

DESIGN FOR A NATIONAL LONGITUDINAL STUDY OF SCHOOL DESEGREGATION: VOLUME III. APPENDICES

PREPARED FOR THE U.S. COMMISSION ON CIVIL RIGHTS

R.L. CRAIN, P. BARKER, F.G. CHRISTEN,
W. KEESLING, N.J. KING, G.C. SUMNER,
M.A. THOMAS, J.J. VANECKO

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SEPTEMBER 1974



Rand
SANTA MONICA, CA. 90406

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APPENDICES

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APPENDIX A: DATA ANALYSIS WHEN STUDENTS CHANGE FROM SMALLER
TO LARGER SCHOOLS BETWEEN THE PRE-TEST
AND POST-TEST OF THE FIRST YEAR

Longitudinal Survey

Analysis methods must be altered somewhat depending on whether pre-test scores are collected in the same school or in the students' prior school. For example, in a 6-3-3 school system the project will pre-test students in the spring of sixth grade and post-test them in the spring of the seventh, after they have attended a year of junior high school. This approach has the advantage that it completely prevents any contamination of pre-test scores with school effects. For example, a use of a fall pre-test in the seventh grade would risk the possibility that some teacher or school effects occur very quickly so that the students' attitudes change sharply during the first few days or weeks of school. (Elder, 1968, p. 10, Wallace 1964).

On the other hand, we noted that a sixth to seventh grade design in a 6-3-3 system is weakened by the fact that the sixth grade school where students are pre-tested is only one of the several feeder schools entering the junior high school. This means that one can not simply aggregate the student panel to arrive at good estimates of the seventh grade social and academic environment.

This means that the supplemental sample taken at the time of the post-test must be used as a measure of school environment, as an independent variable in the analysis of change in the pre-test-post-test sample. Thus, the data tape would look something like that shown in Figure A. In this particular case, we assumed that in the sixth grade we pre-tested 30 Mexican-American students. Twenty-four of these thirty students reappear in the post-test sample, where they have entered a junior high school

whose seventh grade class consists of thirty-five Anglo students, fourteen black students, and forty Mexican-American students. The twenty-four Mexican-American students are then allocated into three different classrooms with two boys and four girls going into the first classroom, etc. These twenty-four Mexican-American students are post-tested at the end of the seventh grade. At the same time, a supplemental sample of blacks, Anglos, and Mexican-Americans are also tested. The example shown is for achievement test data; analysis of other dependent variables is identical. The student panel and the supplemental sample, each weighted to reflect their proportion of each classroom, are aggregated to produce school means and classroom means for each ethnic group. These are then entered on the data tape as shown in Figure 1. For example, the first number is the estimated mean achievement of the eight Mexican-American students in classroom No. 1; the second set of data would be for Puerto Rican students, who are not present; a missing data code, xx, indicates this. The third and fourth set of data indicate the test scores and number of students present for blacks and Anglo students. A second battery of data gives the school means; attaching them to each classroom enables these data to be used in the analysis of effects at the classroom levels.

Columns 38 through 49 give data on the classroom teacher and school characteristics; the school characteristics are, of course, identical for each classroom, as indicated by the descending arrows. Beginning in Column 50, we have the actual pre-test and post-test scores, first for the two Mexican-American male students, and then for the four Mexican-American female students in classroom No. 1. In our fictitious example, the scores of both males and females rose eight points, from 41 to 49 for males and from 44 to 52 for females. If these data were analyzed by multiple regression

Figure A: Sample Data-Tape Construction for 7th Grade
In 6-3-3 School System

Acronym	Description	School I.D.	School I.D.	Achievement Test Scores, Classroom Means and n's, Panel + Supplement (Weighted)		Test Scores, School Means and n's, Panel + Supplement (Weighted)		Teacher Variables		School Variables		Test Scores, Classroom Means for Panel																	
				PR	Black	Black	Anglo	M-A	PR	ACHPS	NPS	ACHBS	NBS	ACHAS	NAS	TEA	TEAB	TEAC	SCHA	SCHB	SCHC	M-A Males	M-A Females	PR	Male Score	Female Score	PR	Male Score	Female Score
0 0 1	SID	0 0 1	0 0 1	8	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
0 0 1	CID	0 0 1	0 0 1	1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				1	4	5	7	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4	4	4	4
				5	7	4	9	1	7	4	8	4	0	0	4	9	6	9	4	7	8	2	2	4	4	4			

techniques, one equation might look as follows:

$$\begin{aligned} \text{ACHMMCF} = & b_1 (\text{ACHMMP}) + b_2 \left(\frac{0}{0} \text{ ANGL0} \right) + b_3 (\text{total classroom achievement}) \\ & + b_4 (\text{TEAC}) + b_5 (\text{GROUPING}) + b_6 (\text{TOTAL PANEL MA MALE PRETEST SCORE} - \text{ACHMMP}) \end{aligned}$$

In this particular case, the analyst is looking at the change in Mexican-American male achievement, using an analysis of Beta weights. He has chosen to use the pre-test data as the predictor variable in the equation, rather than a change or gain score. He is interested in studying the effects of number of Anglo students present and total classroom mean achievement on Mexican-American males; both these variables can be derived from the data shown in Figure 1 by recoding. One of the teacher variables for this classroom is added to the analysis. Finally, in an effort to investigate the selection bias introduced by achievement groupings, he has constructed two variables--one measuring the degree of classroom-to-classroom variation in achievement and here called grouping, and other a measure, indicating the degree that each classroom differs from the total achievement on the pre-test of all Mexican-American male students.

This analysis method should enable the researcher to develop very careful conclusions on the effect of classroom ethnic composition and the contextual effects of classroom achievement levels on the academic gains of this group. (It is understood that the analysis suggested here is as hypothetical as the data on which it is based; the researcher will no doubt have strong preferences about the precise statistical procedure used, and

we are not recommending this one as preferable).

The analysis of school-level factors^{1 1 1} is very similar to the analysis of classroom-level results. The one exception to this is the analysis of the effects of racial composition, where the matched set design permits an analysis of covariance method. We recommend that such an analysis of covariance be blocked to enable the analysis to determine the effects of ethnic composition on students with and without prior desegregation experience, in schools in early versus late stages of desegregation, with schools of different achievement levels, etc.

APPENDIX B: ESTIMATES OF SAMPLE SIZES
AND DATA COLLECTION COSTS

The following four tables give detailed data on sample sizes and costs. Tables 1 and 2 show estimated numbers of schools, students and teachers for each year of the program. Table 3 shows an approximate cost estimate for data collection, and Table 4 indicates how sample sizes would change if the experimental version of the study were used. Since sampling is controlled by cluster selection, the number of schools, students, and teachers are all estimates. Table 5 gives the costs of implementation of the experimental innovations.

TABLE 1

ESTIMATED NUMBER OF STUDENTS SAMPLED IN FIRST AND SECOND YEAR

Grades 3, 6: Assumptions: 8% of the quota of desegregated schools will be unfilled because some desegregated high schools will not have desegregated elementary schools

Composition of School	No. of Schools	Mean Number of Students per grade per school				Total	Total Students
		A	B	P	M		
Seg. A.	130	100				100	13,000
B	100		100			100	10,000
P	14			100		100	1,400
M	20				100	100	2,000
PB	12		50	50		100	1,200
MB	12		50		50	100	1,200
subtotal, seg. sch.	(288)						28,800
Deseg: BA	153	70	30			100	15,300
PA	10	75		25		100	1,000
MA	22	70				100	2,200
BPA	30	60	20	20		100	3,000
BMA	24	60	20			100	2,400
subtotal, deseg. sch.	(239)						23,900
TOTAL	527						52,700

Note: We estimate that absenteeism and mobility will limit the number of students interviewed in both years to approximately 40,000 at each grade level.

Teachers sampled: 527 schools x 14 per school = 7,373 in Year 1
 Student panel teachers, second year, 1st grade:
 83 schools x 2.5 per school = $\frac{208}{7,586}$ in Year 2

TABLE 1, CONTINUED

9th Grade and 11th Grade

Composition of School	No. of Schools	Mean Number of Students per school					Total	Total Students
		A	B	P	M			
seg: A1	130	34				34	4,420	
B	100		34			34	3,400	
P	14			34		34	476	
M	20				34	34	680	
PB	12		33	33		66	792	
MB	12		33		33	66	792	
subtotal, seg. sch.	(288)						10,560	
deseg: BA	170	33	33			66	11,220	
PA	10	33		33		66	660	
MA	24	33			33	66	1,584	
BPA	30	30	30	30		90	2,700	
BMA	26	30	30		30	90	2,340	
subtotal, deseg. sch.	(260)						18,504	
TOTAL	548						29,064	

Note: means are slightly below quotas of 35 per group because of occasional small samples we assume that the combined effects of larger schools in eleventh grade and higher losses due to drop-outs will result in no change in the number of instances when 35 students are unavailable for the survey.

Teachers per school: 1096 schools x 14 per school = 15,344

Totals, First Two Years

Grade	First Year	Second Year
11-12	29,064	29,064
9-10	29,064	29,064
6-7	52,700	53,700
3-4	52,700	52,700
1	--	8,300
Total	163,528	171,828

Total Teachers:	First Year	Second Year
Secondary Schools	15,344	15,344
Elementary	<u>7,370</u>	<u>7,586</u>
	22,722	22,930

TABLE 2

ESTIMATED NUMBER OF STUDENTS SAMPLED IN THIRD THROUGH
FIFTH YEARS

Number of schools to be sampled, by ethnicity, for each grade level

Total	Ethnicity										Total		
	A	B	P	M	P	B	MB	AB	AP	AM		APB	ABM
S: Student Panel Sample	20	14	2	4	2	1		26	2	6	4	2	83
N: Newly Desegregated Schools								30			6	4	40
I _E : Innovative Deseg. Schools								79			13	12	104
I _S : Feeders for Innov. Sec. Schools								79			13	12	104
Total number of 3rd and 6th grade desegregated schools								153	10	22	30	24	239
Total number of deseg. 6th and 9th grade schools								170	10	24	30	26	260
Expected number of schools in combined elem. sample, all 4 substudies	20	14	2	4	2	1		131	2	6	24	20	226
Expected number of schools per grade in combined secondary sample, all 3 substudies	20	14	2	4	2	1		109	2	6	18	17	195

code: A = Anglo
 B = Black
 M = Mexican American
 P = Puerto Rican

Multiple letters indicate schools with more than one group present

TABLE 2, CONTINUED

Estimated Number of Elementary School Students Sampled, 3rd to 5th Year

a	No. of Samples School	YEAR					
		3		4		5	
		Grades sampled students	Total students	Grades sampled students	Total Students	Grades Sampled Students	Total Students
S only	58	2, 5	11, 500	3, 6	12, 800	--	
N only	9	3, 4, 6	3, 000	3, 4, 6	5, 400	4	1, 800
I _E only	36	3	10, 800	3, 4	14, 000	4	7, 000
SxN	1	2, 3, 4, 5, 6	500	3, 4, 6	900	4	300
SxI _E	7	2, 3, 5	2, 100	3, 4	2, 800	4	1, 300
NxI _E	9	3, 4, 6	2, 700	3, 4, 6	4, 800	4	1, 600
SNI _E	1	2, 3, 4, 5, 6	500	3, 4, 6	900	4	300
I _S only	36	6	3, 600	6	3, 600	--	--
I _S S	7	2, 5, 6	2, 100	3, 6	1, 400	--	--
I _S N	9	3, 4, 6	2, 700	3, 4, 6	2, 700	4	900
I _S I _E	35	3, 6	7, 000	3, 4, 6	10, 500	4	3, 500
I _S SN	1	2, 3, 4, 5, 6	500	3, 4, 6	300	4	100
I _S SI _E	7	2, 3, 5, 6	2, 800	3, 4, 6	2, 100	4	700
I _S SNI _E	8	3, 4, 6	2, 400	3, 4, 6	2, 400	4	800
I _S SNI _E	1	2, 3, 4, 5, 6	500	3, 4, 6	300	4	100
	226		52, 800		64, 700		18, 400

Number of elementary schools surveyed (based on K-6 system)

3rd year: 226
 4th year: 226
 5th year: 125

Teachers surveyed:	year 3	year 4	year 5
Innovative and newly desegregated elementary schools 125 x 14 per school =	17 50	17 50	17 50
Student panel teachers in above schools 18 x 2 per grade	36	0	
Student panel teachers not in other samples 65 x 3.5 per grade	455	455	-
TOTAL (190 schools)	2241	2205	17 50

a codes: S = student panel
 N = newly desegregated schools
 I_E = innovative elementary schools
 I_S = innovative secondary schools
 (and their sixth grade feeder schools)

TABLE 2, CONTINUED

Secondary School Sample												
Sample	No. of schls. per grade			No. per of studt. grade			Year 3		Year 4		Year 5	
	1 grp.	2 grps.	3 grps.	1 grp.	2 grps.	3 grps.	grades surveyed	no. studts.	grades surveyed	no. studts.	grades surveyed	no. studts.
S only	40	22	3	34	66	90	8,11	6164	9,12	6164	-	-
N only	-	14	5		66	90	7,9,10	4122	7,9,10	4122	7,10	2748
I only	-	56	22		66	90	9	5676	7,9,10	11352	7,10	11352
SN	-	3	1		66	90	7,8,9,10,11	1440	7,9,10,12	1152	7,10	576
SI	-	10	2		66	90	8,9,11	2520	7,9,10,12	3360	7,10	1680
NI	-	11	4		66	90	7,9,10	3258	7,9,10	3258	7,10	2172
SNI	-	2	0		66		7,8,9,10,11	660	7,9,10,12	528	7,10	264
Total	40	118	37					23840		29936		18792
	195											

Number of Schools (based on 6-3-3 system)

3rd year: 117 H.S. + 195 J.H.S. = 312
 4th year: 195 H.S. + 195 J.H.S. = 390
 5th year: 130 H.S. + 130 J.H.S. = 260

Total Survey, by Grade and Year

	3rd Year	4th Year	5th Year
Elementary	52,800	64,700	18,400
Secondary	23,840	29,936	18,792
	76,640	94,636	37,192

Teachers surveyed:

	No. schools	Teachers per sch.	YEAR		
			3	4	5
JHS: In innov. or newly deseg. sample	130	16	2080	2080	2080
Add'l. studt. panel teachers in above sample	18	5	90	-	-
Studt. Panel teachers in schools not in other samples	65	5	325	325	
HS Innov. and newly deseg. sample	130	16	2080	2080	2080
Panel teachers in innov. and newly deseg. sample	18	5	90	-	-
Panel teachers in schools not in other sample	65	5	325	325	
Total	390		4990	4810	4160

TABLE 3 : COST ESTIMATION, DATA COLLECTIONS

Year	Task	Units/Cases	cost (1000's)	
			Low estimate	high estimate
1	Screener survey	900/27 00	30	40
	community leader interv.	210/4620	125	165
	parent interviss	527/1581	40	55
	schools survey	1623/1581	1050	1400
	teacher and principal	1623/165,000		
2	second screener	900/27 00	30	40
	parent survey	527/15,000	200	275
	school survey	1623/170,000	1150	1500
	teacher and principal	1623/23,000,1623		
3	parent survey	40/1000	30	40
	school survey	538/75,000	550	800
	teacher and principal	502/1250,502		
4	school survey	616/45,000	800	1100
	teacher and principal	598/7250,598		
5	parent survey	80/2000**	50	80
	school survey	385/35,000	325	450
	teacher and principal	385/6000,385		
Additional Costs:				
	sampling(1st year only)		20	30
	Hiring and training of data collectors and interviewers		150	200
	Optical scanning of questionnaires		1000	1300
	preparation of data tapes		300	600
			5850	8075

*Note: Calculations based on 6-3-3 grade organization of schools.
annual 5% inflation assumed

** Cost estimate does not include recommended resurvey of panel student parents.

Table 4

EXPERIMENT MODIFICATION SAMPLE SIZES

Year	Task	Experiment Process Study				Grades	Students per School			Totals Students (Schools)
		No. of Schools			ES		JHS	HS		
		ES	JHS	HS						
3	Experimental Sample	125	125	125	3,6,9	200	75	0	34,375	
	Additional Student Panel, deseg. schools	(40)	(40)		2,5,8	200	75	75	12,000	
	Additional Student Panel, seg. schools	<u>43</u>	<u>43</u>	<u>43</u>	2,5,8,11	200	75	75	<u>15,050</u>	
	YEAR TOTAL	168	168	168					61,425 (504)	
4	Experimental Sample	125	125	125	3,4,6,7,9,10	200	75	75	56,250	
	Additional Student Panel, deseg. schools	(40)	(40)							
	Additional Student Panel, seg. schools	<u>43</u>	<u>43</u>	<u>43</u>	3,6,9,12	200	100	75	<u>16,025</u>	
	YEAR TOTAL	168	168	168					72,295 (504)	
5	Experimental Sample	125	125	125	4,7,10	100	100	100	<u>37,500</u> (375)	
	GRAND TOTAL								171,220	
<u>Experimental Large-Scale and Process Study</u>										
1	Large Sample	527	548	548	3,6,9,11	200	55	55	166,000 (1,623)	
2	Large Sample	402	423	423	4,7,10,12	100	100	95	123,000	
	Experimental Process Sample	145	145	145	3,4,6,7,9,10	300	175	75	79,750	
	Additional Student Panel	(83)			1	100	-	-	<u>8,300</u>	
	YEAR TOTAL	527	548	548					211,050 (1,623)	
3]	Experimental Process Sample	145	145	145	3,4,6,7,9,10	300	175	75	79,750	
	Additional Student Panel, deseg. schools	(40)	(40)	(40)	2,5,8,11	200	100	75	15,000	
	Additional Student Panel, seg. schools	<u>43</u>	<u>43</u>	<u>43</u>	2,5,8,11	200	100	55	<u>15,265</u>	
	YEAR TOTAL	188	188	188					110,015 (564)	
4	Experimental Process Sample	85	85	85	4,7,10	100	100	75	23,315	
	Additional Panel Students, deseg. schools	(20)	(20)	(20)	3,6,9,12	200	100	75	7,500	
	Additional Panel Students, seg. schools	<u>63</u>	<u>63</u>	<u>63</u>	3,6,9,12	200	100	60	<u>22,680</u>	
	YEAR TOTAL	148	148	148					53,555 (444)	
	GRAND TOTAL								540,620	

Note: () indicate a redundancy in number of schools, since these schools are used for both the experiment and the student panel.

Table 5
COSTS OF INNOVATIONS FOR EXPERIMENT

<u>Costs Per School</u>	<u>Elementary Schools Budget Per Year</u>		<u>Secondary Schools Budget Per Year</u>	
	<u>Minimum</u>	<u>Maximum</u>	<u>Minimum</u>	<u>Maximum</u>
Staff	\$ 5,000	\$ 9,000	\$ 8,000	\$14,000
Equipment supplies	4,000	7,000	8,000	14,000
Technical assistance staff	3,000	5,000	3,000	5,000
Technical assistance group overhead	1,500	2,500	1,500	2,500
School system overhead	<u>1,000</u>	<u>2,500</u>	<u>1,500</u>	<u>2,500</u>
	\$ 4,500	\$26,000	\$22,000	\$38,000
 <u>Start-up costs</u>			<u>Minimum</u>	<u>Maximum</u>
Participation in planning of program			\$ 1,000	\$ 1,500
Technical assistance group overhead			500	1,500
In-service education for selected teachers			<u>1,500</u>	<u>3,500</u>
			\$ 3,000	\$ 6,500

Table 5
(Continued)

- 18 -

TOTAL COSTS: (In Thousands)

	<u>Minimum</u>		<u>Maximum</u>	
	<u>Per School</u>	<u>Total</u>	<u>Per School</u>	<u>Total</u>
Experimental Version Process Studies:				
Start-up:				
300 schools	3	900	6	1,800
1st year:				
100 elementary schools	14.5	1,450	26	2,600
200 secondary schools	22	4,400	38	7,600
2nd year:				
100 elementary schools	13.5	1,350	24	2,400
200 secondary schools	20	4,000	35	7,000
Controls (unrestricted payment):				
1st year:				
25 elementary schools	10	250	18.5	462.5
50 secondary schools	17.5	875	30.5	1,525
2nd year:				
25 elementary schools	9	225	30.5	412.5
50 secondary schools	<u>16.5</u>	<u>825</u>	<u>28.5</u>	<u>1,425</u>
TOTAL		14,275		25,225
Experimental Version of Large-Scale and Process Studies:				
Start-up:				
630 schools	3	1,890	6	3,780
1st year:				
210 elementary schools	14.5	3,045	26	5,460
420 secondary schools	22	9,240	38	15,960
2nd year:				
120 elementary schools	13.5	1,620	24	2,880
240 secondary schools	20	4,800	35	8,400
3rd year:				
60 elementary schools	13.5	810	24	1,440
120 secondary schools	20	2,400	35	4,200
Controls:				
1st year:				
50 elementary schools	10	500	18.5	925
100 secondary schools	17.5	1,750	30.5	3,050
2nd year:				
25 elementary schools	9	225	16.5	412.5
50 secondary schools	16.5	825	28.5	1,425
3rd year:				
25 elementary schools	9	225	16.5	412.5
50 secondary schools	<u>16.5</u>	<u>825</u>	<u>28.5</u>	<u>1,425</u>
TOTAL		28,155		49,770

APPENDIX C

INSTRUMENTS

This appendix contains basic questionnaires and test batteries to be used in the various surveys.

Depending on the particular design chosen, the data collection contractor and analysts will pretest each question battery and divide the battery into the various instruments. For example, the teacher questionnaire changes very slightly from year 1 to year 2, and changes slightly more when it is used in the process studies.

The batteries are intended to be complete sets, so that no additional questions need be added; of course, we recommend that the various contractors be invited to propose additions and improvements.

INSTRUMENTS FOR YEARS 1 AND 2:

1. Student Questionnaires
Generally, year 1 and year 2 are identical.
2. Teacher and Principal Questionnaire
Items asking the teacher and principal to describe the behavior of students are administered to either both years or year 2 only. Background characteristics and descriptions of teacher attitudes are gathered at year 1 only. School program characteristics are gathered at year 2 only.
3. Superintendent's Questionnaire
This is an open-ended policy questionnaire to be administered by personal interview in year 1 only.
4. Parent Questionnaire
This is a nine-section instrument to be administered year 1 only. Sections 1, 2, 3, 4, 5, 7, and 9 are to be self-administered, while Sections 8 and 8A are to be personal interviews. Selected sections may be selected for resurvey during years 3-5.
5. Community Leadership Questionnaire
This is a mail questionnaire with four modules designed for year 1 only: the basic form which is administered to everyone, internal organization of minority leadership, stages of controversy and implementation procedure, and personal views on desegregation.

INSTRUMENTS FOR YEARS 3-5

The instruments for the later years of the study follow the basic plan of those of the earlier years. Precise construction procedures cannot be outlined now, but the basic procedure is as follows:

Student Panel Survey

Instruments may be used as given here except that the material describing the school in the teacher and principal questionnaire should be shortened to eliminate redundancy.

Study of Newly Desegregated Schools

Instruments describing the school should be expanded.

Study of Innovative Schools

Additional sections should be added to gather detailed descriptions of particular innovations to be studied.

STUDENT SURVEYS

The following are the basic instruments for students; the four main instruments cover grades 11-12, 9-10, 6-8, and 3-5. A short instrument for grade 1, to be used in the second year of the study is outlined. Considerable overlap between questionnaires for adjoining age groups is necessary. For example, the 3-5 grade and 6-8 grade instruments must have many questions in common since the third-grade students will be surveyed in the sixth grade in the student panel.

The questionnaires should be pretested and where necessary reduced to 1-1/2 hours in the upper grades and 1 hour in the lower grades. The pretesting should be done in approximately four schools, with the decisions based on intercorrelations within scales, comparisons of means between ethnic groups and schools, number of uncompleted responses, etc. The contractor should be encouraged to add additional items before pretesting.

The administration of all questionnaires and tests should be done by trained administrators who are not affiliated with the school. The classroom teacher should be encouraged to leave the room. Administration should be done by multi ethnic teams. Since administrator ethnicity may affect responses, the administrators ethnicity should be recorded. The order of the administration of the achievement test and the student questionnaire should be fixed. The administrator should be trained to the standards of conventional survey research, including practice administration. The training manual should specify the proper answers to many common questions, general guidelines for answering other questions, and a written introduction to the class for the administrator to memorize.

The administrator should read aloud the student questionnaire in grades 5 or lower to avoid problems due to reading difficulty. The

administrator should walk about the classroom to verify that students are marking the response categories properly. Administrators should maintain a relaxed manner, but should answer questions in a non-directive manner.

Pretesting should also be done in a number of schools with Mexican-American and Puerto Rican students to determine the need for Spanish language instruments. If it is deemed necessary, bilingual instruments in the following format should be used

English Wording	<input type="text"/>	Spanish Wording
	<input type="text"/>	
	<input type="text"/>	response categories
	<input type="text"/>	
	<input type="text"/>	

The right-hand side may be left blank on monolingual instruments so that the same mark sensing program can be used. It may be advisable to use Spanish-speaking administrators even if bilingual instruments are not deemed necessary.

Whether a bilingual instrument is used or not, two forms, one referring only to "black" and "white" and one referring to "ethnic group" may be needed. If this wording is used the term will be defined in the introduction.

SUGGESTED QUESTIONS FOR THE 1ST GRADE STUDENT SURVEY

Following are the questions we suggest be asked of students in the first grade. These questions should be read to the students by a test administrator or teacher substitute. Prior to the administration of the survey, the student's I.D. number should be placed on the booklet; upon completion of the survey, the student's sex and race should be filled in by the test administrator. This survey may be administered in sections in order to reduce the time required for any one sitting.

BACKGROUND QUESTIONS

1. How many brothers and sisters do you have? (Count yourself)

- 1, only me 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 6
- 7 7
- 8 8
- 9 9
- 10 10

2. Is Spanish spoken in your home?

- Yes 1
- No 2

3. Did you go to kindergarten?

- Yes 1
- No 2

4. Did you go to nursery school?

- Yes 1
- No 2

ATTITUDES TOWARD SCHOOL

(Mark the nose of the face
you pick)

5. How do you feel when it's time to get
up and go to school?



6. How do you feel when you have a chance
to learn something new?



7. How do you feel when you think about
going home after school each day?



8. How do you feel when your teacher
tells you to get out your books and
begin to work?



9. How do you feel when you think about
how fast you learn?



10. How do you feel when the teacher says
that she is going to give a test?



11. How do you feel about how well you
read?

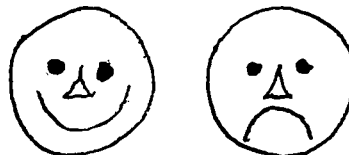


12. How do you feel about how much you
know?

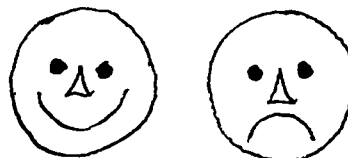


(Mark the nose of the face
you pick)

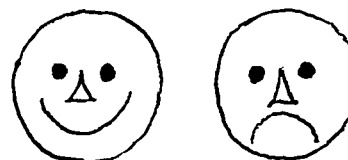
13. How do you feel about how well you do
arithmetic?



14. How do you feel when you think about
next year in school?



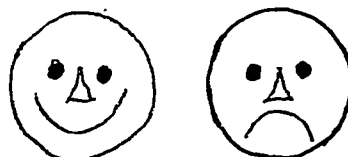
15. How do you feel about the way your
teacher treats you?



16. How do you feel when the teacher says
that it's your turn to read out loud
before the group?



17. How do you feel about going to school
with students from another race?



ATTITUDES TOWARD OWN AND OTHER ETHNICITIES

Students are shown pictures of white, black, Mexican-American, and Puerto-Rican boys or girls, their own age. Each student is asked to rank the pictures for each of the following questions:

18. Who is the kindest (boy/girl)?
The next kindest? - - -

19. Who is the happiest (boy/girl)?

20. Who is the strongest (boy/girl)?

21. Who is the fastest (boy/girl)?

22. Who gets the best grades?

23. Who is most like you?

24. Who would you most like to be?

25. Who would you most like to have as
a friend?

RELATIONSHIP WITH SCHOOL STAFF

26. Does the principal of this school know your name?
Yes 1
No 2

27. Do you like the principal of this school?
Yes 1
No 2

28. Is the principal of this school friendly? | |

Yes 1

No 2

29. Do you think your teacher likes you?

Yes 1

No 2

30. Do you like your teacher?

Yes 1

No 2

31. My teacher thinks I am:

Sad 1

Happy 2

Kind 1

Mean 2

Smart 1

Stupid..... 2

Bad 1

Good..... 2

PARENT INVOLVEMENT

32. Do you and your parents talk about school?

Yes 1

No 2

33. Do you have any schoolwork to do at home?

Yes 1

No 2

34. Do your parents help you with your schoolwork?

Yes 1

No 2

CLASSROOM ORGANIZATION

35. Can you talk to other boys and girls while you work?

Yes 1

No 2

36. Can you move around the room without asking your teacher?

Yes 1

No 2

37. Do the other boys and girls usually remain pretty quiet in class?

Yes 1

No 2

38. In the first grade, have you studied anything about black people?

Yes 1

No 2

39. Have you studied anything about Mexican-American people?

Yes 1

No 2

40. Have you studied anything about Puerto-Rican people?

Yes 1

No 2

41. 'Do you take any lessons in Spanish?'

Yes 1

No 2

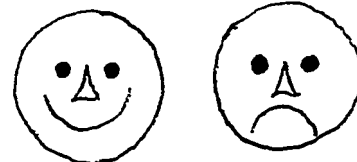
ATTITUDE TOWARD SELF

(Mark the nose of the face
you pick)

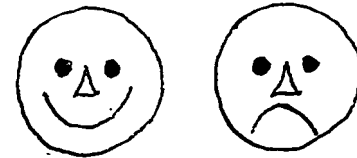
42. How do you feel about how healthy
and strong you are?



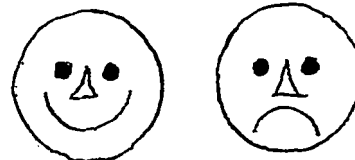
43. How do you feel about growing up
and getting older?



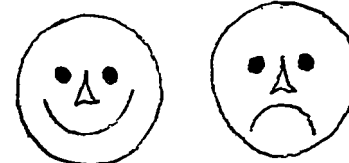
44. How do you feel about the way the
people who live on your street
treat you?



45. How do you feel about how you look and
the kind of face you have?



46. How do you feel about the way the
other boys and girls treat you?



SUGGESTED QUESTIONS FOR THE 3-5TH GRADE STUDENT SURVEY

Following are the questions we suggest be asked of students in the third, fourth and fifth grades. This survey will not be self-administered; the questions will be read to the students. The instrument is divided into the general survey, which is repeated for each administration of the survey, and various modular sections, which are either designed for specific sets of students or for a specific administration of the survey. This survey is presented by topic outline; the purpose of this organization is to assist the reader in determining the relevance of the suggested questions and is not meant to be the structure for a final instrument.

BACKGROUND QUESTIONS

[This modular should be administered to all students the first time they complete a questionnaire. It will provide the researcher with background information on the students and their families.]

- 0-1. Are you a boy or a girl?
 Boy 1
 Girl 2
- 0-2. Which of the following best describes you?
 Black 1
 White 2
 Mexican-American 3
 Puerto Rican 4
 American Indian 5
 Chinese, Japanese (Oriental)..... 6
 Other 7
- 0-3. Where were you born?
 In this city, town or country..... 1
 Somewhere else in this state 2

0-3. Where were you born?

- In the South (Texas, Arkansas, Mississippi, Tennessee, Kentucky, Louisiana, Alabama, Florida, So. Carolina, No. Carolina, Georgia, Virginia, West Virginia).....3
- Somewhere else in the U.S.....4
- Outside of the U.S.....5
- I don't know.....6

0-4. How many brothers and sisters do you have? (Count yourself)

- One, only me..... 1
- Two 2
- Three 3
- Four 4
- Five 5
- Six 6
- Seven 7
- Eight 8
- Nine 9
- Ten or more10

0-5. Is Spanish spoken in your home?

- Yes 1
- No 2

0-6. Is there a color television in your home?

- Yes 1
- No 2

Dictionary?

- Yes 1
- No 2

Encyclopedia?

- Yes 1
- No 2

0-6. Is there a daily newspaper in your home?

Yes 1

No 2

0-7. How many different schools have you gone to since you started first grade?

One--only this school 1

Two 2

Three 3

0-8. Did you go to kindergarten?

Yes 1

No 2

0-9. Did you go to nursery school before you went to Kindergarten?

Yes 1

No 2

0-10. What was the highest grade your father and your mother finished in school?
(Circle one number in each column).

	<u>Father</u>	<u>Mother</u>
None, or some grade school.....	1	1
Finished grade school	2	2
Some high school, but did not finish.....	3	3
Finished high school	4	4
Attended school beyond high school..... (college, trade, business)	5	5
I don't know	6	6

GENERAL SURVEY

[This is the main section of the instrument; it contains questions which will be repeatedly asked of students in order to measure changes which occur within schools as well as changes in their attitudes and behavior. Within this section of the survey, questions are organized by subtopics.]

ATTITUDES TOWARD OWN AND OTHER ETHNICITIES

[We hypothesize that a student's school experiences will affect his attitude toward his own and other ethnic groups. These questions are designed to determine student attitudes toward race and integration and periodic resurveying of these students will measure how these attitudes change over time.]

1. [Students are shown pictures of white, black, Mexican-American and Puerto-Rican boys or girls their own age. Each student is asked to rank the pictures for each of the following questions:]
 - a. Who is the kindest (boy/girl)? The next kindest?
 - b. Who is the happiest (boy/girl)?
 - c. Who is the strongest (boy/girl)?
 - d. Who is the fastest (boy/girl)?
 - e. Who gets the best grades?
 - f. Who is most like you?
 - g. Who would you most like to be?
 - h. Who would you most like to have as a friend?

2. If you could pick the school you go to, would you pick a school where all the students were the same race as you, or a school where the students were of different races?

All same race as me	1
Of different races	2

3. Would your friends think badly of you if you went someplace with a student of a different race?

Yes 1

No 2

4. Would you like to have more friends who are of a different race?

Yes 1

No 2

ATTITUDE TOWARD SCHOOL AND LEARNING

[A student who wants to be in school and enjoys learning will have more favorable school experiences, higher test scores, and higher aspirations.]

5. Think about most of the work you have to do in school. Is it too hard, too easy, or just about right?

Too hard 1

Too easy 2

Just about right 3

6. In the past week, did you do any school work or homework that was interesting?

Yes 1

No 2

7. Would you go to another school, rather than this one, if you could ?

Yes 1

No 2

Not sure 3

8. Do you think what you're learning will be useful to you?

Yes 1

No 2

9. During this school year, did you ever stay away from school just because you didn't want to come?

Yes 1

No 2

10. Do you usually hate school?

Yes 1

No 2

11. In the morning are you usually glad to go to school?

Yes 1

No 2

Here is a list of good things that happen in some classes. If you think these things are true for your class, answer yes. If you think they are not true, answer no.

12. Do you usually have enough time to finish your school work?

Yes 1

No 2

13. Are there interesting things to look at in your classroom?

Yes 1

No 2

14. Do the students in your classroom like one another?

Yes 1

No 2

Now here is a list of bad things that happen in some classes. If you think they are true for your class, answer yes. If you think they are not true, answer no.

15. Is it hard to make real friends in this class?

Yes 1

No 2

16. Are there too many rules to follow in your school?

Yes 1

No 2

17. Do some students act like they are better than other students?

Yes 1

No 2

18. Does your teacher favor some students more than others?

Yes 1

No 2

19. Do you sometimes not understand what you are supposed to be doing in class?

Yes 1

No 2

RELATIONSHIP WITH SCHOOL STAFF

[The purpose of this section is to determine how students perceive the staff of the school and, in turn, how they feel the staff perceives them. We hypothesize that a student will like school better and do better

in school when he has a good relationship with the staff.]

20. Does the principal of this school know you by name?

Yes 1

No 2

21. Do you like the principal of this school?

Yes 1

No 2

22. Is the principal of this school friendly?

Yes 1

No 2

23. Do you think your teacher likes you?

Yes 1

No 2

24. Do you like your teacher?

Yes 1

No 2

25. Is your teacher really interested in you?

Yes 1

No 2

26. Does your teacher explain things clearly?

Yes 1

No 2

27. My teacher thinks I am:

- a. sad 1
- happy 2
- b. lazy 1
- hard-working 2
- c. kind 1
- mean 2
- d. proud 1
- not proud 2
- e. smart 1
- stupid 2
- f. bad 1
- good 2
- g. unsure 1
- sure 2
- h. successful 1
- not successful 2
- i. not a good student 1
- a good student 2
- j. a follower 1
- a leader 2

28. If you need special help with any of your school work, is there someone at school who will help you?

- Yes 1
- No 2

REWARDS AND PUNISHMENTS

[We are interested in the rewards and punishments a student receives, since we hypothesize that a good school is a school which finds something for which to reward each student.]

29. Think about the past year in school.
- a. Has your teacher ever told you that you were doing good work?
Yes 1
No 2

 - b. Has your teacher ever told you that you have a special talent?
Yes 1
No 2

 - c. Have you been blamed for things that just weren't your fault?
Yes 1
No 2

 - d. Were you ever sent to the office because someone thought you were breaking some school rule?
Yes 1
No 2

PARENT INVOLVEMENT

[We would expect that a student whose parents take an active interest in his schooling and have high expectations for their child will be more motivated to do well in school.]

30. Have either of your parents come to school this year for PTA, Parents' days, or for parent conferences?
Yes 1
No 2
31. Do you and your parents talk about school?
Yes, often 1
Yes, but not often 2
No, never 3

32. Are your parents satisfied with the grades you get in school?

Yes 1

No 2

33. Do you have any homework?

Yes 1

No 2

34. Do your parents help you with your homework?

Yes 1

No 2

CLASSROOM ORGANIZATION

[We are interested in the teaching strategies used by the staff and the structure of the classroom. We hypothesize that a good school is a school which is flexible and gears its programs to the interest of the students.]

35. Can you talk to other students while you work?

Yes 1

No 2

36. In class, can you move about the room without asking your teacher?

Yes 1

No 2

37. When you're working on a lesson, are the other students in your class working on the same lesson?

Yes 1

No 2

38. In your classes, are you allowed to ask other students to help you with your work?
Yes 1
No 2
39. Do the students usually remain pretty quiet in class?
Yes 1
No 2
40. For each lesson, does every student get a copy of the same book to work from?
Yes 1
No 2
41. In the third grade, have you studied anything about black people?
Yes 1
No 2
42. Have you studied anything about Mexican-American people?
Yes 1
No 2
43. Have you studied anything about Puerto-Rican people?
Yes 1
No 2
44. Does your teacher let you pick things to study that interest you?
Yes 1
No 2

45. Does your school have lessons in Spanish?

- Yes 1
- No 2

46. Would you like to take lessons in Spanish?

- Yes, I do take lessons in Spanish..... 1
- Yes, I don't now, but would like to 2
- No 3

THE EFFECTS OF SCHOOL DESEGREGATION

[This subsection is to be administered only to students in desegregated schools. These questions deal with the effects of desegregating schools and periodic resurveying of students will measure how these effects change over time.]

D-1. Is there a public elementary school closer to your house than this one?

- Yes 1
- No 2

D-2. How do you usually come to school in the morning?

- By automobile..... 1
- Walk or bicycle..... 2
- School bus..... 3
- Train,trolley,subway or bus other than school bus.4
- Other..... 5

D-3. About how long does it take you to get from your home to school in the morning?

- 10 minutes or less..... 1
- 20 minutes 2
- 30 minutes 3
- 45 minutes 4
- One hour or more 5

D-4. Think about the kids your age who live near you. Do many of them go to a different school, or do they almost all go to this school?

- Many of them go to another school.... 1
- Almost all of them go to this school. 2

D-5. What was the earliest grade in which you had students from another race in your class?

- Kindergarten..... 1
- First 2
- Second 3
- Third; this year..... 4

D-6. Do you like attending a school with students from another race?

- I like it 1
- I don't like it..... 2
- It doesn't matter to me..... 3

D-7. How do you think your principal likes students from different races going to the same school together?

- The principal likes it..... 1
- The principal doesn't like it..... 2
- It doesn't matter to the principal.... 3
- I don't know..... 4

D-8. How do you think your teacher likes students from different races going to the same school together?

- My teacher likes it 1
- My teacher doesn't like it..... 2
- It doesn't matter to my teacher..... 3
- I don't know..... 4

D-9. How do your parents feel about your going to school with students from another race?

- They like it..... 1
- They don't like it..... 2
- It doesn't matter to them..... 3

D-10. Think about most of the students of the other racial group(s) in this school (not your own group).

Are they friendly?

- Yes..... 1
- No 2

Do they keep to themselves?

- Yes..... 1
- No..... 2

Are they dumb?

- Yes..... 1
- No..... 2

D-11. Now think about most of the students in this school from the same racial group as you:

Are they friendly?

- Yes..... 1
- No..... 2

Do they keep to themselves?

- Yes..... 1
- No..... 2

Are they dumb?

- Yes..... 1
- No 2

D-12. If your teacher said you could sit next to your best friend in class, who would you sit next to? (Give first and last name.)

If you had a second choice, who would you like to sit next to?

If you had a third choice, who would you like to sit next to?

D-13. Are these three friends all the same race as you, or is one or more of a different race?

All same race as me..... 1

One or more is of a different race..... 2

SUGGESTED QUESTIONS FOR THE 6-8TH GRADE STUDENT SURVEY

Following are the questions we suggest be asked of students in the sixth and seventh grades. If need be, these questions can be read to the sixth grade students rather than given as a self-administered questionnaire. The instrument is divided into the general survey, which is repeated for each administration of the survey, and various modular sections, which are either designed for specific sets of students or for a specific administration of the survey. For ease of understanding, this survey is presented by topics. This organization will assist the reader in determining the relevance of the questions asked and is not a suggested structure for a final instrument.

BACKGROUND QUESTIONS

[This modular should be administered to all students the first time they complete a questionnaire. It will provide the researcher with background information on the students and their families.]

0-1. Are you a boy or a girl?

- Boy 1
- Girl 2

0-2. Which of the following best describes you?

- Black 1
- White 2
- Mexican-American..... 3
- Puerto-Rican..... 4
- American Indian..... 5
- Chinese, Japanese (Oriental)..... 6
- Other 7

|||

0-3. Where were you born?

- In this city, town, or country..... 1
- Somewhere else in this state.,..... 2
- In the South (Texas, Arkansas, Mississippi,
Tennessee, Kentucky, Louisiana, Alabama,
Florida, So. Carolina, No. Carolina,
Georgia, Virginia, W. Virginia)..... 3
- Somewhere else in the U.S. 4
- Outside of the U.S..... 5
- I don't know..... 6

0-4. How many brothers and sisters do you have? (Count yourself)

- One - only me..... 1
- Two..... 2
- Three..... 3
- Four..... 4
- Five..... 5
- Six..... 6
- Seven..... 7
- Eight..... 8
- Nine..... 9
- Ten or more.....10

0-5. Do you live with both of your parents?

- Yes, I live with both of my parents..... 1
- No, I live with my mother..... 2
- No, I live with my father..... 3
- No, I do not live with either of my parents. 4

0-6. Is Spanish spoken in your home?

- Yes..... 1
- No..... 2

0-7. In your home, is there a ---

	<u>Yes</u>	<u>No</u>
daily newspaper?.....	1	2
dictionary?.....	1	2
encyclopedia or other reference books?...	1	2
color television?.....	1	2

0-8. Did you read any books during the last summer?
(Do not count magazines or comic books.)

No.....	1
Yes, 1 or 2.....	2
Yes, about 5.....	3
Yes, about 10.....	4
Yes, more than 10.....	5

0-9. How many different schools have you gone to since you started
the first grade?

One - only this school.....	1
Two.....	2
Three.....	3
Four.....	4
Five or more.....	5

0-10. Did you go to kindergarten?

Yes.....	1
No.....	2

0-11. Did you go to nursery school before you went to kindergarten?

Yes.....	1
No.....	2

0-12. What was the highest grade your mother and father finished in school?
(Circle one number in each column).

	<u>Father</u>	<u>Mother</u>
None or some grade school.....	1	1
Finished grade school.....	2	2
Some high school but did not graduate.....	3	3
Graduated from high school.....	4	4
Vocational or business school after high school.....	5	5
Some college, but less than 4 years.....	6	6
Graduated from a 4-year college.....	7	7
Attended graduate or professional school..	8	8
I don't know.....	9	9

GENERAL SURVEY

[This is the main section of the instrument; it contains questions which will be repeatedly asked of students in order to measure changes which occur within schools as well as changes in their attitudes and behavior. Within this section of the survey, questions are organized by subtropics.]

ATTITUDES TOWARD OWN AND OTHER ETHNICITIES

[We hypothesize that a students' school experience will affect his attitude toward his own and other ethnic groups. These questions are designed to determine student attitudes toward race and integration and periodic resurveying of these students will measure how these attitudes change over time.]

1. [Students are shown pictures of white, black, Mexican-American and Puerto-Rican boys and girls their own age. Each student is asked to rank the pictures for each of the following questions:]

- a. Who is the kindest (boy/girl)? The next kindest?
- b. Who is the happiest (boy/girl)?

- c. Who is the strongest (boy/girl)?
 - d. Who is the fastest (boy/girl)?
 - e. Who gets the best grades?
 - f. Who is most like you?
 - g. Who would you most like to be?
 - h. Who would you most like to have as a friend?
2. If you could choose the school you would go to, would you pick one with:
- All white students?..... 1
 - All black students?..... 2
 - All Mexican-American students?..... 3
 - All Puerto-Rican students?..... 4
 - A mixture of different kinds of students?..... 5
3. Would your friends think badly of you if you went someplace with a student of a different race?
- Yes..... 1
 - No..... 2
4. Would you like to have more friends who are of a different race?
- Yes..... 1
 - No..... 2

ATTITUDE TOWARDS SCHOOL AND LEARNING

[A student who wants to be in school and enjoys learning will have more favorable school experiences, higher test scores, and higher aspirations.]

5. Think about most of the work you have to do in school. Is it too hard, too easy, or just about right?
- Too hard..... 1
 - Too easy..... 2
 - Just about right..... 3

6. In the past week, did you do any school work or homework that was interesting?

- Yes..... 1
- No..... 2

7. On school days, how much time do you watch TV at home?

- None, or almost none..... 1
- 1/2 hour to 1 hour a day..... 2
- 1-1/2 hours to 2 hours a day..... 3
- 2-1/2 hours to 3 hours a day..... 4
- 4 or more hours daily..... 5

8. How much time do you spend on homework each night?

- No homework given..... 1
- I have homework but don't do it..... 2
- About 1/2 hour..... 3
- About an hour..... 4
- Over an hour..... 5

9. Would you go to another school, rather than this one, if you could?

- Yes..... 1
- No..... 2
- Not sure..... 3

10. Do you think what you're learning will be useful to you?

- Yes..... 1
- No..... 2

11. During this school year, did you ever stay away from school just because you didn't want to come?

- Yes..... 1
- No..... 2

12. Do you usually hate school?

- Yes..... 1
- No..... 2

13. In the morning, are you usually glad to go to school?

Yes..... 1

No..... 2

Now, here is a list of good things that happen in some classes. If you think these things are true for your class, answer yes. If you think they are not true, answer no.

14. Do you have enough time to finish your work, or are you usually rushed?

Yes, I have enough time..... 1

No, I am rushed..... 2

15. Are there interesting things to look at in your classroom?

Yes..... 1

No..... 2

16. Do the students in your classroom like one another?

Yes..... 1

No..... 2

Now, here is a list of bad things that happen in some classes. If you think these things are true for your class, answer yes. If you think they are not true, answer no.

17. Is it hard to make real friends in this class?

Yes..... 1

No..... 2

18. Are there too many rules to follow in this school?

Yes..... 1

No..... 2

19. Do some students act like they are better than other students?

Yes..... 1

No..... 2

20. Does your teacher favor some students more than others?

Yes..... 1

No..... 2

21. Do you sometimes not understand what you are supposed to be doing in class? =

Yes..... 1

No..... 2

RELATIONSHIP WITH SCHOOL STAFF

[The purpose of this section is to determine how students perceive the staff of the school and, in turn, how they feel the staff perceives them. We hypothesize that a student will like school better and do better in school when he has a good relationship with the staff.]

22. Does the principal of this school know you by name?

Yes..... 1

No..... 2

23. Do you like the principal of this school?

Yes..... 1

No..... 2

24. Is the principal of this school friendly?

Yes..... 1

No..... 2

25. Do you think your teacher likes you?

Yes..... 1

No..... 2

26. Do you like your teacher?

Yes..... 1

No..... 2

27. Is your teacher really interested in you?
Yes..... 1
No..... 2
28. Does your teacher explain things clearly?
Yes..... 1
No..... 2
29. My teacher thinks I am:
- a. Sad..... 1
Happy..... 2
 - b. Lazy..... 1
Hard-working..... 2
 - c. Kind..... 1
Mean..... 2
 - d. Proud..... 1
Not Proud..... 2
 - e. Smart..... 1
Stupid..... 2
 - f. Bad..... 1
Good..... 2
 - g. Unsure..... 1
Sure..... 2
 - h. Successful..... 1
Not Successful..... 2
 - i. Not a good student..... 1
A good student..... 2
 - j. A follower..... 1
A leader..... 2

30. If you need special help with any of your school work, is there someone at school who will help you?

Yes..... 1

No..... 2

31. Are any of the teachers in this school unfair to white students?

Yes..... 1

No..... 2

No white students in this school... 3

32. Are any of the teachers in this school unfair to minority students?

Yes..... 1

No..... 2

No minority students in this school.3

REWARDS AND PUNISHMENTS

[We are interested in the rewards and punishments a student receives. since we hypothesize that a good school is a school which finds something for which to reward each student.]

33. Think about this past year in school.

a. Has your teacher ever told you that you were doing good work?

Yes..... 1

No..... 2

b. Has your teacher ever told you that you have a special talent?

Yes..... 1

No..... 2

c. Have you been blamed for things that just weren't your fault?

Yes..... 1

No..... 2

d. Were you ever sent to the office because someone thought you were breaking some school rules?

Yes..... 1

No..... 2

PARENT INVOLVEMENT

[We would expect that a student whose parents take an active interest in his schooling and have high expectations for their child will be more motivated to do well in school.]

34. Have either of your parents come to school this year for PTA, parents' days, or for parent conferences?

Yes..... 1

No..... 2

35. How often do you and your parents talk about your school work?

Just about every day..... 1

Once or twice a week..... 2

Occasionally, but not often..... 3

Never, or hardly ever..... 4

36. Are your parents satisfied with the grades you get in school?

Yes..... 1

No..... 2

37. Do your parents help you with your homework?

Yes..... 1

No..... 2

CLASSROOM ORGANIZATION

[We are interested in the teaching strategies used by the staff and the structure of the classroom. We hypothesize that a good school is a school which is flexible and gears its program to the interest of the students.]

38. Can you talk to other students while you work?

Yes..... 1

No..... 2

39. In class, can you move about the room without asking your teacher?

Yes..... 1

No..... 2

40. When you're working on a lesson, are the other students in your class working on the same lesson?

Yes..... 1

No..... 2

41. In your classes, are you allowed to ask other students to help you with your work?

Yes..... 1

No..... 2

42. Do the students usually remain pretty quiet in class?

Yes..... 1

No..... 2

43. For each lesson, does every student get a copy of the same book to work from?

Yes..... 1

No..... 2

44. In the 6th grade, have you studied anything about black people?

Yes..... 1

No..... 2

45. Have you studied anything about Mexican-American people?

Yes..... 1

No..... 2

46. Have you studied anything about Puerto-Rican people?

Yes..... 1

No..... 2

47. Does your teacher let you choose things to study that interest you?
Yes..... 1
No..... 2
48. Does your teacher often let you plan how you will spend your
day at school?
Yes..... 1
No..... 2
49. Does your teacher spend a lot of time getting the kids to behave?
Yes..... 1
No..... 2
50. In the sixth grade, have you studied about people from cultures
different from your own culture?
Yes..... 1
No..... 2
51. Does your school have lessons in Spanish?
Yes..... 1
No..... 2
52. Have you taken any lessons in Spanish?
Yes..... 1
No, I would like to..... 2
No, I don't want to..... 3

CAREER ASPIRATIONS

[It has been suggested that a student develops pessimism or optimism about his future at an early age, irrespective of his performance in school to date. This question is designed to measure the students' future plans.]

53. How far do you want to go in school?
- Only until I'm old enough to quit..... 1
 - Through high school but no more..... 2
 - I want to go to college..... 3

THE EFFECTS OF SCHOOL DESEGREGATION

[This subsection is to be administered only to students in de-segregated schools. These questions deal with the effects of desegregating schools and periodic resurveying of students will measure how these effects change over time.]

- D-1. Is there a public elementary school closer to your home than this one?
- Yes..... 1
 - No..... 2
- D-2. How do you usually come to school in the morning?
- By automobile..... 1
 - Walk, or bicycle..... 2
 - School bus..... 3
 - Train, trolley, subway, or bus other than school bus..... 4
 - Other..... 5
- D-3. About how long does it take you to get from your home to school in the morning?
- 10 minutes or less..... 1
 - 20 minutes..... 2
 - 30 minutes..... 3
 - 45 minutes..... 4
 - One hour or more..... 5
- D-4. Why are you attending this particular school?
- I was assigned here..... 1
 - My parents or I selected this school.... 2

- D-5. Think about the kids your age who live near you. Do many of them go to a different school, or do they almost all go to this school?
- Many of them go to another school..... 1
 - Almost all of them go to this school.... 2
- D-6. What was the earliest grade when you had students from another race in your class?
- Kindergarten..... 1
 - First..... 2
 - Second..... 3
 - Third..... 4
 - Fourth..... 5
 - Fifth..... 6
 - Sixth; this year..... 7
- D-7. Were you a student at this school last year?
- Yes..... 1
 - No..... 2
- D-8. Last year, how many of the students in your class were white?
- None..... 1
 - A few..... 2
 - About half..... 3
 - Most of them..... 4
 - Nearly all of them..... 5
- D-9. Did you have a non-white teacher last year:
- Yes..... 1
 - No..... 2
- D-10. Do you like attending a school with both minority and white students in the school?
- I like it 1
 - I don't like it..... 2
 - It doesn't matter to me..... 3

- D-11. How do you think your principal feels about minority and white students going to the same school together?
- The principal likes it..... 1
 - The principal doesn't like it..... 2
 - It doesn't matter to the principal.... 3
 - Don't know..... 4
- D-12. How do you think your teacher feels about minority and white students going to the same school together?
- My teacher likes it..... 1
 - My teacher doesn't like it..... 2
 - It doesn't matter to my teacher..... 3
 - Don't know..... 4
- D-13. How do your parents feel about your going to school with both minority and white students?
- They like it..... 1
 - They don't like it..... 2
 - It doesn't matter to them..... 3
- D-14. Think about the students of a different race from you. Do you think they get special advantages around here?
- Yes..... 1
 - No..... 2
- D-15. Think about most of the students of the other racial group(s) in this school (not your own group).
- Are they friendly?
 - Yes..... 1
 - No..... 2
 - Do they keep to themselves?
 - Yes..... 1
 - No..... 2
 - Are they dumb?
 - Yes..... 1
 - No..... 2

D-15a. Now, think about most of the students in this school in the same racial group as you.

Are they friendly?

Yes..... 1

No..... 2

Do they keep to themselves?

Yes..... 1

No..... 2

Are they dumb?

Yes..... 1

No..... 2

D-16. If your teacher said you could sit next to your best friend in class, who would you sit next to? (Give first and last name)

If you had a second choice, who would you like to sit next to?

If you had a third choice, who would you like to sit next to?

D-17. Are these three friends all the same race as you, or is one or more of a different race?

All same race as me..... 1

One or more is of a different race... 2

SUGGESTED QUESTIONS FOR THE (9)10TH GRADE STUDENT SURVEY

Following are the questions we suggest be asked of students in the ninth and tenth grades. The instrument is divided into the general survey, which is repeated for each administration of the survey, and various modular sections, which are either designed for specific sets of students or for a specific administration of the survey. This survey is presented by topic outline; the purpose of this organization is to assist the reader in determining the relevance of the suggested questions and is not meant to be the structure for a final instrument.

BACKGROUND QUESTIONS

[This modular should be administered to all students the first time they complete a questionnaire. It will provide the researcher with background information on the students and their families.]

0-1. Are you a male or a female?

- Male 1
- Female 2

0-2. Which of the following best describes you?

- Black..... 1
 - White..... 2
 - Mexican-American..... 3
 - Puerto-Rican..... 4
 - American Indian..... 5
 - Chinese, Japanese (Oriental)..... 6
 - I am not any of these; I am..... 7
- (please describe) _____

0-3. Where were you born?

In this city, town, or county.....	1
Somewhere else in this state.....	2
In the South (Texas, Arkansas, Mississippi, Tennessee, Kentucky, Louisiana, Alabama, Florida, S.Carolina, N.Carolina, Georgia, Virginia, W.Virginia).....	3
Somewhere else in the U.S.....	4
Outside of the U.S.....	5
I don't know.....	6

0-4. How many brothers and sisters do you have? (Count yourself)

One--only me	1
Two	2
Three	3
Four	4
Five	5
Six	6
Seven	7
Eight	8
Nine	9
Ten or more	10

0-5. Do you live with both of your parents?

- Yes, I live with both of my parents..... 1
- No, I live with my mother..... 2
- No, I live with my father..... 3
- No, I do not live with either of my parents.. 4

0-6. Does anyone in your home speak a language other than English most of the time?

- Yes..... 1
- No..... 2

0-7. Do you speak a language other than English outside of school?

- Yes..... 1
- No..... 2

0-8. Which of the following do you have in your home:

	<u>Have</u>	<u>Do not have</u>
Daily newspaper.....	1	2
Dictionary.....	1	2
Encyclopedia or other reference books	1	2
Color television.....	1	2

0-9. Where were your father and mother born? (Circle one number in each column)

	<u>Father</u>	<u>Mother</u>
In this state.....	1	1
In another state in the U.S.....	2	2
Outside the U.S.....	3	3
I don't know.....	4	4

0-10. What were the highest grades your father and your mother finished in school? (Circle one number in each column)

	<u>Father</u>	<u>Mother</u>
None, or some grade school	1	1
Completed grade school	2	2
Some high school, but did not graduate	3	3
Graduated from high school	4	4
Vocational or business school after high school	5	5
Some college, but less than 4 years	6	6
Graduated from a 4-year college	7	7
Attended graduate or professional school	8	8
I don't know	9	9

0-11. How long have you lived in the community in which you now live?

- All of my life 1
- Ten or more years 2
- 5 to 10 years 3
- 3 to 4 years 4
- 1 to 2 years 5
- Less than 1 year 6

0-12. How many schools have you attended since the first grade?

- Two 1
- Three 2
- Four 3
- Five 4
- Six or more 5
- I don't remember 6

GENERAL SURVEY

[This is the main section of the instrument; it contains questions which will be repeatedly asked of students in order to measure changes which occur within schools as well as changes in their attitudes and behavior. Within this section of the survey, questions are organized by subtopics.]

ATTITUDES TOWARD OWN AND OTHER ETHNICITIES

We hypothesize that a student's school experience will affect his attitude toward his own and other ethnic groups. These questions are designed to determine student attitudes toward race and integration, and periodic resurveying of these students will measure how these attitudes change over time.

1. [Students are shown pictures of white, black, Mexican-American and Puerto-Rican boys and girls their own age. Each student is asked to rank the pictures for each of the following questions:]
 - a. Who is the kindest (boy/girl)? The next kindest?
 - b. Who is the happiest (boy/girl)?
 - c. Who is the strongest (boy/girl)?
 - d. Who is the fastest (boy/girl)?
 - e. Who gets the best grades?
 - f. Who is most like you?
 - g. Who would you most like to be?
 - h. Who would you most like to have as a friend?

2. If you could choose the kind of school you would go to, would you pick one with:

All white students.....	1
All black students.....	2
All Mexican-American students.....	3
All Puerto-Rican students.....	4
A mixture of different kinds of students.....	5

3. Listed below are some statements other people have made. For each, please mark whether you strongly agree, agree, disagree, or strongly disagree

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
The amount of prejudice against minority groups in this country is highly exaggerated	1	2	3	4
I would like to live in an integrated neighborhood	1	2	3	4
The Civil Rights movement has done more harm than good	1	2	3	4
Blacks and whites should not be allowed to date	1	2	3	4

4. Do you think your friends would think badly of you if you went someplace with a student of a different race?

Yes 1
 No 2

5. Would you like to have more friends who are of a different race?

Yes 1
 No 2

ATTITUDE TOWARDS SCHOOL AND LEARNING

[A student who wants to be in school and enjoys learning will have more favorable school experiences, higher test scores, and higher aspirations.]

6. Think about most of the work you have to do in school. Is it too hard, too easy, or just about right?

Too hard 1
 Too easy 2
 Just about right 3

7. In the past week, did you do any school work or homework that was interesting?

Yes 1
 No 2

8. On school days, how much time do you watch TV at home?

- None, or almost none..... 1
- 1/2 hour to 1 hour a day..... 2
- 1-1/2 hours to 2 hours a day..... 3
- 2-1/2 to 3 hours a day..... 4
- 4 or more hours daily..... 5

9. Approximately what is the average amount of time you spend on homework each night?

- No homework is ever assigned..... 1
- I have homework but don't do it..... 2
- About 1/2 hour..... 3
- About an hour..... 4
- Over an hour..... 5

10. How much has each of the following interfered with your education at this school?

	<u>Not at all</u>	<u>Some- what</u>	<u>A great deal</u>
Courses are too hard	1	2	3
Teachers don't help me enough	1	2	3
School doesn't offer the courses I want to take	1	2	3
Transportation to school is difficult	1	2	3
Parents aren't interested in my educa- tion	1	2	3
Don't feel like I am a part of this school	1	2	3
Find it hard to adjust to the school routine	1	2	3
Poor teaching	1	2	3
My own ill health	1	2	3
Poor study habits	1	2	3
Family obligations (other than money problems)	1	2	3
Lack of a good place to study at home	1	2	3

11. How much do you agree with each of the following statements about your high school?

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
School places sufficient emphasis on basic academic subjects (math, science, English, etc.).....	1	2	3	4
School provides adequate help for students who are having trouble with subjects like math and reading.....	1	2	3	4
Most required courses here are a waste of time.....	1	2	3	4
School places sufficient emphasis on vocational and technical programs.....	1	2	3	4
School provides students with the skills necessary to obtain a job following high school.....	1	2	3	4
School provides sufficient bilingual/bicultural classes.....	1	2	3	4
School provides sufficient bilingual/bicultural extracurricular activities	1	2	3	4
School teaches students about other cultures.....	1	2	3	4

12. Please rate your school in terms of whether it is poor, fair, good, or excellent, in each of the following aspects:

	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excel- lent.</u>	<u>Don't Know</u>
Physical condition of buildings and classrooms.....	1	2	3	4	5
Equipment used in vocational courses...	1	2	3	4	5
Extracurricular equipment.....	1	2	3	4	5
Extracurricular activities.....	1	2	3	4	5
Library.....	1	2	3	4	5
Quality of academic instruction.....	1	2	3	4	5
Quality of vocational instruction	1	2	3	4	5
Reputation in the community	1	2	3	4	5
Student guidance and counseling	1	2	3	4	5
Teacher interest in students	1	2	3	4	5

13. Would you go to another school, rather than this one, if you could?

- Yes 1
- No 2
- Not sure 3

14. Compared to other schools you know something about, how would you rate your school?

- Above average 1
- Average 2
- Below average 3
- Don't know any other schools 4

15. Do you think what you're learning in school will be useful to you?

- Yes 1
- No 2

16. During this school year, did you ever stay away from school just because you didn't want to come?

- Never 1
- Yes, for 1 or 2 days 2
- Yes, for 3 to 6 days 3
- Yes, for 7 to 15 days 4
- Yes, for 16 or more days 5

17. Do you usually hate school?

Yes..... 1

No..... 2

18. In the morning, are you usually glad to go to school?

Yes..... 1

No..... 2

19. In general, do you tend to agree or disagree with the following:

	<u>Agree</u>	<u>Disagree</u>
Most people who are smart at books have good common sense too.....	1	2
Most of what they teach you in shcool is not worth learning.....	1	2

20. Continued

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
Each student knows the other mem- bers of the class by their first names.....	1	2	3	4
Some students are interested in com- pletely different things than other students.....	1	2	3	4
There is a set of rules for the students to follow.....	1	2	3	4
The class has plenty of time to cover the prescribed amount of work.....	1	2	3	4
A good collection of books and magazines is available to the classroom for students to use...	1	2	3	4
Certain students have no respect for other students.....	1	2	3	4
Students compete to see who can do the best work.....	1	2	3	4
Students have little idea of what the class is attempting to accomplish.....	1	2	3	4
Certain students are favored more than the rest.....	1	2	3	4
Certain students stick together in small groups.....	1	2	3	4
After the class, the students have a sense of satisfaction.....	1	2	3	4
The class is well organized.....	1	2	3	4
The work of the class is difficult.	1	2	3	4
Students don't care about the future of the class as a group..	1	2	3	4
Each member of the class has as much influence as any other member.....	1	2	3	4

20. Think for a moment about your English class and then tell us whether you agree or disagree with the following statements as they apply to your English class.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
The class is made up of individuals who do not know each other well...	1	2	3	4
The class has students with many different interests.....	1	2	3	4
The class is rather informal and few rules are imposed.....	1	2	3	4
The class members feel rushed to finish their work.....	1	2	3	4
The room is bright and comfortable..	1	2	3	4
Certain students in the class are responsible for petty quarrels....	1	2	3	4
Students seldom compete with one another.....	1	2	3	4
Each student knows the goal of the course.....	1	2	3	4
The better students are granted special privileges.....	1	2	3	4
Some students refuse to mix with the rest of the class.....	1	2	3	4
Students are well satisfied with the work of the class.....	1	2	3	4
There is a great deal of confusion during class meetings.....	1	2	3	4
Most students consider the subject matter easy.....	1	2	3	4
Students share a common concern for the success of the class.....	1	2	3	4
A few members of the class have much greater influence than the other members.....	1	2	3	4

RELATIONSHIP WITH SCHOOL STAFF

[The purpose of this section is to determine how students perceive the staff of the school and, in turn, how they feel the staff perceives them. We hypothesize that a student will like school better and do better in school when he has a good relationship with the staff.]

Think of the one adult you like best in this school. Now answer three questions about this person.

21. First, are you thinking of a man or a woman?

- Man 1
- Woman 2

22. Second, what job does the adult you like best have?

- A regular teacher 1
- An assistant to a teacher 2
- A counselor 3
- The principal 4
- Assistant principal 5
- A guard or policeman 6
- Some other job 7

23. Third, is your favorite adult:

- White?..... 1
- Black?..... 2
- Mexican-American (Chicano)?..... 3
- Puerto-Rican?..... 4
- Other..... 5

24. Have you ever talked to any of your teachers or other adults here at school about things you are doing outside of school--your job, a hobby, or something you are really interested in?

- Yes..... 1
- No..... 2

25. Think for a moment about the principal of your school and then answer the following questions:

	<u>Yes</u>	<u>No</u>
Do you like the principal?.....	1	2
Is the principal friendly?.....	1	2
Does the principal know you by name?.....	1	2
Does the principal take part in school activities (attend school dances, sports events, etc.)?.....	1	2
Does the principal seem interested in the students?	1	2
Does the principal spend most of his time disciplin- ing students?.....	1	2
Could you get in to see the principal or assistant principal if you wanted to talk to him about something?.....	1	2

26. Now think about your English teacher, and answer each question as it applies to your teacher.

	<u>Yes</u>	<u>No</u>
Do you think your English teacher likes you?	1	2
Do you like your English teacher?	1	2
Is your English teacher really interested in you?	1	2
Does your English teacher know how to explain things clearly?	1	2

27. For each of the scales below, please mark as you think your English teacher sees you. For example, if you think he or she thinks you are sad, check the box next to sad; if more sad than happy, check the second box from the left, and vice versa. If you think your English teacher does not think you are particularly sad or happy, check the middle box.

My English teacher thinks I am:

sad happy

lazy hard working

kind mean

proud not proud

smart stupid

bad good

unsure sure

successful unsuccessful

not a good student a good student

a follower a leader

28. Is there any adult at this school you could talk to if you were upset or in trouble?
- Yes 1
 - No 2
29. If you need special help with any of your school work, is there someone at school who will help you?
- Yes 1
 - No 2
30. Do you think you might want to be a teacher someday?
- Yes 1
 - No 2
31. Are any of the teachers in this school unfair to white students?
- Yes 1
 - No 2
 - No white students in this school 3
32. Are any of the teachers in this school unfair to minority students?
- Yes 1
 - No 2
 - No minority students in this school..... 3
33. Do you feel that you can usually get to see a guidance counselor when you want to or need to?
- Yes 1
 - No, but my school does have a guidance counselor .. 2
 - No, my school does not have a guidance counselor .. 3 (SKIP TO Q36)
 - I have never needed to see a guidance counselor ... 4 (SKIP TO Q36)
34. Does your guidance counselor usually have the information you feel you need?
- Yes 1
 - No 2
35. During this school year, have you talked with a counselor?
- Yes 1
 - No 2

REWARDS AND PUNISHMENTS

[This section is intended to pick up on the rewards and punishments a student receives. We hypothesize that a good school is a school which finds something for which to reward each student.]

36. Which of the following best describes your grades so far in junior high or high school?

- Mostly A (a numerical average of 90-100) 1
- About half A and half B (85-89) 2
- Mostly B (80-84) 3
- About half B and half C (75-79) 4
- Mostly C (70-74) 5
- About half C and half D (65-69) 6
- Mostly D (60-64) 7
- Mostly below D (below 60) 8

37. Think about this past year in school.

	<u>Yes</u>	<u>No</u>
Has any teacher ever told you that you have a special talent?	1	2
Has any adult in this school ever told you to go to college?	1	2
Has any adult in this school ever helped you get a job?	1	2
Has any adult in this school ever gone to bat for you with an outside agency?	1	2
Has any teacher said to you this week that you did good work?	1	2
Has any teacher ever told your parents you were doing well?	1	2
Has any adult in this school ever told you not to quit school?	1	2
Do you think teachers pick on the same students all of the time?	1	2
Are there some students in the class that the teacher makes fun of all the time?	1	2
At this school, are students punished for things they didn't do?	1	2
This past year have you been blamed for things that just weren't your fault?	1	2
Are most of the rules in this school fair?	1	2

38. In the past year, were you ever sent to the office because someone thought you were breaking some school rule?

Yes, only once	1
Yes, two or more times	2
No	3

PARENT INVOLVEMENT

[We would expect that a student whose parents take an active interest in his schooling and have high expectations for him will be more motivated to do well in school.]

39. Have either of your parents come to school this year for PTA, parents' days, or for parent conferences?
- Yes 1
 - No 2
40. How often do you and your parents talk about your school work?
- Just about every day 1
 - Once or twice a week 2
 - Occasionally, but not often 3
 - Never, or hardly ever 4
41. How do your parents feel about the grades you get in school?
- Very satisfied 1
 - Somewhat satisfied 2
 - Somewhat dissatisfied 3
 - Very dissatisfied 4
 - I don't know 5

CLASSROOM ORGANIZATION

[In this section, we are interested in the instructional strategies being used in the school.]

42. How often has each of the following been used in the courses you are taking this year?

	<u>Frequently</u>	<u>Fairly Often</u>	<u>Seldom</u>	<u>Never</u>
Listening to the teacher's lecture...	1	2	3	4
Participating in discussions led by students	1	2	3	4
Working on a project or in a laboratory.....	1	2	3	4
Going on field trips.....	1	2	3	4
Writing essays, themes, poetry, or stories.....	1	2	3	4
Having individualized instructions (small groups or one-to-one with teacher).....	1	2	3	4
Using programmed learning materials or teaching machines.....	1	2	3	4
Watching television lectures.....	1	2	3	4

43. In this school, are you given free time when you can do anything you want to do?

- Yes..... 1
- No..... 2

44. When you're working on a lesson, are the other students in your class working on the same lesson?

- Yes..... 1
- No..... 2

45. Following are some reasons that have been offered for why English-speaking students should learn Spanish. Do you agree or disagree with the reasons offered?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
It will help them understand Spanish-speaking people and their way of life...	1	2	3	4
It will enable them to gain friends more easily among Spanish-speaking people.....	1	2	3	4
It will someday be useful in getting a good job.....	1	2	3	4
They will need it for some specific education or business goal.....	1	2	3	4
It will enable them to think and behave as Mexican-Americans (Chicanos).....	1	2	3	4

45a. These same reasons are offered for why Spanish-speaking children should learn English. Again, do you agree or disagree with these statements?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
It will help them understand English-speaking people and their way of life..	1	2	3	4
It will enable them to gain friends more easily among English-speaking people.....	1	2	3	4
It will someday be useful in getting a good job.....	1	2	3	4
They will need it for some specific education or business goal.....	1	2	3	4
It will enable them to think and behave as Anglos do.....	1	2	3	4

45b. Similar reasons are offered for why Spanish-speaking children should take courses taught in Spanish. Do you agree or disagree with the reasons offered?

	Strongly <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	Strongly <u>Disagree</u>
It will preserve their own language and culture.....	1	2	3	4
It will enable them to maintain friendships.....	1	2	3	4
It will someday be useful in getting a good job.....	1	2	3	4
They will need it for specific education or business goals.....	1	2	3	4
It will enable them to continue to think and behave as true Mexican-Americans (Chicanos).....	1	2	3	4

NONCURRICULAR ACTIVITIES

[This section is designed to assess the degree of student involvement in noncurricular activities.]

46. Have you participated in any of the following types of activities, either in or out of school this year?

	Have Participated as a Leader or Officer	Have Participated Actively	Have not Participated
Athletic teams, intramurals, letterman's club, sports club.....	1	2	3
Cheerleaders, pep club, majorettes..	1	2	3
Debating, drama, band, chorus.....	1	2	3
Hobby clubs such as photography, model building, electronics, crafts.....	1	2	3
Honorary clubs such as Beta Club or National Honor Society.....	1	2	3
School newspaper, magazine, year-book, annual.....	1	2	3
School subject matter clubs such as science, history, language, business, art.....	1	2	3
Student council, student government, political club.....	1	2	3
Vocational education clubs such as Future Homemakers, Teachers, etc...	1	2	3

[Questions 47-51 are for students in
desegregated schools only!]

47. Has the school taken steps to make sure that all social clubs,
band, athletic teams, etc., are desegregated?

Yes..... 1
No..... 2
Don't know..... 3

48. In your school, which of the following types of activities are
bilingual?

	<u>Bilingual</u>	<u>Not Bilingual</u>
Athletic teams, intramurals, letterman's club, sports club.....	1	2
Cheerleaders, pep club, majorettes....	1	2
Debating, drama, band, chorus.....	1	2
Hobby clubs such as photography, model building, electronics, crafts.	1	2
Honorary clubs such as Beta Club or National Honor Society.....	1	2
School newspaper, magazine, yearbook, annual.....	1	2
School subject matter clubs such as science, history, language, business, art.....	1	2
Student council, student government, political club.....	1	2
Vocational education clubs such as Future Homemakers, Teachers, etc...	1	2

49. As far as you know, compared to last year has student participation
in extracurricular activities increased, decreased, or remained
the same in this school?

Was not at this school last year.... 1
Increased..... 2
Decreased..... 3
Remained the same..... 4

50. Were there any student dances in your school this year?
- Yes..... 1
 - No..... 2
51. How are student government representatives chosen in your school?
- Do not have any student government.... 1
 - By popular vote of the students..... 2
 - Selected by faculty..... 3
 - Don't know..... 4

CAREER ASPIRATIONS

[This section will provide base measures of a student's plans following high school. Subsequent instruments will allow us to determine how these plans change over time.]

- C-1. How far do you want to go in school?
- Only until I'm old enough to quit..... 1
 - Through high school but no more..... 2
 - I want to go to college..... 3

C-2. Circle the one number that goes with the best description of the kind of work you would like to do.

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent 1
- CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter 2
- FARMER, FARM MANAGER 3
- HOMEMAKER or HOUSEWIFE 4
- LABORER such as construction worker, car washer, sanitary worker, farm laborer 5
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official 6
- MILITARY such as career officer, enlisted man or woman in the armed forces 7
- OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant 8
- PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress 9
- PROPRIETOR or OWNER such as owner of a small business, contractor, restaurant owner 10
- PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman 11
- SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker 12
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter 13
- TECHNICAL such as draftsman, medical or dental technician, computer programmer 14

C-3. Have your teachers or counselors ever tried to encourage you to....

	<u>Yes</u>	<u>No</u>
Go to college?.....	1	2
Go to vocational, technical, business, or trade school?.....	1	2
Enter an apprenticeship or on-the- job training program?.....	1	2
Enter the military service?.....	1	2
Get a job immediately after high school?.....	1	2

C-4. As far as you know, how much schooling do your father and mother (or guardian) want you to get?

	<u>Father</u>	<u>Mother</u>
Wants me to quit high school without graduating	1	1
Wants me to graduate from high school and stop there	2	2
Wants me to graduate from high school and then go to a vocational, technical, trade, or business school	3	3
Wants me to go to a two-year or junior college	4	4
Wants me to go to a four-year college or university	5	5
Wants me to go to a graduate or professional school after graduating from a four-year college or university	6	6
I don't know	7	7

C-5 . To answer this question, circle one number for the highest level of education you would like to attain, and also circle one for the highest level you expect to attain. | |

	<u>Would like to attain</u>	<u>Expect to attain</u>
Less than high school graduation	1	1
Graduate from high school but not go beyond that	2	2
Graduate from high school and then go to a vocational, technical, business, or trade school	3	3
Go to a junior college	4	4
Go to a four-year college or university	5	5
Go to a graduate or professional school after college	6	6

C-6. If there were no obstacles, what would you most like to be doing during the year after you leave high school?

Working full time	1
Entering an apprenticeship or on-the-job training program	2
Going into regular military service or to a service academy	3
Being a full-time homemaker	4
Attending a vocational, technical, trade, or business school	5
Taking academic courses at a junior or community college	6
Taking technical or vocational subjects at a junior or community college	7
Attending a four-year college or university	8
Working part time	9
Other (travel, take a break, no plans) ...	10
I have no idea	11

THE EFFECTS OF SCHOOL DESEGREGATION

[This subsection is to be administered only to students in desegregated schools. These questions deal with the effects of desegregating schools and periodic resurveying of students will measure how these effects change over time.]

D-1. Is there a public high school closer to your house than this one?

- Yes 1
- No 2

D-2. How do you usually come to school in the morning?

- By automobile 1
- Walk, or bicycle 2
- School bus 3
- Train, trolley, subway, or bus other than school bus 4
- Other 5

D-3. About how long does it take you to get from your home to school in the morning?

- 10 minutes or less 1
- 20 minutes 2
- 30 minutes 3
- 45 minutes 4
- One hour or more 5

D-4. Why are you attending this particular school?

- I was assigned here 1
- My parents or I selected this school 2

D-5. Think about the kids your age who live near you. Do many of them go to a different school, or do they almost all go to this school?

- Many go to another school 1
- Almost all of them go to this school 2

D-6. Was the elementary school you went to for the longest time.....

- all white?..... 1
- mostly white?..... 2
- all black?..... 3
- mostly black?..... 4
- all Mexican-American (Chicano)?..... 5
- mostly Mexican-American?..... 6
- all Puerto-Rican?..... 7
- mostly Puerto-Rican?..... 8
- other?..... 9

D-7. When did you first attend a school with students of a different race?

- First grade..... 1
- Second grade..... 2
- Third grade..... 3
- Fourth grade..... 4
- Fifth grade..... 5
- Sixth grade..... 6
- Seventh grade..... 7
- Eighth grade..... 8
- Ninth grade..... 9
- Tenth grade..... 10

D-8. What about the first time you went to a school with students from a different race, either in elementary or junior high school; were you assigned to that school, or did your parents select it?

- I didn't go to elementary or junior high with students from a different race..... 1
- I was assigned to that school..... 2
- My parents or I selected that school..... 3
- I don't know..... 4

D-9. Last year, how many of the students in your class were white?

- None..... 1
- A few..... 2
- About half..... 3
- Most of them..... 4
- Nearly all of them..... 5

D-10. Did you have a nonwhite teacher last year?

- Yes..... 1
- No..... 2

- D-11. On the whole, how would you say things are working out with both minority students and whites in the school?
- | | |
|-----------------------------|---|
| Almost no problems | 1 |
| Some minor problems | 2 |
| Some serious problems | 3 |
| Many serious problems | 4 |
- D-12. The way things are going between minority and white students in this school, do you think things will be better or worse next year?
- | | |
|--------------|---|
| Better | 1 |
| Same | 2 |
| Worse | 3 |
- D-13. How do you think your principal feels about minority and white students going to the same school together?
- | | |
|--|---|
| The principal likes it | 1 |
| The principal doesn't like it | 2 |
| It doesn't matter to the principal | 3 |
| Don't know | 4 |
- D-14. How about most of your teachers--how do you think they feel about minority and white students going to the same school together?
- | | |
|---------------------------------|---|
| They like it | 1 |
| They don't like it | 2 |
| It doesn't matter to them | 3 |
| Don't know | 4 |
- D-15. When you first started going to school with both minority and white students, how did your parents feel about it?
- | | |
|---|---|
| They liked it | 1 |
| They didn't like it | 2 |
| It didn't matter to them | 3 |
| They were angry about it | 4 |
| Never went to a school with minority and
white students before this year | 5 |

D-16. How do your parents feel now about your going to school with both minority and white students?

- They like it..... 1
- They don't like it..... 2
- It doesn't matter to them..... 3

D-17. How do you feel about attending school with both minority and white students?

- I like it..... 1
- I don't like it..... 2
- It doesn't matter to me..... 3

D-18. What about the student leaders and popular students at your school? How do they feel about minority and white students going to the same school together?

- Most of them like it..... 1
- Most of them don't like it..... 2
- Some like it, some don't..... 3
- Don't know..... 4

D-19. Think about the students of a different race from you. Do you think they get special advantages around here?

- Yes..... 1
- No..... 2

D-20. Below is a list of words. Think about most of the students of the other racial group in this school (not your own group) and mark whether or not each of the words describe students of the other race.

	<u>Does describe other group</u>	<u>Does not describe other group</u>
Friendly	1	2
Keep to themselves	1	2
Dumb	1	2
Ambitious	1	2

D-20a. Below is a list of words. Think about most of the students in this school in the same racial group as you are and mark whether or not each of the words describes students in your own group.

	<u>Does describe other group</u>	<u>Does not describe other group</u>
Friendly	1	2
Keep to themselves	1	2
Dumb	1	2
Ambitious	1	2

D-21. Suppose your English teacher said you could sit next to your best friend in English class. If you had your choice, who would you like to sit next to? (Give first and last name)

If you had a second choice, who would you like to sit next to?

If you had a third choice, who would you like to sit next to?

D-22. Are these three friends all the same race as you, or is one or more of a different race?

All same race as me..... 1

One or more is of a different race..... 2

SUGGESTED QUESTIONS FOR THE (11)12TH GRADE STUDENT SURVEY

Following are the questions we suggest be asked of students in the 11th and 12th grades. The instrument is divided into the general survey, which is repeated for each administration of the survey, and various modular sections, which are either designed for specific sets of students or for a specific administration of the survey. For ease of understanding, this survey is presented by topics. This organization will assist the reader in determining the relevance of the questions asked and is not a suggested structure for a final instrument.

BACKGROUND QUESTIONS

[This modular should be administered to all students the first time they complete a questionnaire. It will provide the researcher with background information on the students and their families.]

0-1. Are you a male or a female?

- Male 1
- Female 2

0-2. Which of the following best describes you?

- Black 1
 - White 2
 - Mexican-American (Chicano) 3
 - Puerto Rican 4
 - American Indian 5
 - Chinese, Japanese (Oriental) 6
 - I am not any of these; I am 7
- (please describe) _____

0-3. Where were you born?

- In this city, town, or county 1
- Somewhere else in this state 2
- In the South (Texas, Arkansas, Mississippi,
Tennessee, Kentucky, Louisiana, Alabama,
Florida, S. Carolina, N. Carolina, Georgia,
Virginia, W. Virginia) 3
- Somewhere else in the U.S. 4
- Outside of the U.S. 5
- I don't know 6

0-4. How many brothers and sisters do you have? (Count yourself)

- One--only me 1
- Two 2
- Three 3
- Four 4
- Five 5
- Six 6
- Seven 7
- Eight 8
- Nine 9
- Ten or more 10

0-5. Do you live with both of your parents?

- Yes, I live with both of my parents 1
- No, I live with my mother 2
- No, I live with my father 3
- No, I do not live with either of my parents .. 4

0-6. Does anyone in your home speak a language other than English most of the time?

- Yes 1
- No 2

0-7. Do you speak a language other than English outside of school?

- Yes 1
- No 2

0-8. Which of the following do you have in your home?

	<u>Have</u>	<u>Do not have</u>
Daily newspaper	1	2
Dictionary	1	2
Encyclopedia or other reference books	1	2
Color television	1	2

0-9. Where were your father and mother born? (Circle one number in each column)

	<u>Father</u>	<u>Mother</u>
In this state	1	1
In another state in the U.S.	2	2
Outside the U.S.	3	3
I don't know	4	4

0-10. What were the highest grades your father and your mother finished in school? (Circle one number in each column)

	<u>Father</u>	<u>Mother</u>
None, or some grade school	1	1
Completed grade school	2	2
Some high school, but did not graduate	3	3
Graduated from high school	4	4
Vocational or business school after high school	5	5
Some college, but less than 4 years	6	6
Graduated from a 4-year college	7	7
Attended graduate or professional school	8	8
I don't know	9	9

0-11. Please circle the one number that best describes the work done by your father (or male guardian) and by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

	Father (or male guardian)	Mother (or female guardian)
CLERICAL, such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	1	1
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	2	2
FARMER, FARM MANAGER	3	3
HOMEMAKER or HOUSEWIFE	4	4
LABORER such as construction worker, car washer, sanitary worker, farm laborer	5	5
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	6	6
MILITARY such as career officer, enlisted man or woman in the armed forces	7	7
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant	8	8
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	9	9
PROPRIETOR or OWNER such as owner of a small business, contractor, restaurant owner	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13
TECHNICAL such as draftsman, medical or dental technician, computer programmer	14	14

0-12. How long have you lived in the community in which you now live?

- All of my life 1
- Ten or more years 2
- 5 to 10 years 3
- 3 to 4 years 4
- 1 to 2 years 5
- Less than 1 year 6

0-13. How many schools have you attended since the first grade?

- Two 1
- Three 2
- Four 3
- Five 4
- Six or more 5
- I don't remember 6

GENERAL SURVEY

[This is the main section of the instrument; it contains questions which will be repeatedly asked of students in order to measure changes which occur within schools as well as changes in their attitudes and behavior. Within this section of the survey, questions are organized by subtopics.]

ATTITUDES TOWARD OWN AND OTHER ETHNICITIES

[We hypothesize that a student's school experience will affect his attitude toward his own and other ethnic groups. These questions are designed to determine student attitudes toward race and integration, and periodic resurveying of these students will measure how these attitudes change over time.]

1. [Students are shown pictures of white, black, Mexican American, and Puerto Rican boys and girls their own age. Each student is asked to rank the pictures for each of the following questions.]

- a. Who is the kindest (boy/girl)? The next kindest (boy/girl)?
- b. Who is the happiest (boy/girl)?
- c. Who is the strongest (boy/girl)?
- d. Who is the fastest (boy/girl)?
- e. Who gets the best grades?
- f. Who is most like you?
- g. Who would you most like to be?
- h. Who would you most like to have as a friend?

2. If you could choose the kind of school you would go to, would you pick one with:

- All white students 1
- All black students 2
- All Mexican American students 3
- All Puerto Rican students 4
- A mixture of different kinds of students 5

3. Listed below are some statements other people have made. For each, please mark whether you strongly agree, agree, disagree, or strongly disagree.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
The amount of prejudice against minority groups in this country is highly exaggerated	1	2	3	4
I would like to live in an integrated neighborhood	1	2	3	4
The Civil Rights movement has done more harm than good	1	2	3	4
Blacks and whites should not be allowed to date	1	2	3	4

4. Do you think your friends would think badly of you if you went someplace with a student of a different race?

- Yes 1
- No 2

5. Would you like to have more friends who are of a different race?

- Yes 1
- No 2

ATTITUDE TOWARDS SCHOOL AND LEARNING

[A student who wants to be in school and enjoys learning will have more favorable school experiences, higher test scores, and higher aspirations.]

6. Think about most of the work you have to do in school. Is it too hard, too easy, or just about right?

- Too hard 1
- Too easy 2
- Just about right 3

7. In the past week, did you do any school work or homework that was interesting?

- Yes 1
- No 2

8. On school days, how much time do you watch TV at home?

- None, or almost none 1
- 1/2 hour to 1 hour a day 2
- 1-1/2 hours to 2 hours a day 3
- 2-1/2 to 3 hours a day 4
- 4 or more hours daily 5

9. Approximately what is the average amount of time you spend on homework each night?

- No homework is ever assigned 1
- I have homework but don't do it 2
- About 1/2 hour 3
- About an hour 4
- Over an hour 5

10. On the average over the school year, how many hours per week do you work in a paid or unpaid job? (Exclude vacations)

- None 1
- Less than 6 hours 2
- 6-10 hours 3
- 11-15 hours 4
- 16-20 hours 5
- 21-25 hours 6
- 26-30 hours 7
- More than 30 hours 8

11. How much has each of the following interfered with your education at this school?

	<u>Not at all</u>	<u>Some- what</u>	<u>A great deal</u>
Courses are too hard	1	2	3
Teachers don't help me enough	1	2	3
School doesn't offer the courses I want to take	1	2	3
My job takes too much time	1	2	3
Transportation to school is difficult	1	2	3
Parents aren't interested in my educa- tion	1	2	3
Don't feel like I am a part of this school	1	2	3
Find it hard to adjust to the school routine	1	2	3
Poor teaching	1	2	3
Worry over money problems (repayment of loan, support of dependents, family income, etc.)	1	2	3
My own ill health	1	2	3
Poor study habits	1	2	3
Family obligations (other than money problems)	1	2	3
Lack of a good place to study at home	1	2	3

12. How much do you agree with each of the following statements about your high school?

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
School places sufficient emphasis on basic academic subjects (math, science, English, etc.)	1	2	3	4
School provides adequate help for students who are having trouble with subjects like math and reading	1	2	3	4
Most required courses here are a waste of time	1	2	3	4
School places sufficient emphasis on vocational and technical programs	1	2	3	4
School does not offer enough practical work experience	1	2	3	4
School gave me new ideas about the type of work I want to do	1	2	3	4
School provides counseling that will help students find employment	1	2	3	4
School helps students find jobs when they leave school	1	2	3	4
School provides students with the skills necessary to obtain a job following high school	1	2	3	4
School provides sufficient bilingual/bicultural classes	1	2	3	4
School provides sufficient bilingual/bicultural extracurricular activities	1	2	3	4
School teaches students about other cultures	1	2	3	4

13. Please rate your school in terms of whether it is poor, fair, good, or excellent, in each of the following aspects:

	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excel- lent</u>	<u>Don't know</u>
Physical condition of buildings and classrooms	1	2	3	4	5
Equipment used in vocational courses ...	1	2	3	4	5
Extracurricular equipment	1	2	3	4	5
Extracurricular activities	1	2	3	4	5
Job placement of graduates	1	2	3	4	5
Library	1	2	3	4	5
Quality of academic instruction	1	2	3	4	5
Quality of vocational instruction	1	2	3	4	5
Reputation in the community	1	2	3	4	5
Student guidance and counseling	1	2	3	4	5
Teacher interest in students	1	2	3	4	5

14. Would you go to another school, rather than this one, if you could?

- Yes 1
- No 2
- Not sure 3

15. Compared to other high schools you know something about, how would you rate your school?

- Above average 1
- Average 2
- Below average 3
- Don't know any other schools 4

16. Do you think what you're learning in school will be useful to you?

- Yes 1
- No 2

17. During this school year, did you ever stay away from school just because you didn't want to come?

- Never 1
- Yes, for 1 or 2 days 2
- Yes, for 3 to 6 days 3
- Yes, for 7 to 15 days 4
- Yes, for 16 or more days 5

18. Do you usually hate school?

- Yes 1
- No 2

19. In the morning, are you usually glad to go to school?

- Yes 1
- No 2

20. In general, do you tend to agree or disagree with the following:

- | | <u>Agree</u> | <u>Disagree</u> |
|---|--------------|-----------------|
| Most people who are smart at books have good common sense too | 1 | 2 |
| Most of what they teach you in school is not worth learning | 1 | 2 |

21. Think for a moment about your English class and then tell us whether you agree or disagree with the following statements as they apply to your English class.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
The class is made up of individuals who do not know each other well ...	1	2	3	4
The class has students with many different interests	1	2	3	4
The class is rather informal and few rules are imposed	1	2	3	4
The class members feel rushed to finish their work	1	2	3	4
The room is bright and comfortable ..	1	2	3	4
Certain students in the class are responsible for petty quarrels	1	2	3	4
Students seldom compete with one another	1	2	3	4
Each student knows the goal of the course	1	2	3	4
The better students are granted special privileges	1	2	3	4
Some students refuse to mix with the rest of the class	1	2	3	4
Students are well satisfied with the work of the class	1	2	3	4
There is a great deal of confusion during class meetings	1	2	3	4
Most students consider the subject matter easy	1	2	3	4
Students share a common concern for the success of the class	1	2	3	4
A few members of the class have much greater influence than the other members	1	2	3	4
Each student knows the other members of the class by their first names	1	2	3	4
Some students are interested in completely different things than other students	1	2	3	4

21. (continued)

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
There is a set of rules for the students to follow	1	2	3	4
The class has plenty of time to cover the prescribed amount of work	1	2	3	4
A good collection of books and magazines is available to the classroom for students to use	1	2	3	4
Certain students have no respect for other students	1	2	3	4
Students compete to see who can do the best work	1	2	3	4
Students have little idea of what the class is attempting to accomplish	1	2	3	4
Certain students are favored more than the rest	1	2	3	4
Certain students stick together in small groups	1	2	3	4
After the class, the students have a sense of satisfaction	1	2	3	4
The class is well organized	1	2	3	4
The work of the class is difficult ..	1	2	3	4
Students don't care about the future of the class as a group	1	2	3	4
Each member of the class has as much influence as any other member	1	2	3	4

RELATIONSHIP WITH SCHOOL STAFF

[The purpose of this section is to determine how students perceive the staff of the school and, in turn, how they feel the staff perceives them. We hypothesize that a student will like school better and do better in school when he has a good relationship with the staff.]

Think of the one adult you like best in this school. Now answer three questions about this person.

22. First, are you thinking of a man or a woman?
- Man 1
 - Woman 2
23. Second, what job does the adult you like best have?
- A regular teacher 1
 - An assistant to a teacher 2
 - A counselor 3
 - The principal 4
 - Assistant principal 5
 - A guard or policeman 6
 - Some other job 7
24. Third, is your favorite adult
- White? 1
 - Black? 2
 - Mexican American (Chicano)? 3
 - Puerto Rican? 4
 - Other 5
25. Have you ever talked to any of your teachers or other adults here at school about things you are doing outside of school--your job, a hobby, or something you are really interested in?
- Yes 1
 - No 2

26. Think for a moment about the principal of your school and then answer the following questions:

	<u>Yes</u>	<u>No</u>
Do you like the principal?	1	2
Is the principal friendly?	1	2
Does the principal know you by name?	1	2
Does the principal take part in school activities (attend school dances, sports events, etc.)?	1	2
Does the principal seem interested in the students?	1	2
Does the principal spend most of his time disciplining students?	1	2
Could you get in to see the principal or assistant principal if you wanted to talk to him about something?	1	2

27. Now think about your English teacher, and answer each question as it applies to your teacher.

	<u>Yes</u>	<u>No</u>
Do you think your English teacher likes you?	1	2
Do you like your English teacher?	1	2
Is your English teacher really interested in you?	1	2
Does your English teacher know how to explain things clearly?	1	2

28. For each of the scales below, please mark as you think your English teacher sees you. For example, if you think he or she thinks you are sad, check the box next to sad; if more sad than happy, check the second box from the left, and vice versa. If you think your English teacher does not think you are particularly sad or happy, check the middle box.

My English teacher thinks I am:

sad

--	--	--	--	--

 happy

lazy

--	--	--	--	--

 hard working

kind

--	--	--	--	--

 mean

proud

--	--	--	--	--

 not proud

smart

--	--	--	--	--

 stupid

bad

--	--	--	--	--

 good

unsure

--	--	--	--	--

 sure

successful

--	--	--	--	--

 unsuccessful

not a good student

--	--	--	--	--

 a good student

a follower

--	--	--	--	--

 a leader

29. Is there any adult at this school you could talk to if you were upset or in trouble?
- Yes 1
 - No 2
30. If you need special help with any of your school work, is there someone at school who will help you?
- Yes 1
 - No 2
31. Do you think you might want to be a teacher someday?
- Yes 1
 - No 2
32. Are any of the teachers in this school unfair to white students?
- Yes 1
 - No 2
 - No white students in this school 3
33. Are any of the teachers in this school unfair to minority students?
- Yes 1
 - No 2
 - No minority students in this school 3
34. Do you feel that you can usually get to see a guidance counselor when you want to or need to?
- Yes 1
 - No, but my school does have a guidance counselor ... 2
 - No, my school does not have a guidance counselor ... 3 (SKIP TO Q37)
 - I have never needed to see a guidance counselor 4 (SKIP TO Q37)
35. Does your guidance counselor usually have the information you feel you need?
- Yes 1
 - No 2
36. During this school year, have you talked with a counselor?
- Yes 1
 - No 2

REWARDS AND PUNISHMENTS

[This section is intended to pick up on the rewards and punishments a student receives. We hypothesize that a good school is a school which finds something for which to reward each student.]

37. Which of the following best describes your grades so far in high school?

- Mostly A (a numerical average of 90-100) 1
- About half A and half B (85-89) 2
- Mostly B (80-84) 3
- About half B and half C (75-79) 4
- Mostly C (70-74) 5
- About half C and half D (65-69) 6
- Mostly D (60-64) 7
- Mostly below D (below 60) 8

38. Think about this past year in school.

	<u>Yes</u>	<u>No</u>
Has any teacher ever told you that you have a special talent?	1	2
Has any adult in this school ever told you to go to college?	1	2
Has any adult in this school ever helped you get a job?	1	2
Has any adult in this school ever gone to bat for you with an outside agency?	1	2
Has any teacher said to you this week that you did good work?	1	2
Has any teacher ever told your parents you were doing well?	1	2
Has any adult in this school ever told you not to quit school?	1	2
Do you think teachers pick on the same students all of the time?	1	2
Are there some students in the class that the teacher makes fun of all the time?	1	2
At this school, are students punished for things they didn't do?	1	2
This past year have you been blamed for things that just weren't your fault?	1	2
Are most of the rules in this school fair?	1	2

39. In the past year, were you ever sent to the office because someone thought you were breaking some school rule?

- Yes, only once 1
- Yes, two or more times 2
- No 3

PARENT INVOLVEMENT

[We would expect that a student whose parents take an active interest in his schooling and have high expectations for him will be more motivated to do well in school.]

40. Have either of your parents come to school this year for PTA, parents' days, or for parent conferences?

- Yes 1
- No 2

41. How often do you and your parents talk about your school work?

- Just about every day 1
- Once or twice a week 2
- Occasionally, but not often 3
- Never, or hardly ever 4

42. How do your parents feel about the grades you get in school?

- Very satisfied 1
- Somewhat satisfied 2
- Somewhat dissatisfied 3
- Very dissatisfied 4
- I don't know 5

CLASSROOM ORGANIZATION

[In this section, we are interested in what program the student is enrolled, how he came to be enrolled in that program, and the instructional strategies that are being used in the program.]

43. Which of the following best describes your present high school program?

- Advanced or special college preparatory 1
- College preparatory 2
- Business 3
- Vocational 4
- General 5
- Other, please describe _____ 6
- Don't know 7

44. How important was each of the following in influencing your choice of your present high school program?

	<u>Very</u> <u>Important</u>	<u>Somewhat</u> <u>Important</u>	<u>Not</u> <u>Important</u>
Your parents	1	2	3
A relative, other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor	1	2	3
The principal or assistant principal ...	1	2	3
Clergyman	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3
Yourself	1	2	3
I had no choice; it was the only pro- gram available at my school	1	2	3
I had no choice; I was assigned to it ..	1	2	3

45. How often has each of the following been used in the courses you are taking this year?

	<u>Frequently</u>	<u>Fairly Often</u>	<u>Seldom</u>	<u>Never</u>
Listening to the teacher's lecture ...	1	2	3	4
Participating in discussions led by students	1	2	3	4
Working on a project or in a laboratory	1	2	3	4
Going on field trips	1	2	3	4
Writing essays, themes, poetry, or stories	1	2	3	4
Having individualized instructions (small groups or one-to-one with teacher)	1	2	3	4
Using programmed learning materials or teaching machines	1	2	3	4
Watching television lectures	1	2	3	4

46. In this school, are you given free time when you can do anything you want to do?

Yes	1
No	2

47. Following are some reasons that have been offered for why English-speaking students should learn Spanish. Do you agree or disagree with the reasons offered?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
It will help them understand Spanish-speaking people and their way of life	1	2	3	4
It will enable them to gain friends more easily among Spanish-speaking people	1	2	3	4
It will someday be useful in getting a good job	1	2	3	4
They will need it for some specific education or business goal	1	2	3	4
It will enable them to think and behave as Mexican Americans (Chicanos)	1	2	3	4

47a. These same reasons are offered for why Spanish-speaking children should learn English. Again, do you agree or disagree with these statements?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
It will help them understand English-speaking people and their way of life	1	2	3	4
It will enable them to gain friends more easily among English-speaking people	1	2	3	4
It will someday be useful in getting a good job	1	2	3	4
They will need it for some specific education or business goal	1	2	3	4
It will enable them to think and behave as Anglos do	1	2	3	4

47b. Similar reasons are offered for why Spanish-speaking children should take courses taught in Spanish. Do you agree or disagree with the reasons offered?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
It will preserve their own language and culture	1	2	3	4
It will enable them to maintain friendships	1	2	3	4
It will someday be useful in getting a good job	1	2	3	4
They will need it for some specific education or business goal	1	2	3	4
It will enable them to continue to think and behave as true Mexican Americans (Chicanos)	1	2	3	4

NONCURRICULAR ACTIVITIES

[This section is designed to assess the degree of student involvement in noncurricular activities.]

48. Have you participated in any of the following types of activities, either in or out of school this year?

	<u>Have Participated as a Leader or Officer</u>	<u>Have Participated Actively</u>	<u>Have not Participated</u>
Athletic teams, intramurals, letterman's club, sports club...	1	2	3
Cheerleaders, pep club, majorettes.....	1	2	3
Debating, drama, band, chorus.....	1	2	3
Hobby clubs such as photography, model building, electronics, crafts.....	1	2	3
Honorary clubs such as Beta Club or National Honor Society.....	1	2	3
School newspaper, magazine, year-book, annual.....	1	2	3
School subject matter clubs such as science, history, language, business, art.....	1	2	3
Student council, student government, political club.....	1	2	3
Vocational education clubs such as Future Homemakers, Teachers etc.....	1	2	3

[Questions 49-53 are for students in desegregated schools only.]

49. Has the school taken steps to make sure that all social clubs, band, athletic teams, etc., are desegregated?

- Yes..... 1
- No..... 2
- Don't know..... 3

50. In your school, which of the following types of activities are bilingual?

	<u>Bilingual</u>	<u>Not Bilingual</u>
Athletic teams, intramurals, letterman's club, sports club.....	1	2
Cheerleaders, pep club, majorettes.....	1	2
Debating, drama, band, chorus.....	1	2
Hobby clubs such as photography, model building, electronics, crafts.....	1	2
Honorary clubs such as Beta Club or National Honor Society.....	1	2
School newspaper, magazine, yearbook, annual.....	1	2
School subject matter clubs such as science, history, language, business, art.....	1	2
Student council, student government, political club.....	1	2
Vocational education clubs such as Future Homemakers, Teachers, etc.....	1	2

51. As far as you know, compared to last year has student participation in extracurricular activities increased, decreased, or remained the same in this school?

Was not at this school last year.....	1
Increased.....	2
Decreased.....	3
Remained the same.....	4

52. Were there any student dances in your school this year?

Yes.....	1
No.....	2

53. How are student government representatives chosen in your school?

Do not have any student government.....	1
By popular vote of the students.....	2
Selected by faculty.....	3
Don't know.....	4

CAREER ASPIRATIONS

[This subsection is to be administered only to students in the 11th grade. These questions are designed to elicit detailed information concerning the student's future plans. Many of these questions were taken from the ETS "National Longitudinal Study of the High School Class of 1972" student survey. In subsequent student surveys, this subsection should be revised to include questions which measure whether the student's future plans were changed or realized.]

C-1. How important is each of the following to you in selecting a job or career?

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Very Important</u>
Making a lot of money	1	2	3
Opportunities to be original and creative	1	2	3
Opportunities to be helpful to others or useful to society	1	2	3
Avoiding a high-pressure job that takes too much out of you	1	2	3
Living and working in the world of ideas	1	2	3
Freedom from supervision in my own work	1	2	3
Opportunities for moderate but steady progress rather than the chance for extreme success or failure	1	2	3
The chance to be a leader	1	2	3
Opportunities to work with people rather than things	1	2	3
Having a position that is looked up to by others	1	2	3

C-2. Do you think you will go to college?

Yes	1
No	2

C-3. When did you first decide whether you would go to college or not?

- I decided before the 10th grade..... 1
- I decided in the 10th grade..... 2
- I decided this year..... 3
- I'm still undecided..... 4

C-4. How important is each of the following factors in determining the kind of work you plan to be doing for most of your life?

	<u>Very</u> <u>Important</u>	<u>Somewhat</u> <u>Important</u>	<u>Not Very</u> <u>Important</u>
Previous work experience in the area...	1	2	3
Relative or friend in the same line of work.....	1	2	3
Job openings available in the occupation	1	2	3
Work matches a hobby interest of mine..	1	2	3
Good income to start or within a few years.....	1	2	3
Job security and permanence.....	1	2	3
Work that seems important and interesting to me.....	1	2	3
Freedom to make my own decisions.....	1	2	3
Opportunity for promotion and advancement in the long run.....	1	2	3
Meeting and working with sociable, friendly people.....	1	2	3

C-5. Circle the one number that goes with the best description of the kind of work you like to do.

- CLERICAL such as bank teller, bookkeeper, secretary,
typist, mail carrier, ticket agent..... 1
- CRAFTSMAN such as baker, automobile mechanic,
machinist, painter, plumber, telephone installer,
carpenter..... 2
- FARMER, FARM MANAGER..... 3
- HOMEMAKER or HOUSEWIFE..... 4
- LABORER such as construction worker, car washer,
sanitary worker, farm laborer..... 5
- MANAGER, ADMINISTRATOR such as sales manager, office
manager, school administrator, buyer, restaurant
manager, government official..... 6
- MILITARY such as career officer, enlisted man or
woman in the armed forces..... 7
- OPERATIVE such as meat cutter; assembler; machine
operator; welder; taxicab, bus or truck
driver; gas station attendant..... 8
- PROFESSIONAL such as accountant, artist, clergyman,
dentist, physician, registered nurse, engineer,
lawyer, librarian, teacher, writer, scientist,
social worker, actor, actress..... 9
- PROPRIETOR or OWNER such as owner of a small
business, contractor, restaurant owner..... 10
- PROTECTIVE SERVICE such as detective, policeman
or guard, sheriff, fireman..... 11
- SALES such as salesman, sales clerk, advertising
or insurance agent, real estate broker..... 12
- SERVICE such as barber, beautician, practical nurse,
private household worker, janitor, waiter..... 13
- TECHNICAL such as draftsman, medical or dental
technician, computer programmer..... 14

C-6. How much has each of the following persons influenced your plans for after high school?

	<u>A great deal</u>	<u>Some- what</u>	<u>Not at all</u>
Your parents	1	2	3
A relative other than your parents	1	2	3
A guidance counselor	1	2	3
A teacher other than a guidance counselor	1	2	3
The principal or assistant principal ..	1	2	3
Clergyman	1	2	3
State employment service officer	1	2	3
An adult not mentioned above	1	2	3
Friends your own age	1	2	3
Yourself	1	2	3

C-7. Have your teachers or counselors ever tried to encourage you to....

	<u>Yes</u>	<u>No</u>
go to college.....	1	2
go to vocational, technical, business, or trade school.....	1	2
enter an apprenticeship or on-the-job- training program.....	1	2
enter the military service.....	1	2
get a job immediately after high school.....	1	2

C-8. What do most of your close friends plan to do after high school?

Go to vocational, technical, business, or trade school.....	1
Go to college.....	2
Become full-time homemaker.....	3
Enter apprenticeships or on-the-job training programs.....	4
Enter the military.....	5
Go to work full time.....	6
I don't know.....	7
Other.....	8

C-9. As far as you know, how much schooling do your father and mother (or guardian) want you to get?

	<u>Father</u>	<u>Mother</u>
Wants me to quit high school without graduating.....	1	1
Wants me to graduate from high school and stop there.....	2	2
Wants me to graduate from high school and then go to a vocational, technical, trade, or business school.....	3	3
Wants me to go to a two-year or junior college.....	4	4
Wants me to go to a four-year college or university.....	5	5
Wants me to go to a graduate or professional school after graduating from a four-year college or university.....	6	6
I don't know.....	7	7

C-10. To answer this question, circle one number for the highest level of education you would like to attain, and also circle one for the highest level you expect to attain.

	<u>Would like to attain</u>	<u>Expect to attain</u>
Less than high school graduation.....	1	1
Graduate from high school but not go beyond that.....	2	2
Graduate from high school and then go to a vocational, technical, business, or trade school.....	3	3
Go to a junior college.....	4	4
Go to a four-year college or university....	5	5
Go to a graduate or professional school after college,.....	6	6

C-11. If there were no obstacles, what would you most like to be doing during the year after you leave high school?

Working full time.....	1
Entering an apprenticeship or on-the-job training program.....	2
Going into regular military service or to a service academy.....	3
Being a full-time homemaker.....	4
Attending a vocational, technical, trade, or business school.....	5
Taking academic courses at a junior or community college.....	6
Taking technical or vocational subjects at a junior or community college.....	7
Attending a four-year college or university	8
Working part-time.....	9
Other (travel, take a break, no plans).....	10

THE EFFECTS OF SCHOOL DESEGREGATION

[This subsection is to be administered only to students in desegregated schools. These questions deal with the effects of desegregating schools and periodic resurveying of students will measure how these effects change over time.]

D-1. Is there a public high school closer to your house than this one?

- Yes..... 1
- No..... 2

D-2. How do you usually come to school in the morning?

- By automobile..... 1
- Walk, or bicycle..... 2
- School bus..... 3
- Train, trolley, subway, or bus other than school bus..... 4
- Other..... 5

D-3. About how long does it take you to get from your home to school in the morning?

- 10 minutes or less..... 1
- 20 minutes..... 2
- 30 minutes..... 3
- 45 minutes..... 4
- One hour or more..... 5

D-4. Why are you attending this particular school?

- I was assigned here..... 1
- My parents or I selected this school..... 2

D-5. Think about the kids your age who live near you. Do many of them go to a different school, or do they almost all go to this school?

- Many go to another school..... 1
- Almost all of them go to this school..... 2

D-6. Was the elementary school you went to for the longest time....

- all white?..... 1
- mostly white?..... 2
- black?..... 3
- mostly black?..... 4
- all Mexican-American (Chicago)?..... 5
- mostly Mexican-American?..... 6
- all Puerto-Rican?..... 7
- mostly Puerto-Rican?..... 8
- other?..... 9

D-7. Was the junior high school you went to for the longest time.....

- all white?..... 1
- mostly white?..... 2
- black?..... 3
- mostly black?..... 4
- all Mexican-American (Chicago)?..... 5
- mostly Mexican-American?..... 6
- all Puerto-Rican?..... 7
- mostly Puerto-Rican?..... 8
- Other?..... 9
- I didn't go to junior high..... 10

D-8. When did you first attend a school with students of a different race?

- First grade..... 1
- Second grade..... 2
- Third grade..... 3
- Fourth grade..... 4
- Fifth grade..... 5
- Sixth grade..... 6
- Seventh grade..... 7
- Eighth grade..... 8
- Ninth grade..... 9
- Tenth grade..... 10
- Eleventh grade..... 11
- Twelfth grade..... 12

D-9. What about the first time you went to a school with students from a different race, either in elementary or junior high school; were you assigned to that school, or did your parents select it?

- I didn't go to elementary or junior high with students from a different race..... 1
- I was assigned to that school..... 2
- My parents or I selected that school..... 3
- I don't know..... 4

D-10. Last year, how many of the students in your class were white?

- None..... 1
- A few..... 2
- About half..... 3
- Most of them..... 4
- Nearly all of them..... 5

D-11. Did you have a nonwhite teacher last year?

- Yes..... 1
- No..... 2

D-12. On the whole, how would you say things are working out with both minority students and whites in the school?

- Almost no problems..... 1
- Some minor problems..... 2
- Some serious problems..... 3
- Many serious problems..... 4

D-13. The way things are going between minority and white students in this school, do you think things will be better or worse next year?

- Better..... 1
- Same..... 2
- Worse..... 3

D-14. How do you think your principal feels about minority and white students going to the same school together?

- The principal likes it..... 1
- The principal doesn't like it..... 2
- It doesn't matter to the principal..... 3
- Don't know..... 4

D-15. How about most of your teachers--how do you think they feel about minority and white students going to the same school together?

- They like it..... 1
- They don't like it..... 2
- It doesn't matter to them..... 3
- Don't know..... 4

D-16. When you first started going to school with both minority and white students, how did your parents feel about it?

- They liked it..... 1
- They didn't like it..... 2
- It didn't matter to them..... 3
- They were angry about it..... 4
- Never went to a school with minority and white students before this year..... 5

D-17. How do your parents feel now about your going to school with both minority and white students?

- They like it..... 1
- They don't like it..... 2
- It doesn't matter to them..... 3

D-18. How do you feel about attending school with both minority and white students?

- I like it..... 1
- I don't like it..... 2
- It doesn't matter to me..... 3

D-19. What about the student leaders and popular students at your school? How do they feel about minority and white students going to the same school together?

- Most of them like it..... 1
- Most of them don't like it..... 2
- Some like it, some don't..... 3
- Don't know..... 4

D-20. Think about the students of a different race from you. Do you think they get special advantages around here?

- Yes..... 1
- No..... 2

D-21. If you have a biracial student committee in your school, how effective has the committee been in solving problems that came up because different races are going to the same school?

- No such committee..... 1
- Effective; it has helped..... 2
- Somewhat effective; it has helped a small amount..... 3
- It hasn't really accomplished anything..... 4
- It has done as much harm as it has done good..... 5

D-22. Below is a list of words. Think about most of the students of the other racial group in this school (not your own group) and mark whether or not each of the words describe students of the other race.

	Does describe <u>other group</u>	Does not describe <u>other group</u>
Friendly.....	1	2
Keep to themselves.....	1	2
Dumb.....	1	2
Ambitious.....	1	2

D-22a. Below is a list of words. Think about most of the students in this school in the same racial group as you are and mark whether or not each of the words describes students in your own group.

	Does describe <u>other group</u>	Does not describe <u>other group</u>
Friendly.....	1	2
Keep to themselves.....	1	2
Dumb.....	1	2
Ambitious.....	1	2

D-23 Suppose your English teacher said you could sit next to your best friend in English class. If you had your choice, who would you like to sit next to? (Give first and last name)

If you had a second choice, who would you like to sit next to?

If you had a third choice, who would you like to sit next to?

D-24. Are these three friends all the same race as you, or is one or more of a different race?

All same race as me 1

One or more is of a different race 2

Non-Cognitive Outcomes

The following section contains non-cognitive outcomes in 6 areas:

1. Sense of control of environment ,
2. Psychological well-being
3. General self-esteem
4. Academic self-esteem
5. Career aspirations (grades 6-12 only)
6. Cultural attitudes

In grades 3-5 the questions are read aloud by a survey staff person in the classroom; in grades 6-12 they are self-administered. In order to minimize administration time, very short versions of the scales are used in the lower grades, and in the upper grades a system of fractional forms are used. There are 5 such forms randomly alternated in each classroom, each containing the full version of one of the scales and a subset of items from the other four.

The subsets should be overlapping, so that each item appears in at least two subsets. In analysis, each of the seven forms are scored, the scores normalized and the means and standard deviations computed for each sex-grade-ethnic group-classroom combination in the school. Such a technique avoids unreliability caused by item-specific error.

INTERNAL VERSUS EXTERNAL CONTROL OF ENVIRONMENT

For grades 9-12, we recommend that a shortened version of the Likert conversion of the Rotter scale developed by Collins (1974) be used, plus the three items used by Coleman et al (1960). Twenty three items are given below; if possible, 20 of these should be chosen on the basis of the pretest. The fractional forms should be balanced in terms of Internal and External wordings and between the three factors located by Collins which are used below; this means that the Externally worded items in factor II and III are critical.

Factor I: The World is Difficult

Many times exam questions tend to be so unrelated to course work that studying is really useless.

Sometimes I can't understand how teachers arrive at the grades they give.

Many times I feel that I have little influence over the things that happen to me.

Most students don't realize the extent to which their grades are influenced by accidental happenings.

Without the right breaks one cannot be an effective leader.

Getting a good job depends mainly on being in the right place at the right time.

Factor II: The World is Just

- In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

What happens to me is my own doing.

People are lonely because they don't try to be friendly.

Most misfortunes are the result of lack of ability, ignorance, laziness or all three.

People who can't get others to like them don't understand how to get along with others.

When I make plans, I am almost certain that I can make them work.

How many friends you have depends upon how nice a person you are.

There is a direct connection between how hard I study and the grades I get.

Factor III: The World is Not Governed by Luck.

In my case getting what I want has little or nothing to do with luck.

There is really no such thing as "luck."

It is impossible for me to believe that chance or luck plays an important role in my life.

Many of the unhappy things in people's lives are partly due to bad luck.

Getting people to do the right things depends upon ability; luck has little or nothing to do with it.

Becoming a success is a matter of hard work, luck has little or nothing to do with it.

Coleman Items

Agree or disagree: Good luck is more important than hard work for success

Agree or disagree: Every time I try to get ahead, something or somebody stops me

People like me don't have much of a chance to be successful in life.

General Psychological Well-Being - Grades 6-12

We, here, follow Bradburn's (1969) paradigm that self-perceived happiness is a global sense of well-being and is a function of the amount of positive and negative affect. Some items are from Bradburn (1969) while others have been added or deleted for use with adolescent and pre-adolescent respondents.

1. Would you say you are very happy, pretty happy, or not too happy these days?

Very happy _____

Pretty happy _____

Not too happy _____

2. Positive Affect Scale

In the past week you probably had a number of different feelings. Do you remember having any of these feelings?

- A) Proud because someone complimented you on something you had done?

Yes _____

No _____

- B) Pleased because you did something that was fun?

Yes _____

No _____

- C) Excited or interested in something you were doing?

Yes _____

No _____

3) Negative Affect Scale

In the past week you probably had a number of different feelings. Do you remember having any of these feelings?

- A) Sad, unhappy, or depressed? Yes _____ No _____
- B) Very mad or angry about something? Yes _____ No _____
- C) Bad because someone criticized you? Yes _____ No _____
- D) Lonely? Yes _____ No _____
- E) Bored? Yes _____ No _____

4. Physical Symptoms

While you were in school last week, did you have

- A) A headache? Yes _____ No _____
- B) A stomach ache or cramps? Yes _____ No _____
- C) Dizziness? Yes _____ No _____
- D) Sweaty hands? Yes _____ No _____

5. In the past week, have you....

- A) Had trouble getting up in the morning? Yes _____ No _____
- B) Had trouble going to sleep at night? Yes _____ No _____
- C) Been waking up in the night? Yes _____ No _____
- D) Felt very tired? Yes _____ No _____
- E) Felt nervous? Yes _____ No _____
- F) Had the flu? Yes _____ No _____

Academic Self-Esteem

The academic self-esteem scales were designed to have two subscales; one in which the reference group is other students in the school and one in which the reference standard is a national or absolute norm.

For grades 6-12 we recommend our adaptation of the Brookover et al. (1962) Self-Concept of Ability Scale.*

In School Reference Group

1. How do you rate yourself in school ability compared with your close friends?
 - a. I am the best
 - b. I am above average
 - c. I am average
 - d. I am below average
 - e. I am the poorest

2. How do you rate yourself in school ability compared with those in your class at school?
 - a. I am among the best
 - b. I am above average
 - c. I am average
 - d. I am below average
 - e. I am among the poorest

3. Where do you think you would rank in your class in high school?
 - a. among the best
 - b. above average
 - c. average
 - d. below average
 - e. among the poorest

*Copyright (1962), Educational Publication Services, Michigan State University.

4. What kind of grades do you think you are capable of getting in this school?
- a. mostly A's
 - b. mostly B's
 - c. mostly C's
 - d. mostly D's
 - e. mostly E's

National or Absolute Reference Group

5. Do you think you have the ability to complete college?
- a. yes, definitely
 - b. yes, probably
 - c. not sure either way
 - d. probably not
 - e. no
6. How good do you think your school work would be if you went to college?
- a. among the best
 - b. above average
 - c. average
 - d. below average
 - e. among the poorest
7. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think it is that you could complete such advanced work?
- a. very likely
 - b. somewhat likely
 - c. not sure either way
 - d. unlikely
 - e. most unlikely

8. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

- a. my work is excellent
- b. my work is good
- c. my work is average
- d. my work is below average
- e. my work is much below average

3rd to 5th Grade Academic Self-Esteem

These items were originally written for this study, and should be pretested and reduced to five items.

School Reference Group

1. Do you think you are better than most students at school work, about the same, or not as good.
 - a. better
 - b. about the same
 - c. not as good
2. If you really tried, could you get A's in school?
 - a. yes
 - b. no
3. Are you a good student at school?
 - a. yes
 - b. no
4. Do you have trouble learning things as fast as other students?
 - a. yes
 - b. no

National or Absolute Reference Group

5. Are you smart enough to go to college?
 - a. yes
 - b. no
6. When you are older, you will study Algebra. Do you think you will learn it easily?
 - a. yes
 - b. no
7. Are you a good reader?
 - a. yes
 - b. no

General Self-Esteem - Grades 6-12

The following scale has been adapted from Rosenberg and Simmons (1971) and measures general self-esteem. Rosenberg and Simmons administered the items orally. We propose that they be administered in paper/pencil format. Thus they should be pretested.

1. I feel I have a number of good qualities.

Agree/Disagree

2. I feel I do not have much to be proud of.

Agree/Disagree

3. I take a positive attitude toward myself.

Agree/Disagree

4. On the whole, I am satisfied with myself.

Agree/Disagree

5. I wish I could have more respect for myself.

Agree/Disagree

6. At times I think I am no good at all.

Agree/Disagree

7. I certainly feel useless at times.

Agree/Disagree

For grades 3 to 6 we suggest an abbreviated version of the Nowicki and Strickland (1972) scale. Nowicki and Strickland suggest that 20 items from their original 40 item scale be used for grades 3 to 6 and 21 items be used for grades 7 to 12. Unfortunately 80 percent of the items in the short forms are biased in terms of external control. Therefore, we recommend that the scale be pretested, perhaps with additional questions, to produce 2 scales of approximately 20 items each for use in grades 3 to 6 and 6 to 9, respectively. In addition we recommend that these two scales be administered to a grade 4 sample in order to do factorial study to explore the dimensionality of the scales. Similarly, the two abbreviated forms of the Novicki and Strickland (1972) scale developed for the study should also be administered to a grade 9 sample, as well as the modified Rotter scale to investigate the item factor loadings. In this way one can begin to assess, although not conclusively, whether the scales are measuring the same underlying phenomenon.

THE NOWICKI-STRICKLAND PERSONAL REACTION SURVEY

- +1. Do you believe that most problems will solve themselves if you just don't fool with them?
(Yes) No
2. Do you believe that you can stop yourself from catching a cold? (N)
- *3. Are some kids just born lucky? (Y)
4. Most of the time do you feel that getting good grades means a great deal to you? (N)
- +5. Are you often blamed for things that just aren't your fault? (Y)
6. Do you believe that if somebody studies hard enough he or she can pass any subject? (N)
- *+7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway? (Y)
8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do? (Y)
- *+9. Do you feel that most of the time parents listen to what their children have to say? (N)
- *10. Do you believe that wishing can make good things happen? (Y)
- +11. When you get punished does it usually seem its for no good reason at all? (Y)
- +12. Most of the time do you find it hard to change a friend's (mind) opinion? (Y)
13. Do you think that cheering more than luck helps a team to win? (N)
- *+14. Do you feel that it's nearly impossible to change your parent's mind about anything? (Y)
15. Do you believe that your parents should allow you to make most of your own decisions? (N)
- *+16. Do you feel that when you do something wrong there's very little you can do to make it right? (Y)
- *+17. Do you believe that most kids are just born good at sports? (Y)
- *18. Are most of the other kids your age stronger than you are? (Y)
- *+19. Do you feel that one of the best ways to handle most problems is just not to think about them? (Y)

20. Do you feel that you have a lot of choice in deciding who your friends are? (N)
21. If you find a four leaf clover do you believe that it might bring you good luck? (Y)
22. Do you often feel that whether you do your homework has much to do with what kind of grades you get? (N)
- *+23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her? (Y)
24. Have you ever had a good luck charm? (Y)
25. Do you believe that whether or not people like you depends on how you act? (N)
26. Will your parents usually help you if you ask them to? (N)
- *+27. Have you felt that when people were mean to you it was usually for no reason at all? (Y)
- +28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today? (N)
- *+29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them? (Y)
30. Do you think that kids can get their own way if they just keep trying? (N)
- *+31. Most of the time do you find it useless to try to get your own way at home? (Y)
32. Do you feel that when good things happen they happen because of hard work? (N)
- *+33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters? (Y)
34. Do you feel that it's easy to get friends to do what you want them to? (N)
- *+35. Do you usually feel that you have little to say about what you get to eat at home? (Y)
- *+36. Do you feel that when someone doesn't like you there's little you can do about it? (Y)
- *+37. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are? (Y)
- *+38. Are you the kind of person who believes that planning ahead makes things turn out better? (N)

- *+39. Most of the time, do you feel that you have little to say about what your family decides to do? (Y)
40. Do you think it's better to be smart than to be lucky? (N)

*Items selected for abbreviated scale for grades 3-6.

+Items selected for abbreviated scale for grades 7-12.

LEVEL OF OCCUPATIONAL ASPIRATION - Grades 6-12

The eight items of the Occupational Aspiration Scale are taken from Haller and Miller (1971)*. Level of occupational aspiration measured by the Occupational Aspiration Scale has been found to be predictive of a person's occupational attainment later in life. However, there is some question as to whether the scale will be predictive of Black student's occupational attainment since in Haller et al.'s (1974) words, "The present conclusions do not necessarily apply to youth from the very highest and very lowest strata of society. It is unlikely that our white-collar group included many children of the elite. Similarly, few from the blue-collar group probably came from families in dire poverty; these youths were neither from rural areas nor from the urban ghettos" (p. 120). As a result, this scale should be pilot-tested with an appropriate sample of respondents before being used.

*The Occupational Aspiration Scale is copyrighted (1957) by Archibald O. Haller. The author's permission should be obtained before the scale is used.

OCCUPATIONAL ASPIRATION SCALE

Copyright 1957
By Archie O. Haller

THIS SET OF QUESTIONS CONCERNS YOUR INTEREST IN DIFFERENT KINDS OF JOBS. THERE ARE EIGHT QUESTIONS. EACH ONE ASKS YOU TO CHOOSE ONE JOB OUT OF TEN PRESENTED.

BE SURE YOUR NAME IS ON THE TOP OF THIS PAGE.

READ EACH QUESTION CAREFULLY. THEY ARE ALL DIFFERENT.

ANSWER EACH ONE THE BEST YOU CAN. DON'T OMIT ANY.

Question 1. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

- 1.1 ___ Lawyer
- 1.2 ___ Welfare worker for a city government
- 1.3 ___ United States representative in Congress
- 1.4 ___ Corporal in the Army
- 1.5 ___ United States Supreme Court Justice
- 1.6 ___ Night watchman
- 1.7 ___ Sociologist
- 1.8 ___ Policeman
- 1.9 ___ County agricultural agent
- 1.10 ___ Filling station attendant

Question 2. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

- 2.1 _____ Member of the board of directors of a large corporation
- 2.2 _____ Undertaker
- 2.3 _____ Banker
- 2.4 _____ Machine operator in a factory
- 2.5 _____ Physician (doctor)
- 2.6 _____ Clothes presser in a laundry
- 2.7 _____ Accountant for a large business
- 2.8 _____ Railroad conductor
- 2.9 _____ Railroad engineer
- 2.10 _____ Singer in a night club

Question 3. Of the jobs listed in this question which is the BEST ONE you are REALLY SURE YOU CAN GET when your SCHOOLING IS OVER?

- 3.1 _____ Nuclear physicist
- 3.2 _____ Reporter for a daily newspaper
- 3.3 _____ County judge
- 3.4 _____ Barber
- 3.5 _____ State governor
- 3.6 _____ Soda fountain clerk
- 3.7 _____ Biologist
- 3.8 _____ Mail carrier
- 3.9 _____ Official of an international labor union
- 3.10 _____ Farm Hand

Question 4. Of the jobs listed in this question, which ONE would you choose if you were FREE TO CHOOSE ANY of them you wished when your SCHOOLING IS OVER?

- 4.1 _____ Psychologist
- 4.2 _____ Manager of a small store in a city
- 4.3 _____ Head of a department in state government
- 4.4 _____ Clerk in a store
- 4.5 _____ Cabinet member in the federal government
- 4.6 _____ Janitor
- 4.7 _____ Musician in a symphony orchestra
- 4.8 _____ Carpenter
- 4.9 _____ Radio announcer
- 4.10 _____ Coal miner

Question 5. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

- 5.1 _____ Civil engineer
- 5.2 _____ Bookkeeper
- 5.3 _____ Minister or Priest
- 5.4 _____ Streetcar motorman or city bus driver
- 5.5 _____ Diplomat in the United States Foreign Service
- 5.6 _____ Share cropper (one who owns no livestock or farm machinery, and does not manage the farm)
- 5.7 _____ Author of novels
- 5.8 _____ Plumber
- 5.9 _____ Newspaper columnist
- 5.10 _____ Taxi driver

Question 6. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

- 6.1 _____ Airline pilot
- 6.2 _____ Insurance agent
- 6.3 _____ Architect
- 6.4 _____ Milk route man
- 6.5 _____ Mayor of a large city
- 6.6 _____ Garbage collector
- 6.7 _____ Captain in the army
- 6.8 _____ Garage mechanic
- 6.9 _____ Owner-operator of a printing shop
- 6.10 _____ Railroad section hand

Question 7. Of the jobs listed in this question, which is the BEST ONE you are REALLY SURE YOU CAN HAVE by the time you are 30 YEARS OLD?

- 7.1 _____ Artist who paints pictures that are exhibited in galleries
- 7.2 _____ Traveling salesman for a wholesale concern
- 7.3 _____ Chemist
- 7.4 _____ Truck driver
- 7.5 _____ College professor
- 7.6 _____ Street sweeper
- 7.7 _____ Building contractor
- 7.8 _____ Local official of a labor union
- 7.9 _____ Electrician
- 7.10 _____ Restaurant waiter

Question 8. Of the jobs listed in this question, which ONE would you choose to have when you are 30 YEARS OLD, if you were FREE TO HAVE ANY of them you wished?

8.1 _____ Owner of a factory that employs about 100 people

8.2 _____ Playground director

8.3 _____ Dentist

8.4 _____ Lumberjack

8.5 _____ Scientist

8.6 _____ Shoeshiner

8.7 _____ Public school teacher

8.8 _____ Owner-operator of a lunchstand

8.9 _____ Trainer machinist

8.10 _____ Dock worker

CULTURAL ATTITUDES

The CROSS-CULTURAL ATTITUDE INVENTORY is designed to measure the attitude of a subject for the Mexican and the Anglo cultures. The inventory is a relatively quick instrument to administer (20 - 30 minutes) and provides a means for measuring the degree of positive or negative feelings which Mexican-American and Anglo students (ages three to eighteen) have for the two cultures. Reliability and validity studies need to be conducted in different regions before this instrument can be considered a valid test. It is our understanding that a similar instrument for Puerto-Rican students is available from LEARNING CONCEPTS, 2501 N. Lamar, Austin, Texas.

The CROSS-CULTURAL ATTITUDE INVENTORY consists of pictures of the following twenty-four items:

Little girl
The English word YES
Chicken soup
Mexican flag
Little boy
Hamburger
The Spanish word sí
Jalepeño pepper
Bullfighter
Book
Pin-the-tail-on-the-donkey
American flag
Piñata
Cowboy hat

Football player

Little girl

School

Taco

Menudo

Mexican Hat

Bread

Pickle

For each picture, the students are presented with a series of five faces ranging from very happy to very sad, and are asked to mark the face that is their face when they look at the pictures.

Instructions for administration and scoring of the inventory are included in the test manual.

THE MEASUREMENT OF ACADEMIC ACHIEVEMENT
IN A STUDY OF SCHOOL DESEGREGATION

Unlike other large studies on the impact of schooling, the research design proposed here does not focus on academic achievement as the only outcome for judging the quality of the educational process. Nevertheless, academic achievement is still an important outcome variable that must be adequately measured. This chapter discusses some of the problems with measuring school achievement and offers guidelines for effective measurement. Specific instruments were not proposed for a variety of reasons. As will be seen later, it is questionable whether currently available instruments have the desired properties for measuring academic achievement in a study of school desegregation.

The major problem in measuring achievement in a study such as this one is in obtaining sufficient information from students participating in the study for researchers to make proper inferences about the impact of desegregation. To insure that high quality of data is collected, it is important that a well-trained interviewer administer the achievement and affective instruments. The quantity of data collected is affected by the following factors: the cost of having an interviewer in the field, the willingness of the school to suffer disruptions from normal activity as a result of testing, and the children's ability to withstand long testing sessions. The quantity of data needed for analysis is determined by the type of analysis the researcher wishes to carry out to test his hypotheses. Thus the important questions deal with: 1) the precision of measurement for various units of analysis (e.g., the school, the classroom, or the individual child), and 2) the nature of the analysis (e.g., longitudinal).

Standardized Achievement Tests

The measurement of school related achievement is a particularly controversial topic in educational research. It is argued that standardized achievement tests are inappropriate for the task on two grounds:

- o Most ignore specific subject matter areas such as history, social studies, science, etc. where school program differences might be substantial and concentrate, instead, on achievement in reading and mathematics. Even within these areas the items used in the tests are criticized for being too general (measuring vocabulary, for instance) rather than being tied to a system of objectives used to organize the instructional process. Specific skills that a particular program attempts to teach may be overlooked by the test.
- o Standardized tests are so constructed as to maximize the spread of scores across the norming sample of students rather than the spread of scores among schools. Therefore, the schools will be different to each other on tests to the extent that like individuals cluster together in schools and to the extent that these clusters differ among themselves.

In sum, since standardized tests do not attend to specific programmatic differences in objectives and since they are normed in a way which does not distinguish between programs (or between schools) they may not be sensitive enough to gauge the impact of new school programs or alterations of ethnic balance. These tests tend to maximize between cell variance which makes the statistical detection of effects most difficult.

There are difficulties in increasing the breadth of coverage of achievement tests. If the precision of the instrument is to be kept constant across subjects, the length of test time needed will also increase. For example, reducing the number of reading items in order to include science items in a test of equal time length will result in a less precise measurement of science and reading achievement. The diminution in precision can be estimated using the test publisher's reliability and the Spearman-Brown reliability formula (see Lord and Novick, 1968; pp. 118-119).

One of the early decisions in choosing a test of academic achievement, then, concerns the breadth of the test to be given. Table C-1 gives some representative standardized achievement tests* available from test publishers as well as information about breadth of coverage and the length in time to administer the battery.

If the school, as representative of a type of desegregation policy, were to be used as the unit of analysis, some economy in testing time may be obtained by giving different students within each school.

Within the subtests as prepared by the publisher (s) there may be a need to identify items which cluster around specific instructional objectives. There is no assurance that this can be done readily for any standardized test; nevertheless, information concerning performance on specific objectives could be correlated with information on the treatment of the objectives of various programs in order to assess the contribution of

*This table is in no way an exhaustive review of available achievement tests. Also, some of the information it contains may already be dated since test publishers are continually updating and improving their test instruments.

Table C-1

Test and Publisher	Levels	Grades	Testing Time for Battery	Content Areas Covered	Comments
California Achievement Test - CTB/McGraw-Hill, 1970	1 2 3 4 5	1.5 - 2 2 - 4 4 - 6 6 - 9 8 - 12	114 Minutes 123 " 152 " 144 " 153 "	Reading: Vocabulary and Comprehension Mathematics: Computation and Concepts and Problems Language: Auding (Level I only), Mechanics, Expression, and Spelling Arithmetic: Computation, Concepts, and Applications Study Skills: Reference Materials, Graphic Materials	The test is available in two forms A and B. Scale scores are available.
Comprehensive Test of Basic Skills - CTB/McGraw-Hill, 1969	1 2 3 4	2.5 - 3.4 4 - 5 - 6 6 - 7 - 8 8 - 9 - 10	184 Minutes 195 " 182 " 170 "	Reading: Vocabulary and Comprehension Language: Mechanics, Expression, and Spelling Arithmetic: Computation, Concepts, and Applications Study Skills: Reference Materials, Graphic Materials	The test is available in two forms R and Q. A new form, S, is currently under preparation consisting of seven levels - A, B, C, 1, 2, 3, 4 covering grades K through 12. With form S, attempts are being made to remove items biased against minority children. Scale scores are available.
Cooperative Primary - Educational Testing Service, 1967	12A and B 23A and B	1 - 2 2 - 3	160 Minutes 200 "	12 A and B Listening Word Analysis Mathematics Reading 23 A and B Listening Word Analysis Mathematics Reading, Writing Skills	The test is available in two forms A and B. Scale scores are available.
Sequential Test of Educational Progress Educational Testing Service, 1971	4A and 4B 3A and 3B 2A and 2B 1A and 1B	4 - 6 7 - 9 10 - 12 13 - 14	290 Minutes 290 " 325 " 245 "	Reading Mechanics of Writing (Not for 1A and 1B), English Expression, Mathematics Computation, (not for 1A and 1B), Mathematics Basic Concepts, Science, and Social Studies	Two forms A and B are available for each level. Scale scores are available.
Metropolitan Achievement Test - Harcourt, Brace, and Jovanovich, 1971	Primer Primary I Primary II Elementary Intermediate Advanced	K.7 - 1.4 1.5 - 2.4 2.5 - 3.4 3.5 - 4.9 5.0 - 6.9 7.0 - 9.5	60 Minutes 90 " 136 " 180 " 270 " 265 "	Word Knowledge (not for Primer), Word Analysis (not in Elementary, Intermediate or Advanced), Reading, Language (Elementary, Intermediate, and Advanced only) Spelling (not in Primer or Primary I), Mathematical Computation (not for Primer or Primary I), Mathematical concepts, Mathematical Problem Solving (not in Primer or Primary I), Science (Intermediate and Advanced only), and Social Studies (Intermediate and Advanced only).	These forms of the test, F, G, and H and scale scores are available
Stanford Achievement Test - Harcourt, Brace, and Jovanovich, 1973	Primary Level 1 Primary Level 2 Primary Level 3 Intermediate Level 1 Intermediate Level 2 Advanced	1.5 - 2.5 2.5 - 3.5 3.5 - 4.5 4.5 - 5.5 5.5 - end of 6 beginning 7 - 9.5	Approximately 260 minutes working time	Vocabulary, Reading, Comprehension, Word Study Skills (not at the Advanced level), Mathematics Concepts, Mathematics Computation, Mathematics Applications, Listening Comprehension (Optional at Intermediate Level only), Spelling (not Level 1), Science (Not Level 1).	Three forms are available. This battery may be followed by the Stanford Test of Academic Skills (TASK). The two tests have been calibrated to a single scale. Language (not levels I and II).
Stanford Test of Academic Skills (TASK) - Harcourt, Brace, and Jovanovich (1972 re-arranged edition)	Level I Level II	8 - 9 - 10 11 - 12	120 Minutes 120 "	Reading English Mathematics	There are three forms, A, B, and C. Form C covers only reading and mathematics. Scale scores are available.
Iowa Test of Basic Skills - Houghton, Mifflin, 1971	Level 7 Level 8 Level 9 Level 10 Level 11 Level 12 Level 13 Level 14	1.7 - 2.5 2.6 - 3.5 3 4 5 6 7 8 and 9	Approximately 279 minutes working time	Vocabulary Reading Comprehension Language Skills A) Spelling B) Capitalization C) Punctuation D) Usage Work Study Skills A) Map Reading B) Reading Graphs and Tables C) Knowledge and Use of Reference Material	Two forms, 5 and 6, are available. Two score scales, grade equivalents and age equivalents, are available. A common scale between the Iowa Test of Basic Skills and the Test of Academic Progress is available.
Tests of Academic Progress - Houghton, Mifflin, 1971	Form S (one booklet)	9 - 12	Approximately 270 minutes working time for the full battery	Social Studies, Composition, Science, Reading, Mathematics, and Literature	Apparently only one form, Form S, is available. Common metric with the Iowa Test of Basic Skills
Assessment Survey (Achievement Series) - Science Research Associates, 1971	Primary I Primary II Blue Green Red	1 - 2 3 - 4 4 - 6 7 - 8 8 - 9	Approximately 315 minutes for the full battery	Primary I and II: Language Arts, Reading, Mathematics, Blue, Green, and Red: Reading, Mathematics, Language Arts, Social Studies, Use of Sources, Science	Two forms, E and F, are available. The test is available in two editions, primary and multilevel. A growth superstandardization scale is available which also covers the Iowa Test of Educational Development.
Iowa Test of Educational Development (ITED) - Science Research Associates, 1970	X - 5 and Y - 5	9 - 12	Approximately 195 minutes working time for the full battery	Reading Comprehension, Vocabulary, Language Usage, Spelling, Mathematics, Social Studies, Natural Sciences, Use of Sources	Two forms X - 5 and Y - 5 are available. Superstandardized (using equipercentiles) with the Assessment Survey (ASU).

program variation to test scores. Again, one must recognize that a full battery of reading and mathematics achievement subtests may consume an inordinate amount of testing time. The specific scores for subtests may have to be sacrificed in favor of a general score in order to shorten test length.

The Unit of Analysis

The unit of analysis poses important problems in large scale educational surveys or evaluations. It would be unreasonable to claim that 100 units of analysis (data points from 100 students) are representative of a particular form of desegregation if all 100 units come from the same school. The school is probably the most appropriate unit of analysis for a study of school desegregation, although a case may be made for higher levels of aggregation as well.

If the school, as representative of a type of desegregation policy, were to be used as the unit of analysis, some economy in testing time may be obtained by giving different students within each school different subtests on parts of the test battery. Thus a school with 100 pupils at one grade level could provide 25 pupils for each of 4 subtests. The subtests would be reduced by 75% if the subtests are of equal length. Of course, as a result the standard error of the mean for each subtest would be 1/5 of the variation in individual scores rather than 1/10 if all pupils took all tests. But for practical purposes, this difference seems to be relatively small.

If individuals are to be the unit of analysis, then the test will have to be very precise, especially if longitudinal tracking of individual progress is desired. In general, this precision will necessitate the whole test battery as published. Some alternative strategies will be discussed later.

LONGITUDINAL MEASUREMENT OF ACADEMIC ACHIEVEMENT

Several important considerations arise when longitudinal data are collected, over and above the problem of precision of measurement needed to assess over time an individual's or related questions on the adequacy of the norm and scalability of test scores.

In order to make inferences about changes and academic achievements over time, it is important that the metric in which the measurements are made do not change radically over the time span being measured. Many of the tests reviewed in Table C-1 have been standardized over several grade levels (noted in the "comments" column). However, the grade levels for which a particular test form are standardized may not correspond to the grade levels for which the publisher gives norms. Many publishers have extended the norms beyond the norming sample grade levels by extrapolation which may yield markedly unreliable scores. Some test publishers scale forms of a test intended for adjacent grade levels together by giving both tests in an overlapping sample of grades and then use equi-percent equating to yield a reasonable correspondence of outcome scores (usually in grade-equivalent metric).

The crux of the problem in longitudinal measurement is that the raw score on the test is not the appropriate score to use unless an identical test is applied at each time point. Test publishers provide a grade-equivalent score (or other metric) which can be used to assess the achievement of students on their tests regardless of the form or level of test taken. These metrics are clearly to be preferred to raw scores when tests are changed (either form or level) as students progress in school.

Two alternatives are available for longitudinal measurement depending on what unit of analysis is used. If the school is considered the appropriate unit of analysis and if each of 9 children at a grade level take each subtest of an achievement test battery, the standard error of the mean scores for the subtests is $1/3$ of the standard deviation of the individual scores. This reduction in "noise" due to individual differences should be sufficient to permit detection of important schooling effects.

If, however, there is a need to assess each pupil's performance on each subtest and testing time is limited, one might use a version of "tailored testing" to accommodate the data collection. Tailored testing involves testing each pupil with a very short screening form which establishes an estimate of the score range in which the student falls. The student is then subsequently tested with a form that matches the initial estimate of his ability. Consequently most students are not tested with items that are much too easy nor much too difficult for them. Naturally, there are some logistic problems in implementing such a testing strategy. Some of the questions to be posed include for example:

- o can the screening form be given and scored in the same testing session as the subsequent "final placement" test?
- o how long a screening form is needed;

- o how many items are needed on the final placement test to accurately place the individual?
- o should there be a separate screening/placement combination for each achievement area to be tested?
- o what happens if a student receives an incorrect placement form and all the questions are too easy or too hard?

Another difficulty with a tailored testing approach is that it necessitates having data about the difficulty and discrimination parameters of the pool of items to be used. These data are needed in order to select items to construct the screening test and various placement forms. The test publishers may be able to supply the needed information in the form of item of item statistics. However, if different sets of items were normed in different samples these statistics may not be useful.

To construct both screener and tailored tests it may be necessary to select a pool of appropriate items from one or more publishers and conduct a new norming study to standardize the items. Modern latent trait models such as Normal Ogive, Logistic, Rasch given in Lord and Novick (1968) could be used to calibrate the test. The advantage with these models is that derived item scores can be scaled onto the same ability metric. This greatly facilitates the construction of screening and placement tests. For a discussion of the formulation of tailored testing in a somewhat different context, see Wood (1973).

ACHIEVEMENT TESTING OF MEXICAN AMERICAN AND PUERTO RICAN CHILDREN

Since a sizeable proportion of Mexican American and Puerto Rican children do not speak English, achievement in English and in Spanish will be

difficult to assess if these children are given English or Spanish language tests to easy or too difficult for them. In addition, predicting language proficiency in Spanish by the use of Spanish surname has proven to be inadequate for placing children in various educational programs and also for research purposes. Consequently, we propose that a short screener survey be used to assess language proficiency of Mexican American children. In addition the instrument may be used as an independent variable along with type of desegregation plan, the existence of bilingual/bicultural programs, etc., or as a covariate in the analyses of affective or achievement outcomes.

The language screener survey (given in Table C-2) consists of 12 census items and is adapted from Fishman, Cooper, Ma, et al (1968) and Fishman and Cooper (1969), and reading ability from a census and psycholinguistic interview consisting of listening comprehension, word naming, word association, word frequency estimation, Spanish usage rating scale, and linguistic elicitation tasks. The predictor and criterion scores were factor analyzed and multiple regression was used to determine how well the predictor scores predicted the criterion scores. In this study 431 persons of Puerto Rican background in a four-block "downtown" area of Jersey City were studied.

Fishman and Cooper (1969) report that the predictor that singly accounted for the largest proportion of variance was the language census. However, it must be emphasized that the validation of these predictors was performed on Puerto Rican respondents and that the same items might not be predictive of Mexican-American language skills. Consequently, a pilot study validating the items should be carried out with a Mexican-American sample.

TABLE C-2

Language Proficiency Screener Survey

Please answer the following questions about your use of Spanish and English.

	<u>Yes</u>	<u>Little</u>	<u>No</u>	<u>Refuses to Answer</u>	<u>N/A</u>
a. Can you understand a conversation in Spanish?	1	2	3	4	5
b. Can you speak Spanish (conversation)?	1	2	3	4	5
c. Can you read newspapers/books in Spanish?	1	2	3	4	5
d. Can you write letters in Spanish?	1	2	3	4	5
e. Can you understand a conversation in English?	1	2	3	4	5
f. Can you speak English (conversation)?	1	2	3	4	5
g. Can you read newspapers/books in English?	1	2	3	4	5
h. Can you write letters in English?	1	2	3	4	5

	<u>English</u>	<u>Spanish</u>	<u>Both</u>	<u>Refuses to Answer</u>	<u>N/A</u>
i. Which language do you speak most often at home?	1	2	3	4	5
j. Which language do you most frequently read at home?	1	2	3	4	5
k. Which language do you write most frequently at home?	1	2	3	4	5
l. How often do you speak Spanish to the older, bilingual Puerto Rican () Mexican American) women in your neighborhood?					
				a. very often	
				b. often	
				c. sometimes	
				d. not often	
				e. never	
				f. refuses to answer	
				g. N/A	

The language screener survey should be administered in either Spanish or English depending in which language the respondent feels most comfortable. The instrument should be administered orally for grades one through six. Fishman and Cooper (1969) report that items a through l predict accentedness of the speaker. Item a through l and item 1 together predict reading ability.

It has also been suggested in a previous section of this report (Part I, Ch. 5) that Spanish language proficiency should be assessed for Mexican American and Puerto Rican children. A compendium of some of the available Spanish language tests may be found in Tests in Spanish and Nonverbal Tests for Children in Bilingual Programs; An Annotated Bibliography, The University of the State of New York, The State Education Department, Bilingual Education Unit, Albany, New York 12224, 1973.

Test Bias

There has recently been concern that standardized achievement tests are biased against minority children. Test bias is no easy matter to define. One definition of a biased test might be one that measures different things for differeng groups. Green and Draper (1972) have discussed various types of test bias that can be identified by examining the items that make up a test. One type of bias may involve the reliability of the test. Reliability addresses the question of whether on separate occasions a test will give the same results. It is desirable that test scores remain fairly stable over the short run since it is unlikely that learning occurs rapidly over short periods of time. One approach to reliability involves assessing the inconsistency of performance of items within a test by means of an index

developed by Kuder and Richardson (1937). A test developer can determine from items that he tries out the amount each item contributes to the reliability of the test. By comparing the contribution that an item makes to test reliability for different ethnic groups the test developer can see if an item is differentially reliable for different groups.

Test items are also thought to measure latent mental traits such as reading, vocabulary skills, etc. Test bias may be investigated using factor latent trait models (Lord and Novick, 1968): Tests may be shown to be biased under the following four situations (from Green and Draper, 1972): when a test measures the same factors or traits for different ethnic groups but in different proportions; when a test measure additional factors or traits for one group; when a test measures some common traits or factors between groups and some unique to each group; and finally, when a test measures nothing in common between groups.

The results of studies investigating whether achievement tests contain biased items has produced conflicting results. All report finding some biased items but the impact of these items on total test score has generally found to be small.

As Green and Draper (1972) argue, "a demonstration that a test has some biased items does not necessarily prove that the test score overall is biased since some items may balance others," (p. 29). Nevertheless, an instrument chosen to measure school achievement in a study of school desegregation should be investigated for possible bias in its items. Alternatively, an academic achievement battery developed by a test manufacturer who has investigated the problem of biased items in his test should be chosen for the study.

SUMMARY AND RECOMMENDATIONS

In summary it has been argued that:

- o The testing instrument used to measure academic achievement in a study of school desegregation should be so constructed as to maximize inter-program or inter-group rather than inter-individual variance in order to increase the likelihood of detecting school effects as a result of desegregation.
- o The unit of analysis used for the study has a strong bearing on the type of achievement test and method of testing used. Thus, we recommend the following guidelines for achievement

testing:

- o Schools or grade level, rather than individuals be used as the unit of analysis.
- o Testing time be reduced by having independent samples of children take each subtest. Further, the total subject sample should be sufficiently large at the start of the study to permit repeated testing without losing too many subjects.
- o On subsequent testing the subject pool should be re-randomized to form the groups that take each subtest to avoid the risk of special "linkages" across time points as a result of having the same subjects taking the same subtests.
- o Testing should be carried out over a broad range of subjects and some effort should be expended to see whether or not specific objectives can be extracted from the more encompassing reading and mathematics achievement tests.

- o For longitudinal measurement it is important that test results be convertible to a higher order scale or metric.
- o A test publisher who has studied test items for possible bias against various ethnic groups should be selected.

Overall, it seems that most commercially available tests are not optimum for use in this study. Their major difficulty lies in their length. But there are questions as to whether the breadth of content and also norming and scaling data of these tests are appropriate for a study investigating differences between schools.

- o A federal agency contract with one or several of the test publishers specifically to produce and pretest a series of tests that are appropriate for the purpose of evaluating the impact of schooling. These tests should reflect some of the desirable characteristics, such as breadth of coverage, discussed here. Our view is that the Comprehensive Test of Basic Skills (McGraw-Hill) may be the best existing test to work with. Educational Testing Service also merits consideration.

SUGGESTED QUESTIONS FOR TEACHER SURVEY

Following are the questions we suggest be asked of teachers. The instrument is divided into the general survey, which is repeated for all teachers for all testing periods, and various modular sections, which are either designed for specific sets of teachers or for a specific testing period. We foresee the instrument as being complete for use in the First-Year Longitudinal Study (Chapter 7) and Student Panel Designs (Chapter 8), but in need of additional teacher attitude questions for the Process Studies (Chapter 9).

For ease of understanding, the teacher questionnaire is presented by topics. This organization will assist the reader in determining the relevance of the questions asked and is not a suggested structure for a final instrument. An "E" or "S" to the left of the question number indicates it is to be used only for elementary or secondary students. The questionnaire is to be self-administered, and returned to a school "mailbox" in a sealed envelope.

BACKGROUND QUESTIONS

[This modular is designed for use with all teachers the first time they complete a questionnaire; for subsequent interviews, it will not be necessary to ask these questions. These questions are designed to elicit demographic characteristics of teachers and other characteristics we feel may contribute to their ability to relate to students and their effectiveness as teachers.]

0-1. Are you male or female?

- Male 1
- Female 2

0-2. Which age group are you in?

- 25 or under 1
- 26-35 2
- 36-45 3
- 46-55 4
- 56-65 5
- Over 65 6

0-3. Which best describes you?

- Black 1
- White 2
- Mexican American 3
- Puerto Rican 4
- American Indian 5
- Oriental 6
- Other, please specify: _____ 7

0-4. How many years have you taught? _____

0-5. What is the highest level of education you have completed?

- Less than one year of college 1
- 1-3 years of college 2
- 4 years of college 3
- More than 4 years of college 4
- Master's degree 5
- Graduate work beyond master's degree 6
- Doctor's degree 7

0-6. Do you have children of your own?

- Yes 1
- No 2

a. If YES, how many? _____

b. What are their ages? (Check all that apply)

- Under 5 1
- 5-10 2
- 11-15 3
- 16-18 4
- Over 18 5

0-7. Do any of your children attend school with students of a different race (desegregated), or do they attend school with all the students of the same race (segregated)?

- Do not have any children in school 1
- All my children attend a desegregated school 2
- Some of my children attend a desegregated school and some attend a segregated school 3
- None of my children attend a desegregated school; they all attend a segregated school 4

0-8. Where have you lived most of your life (state or foreign country)?

0-9. Have you lived most of your life in a rural, suburban, or urban community?

- Rural 1
- Suburban 2
- Urban 3

0-10. What is the approximate distance between your home and the school where you teach?

- Less than one mile 1
- 1-5 miles 2
- 6-10 miles 3
- More than 10 miles 4

0-11. How long have you lived in your present neighborhood?

- Less than one year 1
- 1-3 years 2
- 4-6 years 3
- 7-9 years 4
- 10 years or more 5

0-12. How proficient are you in

	Do not know Spanish	Not very	Some- what	Very
Speaking Spanish?	0	1	2	3
Writing in Spanish?	0	1	2	3
Understanding a conversation in Spanish?	0	1	2	3
Reading Spanish?	0	1	2	3

GENERAL SURVEY

[This is the main section of the instrument; it contains questions which will be repeatedly asked of teachers in order to measure changes which occur within schools as well as changes in teachers' attitudes and behavior. Within this section of the survey, questions are organized by subtopics.]

Attitudes Toward Race and Integration

[We hypothesize that a teacher who is not in favor of integration personally will be less able to effectively teach students of another race and will be less able to promote positive intergroup relations among his or her students.]

1. Listed below are some statements other people have made. For each, please mark whether you strongly agree, agree, disagree, or strongly disagree.

	Strongly Agree	Agree	Disagree	Strongly Disagree
There is not as much prejudice against minority groups in this country as most people believe	1	2	3	4
I presently live or would like to live in an integrated neighborhood	1	2	3	4
The Civil Rights movement has done more harm than good	1	2	3	4
Blacks and whites should not be allowed to intermarry	1	2	3	4

Attitudes Toward School Integration

[We similarly hypothesize that a teacher who is not in favor of school integration will be less able to effectively teach students of another race, and will be unable to successfully promote positive inter-group relations among her students.]

2. Are the schools in this city desegregated or in the process of becoming desegregated?

- Yes 1
- No 2

3. Do you think that the racial integration of schools in this city is going too fast, not fast enough, or about right?

- Too fast 1
- Not fast enough 2
- About right 3

4. Here is a list of groups and people that school desegregation will affect. Do you think that each group will be helped or hurt by school desegregation?

	<u>Helped</u> <u>a lot</u>	<u>Helped</u> <u>a little</u>	<u>Neither</u>	<u>Hurt a</u> <u>little</u>	<u>Hurt</u> <u>a lot</u>	<u>Don't</u> <u>know</u>
Children from lower income families	1	2	3	4	5	6
Children from middle and upper income families	1	2	3	4	5	6
Black children	1	2	3	4	5	6
White children	1	2	3	4	5	6
Mexican American children	1	2	3	4	5	6
Puerto Rican children	1	2	3	4	5	6
Majority teachers	1	2	3	4	5	6
Minority teachers	1	2	3	4	5	6
School administrators	1	2	3	4	5	6
Parents	1	2	3	4	5	6

5. Suppose your own child were attending school with students from another race. Would you like it or dislike it?

- Would like it 1
- Would dislike it 2
- It wouldn't matter to me 3

6. As far as you know, how do each of the following feel about desegregation?

	<u>Favor</u>	<u>Do not care</u>	<u>Oppose</u>	<u>Don't know</u>	<u>Does not apply</u>
Most of your students	1	2	3	4	
The principal of this school	1	2	3	4	
The superintendent of this school district	1	2	3	4	
Most white teachers in this school ..	1	2	3	4	5
Most minority teachers in this school	1	2	3	4	5

Desegregation Plan

[A successful desegregation plan requires the support of the school staff. These questions are designed to elicit the feelings of teachers concerning several of the more controversial aspects of school desegregation plans--student busing, and racial balance of school staff.]

7. A number of approaches have been tried in desegregating schools. Please tell us if you generally approve or disapprove of the following approaches.

	<u>Approve</u>	<u>Disapprove</u>
Changing school boundaries	1	2
Busing minority students to previously white schools	1	2
Busing white students to previously minority schools	1	2
Busing students across school district lines	1	2

8. Is it desirable for the teaching staff to be desegregated prior to desegregating the student body?

No, a desegregated teaching staff is not needed ... 1

Yes, the teaching staff should be desegregated along with desegregation of the student body 2

Yes, the teaching staff should be desegregated prior to desegregating the student body 3

9. Which of the following methods of staff desegregation would you favor, and which would you oppose?

	<u>Favor</u>	<u>Oppose</u>
Faculty exchange between sending and receiving schools	1	2
Voluntary faculty selection	1	2
District reassignment of teachers	1	2
District recruitment of minority teachers	1	2
Assignment of teachers if not enough teachers volunteer	1	2
Assignment based on seniority	1	2

Curriculum Modification

[As schools desegregate, they frequently modify parts of their curriculum. These questions will help determine the modifications that may have occurred in each school, as well as the reasons leading up to curriculum modifications. Special emphasis is placed on bilingual/biculturalism. We hypothesize that a good school is a school which strives for cultural pluralism.]

10. Some people say that when a school desegregates, it should undergo major curriculum revisions. Please indicate whether you agree or disagree with the following reasons given for changing the curriculum.

	<u>Agree</u>	<u>Disagree</u>
To meet the needs of students of different ability levels	1	2
To make curriculum more relevant to all the students	1	2
To make the curriculum bicultural	1	2
It is necessary to change the curriculum in order to teach race relations	1	2
Most schools should make major curriculum changes; desegregation is an opportunity to do this	1	2

11. Which of the following best describes the changes in the curriculum in your school during the past two years? (Check all that apply)

Only minor changes have been made at most	1
The curriculum has been changed to better meet the needs of low ability students	2
The curriculum has been changed to make it more relevant or interesting	3
The curriculum has been changed to allow more individualization	4
The curriculum has been changed to make it bicultural or bilingual	5

12. A number of schools have adopted multi-ethnic texts which discuss minority-group leaders and portray minority-group characters.

Are texts of this type used in your school?

Yes, most of the texts discuss minority groups	1
Some of the texts are multi-ethnic, but most are not	2
Few, if any, of the texts are multi-ethnic	3

13. Below is a list of programs which have started in some schools. Think about a school like yours which might not have any of these programs and tell us how desirable you think each program would be.

	<u>Very Desirable</u>	<u>Somewhat Desirable</u>	<u>Not Very Desirable</u>
Guidance counselors program	1	2	3
Teacher aides	1	2	3
Remedial reading programs	1	2	3
Minority-group history or culture courses	1	2	3
Special classrooms for under- achievers	1	2	3
Special classrooms for socially or emotionally maladjusted	1	2	3
Achievement grouping of classrooms ..	1	2	3
Achievement grouping within classes	1	2	3
Major curriculum revisions	1	2	3
Extracurricular activities geared towards minority students	1	2	3
Late bus for students who stay for extracurricular activities	1	2	3
Program for tutoring low-achieving students	1	2	3
Special programs to increase parent- teacher contact	1	2	3
Programs to improve intergroup relations among students	1	2	3
Programs to improve intergroup relations among teachers	1	2	3
Biracial advisory committee of students	1	2	3
Team teaching	1	2	3
Ungraded classrooms	1	2	3
Demonstration or experimental classrooms	1	2	3

14. Following are some reasons that have been offered for teaching Spanish to English-speaking children. Do you agree or disagree with the reasons offered?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
It will help them understand Spanish-speaking people and their way of life ...	1	2	3	4
It will enable them to gain friends more easily among Spanish-speaking people	1	2	3	4
It will someday be useful in getting a good job	1	2	3	4
They will need it for some specific education or business goals	1	2	3	4
It will enable them to think and behave as Mexican Americans (Chicanos)	1	2	3	4

14a. These same reasons are offered for teaching English to Spanish-speaking children. Again, do you agree or disagree with these statements?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
It will help them understand English-speaking people and their way of life ...	1	2	3	4
It will enable them to gain friends more easily among English-speaking people	1	2	3	4
It will someday be useful in getting a good job	1	2	3	4
They will need it for some specific education or business goals	1	2	3	4
It will enable them to think and behave as Anglos	1	2	3	4

14b. Similar reasons are offered for teaching Spanish to Spanish-speaking children. Do you agree or disagree with the reasons offered?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
It will preserve their own language and culture	1	2	3	4
It will enable them to maintain friendships	1	2	3	4
It will someday be useful in getting a good job	1	2	3	4
They will need it for some specific education or business goals	1	2	3	4
It will enable them to continue to think and behave as Mexican Americans	1	2	3	4

15. Do you teach in a bilingual/bicultural program?
- No, school does not have one 1
 - No, but school has one 2
 - Yes, I teach in a bilingual/bicultural program .. 3
 - Not applicable 0
16. On the average, what percent of the time are the students taught in English and what percent of the time are they taught in Spanish?
- Not applicable 0
 - 10% Spanish; 90% English 1
 - 20% Spanish; 80% English 2
 - 30% Spanish; 70% English 3
 - 40% Spanish; 60% English 4
 - 50% Spanish; 50% English 5
 - 60% Spanish; 40% English 6
 - 70% Spanish; 30% English 7
 - 80% Spanish; 20% English 8
 - 90% Spanish; 10% English 9

Grading Practices

[These questions will enable the researcher to obtain a mean level of grades by school. We hypothesize that students' self-esteem will be correlated with grades received. We also hypothesize that a good school is a school which finds something for which to reward all students.]

17. What were the distribution of grades in your reading or English classes for the last grading period (for example, 6 A's, 8 B's, 8 C's, 4 D's, and 2 F's)?

- E-18. Last grading period, how many students in your classroom did not receive the highest possible grade in any subject?

Expectations of Students' Performance

[A teacher who expects less of certain students is apt to differentially reward and punish, set different standards, and behave differently toward these students.]

19. What proportion of your white (Anglo) students would you say are performing adequately by your standards?

- Almost all are doing adequate work 1
- More than half are doing adequate work 2
- Less than half are doing adequate work 3
- Very few are doing adequate work 4
- Does not apply 0

20. What proportion of your minority-group students would you say are performing adequately by your standards?

- Almost all are doing adequate work 1
- More than half are doing adequate work 2
- Less than half are doing adequate work 3
- Very few are doing adequate work 4
- Does not apply 0

21. What proportion of your white (Anglo) students would you say have the potential to attend the principal state university in your state?

- More than half 1
- Almost half 2
- Less than half 3
- Very few 4
- Does not apply 0

22. What proportion of your minority-group students would you say have the potential to attend the principal state university in your state?

- More than half 1
- Almost half 2
- Less than half 3
- Very few 4
- Does not apply 0

Classroom Organization

[This section collects data on the amount of time a student receives instruction, as well as the structure of the student's learning environment. We hypothesize that a good school is a school in which its teachers are flexible and able to adapt to the needs of the students.]

23. On the average, how many students are there in your classroom?
(Answer for a single classroom. For example, if you have a combined class which you share with another teacher, divide total number of students by 2.)

24. On the average, how many hours per day are the students in school (not counting "after-school" activities)?

E-25. Please indicate the approximate amount of time (in minutes) that a typical child now spends each day in the different size groups listed below. Then write the amount of time you would prefer to have the child spend in each size group. (Include only time spent on academic subjects.)

	<u>a. Now Spends</u>	<u>b. Prefer</u>
Activities with the <u>entire</u> class	_____	_____
Activities with a <u>large</u> group of children (at least 7 children)	_____	_____
Activities in a <u>small</u> group (with between 2-6 children)	_____	_____
Activities done in pairs	_____	_____
Activities done <u>alone</u>	_____	_____
Other, please specify:	_____	_____

S-25. Please indicate the approximate amount of time (in minutes) that a typical student now spends in your English class each week in the different size groups listed below. Then write the amount of time you would prefer to have the child spend in each size group.

	<u>a. Now Spends</u>	<u>b. Prefer</u>
Activities with the <u>entire</u> class	_____	_____
Activities with a large group of students (at least 7 students)	_____	_____
Activities in a <u>small</u> group (with between 2-6 students)	_____	_____
Activities done in pairs	_____	_____
Activities done <u>alone</u>	_____	_____
Other, please specify:	_____	_____

E-26. Again, including only academic subjects, about how much time each day (in hours or minutes) might the typical child be engaged in activities that:

the child selects without consultation	_____
the child selects after some discussion with you or a teacher assistant	_____
you or a teacher assistant and the child decide on together	_____
you or a teacher assistant selects after consultation with the child	_____
you or a teacher assistant selects for the child without consultation	_____
Other, please specify:	_____

S-26. Again, in your English classes, about how much time each week (in hours or minutes) might the typical student be engaged in activities that:

- the student selects without consultation _____
- the student selects after some discussion with
you or a teacher assistant _____
- you or a teacher assistant and the student
decide on together _____
- you or a teacher assistant selects after consulta-
tion with the student _____
- you or a teacher assistant selects for the
student without consultation _____
- Other, please specify: _____

27. In an average week, how much extra time (not counting homework) do most poor readers spend in reading?

- None 1
- 1 to 2 hours a week extra 2
- 3 or more hours a week extra 3

28. Is your classroom nongraded?

- Yes 1
- No 2

29. Are the students allowed to talk to each other in your classroom?

- Yes 1
- No 2

30. In some schools, a student who is placed in a particular ability class will almost always stay in that level until he graduates; in other schools, a fairly large number of students are changed into different levels before they graduate. What happens in your school?

- We do not separate students by ability level
or into different academic programs 1
- Very few students change from one academic
level or program to another 2
- Approximately one student out of every ten
changes between the time he enters school
and the time he leaves 3
- More than one-tenth of the students change 4

31. How is the seating determined in your classroom?
- Teacher prescribed, by alphabetical order 1
 - Teacher prescribed, randomly 2
 - Teacher prescribed, by (please describe) _____
_____ 3
 - Student selected 4
 - No formal seating arrangement; changes daily ... 5

Teacher Aides

[We further hypothesize that teacher aides and/or other support staff are necessary to enable a teacher to work individually with students and adopt a flexible arrangement.]

32. Do you have any paid teacher aides working with you and your students?
- Yes, full time for my class 1
 - Yes, part time for my class 2
 - No 3
33. How is most of the teacher aide time spent in your class? (Please select only one response.)
- I do not have an aide 0
 - Doing clerical and other tasks 1
 - Helping students with their work 2
 - Working with parent or community groups 3
 - Helping to counsel students 4
34. What ethnic group is your aide? (If you have aides from more than one ethnic group, mark "other" and specify.)
- I don't have an aide 0
 - Black 1
 - White (Anglo) 2
 - Mexican American 3
 - Puerto Rican 4
 - Cuban 5
 - American Indian 6
 - Oriental 7
 - Other, please specify: _____ 8

35. Are you involved in a team teaching program with more than one teacher (not an aide)?

- Yes, all day 1
- Yes, part of every day 2
- Yes, on some days 3
- No 4

36. Do you have any additional assistance in the classroom? (Check all that apply.)

	<u>Every day</u>	<u>Once/ week</u>	<u>Once/ month</u>	<u>Hardly ever</u>
Cross-age tutors	1	2	3	4
Peer tutors	1	2	3	4
Parent volunteers	1	2	3	4
Other, please specify: _____	1	2	3	4

Parent Involvement

[This section is designed to determine the role of parents in the school as well as to determine teachers' attitudes toward parent involvement. We hypothesize that a good school is one which welcomes parent participation and actively seeks their involvement.]

37. In your school, do parents participate in any of the following activities?

	<u>Yes</u>	<u>No</u>
Curriculum development	1	2
Volunteer classroom assistance	1	2
Assistance with field trips	1	2
Donation of materials or equipment	1	2
Fund-raising activities	1	2
Selection of new teachers	1	2
Allocation of the budget	1	2
PTA	1	2
Parent Advisory Council	1	2
Biracial committee	1	2

38. Would you say that your school is trying harder this year than it has in the past to get parents to visit the school or come to PTA or other parent groups, or is it not trying as hard?

- School is trying harder this year 1
- School is not trying as hard this year 2
- No difference 3

39. As far as you know, do white (Anglo) parents come to school more often this year than last year, less often, or about the same?

- More often 1
- Less often 2
- About the same 3
- Does not apply 0

40. As far as you know, do minority-group parents come to school more often this year than last year, less often, or about the same?

- More often 1
- Less often 2
- About the same 3
- Does not apply 0

41. Listed below are some statements people have made. For each statement, please indicate whether you agree or disagree

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Parents should have a lot more to say about what their children learn in school	1	2	3	4
Obedience and respect for authority are among the most important things children can learn	1	2	3	4
In general, teachers and principals don't want the advice of parents ..	1	2	3	4
Busing elementary school children to schools in other parts of the city only harms their education	1	2	3	4
Most minority children are getting equal educational opportunity in public schools	1	2	3	4
Racial imbalance in schools hurts the education of children	1	2	3	4
It is almost always better for children to go to schools in their own neighborhoods	1	2	3	4
State and Federal funds should be withheld from public schools which remain racially imbalanced ..	1	2	3	4
Most parents want to send their children to the neighborhood school	1	2	3	4

Principal Behavior and School Decisionmaking

[We will want to look at how the teachers perceive their principal, whether they perceive his goals for the school similarly, and how they perceive their involvement in the decisionmaking process. We hypothesize that a good principal will involve others in the decisionmaking process, will communicate his goals clearly, will set an example for his staff, and be readily accessible to them.]

42. This past year, how often have you gone to your principal for advice on a teaching problem you were encountering?

- I haven't done this at all 1
- I asked for advice once or twice this year 2
- I asked for advice 3 to 10 times 3
- More than 10 times 4

43. Think about the last time your principal advised you. Did it turn out that the advice was helpful for solving the problem, or did it turn out not to be very helpful?

- Was helpful 1
- Was not very helpful 2

44. Which of the following would your principal most like to see for your school? (Check only the one or two things which you think are most important to him or her.)

- High achievement test scores 1
- Good race relations 2
- A school where children seem happy 3
- Low student absenteeism 4
- Good esprit de corps among staff 5
- Good school/community relations 6
- More funds for school staff and supplies 7

45. Compared to what you think other principals in other schools are like, do you think this school's principal is outstanding, better than average, as good as most, or below average?

- Principal is outstanding 1
- Principal is better than average 2
- Principal is as good as most 3
- Principal is below average 4

46. This school year, have you had an opportunity to participate in making major school decisions?

- Yes 1
- No 2

47. This school year, have any changes been made as a result of criticisms raised by parents?

- Yes 1
- No 2

48. How often, this school year, has your principal had contact with groups in the community?

- Often 1
- Occasionally 2
- Seldom 3
- Never 4
- Don't know 0

49. How much influence do each of the following groups or people have in making curriculum decisions in your school?

	<u>A great deal of influence</u>	<u>Some influence</u>	<u>Very little influence</u>
Principal	1	2	3
Central administration	1	2	3
Parent groups	1	2	3
Community groups	1	2	3
School board	1	2	3
Teachers	1	2	3
Teachers' union	1	2	3
Students	1	2	3
You, yourself	1	2	3

50. Listed below are some statements about school principals. Please indicate whether you agree or disagree with each statement as it applies to your principal:

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
The principal goes out of his way to help teachers	1	2	3	4
The principal is easy to understand	1	2	3	4
The principal sets an example by working hard himself	1	2	3	4
The principal tells teachers of new ideas he has run across	1	2	3	4
The principal makes all class-scheduling decisions	1	2	3	4
The principal runs the faculty meeting like a business conference	1	2	3	4
The principal helps staff members settle minor differences	1	2	3	4
The principal is in the building before the teachers arrive	1	2	3	4
The principal criticizes a specific act rather than a staff member	1	2	3	4
The rules set by the principal are never questioned	1	2	3	4
The principal looks out for the personal welfare of the teachers	1	2	3	4

Attitudes Toward Teaching Staff and School

[The morale of the staff, how they get along with each other, their job security, and attitudes toward their school will all affect the teachers' ability to teach effectively. This section is designed to get at these attitudes.]

51. Do you feel you could go to another teacher in this school to get advice on a teaching problem you were encountering?
- Yes 1
 - No 2 (SKIP TO Q52)
- 51a. How often have you done so this past year?
- I haven't done this at all 1
 - I asked for advice once or twice this year 2
 - I asked for advice 3 to 10 times 3
 - More than 10 times 4
- 51b. Think about the last time you asked a teacher for advice. Was the advice helpful for solving the problem?
- Yes 1
 - No 2
52. How often, this school year, have you done something socially with another teacher from your school?
- I haven't done this at all 1
 - Once or twice this year 2
 - 3-10 times 3
 - More than 10 times 4
53. Think for a moment about the three teachers you talk with most often at this school. Are they the same racial (or ethnic) group you are?
- Yes, all same group as me 1
 - No, one or more is from another group 2
 - All teachers in this school are the same group 3

54. Are any of the teachers in this school unfair to minority-group students?

- Almost all of them 1
- Many of them 2
- A few 3
- Only one teacher 4
- None 5
- Does not apply 0

55. Are any of the teachers in this school unfair to white students?

- Almost all of them 1
- Many of them 2
- A few 3
- Only one teacher 4
- None 5
- Does not apply 0

56. Think for a moment about the qualities you feel make a good teacher. Now think of the three teachers you feel best display these qualities (i.e., the three best teachers at your school). Are they the same racial (or ethnic) group you are?

- Yes, all same group as me 1
- No, one or more is from another group 2
- All teachers in this school are the same group 3

57. Listed below are some statements concerning teaching staffs. Please indicate whether you agree or disagree with each statement as it applies to the staff at your school.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
There is a minority group of teachers who always oppose the majority	1	2	3	4
Teachers exert group pressure on nonconforming faculty members	1	2	3	4
In faculty meetings, there is a feeling of "Let's get things done"	1	2	3	4
Most of the teachers here accept the faults of their colleagues	1	2	3	4
Teachers have too many committee requirements	1	2	3	4
Teachers at this school show much school spirit	1	2	3	4
Teachers at this school stay by themselves	1	2	3	4
Teachers eat lunch by themselves in their own classrooms	1	2	3	4
The morale of the teachers is high	1	2	3	4
Teachers socialize together in small select groups	1	2	3	4
Teachers talk about leaving the school system	1	2	3	4
Teachers leave the building as soon as possible at day's end	1	2	3	4

58. Compared to other schools that you know about, would you say that the tone of this school is more strict, more easygoing, or about average?

- More strict 1
- More easygoing 2
- About average 3

59. Compared to what you think other schools are like, do you think this school is better than average, as good as most, or below average?

- School is outstanding 1
- School is better than average 2
- School is as good as most 3
- School is below average 4

60. In the past two years, how many teachers at this school have been dismissed or transferred unwillingly to another school?

- None (SKIP TO Q61) 1
- One or two 2
- 3-10 3

60a. For what reasons were these teachers dismissed or transferred?

- Incompatible with administrator 1
 - Parent pressure 2
 - Incident at school 3
 - Poor performance 4
 - To achieve staff racial balance 5
 - As a result of school desegregation 6
 - Other, please specify: _____ 7
-

61. If you had a choice, would you prefer to teach at a different school?

- Yes 1
- No 2

Attitudes Toward Teaching

[A teacher's attitude toward her work will also affect her ability to teach. In addition, a rank ordering of the teacher's goals for her students is included in this section. This will serve as an indication of the teacher's orientation to teaching.]

62. Everything considered, would you say you are very happy, pretty happy, or not too happy these days?

- Very happy 1
- Pretty happy 2
- Not too happy 3

63. Are you enjoying teaching more or less this year than you did last year?

- I enjoy teaching more this year than last year 1
- I enjoy teaching less this year than last year 2
- I really don't feel any difference 3

64. If you were starting your working life over again, would you decide to become a teacher, or would you select some other career?

- Become a teacher 1
- Select another career 2

65. Below is a list of goals which have been suggested for public education. For each, please indicate whether you think the goal is very important, somewhat important, or not too important for your students to achieve.

	<u>Very important</u>	<u>Somewhat important</u>	<u>Not too important</u>
Mastery of basic skills	1	2	3
Development of self-respect	1	2	3
Ability to arrive at independent decisions	1	2	3
Development of concern for others ...	1	2	3
Ability to apply knowledge to the solution of real-life problems	1	2	3
Development of desire for continued learning	1	2	3
Understanding of, and concern for, problems of society	1	2	3
Ability to develop a personal value system	1	2	3
Ability to effectively plan the use of time	1	2	3
Ability to study independently	1	2	3

The Effects of School Desegregation

[This subsection is to be administered only to teachers in desegregated schools. These questions deal with the effects of desegregating schools and periodic resurveying of teachers will indicate how these effects change over time.]

D-1. On the whole, how would you evaluate the way in which desegregation is working out in your school?

- Almost no problem 1
- Some minor problems 2
- Some serious problems 3
- Many serious problems 4

D-2. Here is a list of groups and people that school desegregation affects. Do you think that each group is being helped or hurt by school desegregation?

	<u>Helped a lot</u>	<u>Helped a little</u>	<u>Neither</u>	<u>Hurt a little</u>	<u>Hurt a lot</u>	<u>Don't know</u>
Children from lower income families	1	2	3	4	5	6
Children from middle and upper income families ...	1	2	3	4	5	6
Black children	1	2	3	4	5	6
White children	1	2	3	4	5	6
Mexican American children .	1	2	3	4	5	6
Puerto Rican children	1	2	3	4	5	6
Majority teachers	1	2	3	4	5	6
Minority teachers	1	2	3	4	5	6
School administrators	1	2	3	4	5	6
Parents	1	2	3	4	5	6

D-3. How would you describe the contact between minority (black, Mexican American, Puerto Rican) and majority (white Anglo) group students in your school?

- Very tense relationship 1
- Formal relationships are satisfactory, but not intergroup friendships 2
- A few intergroup friendships 3
- Many intergroup friendships 4

D-4. Here is a list of things that have happened in some desegregated schools. Please indicate whether or not each of these things happened at your school.

	<u>Yes</u>	<u>No</u>	<u>Does not apply</u>
A greater amount of fighting than before desegregation	1	2	
Minority groups demanding multi-cultural studies	1	2	
All students are learning more	1	2	
Students are becoming less prejudiced ...	1	2	
New educational programs are improving schools	1	2	
Teachers from different groups are learning to work well together	1	2	0

D-5. What proportion of your white (Anglo) students would you say are discipline problems--cut classes, damage property, get into fights?

20% or more	1
15%-19%	2
10%-14%	3
5%-9%	4
Less than 5%	5

D-6. What proportion of your minority-group students would you say are discipline problems--cut classes, damage property, get into fights?

20% or more	1
15%-19%	2
10%-14%	3
5%-9%	4
Less than 5%	5

D-7. For how many years have you worked with pupils of other racial or ethnic groups--that is, with students from a racial (or ethnic) group different from your own? | |

- Never 1
- 1 year (this is my first year) 2
- 2 years 3
- 3 years 4
- 4 years 5
- 5 or more years 6

D-8. In preparation for working with pupils of other racial or ethnic groups, did you take any inservice training, college courses, workshops, or other teacher education dealing with intergroup relations or instruction of disadvantaged students?

- I haven't taken any training 1
- Yes, intergroup relations 2
- Yes, instruction of disadvantaged 3
- Yes, both intergroup relations and instruction of disadvantaged 4
- Took training, but not on those topics 5

D-9. Do you feel most teachers need special training in order to work with pupils of other racial or ethnic groups?

- Yes, most teachers need special training 1
- No, special training is not needed for most teachers 2

Elementary School Teachers

[This subsection is to be administered to elementary school teachers only. The questions in the main body of the survey that were flagged for elementary teachers would also be included here. Basically, these questions get at how much teachers know about individual students--whether they perceive students differently when they are from different achievement levels, of different sex and ethnicity. The research team will select six students prior to the administration of this teacher survey. The six students will be selected on the results of a previously administered placement exam; two students each will be selected from the high, middle, and low achievement levels, rotated by sex (and ethnicity if the school is desegregated).

E-1. Now we would like to find out some specific things about some of your students. We have selected the names of six students from your class list and would like to ask you a few questions for each of these six students.

<u>Name of Student</u> [repeat 6 times]	<u>Yes</u>	<u>No</u>	<u>Don't know</u>
Does this student			
have many friends?	1	2	0
have a hobby he or she is especially interested in?	1	2	0
talk to you about what he or she is doing outside of class?	1	2	0
seem to have a difficult home life?	1	2	0
have a special interest in some school project?	1	2	0
Is this child			
often unhappy?	1	2	0
likable around adults?	1	2	0

	<u>Yes</u>	<u>No</u>	<u>Don't know</u>
Do you find this student			
interesting?	1	2	0
enjoyable to have in class?	1	2	0
capable of independent work?	1	2	0
not requiring constant supervision?	1	2	0
not a discipline problem?	1	2	0

What things does this student do well?

High School Teachers

[This subsection is to be administered to junior high and high school teachers only. The questions in the main body of the survey that were flagged for high school teachers would also be included here. This section collects data on the nonacademic activities offered at the school and the involvement of minority-group students in these activities. These questions would be asked only of teachers in desegregated schools.]

H-1. Has this school organized any new biracial nonacademic activities this school year?

- Yes 1
- No 2

H-2. Has this school organized any new bilingual nonacademic activities this school year?

- Yes 1
- No 2

H-3. Has the school taken steps to make certain that all social clubs, band, athletic teams, etc., are integrated?

- Yes, all integrated 1
- No, some are not integrated 2
- No nonacademic activities 3

H-4. When your school desegregated, were new team names, colors, etc., chosen by the student body?

- Yes 1
- No 2

H-5. If you have a biracial student committee in your school, how effective has the committee been in solving intergroup problems and making desegregation go smoothly?

- No such committee 1
- Effective; it has helped 2
- Somewhat effective; it has helped a small amount 3
- It hasn't really accomplished anything 4
- It has done as much harm as it has done good .. 5
- It has been definitely harmful 6

H-6. Compared to last year, as far as you know, has student participation in nonacademic activities increased, decreased, or remained the same in your school?

Increased	1
Decreased	2
Remained the same	3

H-7. Has your school eliminated any student dances because of possible racial problems?

Yes	1
No	2

H-8. Has your school eliminated any student elections because of possible racial problems?

Yes	1
No	2

H-9. Does your school observe the following:

[note: additional ethnic holidays should be added to this question.]

	<u>Yes</u>	<u>No</u>
a. Cinco de Mayo	1	2
b. Mexican Independence Day on September 15	1	2

SUGGESTED QUESTIONS FOR PRINCIPAL INTERVIEW

Following are the questions we suggest be asked of principals. The instrument is divided into the general survey, which is repeated for all principals for all interview periods, and various modular sections, which are either designed for specific sets of principals or for a specific interview period.

For ease of understanding, this principal interview is presented by topics. This organization will assist the reader in determining the relevance of the questions asked and is not a suggested structure for a final instrument.

GENERAL SURVEY

[This is the main section of the instrument; it contains questions which will be repeatedly asked of principals in order to measure changes which occur within schools.]

School Resources

[This section is designed to elicit facts concerning the resources available to each school.]

1. First, I would like to ask some questions about various categories of personnel at this school. HAND RESPONDENT CARD A. How many full-time and part-time staff members in each of the categories on the card are currently working at this school?

	<u>No. of</u> <u>Full Time</u>	<u>No. of</u> <u>Part Time</u>
Remedial reading teacher		
Remedial math teacher		
Music or art teacher		
Drama or speech teacher		
Gym teacher or coach		
Vocational education teacher		
Counselor aides		
Guidance counselor		
Psychologist		
Social worker		
Speech therapist		
Teacher aides		
Library aide or clerk		
Librarian		
Nurse		
Audio-visual specialist		
Truant officer/home visitor		
Community relations specialist		
Administrator (not listed above)		
Other, please specify _____		

2. We've talked about special personnel. Now, please tell me how many regular classroom teachers are on your staff.

Total number of regular classroom teachers: _____

ASK A AND B FOR EACH CATEGORY BEFORE GOING ON TO NEXT CATEGORY.

	A.	B.
	Approximately how many of the teachers are ... READ CATEGORY AND RE- CORD BELOW; THEN ASK B	Approximately how many (READ CATEGORY) teachers did you have last year?
Black	_____	_____
White	_____	_____
Mexican-American	_____	_____
Puerto Rican	_____	_____
Other	_____	_____

3. In which of the following areas do you feel that your school now needs some additional staff members? (READ CATEGORIES AND MARK ALL THAT APPLY.)

- Administrative 1
- Supervisory 2
- Counseling and guidance 3
- Classroom teachers 4
- Clerical 5
- Janitorial-maintenance 6
- Other (specify): _____
- _____ 7

4. About what percentage of your full-time teaching staff is fully certificated by your state? (Do not include those holding temporary or provisional certification.)

None 1
_____ out of _____

5. About how many full-time teachers left your school during the last school year and had to be replaced?

_____ teachers

6. Many schools have found the last few years very difficult with budget shortages, demands of teacher organizations, demands of community groups, pressure for school desegregation and so on. Compared to other schools you know about, would you say that the last few years have been especially difficult, about average, less difficult than average, or not difficult at all for your school.

Especially difficult 1
About average 2
Less difficult than average 3
Not difficult at all 4

7. How often have (READ EACH ITEM) been a source of difficulty or conflict in the last few years--frequently, sometimes, or almost never?

||

	<u>Frequently</u>	<u>Sometimes</u>	<u>Almost Never</u>
Teacher demands	1	2	3
Student demands	1	2	3
Crime or vandalism in schools ..	1	2	3
Desegregation	1	2	3
Demands by community groups	1	2	3
Student test scores	1	2	3
Student drop outs	1	2	3

School Characteristics

[Besides the resources available to each school, we are also interested in developing a profile of each school, including the characteristics of the student body and the practices followed by each school.]

8. The residences in the area served by your school are best described as primarily (READ CATEGORIES)

- Expensive private homes 1
- Moderate-priced homes 2
- Low-cost homes 3
- High-rental apartments 4
- Moderate-rental apartments 5
- Low-rental apartments 6
- Low-income dwellings 7

9. Students in your school come from areas which are best described as primarily

- Urban residential 1
- Urban industrial 2
- Urban commercial 3
- Suburban residential 4
- Suburban industrial 5
- Suburban commercial 6
- Scattered over the entire city
(larger than 5000 people) 7
- Small town (under 5000 people) 8
- Rural-farm 9
- Other (specify): _____
- _____ 10

10. What about religious minorities. Approximately what proportion of the student body here is Catholic? (Just your best guess.)

_____ %

11. Approximately what proportion of the student body is Jewish? (Just your best guess.)

_____ %

12. Which of the following best describes the changes which occurred in your active enrollment between the academic years 1973-1974 and 1974-1975?

- Up, by about 1-10% 1
- Up, by about 11-20% 2
- Up, by about 21% or more 3
- About the same 4
- Down, by about 1-10% 5
- Down, by about 11-20% 6
- Down, by 21% or more 7

13. Estimate the average daily percentage of absenteeism in your school during last year.

2% or less.....	1
3-5%	2
6-8%	3
9-11%	4
12-14%	5
15-17%	6
18-20%	7
21-23%	8
24-27%	9
28% or more	10

14. During last school year, what percentage of your students were on half-day sessions (i.e., double shifts)?

None	1
0-9%	2
10-19%	3
20-29%	4
30-39%	5
40-49%	6
50-59%	7
60-69%	8
70-79%	9
80-89%	10
90-99%	11
All of them	12

15. How long are the students in school each day? (Answer in elementary principals only) hours and minutes

16. What is the average size of the classes in your school?

(elementary principals only)	10 or less	1
	11-15	2
	16-19	3
	20-24	4
	25-29	5
	30-34	6
	35 or more	7

15. How many class periods a day does each student usually spend in school?
(high school principals only)

3 or fewer	1
4	2
5	3
6	4
7	5
8 or more	6

15A What is the usual length of a class period?
(high school principals only)

30 minutes or less	1
About 35 minutes	2
About 40 minutes	3
About 45 minutes	4
About 50 minutes	5
About 55 minutes or more	6

16. What size is your average instructional class in science and math?
(high school principals only)

10 or less	1
11-15	2
16-19	3
20-24	4
25-29	5
30-34	6
35 or more	7

16A What is your average instructional class size in non-science courses?
(high school principals only)

10 or less	1
11-15	2
16-19	3
20-24	4
25-29	5
30-34	6
35 or more	7

17. What is the average amount of homework per day which a student in your school is expected to do?

- Students are not usually given out-of-class assignments 1
- Less than 1 hour 2
- 1-2 hours 3
- 2-3 hours 4
- 3-4 hours 5
- 4-5 hours 6
- More than 5 hours 7

18. In your opinion, are test scores generally a good indicator of a pupil's ability?

- Yes, good indicator 1
- No, not good indicator 2

Relationship with Staff

[We are interested in the principal's relationship with his superior as well as his staff, and how he/she perceives the role of the principal.]

19. Some educators say that the principal of a school can have a very important effect on how well his or her students do in school; others say that so much depends upon the teachers, the family background of the students, and the school district's finances that there is little a principal can do. Which comes closest to how you feel?

- Principal can have an important effect 1
- Much depends on others; principals can do little..... 2

20. Do you have an opportunity to observe in classrooms or do your other duties take up too much of your time?

- Do not have an opportunity to observe 1
- Occasionally observe classrooms 2
- Frequently observe classrooms 3

21. How often, this school year, have you met with parent or community groups?

- Once a week or more
- Twice a month
- Once a month
- Less than once a month ...

22. Compared to teachers in other schools, how would you rate your teaching staff in overall ability--outstanding, better than most, about average or below average?

- Outstanding 1
- Better than most 2
- About average 3
- Below average 4

23. Think for a moment about the qualities you feel make a good teacher, Now think of the three teachers you feel best display these qualities (i.e., the three best teachers at your school). Are they all of the same racial (or ethnic) group?

- Yes, all same group 1
- No, one or more is from another group 2
- All teachers in this school are the
same group 3

24. Listed below are some statements concerning teaching staffs. Please indicate whether you agree or disagree with each statement as it applies to your staff.

	<u>Strongly</u> <u>Agree</u>	<u>Agree.</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
There is a minority group of teachers who always oppose the majority	1	2	3	4
Teachers' exert group pressure on nonconforming faculty members	1	2	3	4
In faculty meetings, there is a feeling of "Let's get things done."	1	2	3	4
Most of the teachers here accept the faults of their colleagues	1	2	3	4
Teachers have too many committee requirements	1	2	3	4
Teachers at this school show much school spirit	1	2	3	4
Teachers at this school stay by themselves	1	2	3	4
Teachers eat lunch by themselves in their own classrooms	1	2	3	4
The morale of the teachers is high	1	2	3	4
Teachers socialize together in small select groups ...	1	2	3	4
Teachers talk about learning about the school system ..	1	2	3	4
Teachers leave the building as soon as possible at day's end	1	2	3	4

25. Compared to superintendents in other districts in this part of the country, how would you rate your superintendent in his overall ability-- outstanding, better than most, about average, or below average?

- Outstanding 1
- Better than most 2
- About average 3
- Below average 4

26. Do you feel you could go to your superintendent to get advice on a problem you were encountering in your school?

- Yes 1
- No 2

27. Are you enjoying your work more this year than last year, less, or about the same?

- More 1
- Less 2
- Same 3

CURRICULUM

[This section will provide us with information concerning the curriculum and programs offered at each school.]

28. Now I want to ask you about some programs and courses. Please look at this list and tell me which of these you have at your school, and which of the programs and courses you do not have (HAND RESPONDENT CARD.)

	<u>Have</u>	<u>Do Not Have</u>
Teacher workshops or in-service training for teachers or teacher aides	1	2
Remedial reading program	1	2
Vocational training courses	1	2
Minority group history or culture classes	1	2
Special classrooms for underachievers	1	2
Special classrooms for socially or emotionally maladjusted	1	2
Achievement grouping of classrooms	1	2
Major curriculum revisions	1	2
Extracurricular activities geared toward minority students	1	2
Late bus for students who stay late for extracurricular activities	1	2
Program for tutoring low-achieving students	1	2
Special program to increase parent-teacher contact (e.g., conferences)	1	2
Program to improve intergroup relations among students	1	2
Program to improve intergroup relations among teachers	1	2
Multi-racial advisory committee of students	1	2
Equipment for students to use such as reading machines, tape recorders, video-tape machines, etc.....	1	2

29. In which of the following areas has your school taken part in a large-scale inter-system tryout of a special, experimental curriculum?

- Math only 1
- Reading only 2
- Science only 3
- Non-science only 4
- Some combination of above 5
- None 6

30. In which of the following areas has your school developed and tried out its own special experimental curriculum?

- Math only 1
- Reading only 2
- Science only 3
- Non-science only 4
- Some combination of above 5
- None 6

31. Which of the following statements best describe the current use of teaching machines in your school? By teaching machines, we mean individual self-instructional devices which automatically provide both learning material and answers to student responses. They do not include the usual educational films, slides, educational TV, etc. (READ CATEGORIES.)

- They are not now used; no use is foreseen in the next year or so 1
- They are not now used, but plans are being made to experiment with their use during the next year or so 2
- They are being used sparingly on an experimental basis 3
- They are now being used regularly in a few cases 4
- They are now being used regularly in many instances 5

32. A number of schools have adopted multi-ethnic texts which discuss minority-group leaders and portray minority-group characters. Are texts of this type used in your school?

- Yes, most of the texts discuss minority groups 1
- Some of the texts are multi-ethnic, but most are not 2
- No, none of the texts are multi-ethnic 3

33. Following are some reasons that have been offered for teaching Spanish to English-speaking children. Do you agree or disagree with the reasons offered?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
It will help them understand Spanish-speaking people and their way of life	1	2	3	4
It will enable them to gain friends more easily among Spanish-speaking people	1	2	3	4
It will some day be useful in getting a good job	1	2	3	4
They will need it for some specific education or business goals	1	2	3	4

33A These same reasons are offered for teaching English to Spanish-speaking children. Again, do you agree or disagree with these statements?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
It will help them understand English-speaking people and their way of life	1	2	3	4
It will enable them to gain friends more easily among English-speaking people	1	2	3	4
It will someday be useful in getting a good job	1	2	3	4
They will need it for some specific education or business goals	1	2	3	4

33B Similar reasons are offered for teaching Spanish to Spanish-speaking children. Do you agree or disagree with the reasons offered?

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
It will preserve their own language and culture	1	2	3	4
It will enable them to maintain friendships	1	2	3	4
It will someday be useful in getting a good job	1	2	3	4
They will need it for some specific education or business goals	1	2	3	4

34. Does your school have a bilingual/bicultural program?

Yes 1

No 2

35. Where are most decisions made about curriculum materials--does the district decide, do schools participate with the district in that decision or are curriculum materials selected almost entirely at the school level? (ONLY CODE ONE.)

- District decides..... 1
- Schools participate with district..... 2
- Decision almost entirely at school level 3
- Other (specify): _____ 4

36. Are there any district policies with regard to: (READ LIST.)

	<u>Yes</u>	<u>No</u>
Non-graded schools	1	2
Ability or achievement grouping	1	2
Team teaching	1	2
Open classrooms	1	2

37. What is the policy in your school regarding promotion of slow learners?

- The pupil must repeat course in which he/she has done failing work 1
- The pupil must repeat course in which he/she has done failing work if he wishes to receive credit for them 2
- The policy is 100% promotion 3
- Other (specify): _____ 4

38. Which of the following types of recognition for achievement are available in your school? (READ CATEGORIES.)

	<u>Yes</u>	<u>No</u>
Honors or other special classes	1	2
Privilege of taking additional work	1	2
Dean's list, honor roll, or other published list	1	2
National Honor Society or equivalent club	1	2
Special prizes or awards	1	2
Other special recognition (specify): _____ _____	1	2

39. What do the grades in subjects generally represent?

Primarily level of subject matter achievement	1
Primarily level of achievement relative to the achievement of classmates	2
Primarily achievement in relation to ability	3
Separate grades for achievement and achievement in relation to ability are given for each course	4
Separate grades are given for achievement and achievement relative to the achievement of classmates for each course	5
Other (specify): _____ _____	6

40. What kind of final course grades are given in your school?
(READ CATEGORIES AND MARK ALL THAT APPLY.)

- Letter grades 1
- Numerical grades..... 2
- Pass-Fail; or Pass-Doubtful-Fail; or
Excellent-Satisfactory-Unsatisfactory;
or similar two- or three-category
system 3
- Written descriptive paragraphs 4
- Conference with parent 5
- Other (specify): _____
_____ 6

41.
(high school
principals
only)

About what percentage of your pupils are in each of
the following school programs? College preparatory,
Commercial, Industrial/Vocational, Cooperative, Agri-
cultural,,General Diploma or Other Specialties?

A. College Prep

- None 1
- 0-9% 2
- 10-19% 3
- 20-29% 4
- 30-39% 5
- 40-49% 6
- 50-59% 7
- 60-69% 8
- 70-79% 9
- 80-89% 10
- 90-99% 11
- All 12
- No such program 13

B. Commercial and/or Distributive Education

None	1
0-9%	2
10-19%	3
20-29%	4
30-39%	5
40-49%	6
50-59%	7
60-69%	8
70-79%	9
80-89%	10
90-99%	11
All	12
No such program	13

C. Industrial, Trade, and/or Vocational

None	1
0-9%	2
10-19%	3
20-29%	4
30-39%	5
40-49%	6
50-59%	7
60-69%	8
70-79%	9
80-89%	10
90-99%	11
All	12
No such program	13

D. Diversified Cooperative Education

None	1
0-9%	2
10-19%	3
20-29%	4
30-39%	5
40-49%	6
50-59%	7
60-69%	8
70-79%	9
80-89%	10
90-99%	11
All	12
No such program	13

E. Agricultural

None	1
0-9%	2
10-19%	3
20-29%	4
30-39%	5
40-49%	6
50-59%	7
60-69%	8
70-79%	9
80-89%	10
90-99%	11
All	12
No such program	13

F. General Diploma (not one of the above)

None	1
0-9%	2
10-19%	3
20-29%	4
30-39%	5
40-49%	6
50-59%	7
60-69%	8
70-79%	9
80-89%	10
90-99%	11
All	12
No such program	13

G. Other (not one of the above) specify:

None	1
0-9%	2
10-19%	3
20-29%	4
30-39%	5
40-49%	6
50-59%	7
60-69%	8
70-79%	9
80-89%	10
90-99%	11
All	12
No such program	13

42. (HAND CARD C.) Here is a card which lists three ability-grouping procedures. Which best describes the ability-grouping procedure used in this school?
(high school principals only)

- Students are placed into programs-- college preparatory, vocational, etc., by their own choice (ASK A) 1
- Students are placed into programs or academic tracks primarily on the basis of test scores or counselor and teachers' recommendations (ASK A) 2
- We don't have academic programs or tracks, either because the school is too small or because we disapprove of tracking (SKIP TO Q54) 3

42A How many different levels of 11th grade English are there in this school?

- One 1
- Two 2
- Three 3
- Four 4
- Five 5
- Six 6
- Seven or more 7

43. Which is the principal basis used to assign students to most instructional classes in your school? (HAND RESPONDENT CARD.)

- Intelligence or aptitude test scores 1
- Achievement test scores 2
- School marks 3
- Judgments of teachers or principal 4
- Some combination of the above factors 5
- Other (specify): _____
_____ 6
- No effort is made to assign pupils to particular classes 7

44. Which of the following extra-curricular activities are offered
 (high school principals only) by your school? (READ EACH CATEGORY AND CHECK ALL THAT APPLY.)

	<u>Yes</u>	<u>No</u>
Student government	1	2
School newspaper	1	2
School magazine and/or annual	1	2
Inter-school athletics for boys	1	2
Inter-school athletics for girls	1	2
Intramural athletics for boys	1	2
Intramural athletics for girls	1	2
Orchestra and/or band	1	2
Glee club	1	2
Fraternities, sororities or other exclusive social clubs	1	2
National Honorary Society	1	2
Subject matter clubs (as math club, music club, Latin club, etc.)	1	2
Chess club	1	2
Hobby clubs (as stamp club, model airplane club, Hi-Fi club, etc.)	1	2
Drama, plays	1	2
Debates	1	2
Dances	1	2
Service clubs (as Key Club, Hi-Y, etc.)	1	2
Religious clubs (as Newman club, etc.)	1	2
Other (specify): _____		
_____	1	2

45. Is there any district policy on extra-curricular activities?
(high school principals only) Are they:

Encouraged, but not supported financially?..... 1
Encouraged, and supported financially? 2
Allowed 3
Discouraged 4

46. Are the student government officers in your school all of the same racial (ethnic) group, or are they from different groups?
(high school principals only)

All same 1
Different 2

47. Are the cheerleaders in your school all of the same racial (ethnic) group, or are they from different groups?
(high school principals only)

All same 1
Different 2

48. How did your football team do this school year--was the team undefeated or lost only one game, did they win more than half their games, or less than half?
(high school principals only)

Don't have a football team 1
Undefeated or lost only one game 2
Won more than half their games 3
Won less than half their games 4

49. (high school principals only) How did your basketball team do this school year--was the team undefeated or lost only one game, did they win more than half their games, or less than half?

- Don't have a basketball team 1
- Undefeated or lost only one game 2
- Won more than half their games 3
- Won less than half their games 4

PARENT INVOLVEMENT

[We hypothesize that parent involvement will be a key to a successfully desegregated school. These questions are designed to measure the amount of parent involvement in the school.]

50. Approximately what is the average attendance at meetings of the school's parent group?

- Don't have such a group 1
- _____ per meeting 2

51. On the average, how often does the parent group?

- About once a week or oftener 1
- About once every two weeks 2
- About once every three weeks 3
- About once every four weeks 4
- About once every five-to-six weeks 5
- About once every seven-eight weeks 6
- About once every nine or more weeks 7
- Only irregularly 8
- There is currently no organized PTA
in this school 9

52. Think about this year's officers of the group--are they all white (Anglo), all minority groups, or are the officers from more than one racial group?

- All white 1
- All minority group 2
- More than one group 3

53. Are parents a part of the formal policymaking or advisory process in this school?

- Yes 1
- No 2

54. How much influence do parents, or parent groups, have on the decisions made at your school--a great deal, a moderate amount, or very little influence?

- A great deal..... 1
- A moderate amount 2
- Very little 3

55. As far as you know, does this community have an adult multiracial committee to advise the school system on racial issues?

Yes.....(ASK A) 1
No 2

55A IF YES: Has that committee made any recommendations regarding your school:

Yes 1
No 2

56. During this school year, approximately how many times have school personnel met with community or parent groups (excluding meetings with the multiracial advisory committee) for the purpose of informing the community about the process of desegregation here at (NAME OF SCHOOL)?

Not at all 0
Once or twice 1
Three or four times 2
Five or more times 3

57. In general, would you characterize the community's attitude toward school desegregation as supportive, neutral or resistant?

Supportive 1
Neutral 2
Resistant 3
Divided--some supportive,
some resistant 4

ATTITUDES TOWARD RACE AND INTEGRATION

[We hypothesize that a principal who is not in favor of integration personally will be less able to effectively administer a desegregated school and successfully promote positive intergroup relations among his/her students and staff.]

58. Now I will read you some statements other people have made. For each, please tell me whether you strongly agree, agree somewhat, disagree somewhat, or strongly disagree.'

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
First, the amount of prejudice against minority groups in this country is highly exaggerated	1	2	3	4
You would like to live in an integrated neighborhood	1	2	3	4
The civil rights movement has done more harm than good	1	2	3	4
Blacks and whites should not be allowed to intermarry	1	2	3	4

59. Here is a list of groups and people that school desegregation will affect. Do you think that each group will be helped or hurt by school desegregation?

	<u>Helped</u> <u>a Lot</u>	<u>Helped</u> <u>a Little</u>	<u>Neither</u>	<u>Hurt</u> <u>a Little</u>	<u>Hurt</u> <u>a Lot</u>	<u>Don't</u> <u>Know</u>
Children from lower income families	1	2	3	4	5	6
Children from middle and upper income families...	1	2	3	4	5	6
Black children	1	2	3	4	5	6
White children	1	2	3	4	5	6
Mexican-American or Puerto Rican children.....	1	2	3	4	5	6
Teachers.....	1	2	3	4	5	6
Principals	1	2	3	4	5	6
Parents	1	2	3	4	5	6

73. As far as you know, how do (ITEM A) feel about desegregation--do they like it very much, like it somewhat, dislike it somewhat, or dislike it very much? (NOW ASK B-F IN SAME WAY.)

	Like it Very Much	Like it Some- What	Do Not Care	Dis- like it Some- what	Dis- like it Very Much	Don't Know	Does not Apply
A. Most white teachers in this school	1	2	3	4	5	6	7
B. Most minority teachers in this school	1	2	3	4	5	6	7
C. The superintendent of your school district ...	1	2	3	4	5	6	7
D. Most white students in this school	1	2	3	4	5	6	7
E. Most minority students in this school	1	2	3	4	5	6	7
F. You, yourself	1	2	3	4	5	6	7

THE EFFECTS OF SCHOOL DESEGREGATION

[This subsection is to be administered only to principals in desegregated schools. These questions deal with the effects of desegregating schools and periodic resurveying of principals will measure how these effects change over time.]

D-1. On the whole, how would you evaluate the way in which desegregation is working out in year school? Are there--READ CATEGORIES

- Almost no problems?..... 1
- Some minor problems? 2
- Some serious problems? 3
- Many serious problems? 4

D-2. How would you describe the contact between minority (black, Mexican-American, Puerto Rican) and majority (white Anglo) group students in your school?

- Very tense relationship 1
- Formal relationships are satisfactory, but not intergroup friendships 2
- A few intergroup friendships 3
- Many intergroup friendships 4

D-3. About what percentage of the pupils attending your school this school year attended a different school last year? (Do not include students who started in the lowest grade in your school this year.)

- 0-9% 1
- 10-19% 2
- 20-29% 3
- 30-39% 4
- 40-49% 5
- 50% or more 6

D-4. About what percentage of the pupils who attended your school last school year are now attending a different school? (Do not include graduates.)

- 0-9% 1
- 10-19% 2
- 20-29% 3
- 30-39% 4
- 40-49% 5
- 50% or more 6

D-5. What is the average daily absenteeism for the school now?

_____ % absent

D-6. How many white (Anglo) students were enrolled at this school during the 1973-1974 school year?

No. of white students _____

- a. How many of them were expelled? _____
- b. How many of them dropped out of school? _____
- c. Approximately what % of the graduating seniors went on to college? _____ %
- d. Approximately what % of the graduating seniors had obtained employment? _____ %

D-7. How many white (Anglo) students are now enrolled at this school?

No. of white students _____

- a. How many of them have been expelled? _____
- b. How many of them have dropped out of school? _____
- c. Approximately what % of the graduating seniors are planning to attend college? _____ %
- d. Approximately what % of the graduating seniors have obtained employment? _____ %

D-8. How many minority-group students were enrolled at this school during the 1973-1974 school year?

No. of minority students _____

- a. How many of them were expelled? _____
- b. How many of them dropped out of school? _____
- c. Approximately what % of the graduating seniors went on to college? _____ %
- d. Approximately what % of the graduating seniors had obtained employment? _____ %

D-9. How many minority-group students are enrolled at this school now?

No. of minority students _____

- a. How many of them have been expelled? _____
- b. How many of them have dropped out of school? _____
- c. Approximately what % of the graduating seniors are planning to attend college? _____ %
- d. Approximately what % of the graduating seniors have obtained employment? _____ %

D-10. Have this school's attendance boundaries been redrawn, or have non-contiguous attendance areas been created to provide for more racial desegregation in this school?

- Yes, boundaries redrawn..... 1
- Yes, non-contiguous attendance areas 2
- Yes, both 3
- New school and boundaries drawn to provide for desegregation 4
- No, neither 5

D-11. Has the racial (or ethnic) composition of your student population changed since the 1973-1974 school year?

Yes, 1
No 2

D-12. In what year did the desegregation plan have the greatest effect on change in the racial (or ethnic) composition in your student body?

1974 1
1973 2
1972 3
1971 4
1970 5
1969 6
1968 or before 7
No change yet 8

(SKIP TO Q. D-15)

D-13. At that time (YEAR CODED IN Q. D-13), did you talk to your teachers either formally or informally regarding the way they should handle the new students, or did you feel it best to let each of them handle new students in their own way?

Talked to teachers 1
Let them handle in own way 2
Wasn't principal at time of
desegregation 3

D-14. Before desegregation, was this a white or black school?

White 1
Black 2
Mexican-American 3
Puerto Rican 4
Built as desegregated school..... 5
Other, please specify: _____
_____ 6

D-15. The amount of violence varies from community to community and school to school. Thinking about the entire current school year here at (NAME OF SCHOOL), how many instances of a student being hurt in a fight seriously enough to require hospitalization have occurred? CODE ON LINE FOR ITEM A. NOW ASK B-F IN SAME WAY.

	Number of Instances				
	<u>None</u>	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four or More</u>
A. A student being hurt in a fight serious enough to require hospitalization?.....	0	1	2	3	4
B. A student being hurt seriously enough in a fight to require attention by a doctor or a nurse?.....	0	1	2	3	4
C. A student's locker being broken into?	0	1	2	3	4
D. How many instances of a student being robbed by a gang or group of other students have occurred this school year?	0	1	2	3	4
E. A teacher being attacked by a student?	0	1	2	3	4
F. A robbery or vandalism of school property worth over \$50	0	1	2	3	4

BACKGROUND QUESTIONS

[This modular is designed for use with principals the first time they complete a questionnaire; for subsequent interviews, it will not be necessary to ask these questions.]

Up to now, we have been talking about the school, about teachers, students, and your view of things in your role as the principal. Now let's finish up with a few questions about yourself and your own background.

0-1. Which age group are you in? READ CATEGORIES:

- 25 or under 1
- 26-35 2
- 36-45 3
- 46-55 4
- 56-65 5
- Over 65 6

0-2. Which best describes you? READ CATEGORIES:

- Black 1
- Mexican-American 2
- Puerto Rican 3
- White 4
- American Indian 5
- Oriental 6
- Other (specify): _____
_____ 7

0-3. How long have you been principal of this school?

- One year (this is my first year)..... 1
- Two years 2
- Three years 3
- Four years 4
- Five or more years 5

0-4. What is the highest level of education you have completed?

- 1-3 years of college 1
- 4 years of college 2
- More than 4 years of college 3
- Master's degree 4
- Graduate work beyond Master's 5
- Doctor's degree 6

0-5. Was the high school from which you graduated in this state or another state?

- This state 1
- Another state 2

0-6. How many students of other races attended your college while you were there?

_____ %

0-7. If you have children of your own, what age groups are they in?
(CHECK ALL THAT APPLY.)

- Do not have any children..... 1
- Under 5 2
- 5-10 3
- 11-15 4
- 16-18 5
- Over 18 6

0-8. Do your children attend a segregated or desegregated school?

- Do not have any children
in school 1
- All my children attend a
desegregated school 2
- Some of my children attend a
desegregated school and some
attend a segregated school 3
- None of my children attend a
desegregated school; they all
attend a segregated school 4

0-9. Where have you lived most of your life (state or foreign country)?

0-10. Have you lived most of your life in a rural or urban community?

- Rural 1
- Urban 2

0-11. How long have you lived in your present neighborhood?

- Less than one year..... 1
- 1-3 years 2
- 4-6 years 3
- 7-9 years 4
- 10 years or more 5

0-12. How proficient are you in

	<u>Very</u>	<u>Somewhat</u>	<u>Not</u> <u>Very</u>	<u>Do not</u> <u>Know</u> <u>Language</u>
Speaking Spanish?	1	2	3	0
Writing in Spanish? ...	1	2	3	0
Understanding a con- versation in Spanish?	1	2	3	0
Reading Spanish?	1	2	3	0
Non-Standard English? .	1	2	3	0

SUPERINTENDANT QUESTIONNAIRE

Principal's Supervisor - Policy Questionnaire

Supt. or Asst. Supt. (Maybe Area Supt.)

This person is likely to be the implementation arm of policy set by the school board. In a large district where there are many Board subcommittees and activities and little board cohesion, the Superintendent is likely to have more autonomy than in smaller districts. This aspect of district structure must be taken into account.

I. Immediate questions:

- 1. Is the school board of this district elected at large, elected by districts or appointed?

- Elected at large . . . (ASK A) . . . 1
- Elected by districts . (ASK A) . . . 2
- Appointed 3
- Other (SPECIFY) _____ 4

- A. IF ELECTED: In the last school board election, how many school board incumbents were challenged?

NUMBER:

--	--

- B. IF ANY CHALLENGED IN A: How many were defeated?

NUMBER

--	--

- 2. Would you describe your school board as generally in agreement over goals and directions for the district, somewhat divided, or very divided?

- Generally in agreement . . . 1
- Somewhat divided 2
- Very divided 3
- Other (SPECIFY) _____ 4

3. When was the last time your district voted on a school bond issue?

--	--

YEAR

- Never 1
- Don't know 0

A. IF ANY MONTH OR YEAR GIVEN: Did it pass?

- Yes 1
- No . . . (ASK B) 2

B. IF NO TO A: When was the most recent time a school bond measure did pass?

--	--

YEAR

- Never 1
- Don't know 0

4. Many districts have found the last few years very difficult, with budget shortages, election defeats, demands of teacher organizations, demands of community groups, pressure for school desegregation and so on. Compared to other districts you know about, would you say that for your district the last few years have been especially difficult, about average, less difficult than average, or not difficult at all?

- Especially difficult 4
- About average 3
- Less difficult than average 2
- Not difficult at all 1

5. How often have (READ EACH ITEM) been a source of difficulty or conflict in the last few years--frequently, sometimes, or almost never?

	Frequently	Sometimes	Almost Never
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A. Teacher demands	3	2	1
B. Student demands	3	2	1
C. Crime or vandalism in schools	3	2	1
D. Desegregation	3	2	1
E. Demands by community groups	3	2	1
F. Student test scores	3	2	1
G. Student drop outs	3	2	1

6. Does your job allow you enough authority and discretion to get things done?

Yes _1

No 2

7. What is the current school tax rate in the community where your school is located? (Answer in dollars per \$1000 of evaluation.)

\$ _____ per year per \$1000 of evaluation

8. Approximately what percentage of school support is obtained from local (city, county, school district) sources?

- None 1
- 0-9% 2
- 10-19% 3
- 20-29% 4
- 30-39% 5
- 40-49% 6
- 50-59% 7
- 60-69% 8
- 70-79% 9
- 80-89% 10
- 90-99% 11
- All 12

9. What percentage of your school's total operating budget is discretionary?

--	--	--

 %

IIa. Principal Behavior

Are principal duties perceived to be mostly administrative, educational or human relations' oriented?

IIb. Staff Selection, Transfer, Turnover

10. Where are most decisions made about which principal to hire for a school --does the district assign principals to schools, do schools participate with the district in that decision, or is the decision to select or transfer a principal made at some other level?

District decides 1

Schools participate with district 2

Other (SPECIFY) _____ 3

11. Where are most decisions made about which teachers to hire for a school--does the district assign teachers to schools, do schools participate with the district in that decision, or is the decision to hire a teacher made almost entirely at the school level?*

- District decides 1
- Schools participate with district 2
- Decision almost entirely at school level 3
- Other (SPECIFY) _____ 4

12. Approximately how many teachers in district?

13. Approximately how many principals in district?

14. Approximately how many teaching applicants did you have last year?

15. Approximately how many principal applicants did you have last year?

16. Approximately how many teachers were placed last year?

17. Approximately how many principals were placed last year?

18. How many teachers left the district?

19. How many principals left the district?

20. What is the annual starting salary in your school for teachers with a Bachelor's degree and no experience?

\$ _____ per year

21. In dollars per year, what was the average per-pupil expenditure for all purposes in your school system last year?

\$ _____ per year

22. In dollars per year, what was the average per-pupil expenditure for all purposes in your school last year?

\$ _____ per year

23. How would you describe district transfer policy for staff?

- Staff can transfer at any time, to any school with an appropriate vacancy. 1
- Staff transfers restricted to instructional breaks except in case of emergency situations (such as...) 2
- District may initiate transfer. 3
- No transfer policy articulated 4

24. How are teachers selected and how are teachers assigned?

24a. Is there a district policy which matches teachers to the school?

25. How are principals selected and how are principals assigned?

25a. Is there a district policy which matches the principal to the school?

26. Are racial guidelines or quotas used in teacher selection or assignment?

- Selection 1
- Assignment 2
- Both 3
- Neither 4

27. Are racial guidelines or quotas used in principal selection or assignment?

- Selection 1
- Assignment 2
- Both 3
- Neither 4

28. What guidelines are used?

29. How were they established?

30. Does your school district recruit teachers from outside this immediate area?

31. Does your school district recruit principals from outside this immediate area?

32. Have any principals been reassigned because they

- a. Were not successful
- b. Were under parent pressure
- c. No reassignments
- d. Other _____.

33. Which of the following best describes the tenure situation in your school system. (READ CATEGORIES.)

- There is no formal tenure system at this time 1
- Tenure is awarded to some teachers, at the discretion of school officials 2
- It is the policy to place teachers on tenure, after a period of time which depends on the case in question 3
- Teachers are automatically placed on tenure after a certain fixed period of time prescribed by school system regulations 4

34. How much influence does this group have?

35. Can an ordinary parent make an appointment to see the superintendent?

36. Is there a formal grievance process through which a parent must go?

IIId. Community

37. In general, would you characterize the community's attitude toward school desegregation as supportive, neutral or resistant?-

- Supportive 1
- Neutral 2
- Resistant 3
- Divided--some supportive, some resistant 4

38. About how much criticism do you suppose you get from people in the community when compared to most of your colleagues--would you say more, about the same, or less?-

- More 1
- Same 2
- Less 3

39. Are school board meetings open to community residents?

40. Is there a district policy on school visitors who may not be parents?

IIE. Curricular and Extra Curricular

41. Where are most decisions made about curriculum materials--does the district decide, do schools participate with the district in that decision, or are curriculum materials selected almost entirely at the school level? CODE ONE ONLY. *

- District decides 1
- Schools participate with district. 2
- Decision almost entirely at school level . . . 3
- Other (SPECIFY) _____ 4

42. What percentage of a school's total operating budget is discretionary for the school? (IF DIFFERENT FOR DIFFERENT SCHOOLS DESCRIBE.) *

			%
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43. Is there any district policy on extra curricular activities? Are they:

- Encouraged but not supported financially? 1
- Encouraged and supported financially 2
- Allowed 3
- Other 4

IIF. Classroom Organization

44. Are there any district policies with regard to:

- Non-graded schools 1
- Ability or Achievement grouping 2
- Team teaching 3
- Open or conventional classrooms 4

III. Desegregation Plan

For district superintendent or person responsible for desegregation.

This instrument is designed as an open-ended questionnaire to be administered in person.

A. History of plan

D-1. How long was plan in development stage? _____

D-1A What elements of school and community were included in planning?

- School board 1
- Students 2
- P.T.A. 3
- Advisory council 4
- Teachers 5
- Administrators 6
- Counselors 7
- Community residents 8

D-2. Was there any order or pressure applied for the district to desegregate?

- Yes 1
- No 2

If yes, ask 2A

D-2A What kind?

- OCR order1
 - State court order 2
 - Federal court order 3
 - Supreme court 4
 - Parent pressure 5
 - Civil rights group pressure 6
 - Other (specify) 7
-

D-3. At what stage of desegregation prospect is district now?

- Early planning 1
- Late planning 2
- Early implementation 3
- Fully implemented ... 4
- Other _____ 5

D-3A How long is implementation process to take? _____
 _____ (in school years)

D-3B How long did implementation process actually take? _____
 _____ (in school years)

B. Plan Mechanics

D-4. How does plan operate?

Describe verbally... _____

D-5. Interviewer - Code as many as apply.

a) Plan is a:

- Combination 1
- Variation 2
- Adaptation 3

b) of:

- School Pairing 1
- Grade reorganization . 2
- Educational park 3
- School plant closing . 4
- One way busing 5
- Two way busing 6
- Curriculum specialties 7
- Open enrollment for
 minorities 8
- Limited transfer for
 majorities 9

Re-drawing school zone
 boundaries 10

Re-drawing district
 boundaries 11

D-6. Plan is:

Voluntary for minorities .. 1

Voluntary for majorities .. 2

Voluntary for all groups .. 3

Mandatory 4

D-7 Is free transportation provided for students who are attending schools at a significant distance from their homes?

Yes 1

No 2

If yes, ask 7A

D-7A Is such transportation provided from:

- a. The school the student would normally attend 1
- b. the student's home ... 2
- c. Some other central Location (specify).. 3

D-8. How far is the longest walk of the student who is not bused?

D-9. How long is the average bus ride in minutes? _____

D-10 How long is the longest bus ride in minutes? _____

D-11 Does the length of a student's walk or ride to school necessitate missing part of the regular instruction?

Yes 1

No 2

D-12 Are provisions made for students who ride buses to allow them to participate in extra-curricular activities and then be bused after school?

Yes 1

No 2

D-13 What is the district's expenditure for total pupil transportation this year?

\$ _____ for _____ students

D-14 What is the districts expenditure for pupil transportation incident to desegregation?

\$ _____ for _____ students

C. Plan Comprehensiveness

D-15 Are any of the following included as part of your desegregation-related activities this year?

	Yes	No
a. Tutorial Services	1	2
b. Teacher training	1	2
c. Curriculum revision	1	2
d. Human relations services with:		
with:		
students	1	2
parents/community	1	2
teachers	1	2
counselors	1	2
principals	1	2
other pupil-contact personnel	1	2
e. "Buddy" systems	1	2

D-16. Are any of them planned for later this year?

	Yes	No
a. Tutorial Services	1	2
b. Teacher training	1	2
c. Curriculum revision	1	2
d. Human relations services		
with:		
students	1	2
parents/community	1	2

	Yes	No
teachers	1	2
counselors	1	2
principals	1	2
other pupil-con- tact personnel	1	2
e. "Buddy" systems	1	2

D-17 Are any planned for next year?

D-18 What techniques or supplementary approaches have been most successful? _____

D-19 What techniques or supplementary approaches have been least successful? _____

D-20 What problems have you encountered in the implementation of your desegregation plan? _____

D-21 Do you anticipate that the plan will be revised?
Yes 1
No 2

D-22 Has there been any opposition to plan?
Yes 1
No 2

D-22A From who or what groups?

D-23 In your opinion, how successful has the desegregation process been, to date?
Highly successful ... 1

Moderately successful 2
Low level of success 3
Don't know 4

D-23A How smoothly has plan been implemented? _____

D-23B Have your goals for this year been met?

Yes 1

No 2

PARENT QUESTIONNAIRE

General Preferences, Values and Goals for Schools

1. Generally speaking, how satisfied are you with the quality of public schools in your neighborhood--very satisfied, generally satisfied, somewhat dissatisfied, or very dissatisfied?
 1. Very satisfied
 2. Generally satisfied
 3. Somewhat dissatisfied
 4. Very dissatisfied
 - 0 Don't know

2. Do you think that public schools in your neighborhood are better, about the same, or worse than public schools in most other parts of the city?
 1. Better
 2. About the same
 3. Worse
 0. Don't know

- 2a. Do you think that public schools in(your city)are better, about the same, or worse than public schools in most other cities?
 1. Better
 2. About the same
 3. Worse
 0. Don't know

3. Parents take many things into account in deciding whether they are satisfied or dissatisfied with the education their children are receiving. I will name different characteristics that many parents think are important in the education of their children. (HAND R CARD 1) Please tell me if you are very satisfied, generally satisfied, somewhat dissatisfied, or very dissatisfied with each characteristic.

3a Name of School _____

	<u>Very Satisfied</u>	<u>Generally Satisfied</u>	<u>Somewhat Dissatisfied</u>	<u>Very Dissatisfied</u>	<u>Don't Know</u>
3b Physical safety of your children at school.	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3c Quality of teaching	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3d The amount of contact parents have with school officials	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3e The distance from home to school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3f School facilities	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3g The kind of friends children make at school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3h Discipline in the school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3i Fun	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3j Your child's teacher	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3k The way the principal runs the school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3l Race relations in the school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
3m Preparation children receive for a job or vocation	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>

(Repeat for high schools only if more than one school)

4. If you were choosing a new neighborhood to move into on the basis of the quality of the schools, how important would each school characteristic from this list be to you?

	<u>Very Satisfied</u>	<u>Generally Satisfied</u>	<u>Somewhat Dis-satisfied</u>	<u>Very Dis-satisfied</u>	<u>Don't Know</u>
4b Physical safety of your children at school.	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4c Quality of teaching	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4d The amount of contact parents have with school officials	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4e The distance from home to school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4f School facilities	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4g The kind of friends children make at school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4h Discipline in the school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4i Fun	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4j Your child's teacher	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4k The way the principal runs the school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4l Race relations in the school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
4m Preparation children receive for a job or vocation	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>

(Repeat for high schools only if more than one school)

5. If you were considering moving from this neighborhood which of the following would influence your decision?

	<u>Very Satisfied</u>	<u>Generally Satisfied</u>	<u>Somewhat Dis-satisfied</u>	<u>Very Dis-satisfied</u>	<u>Don't Know</u>
5b Physical safety of your children at school.	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5c Quality of teaching	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5d The amount of contact parents have with school officials	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5e The distance from home to school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5f School facilities	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5g The kind of friends children make at school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5h Discipline in the school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5i Fun	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5j Your child's teacher	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5k The way the principal runs the school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5l Race relations in the school	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
5m Preparation children receive for a job or vocation	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>

(Repeat for high schools only if more than one school)

6. Do you think (CHILD) likes school this year most of the time, some of the time, or almost none of the time?

Most of the time	1
Some of the time	2
Almost none of the time	3
Don't know	0

7. Does (CHILD) like (his/her) (homeroom) teacher; a lot, somewhat, a little, or not at all?

A lot	1
Somewhat	2
A little	3
Not at all	4
Don't know	0

8. So far this school year, how do you think (CHILD) is doing in (his/her) school work? Is (he/she) doing very well, fairly well, not too well, or very poorly?

Very well	1
Fairly well	2
Not too well	3
Very poorly	4
Don't know	0

9a How many years of school would you personally like (CHILD) to complete? READ CATEGORIES AND CODE IN COL. A.

9b How many years of school do you think (CHILD) will actually complete? READ CATEGORIES AND CODE IN COL. B.

	A	B
Some high school	1	1
Graduate from high school.	2	2
Some college, technical, business or trade school	3	3
Graduate from college	4	4
Post graduate or professional school	5	5
(Do not read) Don't know	0	0

10 Everything considered, how satisfied are you with how (CHILD) is doing in school these days--very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied?

Very satisfied	1
Somewhat satisfied	2
Somewhat dissatisfied	3
Very dissatisfied	4

11 Now we would like to know how satisfied you are with various groups and people connected with the schools. Using the categories on this card, please tell me how satisfied are you with the job (CHILD'S) (homeroom) teacher is doing? (RECORD BELOW)

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	No Opinion
(CHILD'S) (homeroom) teacher.	1	2	3	4	0
Principal of (CHILD'S) SCHOOL)	1	2	3	4	0
Parent's Association (PTA)	1	2	3	4	0
School Board	1	2	3	4	0

PARENT QUESTIONNAIRE

Information, Perceptions and Attitudes Vls-a-Vls School Desegregation

1. Speaking in general terms, do you favor racial integration, separation of the races, or something in between?

Integration	1
In Between	2
Separation	3
Don't Know	4

- 1A (If Integration) Why do you favor integration? (Hand R card) Here are some popular explanations, do any of them describe your opinion?

"All men are created equal; integration reinforces this equality."	1
"Society is multicultural, so its institutions should reflect this."	2
"People ought to be able to get along with others."	3
"Its the law of the land."	4
Other	5

- 1B (If Separation) Why do you favor separation? (Hand R card) Here are some popular explanations, do any of them describe your opinion?

"Racial separation is natural."	1
"People are different. Putting the races together will force everyone to be the same."	2
"Integration leads to intermarriage."	3
"Whites are more advanced than minorities. They will be inhibited if there is integration."	4
Other	5

For White respondents ask the items below, using Negro first then Orientals, Mexican Americans or Puerto Ricans (whichever group predominates).

For Black respondents ask the items below, using Whites first, then Orientals, Mexican Americans or Puerto Ricans (whichever group predominates).

For Spanish-surname respondents ask the items below, using White first, then Black, then Oriental.

For Oriental respondents ask the items below, using White first, then Black, then Mexican-American or Puerto Rican (whichever group predominates).

2A Would you, yourself object to sending your children to a school where 10% of the children are (Black, White, Oriental, Mexican-American or Puerto Rican)?

	W	B	M-A or PR	O
Would Object Skip to 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would not object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2B Would you, yourself object to sending your children to a school where 25% of the children are (Black, White, Oriental, Mexican-American or Puerto Rican)?

	W	B	M-A or PR	O
Would object Skip to 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would not object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2C Would you, yourself object to sending your children to a school where 50% of the children are (Black, White, Oriental, Mexican-American or Puerto Rican)?

	W	B	M-A or PR	O
Would object Skip to 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would not object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2D Would you, yourself object to sending your children to a school where more than 50% of the children are (Black, White, Oriental, Mexican-American or Puerto Rican)?

	W	B	M-A or PR	O
Would object Skip to 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would not object	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Now, how important are the following issues to you?

	Very Important			Not Very Important				Don't Know
	1	2	3	4	5	6	7	
Racial Imbalance								<input type="checkbox"/>
School Desegregation								<input type="checkbox"/>
Equal Education								<input type="checkbox"/>
Busing								<input type="checkbox"/>

4. One approach to achieving racial balance in the schools is to bus both minority and white school children from one school district to another school district. In general, do you favor or oppose busing across district lines?

Favor

Oppose

Don't Know

Skip to 11

4A How strongly do you (Favor/Oppose busing across district lines)?

Very strongly

Strongly

Moderately

Just Slightly

- 5 Another approach to achieving racial balance in the schools is to bus both minority and white children within (city), thereby balancing the racial proportions of each school in the district. In general, do you favor or oppose within district busing.

Favor (ask a,b)

Oppose (ask b)

Don't know (skip to 12)

- 5A Do you prefer it to across-district busing?

No, favor across-district busing more

Yes, favor within-district busing

Don't know

- 5B How strongly do you (Favor/Oppose) busing of all races within the school district very strongly, strongly, moderately, or just slightly?

Very strongly

Strongly

Moderately

Just Slightly

6. Another approach to reduce the number of racially imbalanced schools is to bus (minority) children to every white school in (city) but not to bus any white children. In general, do you favor or oppose the busing of only (minority) children to every white school in (city) in order to reduce the number of racially imbalanced schools?

Favor (ask a,b)

Oppose (ask b)

Don't Know
(Skip to next 13)

6A Do you prefer busing of only minority children to every white school over busing children of all races?

Prefer busing children of all races

Prefer busing minority children only

Don't know

6B How strongly do you (Favor/Oppose) busing of only minority children to every white school in (city) very strongly, strongly, moderately, or just slightly.

Very strongly

Strongly

Moderately

Just Slightly

7. Here is a list of groups and people that a school desegregation plan will affect.

ASK ABOUT EACH GROUP LISTED BELOW: Do you think that (GROUP) will be helped or hurt by school desegregation? (RECORD RESPONSE UNDER COL. A.) THEN ASK: Do you think they will be (helped/hurt) a lot or a little? (CODE UNDER COL. B.)

	Col. A			Col. B		
	Helped A Lot	Helped A Little	Neither Helped nor Hurt	Hurt A Little	Hurt A Lot	Don't Know
Children from lower income families	1	2	3	1	2	3
Children from middle and upper income families	1	2	3	1	2	3
Black children	1	2	3	1	2	3
White/Anglo children	1	2	3	1	2	3
Chicano or Mexican-American children	1	2	3	1	2	3
Teachers	1	2	3	1	2	3
School administrators	1	2	3	1	2	3
Parents	1	2	3	1	2	3

8. How about teachers in a school where most of the children are minority--do you think the teachers should be mostly minority, mostly white, about half and half, or that race should not make any difference?

Minority	1
White	2
Half and half	3
No difference.	4
Don't know	8

9. How about teachers in a school where most of the children are white--do you think the teachers should be mostly minority, mostly white, about half and half, or that race should not make any difference?

Minority	1
White	2
Half and half	3
No difference	4
Don't know	8

PARENT QUESTIONNAIRE

Attitudes Toward School Board

1. I don't think school board members care much what people like me think.

Agree 1

Disagree 2

DK (depends) 3

Now I'd like to read some of the kinds of things people tell us when we interview them and ask you whether you agree or disagree with them. I'll read them one at a time and you tell me whether you strongly agree, agree, disagree, or strongly disagree.

2. Now I'd like to talk about some of the different ideas people have about the school board and see how you feel about them.
- 2A How much do you think we can trust the school board to do what is right -- just about always, most of the time, or only some of the time? (just about always, most of the time, some of the time, or almost never? -- 1966)

Just about always 1

Most of the time 2

Some of the time 3

Almost never 4

It depends 5

DK 6

- 2B What kind of job do you think the school board is doing handling school desegregation?

Excellent 1

Good 2

Fair 3

Poor 4

PARENT QUESTIONNAIRE

Attitudes Toward Government Institutions

1. I'd like to ask how satisfied you are with some of the main public services you are supposed to receive. (HAND R CARD 1)

Please tell me how you feel about each thing I mention, using one of the answers on this card. First, how about the way streets and roads are kept up around here. Would you say this service is very good, fairly good, neither good nor bad, not very good, or not good at all?

- Very good 1
 Fairly good 2
 Neither good nor bad 3
 Not very good 4
 Not good at all 5

2. How do you feel about the quality of the public schools that the children from around here go to -- would you say it is very good, fairly good, neither good nor bad, not very good, or not good at all?

- Very good 1
 Fairly good 2
 Neither good nor bad 3
 Not very good 4
 Not good at all 5
 DK 6

3. How good is garbage collection in this neighborhood? Is it very good, fairly good, neither good nor bad, not very good, or not good at all?

- Very good 1
 Fairly good 2
 Neither good nor bad 3
 Not very good 4
 Not good at all 5
 DK 6

4. What about the parks and playgrounds for children in this neighborhood? Are they very good, fairly good, neither good nor bad, not very good, or not good at all?

Very good 1
 Fairly good 2
 Neither good nor bad 3
 Not very good 4
 Not good at all 5
 DK 6

5. How about police protection around here. Is it very good, fairly good, neither good nor bad, not very good, or not good at all?

Very good 1
 Fairly good 2
 Neither good nor bad 3
 Not very good 4
 Not good at all 5
 DK 6

6. How good do you think relations are between the police and the people around here? Are they very good, fairly good, neither good nor bad, not very good, or not good at all?

Very good 1
 Fairly good 2
 Neither good nor bad 3
 Not very good 4
 Not good at all 5
 DK 6

7. (HAND R CARD 2, GREEN) Would you say that the local taxes in (NAME CITY OR COUNTY) are very low, low, moderate, high, or very high?

Very low 1
 Low 2
 Moderate 3
 High 4
 Very high 5
 DK 6

8.	<u>Agree</u> <u>Strongly</u>	<u>Agree</u> <u>Slightly</u>	<u>Disagree</u> <u>Slightly</u>	<u>Disagree</u> <u>Strongly</u>	<u>No</u> <u>Answer</u>
In order to get nominated, most candidates for political office have to make basic compromises and undesirable commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politicians spend most of their time getting re-elected or reappointed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money is the most important factor influencing public policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A large number of city and county politicians are political hacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People are very frequently manipulated by politicians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politicians represent the general interest more frequently than they represent special interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. I don't think local public officials care much what people like me think.

- Agree 1
- Disagree 2
- DK (depends) 3

Now I'd like to talk about some of the different ideas people have about the government here in (COUNTY OF CITY).

10. How much (of the time -- 1958, 1964) do you think we can trust the government in (COUNTY OR CITY) to do what is right -- just about always, most of the time, or only some of the time?
(just about always, most of the time, some of the time, or almost never? -- 1966)

- Just about always 1
 Most of the time 2
 Some of the time 3
 Almost never 4
 It depends 5

11. How much difference do you think it makes to people like you what the government in (COUNTY OR CITY) does: a good deal, some, or not much?

- Good deal 1
 Some 2
 Not much 3
 Depends 4
 DK 5

Now I'd like to talk about some of the different ideas people have about the government in Washington and see how you feel about them. These opinions don't refer to any single branch of government such as Congress or the President or the Courts, but just to the government in general. For example:

12. How much do you think we can trust the government in Washington to do what is right -- just about always, most of the time, or only some of the time? (just about always, most of the time, some of the time, or almost never? -- 1966)

Just about always 1
 Most of the time 2
 Some of the time 3
 Almost never 4
 It depends 5
 DK

13. How much difference do you think it makes to people like you what the government in Washington does: a good deal, some, or not much?

Good deal 1
 Some 2
 Not much 3
 Depends 4
 DK

14. Do you think that people like you have too little political power, or just about the right amount?

About the right amount ... 1
 Too little power 2
 No power at all; none 3
 Depends 4
 DK

PARENT QUESTIONNAIRE

Electoral Behavior

1. If a person doesn't care how an election comes out he shouldn't vote in it.

- Agree 1
- Disagree 2
- Don't Know 3

2. When the last school tax referenda election was held--that was in 19__--did you vote?

- Yes (Answer 2A) . . . 1
- No (go to 3) 2

2A Did you vote for it or against it?

- For 1
- Against 2

3. What about the last school board referendum in 19__--did you vote in that election?

- Yes (Answer 3A) . . . 1
- No (go to 4) 2

3A Did you vote for or against it?

- For 1
- Against 2

4. What about the school board referendum before that -- in 19__ -- did you vote in that election?

- Yes (answer 9A) 1
- No 2

4A Did you vote for or against it?

- For 1
- Against 2

PARENT QUESTIONNAIRE

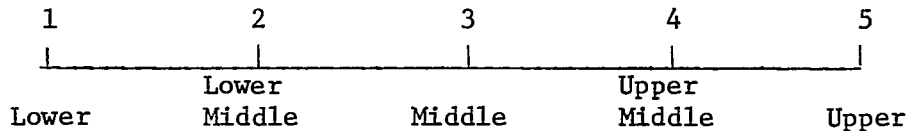
General Social and Racial Attitudes (Majority Version--subsample only)

1. There's quite a bit of talk these days about different social classes. Most people say they belong in a scale that ranges from upper class to the lower class. Do you think of yourself as being somewhere along this scale?

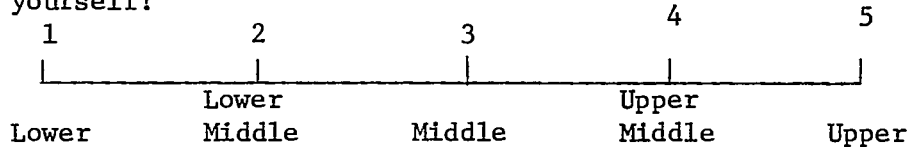
Yes (Ask 1A) 1

No (Ask 1B) 2

- 1A If yes: Where do you believe you are?



- 1B If no: Well, if you had to make a choice, where would you place yourself?



2. What things about a person or a family are most important in determining social class? Rank as many as apply.

Income 1

Education 2

Housing 3

Moral or Value Standards .. 4

Plans for the Future 5

Plans for their Children .. 6

Race 7

3. Do you believe that these characteristics are as important in determining class for racial minority groups?

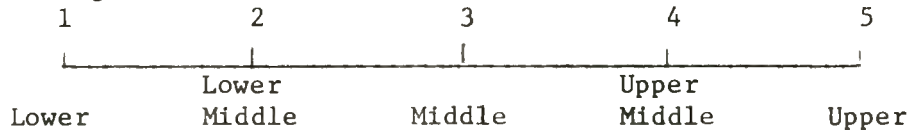
Yes 1

No 2

3A. Which ones are most important?

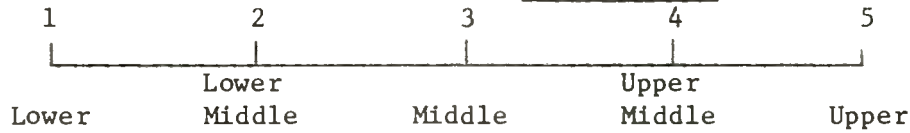
- Income 1
Education 2
Housing 3
Moral or Value Standards ... 4
Plans for the Future 5
Plans for their Children ... 6

4. What class do you believe most of the blacks in this country belong to?

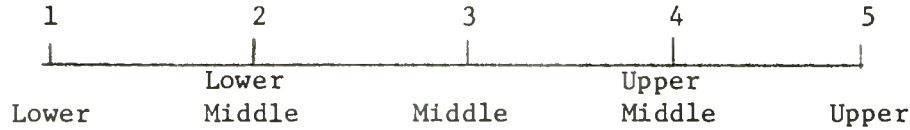


If there are blacks in the district ask:

4A How about most of the blacks in _____ (school district)?

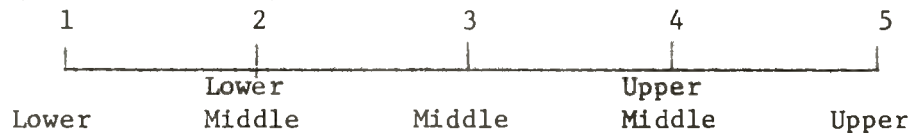


5. What class do you believe most of the Chicanos or Puerto Ricans in this country belong to?



If there are Spanish-speaking minorities in district, ask:

5A How about most of the (Chicanos or Puerto Ricans) in _____ (school district)?



6A Which of these statements would you most agree with:

1) White people have a right to keep minorities out of their neighborhoods if they want to

or

2) Minority group people have a right to live wherever they can afford to

Agree with 1) 1 (Ask 7)

Agree with 2) 2 (Ask 6B)

Other (specify) 3 (Ask 6B)

Don't Know 4 (Ask 6B)

7. On the average, black people have worse jobs, education and housing than white people. Do you think this is due mainly to discrimination, or mainly due to something about black people themselves?

Discrimination 1
 Themselves 2
 Mixture of Both 3
 Don't Know 4

- 7A On the average, Spanish-speaking and Spanish surname people have worse jobs, education and housing than white people. Do you think this is due mainly to discrimination, or mainly due to something about Mexican-Americans or Puerto Ricans themselves?

Discrimination 1
 Themselves 2
 Mixture of Both 3
 Don't Know 4

8. In your opinion, do black children have a better or worse chance than white children to get a good education?

Better 1
 Worse 2
 Same 3
 Don't Know 4

8A In your opinion, do Mexican-American or Puerto Rican children have a better or worse chance than white children to get a good education?

- Better 1
 Worse 2
 Same 3
 Don't Know 4

9. Listed below are some statements other people have made. For each, please mark whether you strongly agree, agree, disagree or strongly disagree.

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
The amount of prejudice against minority groups in this country is highly exaggerated	1	2	3	4
I would like to live in an integrated neighborhood	1	2	3	4
The Civil Rights movement has done more harm than good	1	2	3	4
Blacks and whites should not be allowed to intermarry	1	2	3	4

10. How important is it to you to have neighbors of the same general background as yourself--is it very important, fairly important, or not important?

- Very important 1
 Fairly important 2
 Not important 3

11. How many of your neighbors have the same general background as yourself--would you say none, some, or many?

- None 1
 Some 2
 Many 3

12. Do you know of any Blacks living in this (neighborhood/IN RURAL AREAS: area)?

Yes 1

No 2

12A Do you know of any Chicanos or Puerto Ricans living in this (neighborhood/IN RURAL AREAS: area)?

Yes 1

No 2

13. How (would/do) you feel about having Blacks live in this (neighborhood/IN RURAL AREAS: area)--(would/do) you like it very much like it somewhat, dislike it somewhat, or dislike it very much

Like it very much 1

Like it somewhat 2

Dislike it somewhat 3

Dislike it very much 4

Don't care (VOLUNTEERED) ... 5

13A How (would/do) you feel about having Chicanos or Puerto Ricans live in this (neighborhood/IN RURAL AREAS: area)--(would/do) you like it very much, like it somewhat, dislike it somewhat, or dislike it very much?

Like it very much 1

Like it somewhat 2

Dislike it somewhat 3

Dislike it very much 4

Don't care (VOLUNTEERED) ... 5

14. On the whole, do you think white people are smarter than Negroes
Negroes are smarter than white people or that they are about
the same?
15. In general, do you think white people behave better than Negroes,
Negroes behave better than white people, or that they are about
the same?
16. By and large, do you think white people are more dependable than
Negroes, Negroes are more dependable than white people, or that
they are about the same?
17. On the whole, do you think white people try to get ahead more
than Negroes, Negroes try to get ahead more than white people,
or that they are about the same?

PARENT QUESTIONNAIRE

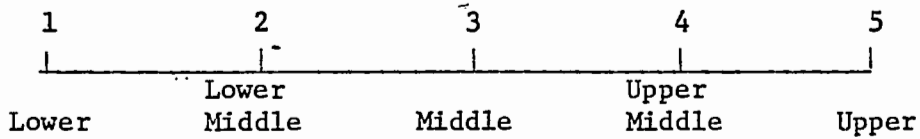
General Social and Racial Attitudes (Minority Version--subsample only)

1. There's quite a bit of talk these days about different social classes. Most people say they belong in a scale that ranges from upper class to the lower class. Do you think of yourself as being somewhere along this scale?

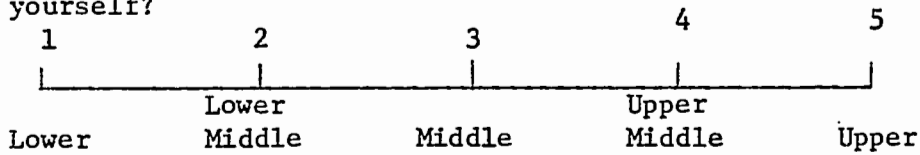
Yes (Ask 1A) 1

No (Ask 1B) 2

1A If yes: Where do you believe you are?



1B If no: Well, if you had to make a choice, where would you place yourself?



2. What things about a person or a family are most important in determining social class? Rank as many as apply.

- Income 1
- Education 2
- Housing 3
- Moral or Value Standards .. 4
- Plans for the Future 5
- Plans for their Children .. 6

3. Do you believe that these characteristics are as important in determining class for white people?

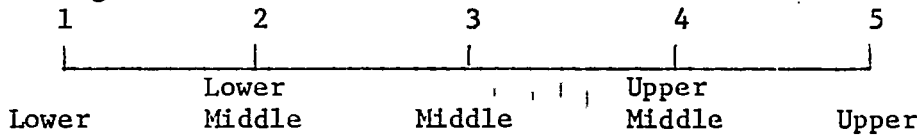
Yes 1

No 2

3A. Which ones are most important?

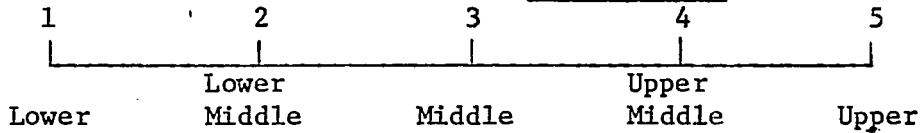
- Income 1
- Education 2
- Housing 3
- Moral or Value Standards ... 4
- Plans for the Future 5
- Plans for their Children ... 6

4. What class do you believe most of the blacks in this country belong to?

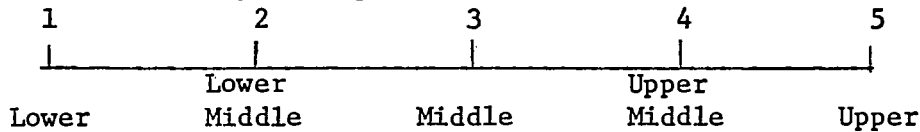


If there are blacks in the district ask:

4A How about most of the blacks in _____ (school district)?

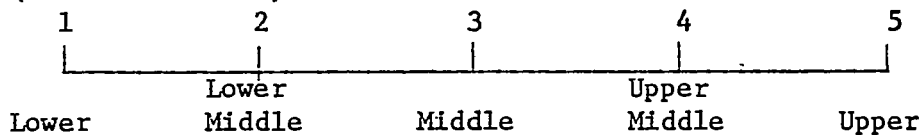


5. What class do you believe most of the Chicanos or Puerto Ricans in this country belong to?

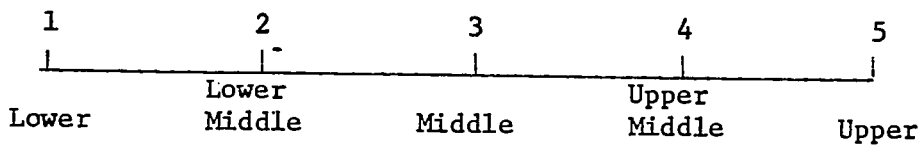


If there are Spanish-speaking minorities in district, ask:

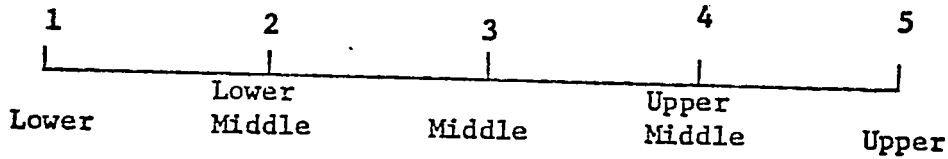
5A How about most of the (Chicanos or Puerto Ricans) in _____ (school district)?



6. What class do you believe most of the whites in this country belong to?



6A How about most of the whites in _____ (school district)?



7. On the average, black people have worse jobs, education and housing than white people. Do you think this is due mainly to discrimination, or mainly due to something about black people themselves?

- Discrimination 1
- Themselves 2
- Mixture of Both 3
- Don't Know 4

7A On the average, Spanish-speaking and Spanish surname people have worse jobs, education and housing than white people. Do you think this is due mainly to discrimination, or mainly due to something about Mexican-Americans or Puerto Ricans themselves?

- Discrimination 1
- Themselves 2
- Mixture of Both 3
- Don't Know 4

8. In your opinion, do black children have a better or worse chance than white children to get a good education?

- Better 1
- Worse 2
- Same 3
- Don't Know 4

8A In your opinion, do Mexican-Americans or Puerto Rican children have a better or worse chance than white children to get a good education?

- Better 1
 Worse 2
 Same 3
 Don't Know 4

9. Do you think there are many, some, or just a few places in (CITY) where you (your family) could not rent or buy a house because of racial discrimination?

- Many 1
 Some 2
 Few 3
 Don't know 4

10. Do you believe that minority people continue to suffer from active discrimination, or from the effects of past discrimination?

- Active discrimination 1
 Effect of past discrimina-
 tion 2
 Both 3
 Neither 4

11. Do you believe that the present focus of the Civil Rights movement as expressed in equal employment opportunity, equal educational opportunity and fair housing is sufficient to bring about equity for minority group people?

- Yes 1
 No 2

12A In your opinion how much of that equity is being reached by each program?

	A great deal	A moderate amount	A little	None
Equal employment opportunity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Equal educational opportunity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Fair housing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

13. Is school desegregation a necessary component of equal educational opportunity as you see it?

- Yes 1
- No 2

14. I would like you to think of white people who have the same education you have. As far as the present income of your family, do you think you are better off, worse off, or in about the same position as the average white person with the same education

- Better off 1
- Worse off 2
- About the same 3
- Don't know 4

PARENT QUESTIONNAIRE
Background Information

1. In what region have you spent most of your life?

- a. North 1
- b. Far West 2
- c. South 3
- d. Midwest 4
- e. East 5
- f. Southwest 6
- g. Outside the U.S. . 7

2. In what region has your school age child (have your school age children) spent most of their lives? (Complete Col. 1 for child who is in sample, and columns 2 and 3 only if other children are different).

- | | Col. 1 | Col. 2 | Col. 3 |
|------------------------|--------------------------|--------------------------|--------------------------|
| a. North | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Far West | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. South | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Midwest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. East | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Southwest | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Outside the U.S. . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Which best describes you?

- Black 1
- White 2
- Mexican-American 3
- Puerto Rican 4
- American Indian 5
- Oriental 6
- Other, please specify . . 7

4. In the column under YOU, circle the one number that goes with the best description of the kind of work you do. Under SPOUSE, circle one number that best describes the work done by your spouse. The exact job may not be listed but circle the one that comes closest.

	You	Spouse
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02
FARMER, FARM MANAGER	03	03
HOMEMAKER OR HOUSEWIFE	04	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	06
MILITARY such as career officer, enlisted man or woman in the armed forces	07	07
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant	08	08
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	09	09
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13
TECHNICAL such as draftsman, medical or dental technician, computer programmer	14	14

5. Which of these things do you have in your home? (Hand Card 1 to R).

- a. Color Television
- b. Radio
- c. Dictionary
- d. Daily Newspaper
- e. Encyclopedia or other
reference books

6. Which of the following do your children use?

- a. Dictionary
- b. Daily Newspaper
- c. Encyclopedia or other
reference books
- d. Children not yet reading age

7. Do you/Did you read to your children before they learned to read?

- a. Yes
- b. No

8. Do your children watch, or listen to such educational television or radio programs as Sesame Street, Angie's Garage, or Electric Company?

- a. Yes
- b. No
- c. Children too old

If a or b, ask 8A, if a ask 8B also.

8A Do you encourage your children to watch such programs?

- a. Yes
- b. No

8B How often do they watch them?

- a. Daily
- b. Few times/week
- c. Weekly
- d. Less than that

11. Did you yourself ever attend school with minority students?

Yes

No

If yes ask 11A and B

11A Was that in elementary or high school or both?

Elementary

High School or Jr. High

Both

11B Did you ever attend a school where the minority students pre-
dominate?

Yes

No

12. Did you yourself ever attend school with white students?

Yes

No

If yes ask 12A and B

12A Was that in elementary or high school or both?

Elementary

High School or Jr. High

Both

12B Did you yourself ever attend school where the white students pre-
dominate?

Yes

No

13. Have you ever lived in a neighborhood that was racially mixed?

Yes

No

13A Have you ever lived in a predominantly minority (for minority R, ask "majority") neighborhood?

Yes

No

14. Are you currently married and living with your spouse?

Yes

No

14A Are you right now working full time, part time, looking for work or what?

Working full time

Working part time

Temporarily laid off

On strike

Can't find work

Retired

Keeping house

14B Repeat for spouse if applicable.

15. What was the highest grade or year in school you completed?

	R	R's spouse
Never attended school	<input type="checkbox"/>	<input type="checkbox"/>
Elementary	<input type="checkbox"/>	<input type="checkbox"/>
2nd grade	<input type="checkbox"/>	<input type="checkbox"/>
3rd grade	<input type="checkbox"/>	<input type="checkbox"/>
4th grade	<input type="checkbox"/>	<input type="checkbox"/>
5th grade	<input type="checkbox"/>	<input type="checkbox"/>
6th grade	<input type="checkbox"/>	<input type="checkbox"/>
7th grade	<input type="checkbox"/>	<input type="checkbox"/>
8th grade	<input type="checkbox"/>	<input type="checkbox"/>
<u>High School</u>		
9th grade	<input type="checkbox"/>	<input type="checkbox"/>
10th grade	<input type="checkbox"/>	<input type="checkbox"/>
11th grade	<input type="checkbox"/>	<input type="checkbox"/>
12th grade	<input type="checkbox"/>	<input type="checkbox"/>
<u>College</u>		
1 year	<input type="checkbox"/>	<input type="checkbox"/>
2 years	<input type="checkbox"/>	<input type="checkbox"/>
3 years	<input type="checkbox"/>	<input type="checkbox"/>
4 years	<input type="checkbox"/>	<input type="checkbox"/>
Graduate or Professional School	<input type="checkbox"/>	<input type="checkbox"/>
Don't know	<input type="checkbox"/>	<input type="checkbox"/>

15B What was the highest grade your (husband/wife) completed? (Code above).

| |

16. Have your school-age children been in a home with two parents for most of their lives?

	Yes	No
Child in the study ...	<input type="checkbox"/>	<input type="checkbox"/>
Other children	<input type="checkbox"/>	<input type="checkbox"/>

17. Altogether, how many people live in this household? _____

17A How many under 18? _____

17B How many over 18? _____

18. Into which of the groups on this card did the total income for your family fall for last year? (Hand R card 4)

- a. Under 3,500
- b. 3,500 - 4,999
- c. 5,000 - 7,499
- d. 7,500 - 9,999
- e. 10,000 - 12,499
- f. 12,500 - 14,999
- g. 15,000 - 17,499
- h. 17,500 - 19,999
- i. 20,000 or over
- Don't know, refused

(Interviewer estimate _____)

THE SCREENER INSTRUMENTS

The Screener Survey is a combined telephone-mail survey of school superintendents and local school legal officers in 750 districts. The instrument to the school superintendent is constructed by writing a list of every bi-racial school in the school district. This listing is presented with coding categories for each school to indicate whether the school is bi-racial because it serves an integrated neighborhood, because of mandatory busing, voluntary busing, boundary changes, or grade level reorganization. It also requests the date at which any administrative integration took place.

A telephone follow-up is used to increase the response rate. The telephone interview will also probe further with the following open-ended questions:

1. Was the action taken under a Federal or Court order?
2. How much newspaper publicity has been devoted to school desegregation in the last few years? Approximately how many times has school integration been front page news?
3. Is there now a plan for further desegregation next fall?
4. Is there now any pressure on the school system from local groups or from court action which might lead to desegregation in the future? If so, please describe.

If this questionnaire elicits evidence of any Federal or Court action in the school district, a second telephone interview with the

school district's legal officer is taken, and the legal officer is asked to describe in detail the type of administrative or judicial action taken against the school district and the state of any action now in progress.

COMMUNITY LEADERS QUESTIONNAIRE

This is a mail questionnaire with 4 modules: the basic form which is administered to everyone, internal organization of minority leadership, stages of controversy and implementation procedure, personal views on desegregation.

Basic Form

DRAFT COMMUNITY LEADERS QUESTIONNAIRE

1. Looking at the list below, would you indicate whether each of these has provoked a great deal of controversy in (city) during the years since 1970, has provoked a moderate amount of controversy, or has provoked little or no controversy? (CIRCLE NUMBER UNDER APPROPRIATE RESPONSE)

	A great deal of controversy	A moderate amount of controversy	Little controversy	No controversy
A. Industrial and economic development (e.g., new plants, electrification, employment, labor supply)	1	2	3	4
<hr/>				
B. Housing and building (e.g., slum clearance, blight and deterioration, urban renewal, zoning)	1	2	3	4
<hr/>				
C. Education (including school desegregation, new school construction, financing, negotiations with teachers' union)	1	2	3	4
<hr/>				
D. Public improvements, services and utilities (e.g., transportation, roads, streets, sewage)	1	2	3	4
<hr/>				
E. Culture and recreation (e.g., libraries, clubs, theaters, parks)	1	2	3	4
<hr/>				

F. Race and ethnic relations (e.g., housing, segregation, unemployment, racial violence)	1	2	3	4
G. Social improvement and welfare (e.g., child welfare, delinquency, poverty, care for the aged, handicapped)	1	2	3	4
H. Air pollution and water pollution	1	2	3	4
I. Corruption	1	2	3	4
J. Local taxes	1	2	3	4

2. What has been the most controversial issue in the years since 1970?

3. We would like to know how much controversy has there been with regard to school desegregation at various points in time.

Great deal of contro- versy	Some contro- versy	Little contro- versy	No contro- versy
---	--------------------------	----------------------------	------------------------

Before 1967
1967-1970
1971-1972
1973-1974
1975

4. For each of the groups listed below would you please indicate the position they have taken with regard to school desegregation. Have they been visibly as public advocates of school desegregation? Have they favored school desegregation but not been public advocates? Have they opposed school desegregation but not publicly? Have they been visibly public opponents of school desegregation?

	Public Advocate	Favor	Oppose	Public Opponents
1. Labor unions	1	2	3	4
2. Democratic Party Organization	1	2	3	4
3. Republican Party Organization	1	2	3	4
4. Insurgent, independent, or reform political organizations	1	2	3	4
5. Downtown retailers	1	2	3	4
6. Industrialists	1	2	3	4
7. Bankers and executives of financial institutions; other businessmen	1	2	3	4
8. Mexican-Americans/Chicanos	1	2	3	4
9. Puerto Ricans	1	2	3	4
10. Negroes	1	2	3	4
11. Other minorities	1	2	3	4
12. Neighborhood groups and organizations	1	2	3	4
13. The largest circulation daily newspaper	1	2	3	4
14. NAACP	1	2	3	4
15. Urban League	1	2	3	4
16. Other civil rights organizations	1	2	3	4
17. White neighborhood groups and organizations	1	2	3	4
18. PTA	1	2	3	4
19. Teachers' association and/or union	1	2	3	4
20. City council	1	2	3	4
21. The mayor	1	2	3	4
22. The school board	1	2	3	4
23. School superintendent	1	2	3	4
24. Citizen's civic organizations (e.g., League of Women Voters)	1	2	3	4

5. What about the use of busing to desegregate schools? What has been the position taken by the groups listed below? Have they been visible as public advocates of busing? Have they supported busing but not publicly? Have they opposed busing, or have they been visible as public opponents of busing?

	Public Advocate	Favor	Oppose	Public Opponents
1. Labor unions	1	2	3	4
2. Democratic Party Organization	1	2	3	4
3. Republican Party Organization	1	2	3	4
4. Insurgent, independent, or reform political organizations	1	2	3	4
5. Downtown retailers	1	2	3	4
6. Industrialists	1	2	3	4
7. Bankers and executives of financial institutions; other businessmen	1	2	3	4
8. Mexican-American/Chicanos	1	2	3	4
9. Puerto Ricans	1	2	3	4
10. Negroes	1	2	3	4
11. Other minorities	1	2	3	4
12. Neighborhood groups and organizations	1	2	3	4
13. The largest circulation daily newspaper	1	2	3	4
14. NAACP	1	2	3	4
15. Urban League	1	2	3	4
16. Other civil rights organizations	1	2	3	4
17. White neighborhood groups and organizations	1	2	3	4
18. PTA	1	2	3	4
19. Teachers' association and/or union	1	2	3	4
20. City council	1	2	3	4
21. The mayor	1	2	3	4
22. The school board	1	2	3	4
23. School superintendent	1	2	3	4
24. Citizen's civic organizations (e.g., League of Women Voters)	1	2	3	4

6. Could you identify any group, organization or individual most responsible for making school desegregation a serious concern of leaders in (city)?

YES .. (ANSWER 7A) 1

NO 0

6A If yes, who? If individual, what position does he/she hold?

7. Could you identify any group, organization, or individual most influential in preventing a resolution of the school desegregation issue in (city)?

YES . . (ANSWER 7A) 1

NO 0

8. Have any ad hoc organizations been created either to oppose or support school desegregation in (city)?

YES . . (ANSWER 8A) 1

NO 0

8A. Please list opposition organization and give the information indicated.

<u>Organization</u>	<u>Supporting or Opposing School De- segregation</u>	<u>Neighborhood Based or City Wide</u>	<u>Racial Compo- sition</u>	<u>Influence on Policy- makers</u>
(1)	Support...1 Oppose....0	Neighborhood...1 City Wide.....0	Black.....1 White.....2 Chicano.....3 Puerto Rican..4 Mixed.....5 Mixed Minority6	Great Deal..1 Some.....2 Little.....3 None.....4
(2)	Support...1 Oppose....0	Neighborhood...1 City Wide.....0	Black.....1 White.....2 Chicano.....3 Puerto Rican..4 Mixed.....5 Mixed Minority6	Great Deal..1 Some.....2 Little.....3 None.....4
(3)	Support...1 Oppose....0	Neighborhood...1 City Wide.....0	Black.....1 White.....2 Chicano.....3 Puerto Rican..4 Mixed.....5 Mixed Minority6	Great Deal..1 Some.....2 Little.....3 None.....4
(4)	Support...1 Oppose....0	Neighborhood...1 City Wide.....0	Black.....1 White.....2 Chicano.....3 Puerto Rican..4 Mixed.....5 Mixed Minority6	Great Deal..1 Some.....2 Little.....3 None.....4

9. How good a job would you say the school board is doing in backing school desegregation?

Excellent 1
Good 2
Fair 3
Poor 4

10. How good a job would you say the school superintendent is doing in backing school desegregation?

Excellent 1
Good 2
Fair 3
Poor 4

11. Below are listed a series of problems which school systems have. For each, would you indicate whether it is a very serious problem, a serious problem, a not too serious problem, or not serious at all.

	<u>Very Serious</u>	<u>Serious</u>	<u>Not Too Serious</u>	<u>Not Serious At All</u>
A shortage of school buildings	1	2	3	4
Selecting sites for new buildings	1	2	3	4
Selecting among different types of new facilities (e.g., educational parks, middle schools, magnet schools, etc.)	1	2	3	4
Recruiting good teachers	1	2	3	4
Raising teachers' salaries	1	2	3	4
Meeting demands from teachers' groups	1	2	3	4
Meeting demands for desegregation from civil rights groups	1	2	3	4
Meeting demands for improved education	1	2	3	4
Outmoded curricula	1	2	3	4
Special programs for gifted children	1	2	3	4
Remedial programs for slow children	1	2	3	4
Extracurricular activities and athletics	1	2	3	4
Financing the total needs of the school system	1	2	3	4
Punishment of students	1	2	3	4
Communist influence in schools	1	2	3	4

12. Below is the same list as on the previous page. Would you indicate whether each has been a very important issue in recent school board elections or appointment, a fairly important issue, not too important an issue, or not at all important.

	Very Impor- tant	Fairly Impor- tant	Not Too Impor- tant	Not at all Important
A shortage of school buildings	1	2	3	4
Selecting sites for new buildings	1	2	3	4
Selecting among different types of new facilities (e.g., educational parks, middle schools, magnet schools, etc.)	1	2	3	4
Recruiting good teachers	1	2	3	4
Raising teachers' salaries	1	2	3	4
Meeting demands from teachers' groups	1	2	3	4
Meeting demands for desegregation from civil rights groups	1	2	3	4
Meeting demands for improved education	1	2	3	4
Outmoded curricula	1	2	3	4
Special programs for gifted children	1	2	3	4
Remedial programs for slow children	1	2	3	4
Extracurricular activities and athletics	1	2	3	4
Financing the total needs of the school system	1	2	3	4
Punishment of students	1	2	3	4
Communist influence in schools	1	2	3	4

13. Which of the categories listed over the right-hand columns best describe the school board when they are deciding questions concerning the issues listed down the left.

	Always a Unanimous Vote	Occasionally One or Two Dissensions	Often One or Two Dissensions	Occasionally a Close Vote	Often a Close Vote	They Never Vote On It
A shortage of school buildings	0	1	2	3	4	5
Selecting sites for new buildings	0	1	2	3	4	5
Selecting among different types of new facilities (e.g., educational parks, middle schools, magnet schools, etc.)	0	1	2	3	4	5
Recruiting good teachers	0	1	2	3	4	5
Raising teachers' salaries	0	1	2	3	4	5
Meeting demands from teachers' groups	0	1	2	3	4	5
Meeting demands for desegregation from civil rights groups	0	1	2	3	4	5
Meeting demands for improved education from civil rights groups	0	1	2	3	4	5
Outmoded curricula	0	1	2	3	4	5
Special programs for gifted children	0	1	2	3	4	5
Remedial programs for slow children	0	1	2	3	4	5
Extracurricular activities and athletics	0	1	2	3	4	5
Financing the total needs of the school system	0	1	2	3	4	5
Punishment of students	0	1	2	3	4	5
Communist influence in schools	0	1	2	3	4	5

INTERNAL ORGANIZATION OF MINORITY LEADERSHIP AND PRIORITIES OF DEMANDS

- | | | |
|----------------------------------|-------------------|------------------------|
| 1. working men and women | 4. businessmen | 7. professional people |
| 2. welfare recipients | 5. students | 8. political leaders |
| 3. residents of one neighborhood | 6. white liberals | 9. other (SPECIFY) |

LIST THE 5 MOST IMPORTANT MINORITY ORGANIZATIONS IN (CITY).

1 Name of Organization	2 In very approx- imate numbers, how many people do you suppose this group could mobilize for a mass meeting or demonstration?	3 HAND RESPONDENT CARD CR-2. Above is a list of different kinds of people who might be active in (org.). Which one or two types of members on the card are the most important in influencing the organization's policy? REFER TO COPY OF CARD ABOVE AND CIRCLE APPROPRIATE CODE BELOW	4 What major issues has this organi- zation concerned itself with?
A.		1 2 3 4 5 6 7 8 9 (SPECIFY)	
B.		1 2 3 4 5 6 7 8 9 (SPECIFY)	
C.		1 2 3 4 5 6 7 8 9 (SPECIFY)	
D.		1 2 3 4 5 6 7 8 9 (SPECIFY)	
E.		1 2 3 4 5 6 7 8 9 (SPECIFY)	

ASK Q'S. 5-7 FOR EACH.

Organization	5 How many full-time staff members does (organization) have?	6 <u>IF ANY TO Q. 9:</u> How many of them draw regular full-time salaries rather than token salaries?	7 Now I would like you to tell me whether you think this organization's goals would tend more toward integration of schools, or more toward improving minority schools?
--------------	---	---	--

	ENTER NO.	ENTER NO.	Inte- gra- tion	Improve Minority schools	Mixed	Don't know
A.			1	2	3	4
B.			1	2	3	4
C.			1	2	3	4
D.			1	2	3	4
E.			1	2	3	4

8. The chart below has rows indicated for each pair of organizations from your list above. Would you please indicate the degree to which each pair of organizations works together on projects or issues.

<u>Organization Pairs</u>	<u>Cooperate Extensively</u>	<u>Cooperate Sometimes</u>	<u>Cooperate a Little</u>	<u>Don't Cooperate At All</u>
AB				
AC				
AD				
AE				
BC				
BD				
BE				
CD				
CE				
DE				

9. The chart below again lists pairs of organizations from your list in the rows. Would you please indicate how often these organizations disagree publicly?

<u>Organization Pairs</u>	<u>Disagree Frequently</u>	<u>Disagree Occasionally</u>	<u>Disagree Seldom</u>	<u>Never Disagree</u>
AB				
AC				
AD				
AE				
BC				
BD				
BE				
CD				
CE				
DE				

10. How much conflict would you say there was among minority organizations over the school desegregation issue. Would you say there was a great deal of conflict, some conflict, very little conflict, or no conflict at all?

- A great deal of conflict . . (ASK A) . . 1
- Some conflict (ASK A) . . 2
- Very little conflict 3
- No conflict at all 4

A. IF A GREAT DEAL OF CONFLICT: Would you say that the conflict was due mainly to a difference in goals, mainly due to different ideas about strategies, mainly due to personality clashes among leaders, or mainly due to a competition for the leadership of the movement as a whole?

- Goals 1
- Strategies 2
- Personality clashes 3
- Competition for leadership 4
- Don't Know 5

FORM #3

FOR SCHOOL DISTRICTS WHICH HAVE DESEGREGATED ONLY

1. Please indicate how much controversy there was at each of the stages of desegregation listed below.

	<u>Great Deal of Contro- versy</u>	<u>Some Contro- versy</u>	<u>Little Contro- versy</u>	<u>No Con- troversy</u>	<u>No Stage in this City</u>
A. When the issue first came up					
B. When the school board first considered desegregation					
C. When the school board decided to desegregate					
D. When the desegregation plan was announced					
E. The time between the announcement of the plan and desegregation					
F. The first day of school after the plan went into effect					
G. Six months after desegregation					

2. Between the time that the desegregation issue was first raised and the day desegregation went into effect, did the school system do any of the following to prepare for desegregation?

	Yes	No
Hold teacher training sessions	1	0
Hold public meetings to explain desegregation	1	0
Meet with PTAs	1	0
Reassign teachers	1	0
Reassign principals	1	0

3. We want to know how school superintendents are involved with the community concerns over school desegregation. So, during the time the school system was planning for desegregation, did the superintendent meet with any of these groups to discuss the issue—either publicly or privately?

- Civil Rights Leaders 1.
- Minority Parents Groups 2
- White Parents Groups 3
- Other Groups (specify) 4
- _____
- _____
- None of these 5

ADDITION TO THE FORM NUMBER 3 LEADER QUESTIONNAIRES
TO BE ADMINISTERED TO THOSE LEADER RESPONDENTS WHO WERE
INFORMED ABOUT THE ACTIVITY OF ONE OR MORE ACTORS
IN THE SYSTEM

We are interested in what (the Mayor, the School Superintendent, School Board Members, other city officials, state legislatures, state officials, other city officials) was involved in various aspects of the school desegregation issue. During the time the school system was deciding what to do about desegregation did (you/he) do any of the following?

- A. Encouraged a meeting between civil rights groups and the school system
- B. Clarified to school board what the civil rights groups wanted
- C. Cautioned school board concerning the importance of white opposition to integration
- D. Cautioned school board about the importance of Negro demands
- E. Encouraged schools to act on the civil rights demands
- F. Discouraged school from taking some particular action which the civil rights groups has asked for
- G. Clarified to civil rights groups what the school system was doing to meet their demands
- H. Discouraged civil rights groups from a demonstration, sit-in, etc.
- I. Explained to white groups the importance of civil rights demands
- J. Reassured white groups that their interests would be considered
- K. Explained to white groups that segregation had to be eliminated
- L. Did (he/you) do anything else? What?
- M. Agreed to speak to an audience of citizens opposed to desegregation

- N. Agreed to speak to an audience in favor of desegregation
- O. Criticized the desegregation plan publicly for being too radical
- P. Criticized the desegregation plan publicly for being too conservative
- Q. Advise someone on how to file suit to prevent desegregation
- R. Advise someone on how to file a suit to bring about desegregation
- S. Travel to the state capitol or to Washington to argue against a desegregation order

Repeat for other actors that the respondent is informed about. For school board members and city council members the questions should be modified to ask whether any members did any of these things.

We are interested in knowing something more about the desegregation plan for the city. Were any of the following things aspects of your plan.

- A. A voluntary trial program was carried out in order to demonstrate that the plan was workable before the main part of the desegregation plan took place
- B. Parents were given the opportunity to volunteer to participate in the plan
- C. Students from schools to be paired were brought together informally before desegregation began in order to overcome their resistance
- D. Parents meetings were held to give the parents opportunities to express their views about the plan

E. Parents meetings were held in order to involve parents in the actual planning of desegregation.

F.

Were any of the following criticisms made against the desegregation plans in the city?

- A. Principals complain that they were not involved in the planning
- B. Teachers complain that they were not involved in the planning
- C. Parents complain that they were not involved in the planning
- D. Some parents complain that favoritism was being shown to white parents
- E. Some parents complaining that favoritism was being shown to middle class parents
- F. Criticism that white ethnic neighborhoods were being favored
- G. Criticism that schools in racially changing neighborhoods were being favored
- H. Criticism that schools in racially changing and integrating neighborhoods were being shown favoritism
- I. Criticism that too much busing was involved.
- J. Criticism that white children were being required to go to school in unsafe neighborhoods
- K. Criticism that black students were being put in unsafe situations

During the time when the school desegregation issue was active, describe the activities or pressures employed by Civil Rights groups.

4. What types of activities or pressures were employed?

- Boycotts 1
 - Demonstrations 2
 - Sit-ins 3
 - Threat of violence 4
 - Other 5
-

5. How long did these tactics continue to be used?

- Boycotts _____ 1
- Demonstrations _____ 2
- Sit-ins _____ 3
- Threat of violence _____ 4
- Other _____ 5

6. Was there ever any violence?

- Yes 1
- No 2

6A If yes, describe: _____

6B Who was the first violent activity from?

- Civil Rights group 1
 - Hostile counter-groups 2
 - Unorganized onlookers 3
 - Public officials 4
 - Police 5
 - Other _____ 6
-

7. In handling these activities, did law enforcement authorities ever make any arrests?

Yes 1
No 2
Don't Know 3

7A If so, on what occasions?

Type of Activity	Approximate Year	
Boycott		<input type="checkbox"/> 1
Demonstrations		<input type="checkbox"/> 2
Sit-ins		<input type="checkbox"/> 3
Threat of violence		<input type="checkbox"/> 4
Other		<input type="checkbox"/> 5

7B Were civil rights leaders arrested?

Yes 1
No 2

7C Were they subsequently tried?

Yes 1
No 2

7D Were others arrested?

Yes 1
No 2

7E How many?

Yes 1
No 2

7F Were they subsequently tried?

Yes 1
No 2

8. Was there any organized response to Civil Rights demands from the white community, either in opposition or support?

- Opposition 1
- Support 2
- Both. 3
- Neither 4

9. Was there any occasion when large numbers of white people got together to discuss the demands, either by attending school board meetings or other public meetings?

- Yes 1
- No 2

9A If yes, how many meetings were there? _____
How many people attended the largest one? _____

10. Was there any occasion when Civil Rights organizations got together a large number of people to discuss their demands, either by attending school board meetings or other public meetings?

- Yes 1
- No 2

10A If yes, how many meetings were there? _____
How many people attended the largest one? _____

11. Was this issue ever front-page news in your local newspaper?

- Yes 1
- No 2

11A If yes, was it front-page news for several issues in a row, or did it make the front pages sporadically over an extended period of time?

- Several issues in a row . . 1
- Over an extended period . . 2
- Both 3

11B If both, when was this from _____ to _____
(month year) (month year)

12. Was this issue the subject of any editorials in your paper?

Yes 1
No 2

12A If yes, what was the general editorial position of your newspaper?

13. How about television--was this issue ever a lead item of news on local television stations?

Yes 1
No 2

13A If yes, were any special programs broadcast about this issue?

Yes 1
No 2

Other School Controversies

14. Have there been any individual or group civil disorders or violent acts linked to the schools, (but unrelated to any of the above major demands) which received front page newspaper coverage?

Yes 1
No 2

14A If yes, Date of occurrence _____, _____
(month) (year) (month) (year)

B Was a lawsuit involved: Yes 1 Yes 1 Yes 1
No 2 No 2 No 2

C Was a minority individual or group thought to be the perpetrator: Yes 1 Yes 1 Yes 1
No 2 No 2 No 2

15. Describe by year indicated, the major educational issue locally the amount of activity generated by any interest groups, the level of controversy, and whether there were any school-related elections that year.

Year	Major Educational Issue	Amount of Interest Group Activity				Amount of Controversy				Was it an issue in any board elections or school bond or tax referenda in that year?	
		High Level	Some Activ.	Low Level	None	High Level	Some Activ.	Low Level	None	Yes	No
A. Fall 1972- Fall 1973		1	2 3	4		1	2 3	4		Yes	No
B. Fall 1971- Fall 1972		1	2 3	4		1	2 3	4		Yes	No
C. Fall 1970- Fall 1971		1	2 3	4		1	2 3	4		Yes	No
D. Fall 1969- Fall 1970		1	2 3	4		1	2 3	4		Yes	No
E. Fall 1968- Fall 1969		1	2 3	4		1	2 3	4			

Form 4
DRAFT LEADERSHIP QUESTIONNAIRE

Information, Perceptions and Attitudes Vis-a-Vis School Desegregation

1. In your opinion, how many white people in your neighborhood would you say are in favor of separation of the races: at least 90% of them, about 75%, about 50%, about 25%, or less than 10%?

- At least 90% 1
- About 75% 2
- About 50% 3
- About 25% 4
- Less than 10% 5
- Don't Know 6

1A In your opinion, how many black people in your neighborhood would you say are in favor of separation of the races: at least 90% of them, about 75%, about 50%, about 25%, or less than 10%?

- At least 90% 1
- About 75% 2
- About 50% 3
- About 25% 4
- Less than 10% 5
- Don't Know 6

2. How about Negroes in (city)? How many would you say are in favor of separation of the races: at least 90% of them, about 75%, about 50%, about 25%, or less than 10%?

- At least 90% 1
- About 75% 2
- About 50% 3
- About 25% 4
- Less than 10% 5
- Don't Know 6

2A How about Mexican Americans or Puerto Ricans in (city)? How many would you say are in favor of separation of the races: at least 90% of them, about 75%, about 50%, about 25%, or less than 10%?

- At least 90% 1
- About 75% 2
- About 50% 3
- About 25% 4
- Less than 10% 5
- Don't know 6

3. How much real change do you think there has been in the position of the Negro in (city) in the past few years: a lot, some or not much at all?

- A lot 1
- Some 2
- Not much at all 3
- Don't Know 4

3A How much real change do you think there has been in the position of the Mexican-American or Puerto Rican in (city) in the past few years: a lot, some, or not much at all?

- A lot 1
- Some 2
- Not much at all 3
- Don't Know 4

4. Do you think that the racial integration of schools in (city) is going too fast, not fast enough, or about right?

- Too fast 1
- Not fast enough 2
- About right 3
- Don't Know 4

5. Do you think minority groups are justified in using orderly marches to protest against racial discrimination in (city) schools?

- Yes 1
- No 2
- Don't Know 3

6. Do you think minority groups are justified in using school boycotts to protest against racial discrimination in (city) schools?

- Yes 1
- No 2
- Don't Know 3

7. Do you think minority groups are justified in using protest demonstrations to protest against racial discrimination in (city) schools?

- Yes 1
- No 2
- Don't Know 3

8. Do you think minority groups are justified in using testimony at school board meetings to protest against racial discrimination in (city) schools?

- Yes 1
- No 2
- Don't Know 3

9. Do you think minority groups are justified in using petitioning of government officials to protest against racial discrimination in (city) schools?

- Yes 1
- No 2
- Don't Know 3

10. Now, how important are they to you?

	<u>Very Important</u>			<u>Not Very Important</u>			<u>Don't Know</u>	
Racial Imbalance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/>
School Desegregation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/>
Equal Education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/>
Busing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/>

11. One approach to achieving racial balance in the schools is to bus both minority and white school children from one school district to another school district. In general, do you favor or oppose busine across district lines?

- Favor 1
- Oppose 2
- Don't Know (Skip to 11) .. 3

12. How strongly do you (Favor/Oppose) busing across district lines?

- Very strongly 1
- Strongly 2
- Moderately 3
- Just Slightly 4

13. Another approach to achieving racial balance in the schools is to bus both minority and white children within (city), thereby balancing the racial proportions of each school in the district. In general, do you favor or oppose within district busing.

- Favor (Ask A,B) 1
- Oppose (Ask B) 2
- Don't Know (Skip to 12) .. 3

14. Do you prefer it to across-district busing?

- No, favor across-district busing more 1
- Yes, favor within-district busing 2
- Don't know 3

19. Here is a list of groups and people that a school desegregation plan will affect.

ASK ABOUT EACH GROUP LISTED BELOW: Do you think that (GROUP) will be helped or hurt by school desegregation? (RECORD RESPONSE UNDER COL. A) Then Ask: Do you think they will be (helped/hurt a lot or a little? (CODE UNDER COL. B).

	Col. A			Col. B		
	Helped A Lot	Helped A Little	Neither Helped Nor Hurt	Hurt A Little	Hurt A Lot	Don't Know
Children from lower in- come families	1	2	3	1	2	3
Children from middle and upper income families	1	2	3	1	2	3
Black children	1	2	3	1	2	3
White/Anglo children	1	2	3	1	2	3
Chicano or Mexican- American children	1	2	3	1	2	3
Teachers	1	2	3	1	2	3
School administrators	1	2	3	1	2	3
Parents	1	2	3	1	2	3

20. Do you think that the desegregation of schools will have (has had) an impact on taxes?

Yes (Ask 26A) 1

No 2

20A Will it increase taxes or decrease taxes?

Increase 1

Decrease 2

21. Has school desegregation or will school desegregation influence white families to move out of (city) who otherwise would not have moved?

Yes (Ask 27A) 1

No 2

15. How strongly do you (Favor/Oppose) busing of all races within the school district very strongly, strongly, moderately, or just slightly?

- Very strongly 1
- Strongly 2
- Moderately 3
- Just Slightly 4

16. Another approach to reduce the number of racially imbalanced schools is to bus (minority) children to every white school in (city) but not to bus any white children. In general, do you favor or oppose the busing of only (minority) children to every white school in (city) in order to reduce the number of racially imbalanced schools?

- Favor (Ask A,B) 1
- Oppose (Ask B) 2
- Don't Know (Skip to next 13) 3

17. Do you prefer busing of only minority children to every white school over busing children of all races?

- Prefer busing children of all races 1
- Prefer busing minority children only 2
- Don't know 3

18. How strongly do you (Favor/Oppose) busing of only minority children to every white school in (city) very strongly, strongly, moderately, or just slightly.

- Very strongly 1
- Strongly 2
- Moderately 3
- Just slightly 4

21A Has it influenced a larger number of families, some families, a few families, or only a very few families?

- Larger Number 1
- Some 2
- Few 3
- Very Few 4

22. How serious a problem is violence in the schools of (city)?

- Very Serious..... 1
- Serious 2
- Not Too Serious 3
- Not at all Serious 4

23. If the school system has desegregated: Has the problem of violence increased or decreased since desegregation?

- Increased 1
- Decreased 2

Please indicate whether you agree or disagree with each of the following statements.

	<u>Agree</u>	<u>Disagree</u>
24. There is a problem with the civil rights movement because many minorities are demanding privileges which whites do not have.	1	0
25. There is no reason to think that minorities will learn more in an integrated school.	1	0
26. The federal and state government should establish agencies to help minorities find housing outside the ghetto.	1	0
27. In many cases, minority leaders have not been willing to make reasonable compromises on civil rights issues.	1	0
28. The government has been too lenient in handling rioters.	1	0

	<u>Agree</u>	<u>Disagree</u>
29. Most demonstrations have hurt the minority cause as much as they have helped.	1	0

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CLASSROOM OBSERVATION INSTRUMENTS

Student and teacher reports of what goes on in the classroom are valuable, but these reports provide only limited information and are subject to respondent bias; therefore, we propose that classroom observation data be gathered in each school. This data would be gathered to study the behavior of the teachers and the pupils; to determine if teachers expect different performance from different students, and, if so, how these differential performance expectations are communicated by the teacher. Classroom observation would provide data on the resources available to the classroom and how these resources are used. Firsthand observation would provide an overall impression of the climate of individual classrooms and of each school in general.

Numerous classroom observation schedules have been developed, each with particular advantages and disadvantages. The purpose for which classrooms are being observed should dictate the selection of the observation procedure. One of the objectives of the classroom observation being proposed here is to determine whether teachers communicate differential performance expectations and evaluations to students. To achieve this objective we need to look at what the teacher communicates, as well as looking at what the students communicate. It is the exchanges which take place between student and teacher which need to be observed. We also recommend that a fairly low-inference procedure be used. Low-inference categories require the observer to note the occurrence or non-occurrence of an event, whereas high-inference categories require the observer to interpret behavior. High-inference categories are subject to a great deal of observer bias, and if such measures are used we recommend they be used in conjunction with low-inference measures and be regarded as supplemental data.

In our review of classroom observation techniques, the Good and Brophy (1969) "Teacher-Child Dyadic Interaction" schedule appears to best meet the requirements of the objectives outlined above. The Good and Brophy system applies only to those classroom interactions in which the teacher is dealing with a single, individual child; situations in which the teacher is addressing himself to the entire class as a group,

such as lecturing, are omitted. Their procedure is specifically applicable to studies that focus on intraclass individual differences. [To better meet the needs of this proposed study, the Good and Brophy system has been modified to include systematic classroom observation as well as systematic observation of several individual students from each classroom.]

Following is a more complete description of the type of classroom observation we propose, along with sample forms. Every interaction between the teacher and an individual child is coded. In addition, several aspects of the system involve preservation of the sequential nature of teacher-child interaction, so that cycles of initiation and reaction are not lost in the coding process. This feature is especially important for studying the communication of performance expectations, since it allows separation of effects due primarily to the teacher from effects due primarily to the child. The system also allows for the conversion of raw codes from the individual children into percentage scores which neutralize the effects of differences in the absolute frequencies of various types of interactions they have with their teacher. Teachers' interactions with particular children or subgroups of children may then be compared directly with interactions in equivalent situations with other individuals or groups. In this way, quality of contact (what the teacher does when engaged in certain kinds of interactions with the child) and quantity of contact (the sheer frequency of the different kinds of interactions) may be studied and evaluated separately.

SUGGESTED DESIGN FOR CLASSROOM OBSERVATION

Prior to the scheduled observation, certain information should be collected from the teachers whose classrooms are to be observed. This information should include a seating chart, showing the students by name; the ethnicity of the students; and the teachers' rankings of their students according to achievement level. It would also be advisable to obtain a typical daily activities schedule from the teachers so that there would be a means for judging whether or not the activities observed were typical for that classroom. The research staff could then preselect students for observation. Four to six students per classroom should be

selected--two to three students from the upper third of the class in terms of achievement level and two to three students from the lower third of the class. Each pair, or triplet, should contain students of different ethnicities so that in analysis the effects due to race can be separated from the effects due to level of achievement. Schools which track students according to ability level should be identified, since the absolute differences between high-achieving students and low-achieving students will be less in classrooms from schools which track. In case one or more of the students is absent the day the observing is to take place, student alternates, matched by ethnicity and achievement level, should also be selected. The seating chart and the names of the students to be observed, along with the names of the student alternates, would then be given to the observer. The observer should not know that students have been categorized by achievement level. The observation team would then be given training in using the observation method selected; from their experiences, Good and Brophy recommend a one- to two-week training and practice period to establish sufficient intercoder reliability.

The Good and Brophy System

Five different types of dyadic interaction situations are coded in the Good and Brophy system:

1. Response opportunities, in which the child publicly attempts to answer a question posed by the teacher.
2. Recitation, in which the child reads aloud, describes some experience or object, goes through arithmetic tables, or makes some other extended oral presentation.
3. Procedural contacts, in which the teacher-child interaction concerns permission, supplies and equipment, or other procedural matters concerned with the child's individual needs or with classroom management.
4. Work-related contacts, in which the teacher-child interaction concerns seat work, homework, or other written work completed by the child.
5. Behavioral contacts, in which the teacher disciplines the child or makes individual comments concerning his classroom behavior.

These five broad categories of teacher-child interactions are kept distinct from one another in coding, and each type has its own place for coding on the coding sheets. On the General Classroom form (p. these five categories have been modified slightly and are to be used to record the types of interactions which take place in the classroom between the teacher and individual students or the class as a whole. Counts will be made as to the number of times each category is used, by ethnicity of student. These counts will be separately tallied according to the source of the interaction (whether teacher or student).

In addition to this physical separation of the coding for the five types of dyadic contacts, coding distinctions are made concerning the nature and sequence of the interaction observed on the General Class Activities and Reading and Recitation forms (p.). For every interaction, coders note whether the initiator was the teacher or the child, and also code information concerning the teacher's message or response to the child during the interaction. In addition, the coding of response opportunities and recitation turns also includes information concerning the type of question asked and the quality of the child's response, both of which are coded before coding the nature of the teacher's feedback. The latter coding also includes preservation of the sequential order of events, so that the chain of action and reaction sequences within these interactions is maintained.

Response opportunities are characterized by three key aspects:

- a. They are public interactions between the teacher and only a single child at a time, but are nevertheless meant for and monitored by the entire class or by the entire group operating at the moment (such as a reading group).
- b. They occur when the teacher asks a question demanding a verbal response from the child or when she asks the child to publicly respond to a question requiring a nonverbal response.
- c. Only a single individual child makes the response.

Response opportunities as used in this system are considered to be teacher afforded; they thus involve individual recognition of the child by the teacher. Each response opportunity which is coded requires coding

of five separate bits of information: the identity of the child, the type of response opportunity, the level of question asked, the quality of the child's answer, and the nature of the teacher's feedback response.

Reading and recitation turns differ from other response opportunities in that the child is required to make an extended oral presentation, and the amount of teacher-child interaction expected is dependent upon the performance of the child. The student who successfully completes his entire turn without error will ordinarily interact with his teacher only at the end or when she makes some comment about his performance as a whole. The child who frequently makes mistakes along the way can expect the teacher to react to him each time he makes a mistake or gets stuck. Therefore, there is a separate reading and recitation coding sheet.

The last three dyadic teacher-child contacts in this system differ from response opportunities and reading and recitation turns in that the teacher is dealing privately with one child about matters idiosyncratic to him rather than publicly about material meant for the group or class as a whole. The latter distinction is the key one, since these teacher-child dyadic contacts are not always private. These contacts are divided into procedural contacts, work-related contacts, and behavioral or disciplinary contacts. They are also separately coded according to whether they are initiated by the teacher (teacher-afforded) or by the child (child-created). The coding also reflects certain aspects of the teacher's behavior in such contacts. Work-related contacts include those teacher-child contacts which have to do with the child's completion of seat work or homework assignments. Procedural contacts include all dyadic teacher-child interaction which is not coded as work-related contacts or as behavioral contacts. Behavioral contacts are coded whenever the teacher makes some comment upon the child's classroom behavior; work-related or procedural matters are not involved.

Supplementary Observations

In addition to recording teacher-child interactions, the observer should also record the presence or absence of resources in the classroom

as well as her impressions of the classroom climate (see pp. for suggestions of types of information to be recorded on supplementary form). We are not only interested in the types of resources available (such as nonteaching staff, equipment, and reference books), but also the use that is made of these resources. We are interested in visual or other clues which would indicate that the teacher and students are promoting interracial contact and friendships. These supplementary observation processes could be recorded during the periods when the teacher is lecturing or interacting with a student who is not being observed.

In order to get a feel for the climate of the school in general, the observer should follow her classroom to the playground during recess and the school cafeteria during lunch. Again, the frequency and type of interracial contact among the students should be recorded (see Appendix for suggested types of information to be collected). At the conclusion of the day, the observer would record her overall impressions of the school and the classroom she observed. These impressions would be largely judgmental, but would serve to suggest how successful this desegregated school has been along certain key dimensions (see Appendix for form).*

Open Classrooms

Essentially the same observation procedure can be used in those classrooms which are open classrooms. The one exception to this procedure concerns the number of students per classroom to be observed. Two students should be observed in an open classroom. At fixed intervals, the observer would alternate between these two students. She would record the teacher-child interactions as described above, as well as any interactions between her students and other adult figures in the classroom. The observer could also conduct mini-interviews with her students periodically to determine their reactions to the classroom activities.

* For an example of how an overall assessment of teachers can be used, the reader is referred to Nancy St. John's "Thirty-Six Teachers: Their Characteristics and Outcomes for Black and White Pupils," American Educational Research Journal, Vol. 8, No. 4, November 1971, pp. 635-648.

Data Analysis

Various analyses can be performed with this data base. The relative amount of time spent in different activities or the types of interactions which tend to occur in different types of activities can be calculated. Comparisons can be made of the quality of teacher-child interaction in different individuals and groups, despite differences in quantity of dyadic interactions with the teacher. Comparisons can be made concerning the use of affirmation or praise for correct answers and, conversely, the use of negation and criticism for incorrect answers. The data can be analyzed to determine if teachers sustain interaction longer for some students than for others. From this proposed study it could be determined whether or not teachers tend to treat students differently according to ethnicity or achievement level. This study will serve, as well, to validate and expand upon our findings elsewhere concerning the effects of school desegregation.

GENERAL CLASSROOM*

Class _____

Page _____ of _____

Date _____

Observer _____

Category **	Black		White (Anglo)		Mexican American		Puerto Rican		Other		Class	
	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student
1. Response												
2. Recitation												
3. Procedural												
4. Work-related												
5. Behavioral (+ , -)												

-34-

*This is the general classroom form for recording the five categories of teacher-student interaction by ethnicity of student or classroom as a whole (i.e., interaction directed at two or more students). This form will be used whenever the teacher is interacting with a student who is not one of the selected students for whom interactions are to be recorded in depth.

**The response category is to be used whenever the teacher or student asks or responds to a question. The recitation category is to be used when the teacher is lecturing or the student is reciting or reading. The procedural category is used whenever the teacher-student interaction concerns procedural matters. The work-related category is used when the interaction concerns seat work, homework, or other written work. The behavioral category is to be used when positive or negative comments are made concerning the student's or class behavior. In all cases, simple counts will be made as to the number of times each category is used, as well as the source of the interaction (whether teacher or student).

DATE _____
 Class _____
 Activity _____

GENERAL CLASS ACTIVITIES

Start time: _____
 Stop time: _____
 Elapsed time: _____

PAGE _____ OF _____

Class attendance _____
 Students Observed _____
 Observer _____

ACTIVITIES AND STOP TIME	RESPONSE OPPORTUNITIES													CHILD CREATED				TEACHER AFFORDED																				
	Child			QUESTION			ANSWER			TERMINAL FEEDBACK				Sustaining				WORK		PROCEDURE		WORK		BEHAVIOR														
	DISCIPLINE	DIRTY	OPEN	CALL OUT	PROCESS	PRODUCT	CHOICE	SELF	CORRECTLY	PARTIALLY	WRONG	NO RESPONSE	ORIGIN	APPROX	NO FEEDBACK	NEGATIVE	CRITICISM	PROCESS	GIVE ANS.	ASK OTHER	CALL OUT	REPEAT	CLUE	REPHRASE	NEW QUESTION	PRaises	PROCESS	FEEDBACK	CRITICISM	PRaises	FEEDBACK	CRITICISM	PRaises	PROCESS	FEEDBACK	CRITICISM	PRaises	WAR
<p>[Record various activities such as MORNING ROUTINE, READING GROUPS, LECTURING, RECESS, etc. in sequential order. Also record duration of various activities (ie, MORNING ROUTINE ended - 9:00) Provides record of the classrooms daily activity.]</p>	<p>[Code Discipline when question asked has a control technique; direct when teacher calls on student who is not seeking a response opportunity; open question when teacher asks on student with hand raised; call out when teacher recognizes the response a student calls out.]</p>	<p>[Code process when child required to specify cognitive and/or behavioral steps necessary to solve a problem; product when knowledge of single fact required; choice when correct answer one of several alternatives; Above 3 deal with academic subjects; self when child asked to make personal, non-academic contribution such as show-and-tell.]</p>	<p>[Here the teacher's perception of the correctness of the child's response is coded, not the coder's perception. If the student responds substantively, the answer will either be correct, part-correct, or incorrect as determined by the teacher's response. All other cases are coded no response.]</p>	<p>[More than one code may be used, preserve the sequential nature by numbering codes. The first nine categories are designated terminal feedback which brings the response opportunity to a close. The last three categories are termed sustaining; the teacher prolongs the response opportunity. These 12 categories are: praise (positive evaluation) affirms right (positive feedback) no feedback response, negate wrong (negative feedback), criticism (negative evaluation) process feedback, gives correct answer (without process), asks another child for answer, call out (another child responds before first child), repeats question, rephrases question or gives clue, and teacher asks a new question.]</p>	<p>[Code when child takes it upon himself to bring his work up to his teacher, or raises his hand or otherwise indicates he wants to discuss it. Code type of teacher feedback: praise, process feedback, product feedback, criticism; or don't know - used only when coder cannot hear the teacher's feedback.]</p>	<p>[Code as child-created when child seeks permission to do something, requests supplies, reports information etc. Teacher afforded usually have to do with classroom management.]</p>	<p>[Code when teacher gives feedback about work when child has not solicited it. Code five types of teacher feedback.]</p>	<p>[Use only for those instances in which the teacher singles out the child for comment solely on the basis of wanting to discuss his classroom behavior.]</p>																														

Expectations

[Record verbatim teachers communications to individual children or subgroups (such as a reading group divided by achievement levels) which are examples of communication of performance expectations.]

REMARKS:

[Communicate any additional information which explains the above coding. Examples might include expanding on the activities recorded above, noting periods of confusion or silence, and the like. Care should be taken to indicate on the above form the units to which a remark is addressed.]

READING AND RECITATION

DATE: _____

CLASS: _____

READING GROUP: _____ of _____

Start time _____

STOP time _____

Elapsed time _____

PAGE: _____ of _____

Attendance: _____

Observer: _____

Created Work				
PRAISE	PROBLEMS	FEEDBACK	CRITICISM	?

READING AND RECITATION										Response Opportunities																			
CHILD				TERMINAL FEEDBACK				Sustaining		Question		Child		ANSWER			TERMINAL FEEDBACK				Sustaining								
TURN	RECI	WORK	TURN	PR	NEG	CRIT	PRO	AS	CALL	REG	CL	REP	NEW	PRO	PR	CH	NO	PR	NEG	CRIT	PRO	AS	CALL	REG	CL	REP	NEW		
RECI	TURN	WORK	TURN	PR	NEG	CRIT	PRO	AS	CALL	REG	CL	REP	NEW	PRO	PR	CH	NO	PR	NEG	CRIT	PRO	AS	CALL	REG	CL	REP	NEW		
<p>[Code self-reference when student asked to present extended verbal description of a non-academic nature; work recitation when academic in nature but not reading turn (eg. oral review, recitation of memorized material), reading turn when child asked to read aloud.]</p>										<p>[Code each separate reading failure and its subsequent teacher feedback on a separate line; the teacher's final comment at the end of the reading should be identified as such (with the letter "E") so as not to confuse it with feedback regarding specific reading errors during the reading turn.]</p>										<p>[ANY NORMAL RESPONSE OPPORTUNITIES THAT OCCUR WHEN THE TEACHER ASKS A PUBLIC QUESTION WHICH IS TO BE ANSWERED BY A CHILD ARE CODED IN THIS SECTION. Such questions may occur during or in between reading turns, and may be directed at the reader or at other members of the group. Response opportunities are coded in precisely the same way on both sheets, except that on this sheet, the type of question (ie, discipline, direct, open or call out) is not coded but only whether the question is teacher afforded or a call out.]</p>									

Created Procedure		
PRAISE	FEEDBACK	CRITICISM

Afforded Work				
PRAISE	PROBLEMS	FEEDBACK	CRITICISM	?

Afforded Behavior			
PRAISE	WORK	CRITICISM	?

Expectations:

Remarks:

CLASSROOM SUPPLEMENTARY OBSERVATION FORM

Class _____ Date _____ Page _____ of _____
Observer _____

Types of information to be recorded on this form include:

• Nonteaching staff

1. How many adults, or additional nonteaching staff, were present in the classroom at some time during the day?

- _____ # of teacher aides
 - _____ # of parent volunteers
 - _____ # of peer tutors
 - _____ # of cross-age tutors
 - _____ # of other assistance (describe)
-

2. What was the main function they performed?

- No additional staff in classroom 1
 - Clerical or other tasks 2
 - Helping students with their work 3
 - Disciplining students 4
 - Other (describe) 5
-

• Classroom structure

1. Are the students assigned seats by the teacher?

- Yes 1
- No 2

2. Did the class break up into small groups?
- Yes 1
 - No (skip to Q. 3) 2
- a. If Yes,
- Did the teacher assign the students to groups, or did the students select their own group?
- Teacher assigned 1
 - Students selected 2
- b. If Yes,
- Were these groups desegregated?
- None, or very few 1
 - Some 2
 - All or most of them 3
3. Were the students allowed to select activities of interest to them?
- Yes 1
 - No 2

● Visual displays

1. Was the work of the students displayed in the classroom?
- Yes 1
 - No 2
2. Were their pictures of minority-group people or minority-group cultural symbols displayed in the classroom?
- Yes 1
 - No 2
3. Were there animals or other living things present which required student care?
- Yes 1
 - No 2

• Resources

1. Were books, other than textbooks, available for student use?
Yes 1
No 2

2. Was there a variety of materials available to supplement student learning?
Yes 1
No 2

3. Did the students make use of the classroom resources?
None or very few 1
Some 2
Many 3

SCHOOL SUPPLEMENTARY OBSERVATION FORM

Class _____ Date _____ Page _____ of _____
Observer _____

Types of information to be recorded on this form include:

• Playground observation

1. Were the students engaged in teacher planned activities, or activities of their own choosing?
Teacher planned activities 1
Activities of students' choosing 2
 2. How many adults are present on the playground (not counting yourself)?
_____ # of adults
 3. Pick out the largest cluster of children on the playground.
Are all the children in that group the same race or ethnic group?
Yes 1
No 2
 4. Observe any children who may be standing alone on the fringes of the activity. Are they all the same race or ethnic group?
Yes 1
No 2
 5. Is the atmosphere on the playground relaxed and friendly, or are there tensions or fights?
Relaxed and friendly 1
Tensions 2
Fights 3
Neither (describe) 4
-

● Cafeteria observation

1. How many adults are present in the cafeteria (not counting yourself)?

_____ # of adults

2. Are there any interracial groups sitting together at lunch?

None or a few 1

Some 2

Many 3

No cafeteria 4

3. Is the atmosphere in the cafeteria relaxed and friendly, just noisy, or were there tensions or fights?

Relaxed and friendly 1

Just noisy 2

Tense 3

Fights 4

No cafeteria 5

6. Would you say the teacher appeared harsh or kindly to her students?

Harsh

--	--	--	--	--	--

 Kindly

7. Overall, did you feel that the students were attentive or inattentive?

Inattentive

--	--	--	--	--	--

 Attentive

8. How much learning of academic subjects did you feel was taking place in this classroom?

A great deal

--	--	--	--	--	--

 Very little

9. How well do you think students were learning to get along with children of another race?

Very well

--	--	--	--	--	--

 Not very well

10. Would you be willing to place a child of yours in this classroom?

_____ Yes _____ No

Now, for a few questions about the school:

11. Please rate the condition of:

A The landscaping around the school	B The physical condition of the classrooms
--	---

Very attractive and well maintained	1	1
Well maintained, but nothing special	2	2
Not too well maintained	3	3
Had been nice once, but very bad condition now	4	4
Poorly maintained/heavily littered	5	5
No landscaping at all	6	

12. How many broken windows were there in the school?
- None or very few 1
- Some 2
- Many 3
13. Are the water fountains in working order?
- Yes 1
- No 2
- There aren't any water fountains 3
14. Do students need a pass to be in the hall during class sessions?
- Yes 1
- No 2
- 15A. How many of the following are displayed in the school, either on walls or in showcases, or displayed in some other way? RECORD "0" FOR NONE.

	<u>Number</u>
(1) Black or other minority-group cultural symbols	_____
(2) Pictures of famous black or other minority-group people	_____
(3) Pictures of famous white people	_____

- 15B. Were any of the following noticeable on the walls?

	<u>Yes</u>	<u>No</u>
(1) Art work done by students	1	2
(2) Graffiti or profanities	1	2
(3) Bulletin board for students to put up announcements	1	2

16. Is this school named after a person? ASK SOMEONE IF NECESSARY.
- Yes 1
- No (skip to Q. 17) 2

16A. If Yes,

What (was/is) the race or ethnicity of that person?

Black	1
White	2
Mexican American or Mexican	3
Puerto Rican	4
Other (specify)	5

17. If you had a child of the age of any of the children in this school,
is this the kind of school you would like a child of yours to attend?

I'd like it very much	1
I wouldn't mind, but I wouldn't be thrilled ..	2
I would not like it	3
I would not allow my child to attend this school	4

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Year 1: School Observation Form

The questions on this form are to be answered by the test administrator when he or she is in the school for the first time.

SCHOOL DISTRICT: _____

SCHOOL NAME: _____

1. Please rate the condition of:

A	B
The landscaping around the school	The physical condition of the classrooms

Very attractive and well maintained	1	1
Well maintained but nothing special	2	2
Not too well maintained	3	3
Had been nice once, but very bad condition now	4	4
Poorly maintained/heavily littered	5	5
No landscaping at all	6	

2. How many broken windows were there in the school?

None or very few	1
Some	2
Many	3

3. Are the water fountains in working order?

Yes	1
No	2
There aren't any water fountains .	3

4. How many, if any, security officers are at this school? (Just record the number of officers you have seen on any given day.)

_____ security officers

5. Are there student monitors in the halls?

- Yes, while classes are in session 1
- Yes, between classes 2
- Yes, both of these 3
- No, neither 4

6. Do students need a pass to be in the hall during the class sessions?

- Yes 1
- No 2

7A. How many of the following are displayed in the school, either on walls or in showcases, or displayed in some other way? RECORD "0" FOR NONE.

- | | <u>Number</u> |
|---|---------------|
| (1) Black or other minority-group cultural symbols | _____ |
| (2) Pictures of famous black or other minority-group people | _____ |
| (3) Pictures of famous white people | _____ |

7B. Were any of the following noticeable on walls?

- | | <u>Yes</u> | <u>No</u> |
|---|------------|-----------|
| (1) Art work done by students | 1 | 2 |
| (2) Graffiti or profanities | 1 | 2 |
| (3) Bulletin board for students to put up announcements | 1 | 2 |

8. Is this school named after a person? ASK SOMEONE IF NECESSARY.

- Yes (answer Q. 8A) 1
- No (skip to Q. 9) 2

8A. If Yes, what (was/is) the race or ethnicity of that person?

- Black 1
 - White 2
 - Mexican American or Mexican 3
 - Puerto Rican 4
 - Other (specify) 5
-

9. Of the groups of students you observed walking together before, between, or after classes, how many interracial groups were there?
- None or very few 1
- Some 2
- Many 3
10. Is the pushing in the halls generally of a friendly nature or not?
- Generally friendly 1
- Not always friendly, but it doesn't seem to be related to race when it isn't friendly . 2
- It does seem related to race when it is not friendly 3
- Generally not friendly 4
- Too hard to tell 5
11. How many teachers did you see walking together in the hall with one or more students?
- None or very few 1
- Some 2
- Many 3
12. Did you see any students talking pleasantly to teachers in their classrooms after class had been formally dismissed?
- None or very few 1
- Some 2
- Many 3
13. How much interaction did you observe between teachers of different races--a great deal, some, a little, or none at all?
- A great deal 1
- Some 2
- A little 3
- None at all 4
- All teachers are same race 5
- No opportunity to observe 6

14. Did you ever see the principal walking around the school?
- Yes 1
- No 2
15. Did you ever see the principal talking to a student somewhere other than his office?
- Yes 1
- No 2
16. Does the principal seem to like most of the students, or does he see them mainly as problems?
- Likes students 1
- Sees them as problems 2
17. [FOR ELEMENTARY GRADES ONLY] Observe children at recess. Pick out the largest cluster of children on the playground. Are all the children in that group the same race or ethnic group?
- Yes 1
- No 2
18. Was the atmosphere in the student cafeteria relaxed and friendly, just noisy, or were there tensions or fights?
- Relaxed and friendly 1
- Just noisy 2
- Tense 3
- Fights 4
- Could not observe cafeteria at lunch time ... 5
- No cafeteria 6
19. Were there any interracial groups sitting together at lunch?
- None or a few 1
- Some 2
- Many 3
- Could not observe cafeteria at lunch time ... 4
- No cafeteria 5

20. Would you say that the general atmosphere of the school is tense or relaxed?

Tense 1
Relaxed 2
Neither (describe) 3

21. If you had a child of the age of any of the children in this school, is this the kind of school you would like a child of yours to attend?

I'd like it very much 1
I wouldn't mind, but I wouldn't be thrilled . 2
I would not like it 3
I would not allow my child to attend this
school 4

APPENDIX D: A DESCRIPTION OF JESSEN'S METHOD TWO

1. METHOD 2 FOR UNEQUAL PROBABILITY SAMPLING

Suppose there is a universe consisting of four elements ($N = 4$) and we wish to randomly select two elements ($n = 2$) with probabilities proportional to some measure of size (or MOS). That is, if A_j ($j = 1, \dots, 4$) is the MOS, the probability of selection for each element must equal $Q_j = nA_j / \sum_{j=1}^4 A_j = 2A_j / \sum_{j=1}^4 A_j$. The respective A_j and Q_j for such a universe are shown below.

Element	1	2	3	4
A_j	1	2	3	4
Q_j	.2	.4	.6	.8

Q_j may not be less than zero, but may exceed one (1.0); for this reason it will be called a *quota* rather than a probability.*

One way to select such a sample is provided by Jessen's Method 2.** The general idea of Method 2 is to arbitrarily designate what will be called a *feasible set* of samples, each of which satisfies conditions desired by the sampler. Each of the feasible samples is assigned a probability, P_i , such that the sum of P_i 's for those samples that contain the j th element is equal to Q_j ; that is, $\sum_i (P_i | j \in \text{ith sample}) = Q_j$.

* In practice, most universes will have all quotas less than one (1.0) unless the sample size is large relative to the universe size. In those cases where $Q_j \geq 1$, the interpretation is that the integer portion indicates how many times the j th element must be included in the sample with certainty, and the fractional portion indicates the probability of selection once in addition to the certainty inclusions. For example, if $Q_j = 1.4$, the j th element is to be included once with certainty and is given a .4 probability of being included twice.

** R.J. Jessen, "Some Methods of Probability Non-Replacement Sampling," *Journal of the American Statistical Association*, March 1969, 175-193.

One of the feasible samples is then selected, observing the respective probabilities, P_i . Thus, the feasible set functions as a sampling frame; the sampled elements are selected as a pre-established group rather than by separate draws. The number of samples in the feasible set is arbitrary, but one of the distinguishing features of Method 2 is a strategy for keeping the number of samples in the set at a minimum.

For the population that has been described, Method 2 proceeds by first arraying the element quotas into a worksheet format:

Element:	1	2	3	4	P_i	$(1 - \sum_t^i P_t)$
$i = 0$ Q_{0j} :	.2	.4	.6	.8	--	1.0

where the first subscript, $i = 0$, indicates that no feasible sample has yet been designated. The column labeled $(1 - \sum_t^i P_t)$ will be used in determining the P_i .

For the first feasible sample, the two elements with largest quotas are designated. The selection probability, P_i , is set equal to the minimum of the Q_{0j} for the selected elements or, for the other elements, $(1 - \sum_t^i P_t) - Q_{0j} = 1 - Q_{0j}$. That is, $P_1 = \min [(1 - .2), (1 - .4), .6, .8] = .6$. The Q_j of the chosen elements are decremented by an amount equal to P_1 , forming a new set of quotas, Q_{1j} .

Element:	1	2	3	4	P_i	$(1 - \sum_t^i P_t)$
$i = 0$ Q_{0j}	.2	.4	.6	.8	--	1.0
			✓	✓	.6	--
$i = 1$ Q_{1j}	.2	.4	.0	.2	--	.4

Designation of the second feasible sample and its assigned probability proceeds as before.

	Element:	1	2	3	4	P_i	$(1 - \sum_{t=1}^i P_t)$
$i = 0$	Q_{0j}	.2	.4	.6	.8	--	1.0
				✓	✓	.6	--
$i = 1$	Q_{1j}	.2	.4	.0	.2	--	.4
$i = 2$		✓	✓			.2	--

where P_2 was determined from $P_2 = \min [.2, .4, (.4 - 0), (.4 - .2)] = .2$.

In this case, selection of element 1 was arbitrary, since $Q_{11} = Q_{14} = .2$.

Finally, the third and last feasible sample is designated as

before:

	v Element:	1	2	3	4	P_i	$(1 - \sum_{t=1}^i P_t)$
$i = 0$	Q_{0j}	.2	.4	.6	.8	--	1.0
				✓	✓	.6	--
$i = 1$	Q_{1j}	.2	.4	.0	.2	--	.4
		✓	✓			.2	--
$i = 2$	Q_{2j}	.0	.2	.0	.2	--	.2
			✓		✓	.2	--
$i = 3$	Q_{3j}	.0	.0	.0	.0	--	.0

The procedure described has guaranteed that the exhaustion of the element quotas has been simultaneous with $\sum_{t=1}^i P_t = 1.0$, and that each of

the three feasible samples contains two discrete elements.* Examination of the above table shows that $\sum_i (P_i | j \in \text{ith sample}) = Q_j$; one therefore has only to use the P_i as selection probabilities in a random draw of one of the feasible samples to assure that the selection of elements has been with probabilities exactly proportional to their respective MOS. The foregoing procedure is, of course, generalizable to larger universes and to larger sample sizes. An unbiased estimator of population totals is provided by

$$\hat{Y} = \sum_{t=1}^n \frac{Y_t}{Q_t},$$

where Y_t is the value of some characteristics of the t^{th} element, $t = 1, \dots, n$ represents the elements in the selected sample, and \hat{Y} denotes an unbiased estimator of the population total, $Y = \sum_j^N Y_j$.

2. METHOD 2 FOR PROBABILITY LATTICE SAMPLING

In a later paper, Jessen** describes the application of Method 2 to a class of sample designs he calls lattice sampling, after Yates' use of the term to represent random samples that are taken from universes classified in two or more dimensions and that satisfy the marginal requirements of those classifications. In particular, Jessen refers to his approach as *probability lattice sampling* to denote that there is no restriction on the distribution of MOS in the universe.

* However, if one of the element quotas were equal to, say, 1.4, the sampling procedure would guarantee that each feasible sample would contain that element at least once, but no more than twice.

** R.J. Jessen, "Probability Sampling with Marginal Restraints," *Journal of the American Statistical Association*, June 1970, 776-796.

Suppose there is a universe consisting of 16 elements classified in two dimensions as follows:

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

We wish to randomly select eight elements with probabilities proportional to some measure of size, and we want to include two elements from each row and from each column. The array of MOS, which will be termed the *MOS-matrix*, for such a universe might appear as follows:

1	2	3	4	10
2	3	4	1	10
4	1	2	3	10
3	4	1	2	10
10	10	10	10	10

As before, the probability for selection of the j th element must equal $Q_j = \frac{nA_j}{N} = \frac{8A_j}{40}$. The array of quotas will be called the

sampling frame:

.2	.4	.6	.8	2.0
.4	.6	.8	.2	2.0
.8	.2	.4	.6	2.0
.6	.8	.2	.4	2.0
2.0	2.0	2.0	2.0	8.0

Note that the margin totals for rows and columns correspond to the number of elements to be sampled from each, and that the matrix is the same as n .

The designation of a feasible set of *lattices* (since all subsequent discussion will involve sampling from universes that are classified in at least two dimensions, and because the term "sample" is often assumed to imply random selection, "feasible sample" will be replaced by "lattice") and the assignment of their respective probabilities proceeds as before, except that each lattice will be constrained to satisfy the margins of the sampling frame. In this case, each lattice must contain two elements in each row and in each column. The generation of a feasible set from this universe is shown in worksheet form in Table D-1. Since some arbitrary choices were made in designing the second lattice, the feasible set shown is not unique.

3. OPTIONS THAT ENHANCE FLEXIBILITY

The preceding two examples have been purposely simplistic in order to describe Method 2 with a minimum of detail. In fact, however, the method is flexible enough to accommodate a number of variations from the simple symmetrical sampling frames that were described.

Cell Size

It has already been indicated that quotas may be greater than one (1.0). As a practical matter, one would not be interested in sampling the same element twice unless there is to be sub-sampling within elements. In such a case, an element that is selected twice would subsequently be sub-sampled at twice the rate of elements selected only once.

TABLE D-1: WORKSHEET FOR TWO DIMENSIONAL CASE

		P_i	$1 - \sum_{t=1}^i P_t$																
$i=0$	Q_{0j} <table style="display: inline-table; border: none;"> <tr><td>.2</td><td>.4</td><td>.6</td><td>.8</td></tr> <tr><td>.4</td><td>.6</td><td>.8</td><td>.2</td></tr> <tr><td>.8</td><td>.2</td><td>.4</td><td>.6</td></tr> <tr><td>.6</td><td>.8</td><td>.2</td><td>.4</td></tr> </table>	.2	.4	.6	.8	.4	.6	.8	.2	.8	.2	.4	.6	.6	.8	.2	.4	—	1.0
.2	.4	.6	.8																
.4	.6	.8	.2																
.8	.2	.4	.6																
.6	.8	.2	.4																
$i=1$	<table style="display: inline-table; border: none;"> <tr><td>.</td><td>.</td><td>✓</td><td>✓</td></tr> <tr><td>.</td><td>✓</td><td>✓</td><td>.</td></tr> <tr><td>✓</td><td>.</td><td>.</td><td>✓</td></tr> <tr><td>✓</td><td>✓</td><td>.</td><td>.</td></tr> </table>	.	.	✓	✓	.	✓	✓	.	✓	.	.	✓	✓	✓	.	.	$P_1 = \min \left\{ \begin{array}{l} (1-.2)(1-.4) .6 .8 \\ (1-.4) .6 .8 (1-.2) \\ .8 (1-.2) (1-.4) .6 \\ .6 .8 (1-.2) (1-.4) \end{array} \right\} = .6$	—
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.	✓	✓	.																
✓	.	.	✓																
✓	✓	.	.																
Q_{1j} <table style="display: inline-table; border: none;"> <tr><td>.2</td><td>.4</td><td>.0</td><td>.2</td></tr> <tr><td>.4</td><td>.0</td><td>.2</td><td>.2</td></tr> <tr><td>.2</td><td>.2</td><td>.4</td><td>.0</td></tr> <tr><td>.0</td><td>.2</td><td>.2</td><td>.4</td></tr> </table>	.2	.4	.0	.2	.4	.0	.2	.2	.2	.2	.4	.0	.0	.2	.2	.4	—	.4	
.2	.4	.0	.2																
.4	.0	.2	.2																
.2	.2	.4	.0																
.0	.2	.2	.4																
$i=2$	<table style="display: inline-table; border: none;"> <tr><td>.</td><td>✓</td><td>.</td><td>✓</td></tr> <tr><td>✓</td><td>.</td><td>✓</td><td>.</td></tr> <tr><td>✓</td><td>.</td><td>✓</td><td>.</td></tr> <tr><td>.</td><td>✓</td><td>.</td><td>✓</td></tr> </table>	.	✓	.	✓	✓	.	✓	.	✓	.	✓	.	.	✓	.	✓	$P_2 = \min \left\{ \begin{array}{l} (.4-.2) .4 (4-.0) .2 \\ \text{etc.} \end{array} \right\} = .2$	—
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.0	.0	.2	.2																
$i=3$	<table style="display: inline-table; border: none;"> <tr><td>✓</td><td>✓</td><td>.</td><td>.</td></tr> <tr><td>✓</td><td>.</td><td>.</td><td>✓</td></tr> <tr><td>.</td><td>✓</td><td>✓</td><td>.</td></tr> <tr><td>.</td><td>.</td><td>✓</td><td>✓</td></tr> </table>	✓	✓	.	.	✓	.	.	✓	.	✓	✓	.	.	.	✓	✓	$P_3 = \min \left\{ \begin{array}{l} .2 .2 (1-.0)(1-.0) \\ \text{etc.} \end{array} \right\} = .2$	—
	✓	✓	.	.															
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.0	.0	.0	.0																

Zero Cells

When universes are stratified in more than one dimension, some of the cells in the resulting matrices are often empty, and their quotas equal to zero. Zero cells present no special requirement for Method 2.

Multi-dimensions

The procedure outlined in the example generalizes to stratification in more than two dimensions. However, the format of the worksheets becomes much more complex, especially for four or more dimensions. The designation of lattices and the accompanying "book-keeping" also become very tedious.

Unequal Margins

The row and column totals on the margins of the sampling frame need not be equal, nor must the number of rows equal the number of columns. It is only necessary that the numbers of elements selected from the various rows and columns agree with the respective margin totals. For example, a more finely honed column stratification might have produced the following sampling frame (compare with the matrix on page 123 :

.2	.0	.4	.6	.8	2.0
.2	.2	.6	.8	.2	2.0
.3	.5	.2	.4	.6	2.0
.3	.3	.8	.2	.4	2.0
1.0	1.0	2.0	2.0	2.0	8.0

In this case, the designation of lattices would be such that each lattice contains one element in each of the first two columns, and two elements in each of the remaining columns and all four rows. The generation of one feasible set from this matrix is illustrated in table D-2. Note in the table that for the second and third lattices it was necessary to pass over larger quotas in favor of smaller ones in order to satisfy the margins; this is commonly the case for more complicated sampling frames.

Non-integer Margins

Finally, margin totals do not need to be integers, although designation of feasible lattices is simpler if they are. Non-integer margin totals dictate that all lattices in a feasible set will not be uniform with respect to the number of elements per row, column, etc. For example, if a given row margin total is equal to 2.4, some of the designated lattices must be unbalanced with three elements designated for that row, and the selection probabilities for these unbalanced lattices must sum to 0.4.

Suppose one is confronted with the following sampling frame (compare with the matrix on page 123 :

.2	.4	.6	.8		2.0
.2	.8	.8	.2		2.0
.2	.8	.4	.6		2.0
.6	.8	.2	.4		2.0
1.2	2.8	2.0	2.0		8.0

TABLE D-2: WORKSHEET FOR UNEQUAL MARGIN EXAMPLE

i	Q_{ij}	P_i	$1 - \sum_j P_t$
0	.2 .0 .4 .6 .8	-	1.0
	.2 .2 .6 .8 .2		
	.3 .5 .2 .4 .6		
	.3 .3 .8 .2 .4		
1	. . . ✓ ✓	.3	-
	. . ✓ ✓ .		
	. ✓ . . ✓		
	✓ . ✓ . .		
	.2 .0 .4 .3 .5	-	.7
	.2 .2 .3 .5 .2		
	.3 .2 .2 .4 .3		
	.0 3 .5 .2 .4		
2	. . ✓ . ✓	.2	-
	. ✓ . ✓ .		
	✓ . . ✓ .		
	. . ✓ . ✓		
	.2 .0 .2 .3 .5	-	.5
	.2 .0 .3 .3 .2		
	.1 .2 .2 .2 .3		
	.0 .3 .3 .2 .2		

i	Q_{ij}	P_i	$1 - \sum_j P_t$
3	. . . ✓ ✓	.2	-
	✓ . . ✓ .		
	. . ✓ . ✓		
	. ✓ ✓ . .		
	.2 .0 .2 .1 .1	-	.3
	.0 .0 .3 .1 .2		
	.1 .2 .0 .2 .1		
	.0 .1 .1 .2 .2		
4	✓ . ✓ . .	.2	-
	. . ✓ . ✓		
	. ✓ . ✓ .		
	. . . ✓ ✓		
	.0 .0 .0 .1 .1	-	.1
	.0 .0 .1 .1 .0		
	.1 .0 .0 .0 .1		
	.0 .1 .1 .0 .0		
5	. . . ✓ ✓	.1	-
	. . ✓ ✓ .		
	✓ . . . ✓		
	. ✓ ✓ . .		
	.0 .0 .0 .0 .0	-	.0
	.0 .0 .0 .0 .0		
	.0 .0 .0 .0 .0		
	.0 .0 .0 .0 .0		

In this case, the first two columns must each have two elements represented in lattices with a combined total selection probability of 0.2; the remaining lattices must have one element in the first column and three elements in the second column. The generation of such a feasible set is illustrated in Table D-3. The second lattice in this feasible set is balanced with two elements in each row and column. The first and third lattices have one and three elements in the first and second columns, respectively, reflecting the non-integer margin totals for those columns.

4. THE "REPLICABILITY OF RESULTS" PROBLEM

As might be expected, there are costs associated with these flexibilities. The main problem from the standpoint of sample theory, where one looks for replicability of results in at least a probability sense, is the rather heuristic manner in which Method 2 is applied. It is "person specific," and therefore two people given the same sampling frame could rarely be expected to come up with the same feasible set. Jessen's Methods 3 and 4 are more objective but are generally not applicable to large matrices with empty cells.

Considerable time was spent trying to develop a hybrid of Methods 2 and 3 that would provide objectivity in a large-scale matrix, but the effort was unsuccessful except for sampling frames with only two dimensions and with fewer than five cells along either dimension.

TABLE D-3 WORKSHEET FOR NON-INTEGER MARGIN CASE

i	Q_{ij}	P_i	$1 - \sum_{t=1}^i P_t$
0	.2 .4 .6 .8	-	1.0
	.2 .8 .8 .2		
	.2 .8 .4 .6		
	.6 .8 .2 .4		
1	. . ✓ ✓	.6	-
	. ✓ ✓ .		
	. ✓ . ✓		
	✓ ✓ . .		
	.2 .4 .0 .2	-	.4
	.2 .2 .2 .2		
.2 .2 .4 .0			
.0 .2 .2 .4			
2	. ✓ . ✓	.2	-
	✓ . ✓ .		
	✓ . ✓ .		
	. ✓ . ✓		
	.2 .2 .0 .0	-	.2
	.0 .2 .0 .2		
.0 .2 .2 .0			
.0 .0 .2 .2			
3	✓ ✓ . .	.2	-
	. ✓ . ✓		
	. ✓ ✓ .		
	. . ✓ ✓		
	.0 .0 .0 .0	-	.0
	.0 .0 .0 .0		
.0 .0 .0 .0			
.0 .0 .0 .0			