

# 1998

## CLASS SIZE REDUCTION STUDY



### Principal Survey

ID #
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*Conducted by:*

*A Consortium of California Research and Policy Organizations.*

- *American Institutes for Research (AIR)*
- *RAND*
- *Policy Analysis for California Education (PACE)*
- *WestED*
- *EdSource*

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This survey is for school principals. It has two parts:

Part I covers issues related to the class size reduction program (CSR) and is to be completed by the school principal.

Part II requests factual information about your school's teachers and facilities that may require checking your administrative records. Part II can be completed by any appropriate school staff.

Please note that throughout this questionnaire CSR stands for Class Size Reduction.

## PART I

SECTION A: PRINCIPAL BACKGROUND AND EXPERIENCE
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1. What is your gender?

*(Check One)*

Female

13/

Male

2. How long have you been principal at this school?

*(Check One)*

1 year

14/

2 years

3 years

4 years or more

3. How long have you been principal at any school?

*(Check One)*

1 year

15/

2 - 5 years

6 - 10 years

11 years or more

CARD 01

4. Do you have any of the following degrees? For each degree you have, please indicate your major field of study and the year you received the degree.

<u>DEGREES HELD</u>	<u>NO</u> <u>YES</u>	<u>IF YES:</u> <u>Major Field</u> <u>(e.g., Mathematics)</u>	<u>What</u> <u>Year?</u>
a. Associate .....	1 <input type="checkbox"/> 2 <input type="checkbox"/> → <sup>16/</sup>	_____ 19 <input type="text"/> <input type="text"/>	20-21/
		_____ 19 <input type="text"/> <input type="text"/>	26-27/
b. Bachelor's.....	1 <input type="checkbox"/> 2 <input type="checkbox"/> → <sup>22/</sup>	_____ 19 <input type="text"/> <input type="text"/>	32-33/
		_____ 19 <input type="text"/> <input type="text"/>	38-39/
c. Master's.....	1 <input type="checkbox"/> 2 <input type="checkbox"/> → <sup>28/</sup>	_____ 19 <input type="text"/> <input type="text"/>	
		_____ 19 <input type="text"/> <input type="text"/>	
d. Doctorate.....	1 <input type="checkbox"/> 2 <input type="checkbox"/> → <sup>34/</sup>	_____ 19 <input type="text"/> <input type="text"/>	
		_____ 19 <input type="text"/> <input type="text"/>	

**SECTION B: MAKING DECISIONS ABOUT CLASS SIZE REDUCTION**

5. In school year 1996-1997, please indicate the grades at which your school implemented class size reduction using either Option I or Option II.

<u>Did you implement CSR in:</u>	<u>School Year:</u> <u>1996-1997</u>	<u>IF YES: Write-in the calendar month</u> <u>you began CSR for each grade.</u> <u>(e.g., January = 01, February =02)</u>
	<u>No</u> <u>Yes</u>	
a. Kindergarten.....	1 <input type="checkbox"/> 2 <input type="checkbox"/> → <sup>40/</sup>	<input type="text"/> <input type="text"/> 41-42/ Month
b. First grade .....	1 <input type="checkbox"/> 2 <input type="checkbox"/> → <sup>43/</sup>	<input type="text"/> <input type="text"/> 44-45/ Month
c. Second grade.....	1 <input type="checkbox"/> 2 <input type="checkbox"/> → <sup>46/</sup>	<input type="text"/> <input type="text"/> 47-48/ Month
d. Third grade .....	1 <input type="checkbox"/> 2 <input type="checkbox"/> → <sup>49/</sup>	<input type="text"/> <input type="text"/> 50-51/ Month

6. In school year 1997-98, please indicate the grades at which your school implemented class size reduction using either Option I or Option II.

Did you implement CSR in:	School Year: 1997-1998		IF YES: Write-in the calendar month you began CSR for each grade. (e.g., January = 01, February =02)		
	No	Yes			
a. Kindergarten.....	<sub>1</sub> <input type="checkbox"/>	<sub>2</sub> <input type="checkbox"/> → 52/	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> 53-54/ Month		
b. First grade .....	<sub>1</sub> <input type="checkbox"/>	<sub>2</sub> <input type="checkbox"/> → 55/	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> 56-57/ Month		
c. Second grade.....	<sub>1</sub> <input type="checkbox"/>	<sub>2</sub> <input type="checkbox"/> → 58/	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> 59-60/ Month		
d. Third grade .....	<sub>1</sub> <input type="checkbox"/>	<sub>2</sub> <input type="checkbox"/> → 61/	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr></table> 62-63/ Month		

7. Did your school hold one or more public meetings concerning whether or not to implement CSR?

(Check One)

- <sub>1</sub>  YES, and the meetings contributed **greatly** to our final decision regarding implementation 64/
- <sub>2</sub>  YES, and the meetings contributed **moderately** to our final decision regarding implementation
- <sub>3</sub>  YES, and the meetings contributed **minimally** to our final decision regarding implementation
- <sub>4</sub>  NO, we did not hold such meetings

**8. ANSWER THIS QUESTION ONLY IF YOUR SCHOOL DID NOT REDUCE CLASS SIZE IN EVERY ELIGIBLE GRADE FROM K THROUGH 3:**

65/

Does not apply -- We reduced class size in all eligible grades ---> GO TO QUESTION 9

Why didn't your school reduce class size in all eligible grades?

(Mark Yes or No for Each Reason Listed Below)

	<u>NO</u>	<u>YES</u>	
a. Did not have sufficient space.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	66/
b. Did not have sufficient funding .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	67/
c. Did not have sufficient time to plan.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	68/
d. Could not recruit qualified teachers.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	69/
e. Are implementing our own reforms .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	70/
f. Did not think we needed to reduce class size .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	71/
g. Others.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	72/

**9. Please indicate how much influence each of the following groups of people had on deciding how to implement class size reduction (CSR) in your school.**

Check a number from 0 to 4 where 0 = 'No Influence' and 4 = 'A Great Deal of Influence.'

(Check One Box on Each Line)

	<u>NO</u> <u>INFLUENCE</u>	←—————→			<u>A GREAT DEAL</u> <u>OF INFLUENCE</u>	
a. School board members .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	73/
b. District administrators .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	74/
c. School principal (yourself) .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	75/
d. Teachers and other professional staff ....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	76/
e. School classified staff .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	77/
f. Parents, or parents' association .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	78/

**SECTION C: YOUR SCHOOL EXPERIENCES DURING THE  
1997-1998 SCHOOL YEAR**

10. In school year 1997-1998, how easy or difficult has it been to recruit the staff needed at your school? And, has CSR made it easier, more difficult, or had no impact on these activities?

STAFFING	HOW EASY OR DIFFICULT?				HAS CSR MADE THIS:		
	Not <u>Applicable*</u>	Easy	Neither Easy Nor Difficult	Difficult	Easier	More Difficult	Had No Impact
a. Hire credentialed teachers for reduced classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 7/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 8/
b. Hire credentialed teachers for regular classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 9/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 10/
c. Hire teachers with Special Education credentials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 11/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 12/
d. Hire teachers with credentials to serve LEP students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 13/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 14/
e. Satisfy teachers' request to teach particular grades	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 15/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 16/
f. Hire substitute teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 17/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 18/
g. Hire instructional aides	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 19/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 20/

\*Mark this box if you did not need to hire new staff of the type specified.

11. In school year 1997-1998, how easy or difficult has it been to perform the following PROFESSIONAL DEVELOPMENT activities? And, has CSR made it easier, more difficult, or had no impact on these activities?

PROFESSIONAL DEVELOPMENT	HOW EASY OR DIFFICULT?				HAS CSR MADE THIS:		
	Not <u>Applicable</u> *	Easy	Neither Easy Nor Difficult	Difficult	<u>Easier</u>	<u>More Difficult</u>	Had No <u>Impact</u>
a. Design professional development activities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				21/			22/
b. Provide funds to support professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				23/			24/
c. Find time for staff to attend professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				25/			26/
d. Provide substitute teachers to free staff for professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				27/			28/
e. Identify appropriate people to provide professional development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				29/			30/

\*Mark this box if you did not engage in the activity specified.

12. In school year 1997-1998, how easy or difficult has it been to provide the SPACE AND SUPPLIES needed at this school? And, has CSR made it easier, more difficult, or had no impact, on your school's ability to get the space and supplies needed?

FACILITIES AND SPACE	HOW EASY OR DIFFICULT?				HAS CSR MADE THIS:		
	Not <u>Applicable*</u>	Easy	Neither Easy Nor Difficult	Difficult	<u>Easier</u>	More <u>Difficult</u>	Had No <u>Impact</u>
a. Find space for reduced size classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 31/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 32/
b. Find space for regular classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 33/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 34/
c. Provide adequate instructional supplies (books, maps, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 35/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 36/
d. Keep buildings clean and repaired	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 37/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 38/
e. Provide adequate furniture (desk, chairs, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 39/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 40/
f. Find space for enrichment activities (e.g., art, music)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/> 41/	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/> 42/

\*Mark this box if item does not apply to your school.

13. In the 1997-1998 school year, how frequently have the following interactions taken place between your school and the community? And how has this frequency been affected by Class Size Reduction?

INTERACTION	FREQUENCY OF INTERACTIONS THIS YEAR				CSR HAS MADE THESE INTERACTIONS:		
	<u>Frequently</u>	<u>Occasionally</u>	<u>Rarely</u>	<u>Never</u>	<u>More Frequent</u>	<u>About the Same</u>	<u>Less Frequent</u>
a. Businesses provided funds or volunteers to help the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				43/			44/
b. Parents complained about the quality of teachers in grades K to 3	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				45/			46/
c. Parents complained about the quality of newly hired teachers in grades 4 to 6	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				47/			48/
d. Parents volunteered to assist in classes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				49/			50/
e. Students transferred from private schools to your school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				51/			52/
f. Parents requested student transfers to other classrooms	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				53/			54/
g. Parents participated in school committees and organizations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				55/			56/
h. Parents contributed money to support the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				57/			58/
i. Parents of students in grades 4 to 6 complained about diverted resources	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
				59/			60/

14. How many of the teachers at your school participated in the following professional development activities during the 1997-1998 school year?

*(Check One Box for Each Activity)*

	<u>None</u>	<u>A Few</u>	<u>Most</u>	<u>All</u>	
a. Mentoring teaching program	<sub>1</sub> <input type="checkbox"/>	<sub>2</sub> <input type="checkbox"/>	<sub>3</sub> <input type="checkbox"/>	<sub>4</sub> <input type="checkbox"/>	61/
b. Peer coaching	<sub>1</sub> <input type="checkbox"/>	<sub>2</sub> <input type="checkbox"/>	<sub>3</sub> <input type="checkbox"/>	<sub>4</sub> <input type="checkbox"/>	62/
c. Grade level meetings	<sub>1</sub> <input type="checkbox"/>	<sub>2</sub> <input type="checkbox"/>	<sub>3</sub> <input type="checkbox"/>	<sub>4</sub> <input type="checkbox"/>	63/
d. Partnerships between new and experienced teachers	<sub>1</sub> <input type="checkbox"/>	<sub>2</sub> <input type="checkbox"/>	<sub>3</sub> <input type="checkbox"/>	<sub>4</sub> <input type="checkbox"/>	64/
e. Professional development opportunities through the County Office of Education	<sub>1</sub> <input type="checkbox"/>	<sub>2</sub> <input type="checkbox"/>	<sub>3</sub> <input type="checkbox"/>	<sub>4</sub> <input type="checkbox"/>	65/
f. Professional development provided by outside consultants (other than the County Office of Education)	<sub>1</sub> <input type="checkbox"/>	<sub>2</sub> <input type="checkbox"/>	<sub>3</sub> <input type="checkbox"/>	<sub>4</sub> <input type="checkbox"/>	66/
g. The development of grade-level standards and assessments	<sub>1</sub> <input type="checkbox"/>	<sub>2</sub> <input type="checkbox"/>	<sub>3</sub> <input type="checkbox"/>	<sub>4</sub> <input type="checkbox"/>	67/

15. Have you implemented class size reduction in at least one grade (i.e., K, 1, 2, or 3)?

*(Check One)*

<sub>1</sub>  No → **GO TO Q.25**

68/

<sub>2</sub>  Yes → **CONTINUE WITH Q.16**

CARD 02

16. How important were the following factors in assigning teachers to reduced size classrooms?

(Check One Box on Each Line)

	<u>VERY IMPORTANT</u>	<u>SOMEWHAT IMPORTANT</u>	<u>SOMEWHAT UNIMPORTANT</u>	<u>NOT IMPORTANT</u>	
a. Teacher request .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	7/
b. Experience at that grade level .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	8/
c. Your judgment of teacher qualifications, other than experience at grade level .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	9/
d. Union rules .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	10/
e. Experience at any grade level.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	11/

17. How strongly do you encourage teachers in reduced size classes (20 or fewer) to engage in the following classroom practices?

(Check One Box on Each Line)

	<u>STRONGLY ENCOURAGE</u>	<u>ENCOURAGE</u>	<u>NEITHER ENCOURAGE NOR DISCOURAGE</u>	<u>DISCOURAGE</u>	<u>STRONGLY DISCOURAGE</u>	
a. Have students work in small groups .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	12/
b. Provide individualized instruction .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	13/
c. Become facilitators: Allow students to initiate learning .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	14/
d. Work with whole class as a group.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	15/
e. Adopt innovative teaching practices .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	16/
f. Apply research-based teaching .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	17/

CARD 03

18. How do you typically convey your instructions or guidelines regarding instructional practices to teachers in reduced size classes?

*(Check All that Apply)*

- <sub>1</sub> One-on-one conferences with teachers 18/
- <sub>2</sub> Written policy statements or memos 19/
- <sub>3</sub> Group meetings with teachers 20/
- <sub>4</sub> Doesn't apply, I do not provide guidelines regarding instructional practices 21/

19. How many of your teachers assigned to reduced size classes have significantly adapted their teaching styles to reduced size classes?

*(Check One)*

- <sub>1</sub> All 22/
- <sub>2</sub> Most
- <sub>3</sub> About half
- <sub>4</sub> A few
- <sub>5</sub> None

20. During a typical week this year, approximately how many hours did you spend dealing with issues specifically related to the implementation of class size reduction?

*(Check One)*

- <sub>1</sub> 0 - 1 hour 23/
- <sub>2</sub> 2 - 3 hours
- <sub>3</sub> 4 - 5 hours
- <sub>4</sub> 6 - 8 hours
- <sub>5</sub> 9 or more hours

**SECTION D: INTERACTION OF CLASS SIZE REDUCTION  
WITH OTHER REFORM EFFORTS**

21. Prior to implementing CSR, was your school implementing other school improvement or education reforms (e.g., Coalition of Essential Schools, portfolios, Annenberg Schools, primary literacy, Foss science, etc.)?

*(Check One)*

- No → **GO TO Q.24** 24/
- Yes → **CONTINUE WITH Q.22**

22. If you have implemented other school improvement or educational reforms, which of the following types were you implementing prior to CSR?

*(Check One Box on Each Line)*

- |  | <u>NO</u>                | <u>YES</u>               |        |
|--|--------------------------|--------------------------|--------|
| a. Whole school reforms (e.g., Coalition of Essential Schools, Accelerated Schools, Annenberg schools, LEARN, BASRC, etc.) .....     | <input type="checkbox"/> | <input type="checkbox"/> | 25/    |
| b. Curriculum reforms (e.g., primary literacy, Reading Recovery, Family Math, Foss science, Comprehensive art education, etc.) ..... | <input type="checkbox"/> | <input type="checkbox"/> | 26/    |
| c. Assessment reforms (e.g., running records, portfolios, etc.) .....  | <input type="checkbox"/> | <input type="checkbox"/> | 27/    |
| d. Other reform efforts <i>(please specify)</i> .....  | <input type="checkbox"/> | <input type="checkbox"/> | 28/    |
| (1) _____  |                          |                          | 29-30/ |
| (2) _____  |                          |                          | 31-32/ |
| (3) _____  |                          |                          | 33-34/ |

23. In what ways did class size reduction affect the reform efforts underway at your school? Do you agree or disagree with the following statements about the effects of class size reduction on other reform efforts that were underway at your school?

(Check One Box on Each Line)

<b>Class size reduction:</b>	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	
a. Diverted my attention from most other reform efforts ....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	35/
b. Boosted primary grade teachers' enthusiasm for other reforms .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	36/
c. Took everyone's time away from other reform efforts ....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	37/
d. Caused us to delay or postpone reform activities we had planned .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	38/
e. Brought in teachers with new ideas that enhanced our reform efforts .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	39/
f. Used facilities that were needed for other reforms ....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	40/
g. Created new professional development needs that had to be addressed first .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	41/

SECTION E: EFFECTS OF CLASS SIZE REDUCTION TO DATE

24. Thinking about the implementation of class size reduction in your school to date, how strongly do you agree or disagree with each of the following statements?

*(Check One Box on Each Line)*

	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	
a. I spend a great deal of time dealing with complaints from parents with children in grades K to 3 .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	42/
b. Teachers in grades 4 to 6 are resentful of the emphasis given to lower grades .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	43/
c. Children in reduced size classes will do better in the upper elementary grades ....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	44/
d. Students in reduced size classes are receiving more individualized instruction ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	45/
e. I see no improvement in students' reading achievement .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	46/
f. CSR has made it easier to teach ESL students .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	47/
g. Teachers in reduced size classes are making no significant changes in the way they teach .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	48/
h. CSR has allowed us to move more students out of special education .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	49/
i. CSR does not help LEP students learn English more rapidly .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	50/

SECTION F: CSR AND OTHER INITIATIVES

25. California spends more than \$1.5 billion annually on CSR. For each of the following programs, please indicate whether you would prefer having some of these state funds go to this program instead of having them all go to class size reduction (CSR).

<u>PROGRAMS</u>	<i>(Check One Box on Each Line)</i>				
	<u>NO OPINION</u>	<u>SPEND NO CSR FUNDS ON THIS PROGRAM</u>	<u>SPEND SOME CSR FUNDS ON THIS PROGRAM</u>	<u>SPEND A LOT OF CSR FUNDS ON THIS PROGRAM</u>	
a. Upgrade teacher training .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	51/
b. Increase teacher salaries .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	52/
c. Tutor individual children having learning difficulties .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	53/
d. Provide summer school for all children .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	54/
e. Provide after-school programs .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	55/
f. Equip all schools with computers and train teachers to use them .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	56/
g. Expand sports programs .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	57/
h. Expand music and arts programs .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	58/
i. Provide scholarships to all who qualify to go to college .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	59/
j. Improve school facilities .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	60/
k. Hire more classified staff (secretaries, custodians, etc.) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	61/
l. Hire more reading and math specialists .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	62/
m. Hire more counselors .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	63/

26. If the State were to expend an additional 10 percent on public education, where would you want these funds to go? Please pick your top three choices and enter the letter for each choice in the boxes below.

1st choice:	<input type="text"/>	64/
	Letter	
2nd choice :	<input type="text"/>	65/
	Letter	
3rd choice :	<input type="text"/>	66/
	Letter	

**PROGRAM CHOICES - FOR QUESTIONS 26**

- A. Improve school facilities
- B. Hire additional classified staff
- C. Provide enrichment programs (i.e., field trips, assemblies, speakers programs)
- D. Increase teacher salaries
- E. Provide professional development for new teachers without credentials
- F. Provide professional development for all teachers
- G. Reduce class size further (i.e., lower than 20 to 1) in grades K-3
- H. Reduce class size in other elementary grades
- I. Hire reading and math specialists
- J. Hire art and music specialists
- K. Provide scholarships to all who qualify to go to college

**PART II**

**THIS SECTION INVOLVES RETRIEVING INFORMATION FROM SCHOOL RECORDS.  
YOU MAY WANT TO DELEGATE THIS SECTION TO YOUR STAFF TO COMPLETE.**

**NOTE: IF THE INFORMATION REQUESTED IS NOT AVAILABLE, WRITE N/A NEXT TO  
THE APPROPRIATE BOXES.**

SECTION A: STAFFING

1. How many full-time certificated teachers were employed in your school in each of the following years?

- a. 1995-96 

--	--	--

7-9/
- b. 1996-97 

--	--	--

10-12/
- c. 1997-98 

--	--	--

13-15/

2. How many teachers who were teaching in grades 4 - 6 in any school became K - 3 teachers in your school, in each of the following years?

- a. 1995-96 

--	--	--

16-18/
- b. 1996-97 

--	--	--

19-21/
- c. 1997-98 

--	--	--

22-24/

3. How many teachers who were teaching in grades 7 - 12 in any school, became K - 3 teachers in your school, in each of the following years?

- a. 1995-96 

--	--	--

25-27/
- b. 1996-97 

--	--	--

28-30/
- c. 1997-98 

--	--	--

31-33/

4. How many ESL and bilingual teachers from any school became regular K-3 (non-ESL) teachers in your school in each of the following years?

a. 1995-96  34-36/

b. 1996-97  37-39/

c. 1997-98  40-42/

5. How many special education teachers from any school became regular K-3 (non-special education) teachers in your school in each of the following years?

a. 1995-96  43-45/

b. 1996-97  46-48/

c. 1997-98  49-51/

6. How many instructional aides in grades K-3 were employed during the following years? *(Please provide your best estimate.)*

a. 1995-96  52-54/

b. 1996-97  55-57/

c. 1997-98  58-60/

7. For 1995-96, 1996-97, and 1997-98, please indicate: a) the number of non-tenured teachers at your school, and b) How many hours, per year, have you observed non-tenured teachers conduct their classes?

	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>									
a. Number of <u>non-tenured</u> teachers (e.g., emergency permit, provisional status) at your school .....	<table border="1" style="display: inline-table; width: 60px; height: 30px; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>				<table border="1" style="display: inline-table; width: 60px; height: 30px; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>				<table border="1" style="display: inline-table; width: 60px; height: 30px; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>			
	<i>7-9/</i>	<i>10-12/</i>	<i>13-15/</i>									
b. Total hours per year of in-class observation of non-tenured teachers .....	<table border="1" style="display: inline-table; width: 60px; height: 30px; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>				<table border="1" style="display: inline-table; width: 60px; height: 30px; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>				<table border="1" style="display: inline-table; width: 60px; height: 30px; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>			
	<i>16-18/</i>	<i>19-21/</i>	<i>22-24/</i>									

8. For the past three school years, how many days during each school year were you unable to obtain the number of substitute teachers you needed?

a. 1995-96	<table border="1" style="display: inline-table; width: 60px; height: 30px; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>				<i>25-27/</i>
b. 1996-97	<table border="1" style="display: inline-table; width: 60px; height: 30px; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>				<i>28-30/</i>
c. 1997-98	<table border="1" style="display: inline-table; width: 60px; height: 30px; border-collapse: collapse;"> <tr> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>				<i>31-33/</i>

SECTION B: FACILITIES

9. Please indicate the number of regular classes that were taught in your school in 1995-96. Then, indicate the number of *additional* classes, if any, that were added through use of each of the following strategies. (If none, enter zero.)

	TOTAL CLASSES IN <u>1995-1996</u>	CHANGE IN NUMBER OF CLASSES FROM 1995-96 TO <u>1996-1997</u>	CHANGE IN NUMBER OF CLASSES FROM 1995-96 TO <u>1997-1998</u>									
a. Multi-track year-round program .....	<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 34-36/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 37-39/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 40-42/			
b. Split-day program .....	<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 43-45/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 46-48/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 49-51/			
c. Shared classroom space .....	<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 52-54/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 55-57/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 58-60/			

CARD 06

5-6/  
1-4/

10. Please indicate the number of classrooms available at your school in 1995-96. Then indicate the number of classrooms *added* to your school through use of each of the following strategies (A classroom is any space bounded by physical barriers which are intended to remain in place for the school year.)

	TOTAL CLASSROOMS IN <u>1995-96</u>	CHANGE IN NUMBER OF CLASSROOMS FROM 1995-96 TO <u>1996-97</u>	CHANGE IN NUMBER OF CLASSROOMS FROM 1995-96 TO <u>1997-98</u>									
a. Purchasing or leasing additional portable classrooms .....	<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 7-9/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 10-12/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 13-15/			
b. Constructing new classrooms .....	<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 16-18/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 19-21/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 22-24/			
c. Dividing up existing classrooms .....	<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 25-27/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 28-30/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 31-33/			
d. Converting non-classroom space into classrooms .....	<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 34-36/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 37-39/				<table border="1" style="width: 100%; height: 20px; margin-bottom: 5px;"><tr><td style="width: 33%;"></td><td style="width: 33%;"></td><td style="width: 33%;"></td></tr></table> 40-42/			

11. If your school had any of the following facilities at the beginning of 1995, please indicate whether or not they were used as classrooms in each year of the following three school years.

	NO SUCH FACILITY EXISTED AT SCHOOL IN 1995	FACILITY NOT USED AS CLASSROOM SINCE 1995	FACILITY USED AS CLASSROOM IN: (Mark All That Apply)		
			1995-96	1996-97	1997-98
a. Child care facilities (including pre-school, before and after care, infant care, and Head Start facilities)	1 <input type="checkbox"/> 43/	2 <input type="checkbox"/> 44/	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 45-47/
b. Healthy Start facility	1 <input type="checkbox"/> 48/	2 <input type="checkbox"/> 49/	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 50-52/
c. Family/community center	1 <input type="checkbox"/> 53/	2 <input type="checkbox"/> 54//	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 55-57/
d. Library	1 <input type="checkbox"/> 58/	2 <input type="checkbox"/> 59/	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 60-62/
e. Special education facilities, (including county programs at your school)	1 <input type="checkbox"/> 63/	2 <input type="checkbox"/> 64/	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 65-67/
f. Teacher prep rooms/lounges	1 <input type="checkbox"/> 68/	2 <input type="checkbox"/> 69/	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 70-72/
g. Administrative offices	1 <input type="checkbox"/> 73/	2 <input type="checkbox"/> 74/	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 75-77/
h. Music or art rooms	1 <input type="checkbox"/> 7/	2 <input type="checkbox"/> 8/	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 9-11/ 5-6/ 1-4/
i. Multi-purpose rooms /gyms	1 <input type="checkbox"/> 12/	2 <input type="checkbox"/> 13/	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 14-16/
j. Computer labs	1 <input type="checkbox"/> 17/	2 <input type="checkbox"/> 18/	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/> 19-21/

12. During the past two years, which of the following school facilities have been changed in size.

*(Check One Box for Each Item)*

	SIGNIFICANTLY <u>INCREASED</u>	<u>INCREASED</u>	<u>UNAFFECTED</u>	<u>REDUCED</u>	SIGNIFICANTLY <u>REDUCED</u>	
a. Open playgrounds/blacktops .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	22/
b. Sports fields .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	23/
c. Parking areas .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	24/

Thank you for participating in this important study. Please place your completed survey inside the enclosed postage-paid envelope and mail it to:

RAND  
 Beverly Weidmer  
 1700 Main Street  
 PO Box 2138  
 Santa Monica CA 90407-2138