questionnaire number two (Q-2), the general format remained, for the most part, unaltered, except that, as a result of the panel's input on Q-1, the total number of program goals increased from 105 to 117, and the process goals from 29 to 45. In addition, Q-2 included a format for entering minority opinions and was accompanied by a computer printout displaying the group and individual results of Q-1. Panelists who deviated from group consensus by more than one unit, and who refused to reconsider their scores, were asked to furnish a reason for their deviant opinions.**

Sampling

There was an overt attempt on the part of the SWEP staff to capture the thoughts of a select group of reputed "forward thinkers" from a variety of occupational and special interest groups --

*The term "all students" needs qualification. The SWEP goals were not intended to apply across the board to all students. A special set of goals will be needed for the mentally retarded, emotionally disturbed, and other special cases.

**To illustrate, if the group mode for a given item was equal to 5 while an individual's response was 3, there would be a deviation of 2 units (5 - 3 = 2). In all such instances, the deviant parties were instructed to change their scores in line with the group, or give a reason for not doing so (minority) report).

persons considered by their own to be several cuts above the ordinary. This approach was chosen in an attempt to get the best possible thinking relative to a rather sophisticated subject from a cross section of the public. The magnitude of the commitment being sought and the complexity of the task also militated against a random selection process.

Included in the sample were student leaders from the Dallas, Fort Worth, and other Metroplex school districts, local and regional planners in the public and private sectors, top echelon executives from government, education, and business and industry, and academicians from local universities. Care was taken to include the three major racial ethnic groups of the Dallas-Fort Worth region, viz., Anglo, Black, and Mexican-American, both sexes, and a wide range of ages. In all, over 900 people were invited to participate in the SWEP Delphi exercise. Of the original number, 375 (42%) completed Q-1, and 225 of those (60%) went on to finish Q-2. The total attrition for the entire Delphi process was 675 (75%). Of the original panel of 900, 525 failed to respond to Q-1, and an additional 150 dropped out after completing Q-1. In all, 225 completed the entire process.

Data Analysis Procedures

There are literally scores of ways that these data could have been analyzed, and, to be sure, subsequent analyses are planned; however, for this initial report the following analyses were made:

Educational program goals:

1. highest priority goals
2. lowest priority goals
3. highest core goals (experiences required of all)

4. lowest core goals (these experiences should not be required of all students)

5. highest priority-highest core (the correspondence or correlation between the two dimensions on identical goals)

6. response shifts (the change in scores from Q-1 to Q-2 on the priority dimension)

Educational process goals:

7. highest priority goals

8. lowest priority goals

9. response shifts (the change in scores from Q-1 to Q-2 on the priority dimension)

In addition, an item-by-item minority report was developed which included respondent's rationale for not agreeing with the consensus of the group (see Table 7 in the Appendix). The data were also analyzed by subgroup, viz., age, sex, patron, ethnicity, occupation, and residence (see Table 8 in the Appendix).

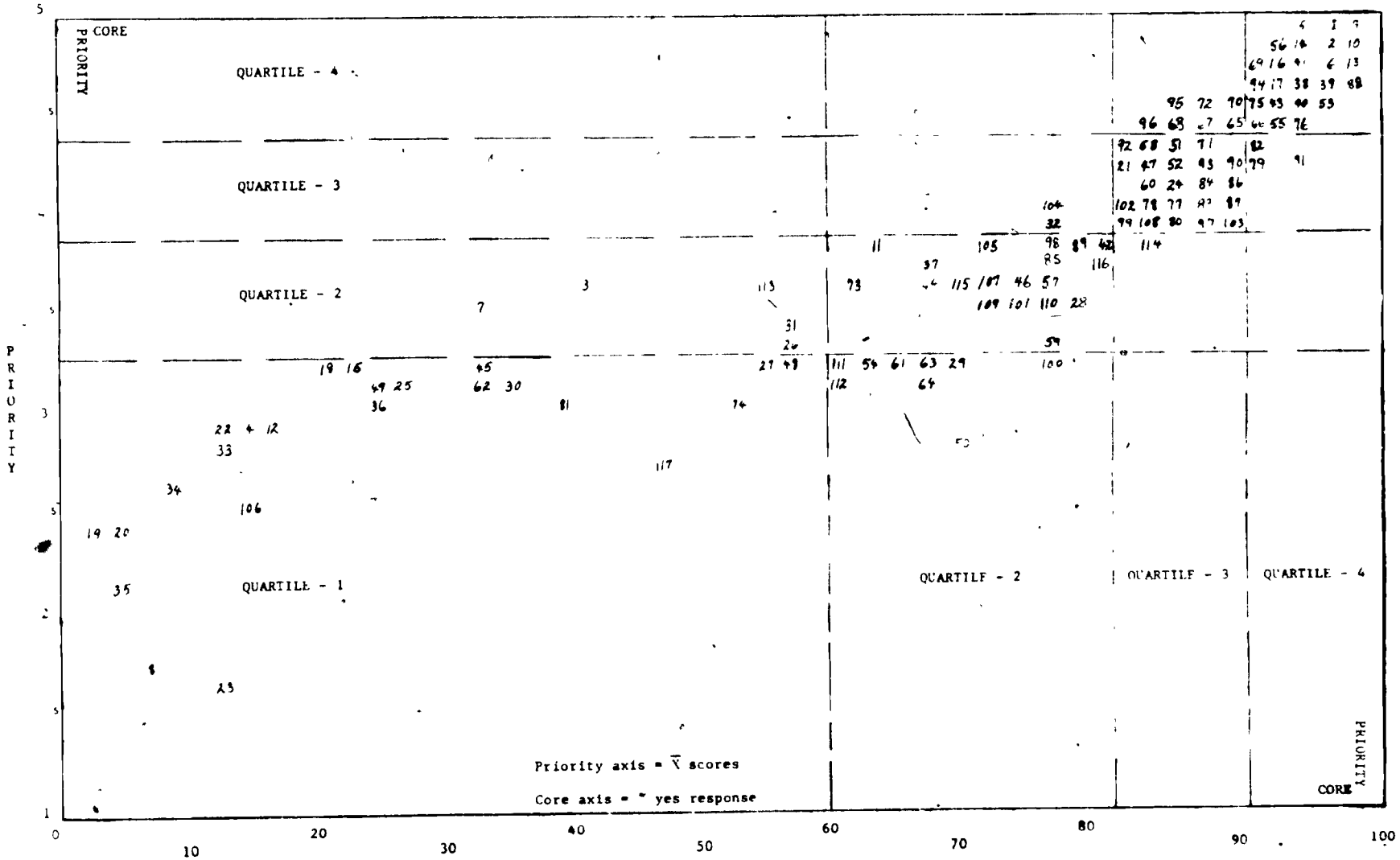
Analyses of the program goals were facilitated by the double-axis matrix presented in Table 1, with the priority data arrayed on the vertical axis, and the core data on the horizontal axis. The priority data are represented in terms of mean scores with a possible range of from a low of 1.0 to a high of 5.0. The core data, however, are reported in terms of the percent of "yes" responses--"yes" indicating required of all students. The numbers appearing on the matrix proper, i.e., 1, 2, 3, . . . 117, correspond with the questionnaire item numbers; hence, the respondents' opinions relative to the priority and core issues are graphically illustrated by the relative position of the item numbers on the matrix.

To illustrate the functioning aspects of the matrix, turn to Table 1. Item number 117 received a mean priority score of 2.7 and a core score of 48% "yes". The proper matrix position for this item, then, is at the intersecting point of the two perpendicular axes. This point for item number 117 may be found by proceeding up the priority axis (left vertical) to the area of 2.7, and across the core axis (horizontal) to 48% "yes". The number "117", then, should appear precisely at this intersection.

The interquartile ranges for the two distributions (priority and core) were calculated, and used as the criterion for making decisions. Goals falling in the 4th quartile (above the 75th percentile) in the priority and core distributions were labeled "highest priority", and "required for all students" respectively. Conversely, goals in the 1st quartile (at, or below the 25th percentile) were considered "lowest priority" and "not required of all students".

TABLE NO. 1

Program Goals for Secondary Education for the 1980's



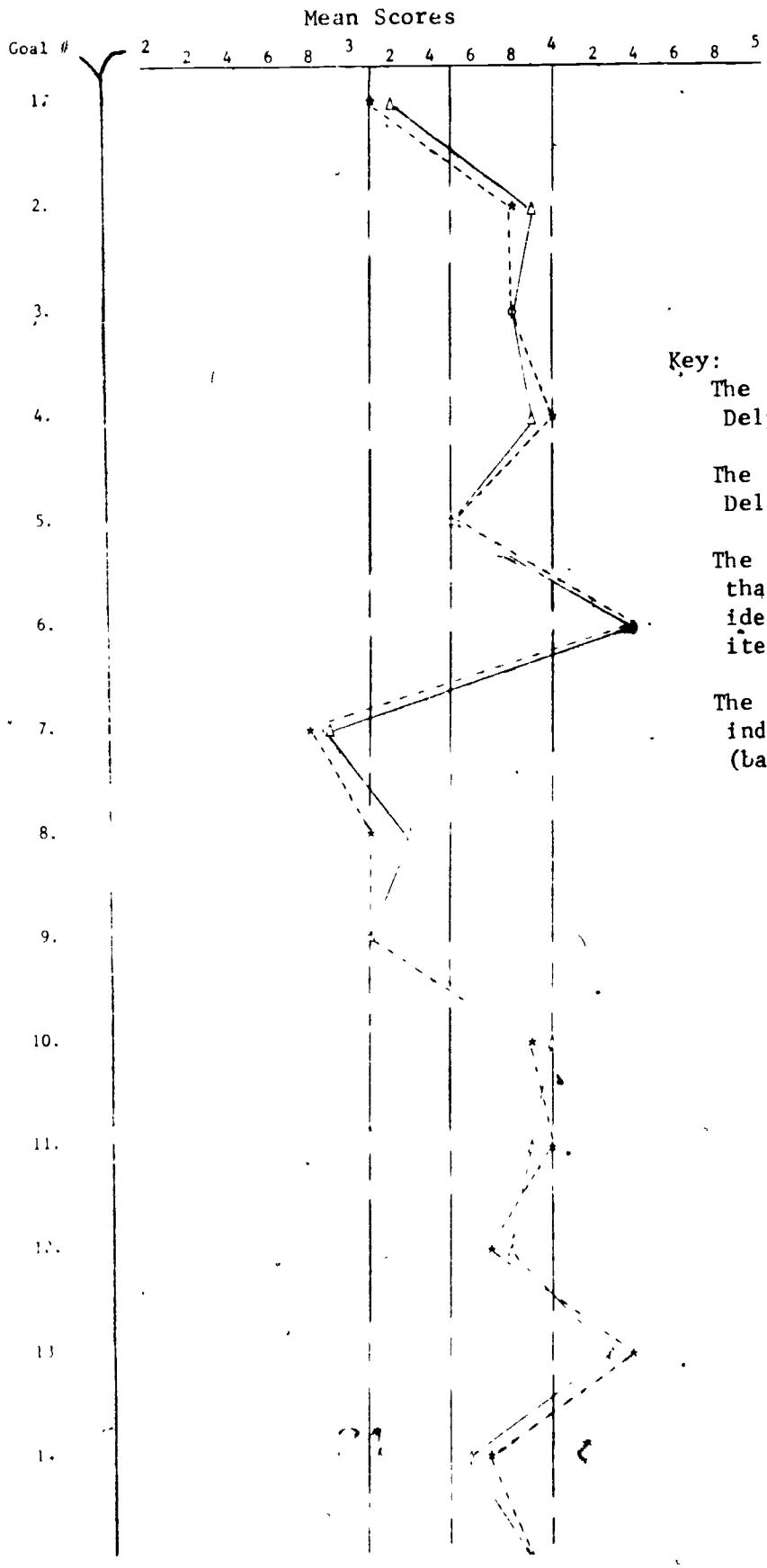
The response shifts (computed for the priority dimension only) were analyzed through a careful examination of the frequency distributions of Q-1 and Q-2 data. The frequency distributions allowed the data to be arrayed in terms of the number and percent of panelists that responded to each of the possible scoring positions on the response scale -- 1, 2, 3, 4, and 5. Given this visual display, it was very simple to track each item as to the magnitude of response it triggered for each iteration, as well as the changes occurring between iterations. Of particular interest were the magnitude and direction of the shifts about the modal positions for each item, for this allowed an unmasking of the subtleties of the distributions that might have otherwise been lost by using central tendency measures alone.

Analyses of the 45 educational process goals proceeded along one dimension (priority) rather than two as with the program goals. The issue here was to ascertain constituents' priorities relative to operational and managerial aspects of the school. Of particular interest were their highest and lowest priorities, and the shifts in responses from Q-1 to Q-2. Mean, mode, standard deviation, and percentile scores were calculated for each of the process goals, and the interquartile range was invoked as the criterion for decisions. Goals in the first quartile were considered "lowest priority", and those in the fourth quartile of "highest priority". Table 2 provides a graphic illustration of the results of Q-1 and Q-2, response shifts as reflected by mean scores, and the interquartile range of Q-2.

The minority report (the summary of opposing opinions for each item) was formulated from the divergent viewpoints provided by the panel on Q-2. As mentioned earlier, individuals whose scores

TABLE NO. 2

Process Goals for Secondary Education for the 1980's



Key:

The symbol Δ indicates Delphi #1 scores.

The symbol * indicates Delphi #2 scores.

The symbol Φ indicates that the scores were identical on both iterations.

The symbols Q-1 – Q-4 indicate Quartiles 1-4 (based on Delphi #2).

TABLE NO. 2 (cont.)

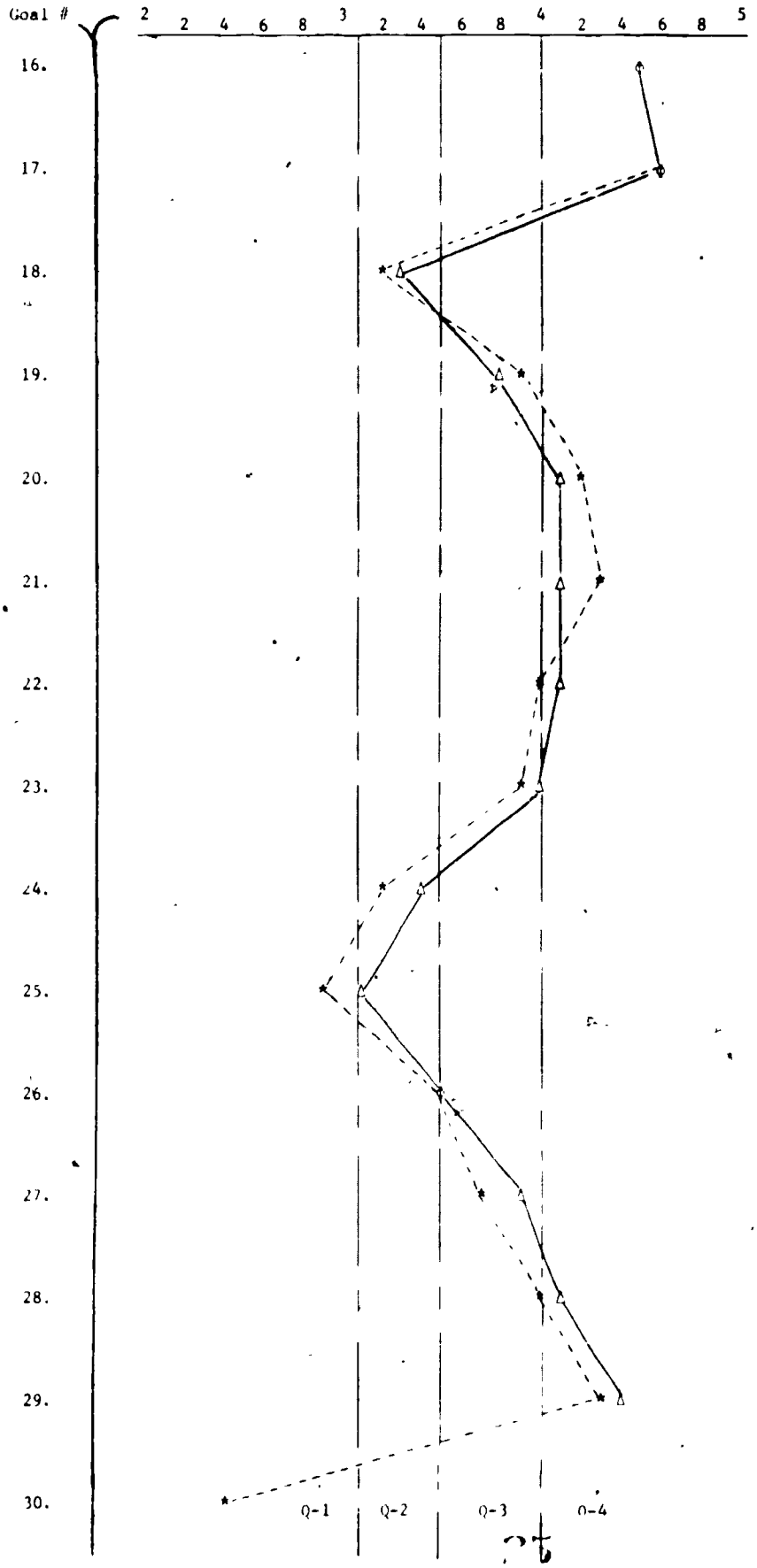
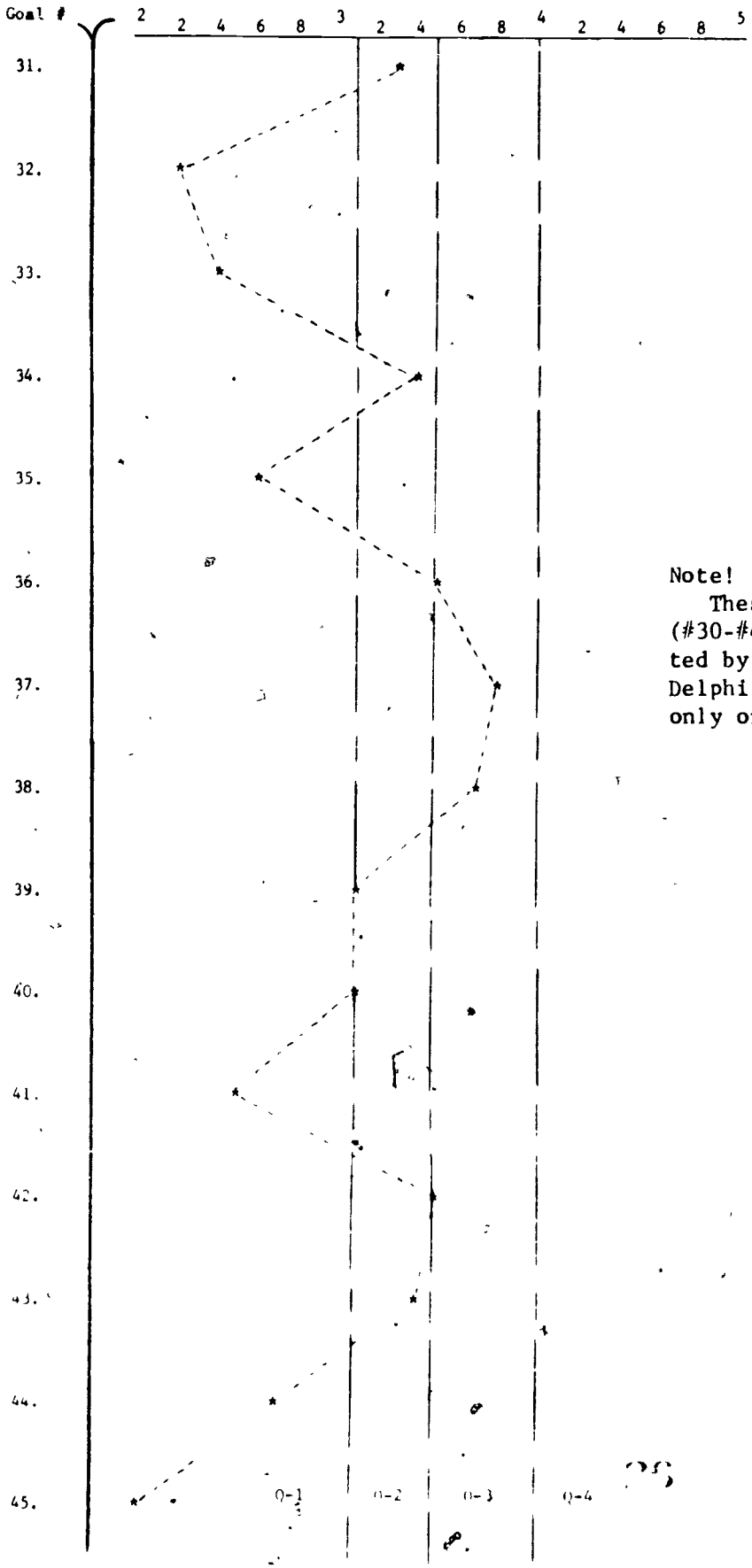


TABLE NO. 2 (cont.)



Note!

These process
(#30-#45) were sub
ted by the panel
Delphi #1, and we
only once -- on D

differed from the mode of the group on identical items by more than one unit were instructed to re-evaluate their scores to within one unit of the group, or provide a reason for not doing so. These write-in comments were then carefully analyzed and refined as to writing style and format, and finally, published as the official SWEP minority report.

It should be pointed out that, at the time of this writing, the minority report for the process goals was not finalized; however, it will be forthcoming in the near future.

RESULTS

The major results relative to the educational program goals are displayed in Tables 3 and 4, which follow. Information relative to the highest priority and highest core goals are entered in Table 3, and the lowest priority and lowest core goals, in Table 4. The goal-statements in Tables 3 and 4 are arrayed in rank order according to their priority, beginning with the highest priority goals in Table 3, and the lowest in Table 4. In addition, the mean priority score and percent core scores for each goal are presented in columns 1 and 2 of the tables. An X appearing in column 3 of the tables indicates that the corresponding goals fell in either the 4th quartiles or the 1st quartiles on both distributions (priority and core); that is, the goals marked "X" in column 3 of Tables 3 and 4 were of highest priority and highest core, or lowest priority and lowest core.

Using the interquartile range as the criterion for decisions, the following cutoff points were established:

<u>highest priority(Q-4)</u>: a mean score range of from 4.4 to 5.0 inclusive;

lowest priority (Q-1): a mean score range of from 1.0 to 3.2 inclusive

highest core (Q-4): a range of from 91% to 100% "yes" responses inclusive

lowest core (Q-1): a range of from 0% to 59% "yes" responses inclusive

highest priority-highest core (Q-4 on both distributions): a mean score range of from 4.4 to 5.0 inclusive and a range of from 91% to 100% "yes" responses inclusive

lowest priority-lowest core (Q-1 on both distributions): a mean score range of from 1.0 to 3.2 inclusive and a range of from 0% to 59% "yes" responses inclusive

Goals falling in the 2nd and 3rd quartiles (Q-2 and Q-3), not being of any particular interest at this time, were excluded from the tables and subsequent discussion; however, the complete data set is displayed in the Appendix.

Correlation between Priority and Core Dimensions

As can be seen from a cursory inspection of Tables 3 and 4, there appears to be a remarkably high positive correlation between the scores of identical program goals on the priority and core dimensions. Goals in the 4th quartile on one dimension tend to be in the 4th quartile on the other; and likewise for the 1st quartile.* This notion is graphically illustrated in Table 1, in that the numbers tend to cluster about an imaginary line stretching from the lower left to the upper right corner. If all correlations in Table 1 were +1.0, the numbers would fall on the diagonal line.

What this indicates, then, is that there is an almost direct relationship between the two dimensions; as scores fluctuate on one, there is a corresponding fluctuation on the other. A score on one dimension

*In the few cases where this rule does not hold, the goals fell in adjacent quartiles; e.g., in quartile 4 on the priority dimension and quartile 3 on the core dimension, or in quartile 1 for priority and quartile 2 for core.

of a goal is an excellent indicator of the score on the other dimension. This being the case, it is legitimate to conclude that, in the main, the panel's highest priorities in terms of educational programs -- the experiences that should be offered in SWEP's program of studies -- were nearly a carbon copy of the experiences that they thought should be required of all students. Hence, the ensuing discussion does not distinguish between the priority and core dimensions. The few exceptions to this trend are clearly noted with an asterisk in column 3 of Tables 3 and 4.

The two scales were provided in an attempt to distinguish between the high priority educational experiences that SWEP should offer in its program of studies, and the common core of experiences that all students should have. It was anticipated that many of the goals might be rated by the panel as high priorities but not necessarily suitable for all students (for example, the panel might feel strongly that calculus should be offered but not regard it as appropriate for all students). As explained earlier, however, such was not the case. One possible explanation is that there may have been an intuitive feeling on the part of the panel that programs serving the greatest number of students should be given highest priority. This stance, though, is inconsistent with the panel's mandate for specialized programs to serve students with uncommon needs, viz., the mentally, emotionally, and physically handicapped and the gifted (see discussion of results shown in Table 5). Another possible explanation for the high positive correlation is that the questionnaire instructions failed to communicate clearly the kind of information being solicited on each scale, so that the core scale may have been perceived as merely an extension to, rather than different from, the priority scale.

TABLE 3
Highest Priority and Core Distributions

Goal #	Statement	1 Highest Priority rank	1 Highest Priority (x̄)	2 Highest Core rank	2 Highest Core (%)	3 Highest Priority--Highest Core
1.	Minimum transactions required for daily living, such as reading a telephone directory and road signs.	1-3	4.8	1-7	96	X
5.	Minimum daily living transactions, such as completing job applications.....		4.8	1-7	96	X
9.	Minimum daily living transactions, such as carrying on social conversation, and giving simple directions		4.8	1-7	96	X
2.	Printed material on the level of a daily newspaper.....	4-8	4.7	1-7	96	X
10.	Communicating relatively simple ideas and/or thoughts.....		4.7	1-7	96	X
13.	Minimum daily living transactions, such as understanding simple directions, and carrying on social conversations.....		4.7	8-9	95	X
14.	Understanding facts and simple ideas presented orally, such as being able to follow a radio news broadcast...		4.7	10-13	94	X
16.	Minimum business transactions in daily living, such as making change, totaling a bill, and computing sales tax.....		4.7	1-7	96	X

Goal #	Statement	1 Highest Priority rank	1 Highest Priority ($\bar{x}$)	2 Highest Core rank	2 Highest Core (%)	3 Highest Priority--Highest Core
6.	Casual communication with friends and associates.....	9-13	4.6	8-9	95	X
39.	Understand the rights, privileges, and responsibilities of United States citizenship.....		4.6	1-7	96	X
41.	Have respect for the Law and and feel responsible for obeying and maintaining it.....		4.6	10-13	94	X
53.	Have developed positive moral and ethical values.....		4.6	10-13	94	X
56.	Respect the beliefs and values of other people.....		4.6	10-13	94	X
17.	Computing salary and salary deductions, and developing a household budget.....	14-19	4.5	18-21	92	X
38.	Possess a commitment to the continuous improvement of life in the United States.....		4.5	14-17	93	X
69.	Have developed a positive attitude toward work.....		4.5	18-21	92	X
70.	Be able to demonstrate effective work habits.....		4.5	---	--	--*
75.	Have developed a positive self-image.....		4.5	22-27	91	X

Goal #	Statement	1 Highest Priority rank	1 Highest Priority ($\bar{x}$)	2 Highest Core rank	2 Highest Core (%)	3 Highest Priority--Highest Core
88.	Have learned the proper use of drugs.....		4.5	14-17	93	X
40.	Have learned the basic organizational structure of our local, state, and federal government.....	20-31	4.4	14-17	93	X
43.	Understand and appreciate people of a different culture, race, sex, age and life style.....		4.4	22-27	91	X
55.	Understand the importance of positive moral and ethical values in their relationships with others.....		4.4	22-27	91	X
65.	Have acquired knowledge pertaining to projected needs and occupational and educational alternatives; job entry requirements, performance expectations, salary, and so on....		4.4	---	--	--*
66.	Be able to assess their own personal abilities realistically in order to make viable career decisions.....		4.4	22-27	91	X
67.	Have had the opportunity to develop a salable job entry skill.....		4.4	---	--	--*
68.	Have acquired the skills needed to locate and obtain employment.....		4.4	---	--	--*
72.	Recognize that education is a highly important factor in career development.....		4.4	---	--	--*

Goal #	Statement	1 Highest Priority rank	1 Highest Priority ($\bar{x}$)	2 Highest Core rank	2 Highest Core (%)	3 Highest Priority--Highest Core
76.	Have developed their knowledge, skills, and values concerning physical and mental health.....		4.4	14-17	93	X
94.	Assume responsibility for their own development, obligations, and actions.....		4.4	18-21	92	X
95.	Have learned the responsibilities involved in parenthood.....		4.4	---	--	--*
96.	Understand and be able to apply the basic principles of safe driving...		4.4	---	--	--*
79.	Understand the importance of a proper balance between mental and physical processes (sound mind and body).....	---	---	18-21	92	--*
82.	Understand the human reproductive system.....	---	---	22-27	91	--*
91.	Have learned to manage money, property and resources effectively...	---	---	22-27	91	--*

Note! An asterisk (*) indicates that the corresponding goal was not rated in the same quartile on both dimensions. In all such cases the rankings were in adjoining quartiles.

TABLE 4
Lowest Priority and Core Distributions

Goal #	Statement	1 Lowest Priority rank	1 Lowest Priority ($\bar{x}$)	2 Lowest Core rank	2 Lowest Core (%)	3 Lowest Priority--Lowest Core
35.	Be able to write a computer program using a widely acceptable language such as BASIC or FORTRAN.....	1	2.1	3	5	X
19.	Entering engineering study.....	2-3	2.4	1-2	4	X
20.	Entering second-year college mathematics study.....		2.4	1-2	4	X
106.	Be able to converse in Spanish.....	4	2.5	8-10	15	X
23.	Be able to converse in at least one foreign language.....	5-6	2.6	7	14	X
34.	Have learned to assemble data in a form acceptable for computer usage.		2.6	5	10	X
8.	Expressing creative and abstract ideas to professional audiences....	7-8	2.7	4	8	X
117.	Be aware of different life styles such as "open marriage", relationships that don't include marriage, communal family groups, and alternate methods of child rearing.....		2.7	23	48	X
33.	Have learned the skills required for accessing information from a computer.....	9-10	2.8	6	13	X
50.	Have developed positive attitudes toward international government....		2.8	---	--	--*

Goal #	Statement	1 Lowest Priority rank	1 Lowest Priority ($\bar{x}$)	2 Lowest Core rank	2 Lowest Core (%)	3 Lowest Priority--Lowest Core
4.	Printed material on the level of logic and philosophy.....	11-13	2.9	8-10	15	X
12.	Creative expression and communication of abstract ideas and/or thoughts..		2.9	11	17	X
22.	Possess reading and writing skills in at least one foreign language...		2.9	8-10	15	X
36.	Learn to use an electronic calculator before they complete schooling.....	14-17	3.0	14-15	26	X
49.	Understand the influence of multinational corporations upon nations and individuals.....		3.0	14-15	26	X
74.	Understand the history of the labor union movement and the contributions and problems of labor unions.....		3.0	24	54	X
81.	Have participated in a variety of team sports.....		3.0	21	39	X
25.	Understand the basic principles of physical science such as are taught in physics and chemistry.....	18-21	3.0	16	27	X
30.	Be able to apply the basic principles of the scientific method.....		3.0	19	35	X
62.	Have developed their power of creativity and imagination through participation in the arts.....		3.0	20	36	X

Goal #	Statement	1 Lowest Priority rank	1 Lowest Priority ($\bar{x}$)	2 Lowest Core rank	2 Lowest Core (%)	3 Lowest Priority--Lowest Core
64.	Have gained an awareness of community programs in the arts, and knowledge of how to participate in them if they choose.....		3.0	---	--	--*
15.	Understanding abstract ideas and concepts presented orally.....	22-33	3.1	13	24	X
18.	Handling such middle management tasks as: purchasing, taking inventory, and preparing a payroll.....		3.1	12	21	X
27.	Understand the fundamental principles of social science such as are taught in psychology and sociology.....		3.1	25-26	55	X
29.	Understand the history of the world		3.1	---	--	--*
45.	Understand the major world political and economic systems.....		3.1	17-18	34	X
48.	Have developed an understanding of the world governments and their relationships with each other.....		3.1	27	57	X
54.	Understand the history of world religions and their impact on the development of man.....		3.1	---	--	--*
61.	Appreciate the literary, visual, and performing arts.....		3.1	---	--	--*
63.	Value the arts as an important realm of the human experience.....		3.1	---	--	--*

Goal #	Statement	1 Lowest Priority rank	1 Lowest Priority ($\bar{x}$)	2 Lowest Core rank	2 Lowest Core (%)	3 Lowest Priority--Lowest Core
100.	Have the skills to operate tools, machinery, and equipment needed for daily living.....		3.1	---	--	--*
111.	Have explored the value of the arts as lifelong, continuing enrichment of leisure time.....		3.1	---	--	--*
112.	Have had the opportunity to appreciate the art, music, and dance that relates to one's ethnic background.....		3.1	---	--	--*
7.	Reporting information with accuracy and clarity to diverse audiences...	---	---	17-18	34	--*
3.	Printed material on the level of a technical journal in their area of interest.....	---	---	22	42	--*
113.	Have the opportunity to participate in apprentice-type internship programs in a variety of fields.....	---	---	25-26	58	--*
26.	Understand the basic principles of life science such as are taught in biology and zoology.....	---	---	28-29	58	--*
31.	Possess skills necessary for logical, critical, and creative thought.....	---	---	28-29	58	--*

Note! An asterisk (*) indicates that the corresponding goal was not rated in the same quartile on both dimensions. In all such cases, the rankings were in adjoining quartiles.

Highest Priority-Highest Core Educational Goals

The educational experiences considered both highest in terms of priority and required for all students who attend SWEP clustered in the general content areas of basic skills (communication and computation), career development, citizenship, health and recreation, and ethics. (See Table 3.)

Basic Skills. Two themes were identified in this category; namely, communication and computation. The skills that surfaced relative to communication were reading, writing, speaking, and listening. The panel indicated that there should be educational experiences available in SWEP to develop these competencies at least to a level necessary to perform normal daily living transactions such as reading a telephone directory, road signs, and newspapers. Also included in this general reading level are popular magazines, job applications, personnel directives, mail order catalogs, and social correspondence. SWEP would be expected to offer programs that will enable students to express their ideas and concepts clearly to others (whether in writing or orally), and understand those which are transmitted to them, on a level at least comparable with a contemporary radio or television news broadcast.

In the area of computational skills, the panel clearly indicated that, as a top priority, SWEP's students should have access to programs that will teach the rudiments of elementary business transactions at least on level with: making change, totaling a bill, computing sales tax, computing salary and salary deductions, and developing a household budget. In this same vein, there should be programs aimed at teaching the proper management of money, property, and other resources.

Career Development. In this general area, the panel recognized the need for creating programs designed to arouse the student's career awareness relative to such important matters as projected manpower needs, job entry requirements, performance expectations, compensation, their own personal abilities and characteristics, occupational and educational alternatives, etc. This information is fundamental to making viable career decisions, and underscores the need for extensive career counseling in SWEP.

Additionally, the panel indicated that SWEP's graduates should have a salable job entry skill so that they will be able to obtain meaningful employment. Running throughout the career development curriculum there should be a continuous effort to foster in the students positive attitudes toward the world of work and desirable work habits.

Citizenship. Some of the formal educational experiences offered at SWEP should be designed to illuminate the exemplar qualities of the United States, and to communicate the notion of continuous improvement of our democratic system. Students should understand the basic organizational structures of our local, state, and federal systems of government, as well as their rights, privileges, and responsibilities relating thereto. There should be programs designed to communicate the notion that individuals must assume responsibility for their own development, obligations, and actions. Finally, SWEP should provide experiences geared toward increasing the level of understanding and appreciation for people of different cultures, races, sex, ages, and life styles.

Health and Recreation. In this area, a concern was expressed that SWEP include in the curriculum experiences that would impart knowledge, skills, and positive attitudes relative to mental and

nurture in students a positive self-image.

Ethics. Here, the panelists indicated that SWEP should include in its "menu" of curricular offerings programs which are specifically designed to develop in students positive moral and ethical values, and to encourage respect for the beliefs and values of others.

Lowest Priority-Lowest Core Educational Goals

It is important to mention here that, even though these goals were rated low on both dimensions, this is not to say that they should be eliminated from SWEP's program of studies. To the contrary, in some quarters many of these goals were viewed as extremely valid (see Minority Report in Table 7). What should be communicated, then, is the notion of relative importance; that is, considering all of the noble goals that were presented in the Delphi questionnaires, what should be their relative order in terms of merit? Stated differently, if a situation arose where the curriculum of SWEP had to be pared down for financial reasons, what educational experiences would be trimmed first? The following would be the first to go:

Communication. Rated down were the high-level communication skills such as those required for reading on the level of advanced technical journals, logic, and philosophy; and creative expression (via writing or speaking) of sophisticated ideas, concepts, and thoughts to professional audiences, and understanding those which are received.

Computation. In the general area of computation (mathematics), two ideas surfaced. Down-rated were goals prescribing curricula for mathematics on level with the 2nd year of college, and for beginning engineering study; and educational experiences that would develop the skills required to perform tasks such as purchasing, taking inventory, and preparing a payroll. The latter finding came as a surprise, in that the range of quantitative skills required to perform these tasks appears, on the surface, to be rather rudimentary.

Foreign Language. An examination of the sample in toto reveals that a relatively low priority was assigned to educational experiences concerned with the teaching of reading, writing, and conversation in foreign language. A notable exception to this opinion came from the Mexican-American panelists, who rated them moderately high (in the 3rd quartile).

Science. Rated low by the panel were the following science-related goals: physical science, e.g., physics and chemistry, life science, e.g., biology and zoology, and social science, e.g., psychology, sociology, and world history.

These ratings were a surprising development indeed, especially when considering the role that scientific inquiry has played in America's technological superiority. These findings should be substantiated prior to the making of ultimate curricular decisions.

Computer Technology. Instruction in the applications of the computer including: preparing data for processing, accessing information, writing in computer language, e.g., Basic and Fortran, and manipulating an electric calculator were low priorities.

It is an absolute certainty, if such exists, that the computer will become increasingly central

to the American way of life in the future. The trend is already established in the major areas such as social security, income tax, medicare, banking, credit cards, etc. What the panel may be suggesting is, that, even though this technology is expected to spread, most people will not be compelled to interface with a computer, since the technical functions will be performed by a small cadre of experts. An issue that may deserve attention is not so much the applications of the computer, rather the implications of same.

World Government. Several of the goals addressing the notions of world government, major world political and economic systems, and multinational cooperations received relatively low ratings from the panel. One possible explanation for these views may be that Texans are highly patriotic and/or nationalistic. At this juncture, though, this is mere speculation.

Ethics. Programs designed to teach the history of world religions and their impact on the civilization of men were a low priority of the panel.

Aesthetics. Goals receiving low ratings in this area were those that will expose students (both as participants and as observers) to the visual, literary, and performing arts.

Career Development. In this general area, only two goals were rated low; those were,...SWEP should have programs that will teach the history of America's labor union movement; and students should receive instruction in handling tools and operating machinery.

Health and Recreation. Here, only one goal was down-rated. The panel did not support the idea that all students should participate in a variety of team sports. This view is in keeping with the recent sweeping trend toward lifelong, individual sports such as tennis, golf, cycling, hiking, etc.

Life Management. The final goals of the low-rated variety addressed the controversial topic of alternative family patterns. Included were open marriage, communal families, and alternative child-rearing modes. Not at all surprising, these were low in the hierarchy.

Response Shifts from Delphi One to Delphi Two

Of particular interest here was the gravitation, or shifting, of the panel's scores on the priority dimension from Delphi #1 to Delphi #2. These shifts were monitored by charting the proportion of individuals that responded at each of the points on the continuous scale, viz. 1, 2, 3, 4, and 5, for each iteration. Of the 134 original program and process goals that received repeated measures, 120 produced the same modal scores but with greater consensus; that is, a greater proportion of the sample was located in the modal positions. Ten goals experienced directional modal shifts (goals rated low on round one were rated lower on round two, and those rated high on round one were rated higher on round two). Two goals remained unchanged between rounds; that is, both the mode and the percentage of the panel responding at the modal position were unchanged. Two witnessed a reverse in trend (less consensus on round two than on round one with, however, the modal positions remaining unchanged).

There was greater consensus of the panel (less response variation) on Delphi #2 than on Delphi #1 for 130 of the 134 goals; and this was true for both high and low priority goals. The mean response shift of the program and process goals (excluding the 14 "no change", "reverse in trend", and "modal shift" goals) was 11.1, that is, the proportion of respondents at the modal position rose from round one to round two by an average of 11.1 percentage units. Considering these data, it is fair to

conclude that the Delphi technique was instrumental in generating respondent consensus in the SWEP model. The response shifts for all goals may be examined in Table 7 in the Appendix.

Highest Priority Educational Process Goals

As explained in the Methodology section, the 45 educational process goals, as defined in this study, were those concerned with the managerial and operational aspects of the school. Again here, the interquartile range of the scores from Delphi #2 was invoked as the basis for establishing relative priorities. The highest priority goals, those in the 4th quartile, received mean scores from 4.0 to 4.6; on the low priority side, the range was from 2.0 to 3.1. The latter, of course, fell in the 1st quartile. The results are reported in Tables 5 and 6 below. (The complete results of both Delphi iterations are arrayed in the Appendix.)

TABLE 5

Highest Priority Process Goals

Goal #	Statement	Priority Rank	Mean Score
17.	Provide special programs for the handicapped students (physical, emotional, and mental).....	1	4.6
16.	Provide special programs for the gifted students.....	2	4.5
6.	Use a variety of teaching modes (methods).....	3-4	4.4
13.	Have programs geared to benefit the potential drop-out students.....	3-4	4.4

Goal #	Statement	Priority Rank	Mean Score
21.	Provide staff and instructional practices that act affirmatively to overcome sex and racial handicaps.....	5-6	4.3
29.	Place more emphasis on staff development for purposes of maintaining high staff proficiency in the use of all available resources.....	5-6	4.3
20.	Provide academic and career counseling free of sex role stereotypes....	7	4.2
4.	Operate programs year round.....	8-11	4.0
11.	Require all students to have the needed skills to make them productive, taxpaying citizens before completing their schooling.....	8-11	4.0
22.	Report student progress in terms of achievement on specific objectives.	8-11	4.0
28.	Change the process of instruction from disseminating knowledge to directing learning activities.....	8-11	4.0

It is interesting to note that the two highest priority process goals were concerned with students who have very special and unusual needs; i.e., the physically, mentally, and emotionally handicapped, and the academically gifted. Coupled with this, the panel thought that SWEP should attempt to make school attractive to the potential dropout student. They expressed a keen interest in academic and career counseling such that it would be free of sex role stereotypes, and felt that the staff and materials should act affirmatively to overcome sex and racial handicaps. A staff development component was thought desirable, and should be dynamic and meaningful so that the staff can maintain a high level of proficiency. A wide variety of delivery systems (modes of instruction) should be employed,

and the role of the teacher should change from disseminator of knowledge to director of learning activities. In addition, the SWEP programs should be operational on a year-round basis.

Lowest Priority Educational Process Goals

The lowest rated process goals had mean scores that ranged from 2.0 to 3.1 on a 5.0-high scale. These goals were in the lowest 25% of the distribution, and thus, fell in quartile one. The 14 goals representing this area are arrayed in rank order -- beginning with the lowest -- in Table 6 below:

TABLE 6

Lowest Priority Process Goals

Goal #	Statement	Priority Rank	Mean Score
45.	Provide pre-professional training in sports through highly competitive athletic programs	1	2.0
32.	Allow activities which show nationalistic emphasis toward nations other than the United States	2	2.2
30.	Separate students at the ninth grade level into two groups -- one group to receive technical-vocational training and one group to be prepared for university study	3-4	2.4
33.	Grant credit for courses in religion completed by students in their church or synagogue	3-4	2.4
41.	Offer multilingual programs in all subject areas at all grade levels	5	2.5
35.	Allow students the option of receiving pass/fail progress reports	6	2.6

Goal #	Statement	Priority Rank	Mean Score
44.	Assign the best teachers to schools with lowest achievement and provide them special incentives.....	7	2.7
7.	Permit students to come and go during the school day.....	8	2.8
25.	Require students to view certain television programs at home as an integral part of the instructional program.....	9	2.9
1.	Provide opportunity for students to enter and leave programs several times during the school year.....	10-14	3.1
8.	Develop student-owned, profit-motivated enterprises that will provide actual services and products.....	10-14	3.1
9.	Eliminate required attendance when students are able to demonstrate competence in a basic core of general education.....	10-14	3.1
39.	Develop methods for student evaluation of staff performance.....	10-14	3.1
40.	Develop a system for involving many groups, e.g., school administrators, community leaders, teachers, and students, in administering the local public schools.....	10-14	3.1

An implicit theme found in many of these low-rated goals was the idea of student control. The panel did not favor a pass/fail grading system, student evaluation of staff, eliminating required attendance when the "basics" are satisfied, and permitting the coming and leaving of students at various times during the school day and/or year. This is in keeping with the recent Gallup public opinion polls relative to education (published by Phi Delta Kappa), which continually rate student discipline as a source of public concern at or near the top of the list.

Other low-rated goals spoke to the granting of credit for religious training away from the school, required television viewing in the home, multilingual education in all disciplines, and nationalism toward countries other than the United States.

Two low priority goals addressed the assignment of teachers and students. The panel did not support the idea of assigning the best teachers to the lowest achievement schools, and they rejected the notion of student tracking: assigning students as early as the ninth grade to either vocational-technical areas or university preparation.

A surprising result was the low rating of the goal, "Develop a system for involving many groups, e.g., school administrators, community leaders, teachers, and students, in administering the local public schools." Perhaps the panel would have responded differently if the student group had been eliminated from the example, or, for that matter, if the example had contained fewer education-related groups. At any rate, it is inconceivable at this time to propose a situation where the public does not have considerable involvement in their institutions. The prevailing thought today is to create more mechanisms to increase and encourage involvement and to ensure that these institutions remain dynamic and responsive to the citizenry.

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A P P E N D I X

Key for TABLES 7 and 8:

The symbols utilized in the tables are explained below:

P = Priority (the numbers in the P columns are mean scores)

C = Core (the numbers in the C columns are percentages)

Y = Yes (the letter Y in the C column indicates the percent of "yes" responses)

N = No (the letter N in the C column indicates the percent of "no" responses)

The zero (0) column in the frequency distribution indicates the percent of respondents that either failed to score a goal, or committed a violation in scoring.

The subgroup entitled PATRONS in TABLE 8 differentiates between people who will have secondary school age children in the 1980's and those who will not.

EDUC. COMM. = Educational community (this subgroup includes members of the P.T.A., boards of education, and professional educators)

COMM. AT LARGE = Community at large.

OTHER under RESIDENCE refers to other communities in the Metroplex.

TABLE NO. 7: EDUCATIONAL GOALS FOR A SECONDARY SCHOOL

Area I: BASIC SKILLS

RESPONSE SHIFT ANALYSIS

	DELPHI #1 COMPOSITE P	DELPHI #1 COMPOSITE C	DELPHI #2 COMPOSITE P	DELPHI #2 COMPOSITE C		FREQUENCY DISTRIBUTION (%) 0	1	2	3	4	5
Reading: Students should have developed their reading skills to read with understanding:											
1. Minimum transactions required for daily living, such as reading a telephone directory and road signs.....	4.8	100Y	4.8	96Y	DELPHI #1	0	1	1	6	4	88
					DELPHI #2	3	0	1	1	2	92
2. Printed material on the level of a daily newspaper.....	4.7	98Y	4.7	96Y	DELPHI #1	0	0	0	5	20	76
					DELPHI #2	3	0	0	3	10	84
3. Printed material on the level of a technical journal in their area of interest.....	3.7	50N	3.6	54N	DELPHI #1	0	1	5	36	37	21
					DELPHI #2	3	0	4	39	39	15
4. Printed material on the level of logic and philosophy.....	3.0	83N	2.9	81N	DELPHI #1	0	4	25	48	15	7
					DELPHI #2	4	3	18	57	12	7
Writing: Students should have developed their writing skills to a level necessary for:											
5. Minimum daily living transactions, such as completing job applications.....	4.9	100Y	4.8	96Y	DELPHI #1	0	1	0	3	4	92
					DELPHI #2	3	0	0	1	1	93
6. Casual communication with friends and associates.....	4.6	97Y	4.6	95Y	DELPHI #1	0	0	1	8	19	71
					DELPHI #2	4	0	0	3	12	81
7. Reporting information with accuracy and clarity to diverse audiences.....	3.6	58N	3.5	62N	DELPHI #1	0	1	7	40	34	17
					DELPHI #2	3	0	4	45	31	15
8. Expressing creative and abstract ideas to professional audiences.	2.8	91N	2.7	89N	DELPHI #1	0	8	34	38	15	6
					DELPHI #2	4	4	35	40	12	5

MINORITY REPORT

Reasons for deviation from group consensus on educational goal priority ratings.

GOAL #

1. Higher than group:
   Lower than group: (1) This goal is too low.

2. Higher than group:
   Lower than group: (1) Not so necessary now that TV and other media can serve as information sources.

3. Higher than group: (1) All students need to achieve at least this level. (2) Schools must provide for the capable student and those with special interests.
   Lower than group:

4. Higher than group: (1) Schools must provide for the capable student.
   Lower than group:

5. Higher than group:
   Lower than group: (1) This goal is too low.

6. Higher than group:
   Lower than group: (1) Writing is less important today owing to new communication methods. (2) This goal is too low.

7. Higher than group: (1) Communication with diverse groups is necessary in our pluralistic society. (2) Poor communication leads to conflict.
   Lower than group: (1) This goal is too low.

8. Higher than group: (1) With advances in technology, good communications will be required for survival in tomorrow's world. (2) Schools must provide for the capable student.
   Lower than group:

	P	C	P	C		0	1	2	3	4	5
9. Minimum daily living transactions, such as carrying on social conversations, and giving simple directions.....	4.8	99Y	4.8	96Y	DELPHI #1	0	1	1	4	6	89
					DELPHI #2	3	0	1	1	2	93
10. Communicating relatively simple ideas and/or thoughts..	4.8	100Y	4.7	96Y	DELPHI #1	0	0	0	4	15	[illegible]
					DELPHI #2	4	0	0	2	9	85
11. Communicating learned ideas and concepts.....	3.9	58Y	3.8	65Y	DELPHI #1	0	0	6	29	35	30
					DELPHI #2	4	0	2	24	47	23
12. Creative expression and communication of abstract ideas and/or thoughts.....	3.0	82N	2.9	79N	DELPHI #1	0	4	25	44	18	9
					DELPHI #2	4	1	19	56	14	5
Listening: Students should have developed their listening skills to a level necessary for:											
13. Minimum daily living transactions, such as understanding simple directions, and carrying on social conversation....	4.8	99Y	4.7	95Y	DELPHI #1	0	2	0	3	6	89
					DELPHI #2	4	1	0	2	3	91
14. Understanding facts and simple ideas presented orally, such as being able to follow a radio news broadcast.....	4.7	98Y	4.7	94Y	DELPHI #1	0	1	0	6	15	79
					DELPHI #2	4	0	0	4	7	85
15. Understanding abstract ideas and concepts presented orally.	3.4	62N	3.2	73N	DELPHI #1	0	3	11	43	29	13
					DELPHI #2	3	2	9	57	22	7

9. Higher than group:
Lower than group: (1) Special goal not needed. (2) This goal is too low. (3) We can't afford everything.

10. Higher than group:
Lower than group: (1) Special goal not needed. (2) We can't afford everything.

11. Higher than group:
Lower than group: (1) Writing is more important than speaking.

12. Higher than group: (1) Schools must provide for the capable student (2) Creative expression of individual thought should be a top priority goal of all education.
Lower than group:

13. Higher than group:
Lower than group: (1) This goal is too low.

14. Higher than group:
Lower than group:

15. Higher than group: (1) This skill is crucial to effective citizenship in a democracy. (2) Schools must provide for the capable student. (3) Gaining ideas from oral presentations will be increasingly important to living in tomorrow's world (use of TV, tapes, etc.).
Lower than group:

Mathematics: Students should have developed their mathematics skills to a level necessary for applying basic concepts needed for:	DELPHI #1 COMPOSITE P	DELPHI #1 COMPOSITE C	DELPHI #2 COMPOSITE P	DELPHI #2 COMPOSITE C		FREQUENCY DISTRIBUTION (%) 0	1	2	3	4	5
16. Minimum business transactions in daily living, such as making change, totaling a bill, and computing sales tax.....	4.8	99Y	4.7	96Y	DELPHI #1	0	1	0	2	7	90
					DELPHI #2	4	0	0	0	5	90
17. Computing salary and salary deductions, and developing a household budget.....	4.6	94Y	4.5	92Y	DELPHI #1	0	0	1	5	31	62
					DELPHI #2	4	0	0	3	22	71
18. Handling such middle management tasks as: purchasing, taking inventory, and preparing a payroll.....	3.4	68N	3.2	76N	DELPHI #1	0	1	9	48	29	12
					DELPHI #2	4	0	6	59	25	7
19. Entering engineering study.....	2.6	95N	2.4	91N	DELPHI #1	0	7	43	38	8	4
					DELPHI #2	4	4	51	30	9	3
20. Entering second-year college mathematics study.....	2.5	94N	2.4	91N	DELPHI #1	0	13	41	34	8	5
					DELPHI #2	4	10	48	27	[illegible]	4
Other Basic Skills: Students should:											
21. Have developed an understanding of the necessity for continuous lifelong education.....	4.2	80Y	4.2	83Y	DELPHI #1	0	1	3	18	33	45
					DELPHI #2	4	1	1	11	29	54
22. Possess reading and writing skills in at least one foreign language.....	3.0	80N	2.9	81N	DELPHI #1	0	5	31	38	15	12
					DELPHI #2	3	4	27	46	11	9
23. Be able to converse in at least one foreign language....	2.8	80N	2.6	81N	DELPHI #1	0	10	34	31	14	11
					DELPHI #2	4	8	41	30	9	8

16. Higher than group:
Lower than group: (1) Schools can't do everything.

17. Higher than group:
Lower than group: (1) Should be learned at home or elsewhere. (2) Schools can't do everything.

18. Higher than group: (1) Everyone needs math competence to at least this level. (2) This degree of skill is needed for any job and for daily living.
Lower than group:

19. Higher than group: (1) Schools must provide for capable students. (2) Schools must provide necessary preparation for any field of study. (3) Society needs specialists requiring this foundation.
Lower than group: (1) Not appropriate for high school; should be a function of college level.

20. Higher than group: (1) Society needs specialists requiring this foundation. (2) Schools must provide for capable students. (3) Schools must provide preparation for any field of study.
Lower than group:

21. Higher than group:
Lower than group: (1) Continuous lifelong education is not a necessity for all. (2) Later life will demonstrate the necessity; need not be a goal of the school. (3) Will be achieved as a by-product of quality education; not needed as an explicit goal. (4) Can't be done.

22. Higher than group: (1) Study of foreign language has intellectual value, in providing a new method of thinking. (2) Increasing international communication requires people to master other languages. (3) Human relationships within this country would be improved by knowledge of minority groups' languages. (4) Schools must provide for capable students. (5) In Texas all graduates should know Spanish.
Lower than group:

23. Higher than group: (1) Study of foreign language has intellectual value, in providing a new method of thinking. (2) Increasing international communication requires people to master other languages. (3) Human relationships in this country would be improved by knowledge of minority groups' languages. (4) All graduates in Texas should be able to speak Spanish.
Lower than group: (1) Less necessary because English is becoming the international language. (2) Second-language instruction (conversational) should be begun early in the primary grades.

	DELPHI #1 COMPOSITE P	DELPHI #1 COMPOSITE C	DELPHI #2 COMPOSITE P	DELPHI #2 COMPOSITE C		FREQUENCY DISTRIBUTION (%) 0	1	2	3	4	5
24. Possess the ability to discriminate between facts, ideas and opinions, and propaganda in the major communications media and in advertising.....	4.2	88Y	4.1	88Y	DELPHI #1	0	1	3	17	38	41
					DELPHI #2	4	1	1	11	41	42
25. Understand the basic principles of physical science such as are taught in physics and chemistry.....	3.2	67N	3.1	69N	DELPHI #1	0	2	16	50	24	8
					DELPHI #2	4	1	10	60	16	8
26. Understand the basic principles of life science such as are taught in biology and zoology	3.5	55Y	3.3	58Y	DELPHI #1	0	1	9	42	36	12
					DELPHI #2	4	1	5	55	24	11
27. Understand the fundamental principles of social science such as are taught in psychology and sociology.....	3.4	53Y	3.2	55Y	DELPHI #1	0	2	11	42	34	11
					DELPHI #2	4	2	7	53	27	7
28. Understand the history of Texas, the Southwest, and the United States.....	3.7	80Y	3.5	80Y	DELPHI #1	0	0	7	37	36	20
					DELPHI #2	4	2	3	39	37	16
29. Understand the history of the world.....	3.4	66Y	3.2	72Y	DELPHI #1	0	1	10	46	31	11
					DELPHI #2	4	1	6	58	22	10
30. Be able to apply the basic principles of the scientific method.....	3.3	58N	3.1	61N	DELPHI #1	0	1	15	46	26	12
					DELPHI #2	4	2	12	55	17	11
31. Possess skills necessary for logical, critical, and creative thought.....	3.6	53Y	3.4	58Y	DELPHI #1	0	1	9	37	36	17
					DELPHI #2	4	2	4	42	37	11
32. Possess the ability to locate and retrieve information from data repositories, such as libraries.....	3.9	75Y	3.8	75Y	DELPHI #1	0	1	4	27	41	28
					DELPHI #2	4	1	1	20	53	21

24. Higher than group:
Lower than group:

25. Higher than group: (1) Physical sciences provide understanding of the basic principles of the universe, needed by all citizens in our technological society. (2) Schools must provide for the capable student. (3) Schools must provide preparation for any field of study.
Lower than group:

26. Higher than group: (1) Basic knowledge of the laws of life is needed by all citizens in our technological society, especially as population growth threatens the environment. (2) Needed to help students understand the life processes that govern health, sex, and growth. (3) Schools must provide for the capable student. (4) Schools must provide preparation for any field of study.
Lower than group:

27. Higher than group: (1) Necessary to improve people's ability to understand and relate to each other individually and in groups. (2) These disciplines are needed in our technological society. (3) Schools must provide for the capable student. (4) Schools should provide preparation for any field of study.
Lower than group:

28. Higher than group: (1) Schools must provide for the capable student. (2) Schools must provide preparation for any field of study. (3) As our population becomes more mobile, U.S. history needs more stress.
Lower than group: (1) Texas history has long been overstressed.

29. Higher than group: (1) Schools must provide for the capable student. (2) Schools must provide preparation for any field of study. (3) In today's shrinking world people need to understand the whole world and the past that shaped it. (4) Proper choices today depend on the past; "those who are ignorant of history are doomed to repeat it".
Lower than group:

30. Higher than group: (1) These basic principles - careful analysis, objective data-collecting, etc. - are necessary for rational thought and action in all areas of life. (2) Schools must provide for the capable student. (3) Schools must provide preparation for any field of study.
Lower than group:

31. Higher than group: (1) This is both the goal and the means of all education.
Lower than group:

32. Higher than group:
Lower than group:

	DELPHI #1 COMPOSITE P	DELPHI #1 COMPOSITE C	DELPHI #2 COMPOSITE P	DELPHI #2 COMPOSITE C		FREQUENCY DISTRIBUTION (%) 0	1	2	3	4	5
33. Have learned the skills required for accessing information from a computer.....	3.0	83N	2.8	83N	DELPHI #1	0	6	23	45	17	8
					DELPHI #2	4	4	21	54	12	6
34. Have learned to assemble data in a form acceptable for computer usage.....	2.8	88N	2.6	86N	DELPHI #1	0	12	26	42	14	6
					DELPHI #2	4	7	30	46	9	4
35. Be able to write a computer program using a widely acceptable language such as BASIC or FORTRAN.....	2.3	94N	2.1	91N	DELPHI #1	0	23	38	26	8	5
					DELPHI #2	4	16	54	20	5	2
36. Learn to use an electronic calculator before they complete schooling.....	3.3	60N	3.0	70N	DELPHI #1	0	5	17	41	26	11
					DELPHI #2	4	6	15	51	18	7
37. Have a knowledge of the fundamental concepts of economics, such as supply and demand, inflation, depression, recession, profit, and gross national product.....	3.7	68Y	3.6	69Y	DELPHI #1	0	1	7	34	39	20
					DELPHI #2	4	1	4	34	40	17

AREA II: CITIZENSHIP

Students should:

38. Possess a commitment to the continuous improvement of life in the United States....	4.4	94Y	4.5	93Y	DELPHI #1	0	1	1	14	26	58
					DELPHI #2	4	1	1	5	19	70
39. Understand the rights, privileges, and responsibilities of United States citizenship.	4.7	100Y	4.6	96Y	DELPHI #1	0	0	0	7	19	73
					DELPHI #2	4	0	0	2	14	80

33. Higher than group: (1) Anyone needing information should be able to use the computer or the library with equal ease. (2) The world of tomorrow will depend on the computer; hence everyone needs this skill.
Lower than group: (1) We can't provide all possible skills. (2) Do not believe computer skills will be needed by everyone in the near future.

34. Higher than group: (1) Use of computers will be required of everyone in tomorrow's world as a part of everyday living. (2) Schools must provide preparation for any field of study.
Lower than group: (1) We can't provide all possible skills. (2) Do not think use of computers will be so widespread that everyone needs this skill. (3) Computers will probably become simpler to use. (4) Should be offered at junior college level.

35. Higher than group: (1) With growing importance of the computer, computer skills will be as basic as the three R's. (2) Schools must provide preparation for any field of study.
Lower than group:

36. Higher than group: (1) This tool is already in such wide use that everyone should have this skill.
Lower than group: (1) This skill can be picked up independently or on the job. (2) Computers and calculators are apt to be our grandchildren's toys, so that these skills will not need to be specifically taught in school.

37. Higher than group:
Lower than group: (1) These topics belong at the university level. (2) These concepts cannot be taught but must be learned by experiencing them.

38. Higher than group: (1) Everyone should have some desire to improve his society.
Lower than group: (1) Schools should stick to the basics. (2) This will be a by-product; explicit goal not needed.

39. Higher than group:
Lower than group: [illegible]

	DELPHI #1 COMPOSITE		DELPHI #2 COMPOSITE			FREQUENCY DISTRIBUTION (%)					
	P	C	P	C		0	1	2	3	4	5
40. Have learned the basic organizational structure of our local, state, and federal government.....	4.4	96Y	4.4	93Y	DELPHI #1	0	0	0	15	39	46
					DELPHI #2	4	0	0	8	25	63
41. Have respect for the Law and feel responsible for obeying and maintaining it.....	4.7	97Y	4.6	94Y	DELPHI #1	0	1	1	7	17	74
					DELPHI #2	4	0	2	2	13	80
42. Understand the history of the American culture and its development from older cultures.	3.9	83Y	3.8	82Y	DELPHI #1	0	0	3	34	38	25
					DELPHI #2	4	0	2	24	51	19
43. Understand and appreciate people of a different culture, race, sex, age and life style.	4.4	95Y	4.4	91Y	DELPHI #1	0	0	2	17	25	56
					DELPHI #2	3	1	2	8	24	62
44. Have acquired the skills and motivation needed to participate in solving the social, economic, and political problems of our society.....	3.8	58Y	3.6	69Y	DELPHI #1	0	1	5	37	34	23
					DELPHI #2	4	2	3	34	40	18
45. Understand the major world political and economic systems.....	3.4	59N	3.2	63N	DELPHI #1	0	1	14	46	25	13
					DELPHI #2	3	2	10	52	25	9
46. Understand the interrelationships that exist between human activities and the natural environment.....	3.8	73Y	3.6	75Y	DELPHI #1	0	0	6	34	34	25
					DELPHI #2	4	0	5	31	40	20
47. Have acquired the habit of protecting the natural environment and enhancing the quality of the manmade environment.....	4.1	88Y	4.1	87Y	DELPHI #1	0	1	2	23	37	37
					DELPHI #2	4	1	1	2	41	41

40. Higher than group:
Lower than group: (1) The structure of the political system is less important than the system of human values underlying it. (2) Not necessary to understand organizational structures to be a good citizen. (3) This will be a natural consequence of developing inquiring minds.

41. Higher than group:
Lower than group: (1) Implies indoctrination; schools should foster thoughtful discrimination. (2) Respect for justice is more important than respect for the law.

42. Higher than group:
Lower than group:

43. Higher than group: (1) This is a necessity for living in our pluralistic society.
Lower than group: (1) This is primarily acquired through maturing and as a by-product of good general education. (2) Schools should stick to basics. (3) You can teach students to "understand" but not to "appreciate."

44. Higher than group: (1) Although only a few students can be leaders in society, all students should have this opportunity. (2) Development of the ability and the desire to serve altruistically is a fundamental goal of all education.
Lower than group:

45. Higher than group: (1) As the world shrinks, it becomes necessary to survival to understand other ways of life and their effects on us. (2) Americans have been too provincial and ignorant; we can learn from other systems. (3) Citizens must have knowledge to govern their country well. (4) Education should make the world comprehensible; this can be done, even for the average child.
Lower than group:

46. Higher than group: (1) Citizens must have knowledge to govern their country well. (2) Appreciation and protection of nature must be based on factual knowledge.
Lower than group:

47. Higher than group:
Lower than group:

	DELPHI #1 COMPOSITE P	DELPHI #1 COMPOSITE C	DELPHI #2 COMPOSITE P	DELPHI #2 COMPOSITE C		FREQUENCY DISTRIBUTION (%) 0	1	2	3	4	5
48. Have developed an understanding of the world governments and their relationships with each other.....	3.5	50Y	3.2	57Y	DELPHI #1	0	1	11	45	31	12
					DELPHI #2	3	1	9	55	26	7
49. Understand the influence of multinational corporations upon nations and individuals.	3.1	67N	3.0	70N	DELPHI #1	0	5	21	46	19	9
					DELPHI #2	3	3	19	53	15	7
50. Have developed positive attitudes toward international government.....	3.0	61N	2.8	64N	DELPHI #1	0	12	16	43	18	11
					DELPHI #2	4	10	17	52	13	5
51. Understand the critical need for the conservation of scarce resources such as fossil fuels, lumber, and minerals..	4.4	89Y	4.3	88Y	DELPHI #1	0	1	2	14	27	56
					DELPHI #2	5	1	0	7	24	62
52. Understand and value the free enterprise system.....	4.3	89Y	4.2	88Y	DELPHI #1	0	2	3	15	27	54
					DELPHI #2	5	2	0	13	22	58

AREA III: ETHICS

Students should:

53. Have developed positive moral and ethical values.....	4.6	96Y	4.6	94Y	DELPHI #1	0	1	2	4	18	75
					DELPHI #2	4	1	1	4	8	82
54. Understand the history of world religions and their impact on the development of man.....	3.4	53Y	3.2	65Y	DELPHI #1	0	3	15	41	25	16
					DELPHI #2	4	2	8	52	26	9
55. Understand the importance of positive moral and ethical values in their relationships with others.....	4.4	92Y	4.4	91Y	DELPHI #1	0	1	3	11	27	58
					DELPHI #2	4	1	0	6	18	70

48. Higher than group: (1) The world is shrinking, and global understanding is required for survival. (2) Students should base their values and their appreciation of our system on knowledge and understanding of other cultures, not on ignorance. (3) Citizens must have knowledge to govern their country well. (4) Education should make the world comprehensible; this can be done, even for the average child.

Lower than group:

49. Higher than group: (1) This facet of corporate action and current international economic problems is important to understanding one's own life. (2) Citizens must have knowledge to govern their country well.

Lower than group: (1) This is too advanced for secondary school.

50. Higher than group: (1) Only a world government will be able to cope effectively with world-wide problems and disputes.

Lower than group: (1) It is more important to focus on our own form of government. (2) Schools should encourage critical thinking on this subject but not propagandize. (3) I do not believe world government is desirable.

51. Higher than group:

Lower than group: (1) Schools can't do everything. (2) This goal is too limited; it should be a part of a larger concept of balancing income and outgo. (3) This goal also needs to emphasize the need to utilize resources.

52. Higher than group:

Lower than group: (1) We do not have a really free "free enterprise system" and will be increasingly more regulated. (2) Schools should encourage critical thinking rather than propagandize. (3) Schools can't do everything, basic skills are more important. (4) Am not convinced the free-enterprise system is the best way.

53. Higher than group:

Lower than group: (1) Impossible to teach this in school. (2) Schools should stick to basics. (3) Better accomplished by other agencies (home, church, etc.). (4) Schools should not indoctrinate students with moral values.

54. Higher than group: (1) Education should make the world comprehensible; this can be done, even for the average child. (2) Religion is basic to man's self-knowledge.

Lower than group: (1) Would accomplish little; few people are concerned with religion today. (2) Aim should be to encourage respect and tolerance, not understanding. (3) Should be a by-product of other goals. (4) Better done by other agencies (home, church, etc.).

55. Higher than group: (1) Basic to continual existence of civilization.

Lower than group: (1) Impossible to accomplish this goal in school. (2) Schools should stick to the basics. (3) Better done by other agencies (home, church, etc.). (4) Schools should not indoctrinate students with moral values.

	DELPHI #1 COMPOSITE P	DELPHI #1 COMPOSITE C	DELPHI #2 COMPOSITE P	DELPHI #2 COMPOSITE C		FREQUENCY DISTRIBUTION (%) 0	1	2	3	4	5
56. Respect the beliefs and values of other people.....	4.7	98Y	4.6	94Y	DELPHI #1	0	1	1	6	17	76
					DELPHI #2	4	1	0	4	14	77
57. Understand the need for a consensus on moral values....	3.7	75Y	3.6	75Y	DELPHI #1	0	9	8	22	29	32
					DELPHI #2	6	4	6	21	32	31
58. Be committed to extending to every individual the rights and freedoms they wish for themselves.....	4.3	90Y	4.3	87Y	DELPHI #1	0	6	2	9	21	62
					DELPHI #2	5	6	0	5	14	69

AREA IV: AESTHETICS

Students should:

59. Have learned the culturally accepted amenities which contribute to a rich and pleasurable social life.....	3.6	72Y	3.3	78Y	DELPHI #1	0	4	7	37	31	21
					DELPHI #2	4	2	5	50	26	13
60. Have developed pride in their own culture, and understand its social structure.....	4.1	89Y	4.1	85Y	DELPHI #1	0	1	4	20	33	42
					DELPHI #2	4	1	1	13	31	49
61. Appreciate the literary, visual, and performing arts.	3.5	58Y	3.2	66Y	DELPHI #1	0	1	6	50	29	13
					DELPHI #2	4	2	5	59	22	8
62. Have developed their power of creativity and imagination through participation in the arts.....	3.3	55N	3.1	59N	DELPHI #1	0	2	17	48	20	13
					DELPHI #2	5	1	11	59	15	9
63. Value the arts as an important realm of the human experience.	3.4	64Y	3.2	69Y	DELPHI #1	0	2	13	42	27	15
					DELPHI #2	4	2	8	55	22	9

56. Higher than group:
Lower than group: (1) Schools should stick to the basics. (2) Students should learn to discriminate; not all beliefs are worthy of respect.

57. Higher than group:
Lower than group: (1) Impossible to teach this in school. (2) Schools should emphasize critical examination and understanding but not adoption of moral values. (3) Consensus on moral values is inappropriate in our pluralistic, individualistic society. (4) There will never be --and should not be --consensus in this area. (5) Schools should teach, not indoctrinate.

58. Higher than group:
Lower than group: (1) To talk of freedom without talking also about responsibility invites anarchy and disregard of the rights of others. (2) Schools should teach, not indoctrinate. (3) Not an appropriate goal for schools; other agencies (home, church, etc.) can do this better.

59. Higher than group: (1) Coming of a shorter work week, more leisure, etc., will give more opportunity - and need - for a satisfying social life. (2) This goal is important to living happily with others and to making cultural diversity a pleasure.
Lower than group: (1) Can be learned in the home or independently. (2) There are no accepted standards in this area today.

60. Higher than group:
Lower than group: (1) Could be divisive; appreciation of all cultures and our total society is more important. (2) Impractical, because so many different cultures contributed to our melting pot; after all, all Americans came from some foreign culture. (3) We should emphasize that the majority rules.

61. Higher than group: (1) All students have aesthetic as well as intellectual capacity and need to develop both. (2) Students will enjoy serious art and music if they are exposed to it; cultivating this enjoyment is very important. (3) Education for a full life is very important as leisure time, early retirement, etc., increase. (4) As a civilization masters the problem of subsistence, its unexpended energy will be directed either to enrichment or to destruction; we should try to influence this choice by emphasizing the arts for all.
Lower than group: (1) You can't force people to enjoy the arts.

62. Higher than group: (1) Every child should have this opportunity, and many children must depend on the school for it. (2) Important for self-expression and the good life. (3) As a civilization masters the problem of subsistence, its unexpended energy will be directed either to enrichment or to destruction; we should try to influence this choice by emphasizing the arts for all. (4) Education for a full life is important as leisure time, early retirement, etc., increases.
Lower than group: (1) You can't force people to enjoy the arts.

63. Higher than group: (1) Important to self-expression and the good life. (2) Education for a full life is important as leisure time, early retirement, etc., increase. (3) As a civilization masters the problem of subsistence, its unexpended energy will be directed either to enrichment or to destruction; we should try to influence this choide by emphasizing the arts for all.
Lower than group: (1) You can't force people to enjoy the arts. (2) Schools should teach, not indoctrinate.

community programs in the arts, and knowledge of how to participate in them if they choose.....	3.5	67Y	3.1	70Y	DELPHI #1	0	1	12	41	27	19
					DELPHI #2	5	1	10	54	20	10

AREA V: CAREERS

Students should:

65. Have acquired knowledge pertaining to projected needs and occupational and educational alternatives; job entry requirements, performance expectations, salary, and so on.....	4.5	93Y	4.4	90Y	DELPHI #1	0	0	1	12	26	62
					DELPHI #2	5	0	0	5	19	70
66. Be able to assess their own personal abilities realistically in order to make viable career decisions.....	4.5	96Y	4.4	91Y	DELPHI #1	0	0	1	8	29	61
					DELPHI #2	5	0	0	6	19	70
67. Have had the opportunity to develop a salable job entry skill.....	4.6	88Y	4.4	88Y	DELPHI #1	0	1	1	8	21	69
					DELPHI #2	4	0	2	8	13	72
68. Have acquired the skills needed to locate and obtain employment.....	4.5	91Y	4.4	86Y	DELPHI #1	0	1	1	7	26	65
					DELPHI #2	5	0	1	6	17	70
69. Have developed a positive attitude toward work.....	4.7	97Y	4.5	92Y	DELPHI #1	0	1	2	5	14	79
					DELPHI #2	5	0	1	3	13	78
70. Be able to demonstrate effective work habits.....	4.6	96Y	4.5	90Y	DELPHI #1	0	1	1	6	27	65
					DELPHI #2	5	0	1	2	21	70

64. Higher than group: (1) This can help prevent many of today's tensions in living. (2) Schools should make students aware of opportunities for self-fulfillment and for contributing to the community. (3) As a civilization masters the problem of subsistence, its unexpended energy will be directed either to enrichment or to destruction; we should try to influence this choice by emphasizing the arts for all.
Lower than group: (1) Not appropriate for public school; other agencies are available to the interested student.

65. Higher than group:
Lower than group: (1) Not necessary to learn in school; other agencies may do it better. (2) Schools place too much emphasis on jobs and not enough on the art of living. (3) Not needed as explicit goal; will be a by-product of high standards and quality education in the basic skills. (4) Such information is outdated too soon.

66. Higher than group:
Lower than group: (1) Not necessary to learn in school; other agencies may do it better. (2) Not needed as explicit goal; should be a by-product of high standards and quality education in the basic skills.

67. Higher than group:
Lower than group: (1) Not necessary to learn in school; other agencies may do it better. (2) Not needed as explicit goal; will be a by-product of good education in basic skills. (3) Goals of public education should be broader than this.

68. Higher than group:
Lower than group: (1) Not needed as explicit goal; will be a by-product of good education in the basic skills. (2) Preparation for further education is more important than skills for immediate job opportunity.

69. Higher than group:
Lower than group: (1) Not needed as explicit goal; will be a by-product of good basic education. (2) Should be a result of work experience. (3) Schools should teach, not indoctrinate.

70. Higher than group:
Lower than group: (1) Not needed as explicit goal; will be a by-product of good basic education. (2) Not necessary to learn in school, other agencies may do it better.

	DELPHI #1 COMPOSITE P	DELPHI #1 COMPOSITE C	DELPHI #2 COMPOSITE P	DELPHI #2 COMPOSITE C		FREQUENCY DISTRIBUTION (%) 0	1	2	3	4	5
71. Be able to adjust to changes and varied conditions on the job.....	4.4	94Y	4.3	89Y	DELPHI #1	0	1	1	11	31	56
					DELPHI #2	5	2	0	6	26	61
72. Recognize that education is a highly important factor in career development.....	4.4	92Y	4.4	89Y	DELPHI #1	0	1	2	11	29	57
					DELPHI #2	5	1	0	6	21	67
73. Have had experience in working at a job.....	3.7	59Y	3.6	63Y	DELPHI #1	0	4	8	30	30	28
					DELPHI #2	4	3	5	25	36	26
74. Understand the history of the labor union movement and the contributions and problems of labor unions.....	3.1	52Y	3.0	54Y	DELPHI #1	0	5	19	47	19	10
					DELPHI #2	4	5	10	54	16	9

AREA VI: HEALTH AND RECREATION

Students should:

75. Have developed a positive self-image.....	4.7	97Y	4.5	91Y	DELPHI #1	0	1	0	4	22	73
					DELPHI #2	4	1	1	2	12	79
76. Have developed their knowledge, skills, and values concerning physical and mental health.....	4.4	96Y	4.4	93Y	DELPHI #1	0	1	0	13	33	53
					DELPHI #2	4	1	0	6	23	66
77. Have learned ways the individual, community, and nation can protect and promote personal and general healthful conditions.....	4.0	85Y	4.0	85Y	DELPHI #1	0	1	3	29	32	35
					DELPHI #2	4	1	1	19	35	34
78. Be able and willing to share feelings with other people...	4.0	85Y	4.0	85Y	DELPHI #1	0	3	3	25	24	43
					DELPHI #2	4	3	3	13	27	44

71. Higher than group:
Lower than group: (1) Not needed as explicit goal; will be a by-product of good basic education. (2) Not necessary to learn in school; other agencies may do it better. (3) Cannot be taught; it is a product of lifelong experience.

72. Higher than group:
Lower than group: (1) Education - especially higher education - is already overemphasized in relation to development of skills. (2) Not necessary to acquire in school; other agencies may do it better. (3) Not needed as explicit goal; will be a by-product of good basic education. (4) Can't be taught.

73. Higher than group:
Lower than group: (1) Not needed as explicit goal; will be a by-product of good basic education. (2) Not necessary to learn in school; other agencies may do it better.

74. Higher than group: (1) Unions are a major institution in our society; their history and influence deserve more emphasis.
Lower than group: (1) Should be covered as part of history, economics, and social studies, not emphasized as a special study. (2) Not necessary to learn in school; other agencies may do it better.

75. Higher than group:
Lower than group:

76. Higher than group:
Lower than group: (1) Academic skills are more important.

77. Higher than group:
Lower than group: (1) Schools should stick to basics. (2) Can't be taught.

78. Higher than group:
Lower than group: (1) Can't be taught. (2) Other agencies (home, church, etc.) and life experience better suited to accomplish this. (3) Will diminish individual differences and threaten right of privacy.

	DELPHI #1 COMPOSITE		DELPHI #2 COMPOSITE			FREQUENCY DISTRIBUTION					
	P	C	P	C		0	1	2	3	4	5
79. Understand the importance of a proper balance between mental and physical processes (sound mind and body).....	4.2	94Y	4.2	92Y	DELPHI #1	0	1	3	18	23	44
					DELPHI #2	5	1	0	8	24	57
80. Have developed basic first-aid skills....	3.9	87Y	3.9	88Y	DELPHI #1	0	1	5	31	34	29
					DELPHI #2	4	1	3	22	38	32
81. Have participated in a variety of team sports.....	3.1	59N	3.0	56N	DELPHI #1	0	6	17	47	20	10
					DELPHI #2	4	3	13	52	18	9
82. Understand the human reproductive system.....	4.2	94Y	4.3	91Y	DELPHI #1	0	1	3	20	27	50
					DELPHI #2	4	1	1	10	23	60
83. Have developed positive values related to leisure time and recreation.....	4.0	89Y	4.0	87Y	DELPHI #1	0	1	6	26	30	37
					DELPHI #2	4	1	3	15	31	45
84. Understand the need for and value of lifelong recreational interests and physical exercise.....	4.0	90Y	4.1	89Y	DELPHI #1	0	1	5	26	30	38
					DELPHI #2	5	1	3	13	31	48
85. Have developed the basic skills in at least one carry-over sport (one that can be enjoyed for a lifetime).....	3.7	73Y	3.7	77Y	DELPHI #1	0	3	10	32	27	28
					DELPHI #2	4	3	5	24	38	26
86. Have developed a capacity to cope with life's emotional situations...	4.3	94Y	4.3	89Y	DELPHI #1	0	2	5	14	32	49
					DELPHI #2	4	3	1	9	24	60
87. Have developed a capacity to deal with surprise and uncertainty.....	4.1	91Y	4.1	88Y	DELPHI #1	0	2	3	21	33	40
					DELPHI #2	5	2	1	12	30	49
88. Have learned the proper use of drugs.....	4.5	96Y	4.5	93Y	DELPHI #1	0	1	2	10	23	64
					DELPHI #2	4	1	0	6	13	76

79. Higher than group:
Lower than group: (1) Schools should stick to basics. (2) Can't be taught. (3) Can be accomplished outside of school.

80. Higher than group:
Lower than group: (1) Can be accomplished outside of school.

81. Higher than group: (1) Fitness and teamwork skills have lifelong value. (2) Lifelong sports skills will be more important as leisure time increases.
Lower than group: (1) Team sports for a limited skilled group are already overemphasized. (2) Too expensive for the benefits gained.

82. Higher than group:
Lower than group: (1) Will cost too much. (2) Sex education does not improve moral values. (3) Some parents object. (4) Difficult to get good teachers for this.

83. Higher than group:
Lower than group: (1) Other agencies can do this. (2) Schools should teach, not indoctrinate.

84. Higher than group:
Lower than group: (1) Can't be taught. (2) Physical recreation is overemphasized in our society. (3) Other agencies can do this. (4) Schools should teach, not indoctrinate.

85. Higher than group:
Lower than group: (1) Sports participation is overemphasized now. (2) Schools should teach, not indoctrinate.

86. Higher than group:
Lower than group: (1) Can't be taught. (2) Other agencies can do this better. (3) This capacity develops with maturity and experience.

87. Higher than group:
Lower than group: (1) Can't be taught. (2) Explicit goal not needed; will be a by-product of good education.

88. Higher than group:
Lower than group: (1) This goal is too limited; should be covered in goals 76 and 79 or in broad biology and health areas.

	DELPHI #1 COMPOSITE		DELPHI #2 COMPOSITE								
	P	C	P	C							
89. Have learned the skills needed to work in small group situations to solve problems.....	3.9	79Y	3.8	80Y	DELPHI #1	0	0	[illegible]	4	[illegible]	[illegible]
					DELPHI #2	4	[illegible]		2	[illegible]	[illegible]
90. Understand the methods by which human reproduction can be controlled.....	4.2	89Y	4.3	89Y	DELPHI #1	0	0	2	4	[illegible]	[illegible]
					DELPHI #2	4	4	2	2	10	[illegible]

AREA VII: LIFE MANAGEMENT

Students should:

91. Have learned to manage money, property, and resources effectively.....	4.3	93Y	4.3	91Y	DELPHI #1	0	1	1	5	32	59
					DELPHI #2	4	1	0	10	22	62
92. Have learned the responsibilities required for a marriage to succeed.....	4.2	88Y	4.2	88Y	DELPHI #1	0	2	4	14	31	49
					DELPHI #2	4	2	2	9	25	58
93. Be able to adjust to the rapid changes that may occur in their lifetime.....	4.2	93Y	4.2	90Y	DELPHI #1	0	2	3	17	34	[illegible]
					DELPHI #2	4	2	3	9	27	56
94. Assume responsibility for their own development, obligations, and actions.....	4.4	95Y	4.4	92Y	DELPHI #1	0	1	1	11	29	57
					DELPHI #2	4	1	0	[illegible]	29	[illegible]
95. Have learned the responsibilities involved in parenthood.	4.3	91Y	4.4	89Y	DELPHI #1	[illegible]	1	2	2	14	29	52
					DELPHI #2	4	1	2	5	18	[illegible]
96. Understand and be able to apply the basic principles of safe driving.....	4.3	87Y	4.4	87Y	DELPHI #1	0	1	2	17	29	53
					DELPHI #2	4	0	1	9	21	[illegible]

89. Higher than group: (1) Essential to personal development and functioning.
Lower than group: (1) Not a school function; other agencies (family, church, etc.) can develop these skills. (2) Schools should stick to basics.

90. Higher than group: (1) Very important if environment is to be protected.
Lower than group: (1) Schools should not get into personal areas involving religious and moral values. (2) Should be confined to married students. (3) Not a school function; other agencies (family, doctors, counselors, church, etc.) should deal with this. (4) Parents may object. (5) Difficult to get good teachers for this.

91. Higher than group:
Lower than group: (1) Should be a family responsibility. (2) Many students are too immature to learn this. (3) Formal instruction in these areas is not needed.

92. Higher than group.
Lower than group: (1) Can't be taught. (2) Not a school function; better done by other agencies (family, church, social agencies, etc.). (3) Not for students this young. (4) Society is moving toward a view of marriage as a less binding commitment. (5) Formal instruction in this area not needed. (6) Schools should teach, not indoctrinate. (7) Schools should stick to basics.

93. Higher than group:
Lower than group: (1) Can't be taught. (2) Schools should stick to basics. (3) Not a school function; other agencies can do better. (4) Formal instruction in this area not needed.

94. Higher than group:
Lower than group: (1) Not for students this young. (2) Not a school function; other agencies can do this better.

95. Higher than group:
Lower than group: (1) Can't be learned by age of high school graduation. (2) Should be covered in goal 90; if not, 90 should be dropped. (3) Not a school function; other agencies can do better. (4) Formal instruction in this area not needed. (5) Schools can't do everything.

96. Higher than group:
Lower than group: (1) Not a school function, other agencies should do. (2) Driving will be less important in the future; schools should teach safe walking, bus-catching, etc. (3) Formal instruction in this area not needed.

	DELPHI 1 COMPOSITE		DELPHI 2 COMPOSITE								
	P	%	P	%							
97. Understand our system of taxation (local, state, federal), and what avenues of remedy are available to citizens.....	4.0	85%	4.1	87%	DELPHI #1	[illegible]	[illegible]	5	2	[illegible]	[illegible]
					DELPHI #2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
98. Be able to understand and negotiate our social systems (medicare, unemployment insurance, social security, pensions, and others).....	3.8	78%	3.8	79%	DELPHI #1	0	1	6	32	32	29
					DELPHI #2	4	1	5	22	36	31
99. Have developed a capacity to be an efficient participant in the economic system both as a producer and as a consumer.....	3.9	85%	3.9	84%	DELPHI #1	0	2	3	27	35	32
					DELPHI #2	4	2	3	17	39	35
100. Have the skills to operate tools, machinery, and equipment needed for daily living.	3.8	69%	3.8	78%	DELPHI #1	0	2	6	29	34	29
					DELPHI #2	4	2	3	22	36	33
101. Have acquired basic maintenance and repair skills needed for daily living.....	3.7	69%	3.5	75%	DELPHI #1	0	2	6	36	35	21
					DELPHI #2	4	2	4	35	37	18
102. Understand and apply the skills and attitudes needed for fruitful interpersonal relationships in both work and social situations.....	4.1	87%	4.0	86%	DELPHI #1	0	2		21	34	39
					DELPHI #2	5	2	3	14	32	44
103. Be able to manage their time in an efficient and effective manner.....	4.1	91%	4.1	88%	DELPHI #1	0	1	3	20	36	40
					DELPHI #2	4	1	2	12	34	[illegible]
104. Have acquired the skills needed for good child care...	3.9	70%	4.0	77%	DELPHI #1	0	3	5	26	30	[illegible]
					DELPHI #2	4	3	4	15	28	[illegible]
105. Be able to cook, clean, do laundry, etc., in order to care for their daily living needs.	3.7	69%	3.8	73%	DELPHI #1	0	3	10	33	[illegible]	
					DELPHI #2	4	4	[illegible]	5	[illegible]	

97. Higher than group:
Lower than group: (1) Not a school function; other agencies can do this. (2) Schools can't do everything.

98. Higher than group:
Lower than group: (1) Such information is outdated too soon. (2) Not a school function; other agenci should do this.

99. Higher than group:
Lower than group: (1) Not everyone must be a producer. (2) Not a school function, other agencies can do this. (3) Producing and consuming are already over-emphasized in our society.

100. Higher than group:
Lower than group: (1) Not a school function; other agencies can do this.

101. Higher than group:
Lower than group: (1) In this era of specialization and interdependence, this goal is impractical. (2) Not a school function; other agencies can do this.

102. Higher than group:
Lower than group: (1) Not needed as explicit goal, since this should be a by-product of working in a wholesome school setting. (2) Difficult to get good teaching for this. (3) Not a school function; other agencies (family, church, etc.) can do this. (4) Schools should stick to basics.

103. Higher than group:
Lower than group: (1) Not a school function; other agencies can do this. (2) Schools should stick to basics.

104. Higher than group:
Lower than group: (1) Not a school function; other agencies (e.g., the family) can do this better. (2) With contraception, ZPG, and perhaps more child-care centers, these skills will not be needed by everyone. (3) Schools should stick to basics.

105. Higher than group: (1) No one can live independently and effectively without these skills. (2) Liberation of women means that everyone must be able to care for his own needs or share the family's joint effort.
Lower than group: (1) Not a school function; other agencies (e.g., home and family) can do better.

Students should:	DELPHI #2 COMPOSITE P	C		FREQUENCY DISTRIBUTIONS OF	0	1	2	3	4	5
106. Be able to converse in Spanish.....	2.5	74N		DELPHI #2	12	8	23	41	1	[illegible]
107. Understand how to use one's vote, the party system, and the influence of bloc or coalition voting practices.....	3.6	73Y		DELPHI #2	12	2	4	16	31	35
108. Understand the customs and courtesies which show respect for our flag and national anthem.....	3.9	86Y		DELPHI #2	11	1	3	12	17	57
109. Be required to show respect for our flag and national anthem.....	3.5	74Y		DELPHI #2	12	6	9	11	[illegible]	[illegible]
110. Have developed an appreciation for the beauty of nature.....	3.5	77Y		DELPHI #2	11	3	5	20	42	[illegible]
111. Have explored the value of the arts as lifelong, continuing enrichment of leisure time.....	3.2	61Y		DELPHI #2	11	2	8	33	26	[illegible]
112. Have had the opportunity to appreciate the art, music, and dance that relates to one's ethnic background.....	3.2	62Y		DELPHI #2	11	4	11	30	23	22
113. Have the opportunity to participate in apprentice-type internship programs in a variety of fields.....	3.6	55Y		DELPHI #2	11	2	3	[illegible]	35	
114. Have learned how to eat a balanced diet, and the harmful effects of improper diets.....	3.8	85Y		DELPHI #2	11	1	4	12	[illegible]	[illegible]
115. Know the organizations available in the community for various needs (such as free or inexpensive clinics for psychiatric and birth control assistance).....	3.6	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

	DELPHI #2 COMPOSITE P	C		FREQUENCY DISTRIBUTION 0	1	2	3	4
116. Know how to obtain the services of various professionals such as doctors, dentists, lawyers, bankers, and stock-brokers.....	3.8	84%	DELPHI #2	2	1	0	2	[illegible]
117. Be aware of different life styles such as "open marriage", relationships that don't include marriage, communal family groups, and alternate methods of child-rearing.....	2.7	48%	DELPHI #2	11	14	18	26	13 [illegible]

EDUCATIONAL PROCESSES: To achieve desired results, our proposed secondary school of the 1980's should:	DELPHI #1 COMPOSITE Priority	DELPHI #2 COMPOSITE Priority		FREQUENCY DISTRIBUTION (%) 0	1	2	3	4	5
1. Provide opportunity for students to enter and leave programs several times during the school year.....	3.2	3.1	DELPHI #1	0	8	22	31	23	15
			DELPHI #2	3	5	18	40	22	12
2. Provide for student self-direction and decision-making in the selection of learning experiences.....	3.9	3.8	DELPHI #1	0	1	6	22	44	28
			DELPHI #2	3	2	4	18	49	23
3. Describe student achievement in terms of measurable competencies rather than traditional grades.....	3.8	3.8	DELPHI #1	0	5	9	19	32	35
			DELPHI #2	3	6	4	16	34	37
4. Operate programs year round..	3.9	4.0	DELPHI #1	0	4	7	21	30	37
			DELPHI #2	3	2	5	13	36	41
5. Involve students in the decision-making processes related to school policies...	3.5	3.5	DELPHI #1	0	6	11	31	30	22
			DELPHI #2	3	5	7	29	36	20
6. Use a variety of teaching modes (methods).....	4.4	4.4	DELPHI #1	0	0	3	10	33	54
			DELPHI #2	3	1	1	8	25	63
7. Permit students to come and go during the school day.....	2.9	2.8	DELPHI #1	0	13	26	31	17	14
			DELPHI #2	3	13	23	35	14	12
8. Develop student-owned, profit-motivated enterprises that will provide actual services and products.....	3.3	3.1	DELPHI #1	0	6	17	36	28	13
			DELPHI #2	3	5	14	41	26	10
9. Eliminate required attendance when students are able to demonstrate competence in a basic core of general education.....	3.1	3.1	DELPHI #1	0	13	20	27	24	17
			DELPHI #2	3	13	12	28	31	13

	DELPHI #1 COMPOSITE Priority	DELPHI #2 COMPOSITE Priority		FREQUENCY DISTRIBUTION (%) 0	1	2	3	4	5
10. Require all students to participate in selected career awareness programs before completing their schooling.....	4.0	3.9	DELPHI #1	0	3	7	18	35	37
			DELPHI #2	3	4	5	11	39	38
11. Require all students to have the needed skills to make them productive, taxpaying citizens before completing their schooling.....	3.9	4.0	DELPHI #1	0	6	7	16	31	40
			DELPHI #2	3	7	4	14	23	49
12. Should provide more resources for conducting research so that decision makers can improve their educational programs...	3.8	3.7	DELPHI #1	0	2	9	25	36	29
			DELPHI #2	3	2	7	18	45	25
13. Have programs geared to benefit the potential drop-out students.....	4.3	4.4	DELPHI #1	0	1	4	13	33	50
			DELPHI #2	3	1	1	9	24	62
14. Emphasize the traditional value system (Judeo-Christian)	3.6	3.7	DELPHI #1	0	6	10	27	33	24
			DELPHI #2	3	5	5	20	41	25
15. Emphasize the traditional work ethic.....	3.9	3.9	DELPHI #1	0	3	6	25	32	34
			DELPHI #2	3	4	3	17	34	39
16. Provide special programs for the gifted students.....	4.5	4.5	DELPHI #1	0	0	1	8	33	58
			DELPHI #2	3	1	0	5	21	69
17. Provide special programs for the handicapped students (physical, emotional, and mental).....	4.6	4.6	DELPHI #1	0	0	2	6	25	67
			DELPHI #2	3	0	0	4	18	74
18. Provide on-campus child care facilities to give students skill and experience in child care.....	3.3	3.2	DELPHI #1	0	7	17	34	28	14
			DELPHI #2	3	7	12	42	24	13

		Priority	Priority							
	adults in any program suited			DELPHI #1	0	3	9	25	31	32
	to their needs and interest..	3.8	3.9	DELPHI #2	3	4	4	17	37	36
20.	Provide academic and career counseling free of sex role			DELPHI #1	0	2	5	18	34	40
	stereotypes.....	4.1	4.2	DELPHI #2	3	3	1	11	29	53
21.	Provide staff and instructional practices that act affirmatively to overcome sex and racial			DELPHI #1	0	1	6	17	29	47
	handicaps.....	4.1	4.3	DELPHI #2	3	2	2	7	25	61
22.	Report student progress in terms of achievement on			DELPHI #1	0	1	2	19	41	36
	specific objectives.....	4.1	4.0	DELPHI #2	3	3	1	15	42	36
23.	Use differentiated staffing with increased use of			DELPHI #1	0	1	6	22	39	32
	paraprofessional personnel...	4.0	3.9	DELPHI #2	3	1	5	14	47	29
24.	Use television extensively in areas of instruction and staff			DELPHI #1	0	5	14	36	31	15
	development.....	3.4	3.2	DELPHI #2	3	3	13	43	28	11
25.	Require students to view certain television programs at home as an integral part of			DELPHI #1	0	8	21	38	24	9
	the instructional program....	3.1	2.9	DELPHI #2	3	6	17	48	17	8
26.	Offer instructional programs which can be completed at home using television, computer terminals, and/or yet-to-be-			DELPHI #1	0	3	13	32	34	17
	developed communications media	3.5	3.5	DELPHI #2	4	1	8	36	38	14

	DELPHI #1 COMPOSITE Priority	DELPHI #2 COMPOSITE Priority		FREQUENCY DISTRIBUTION %					
				0	1	2	3	4	5
27. Provide easy access to a large data base (larger than our traditional libraries) to assist students in developing their problem solving skills.	3.9	3.7	DELPHI #1	0	1	6	23	43	26
			DELPHI #2	4	2	4	23	48	20
28. Change the process of instruction from disseminating knowledge to directing learning activities..... ..	4.1	4.0	DELPHI #1	0	2	4	17	40	38
			DELPHI #2	4	4	2	11	34	45
29. Place more emphasis on staff development for purposes of maintaining high staff proficiency in the use of all available resources.....	4.4	4.3	DELPHI #1	0	1	3	10	33	53
			DELPHI #2	4	1	2	5	30	58
30. Separate students at the ninth grade level into two groups--one group to receive technical-vocational training and one group to be prepared for university study.....		2.4	DELPHI #2	12	22	17	20	16	13
31. Assist and encourage students to do volunteer and civic work (hospitals, museums, social agencies and others).....		3.3	DELPHI #2	12	2	5	25	39	16
32. Allow activities which show nationalistic emphasis toward nations other than the United States.....		2.2	DELPHI #2	13	18	26	26	14	4
33. Grant credit for courses in religion completed by students in their church or synagogue.		2.4	DELPHI #2	12	22	17	22	17	10

	DELPHI #2 COMPOSITE Priority		FREQUENCY DISTRIBUTION (%) 0	1	2	3	4	5
34. Increase staff development activities in basic interpersonal skills.....	3.4	DELPHI #2	14	2	3	21	31	28
35. Allow students the option of receiving pass/fail progress reports.....	2.6	DELPHI #2	13	15	14	22	2	14
36. Offer mini-courses in many interest areas.....	3.5	DELPHI #2	13	2	5	17	20	34
37. Increase the use of resource people from business, industry, professional, government, and other agencies.....	3.8	DELPHI #2	13	0	1	12	32	41
38. Develop courses for independent study and research.....	3.7	DELPHI #2	13	1	1	12	38	36
39. Develop methods for student evaluation of staff performance.....	3.1	DELPHI #2	13	6	10	23	25	24
40. Develop a system for involving many groups, e.g., school administrators, community leaders, teachers, and students, in administering the local public schools.....	3.1	DELPHI #2	13	9	9	17	24	28
41. Offer multilingual programs in all subject areas at all grade levels.....	2.5	DELPHI #2	13	15	20	24	17	10
42. Develop a system of accountability for all teachers and administrators.....	3.5	DELPHI #2	13	2	3	18	29	35
43. Require all students to take a course in how to study.....	3.4	DELPHI #2	13	4	7	19	25	32
44. Assign the best teachers to schools with lowest achievement and provide them special incentives.....	2.7	DELPHI #2	13	14	15	23	18	16
45. Provide pre-professional training in sports through highly competitive athletic programs.....	2.0	DELPHI 2	13	30	20	25	8	6

TABLE NO. 8 EDUCATIONAL GOALS [illegible]

AREA I BASIC SKILLS

Reading: Students should have developed their reading skills to read with understanding:

	SEX				AGE				PATRONS			
	MALE		FEMALE		20-39		40-over		YES		NO	
	P	C	P	C	P	C	P	C	P	C	P	C
1. Minimum transactions required for daily living, such as reading a telephone directory and road signs.	4.8	98Y	4.6	95Y	4.8	96Y	4.8	97Y	4.7	95Y	4.8	98Y
2. Printed material on the level of a daily newspaper.....	4.8	98Y	4.5	93Y	4.6	95Y	4.7	97Y	4.5	94Y	4.7	98Y
3. Printed material on the level of a technical journal in their area of interest.....	3.6	61N	3.5	54Y	3.6	59N	3.5	57N	3.5	52N	3.5	58N
4. Printed material on the level of logic and philosophy.....	3.0	82N	2.9	77N	2.9	86N	2.9	81N	3.0	77N	2.9	82N

Writing: Students should have developed their writing skills to a level necessary for:

5. Minimum daily living transactions, such as completing job applications.....	4.9	97Y	4.6	95Y	4.8	96Y	4.8	96Y	4.6	95Y	4.9	97Y
6. Casual communication with friends and associates.....	4.7	96Y	4.6	95Y	4.6	95Y	4.7	96Y	4.4	93Y	4.7	97Y
7. Reporting information with accuracy and clarity to diverse audiences..	3.5	65N	3.5	54N	3.3	68N	3.5	61N	3.3	64N	3.5	61N
8. Expressing creative and abstract ideas to professional audiences...	2.7	87N	2.8	87N	2.7	88N	2.7	87N	2.6	85N	2.7	89N

SCHOOL OF THE FUTURE (1980'S), SUBGROUP ANALYSES

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX.AMER.		EDUC.COMM.		COMM.AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
4.8	97%	4.3	94%	4.8	100%	4.8	97%	4.8	98%	4.8	100%	4.7	96%	4.8	96%	4.7	95%
4.7	96%	4.3	94%	4.8	100%	4.7	97%	4.8	98%	4.8	100%	4.6	95	4.8	98	4.6	95
3.5	56%	3.4	50%	3.8	75%	3.5	57%	3.4	62%	3.9	78%	3.5	58%	3.6	57%	3.5	51%
2.9	82%	3.1	59%	2.5	75%	2.8	84%	3.0	84%	3.2	67%	3.3	75%	2.8	83%	2.9	85%
4.8	96%	4.5	94%	5.0	100%	4.8	97%	4.9	96%	4.8	100%	4.7	95	[illegible]	99	4.7	95
4.7	96%	4.3	88%	4.5	100%	4.6	97%	4.8	98%	4.7	94	4.6	[illegible]	4.7	[illegible]	4.5	[illegible]
3.5	63%	3.6	50%	3.5	75%	3.4	62%	3.4	62%	3.9	[illegible]	[illegible]	[illegible]	3.5	55	[illegible]	[illegible]
2.7	84%	3.3	59%	3.3	50	2.7	87%	2.8	87%	3.1	[illegible]	2.5	[illegible]	[illegible]	55		55%

Speaking: Students should have developed their speaking skills to a level necessary for:

	MALE		FEMALE		[illegible]		[illegible]		[illegible]		[illegible]	
	P	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
9. Minimum daily living transactions, such as carrying on social conversations, and giving simple directions.....	4.8	97%	4.7	95%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10. Communicating relatively simple ideas and/or thoughts.....	4.7	97%	4.6	95%	4.7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
11. Communicating learned ideas and concepts.....	3.8	64%	3.9	67%	3.8	71%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
12. Creative expression and communication of abstract ideas and/or thoughts.....	2.9	81%	3.1	72%	[illegible]	[illegible]	2.9	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Listening: Students should have developed their listening skills to a level necessary for:

13. Minimum daily living transactions, such as understanding simple directions, and carrying on social conversation.....	4.8	96%	4.6	95%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
14. Understanding facts and simple idéas presented orally, such as being able to follow a radio news broadcast..	4.7	95%	4.6	95%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
15. Understanding abstract ideas and concepts presented orally.....	3.1	74%	3.3	64%	3.3	73%	3.1	73%	3.1	[illegible]	[illegible]	[illegible]

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX.AMER		EDUC.COMM.		COMM.AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
4.7	96Y	4.8	94Y	5.0	100Y	4.8	97Y	4.8	98Y	4.8	100Y	4.8	96Y	4.9	99Y	4.6	94Y
4.7	96Y	4.4	94Y	4.8	100Y	4.7	97Y	4.8	98Y	4.8	100Y	4.7	96Y	4.8	99Y	4.5	94Y
3.8	64Y	3.9	76Y	3.8	100Y	3.8	69Y	3.6	51Y	4.3	89Y	3.8	62Y	3.9	74Y	3.6	58Y
2.[illegible]	50Y	3.3	53N	2.5	50Y	2.9	82N	2.9	80N	3.[illegible]	72N	3.0	74Y	2.8	84N	2.9	77N
4.[illegible]	95Y	4.4	94Y	5.0	100Y	4.7	97Y	[illegible]	96Y	4.[illegible]	100Y	4.7	96Y	4.8	97Y	4.[illegible]	92Y
4.[illegible]	95	4.4	94	4.8	100	4.7	96Y	4.7	96	4.7	100Y	4.6	96	4.8	97Y	4.5	91Y
[illegible]	[illegible]	4.4	5[illegible]	[illegible]	50	[illegible]	[illegible]	[illegible]	67Y	3.5	61N	4.3	65Y	[illegible]	[illegible]	3.1	75N

Mathematics: Students should have developed their mathematic skills to a level necessary for applying basic concepts needed for

	SEX											
	MALE		[illegible]		20-39		40-over					
	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			
16. Minimum business transactions in daily living, such as making change, totaling a bill, and computing sales tax.....	4.8	97%	4.6	[illegible]	4.8	[illegible]	4.7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
17. Computing salary and salary deductions, and developing a household budget.....	4.6	96%	4.4	87%	[illegible]	[illegible]	4.5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
18. Handling such middle management tasks as: purchasing, taking inventory, and preparing a payroll..	3.3	77%	3.2	69%	3.3	[illegible]	[illegible]	[illegible]	[illegible]	75%	[illegible]	75%
19 Entering engineering study.....	2.5	91%	2.5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
20. Entering second-year college mathematics study.....	2.4	91%	2.6	89%	[illegible]	89%	[illegible]	91%	[illegible]	89%	[illegible]	91%

Other Basic Skills: Students should:

21. Have developed an understanding of the necessity for continuous lifelong education.....	4.2	84Y	4.3	85Y	4.2	84Y	4.2	83Y	[illegible]	[illegible]	4.3	85Y
22. Possess reading and writing skills in at least one foreign language..	2.8	85N	3.3	62N	3.0	77%	2.8	[illegible]	[illegible]	79%	2.8	81%
23. Be able to converse in at least one foreign language.....	2.5	83N	3.0	66N	2.6	80N	2.6	79%	2.6	77%	2.6	82%
24. Possess the ability to discriminate between facts, ideas and opinions, and propaganda in the major communications media and in advertising..	4.1	89Y	4.2	90Y	4.2	93Y	4.1	89Y	[illegible]	89%	[illegible]	[illegible]

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX.AMER.		EDUC.COMM.		COMM.AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
4.7	96Y	4.5	94Y	4.8	100Y	4.8	97Y	4.8	98Y	4.7	100Y	4.7	96Y	4.8	97Y	4.7	95Y
4.5	94Y	4.3	82Y	4.8	100Y	4.6	95Y	4.6	91Y	4.8	89Y	4.5	90Y	4.6	95Y	4.5	94Y
3.2	75N	3.4	65N	3.3	75Y	3.2	79N	3.6	67N	3.3	67N	3.3	64N	3.2	78N	3.3	82N
2.4	91N	2.8	76N	3.0	50Y	2.4	92N	2.7	89N	2.8	94N	2.7	86N	2.5	[illegible]	2.4	92N
2.4	91N	2.6	71N	3.0	50Y	2.4	91N	2.6	93N	2.6	94N	2.5	89N	2.4	[illegible]	2.	88N
4.[illegible]	84Y	[illegible]	76Y	4.5	100Y	4.3	87Y	4.1	82Y	4.5	83Y	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
2.8	82N	3.1	65N	4.0	100Y	[illegible]	84N	3.1	73N	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]

	[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]	
25. Understand the basic principles of physical science such as are taught in physics and chemistry...	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
26. Understand the basic principles of life science such as are taught in biology and zoology.....	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
27. Understand the fundamental principles of social science such as are taught in psychology and sociology.....	3.2	53%	3.5	66%	3.2	50%	[illegible]	57%	3.2	[illegible]	[illegible]	[illegible]
28. Understand the history of Texas, the Southwest, and the United States.....	3.5	85%	3.6	75%	3.6	79%	3.5	84%	[illegible]	[illegible]	[illegible]	[illegible]
29. Understand the history of the world.....	3.2	72%	3.4	72%	[illegible]	77%	3.2	72%	[illegible]	[illegible]	3.2	[illegible]
30. Be able to apply the basic principles of the scientific method.....	3.2	58%	3.2	61%	3.3	55%	3.1	64%	[illegible]	[illegible]	[illegible]	[illegible]
31. Possess skills necessary for logical, critical, and creative thought.....	3.4	56%	3.5	67%	3.4	63%	3.3	54%	[illegible]	[illegible]	[illegible]	[illegible]
32. Possess the ability to locate and retrieve information from data repositories, such as libraries...	3.8	74%	4.0	80%	3.7	73%	3.8	[illegible]	[illegible]	[illegible]	3.8	[illegible]
33. Have learned the skills required for accessing information from a computer....	2.8	83%	3.1	77%	2.9	86%	2.8	[illegible]	[illegible]	83%	[illegible]	[illegible]
34. Have learned to assemble data in a form acceptable for computer usage.	2.6	87%	2.9	79%	2.6	89%	2.6	84%	[illegible]	[illegible]	[illegible]	[illegible]

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX.AMER.		EDUC.COMM.		COMM.AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
3.1	67N	3.0	76N	3.5	50Y	3.0	80N	3.4	51N	3.6	50Y	3.4	62N	3.0	71N	3.0	69N
3.3	61Y	3.3	53Y	3.8	75Y	3.3	62Y	3.6	64Y	3.5	56Y	3.5	54Y	3.2	69Y	3.3	55Y
3.2	56Y	3.1	53Y	4.0	100Y	3.2	56Y	3.4	56Y	3.3	67Y	3.5	60Y	3.1	61Y	3.1	49Y
3.5	81Y	3.7	82Y	4.5	100Y	3.5	84Y	3.7	91Y	3.6	72Y	3.8	83Y	3.5	86Y	3.3	[illegible]Y
3.2	72Y	3.1	53Y	4.0	100Y	3.2	75Y	3.4	80Y	3.4	61Y	3.5	69Y	3.2	79Y	3.0	69Y
3.1	54N	3.2	53N	3.8	75Y	3.1	63N	3.2	67N	3.6	56Y	3.4	56N	3.1	62N	2.9	60N
3.4	59Y	3.6	59Y	3.8	75Y	3.3	60Y	3.4	49Y	4.1	78Y	3.6	59Y	3.3	60Y	3.3	57Y
3.9	75Y	3.8	76Y	3.8	100Y	3.7	72Y	3.9	80Y	4.6	89Y	4.0	77Y	3.8	75Y	3.6	75Y
2.9	83N	3.1	76N	3.0	50Y	2.9	86N	3.0	76N	3.2	78N	3.1	75N	2.8	86N	2.7	85N
2.9	84N	2.9	71N	2.8	50Y	2.7	87N	2.7	82N	2.9	83N	2.7	81N	2.7	86N	2.9	86N

	SEX				AGE				PARENTS			
	MALE		FEMALE		21-39		40-over		[illegible]		[illegible]	
	P	%	P	%	P	%	P	%	P	%	P	%
35. Be able to write a computer program using a widely acceptable language such as BASIC or FORTRAN.	2.3	93%	2.5	85%	[illegible]	93%	[illegible]	90%	[illegible]	[illegible]	[illegible]	[illegible]
36. Learn to use an electronic calculator before they complete schooling.....	3.0	72%	3.1	64%	3.0	68	[illegible]	73%	2.9	67%	[illegible]	75%
37. Have a knowledge of the fundamental concepts of economics, such as supply and demand, inflation, depression, recession, profit, and gross national product.....	3.6	71%	3.7	69%	3.5	71%	3.5	65%	3.4	68%	3.6	65%

AREA II. CITIZENSHIP

Students should:

38. Possess a commitment to the continuous improvement of life in the United States.....	4.5	93%	4.5	90%	4.6	96%	4.4	91%	4.4	90%	4.5	94%
39. Understand the rights, privileges, and responsibilities of United States citizenship.....	4.6	96%	4.6	90%	4.7	98%	4.6	94%	4.5	94%	4.6	96%
40. Have learned the basic organizational structure of our local, state, and federal government.....	4.4	95%	4.4	92%	4.5	98%	4.3	91%	4.3	94	[illegible]	92
41. Have respect for the Law and feel responsible for obeying and maintaining it.....	4.6	95%	4.5	89%	4.6	96%	4.5	93%	4.6	94%	4.6	95%
42. Understand the history of the American culture and its development from older cultures.....	3.8	83%	3.7	75%	3.8	89%	3.7	79%	[illegible]	86%	[illegible]	[illegible]

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX. AMER.		EDUC. COMM.		COMM. AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
2.2	91N	2.4	82N	2.8	50Y	2.2	92N	2.2	89N	2.7	94N	2.3	85N	2.2	92N	2.0	94N
3.0	70N	3.1	71N	2.8	50Y	2.9	75N	3.1	67N	3.7	50Y	3.1	65N	3.0	77N	2.9	65N
3.5	69Y	3.4	59Y	4.5	100Y	3.6	75Y	3.5	67Y	4.2	83Y	3.7	60Y	3.5	77Y	3.5	72Y
																	[illegible]
4.5	93Y	4.3	88Y	5.0	100Y	4.7	96Y	4.0	87Y	4.7	89Y	4.5	[illegible]	4.5	95Y	4.4	92
4.6	94Y	4.4	94Y	5.0	100Y	4.7	97Y	4.5	93Y	4.8	94Y	4.6	93Y	4.7	96Y	4.4	94
4.4	94Y	4.3	88Y	4.3	100Y	4.5	93Y	4.4	96Y	4.6	94Y	4.4	93Y	4.5	95Y	4.3	92Y
4.6	93Y	4.2	94Y	4.0	100Y	4.7	97Y	4.4	91Y	4.8	94Y	4.5	91Y	4.7	[illegible]	4.5	92Y
3.7	80Y	3.7	76Y	4.5	100Y	3.8	83Y	3.6	80Y	4.1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

	[illegible]		[illegible]		[illegible]		[illegible]		[illegible]		[illegible]	
	[illegible]		[illegible]		20-39		40-[illegible]		[illegible]		[illegible]	
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
43. Understand and appreciate people of a different culture, race, sex, age and life style.....	4.3	89%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	89%	[illegible]	[illegible]	[illegible]	[illegible]
44. Have acquired the skills and motivation needed to participate in solving the social, economic, and political problems of our society.	3.6	71%	3.7	6[illegible]	3.6	70%	3.6	7[illegible]	[illegible]	[illegible]	[illegible]	72
45. Understand the major world political and economic systems.....	3.2	64%	3.3	54%	3.3	63%	3.1	63%	3.1	63%	3.2	65%
46. Understand the interrelationships that exist between human activities and the natural environment.....	3.6	75%	3.7	74%	3.6	77%	3.6	74%	3.5	70%	3.7	74
47. Have acquired the habit of protecting the natural environment and enhancing the quality of the man-made environment.....	4.0	85%	4.0	82%	4.1	84%	4.0	85%	3.9	82	4.0	87%
48. Have developed an understanding of the world governments and their relationships with each other.....	3.1	52%	3.2	66%	3.2	55%	3.1	54%	3.0	54%	3.2	52%
49. Understand the influence of multinational corporations upon nations and individuals.....	2.8	72%	2.9	62%	2.8	77%	2.9	67%	2.8	73%	2.9	69%
50. Have developed positive attitudes toward international government...	2.7	68%	2.8	51%	2.6	68%	2.8	62%	2.7	68%	2.8	59%
51. Understand the critical need for the conservation of scarce resources such as fossil fuels, lumber, and minerals.....	4.2	88%	4.2	82%	4.3	89%	4.2	86%	4.1	85%	4.3	87%
52. Understand and value the free enterprise system.....	4.2	89%	4.0	82%	4.2	89%	4.1	86%	4.1	87%	4.1	87%

3.6	69Y	3.7	71Y	4.3	100Y	3.6	75Y	3.5	62Y	4.2	78Y	3.8	68Y	3.8	75Y	3.5	68Y
3.2	63N	3.3	53N	4.3	75Y	3.2	69N	3.2	51N	3.8	50N	3.4	52N	3.2	65N	3.1	68N
3.6	75Y	3.4	65Y	4.3	100Y	3.7	82Y	3.4	67Y	4.0	72Y	3.7	68Y	3.7	81Y	3.4	77Y
4.0	85Y	3.7	82Y	4.5	100Y	4.2	92Y	3.6	73Y	4.5	94Y	3.9	77Y	4.2	90Y	3.9	88Y
3.	56	3.1	47	4.0Y	100Y	3.2	61Y	2.9	49N	3.5	72Y	2.2	54	3.	62Y	3.0	48Y
2.8	71N	3.3	53N	3.3	75Y	2.9	70N	2.6	73N	3.3	72N	2.9	65N	2.9	68N	2.8	74N
2.7	6[illegible]N	3.1	53N	3.5	75Y	2.8	63N	2.2	76N	3.2	72N	2.7	62N	2.9	56N	2.5	74N
[illegible]	[illegible]	3.7	71	4.5	100Y	[illegible]	89	3.7	82	[illegible]	89	[illegible]	81	4.5	[illegible]	[illegible]	80Y

AREA III ETHICS	SEX				AGE				PATRONS			
	MALE		FEMALE		20-39		40-over		YES		NO	
Students should:	P	C	P	C	P	C	P	C	P	C	P	C
53. Have developed positive moral and ethical values.....	4.5	93Y	4.3	82Y	4.4	89Y	4.5	92Y	4.4	89Y	4.5	93Y
54. Understand the history of world religions and their impact on the development of man.....	3.1	66Y	3.1	59Y	3.1	55Y	3.2	67Y	3.1	61Y	3.2	65Y
55. Understand the importance of positive moral and ethical values in their relationships with others...	4.3	89Y	4.1	80Y	4.1	80Y	4.4	91Y	4.2	83Y	4.5	91Y
56. Respect the beliefs and values of other people.....	4.5	93Y	4.4	87Y	4.3	88Y	4.6	95Y	4.3	88Y	4.6	96Y
57. Understand the need for a consensus on moral values.....	3.6	75Y	3.4	62Y	3.5	66Y	3.6	75Y	3.4	65Y	3.8	79Y
58. Be committed to extending to every individual the rights and freedoms they wish for themselves.....	4.2	85Y	4.1	79Y	3.9	75Y	4.3	88Y	4.0	80Y	4.3	87Y

AREA IV AESTHETICS

Students should:

59. Have learned the culturally accepted amenities which contribute to a rich and pleasurable social life.....	3.3	75Y	3.3	79Y	3.0	[illegible]Y	3.4	79Y	3.1	70Y	3.4	80Y
60. Have developed pride in their own culture, and understand its social structure.....	4.1	83Y	4.1	77Y	3.9	77Y	4.1	86Y	3.9	74Y	4.2	88Y
61. Appreciate the literary, visual, and performing arts.....	3.1	65Y	3.3	66Y	3.0	54Y	3.2	67Y	3.1	62Y	3.1	64Y

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX.AMER.		EDUC.COMM.		COMM.AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
4.4	89Y	4.2	94Y	4.5	100Y	4.6	96Y	4.1	82Y	4.8	94Y	4.3	86Y	4.7	96Y	4.3	86Y
3.1	62Y	3.5	65Y	3.3	100Y	3.2	69Y	2.9	58Y	3.6	67Y	3.3	56Y	3.2	81Y	2.9	51Y
4.3	87Y	4.1	76Y	4.3	100Y	4.5	92Y	3.9	82Y	4.8	83Y	4.3	83Y	4.5	95Y	4.0	80Y
4.4	91Y	4.4	94Y	4.8	100Y	4.6	96Y	4.2	87Y	4.9	94Y	4.4	90Y	4.7	96Y	4.2	88Y
3.5	70Y	3.2	71Y	3.8	100Y	3.8	81Y	3.3	67Y	3.8	83Y	3.5	63Y	3.8	83Y	3.3	69Y
4.1	81Y	4.5	94Y	5.0	100Y	4.3	88Y	3.6	69Y	4.4	83Y	4.2	83Y	4.3	86Y	3.7	78Y
3.2	76Y	3.5	65Y	3.3	100Y	3.4	85Y	3.0	62Y	3.4	72Y	3.3	72Y	3.5	86Y	3.0	69Y
4.0	81Y	4.4	82Y	5.0	100Y	4.2	88Y	3.6	73Y	4.4	83Y	4.1	80Y	4.4	87Y	3.6	77Y
3.1	62Y	3.4	76Y	3.5	100Y	3.2	66Y	2.8	56Y	3.5	78Y	3.3	58Y	3.1	71Y	2.8	62Y

	SEX				AGE				PARENTS			
	MALE		FEMALE		20-39		40-over		YES		[illegible]	
	P	C	P	C	P	C	P	C	P	C	P	C
62. Have developed their power of creativity and imagination through participation in the arts.....	2.9	62%	3.1	54%	2.9	73%	3.0	55%	2.9	[illegible]	[illegible]	[illegible]
63. Value the arts as an important realm of the human experience.....	3.1	67%	3.2	7[illegible]	3.1	71%	3.1	62%	3.2	69%	[illegible]	[illegible]
64. Have gained an awareness of community programs in the arts, and knowledge of how to participate in them if they choose.....	3.0	67%	3.2	69%	3.0	64%	3.1	68%	3.[illegible]	6[illegible]	3.1	70%

AREA V: CAREERS

Students should:

65 Have acquired knowledge pertaining to projected needs and occupational and educational alternatives; ob entry requirements, performance expectations, salary, and so on...	4.4	89%	4.2	80%	4.3	86%	4.4	89%	4.2	85%	4.5	89%
66. Be able to assess their own personal abilities realistically in order to make viable career decisions.....	4.4	89%	4.2	82%	4.2	86%	4.4	90%	4.1	86%	4.5	8[illegible]%
67. Have had the opportunity to develop a salable job entry skill.	4.4	88%	4.2	82%	4.3	86%	4.4	89%	4.2	81%	4.5	91
68. Have acquired the skills needed to locate and obtain employment.....	4.4	85%	4.1	75%	4.4	80%	4.3	85%	4.2	80	4.4	[illegible]
69. Have developed a positive attitude toward work.....	4.4	90%	4.3	84%	4.3	86%	4.5	92%	4.4	8[illegible]	4.5	[illegible]
70. Be able to demonstrate effective work habits.....	4.3	87%	4.2	85%	4.4	88%	4.3	89%	4.2	8[illegible]	4.4	[illegible]

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX.AMER.		EDUC.COMM.		COMM.AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
2.9	61N	3.3	53N	3.5	50Y	3.0	63N	2.8	56N	3.6	60N	3.2	56N	3.0	61N	2.7	62N
3.1	68Y	3.2	47Y	3.5	75Y	3.1	71Y	2.9	49Y	3.5	89Y	3.4	63Y	3.0	70Y	2.8	65Y
3.0	68Y	3.2	53Y	3.3	100Y	3.1	73Y	3.0	56Y	3.4	72Y	3.3	64Y	3.1	73Y	2.7	65Y
4.3	86Y	4.3	88Y	4.8	100Y	4.4	91Y	4.1	80Y	4.9	94Y	4.4	85Y	4.6	94Y	3.9	77Y
4.3	87Y	4.2	82Y	4.5	100Y	4.4	92Y	4.1	78Y	4.8	94Y	4.4	86Y	4.5	92Y	4.0	82Y
4.4	86Y	4.3	82Y	4.0	100Y	4.5	91Y	4.2	80Y	4.7	94Y	4.4	88Y	4.5	91Y	4.1	80Y
4.3	82Y	4.1	76Y	4.3	100Y	4.4	88Y	4.1	73Y	4.9	94Y	4.3	79Y	4.4	90Y	4.2	77Y
4.4	88Y	4.2	88Y	3.8	100Y	4.5	93Y	4.0	80Y	4.9	94Y	4.4	88Y	4.5	94Y	4.2	83Y
4.3	87Y	4.2	88Y	4.3	100Y	4.5	92Y	3.9	76Y	4.9	94Y	4.4	89Y	4.4	90Y	4.0	78Y

	SEX				AGE				PARENTS			
	MALE		FEMALE		20-39		40-over		YES		NO	
	P	C	P	C	P	C	P	C	P	C	P	C
71. Be able to adjust to changes and varied conditions on the job.....	4.2	86Y	4.1	84Y	4.1	80Y	4.3	89Y	4.1	80Y	4.4	91Y
72. Recognize that education is a highly important factor in career development.....	4.3	87Y	4.2	80Y	4.2	80Y	4.3	89Y	4.1	83Y	4.4	89Y
73. Have had experience in working at a job.....	3.6	66Y	3.5	54Y	3.6	64Y	3.6	62Y	3.4	58Y	3.7	65Y
74. Understand the history of the labor union movement and the contributions and problems of labor unions.....	2.9	56Y	3.1	48Y	3.0	57Y	2.9	51Y	2.9	54Y	3.0	51Y
AREA VI: HEALTH AND RECREATION												
Students should:												
75. Have developed a positive self-image.....	4.4	91Y	4.3	85Y	4.3	88Y	4.5	91Y	4.4	89Y	4.5	90Y
76. Have developed their knowledge, skills, and values concerning physical and mental health.....	4.3	93Y	4.2	85Y	4.2	86Y	4.4	94Y	4.2	87Y	4.4	95Y
77. Have learned ways the individual, community, and nation can protect and promote personal and general healthful conditions.....	3.8	85Y	3.9	82Y	3.7	82Y	3.9	85Y	3.6	79Y	4.0	88Y
78. Be able and willing to share feelings with other people.....	4.0	84Y	4.1	79Y	3.9	79Y	4.0	84Y	4.0	81Y	4.0	83Y
79. Understand the importance of a proper balance between mental and physical processes (sound mind and body).....	4.2	91Y	4.1	84Y	4.2	89Y	4.1	90Y	4.0	88Y	4.2	89Y

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX.AMER.		EDUC.COMM.		COMM. AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
4.2	85Y	4.1	88Y	4.3	100Y	4.3	91Y	3.8	73Y	4.5	89Y	4.2	86Y	4.4	94Y	3.8	75Y
4.2	85Y	4.2	88Y	4.8	100Y	4.4	92Y	4.0	73Y	4.7	94Y	4.3	84Y	4.5	92Y	3.9	80Y
3.6	60Y	3.8	82Y	4.0	100Y	3.8	73Y	3.1	49N	4.0	61Y	3.5	62Y	3.9	73Y	3.9	48Y
3.0	52Y	2.9	53Y	3.3	75Y	3.1	57Y	2.7	53Y	3.4	56Y	3.0	52Y	4.4	60Y	2.9	46Y
4.4	89Y	4.6	94Y	5.0	100Y	4.6	94Y	3.9	78Y	5.0	94Y	4.5	86Y	4.6	96Y	4.1	85Y
4.3	90Y	4.2	94Y	4.8	100Y	4.4	95Y	4.0	87Y	4.7	94Y	4.4	91Y	4.5	97Y	3.9	83Y
3.9	84Y	3.8	82Y	4.0	100Y	4.0	87Y	3.5	80Y	4.5	94Y	3.9	84Y	4.1	88Y	3.5	80Y
4.0	82Y	4.1	82Y	4.5	100Y	4.1	90Y	3.5	69Y	4.7	94Y	4.0	78Y	4.3	92Y	3.6	78Y
4.1	89Y	4.1	88Y	4.5	100Y	4.3	94Y	3.8	80Y	4.6	89Y	4.1	88Y	4.4	95Y	3.8	83Y

	SEX				AGE				PATRONS			
	MALE		FEMALE		20-39		40-over		[illegible]		[illegible]	
	P	C	P	C	P	C	P	C	P	C	P	C
80. Have developed basic first-aid skills.....	3.7	85Y	3.9	84Y	3.8	88Y	3.7	84Y	3.6	85Y	3.8	86[illegible]
81. Have participated in a variety of team sports.....	3.0	54N	3.0	52N	3.0	52N	3.0	53N	2.9	49N	3.1	54N
82. Understand the human reproductive system.....	4.2	90Y	4.3	89Y	4.2	88Y	4.2	91Y	4.1	86Y	4.3	93Y
83. Have developed positive values related to leisure time and recreation.....	3.9	84Y	4.0	84Y	3.7	73Y	4.0	89Y	3.8	80Y	4.0	88Y
84. Understand the need for and value of lifelong recreational interests and physical exercise.....	4.0	88Y	3.8	79Y	4.0	82Y	3.9	89Y	3.9	82Y	4.0	89Y
85. Have developed the basic skills in at least one carry-over sport (one that can be enjoyed for a life-time).....	3.6	76Y	3.4	69Y	3.6	70Y	3.5	77Y	3.5	74Y	3.5	74Y
86. Have developed a capacity to cope with life's emotional situations..	4.1	87Y	4.2	85Y	4.1	86Y	4.2	88Y	4.1	86Y	4.2	89Y
87. Have developed a capacity to deal with surprise and uncertainty.....	4.0	87Y	4.0	82Y	3.9	84Y	4.0	87Y	3.9	85Y	4.1	88Y
88. Have learned the proper use of drugs.....	4.4	92Y	4.3	89Y	4.3	91Y	4.4	91Y	4.2	88Y	4.5	94Y
89. Have learned the skills needed to work in small group situations to solve problems.....	3.7	77Y	3.7	77Y	3.7	77Y	3.7	79Y	3.6	80Y	3.9	77Y
90. Understand the methods by which human reproduction can be controlled.....	4.2	87Y	4.3	87Y	4.2	86Y	4.3	89Y	4.2	86Y	4.3	89Y

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX.AMER.		EDUC.COMM.		COMM.AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
3.7	85Y	4.0	88Y	4.3	75Y	3.8	87Y	3.4	80Y	4.3	94Y	3.7	84Y	4.0	90Y	3.4	80Y
2.9	56N	3.3	59Y	3.5	50Y	3.0	52N	2.9	51N	3.6	67N	3.1	48N	3.1	55N	2.7	60N
4.2	89Y	4.0	94Y	4.5	100Y	4.3	92Y	4.0	84Y	4.7	94Y	4.3	93Y	4.5	92Y	3.8	83Y
3.9	84Y	3.9	88Y	4.5	100Y	4.1	90Y	3.5	71Y	4.8	94Y	3.9	83Y	4.3	90Y	3.6	80Y
3.9	85Y	3.9	88Y	4.8	100Y	4.1	91Y	3.6	78Y	4.6	89Y	3.9	83Y	4.3	94Y	3.7	80Y
3.5	72Y	3.7	94Y	4.3	100Y	3.7	80Y	3.0	64Y	4.1	78Y	3.4	69Y	3.9	87Y	3.3	66Y
4.2	86Y	3.9	88Y	4.3	100Y	4.3	92Y	3.7	76Y	4.7	94Y	4.1	86Y	4.5	92Y	3.8	82Y
4.0	85Y	4.0	88Y	4.5	100Y	4.1	92Y	3.5	71Y	4.8	94Y	4.0	86Y	4.3	88Y	3.7	82Y
4.4	90Y	4.4	94Y	4.5	100Y	4.5	95Y	4.0	82Y	4.9	94Y	4.3	90Y	4.6	95Y	4.1	86Y
3.7	77Y	3.7	88Y	4.3	100Y	3.9	85Y	3.4	64Y	4.3	78Y	3.7	79Y	4.0	84Y	3.5	69Y
4.3	88Y	4.1	88Y	3.8	100Y	4.4	92Y	3.9	76Y	4.7	94Y	4.1	85Y	4.6	94Y	4.0	83Y

AREA VII: LIFE MANAGEMENT	SEX				AGE				PATRONS			
	MALE		FEMALE		20-39		40-over		YES		NO	
	P	C	P	C	P	C	P	C	P	C	P	C
Students should:												
91. Have learned to manage money, property, and resources effectively.	4.3	90Y	4.3	87Y	4.2	88Y	4.3	91Y	4.1	88Y	4.3	90Y
92. Have learned the responsibilities required for a marriage to succeed.	4.2	86Y	4.0	85Y	3.9	79Y	4.2	89Y	4.1	85Y	4.2	88Y
93. Be able to adjust to the rapid changes that may occur in their lifetime.....	4.2	88Y	3.9	85Y	3.9	84Y	4.1	89Y	4.0	85Y	4.2	90Y
94. Assume responsibility for their own development, obligations, and actions.....	4.3	91Y	4.2	87Y	4.1	86Y	4.3	92Y	4.2	88Y	4.3	92Y
95. Have learned the responsibilities involved in parenthood.....	4.3	89Y	4.2	80Y	4.1	82Y	4.4	89Y	4.2	87Y	4.4	87Y
96. Understand and be able to apply the basic principles of safe driving.....	4.2	88Y	4.2	77Y	4.0	79Y	4.4	89Y	4.0	82Y	4.4	88Y
97. Understand our system of taxation (local, state, federal), and what avenues of remedy are available to citizens.....	4.0	85Y	3.8	79Y	3.6	77Y	4.1	87Y	3.7	80Y	4.2	87Y
98. Be able to understand and negotiate our social systems (medicare, unemployment insurance, social security, pensions, and others)...	3.7	78Y	3.7	74Y	3.5	80Y	3.7	77Y	3.5	79Y	3.8	76Y
99. Have developed a capacity to be an efficient participant in the economic system both as a producer and as a consumer.....	3.8	83Y	3.8	80Y	3.6	84Y	3.9	83Y	3.7	81Y	3.9	84Y

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX. AMER.		EDUC. COMM.		COMM. AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
4.3	89Y	4.4	94Y	4.5	100Y	4.4	92Y	3.8	82Y	4.8	94Y	4.3	90Y	4.5	94Y	4.0	83Y
4.1	85Y	4.2	94Y	4.3	100Y	4.3	92Y	3.6	76Y	4.9	94Y	4.0	85Y	4.5	94Y	3.8	78Y
4.1	87Y	4.1	88Y	4.5	100Y	4.3	92Y	3.6	78Y	4.8	94Y	4.0	85Y	4.5	94Y	3.8	83Y
4.3	89Y	4.2	94Y	4.3	100Y	4.4	94Y	3.9	82Y	4.9	94Y	3.8	86Y	4.5	96Y	4.1	86Y
4.3	86Y	4.2	88Y	4.5	100Y	4.4	91Y	4.0	82Y	4.8	89Y	4.2	83Y	4.6	96Y	3.9	80Y
4.2	84Y	4.2	94Y	4.0	100Y	4.4	92Y	3.9	80Y	4.7	94Y	4.2	83Y	4.6	91Y	3.9	82Y
3.9	82Y	3.9	88Y	4.8	100Y	4.2	89Y	3.5	80Y	4.6	94Y	3.9	83Y	4.2	91Y	3.7	77Y
3.7	76Y	3.7	88Y	4.0	100Y	3.9	84Y	3.2	73Y	4.4	89Y	3.6	75Y	3.9	81Y	3.5	74Y
3.8	81Y	4.0	82Y	3.8	100Y	4.0	88Y	3.4	82Y	4.3	83Y	3.8	80Y	4.1	88Y	3.5	78Y

	SEX				AGE				PATRONS			
	MALE		FEMALE		20-39		40-over		YES		NO	
	P	C	P	C	P	C	P	C	P	C	P	C
100. Have the skills to operate tools, machinery, and equipment needed for daily living.....	3.8	75Y	3.8	79Y	3.6	77Y	3.8	74Y	3.6	76Y	3.8	74Y
101. Have acquired basic maintenance and repair skills needed for daily living.....	3.5	73Y	3.5	77Y	3.2	71Y	3.6	74Y	3.2	70Y	3.6	75Y
102. Understand and apply the skills and attitudes needed for fruitful interpersonal relationships in both work and social situations.....	3.9	82Y	3.9	85Y	3.8	75Y	3.9	86Y	3.8	76Y	3.9	87Y
103. Be able to manage their time in an efficient and effective manner....	4.0	88Y	4.0	82Y	3.9	82Y	4.0	90Y	3.9	86Y	4.1	88Y
104. Have acquired the skills needed for good child care.....	4.0	75Y	3.8	74Y	3.8	73Y	3.9	75Y	3.9	75Y	4.0	75Y
105. Be able to cook, clean, do laundry, etc., in order to care for their daily living needs.....	3.7	72Y	3.9	70Y	3.6	75Y	3.8	70Y	3.6	74Y	3.8	70Y
WRITE-IN GOALS:												
Students should:												
106. Be able to converse in Spanish....	2.5	79N	2.6	59N	2.6	71N	2.5	72N	2.6	74N	2.4	73N
107. Understand how to use one's vote, the party system, and the influence of bloc or coalition voting practices.....	3.7	74Y	3.6	72Y	3.7	79Y	3.6	72Y	3.7	75Y	3.6	72Y
108. Understand the customs and courtesies which show respect for our flag and national athem.....	4.1	88Y	3.8	79Y	4.0	88Y	4.0	85Y	4.1	88Y	4.0	84Y

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX. AMER.		EDUC. COMM.		COMM. AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
3.7	76Y	3.8	82Y	4.3	100Y	4.0	82Y	3.3	62Y	4.4	89Y	3.7	77Y	4.0	81Y	3.5	72Y
3.4	72Y	3.8	94Y	4.0	100Y	3.7	85Y	3.1	58Y	[illegible].9	89Y	3.5	68Y	3.8	83Y	3.2	74Y
3.9	82Y	3.8	88Y	4.3	100Y	4.1	87Y	3.5	76Y	4.6	94Y	3.9	81Y	4.2	90Y	3.6	78Y
4.0	86Y	3.9	88Y	4.5	100Y	4.2	93Y	3.4	78Y	4.7	78Y	3.9	83Y	4.3	94Y	3.7	82Y
3.9	74Y	3.9	76Y	4.0	100Y	4.2	84Y	3.3	56Y	4.6	89Y	3.8	70Y	4.3	82Y	3.7	71Y
3.7	71Y	4.0	76Y	3.5	75Y	4.0	78Y	3.1	56Y	4.4	83Y	3.6	68Y	4.1	79Y	3.4	66Y
2.5	75N	2.9	59N	3.0	50Y	2.6	74N	2.6	76N	2.2	83N	2.3	64N	2.8	75N	2.5	83N
3.6	73Y	3.6	76Y	3.5	75Y	3.8	78Y	3.5	71Y	3.9	72Y	3.3	63Y	3.8	79Y	3.9	80Y
4.0	87Y	3.8	76Y	3.0	50Y	4.3	90Y	3.8	82Y	3.6	78Y	3.6	77Y	4.4	92Y	4.1	89Y

	SEX				AGE				PATRONS			
	MALE		FEMALE		20-39		40-over		YES		NO	
	P	C	P	C	P	C	P	C	P	C	P	C
109. Be required to show respect for our flag and national anthem.....	3.7	77Y	3.3	67Y	3.7	84Y	3.5	72Y	3.7	80Y	3.5	73Y
110. Have developed an appreciation for the beauty of nature.....	3.6	78Y	3.3	72Y	3.6	79Y	3.4	76Y	3.6	77Y	3.4	77Y
111. Have explored the value of the arts as lifelong, continuing enrichment of leisure time.....	3.3	61Y	3.2	61Y	3.3	64Y	3.2	62Y	3.2	67Y	3.2	57Y
112. Have had the opportunity to appreciate the art, music, and dance that relates to one's ethnic background.....	3.3	62Y	3.3	66Y	3.3	61Y	3.1	62Y	3.3	63Y	3.2	62Y
113. Have the opportunity to participate in apprentice-type internship programs in a variety of fields...	3.6	56Y	3.7	56Y	3.8	63Y	3.5	53Y	3.5	51Y	3.6	58Y
114. Have learned how to eat a balanced diet, and the harmful effects of improper diets.....	4.0	87Y	3.8	75Y	3.9	86Y	3.9	83Y	3.9	87Y	3.8	81Y
115. Know the organizations available in the community for various needs (such as free or inexpensive clinics for psychiat and birth control assistance).	3.7	73Y	3.6	72Y	3.7	75Y	3.5	71Y	3.6	69Y	3.5	73Y
116. Know how to obtain th rvices of various professionals h as doctors, dentists, lawyers, bankers, and stockbrokers.....	4.0	82Y	3.8	77Y	4.0	84Y	3.8	80Y	3.8	82Y	3.8	80Y
117. Be aware of different life styles such as "open marriage", relationships that don't include marriage, communal family groups, and alternate methods of child-rearing.....	2.8	48Y	2.9	51Y	3.0	54Y	2.6	45Y	2.8	52Y	2.7	46Y

ETHNIC GROUP						OCCUPATION						RESIDENCE					
ANGLO		BLACK		MEX.AMER.		EDUC.COMM.		COMM.AT LARGE		STUDENT		DALLAS		FORT WORTH		OTHER	
P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C	P	C
3.6	74Y	3.4	71Y	2.5	50Y	3.9	80Y	3.6	76Y	3.5	61Y	3.2	65Y	4.0	79Y	3.6	80Y
3.5	77Y	3.3	71Y	3.3	75Y	3.8	86Y	3.2	64Y	3.7	72Y	3.2	68Y	3.8	83Y	3.7	82Y
3.3	61Y	3.2	53Y	3.0	50Y	3.5	71Y	3.1	51Y	3.3	50N	3.1	48Y	3.4	66Y	3.4	72Y
3.2	62Y	3.7	76Y	3.3	75Y	3.4	69Y	3.1	49Y	3.3	72Y	3.0	52Y	3.5	74Y	3.3	65Y
3.6	54Y	3.7	71Y	3.5	75Y	3.8	61Y	3.4	47Y	3.7	44Y	3.5	53Y	3.8	57Y	3.7	60Y
3.9	85Y	3.8	82Y	3.5	75Y	4.1	89Y	3.8	78Y	3.8	83Y	3.6	78Y	4.3	91Y	3.9	85Y
3.6	71Y	3.8	82Y	3.5	75Y	3.8	78Y	3.3	62Y	3.7	78Y	3.4	67Y	3.9	75Y	3.6	75Y
3.9	81Y	3.8	82Y	3.5	75Y	4.1	87Y	3.8	73Y	3.9	78Y	3.7	77Y	4.1	65Y	3.9	82Y
2.7	48Y	3.4	65Y	3.0	75Y	2.7	50Y	2.8	49N	3.2	61Y	2.8	48Y	2.7	53Y	2.9	45Y

EDUCATIONAL PROCESSES: To achieve desired results, our proposed secondary school of the 1980's should:	SEX		AGE		PATRONS	
	MALE	FEMALE	20-39	40-over	YES	NO
	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY
1. Provide opportunity for students to enter and leave programs several times during the school year.....	3.2	3.0	3.0	3.2	3.0	3.2
2. Provide for student self-direction and decision-making in the selection of learning experiences.....	3.8	3.7	3.6	3.8	3.7	3.8
3. Describe student achievement in terms of measurable competencies rather than traditional grades....	3.9	3.8	3.9	3.8	3.7	3.9
4. Operate programs year round.....	4.1	3.8	3.9	4.0	3.9	4.1
5. Involve students in the decision-making processes related to school policies.....	3.5	3.5	3.5	3.4	3.4	3.5
6. Use a variety of teaching modes (methods).....	4.4	4.2	4.4	4.3	4.3	4.4
7. Permit students to come and go during the school day.....	2.9	2.6	2.8	2.8	2.6	3.0
8. Develop student-owned, profit-motivated enterprises that will provide actual services and products.....	3.1	3.1	3.0	3.1	3.0	3.3
9. Eliminate required attendance when students are able to demonstrate competence in a basic core of general education.....	3.2	3.1	2.8	3.2	2.9	3.3

ETHNIC GROUP			OCCUPATION			RESIDENCE		
ANGLO	BLACK	MEX. AMER.	EDUC. COMM.	COMM. AT LARGE	STUDENT	DALLAS	FORT WORTH	OTHER
PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY
3.1	3.2	3.3	3.2	2.9	3.0	3.2	3.2	3.0
3.7	4.2	4.0	3.8	3.5	4.2	3.8	3.9	3.6
3.8	4.1	4.3	4.1	3.5	3.9	3.7	4.1	3.7
4.0	4.0	5.0	4.2	3.7	4.1	3.8	4.3	3.8
3.4	4.2	4.8	3.5	3.2	4.3	3.5	3.7	3.3
4.3	4.3	4.0	4.5	4.1	4.7	4.3	4.5	4.2
2.7	3.1	4.8	3.0	2.3	2.9	2.7	2.8	2.9
3.0	3.7	2.8	3.1	3.0	3.6	3.1	3.2	2.9
3.1	3.2	3.8	3.1	2.9	3.4	3.2	3.3	3.0

ERIC

	SEX		AGE		PATRONS	
	MALE	FEMALE	20-39	40-over	YES	NO
	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY
10. Require all students to participate in selected career awareness programs before completing their schooling.....	3.9	3.7	3.6	4.0	3.7	4.0
11. Require all students to have the needed skills to make them productive, taxpaying citizens before completing their schooling.....	4.1	3.9	3.9	4.0	4.0	4.0
12. Should provide more resources for conducting research so that decision makers can improve their educational programs.....	3.8	3.6	3.5	3.8	3.5	3.9
13. Have programs geared to benefit the potential drop-out students...	4.3	4.3	4.4	4.3	4.3	4.4
14. Emphasize the traditional value system (Judeo-Christian).....	3.7	3.4	3.7	3.7	3.6	3.7
15. Emphasize the traditional work ethic.....	4.0	3.8	4.0	3.9	3.9	4.0
16. Provide special programs for the gifted students.....	4.5	4.3	4.5	4.4	4.4	4.5
17. Provide special programs for the handicapped students (physical, emotional, and mental).....	4.6	4.4	4.6	4.6	4.5	4.6
18. Provide on-campus child care facilities to give students skill and experience in child care.....	3.2	3.1	3.1	3.1	3.2	3.1
19. Permit enrollment of adults in any program suited to their needs and interests.....	3.9	3.9	3.9	3.9	3.9	3.9

ETHNIC GROUP			OCCUPATION			RESIDENCE		
ANGLO PRIORITY	BLACK PRIORITY	MEX.AMER. PRIORITY	EDUC.COMM. PRIORITY	COMM.AT LARGE PRIORITY	STUDENT PRIORITY	DALLAS PRIORITY	FORT WORTH PRIORITY	OTHER PRIORITY
3.9	3.9	3.3	4.0	3.6	4.0	3.7	4.2	3.7
4.0	3.9	3.3	4.1	3.6	4.4	3.9	4.3	3.9
3.7	3.7	4.3	3.9	3.3	4.0	3.7	3.9	3.5
4.3	4.5	4.3	4.5	4.0	4.6	4.3	4.6	4.1
3.6	3.2	3.0	3.9	3.6	3.8	3.5	3.8	3.5
3.9	3.8	3.0	4.2	3.7	4.1	3.8	4.1	3.8
4.4	4.5	4.0	4.5	4.2	4.8	4.4	4.7	4.2
4.6	4.5	4.5	4.6	4.4	4.8	4.5	4.7	4.4
3.1	3.8	3.0	3.3	2.8	3.6	3.0	3.5	2.9
3.9	4.2	3.5	4.0	3.8	4.1	3.8	4.1	3.8

	SEX		AGE		PATRONS	
	MALE	FEMALE	20-39	40-over	YES	NO
	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY
20. Provide academic and career counseling free of sex role stereotypes.....	4.1	4.2	4.1	4.2	4.1	4.3
21. Provide staff and instructional practices that act affirmatively to overcome sex and racial handicaps.	4.3	4.4	4.3	4.3	4.2	4.4
22. Report student progress in terms of achievement on specific objectives.....	4.0	3.8	3.8	4.0	3.8	4.0
23. Use differentiated staffing with increased use of paraprofessional personnel.....	4.0	3.6	3.8	4.0	3.9	3.9
24. Use television extensively in areas of instruction and staff development.....	3.2	3.2	3.1	3.3	3.1	3.3
25. Require students to view certain television programs at home as an integral part of the instructional program.....	3.0	2.9	2.8	3.1	2.9	3.0
26. Offer instructional programs which can be completed at home using television, computer terminals, and/or yet-to-be-developed communications media.....	3.4	3.4	3.3	3.5	3.3	3.5
27. Provide easy access to a large data base (larger than our traditional libraries) to assist students in developing their problem-solving skills.....	3.8	3.6	3.8	3.7	3.6	3.8
28. Change the process of instruction from disseminating knowledge to directing learning activities.....	4.1	3.9	3.7	4.2	3.8	4.1

ETHNIC GROUP			OCCUPATION			RESIDENCE		
ANGLO PRIORITY	BLACK PRIORITY	MEX.AMER. PRIORITY	EDUC.COMM. PRIORITY	COMM.AT LARGE PRIORITY	STUDENT PRIORITY	DALLAS PRIORITY	FORT WORTH PRIORITY	OTHER PRIORITY
4.2	4.3	3.8	4.3	3.8	4.5	4.1	4.4	4.0
4.3	4.4	4.5	4.4	4.0	4.5	4.2	4.4	4.2
3.9	3.9	2.8	4.0	3.8	4.1	3.8	4.1	3.9
3.9	4.1	3.3	4.0	3.8	3.6	3.8	4.1	3.8
3.1	3.7	3.0	3.3	3.1	3.3	3.2	3.4	2.9
2.9	3.1	3.0	3.0	3.0	3.1	3.0	3.1	2.7
3.4	3.7	4.0	3.5	3.4	3.6	3.4	3.6	3.3
3.7	3.9	3.8	3.8	3.6	4.0	3.6	4.0	3.6
4.0	4.2	3.0	4.2	3.8	3.8	4.0	4.3	3.7

	SEX		AGE		PATRONS	
	MALE	FEMALE	20-39	40-over	YES	NO
	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY
29. Place more emphasis on staff development for purposes of maintaining high staff proficiency in the use of all available resources.	4.4	4.1	4.0	4.4	4.1	4.5
WRITE-IN GOALS:						
30. Separate students at the ninth grade level into two groups--one group to receive technical-vocational training and one group to be prepared for university study.....	2.4	2.4	2.3	2.3	2.3	2.5
31. Assist and encourage students to do volunteer and civic work (hospitals, museums, social agencies and others)	3.4	3.1	3.3	3.3	3.4	3.2
32. Allow activities which show nationalistic emphasis toward nations other than the United States.....	2.2	2.2	2.2	2.2	2.3	2.1
33. Grant credit for courses in religion completed by students in their church or synagogue.....	2.5	2.5	2.5	2.3	2.7	2.3
34. Increase staff development activities in basic interpersonal skills.....	3.5	3.0	3.3	3.4	3.4	3.3
35. Allow students the option of receiving pass/fail progress reports.....	2.8	2.5	2.6	2.7	2.7	2.7
36. Offer mini-courses in many interest areas.....	3.5	3.2	3.4	3.4	3.5	3.4
37. Increase the use of resource people from business, industry, professional, government, and other agencies.....	3.9	3.4	3.8	3.7	3.9	3.7

ETHNIC GROUP			OCCUPATION			RESIDENCE		
ANGLO PRIORITY	BLACK PRIORITY	MEX.AMER. PRIORITY	EDUC.COMM. PRIORITY	COMM.AT LARGE PRIORITY	STUDENT PRIORITY	DALLAS PRIORITY	FORT WORTH PRIORITY	OTHER PRIORITY
4.3	4.1	3.5	4.4	4.2	4.4	4.3	4.5	4.1
2.4	2.6	2.0	2.5	2.3	3.4	2.2	2.6	2.5
3.3	3.5	2.8	3.5	3.1	3.3	3.2	3.5	3.2
2.1	2.9	2.8	2.3	1.9	2.2	2.1	2.4	2.1
2.4	2.9	2.8	2.6	2.4	3.4	2.5	2.4	2.5
3.3	3.7	3.3	3.4	3.2	3.6	3.2	3.5	3.4
2.6	3.6	2.5	2.8	2.4	2.6	2.6	2.8	2.8
3.4	3.9	3.3	3.6	3.1	3.8	3.1	3.7	3.6
3.7	4.1	3.0	3.9	3.6	3.9	3.6	3.9	3.8

	SEX		AGE		PATRONS	
	MALE	FEMALE	20-39	40-over	YES	NO
	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY
38. Develop courses for independent study and research.....	3.8	3.3	3.7	3.6	3.8	3.6
39. Develop methods for student evaluation of staff performance...	3.2	3.0	3.3	3.0	3.2	3.0
40. Develop a system for involving many groups, e.g., school administrators, community leaders, teachers, and students, in administering the local public schools.....	3.2	2.9	3.1	3.1	3.2	3.1
41. Offer multilingual programs in all subject areas at all grade levels.....	2.5	2.7	2.5	2.5	2.5	2.5
42. Develop a system of accountability for all teachers and administrators.	3.7	3.0	3.6	3.4	3.6	3.5
43. Require all students to take a course in how to study.....	3.5	3.1	3.5	3.3	3.6	3.5
44. Assign the best teachers to schools with lowest achievement and provide them special incentives.....	2.8	2.2	2.5	2.7	2.6	2.7
45. Provide pre-professional training in sports through highly competitive athletic programs.....	2.2	2.0	2.1	2.0	2.1	2.1

ETHNIC GROUP			OCCUPATION		RESIDENCE			
ANGLO	BLACK	MEX. AMER.	EDUC. COMM.	COMM. AT LARGE	STUDENT	DALLAS	FORT WORTH	OTHER
PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY	PRIORITY
3.6	3.8	3.0	3.9	3.3	4.1	3.5	3.9	3.6
3.1	3.8	2.8	3.1	3.0	3.6	3.1	3.2	3.2
3.0	3.7	3.3	3.2	2.9	3.7	3.0	3.3	3.1
2.5	3.4	2.5	2.5	2.5	3.0	2.4	2.8	2.4
3.4	4.1	3.5	3.6	3.6	3.7	3.4	3.7	3.4
3.3	3.8	2.8	3.5	3.6	3.1	3.3	3.7	3.3
2.5	3.8	2.3	2.7	2.6	2.5	2.5	2.8	2.6
2.0	3.1	2.0	2.1	2.0	3.2	2.1	2.2	2.1