



Principal Survey

Conducted by:

A Consortium of California Research and Policy Organizations:

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

This survey is for School Principals. It has two parts:

Part I is to be completed by the School Principal. It covers issues related to the Class Size Reduction (CSR) Program in the current and previous school years. In an earlier survey, we collected information about the first two years of the CSR Program.

Part II requests factual information about your school's teachers and facilities that may require checking 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

<h3>Section A: Principal Background and Experience</h3>
--

1. What is your gender? *Please check one.*

Female.....

Male.....

2. Including this school year, how long have you been a principal at this school?
Please check one.

1 year.....

2 years

3 years

4 years

5 years

6-10 years.....

11 years or more

3. How long have you been a principal at any other school(s)? *Please check one.*

1 year.....

2 years

3 years

4 years

5 years

6-10 years.....

11 years or more

I have not been a principal
at any other school.....

4. What is the highest degree you have earned? *Please check one.*

Associate.....

Bachelor's

Master's

Doctorate

Section B: Class Size Reduction Implementation Issues
--

5. Please indicate the grades in which class size reduction was in effect at your school using either Option I or Option II in school year 1998-1999 and school year 1999-2000.

Was CSR in effect in:	School Year: 1998-1999		School Year: 1999-2000	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
a. Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. First grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Second grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Third grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. If your school has reduced class size in every eligible grade from K through 3, check here and go to **Question 8**. Otherwise, continue with **Question 7**.
7. How much of a **barrier** to reducing class size in every eligible grade in your school have each of the following been?

Barrier	<u>Large Barrier</u>	<u>Moderate Barrier</u>	<u>Slight Barrier</u>	<u>No Barrier</u>
a. Insufficient space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Insufficient funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Unable to recruit qualified teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Implementing our own reforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Classes already had 20 or fewer students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other reason(s) _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Compared to the last school year, how easy or difficult has it been to **recruit the staff** needed at your school?

Recruiting Staff	How easy or difficult compared to the last school year?			
	<u>Staff Not Needed</u>	<u>Easy</u>	<u>Neither Easy Nor Difficult</u>	<u>Difficult</u>
a. Hire credentialed teachers for reduced classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Hire credentialed teachers for regular classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Hire teachers with Special Education credentials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Hire teachers with credentials to serve ELL/LEP students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hire substitute teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Hire instructional aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Compared to the last school year, how easy or difficult has it been to perform the following activities related to **professional development** at your school?

Professional Development	How easy or difficult compared to the last school year?			
	Did Not Engage In Activity	Easy	Neither Easy Nor Difficult	Difficult
a. Design professional development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide funds to support professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Find time for staff to attend professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide substitute teachers to free staff for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identify appropriate people to provide professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Compared to the last school year, how easy or difficult has it been to provide the **facilities and supplies** needed at your school?

Facilities and Supplies	How easy or difficult compared to the last school year?			
	Not Applicable To My School	Easy	Neither Easy Nor Difficult	Difficult
a. Find space for reduced size classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Find space for non-reduced classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provide adequate instructional supplies (books, maps, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Keep buildings clean and repaired	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provide adequate furniture (desk, chairs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Find space for enrichment activities (e.g., art, music)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. This school year, how frequently have the following **interactions** taken place between your school and the community?

Interaction	Frequency of interactions this school year			
	<u>Frequently</u>	<u>Occasionally</u>	<u>Rarely</u>	<u>Never</u>
a. Businesses provided funds or volunteers to help the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Parents complained about the quality of teachers in grades K to 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parents complained about the quality of teachers in grades 4 to 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parents volunteered to assist in classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students transferred from private schools to your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Parents requested student transfers to other classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parents participated in school committees and school organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Parents contributed money to support the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Parents of students in grades 4 to 12 complained about diverted resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. This school year, how many of the teachers at your school participated in the following **professional development activities**? *Please check one box on each line.*

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

13. If there are reduced-size classes (20 or fewer students) in at least one grade (i.e., K, 1, 2, or 3), continue with **Question 14**. Otherwise, check here and go to **Question 23**.

14. This school year, how important were the following factors in assigning teachers to reduced size classrooms in your school? *Please 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teaching experience at that grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Your judgment of teacher qualifications, other than experience at grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Union rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Total teaching experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. How strongly do you encourage teachers in reduced size classes (20 or fewer) to engage in the following classroom practices? *Please 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide individualized instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Become facilitators: Allow students to initiate learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work with whole class as a group.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Apply research-based teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. How many of your teachers assigned to reduced size classes have significantly adapted their teaching styles to reduced size classes? *Please check one.*

All

Most.....

About half.....

A few

None.....

17. During a typical week, approximately how many minutes or hours do you spend dealing with issues specifically related to class size reduction? *Please check one.*

None.....

1-30 minutes.....

31-60 minutes.....

Between 1 and 2 hours

2 to 3 hours.....

More than 3 hours.....

**Section C: Interaction of Class Size Reduction
With Other Reform Efforts**

18. In addition to implementing CSR, is your school implementing other school improvement or education reforms (e.g., Coalition of Essential Schools, portfolios, Annenberg Schools, primary literacy, Foss Science, etc.)? *Please check one.*

Yes ➔ **Continue with Question 19**

No ➔ **Go to Question 21**

19. If your school is implementing other educational reforms, which of the following types are you implementing? *Please check one box on each line.*

	<u>Yes</u>	<u>No</u>
a. Whole school reforms (e.g., Coalition of Essential Schools, Accelerated Schools, Annenberg schools, Bay Area School Reform Collaborative (BASRC), LEARN, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
b. Curriculum reforms (e.g., primary literacy, Reading Recovery, Family Math, Foss Science, Comprehensive art education, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
c. Assessment reforms (e.g., running records, portfolios, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Other reform efforts (<i>please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>

(1) _____

(2) _____

(3) _____

20. Do you agree or disagree with the following statements about the effects of class size reduction on other reform efforts that are underway at your school? *Please check one box on each line.*

Class size reduction:	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Uncertain</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
a. Diverts my attention from most other reform efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Boosts primary grade teachers' enthusiasm for other reforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Takes everyone's time away from other reform efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Causes us to delay or postpone reform activities we have planned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Brings in teachers with new ideas that enhance our reform efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Uses facilities that are needed for other reforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Creates new professional development needs that have to be addressed before other reforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Effects of Class Size Reduction

21. 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? *Please 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers in grades 4 to 6 are resentful of the emphasis given to lower grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Children in reduced size classes will do better in the upper elementary grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students in reduced size classes are receiving more individualized instruction ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I see no improvement in students' reading achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. CSR has made it easier to teach ELL/LEP students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers in reduced size classes are making no significant changes in the way they teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. CSR has allowed us to move more students out of special education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. CSR does not help ELL/LEP students learn English more rapidly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. We are interested in the effects of CSR on the other, non-reduced grades at your school. How have the following changed as a result of class size reduction? *Please check one box on each line.*

	<u>Greatly Increased</u>	<u>Somewhat Increased</u>	<u>Remained the Same</u>	<u>Somewhat Decreased</u>	<u>Greatly Decreased</u>
a. The proportion of teachers in the other grades who are tenured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The number of students per class in the other grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Your ability to retain teachers in the other grades.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Students' performance in the other grades.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers' morale in the other grades.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Complaints from parents in the other grades.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Availability of enrichment programs in the other grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section E: Class Size Reduction and Other Initiatives
--

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

Program	<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increase teacher salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tutor individual children having learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide summer school for all children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provide after-school programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Equip all schools with computers and train teachers to use them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Expand sports programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Expand music and arts programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Provide scholarships to all who qualify to go to college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Improve school facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Hire more classified staff (secretaries, custodians, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Hire more reading and math specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Hire more counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. 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:

Letter

2nd choice :

Letter

3rd choice :

Letter

Program Choices - For Question 24

- 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

25. Is your school providing remedial instruction to students who have been identified as being at risk of being retained in grade? *Please check one.*

Yes ➔ **Continue with Question 26**

No ➔ **Go to Question 27**

26. About what percentage of the students in each of the following grades is receiving remedial instruction because they have been identified as being at risk of being retained in grade? *Please enter a number for each grade level.*

a. Second grade

--	--	--

 % of students

b. Third grade

--	--	--

 % of students

c. Fourth grade

--	--	--

 % of students

27. About what percentage of the students in each of the following grades will probably be retained in grade at the end of this school year? *Please enter a number for each grade level.*

a. Second grade

--	--	--

 % of students

b. Third grade

--	--	--

 % of students

c. Fourth grade

--	--	--

 % of students

Part II

This section involves retrieving information from school records. You may want to delegate this section to your staff to complete. If the information requested is not available, write N/A (Not Available) next to the appropriate boxes.

Section A: Staffing

1. How many full-time certified teachers were employed in your school in each of the following years? *Please enter a number for each school year.*

a. 1998 - 1999 teacher(s)

b. 1999 - 2000 teacher(s)

2. How many teachers who were teaching in grades 4-6 in any school (including your school) became K-3 teachers in your school, in each of the following years? *Please enter a number for each school year.*

a. 1998 - 1999 teacher(s)

b. 1999 - 2000 teacher(s)

3. How many teachers who were teaching in grades 7-12 in any school (including your school), became K-3 teachers in your school, in each of the following years? *Please enter a number for each school year.*

a. 1998 - 1999 teacher(s)

b. 1999 - 2000 teacher(s)

4. How many ELL/LEP teachers from any school (including your school) became regular K-3 (non-ELL/LEP) teachers in your school in each of the following years? *Please enter a number for each school year.*

a. 1998 - 1999

--	--	--

 teacher(s)

b. 1999 - 2000

--	--	--

 teacher(s)

5. How many special education teachers from any school (including your school) became regular K-3 (non-special education) teachers in your school in each of the following years? *Please enter a number for each school year.*

a. 1998 - 1999

--	--	--

 teacher(s)

b. 1999 - 2000

--	--	--

 teacher(s)

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

a. 1998 - 1999

--	--	--

 aide(s)

b. 1999 - 2000

--	--	--

 aide(s)

7. For 1998-1999 and 1999-2000, please indicate:
- a) the number of **non-tenured teachers** at your school, and
 - b) how many **hours per year**, you have observed non-tenured teachers conduct their classes.

Please enter a number for each school year.

	<u>1998-1999</u>	<u>1999-2000</u>	
a. Number of non-tenured teachers (e.g., emergency permit, provisional status, probationary status) at your school	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	teacher(s)

	<u>1998-1999</u>	<u>1999-2000</u>	
b. Total hours per year of in-class observation of non-tenured teachers	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	hour(s)

8. For the past two school years, how many **days** during each school year were you **unable** to obtain the number of substitute teachers you needed? *Please enter a number for each school year.*

a. 1998 - 1999

 day(s)

b. 1999 - 2000

 day(s)

Section B: Facilities

9. Please indicate whether each of the following facilities were used as classrooms in the 1998-1999 and 1999-2000 school years.

Facility	Did this facility exist at your school in 1998?		Was this facility used as a classroom in:			
			1998-1999?		1999-2000?	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
a. Child care facilities (including pre-school, before and after care, infant care, and Head Start facilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Healthy Start facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Family/community center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Special education facilities (including county programs at your school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teacher prep rooms/lounges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Administrative offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Music or art rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Multi-purpose rooms / gyms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Computer labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. During the past two years, to what degree have the following school facilities changed in size? *Please check one box on each line.*

	<u>Significantly Increased</u>	<u>Increased</u>	<u>Unaffected</u>	<u>Reduced</u>	<u>Significantly Reduced</u>
a. Open playgrounds/blacktops.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sports fields.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Parking areas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have any other comments or feelings about class size reduction and its effects that you would like to share with us, please write them below.

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

**Class Size Reduction Study
American Institutes for Research
1791 Arastradero Road
Palo Alto, CA 94304-1337**