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**Results of Cognitive Research on the Multiplicity Question
from the 1991 Schools and Staffing Survey
Student Records Questionnaire (SASS-36A,B)**

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Abstract

The Schools and Staffing Survey (SASS) is conducted by the Census Bureau for the National Center for Education Statistics. It is a relatively new set of integrated surveys first launched in the 1987-88 and 1990-91 school years and scheduled to be conducted every three years hence. Currently, eight self-administered questionnaires designed to obtain nationwide information on teacher and student counts, administrator and teacher backgrounds, as well as other administrator, school, and teacher-level characteristics comprise the core portion of SASS. Historically, public school districts, public and private school administrators, the schools themselves, and teachers within the schools were the units about which data were collected. In 1991, however, a new survey was piloted for eventual inclusion in the core SASS – the Student Records Questionnaire. This survey was designed to obtain nationwide information on student characteristics from administrative records with students being the units about which data were collected. It is this survey which was the subject of our research.

Keywords: education, schools, teachers, students

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February 10, 1993

MEMORANDUM FOR DISTRIBUTION LIST

From: Cleo Jenkins^{CRJ} and Susan Giochetto^{SG}
Center for Survey Methods Research

Subject: Results of Cognitive Research on the Multiplicity Question
from the 1991 Schools and Staffing Survey Student Records
Questionnaire (SASS-36A,B)

Attached is a report containing the results of our cognitive research on the multiplicity question from the 1991 SASS Student Records Questionnaire. In summary, the results of this research suggest that: (1) the teachers can answer the multiplicity questions more easily than the administrators and (2) some question layout and wording changes should be made to the questionnaires we developed before the 1994 SASS Student Records Questionnaire is implemented. The results also suggest that additional research is required before reliable recommendations can be made concerning the overall formatting of the questionnaire.

Attachment

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RESULTS OF COGNITIVE RESEARCH ON THE MULTIPLICITY QUESTION FROM THE 1991
SCHOOLS AND STAFFING SURVEY STUDENT RECORDS QUESTIONNAIRE (SASS-36A,B)

by

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February 10, 1993

The Schools and Staffing Survey (SASS) is conducted by the Census Bureau for the National Center for Education Statistics. It is a relatively new set of integrated surveys first launched in the 1987-88 and 1990-91 school years and scheduled to be conducted every three years hence. Currently, eight self-administered questionnaires designed to obtain nationwide information on teacher and student counts, administrator and teacher backgrounds, as well as other administrator, school, and teacher-level characteristics comprise the core portion of SASS. Historically, public school districts, public and private school administrators, the schools themselves, and teachers within the schools were the units about which data were collected. In 1991, however, a new survey was piloted for eventual inclusion in the core SASS--the Student Records Questionnaire. This survey was designed to obtain nationwide information on student characteristics from administrative records with students being the units about which data were collected. It is this survey which was the subject of our research.

A link exists between the schools, teachers, and students in sample for this set of surveys. Along with being asked information about their school on the School Questionnaire, administrators are sent a Teachers Listing Form in which they are asked to report the names of all the teachers in the school. Teachers are sampled from this list and sent the Teacher Questionnaire. Along with this, a subsample of the teachers are selected, this time for studying their students. Following this, the administrators are contacted by phone and asked to send in class rosters for selected class periods that the teachers teach. Finally, a sample of students are selected from the rosters and the administrators of the schools from which these student/teacher combinations were selected are sent the Student Records Questionnaire, asking questions about the sampled students.

In 1991, the Student Records Questionnaire asked twenty-five questions about five students from a designated class period for each of five teachers from the school. This means the administrators were asked twenty-five questions about twenty-five students. Exhibit 1a presents the Student Records Questionnaire. As can be seen on page (2) of this exhibit, the 25 student names are listed down the left-hand side of the page, with 5 questions running across the top of the page. In practice, however, the questions span a tri-folded 14" x 25" sheet of paper. Exhibit 1b presents a reduced, unfolded view of this questionnaire. As can be seen from this exhibit, the unfolded questionnaire is one giant matrix.

Most of the questions on the Student Records Questionnaire were designed to gather information about the student's standing in school, such as their GPA, their class rank, and truancy rate, along with other background characteristics, such as their race, age, and sex. One question (item 18),

however, was designed to collect information for weighting the student sample. It read: "How many class periods does the student have each week that are taught by ONLY 1 teacher? TWO or more teachers?". Since this question identifies students who have a greater chance of being in sample, it is called the multiplicity item.

Following a review of the 1991 data, staff from the National Center for Education Statistics (NCES) and the Demographic Surveys Division (DSD) identified the multiplicity item, which is vital to the successful implementation of the Student Records Questionnaire, as failing to elicit quality data. Therefore, at NCES and DSD's request, we developed new multiplicity questions and tested them using cognitive interviewing methods. This report details the two phases of cognitive research we conducted on the multiplicity questions we developed for the SASS Student Records Questionnaire.

The first phase of this research was meant to be exploratory. It focused exclusively on the multiplicity questions and ignored the rest of the questionnaire. Our primary focus was to gain in-depth knowledge of respondents' understanding of these questions, with an eye toward learning how to best ask for this information. With time, this objective expanded into investigating who was the best respondent to provide this information--the administrator of the school or the teachers. In 1991 only the administrators were asked this information.

The second phase of the research was designed to be a little more comprehensive, while not losing sight of our focus on the multiplicity issue. By the time we began this phase, DSD had proposed a reformatted version of the Student Records Questionnaire for use in the upcoming 1993 Field Test. It seemed logical at this point to test the multiplicity questions we had developed from Phase I of this research using this new format. As will be discussed later on, one of the problems with the questions we developed in Phase I was that they lacked a context. Since they focused exclusively on the multiplicity questions, respondents were confused as to how this information told us anything about the students themselves. Therefore, in Phase II, we created a condensed version of the Student Records Questionnaire for testing. This, we reasoned, would provide more context for the respondent while allowing us to maintain our focus on the multiplicity questions.

For our interviewing sample, we selected six schools (four in Phase I and two in Phase II) from the Washington Metropolitan Area. We interviewed one administrator and one teacher from each of these schools using the "think-aloud" technique. Respondents were asked to read aloud and to verbalize their thoughts as they completed the self-administered questionnaire. Since respondents often needed to use records to answer the multiplicity questions, as opposed to simply relying on their memory, we probed them about this. We were interested in learning what record they were using, what information it provided, and if this information was compatible with the questionnaire's request. The interviews were tape recorded and summaries of them were written (see Jenkins and Ciocchetto, 1992, and Ciocchetto and Jenkins, 1992, for summaries of each interview).

All of our respondents were selected from private schools having more than 500 students. The reason for only including private schools was to avoid the additional time it would have taken to recruit public schools. The public schools needed authorization from the research divisions of the public school districts before they would agree to participate in our research. In turn, the research divisions requested a written proposal of our research plans before they would grant that authorization. Together with NCES, we decided that private schools with more than 500 students might act as proxy for the more difficult to recruit public schools. We don't really know whether large private schools would yield different results than public schools. We thought that at the very least large private schools would be more similar to public schools than small ones.

We also needed to select a sample of teacher and student names from the schools for testing the multiplicity questions. As mentioned earlier, the original questionnaire asked data for five students from a designated class period for each of five teachers from the school, for a total of twenty-five students per school. Since the purpose of this research was to learn how best to elicit the multiplicity information rather than to study the full effects of respondent burden, we selected three teachers and two students per teacher, for a total of six students per school as the sample for testing our multiplicity questions.

This report is organized in four sections. Section I discusses the methodology and results applicable to the first phase of our research, and Section II discusses the second phase. Our final recommendations are given in Section III. Finally, Section IV suggests important areas for further research.

I. PHASE I

A. METHODOLOGY

1. Development of the Multiplicity Questions

We began this research by identifying what we thought might be a problem with the original multiplicity question (item 18) on the Student Records Questionnaire. While this question appears to be simple on the surface, we suspect that it was difficult for respondents (who were the administrators of the school) to answer because it actually requires a rather complicated process. Respondents must identify every class a student is taking, the number of times the class meets per week, and how many instructors teach the class. Then they need to multiply the classes taught by one instructor by the corresponding number of times the class meets per week, and sum the resulting numbers by student. This yields the total number of class periods taught by one instructor for each student and is the information that is supposed to be reported in part a of the original multiplicity question. Next, they must go through the same process for the classes taught by two or more instructors, reporting this information in part b of the multiplicity question. Finally, they must repeat this for the twenty-five students listed on the questionnaire.

In collaboration with staff from the NCES and Demographic Statistical Methods Division (DSMD), we developed alternative versions of this item. As shown in Exhibits 2 through 4, each of these versions was designed to elucidate the tasks implicit in the original question. We thought these versions would be easier for respondents to understand than the original version, and therefore, less prone to error. In Version 1, we clearly laid out the process the respondent must go through, except that we did not ask him or her to perform any calculations. We reasoned that this information could be easily derived during data processing. Item 1 in Version 1 asks respondents to list the classes in which the students are currently enrolled. It allows up to ten classes to be listed per student. In columns to the right of this, item 2 asks the respondent to mark how many instructors currently teach this class to the student, item 3 asks how many times per week the class meets, and item 4 asks how many total students are enrolled in the class. This is fairly burdensome, however, in that respondents must write out all of the classes a student is taking and then must answer all of the follow-up questions about these classes.

Versions 2 and 3 were designed to come at this task from a slightly different angle. They ask about teacher/student combinations. As with the original question and Version 1, Version 2 was designed to be asked of administrators. Version 3, on the other hand, was designed to be asked of teachers. In Version 2, item 1 asks if the teacher listed at the top of the page currently has the students listed down the left-hand side of the page for class. In Version 3, item 1 simply asks the teacher directly if he or she currently has the students. If the teacher does, then the respondent is to answer three follow-up questions about that situation. First they are to list the classes in which the student currently has the teacher in item 2, the number of times per week the class meets in item 3, and the total number of students enrolled in the class in item 4.

The advantage of Versions 2 and 3 over Version 1 is that they require less work of respondents. Respondents need only answer items 2 through 4 if they answer "yes" to item 1. Also, they need only write out the names of those classes in which the student has the designated teacher. We anticipated that a student will have no more than 3 classes with any one teacher, and left 3 lines for respondents to write these classes in. Version 1, on the other hand, asks respondents to list all of the classes a student is taking with every teacher, for which we left ten answer spaces, and to answer items 2 through 4 for every class reported.

A disadvantage of Version 2 is that respondents, who are the school administrators, must answer the same set of questions three times, once for each teacher. This is not the case, however, with Version 3 because the respondents, who are the teachers, need only answer this set of questions once, for themselves.

Due to time constraints, it was decided that Versions 2 and 3 should be cognitively tested, since they were judged the most promising of the alternative versions. For the reasons outlined above, we decided that Version 1 was the most burdensome of the alternatives. Furthermore, the additional information that it provided was not necessary for weighting the sample,

according to NCES and DSMD experts. We, therefore, dropped it from further testing. Versions 2 and 3 then became the questionnaires we took into the field for testing, henceforth called the Phase I administrator and teacher forms, respectively.

2. Sample Selection

Early on it was decided that DSMD would select the administrators, teachers, and students for this study. Our reasoning on this was that we should mimic as closely as possible actual survey conditions. Therefore, after we decided to interview private schools with enrollment over 500 students, DSMD selected and recruited administrators from four local schools by phone. While on the phone with these administrators, DSMD also selected the names of the teachers in three of the four schools, and the names of the students in one of the schools. One of the administrators, however, was reluctant to disclose the names of the teachers over the phone and three were reluctant to disclose the names of the students. DSMD used the "random start/take every" method to select the names.

Following this contact with the school, DSMD sent letters to the schools explaining the purpose of the survey and saying that we would call to schedule appointments, which we did on a flow basis. Because of the administrators' initial reluctance to disclose names over the phone, we decided to wait until the time of the interview to ask for the remaining teacher/student names. We further decided not to burden respondents with the "random start/take every" method because of our realization that we did not need a probability sample of students and teachers. Instead, we simply asked respondents to choose the names of three teachers from their school and the names of two students for each of these teachers. The only criterion we asked was that the administrator choose at least one teacher who would be available for us to interview after our administrator interview.

In our first interview, the administrator needed to select both the teachers and the students at the beginning of the interview. We learned from this that waiting until then to select the questionnaire sample influenced respondents' reports. Since the respondent had just associated a student with a teacher, he tried to rely on short-term memory to answer the questions. This may or may not have been the method he would have used had this student/teacher association not been fresh in his mind. Because of this, when we called to schedule the remaining appointments, we tried to get the student names that the administrators were initially unwilling to provide. We were successful in all but one school. In this one school, however, the secretary gave us the names just before we began the interview with the administrator.

Although we found that selecting the names at the time we scheduled the interview, which generally took place a week or two earlier than the actual interview, was better than selecting them at the time of the interview, still it was not perfect. Respondents did not necessarily remember the details of selecting the teacher and student names, but as will be discussed later on, they generally remembered enough to formulate expectations that later affected the way they approached the questionnaire. (In the case where the secretary

gave us the names, the administrator was still aware of the procedure we wanted to follow.)

In contrast to our sample selection process, when this survey is done on a production scale, the administrator will be asked to mail entire class listings for each of the selected teachers for a given class period (i.e. the class that Teacher X teaches third period on Wednesday) to the Census Bureau. Census Bureau statisticians will then randomly select the students. Following this, the names of the teachers and students will be printed on the Student Records Questionnaire and mailed to the schools. This procedure implies that a weaker association should exist in the mind of the administrator between the names of the students and teachers in the actual survey compared to our study for two reasons. One is because of the increased amount of time that will elapse between sample selection and being asked the multiplicity questions and the other is because the administrator will not be asked to choose the teachers and the students in the actual survey as they were asked to do in our case. Therefore, it should be kept in mind that our sample selection procedures did not perfectly represent actual survey procedures.

We conducted eight cognitive interviews in Phase I, four with administrators using the Phase I administrator form (Exhibit 3) and four with teachers using the Phase I teacher form (Exhibit 4). Two of the four teachers taught self-contained classes; the others taught departmentalized classes. A self-contained classroom teacher teaches multiple subjects to the same set of students all or most of the day, as is generally the case in elementary school. The reason for including self-contained teachers in the study is because NCES thought the original multiplicity question was especially problematic for these kinds of teachers. A departmentalized teacher teaches subject matter courses (e.g., history, typing, music) to several classes of different students all or most of the day. In all cases, the school administrator selected a teacher for us to interview who would be available at the end of our administrator interview. Interviews with the administrators tended to last 25 minutes, while those with the teachers lasted about 10 minutes.

B. RESULTS OF COGNITIVE INTERVIEWS

1. Phase I Administrator Versus Teacher Form

There was a distinct difference between the way in which the administrators approached the multiplicity questions versus the teachers. Generally, the administrators relied on a series of methods to answer the questions, each of which increasingly required more time and effort on their part. Usually they tried to use their memory first, since this was the least burdensome of the methods. When answering the question about whether the teacher had the student, they tried to remember what they had told us during sample selection, which either took place a week or two earlier over the phone or just minutes before the interview itself. On rare occasions administrators were able to rely on their memories. Usually this was the result of having just drawn the sample minutes before the interview. However, even in these cases, their memory decayed quickly, generally by the time they had reached the third student on the questionnaire.

Once they came to realize that this method wasn't reliable, they opted for a second, relatively easy approach that was somewhat similar to the first. In this case, they tried to determine the student's grade level and what grade levels the teacher taught. They used this method to rule out possibilities. For instance, if they knew the student was a sophomore and the teacher taught seniors only, they could safely report that the teacher did not have the student for class. In a limited number of cases, the administrators were able to successfully use this approach.

If, however, this method failed, which often it did because the students were too close in age or the teacher taught a variety of grade levels, the administrators were forced to rely on a third method--their records. It was obvious that they exhausted the other options before resorting to this one because this was the most time-consuming of the methods. To employ this method, they needed to decide what records to use, where to locate those records, and finally, they needed to actually retrieve the records.

In comparison to this, generally the teachers knew this information from memory. In addition, the teachers only needed to answer one-third the number of questions the administrators needed to answer. This is because the teacher only needed to answer a set of questions once for each of the six students, while the administrator needed to answer these same questions for the six students with respect to each of three teachers. Thus, they needed to answer three times the number of questions, and this added to their burden.

2. Questions Taken As a Whole

One of the most obvious problems with the Phase I questionnaires was that respondents could not get a feel for their purpose--the questions did little to provide them with an understanding of the questionnaire's intent. Lost as to its purpose, respondents often asked us why this information was important and how it told us anything about the students themselves. This seemed to be especially true for school administrators. Generally, they were willing to answer the questionnaire for us, but this may have been because they had already agreed to. The teachers were also willing to answer it, but this may have been because they were summoned by the administrator to do so, and in the administrator's presence didn't feel free to question its intent. (One of the administrators sat in on a teacher's interview out of curiosity, and another overheard the interview which took place in her office.) This suggests that the questionnaire may need to include an explanation for its purpose, especially when it comes to the teacher version of the questions, since these questions will not be part of the Student Records Questionnaire, as they will in the administrator version.

There were a number of other problems with the Phase I questionnaires, but one of the most serious seemed to be that many of the respondents had difficulty understanding, at least initially, that not all of the students needed to be taught by each of the listed teachers. Respondents who did not immediately grasp this premise had difficulty answering the questionnaire at first. Usually they came to realize it after a false start in which they incorrectly assumed that the first student had the first teacher. Once they came to realize that this was not necessarily the case, they were able to answer the

remaining questions. One respondent, however, never did catch on to this fact. As a result, he never completed the questionnaire, probably for this as well as other reasons.

One reason respondents did not immediately grasp the fact that each teacher did not teach each student seemed to be related to their expectations. They just didn't expect us to ask a question like this, and this seemed to be especially true for the administrators. This may have been because they remembered having given us the names of the students and teachers either at the start of the interview or earlier over the phone. As a result, they assumed that we would be asking about actual student/teacher combinations. After all, they had told us which teachers taught which students. Even a few of the administrators who had not been directly involved in selecting the student sample, however, still expected us to ask about the correct combinations of students and teachers at first. Until it became clear that this was not the case, they too had difficulty answering the questionnaire. The fact that the administrators who had not been directly involved in selecting the student sample still expected us to ask about the correct combinations of students and teachers suggests that the administrator's expectations were not necessarily due to the sample selection process.

Another reason that seemed to contribute to respondents not immediately grasping the Phase I questionnaires was the obscurity of their overall design. The relationship among the parts is complicated. The fact that the administrator form asks a set of questions for the same six students, but with different teachers was not immediately evident to respondents. Either they leafed through the questionnaire trying to establish this relationship before attempting to fill it out, or they completed the first round of questions for the six students and began the next round with the same six students before they caught on.

Finally, the layout of the questionnaires in a matrix format was difficult for respondents. This format presents respondents with a choice, but provides little guidance for making this choice. They may choose to answer a full set of questions about one student at a time. In this case, they work across the rows. Or they may answer the same question for each of the students. In this case, they work down the columns. Respondents were split in which of these approaches to choose. Half the respondents worked across the rows, while the other half went down the columns. Respondents stalled momentarily while they made this decision, but once they made it, they consistently followed this lead. One respondent, however, also stalled after answering the first row. He was in the process of turning the page when he realized that there were other students on the page for which he needed to answer the same set of questions.

3. Item-by-Item Review of the Phase I Administrator and Teacher Forms

The following is an item-by-item review of the multiplicity questions based on the results of our cognitive interviews in Phase I.

Item 1--Teacher Have Student

This item asks whether the teacher listed at the top of the page currently has the student listed down the left-hand side of the page for class. The question itself uses the phrase "this student" to refer to the students listed on the left-hand side of the page, and a few respondents had momentary problems connecting the two at first.

Item 2--List Classes

This item asks respondents to list the classes in which the teacher currently has the student. There were a number of problems with this item, most of which revolved around respondents' interpretations of the word "class." The most obvious problem was that respondents interpreted this item to mean they should list all of the individual subjects taught in self-contained classes. They encountered problems doing this, however, because generally more than 3 subjects were taught, but only 3 lines are provided on the questionnaire. They tended to handle this by doubling up the subjects they reported per line.

Another problem with the use of the word "class" in this item was that respondents took it to include homeroom. As a result, they reported when a student had a given teacher for homeroom.

Finally, this word took on different meanings, depending on the respondent's conceptual framework. For instance, one respondent, a departmentalized teacher who taught only one subject, Government, took the word "class" to mean class period. He reported "1st pd." for one of the students and "3rd" for another, rather than reporting Government both times. In contrast to this, the administrator reported Government both times. Obviously, the teacher differentiated his classes by period, rather than by subject. The administrator, on the other hand, differentiated them by subject.

The use of the word "has" in this item may be misleading to respondents. One administrator interpreted this question to mean she should list all of the subjects taught in the self-contained classes, not just those taught by the teacher listed at the top of the page. This was because she interpreted the question as asking her to list the classes in which the teacher currently "has" the student, rather than those the teacher "taught" the student. To her way of thinking, the teacher "had" the responsibility for the students for the entire day, even though she only taught a set number of subjects.

One final problem with this item was that respondents who had listed out all of the subjects taught by a self-contained teacher or who had written a lengthy description of the situation (such as "This student is with me all day except during special: ie: art music") were reluctant to repeat this information. In these cases, they wrote in "same as above," "same as Student X" or simply "same" rather than repeat this information.

Item 3--Times Per Week

This item asks how many times per week the class meets. Some respondents reported more than just a number here. They wrote in something like "5X" or "once a day, 5 days a week." This may have been for several reasons. One reason may have been because the answer space was too large. It may have suggested to respondents that they should provide additional information. The other reason may have been that it was simply easy for them to provide this additional information. They readily knew that the class met "once a day" in addition to meeting "5 days a week" and may have reasoned that they should just tell us this additional information while they were in the process of providing the requested information. Also, this is a complex question. It asks respondents to multiply the days per week by the times per day that a class meets. Maybe respondents weren't sure if this was the task, so they provided all the component parts.

Item 4--Class Size

This item asks how many students are enrolled in the class. This had the same problem as item 3. A few respondents wrote the word "students" after the number they reported. This may have been for the same kinds of reasons as mentioned in item 3 above, or it may have been a conditioning effect. Because they had written in more information than requested in item 3, they may have simply continued to do so in item 4.

II. PHASE II

A. METHODOLOGY

1. Questionnaire Development

In Phase II, we used the results of the cognitive interviews we conducted in Phase I to develop two more questionnaires -- one for the administrator and one for the teacher (See Exhibits 5 and 6). One of the problems with the questions we developed in Phase I was that they lacked a context. Since they focused exclusively on the multiplicity questions, respondents were confused as to how this information told us anything about the students. Therefore, in Phase II, we created a condensed version of the administrator questionnaire. In addition to the revised multiplicity questions, the Phase II administrator questionnaire consisted of a cover page, a page with information about the survey, and several demographic questions from the 1991 Student Records Questionnaire. We included the demographic questions in an attempt to mimic the design of the actual questionnaire. As shown in Exhibit 1a and discussed earlier, the actual questionnaire asks an entire sequence of student questions. We reasoned that adding several of these questions to the Phase II administrator questionnaire would provide more context for the respondent while allowing us to maintain our focus on the multiplicity questions. In contrast to this, the Phase II teacher questionnaire consisted of only a cover page and a page with information about the survey in addition to the multiplicity items. If this questionnaire is administered on a production scale, teachers will not be asked the series of student questions. Those

questions will still be asked of administrators. Therefore, the cover page and information page is as much context as the teachers will get under actual production.

In addition to testing a revised question wording of the multiplicity questions, in this phase we wanted to test questionnaire formatting. Thus, the Phase II questionnaires were designed using the skip format that we had proposed for the School Questionnaire based on cognitive research we conducted earlier this year (see Jenkins et al., page 5, for our recommendations on this topic). Lenore Colaciello (DSD) laid out the newly designed forms on the computer and ultimately provided us with a master copy of the questionnaires.

The cover page was designed to be user-friendly. It was meant to be pleasing, and contain only the information that the respondent needed to begin completing the questionnaire. It was divided into four blocks of unequal sizes. Within each block, the contents were centered, with plenty of white space. This gave it an uncluttered look. The first block contained the name of the questionnaire, the form number, and sponsorship information. The background of the second block, which was also the largest block, was shaded lightly, but it contained two unshaded areas: one for the school's name and another for the students' names. The name of the school was printed in very large, bold letters in the first unshaded space. Under this were two sentences of instructions to the respondent about completing the questionnaire. Finally, the names of the six students were listed in the second unshaded area. Our deliberate use of unshaded areas within a shaded area was meant to highlight information pertaining to the respondent's school. We hoped that this would catch the respondent's attention and motivate him/her to continue for two reasons: one, because the questionnaire was personalized, and two, it quickly explained to the respondent what lay ahead. The third block was very small, containing information about returning the form. In the last block was an eye-catching icon of an apple sitting on some books. We suggest that the OMB approval number and expiration date be placed under the last block. For test purposes, since we did not need OMB approval (our test used less than nine respondents per form type per phase), we just placed an expiration date in this place. The layout for the cover page for both questionnaires were similar. Only the name of the questionnaire and the specific instructions for filling out the form were different.

Before settling on this particular cover page, we conducted a very small and unscientific study in our office. For this study, we generated about 6 or 7 slightly different versions of the cover page. We then asked 12 of our office mates (including ourselves) to choose their favorite. The sample was about equally split between two versions: one that we ultimately chose to use, and another in which the second block was not shaded and the third block was made to encompass both a smaller version of the icon and the instruction about returning the form.

The results of this study suggest that subjects were overwhelmingly drawn to a cover page containing a picture. Not one person chose a cover page without a picture. In addition, they all remarked that one of their reasons for choosing the cover page that they did was the picture. Subjects who chose the cover page that we used in Phase II of this research told us that they

preferred this cover page because of the shading. This, they said, caught their attention, compared to the unshaded versions. One subject told us that although she preferred the shaded version over the unshaded versions, she was concerned that she wasn't going to be able to read the information presented there. This is what led to our using unshaded areas within shaded areas.

In both questionnaires, page 2 began with item A, which asked the respondent to record the current time and ended with information about the survey as required by the Privacy Act and OMB. The administrator questionnaire also contained an additional series of questions (item B) asking high schools about the grading system used in their school. These questions came between item A and the Privacy Act information.

Our reason for beginning the questionnaire with item A was that we wanted to get the respondent involved in answering the questionnaire as soon as possible, and this was a simple question to begin with. Since we know from previous research that some respondents look for the first item to answer and ignore everything before that item, we thought that by putting a question before the Privacy Act information, there was a better chance that the respondent would read this information rather than skip over it.

Since we learned as a result of Phase I that the purpose of the multiplicity questions on the teacher form was obscure, we tried to explain the purpose of the survey in more detail on the Phase II teacher form. As can be seen in Exhibit 6, we included a section entitled "Why are we conducting this survey?" Along with explaining the purpose of the survey, we tried to explain why we were asking these questions of the teachers rather than the administrators.

From this point onward, both questionnaires began to ask questions about the students listed on the front page. Since we learned in Phase I that respondents had difficulty with a matrix format, we replaced this format with a single array of questions pertaining to one student at a time. The questions ran down the page rather than across it. As a result, the administrator questionnaire contained 12 pages of student questions: two pages per student. The top of the page for each student (in other words, every other page) contained an unshaded area within a shaded area in which the administrator had been instructed to enter the student's name from the front cover. The form was designed this way since it is unlikely that names could be printed on each page of the questionnaire during the production phase. The use of an unshaded area within a shaded area for the student's name was in keeping with the style presented on the cover page.

Items 1 through 3 (enrollment status, sex, and race/ethnicity) on the administrator's form came from the Student Records Questionnaire. The series of questions in item 4 were the multiplicity questions asking about this student and Teacher 1; item 5 was the same series of questions asking about this student and Teacher 2; and item 6 was the same series of questions asking about this student and Teacher 3.

Part "a" within this series asked if the student is currently taught by the teacher. We made several changes to the wording of this item based on the results of Phase I. First, instead of asking if the teacher currently "has"

the student, as was the case in the Phase I forms (item 1), we changed the question to ask if the teacher currently "teaches" the student. This is because one administrator interpreted the Phase I question to mean she should list all of the subjects taught in the self-contained classes, not just those taught by the particular teacher we were asking about. Second, because respondents had a tendency to include homeroom classes in their answer in Phase I, we included the word "homeroom" in the exclusionary clause of this question in the Phase II versions.

In the Phase II forms, if the answer to part "a" was "yes," the respondent was then asked part "b" -- if the teacher teaches multiple subjects to this student all or most of the day. The wording for this question came from the definition of self-contained classes on the SASS Teacher Questionnaire. We learned in Phase I that a screening question like this was needed to prevent self-contained teachers from listing all of the subjects they teach a student as individual classes in the next question (which asks the respondent to list the classes the teacher currently teaches the student). Such information is unnecessary because we can assume that a self-contained teacher primarily teaches the same set of students 5 days a week. Therefore, we can assume that a self-contained teacher's answer to the "meetings per week" part of "c" will be 5. Furthermore, listing the individual subjects was prone to error in that respondents sometimes had difficulty knowing how to accurately describe these subjects. For instance, one administrator reported a student as having "reading" and "language arts" among other subjects. According to the administrator, language arts included handwriting and spelling. Later, however, the administrator reported a different student in that same class as having "language arts" among other subjects. This time, she parenthetically reported that language arts included handwriting and reading. In response to this problem, we crafted "b" to prevent respondents from having to unnecessarily answer part "c."

In the Phase II forms, if the answer to part "b" was "no," then the respondent was asked to list the classes and the number of meeting times per week for each class in part "c." We made several changes to the wording of this item based on the results of Phase I. First, instead of asking two questions (items 2 and 3 in the Phase I forms), we collapsed this into one question in the Phase II forms. Second, we added the word "homeroom" to the exclusionary clause for the same reason as discussed above. Third, we provided the respondent with a table in which to respond.

Item 4 on the Phase I forms asked respondents to report the number of students enrolled in each of the listed classes. As noted earlier, however, during the production phase of the survey, a student will be chosen from a list of all students in that class. This means that the information on the number of students in the class is available at the time of sample selection. By asking this question again, not only would we burden the respondent, but we risk errors in the data. Also, class sizes could have changed since the initial selection. Since we are interested in the chance of being selected at the time of selection, it would seem that class size at the time of sample selection would be the number that we should use. Hence, there is no need for this question. We did not include this item on the Phase II forms.

After these six items were asked of each student on the Phase II forms, the final item (item 7) asked the respondent how long it took to complete the questionnaire.

The Phase II teacher questionnaire contained 3 pages in addition to the cover and page 2 described above. The only questions asked were the multiplicity items, that is, parts "a" through "c" as described above. Item 1 asked about the first student, item 2 asked about the second student, and so on. After these six items, the final item (item 7) asked the respondent how long it took to complete the questionnaire.

2. Sample Selection

For this phase, DSMD provided us with a list of local private schools with enrollment over 500 students. We chose two schools -- one elementary school and one high school--and conducted four cognitive interviews -- two with administrators and two with teachers. The elementary teacher taught a self-contained class.

We chose 3 teachers and 2 students from each of their classes for testing the multiplicity questions. The names of both the teachers and the students were selected in advance of the interview. However, one administrator chose to use only the first name and last initial of the students. Although this did not cause any problems during the interview (both she and the teacher had the full names of the students to refer to when completing the questionnaires), it showed a reluctance to divulge the names of students.

B. RESULTS OF COGNITIVE INTERVIEWS

1. Phase I Issues Revisited

Two issues that were discussed in Phase I were 1) the administrator versus teacher component and 2) the problems and confusion resulting from respondents not having a good idea of the purpose of the survey. Phase II did not shed any new light on the first issue. Once again, administrators relied on records to answer some of the multiplicity questions, whereas teachers answered the questions from memory. And once again, it took the administrators longer to answer these questions than it did the teachers -- an average of 15 minutes for the administrators versus an average of 5 minutes for the teachers.

Phase II, however, took major steps towards addressing the second issue. As described earlier, the questionnaire format was redesigned to remove some of the obscurity. The cover page could serve to put the respondent in the proper frame of mind for completing a survey, and the second page described the purposes of the survey. The administrator questionnaire also asked basic questions about the student that administrators who complete surveys are probably accustomed to (enrollment status, sex, and race/ethnicity). This may have been enough to answer respondents' questions as to the intent of the survey and suggests that administrators are unlikely to be as confused by the multiplicity questions (which, after all, are not perfectly clear to them) when they are buried among other more understandable questions.

The matrix format was replaced, for the most part, with single question items. There was one question that asked for two pieces of information in the same question. This item, however, was not really a matrix in that it did not present the respondent with the choice of how to complete the matrix. The question wording made it quite obvious that the respondent was expected to answer both pieces of information about the first class before proceeding to the next class.

Phase I revealed that administrators initially thought that all of the students were taught by each of the listed teachers. This misconception was, for the most part, eliminated in Phase II. The design of the form was meant to allow the respondent to only see one teacher at a time. This supposedly allowed him/her to concentrate on a "yes/no" answer to that question. One administrator, however, after reading item 4a (student taught by Teacher 1), crossed out the teacher's name. She said this student was taught by another teacher, so she was going to correct it. She then realized it was a "yes/no" question, marked the "no" box and got back on track.

2. Skip Instruction Format

Phase II also tested whether or not respondents could follow skip instructions that were visual rather than verbal and a format where questions did not always begin at the left margin.

As it turned out, each respondent had some skip instruction mistakes. We feel that the first three described below are minor because they can be corrected with further refinement of the form. One of these three, however, did result in a loss of data about time required to complete this form. The fourth situation is more serious because refinement of the form will probably not alleviate the problem. In this case, the respondent ignored the skip instruction and searched for the next question. It is unclear if she would have had problems no matter how the skip instruction was given. Note that data were not lost in this case. As a matter of fact, the respondent answered a question that she did not have to answer.

One administrator, after answering "yes" to item B (grading system) was unsure if she was to read the Privacy Act information below the item. She noted that the instruction for the "no" response said to "Skip to information below," but she wasn't explicitly told to do the same thing beneath the "yes" response. After some hesitation, she decided she wasn't supposed to go there, so she turned the page and continued.

The other administrator got confused at item 6a for Student 2, which is interesting, given that this was the sixth time that she had seen this question. Twice she had answered "yes" and the three other times, she answered "no." This time, however, when she answered "no," she marked the "no" box for item 6b. She saw the arrow to go to item 6c and realized she had made a mistake. She said her eye fell to the "no" box for item 6b, but then she realized from having previously answered this question for the other students that this was not correct. She erased her answer and found the "no" box for item 6a and marked it.

One teacher seemed to associate the item number with the number the student had been given. That is, when it said "Skip to Item 4a," she immediately thought of this as the questions for Student 4. She also recognized that there was information for two students per page. After Student 6, the instruction was to "Skip to Item 7." She turned the page, and saw that there wasn't a seventh student, so she thought she was finished. As a result, she missed the time question. As it so happened, this respondent also missed item A which may have given her a cue that there was a time question at the end of the questionnaire. The teacher read the instruction on the cover page to fill in the names of the first two students on page 3. She immediately went there, recorded the names, and just continued on that page with the questions. That meant she skipped over all of page 2 which asked for the current time and provided information about the survey.

The other teacher had a problem with item 1b and item 2b (Students 1 and 2, multiple subjects). She correctly marked the "yes" box, but continued on with part "c," ignoring the instruction to skip to the next item. (We know her answer was correct because we knew in advance of the interview that she was a self-contained teacher, who by definition taught multiple subjects to the same students all or most of the day.) One reason for her mistake may have been that she was drawn to the next nearest question, and overlooked the skip instruction as a result. Another reason may have been that it simply made sense to her to list the multiple subjects she taught when her answer to part "b" was "yes."

3. Item-by-Item Review of the Phase II Administrator and Teacher Forms

In testing the multiplicity items for Phase II, other items were included on the administrator form. We would just like to make a brief comment about two of these additional items. First, for item B, one administrator marked both the first box (0.0 to 4.0) and the fourth box (other) for the follow-up question. The "other" represented their system of giving weighted grades for AP and honors courses. As a result, some of the students had GPAs greater than 4.0. Second, as an aside, one administrator noticed the definition for "Dropout/Chronic Truant" at the bottom of the page. She noted that a student who fit this definition would be considered suspended from school and not a dropout/chronic truant. This may be significant not only because of reporting errors, but because a student whose status is suspended will continue with the questions, whereas one who is a dropout/chronic truant will not.

Part "a"-- Teacher Have Student (Items 4a, 5a, and 6a on the Administrator Form and Items 1a through 6a on the Teacher Form)

This item asked if the student named at the top of the page is taught by a specific teacher, or, on the teacher form, if the teacher currently teaches this student. Homeroom, study halls and free periods were to be excluded. None of the respondents had any difficulty with the meaning of this question, although one administrator questioned whether to change her answer after realizing in part "c" that the teacher only had the student in homeroom.

Part "b"-- Teach Multiple Subjects (Items 4b, 5b, and 6b on the Administrator Form and Items 1b through 6b on the Teacher Form)

This question was meant to screen for self-contained teachers, so that they would not have to report all of the subjects that they teach a student. We found in the first phase of our research that listing all of these classes was a difficult task for self-contained teachers and prone to error. Also, it was not critical for the multiplicity issue. The wording for this question came from the definition of self-contained classes on the SASS Teacher Questionnaire. Although none of our respondents answered this incorrectly, one did think that if a departmentalized teacher had a student for three different classes then this question should be answered affirmatively. As mentioned earlier, the reason we know that our respondents answered this correctly was because we knew whether the teacher being reported about was a self-contained classroom or departmentalized teacher.

Part "c"-- List Classes and Times Per Week (Items 4c, 5c, and 6c on the Administrator Form and Items 1c through 6c on the Teacher Form)

In this item, the respondent was asked to list the classes that the teacher taught this student and the number of times per week that each class met. Again, homeroom, study halls and free periods were to be excluded. One self-contained teacher missed the skip pattern from part "b" and incorrectly came to this item. Since there were only 3 lines to list classes, she wrote in the first three classes and the meetings per week. She then continued with the rest of the classes on an extra sheet of paper that she inserted into the questionnaire. For another student to whom she taught the same classes, she just wrote "see above" for this item. This respondent's mistake may be indicative of uncertainty about the meaning of part "b." As mentioned earlier, the fact that "b" asks about multiple subjects and "c" asks for a list of classes may have caused this respondent to overlook the skip instruction.

"Homeroom" became a difficult concept for one administrator. A homeroom teacher in this school is also responsible for some religion during the homeroom period. Although it wasn't a "class," it was teaching. Initially, her way of showing that this was not a regular "class" was to enter "50 minutes" for the meetings per week. She later changed this answer to "5" times per week to conform to the format asked for in the question.

III. FINAL RECOMMENDATIONS

1. Administrator Versus Teacher Forms

The results of our research suggest that it was easier for teachers to answer the multiplicity questions than it was for the administrators for two reasons. One reason was because the teachers needed to answer fewer questions than the administrators. It should be kept in mind, however, that this is a function of the number of teachers in sample. Because we selected three teachers per school, the administrator's burden was three times that of an individual teacher's burden. If, however, only one teacher is selected, which has been discussed at considerable length, then the savings will be much less. In this case both the administrator and the teacher must answer the same number of questions. The only real savings will be that the teachers can answer these questions from memory whereas administrators need to consult records. Since, however, administrators will need to pull their records to answer the rest of the student questionnaire anyway, it may not be worth contacting the teacher for the small amount of savings that can be anticipated because of this.

Consequently, if more than one teacher is going to be selected for sample, we suggest asking the multiplicity questions of the teachers rather than the administrators. If only one teacher is going to be selected, however, we suggest asking the multiplicity questions of the administrators only. It should be kept in mind that our recommendations are based on the respondent's ability to answer these questions and not with their ultimate willingness to do so under actual conditions. It is possible, and has been suggested, that although it is easier for teachers to answer these questions, they may nonetheless be less willing to do so than the administrators. Only a field test of teachers versus administrators will address this question. In addition, although it may be easier for teachers to answer these questions, it may be procedurally more work and more costly (i.e., more forms to deal with). These factors need to be taken into consideration.

2. Skip Instruction Format

It was hard to tell whether respondents followed the skip instructions because they were fairly simple and predictable or if the format which made the skip instructions stand out had an impact. It's probably a combination of both. The impact of predictability was demonstrated by the respondent who initially marked the answer box for the follow-up question. After seeing the skip instruction from that answer box, she realized that it wasn't what she had followed in previous questions when she answered "no." Another respondent, however, noticed the conspicuous instruction to skip to the information from the "no" answer in item B, but since she didn't have explicit instructions to do the same from her answer, she thought that she shouldn't go there.

We learned several things about the proposed skip instruction format from using it in Phase II interviewing. First, respondents seem to be vertically oriented. That is, they work down the page. Having the answer boxes next to each other, horizontally, delayed them. And having them far apart and horizontal even caused an error. The fact that the skip instructions on this questionnaire were always below the answer and the directional arrows always

pointed down may have put them on the "path" that respondents seemed to follow.

Second, skip instructions after the answer box, especially when the answer was lengthy (as in item 1, administrator questionnaire), are more likely to be overlooked. One possible explanation for this is that respondents read down the list of answers, pick the appropriate answers, and then move to the left to mark the answer box. They then continue moving left because they don't realize that there is a skip instruction to the right of the answer categories that we want them to read. Instead, they think they are finished (after all, they have marked their answer) and begin to look for the next question. This means they continue to move down the page and to the left, which is where they expect to find the next question. Placing an instruction to the right of the answer box is the opposite direction of the respondent's motion at this point in the process, and, when the answer is lengthy, it moves out of the respondent's focus.

Third, the use of shading and bold lines seemed to have the desired visual effect. On the cover page as well as on the pages for each student, the unshaded area within the shaded area seemed to draw the respondent's attention. We say this because of the way in which respondents read the material presented on these pages. For instance, one respondent read the school's name followed by the names of the students on the cover page. When she was finished reading these two pieces of information (both of which were in the unshaded areas within the shaded box on the cover page) she went back to the instructions, which lay between the two in the shaded area. The bold lines to the side and beneath the skip instruction box for the "no" answer in part "a" (i.e., items 4a, 5a, and 6a on the administrator form and items 1a through 6a on the teacher form) seemed to visually block this answer from the rest of the questions. This may have forced the respondent to read and execute the skip instruction.

Given this information, we recommend refining the skip instruction format and have two suggestions in mind. In one version (see Exhibit 7), we recommend the following: 1) list all answer categories vertically, and 2) place the directional arrows to the left of the answer space. We also think it may be beneficial to use the skip instruction box to interrupt one answer from another. This suggestion, however, has tradeoffs and should be tested further before being adopted. We think it will have the effect of making the questionnaire more cluttered looking. This, in turn, may discourage the respondent. On the other hand, its purpose is to disrupt a natural flow which may or may not be correct, and then specifically direct it.

We also have a couple of other suggestions for this format which are not necessarily based on our cognitive research. In an effort to make the skip instruction box stand out, we would like to see only half of the box shaded. That is, the "skip to" part of the instruction could be shaded with an arrow used as the right boundary. Although we cannot demonstrate it in the example in Exhibit 7, we would then like the printing of the words "skip to" to be in the same color as the background ink. A demonstration of this can be found on the cover of the Student Questionnaire for the 1991 Research Study-- specifically, the instruction to return the form to the Bureau of the Census.

Finally, we think that it is somewhat unnatural to refer to the questions as "item x" in the skip instruction boxes. Since using the word "question" is probably too long (for instance it doesn't look as though the instruction "Skip to Question 2a" will fit in the shaded box beneath the "yes" response for item "1b" on the teacher form), we suggest just using the number with no title (i.e., "Skip to 2a").

In contrast to the above skip instruction format in which we expect the respondent to move from left to right in search of the answer categories and then to reverse this direction and move from right to left to answer the question, another possibility would be to establish a skip instruction format with a more efficient, natural, and logical flow (see Exhibit 8). In this format, the answer boxes would be placed to the right of the answer categories and the skip instructions to the right of that. The answer categories would need to be right justified rather than left justified to maintain a vertical alignment of the answer boxes. This format has several advantages over the preceding one. The first and probably best advantage is that the information is presented to the respondent in the sequence he will use it: first the answer categories, then the answer boxes, then the skip instruction. This not only translates into a more efficient process for the respondent, it is in keeping with his natural reading motion. Another advantage is that the format is not cluttered looking. A disadvantage, however, is that respondents may overlook bracketed skip instructions using this format. Although these instructions will be closer to the answer boxes in this format than they would be using a conventional skip instruction format (that is, if the answer categories come between the answer boxes and the skip instruction), they may be just far enough away from the answer boxes to be out of the respondent's view. An advantage that the previous skip instruction format has over this one is that the respondent may take in, if only briefly, the skip instruction information while moving from right to left in search of the answer categories.

3. Item-by-Item Recommendations

Since the multiplicity items were the focus of this research, we will concentrate our recommendations on those items. However, there are a couple of other items for which we have suggestions.

On the cover page, the instruction to fill in the students' names on the inside of the questionnaire should be moved. This means there will not be any instructions on the front cover. The respondent will begin the survey on page 2. This may prevent the respondent from unintentionally skipping the information given on page 2. The instruction, then, should be placed above the space for the student's name, but still within the block for the student. On both the administrator's and teacher's forms the instruction should read: "Fill in the Xth student's name from the cover page on the line below." Also on the front cover, the OMB number and expiration date should be placed at the bottom of the page.

Reverse the two sentences in item A which asks the respondent to record the current time. This may force the respondent to read the second sentence which, in turn, may alert him/her to expect another time question at the end

of the interview. Therefore, our suggestion is that item A should read: "At the end of the questionnaire you are asked to record the amount of time required to complete this questionnaire. To help with this, please record the current time here."

As mentioned earlier, the reason we suggest beginning the questionnaire with item A has to do with the way we believe respondents go about answering the questionnaire. We believe that once the respondent is actively engaged in answering the questionnaire, he is less likely to overlook information that follows. The opposite is not true, however. We know from previous cognitive research that information coming before the respondent begins to answer the questionnaire is likely to be overlooked. In the case of the Student Records Questionnaire, we are trying to get the respondent to read the Privacy Act information that follows item A. This information is important, especially on the teacher form, because it explains the purpose of the survey, and we know from our work with respondents that understanding the purpose of a survey can be a motivating factor.

The reason for choosing the time item as the question to begin the survey is because it is both easy and practical. It is practical for two reasons. One is because it can always be asked before any instructions are given or the substantive questions are asked, and this would apply to any survey. A second reason is because on a questionnaire like the time-consuming School Questionnaire, it can serve as a useful aid in determining how much time was spent completing the questionnaire. We tried to develop a beginning question that would be universal in its application.

Item B on the administrator questionnaire showed several problems. One respondent questioned whether or not she should read the information below the item because she was not specifically instructed to do so. To alleviate this decision by the respondent, add an instruction to "Skip to information below" using the format similar to that in item 1. Also, change the line separating the Privacy Act information from the questions so that it is not in bold type. Next, the answer line for the "specify" in the follow-up question was not sufficient for a respondent to write in her answer. The line should either be extended, or the "specify" deleted. Finally, it seems as though this item is only equipped to process one answer. One of our respondents demonstrated that there may be more than one grading system used within a school. Therefore, the question should be set up to process more than one answer or the respondent should be instructed to mark only one box.

One respondent offhandedly remarked that the definition that she used for "status" in item 1 of the administrator questionnaire did not match the definition printed on the questionnaire. Since we did not do any cognitive research into these definitions, we can only recommend that further consideration be given to this problem.

Finally, since the teacher questionnaire has one question number per student, it is easy to come to associate the question number with the number assigned to the student. The last question about time to complete the questionnaire is easy to overlook and should, therefore, be made more prominent. In completing

the questionnaire, the teacher may have gotten into the routine of two questions per page. If there are an even number of students, then the question should be placed on the next page. If there are an odd number of students, then the question should be below the question for the last student. In either case, the skip instruction should be more directive, for example, "Skip to Item 10 Below" or "Skip to Item 7 on Back Cover." Also, it may be a good idea to put it in a separated box to make it more distinctive.

The name of the teacher is contained in each of the three multiplicity questions. Since it is unclear how these names will actually be written in on the production questionnaire, careful consideration must be given to the amount of blank space to allow for the name. A name with 11 characters (including blanks) was what seemed to fit in the current spacing using a typewriter. If the names will be handwritten, the size of the name that will fit may be increased. We recommend using the exact name of the teacher as it is given during sampling. That is, if the teacher is referred to as Mr. or Mrs. last name, then that is how this teacher should be referred to on the questionnaire. On the other hand if the name is given as first name last name, then no titles should be included on the questionnaire. Perhaps a review of the teacher listing forms will provide an answer as to the appropriate number of blank spaces to allow.

Part "a"-- Teacher Have Student (Items 4a, 5a, and 6a on the Administrator Form and Items 1a through 6a on the Teacher Form)

Respondents did not seem to have any problems with the wording of this question. We recommend keeping it as it is. That is, the question on the administrator version should read: "Excluding homeroom, study halls, and free periods, is this student currently taught by [Teacher's name]?" and the question on the teacher version should read: "Excluding homeroom, study halls, and free periods, do you currently teach this student?".

There are a couple of possible solutions to address the problem the one respondent showed with marking the answer box for the next question because that one was more in her line of focus. We think that reformatting the questionnaire as described in Section II.C.1 above may alleviate the problem. Another possible solution may be to move the "yes" answer box over so that it is under the question mark and above the "no" answer box for the next question. This would move the "yes" and the "no" boxes closer to each other and may block the "no" box from the next question from the line of vision.

Part "b"-- Teach Multiple Subjects (Items 4b, 5b, and 6b on the Administrator Form and Items 1b through 6b on the Teacher Form)

As evidenced by one respondent's interpretation of this question, respondents may only be reading or comprehending the first part of this question, that is, does the teacher teach multiple subjects to this student. The intent of the question, however, is more exact. This question is meant to screen self-contained teachers so that they won't have to list every subject they teach. It was our intent for a departmentalized teacher who may teach three subjects to this student to answer "no" and list the classes in part "c." If this is the correct interpretation of the question, then we offer the following option

for improving the current question. We think that by removing the phrase "multiple subjects" and asking the question on the administrator form as: "Does [Teacher's name] teach this student all or most of the day?" the respondent will be less likely to include a departmentalized teacher. The corresponding question on the teacher form would read: "Do you teach this student all or most of the day?". In addition, we think that wording the question this way may prevent self-contained teachers from erroneously responding to part "c." This is because the words "multiple subjects" may have prompted respondents to report the subjects they teach in "c." Without this reference, perhaps they'll have less reason to answer part "c."

Is it realistic to assume that if a teacher has a student for all or most of the day that he/she teaches multiple subjects to that student all week long? If so, then the question without the phrase "multiple subjects" should work as we intend. If, however, instances occur in which a teacher teaches one subject to a student all or most of the day for only part of the week, then we caution that the above question will need to be reworded.

The reason we haven't recommended asking what one might consider to be more direct versions of the do-you-teach-this-student-all-or-most-of-the-day question, such as (1) "Are you a self-contained teacher?" or the opposite of this (2) "Are you a departmentalized teacher or an itinerant teacher?", is because we anticipate itinerant teachers will have definitional problems with these questions. We offer the following as examples of our reservations against asking such questions. Although itinerant teachers are not self-contained teachers, they do teach to self-contained classes. Our guess is that itinerant teachers will have difficulty understanding the first question. Also, we know from previous research that respondents do not understand what we mean by "itinerant" teacher. Therefore, we think that itinerant teachers will have difficulty with the second question as well.

Part "c"-- List Classes and Meetings Per Week (Items 4c, 5c, and 6c on the Administrator Form and Items 1c through 6c on the Teacher Form)

The only time the wording of this question caused any problem was when the respondent had something that she wanted to report although she was specifically instructed to exclude it. For instance, one respondent wanted to report homeroom despite the fact that she was instructed to exclude it. This being the case, we recommend adopting the wording of the Phase II questionnaire. That is: "Excluding homeroom, study halls and free periods, please list the classes that [Teacher's name] teaches this student and the number of times per week that each class meets." for the administrator's questionnaire and: "Excluding homeroom, study halls and free periods, please list the classes that you teach this student and the number of times per week that each class meets." for the teacher's questionnaire.

To address the problem of the respondent who incorrectly followed the skip instruction in part "b" and answered part "c," we recommend extending the vertical line that separates the two questions one more space upward and also making the line bold as in item 1 of the administrator's questionnaire.

III. FURTHER RESEARCH ISSUES

During our research on the multiplicity questions for the Student Records Questionnaire, we uncovered two areas of questionnaire formatting that need further research. They are: 1) how to arrange questions when the same set of questions are repeatedly asked about different objects (in the case of the Student Records Questionnaire this is different students) and 2) how to best present skip instructions.

1. Question Layout

The 1991 Student Records Questionnaire was a 6 page fold-out questionnaire. It contained one giant matrix with the 25 questions forming the columns and answer spaces for 25 students forming the rows. Although this looked rather intimidating, it had the advantage of only having a few pages. We estimate that a similar questionnaire using the recommended question layout format will be three to four pages per student. If we ask about nine students (three students from each of three teachers), as is proposed for the upcoming field test of this questionnaire, this means a document that is between 27 and 32 pages.

This brings up two issues. First, what effect does length of questionnaire have on the overall response rate? Does a longer document mean a significantly lower response rate? Second, our research has indicated that respondents have difficulty filling out a matrix. But, do we really get better data by putting the questions in a single-item format and taking away the matrix format? If so, how much better? Are these issues mutually exclusive or is there some balance that can be achieved? These are questions that are important to this particular study and ones that can only be answered by further research and testing. Consequently, we propose that a split-panel test be carried out in which the response rate for a questionnaire using a matrix format is tested against one using a single-item format.

2. Skip Instruction Format

Document formatting for a self-response questionnaire is in its infancy stage and needs further developing. As discussed in this report, we used a new skip instruction format in Phase II. Watching how respondents used this helped us to recommend further refinements to this format and to develop new approaches. Our recommendations based on cognitive interviewing techniques, however, should be seen as the first step in an overall research plan. While cognitive interviewing has helped us develop the skip instruction formats we've presented, it can not take the place of a controlled mailout/mailback test from which we can make comparisons and draw inferences. It would be prohibitively expensive and time-consuming to use cognitive interviewing methods to accomplish these objectives. Therefore, a controlled test of different skip instruction formats should be conducted before any one particular design is implemented for the operational survey.

REFERENCES

Jenkins, C. J., and S. Ciochetto. 1992. Cognitive Interview Summaries on the Phase I Multiplicity Questions Being Examined for the Student Records Questionnaire.

Ciochetto, S. and C. Jenkins. 1992. Cognitive Interview Summaries on the Phase II Multiplicity Questions Being Examined for the Student Records Questionnaire.

Jenkins, C. J., S. Ciochetto, and W. Davis. 1992. Recommendations for Changes to the Public School 1991-92 Field Test Questionnaire for the Schools and Staffing Survey (SASS-3A) Based on Cognitive Interviews.

Exhibit 1a. The 1991 Student Records Questionnaire
(Displayed by Page)

FORM **SASS-36A**

(4-25-91)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

**SCHOOLS AND
STAFFING SURVEY**
**PUBLIC SCHOOL STUDENT
RECORDS QUESTIONNAIRE**
(CENSUS-SELECTED SAMPLE)
1991 Research Study

This report is authorized by law (20 USC 1221e). Your answers will be kept strictly **confidential**. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

**RETURN
TO**

**BUREAU OF THE CENSUS
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47131-0001**

(Please correct any error in name, address, and ZIP Code)

INSTRUCTIONS AND DEFINITIONS

A. GENERAL

Please keep count of the time you spend completing this questionnaire. After you have completed the form, record the amount of time that was required in the space provided below.

Mail this form to the Bureau of the Census in the preaddressed envelope provided. Please return the completed form within 2 weeks of receiving it.

**B. INSTRUCTIONS AND DEFINITIONS FOR
QUESTIONNAIRE ITEMS**

1. Beginning on page 2 of this form, complete Check Item A, and then complete items 1-18, as applicable, for each student listed. ANSWER ITEMS 19-25 ONLY IF THE STUDENT IS IN 9TH GRADE OR ABOVE.

2. Question 18

EXAMPLE: If a student has six class periods each day, five days each week, and only one teacher teaches each class period, then this student would have **30** class periods where only one teacher taught him/her.

3. Question 20 definitions

- a. **Honors** — Courses designed for an advanced level of students; often requires outstanding performance in prerequisite or related courses.
- b. **Advanced placement** — Courses which allow the student to earn college credit; includes College Board Advanced Placement courses and others giving college credit.

4. Question 22

If the information is not available to compute the student's class rank, then write "NA" for Not Available.

5. Question 23 definitions

- a. **Academic or college preparatory** — A program in which the student takes advanced level courses in science, math, foreign language, or other subject areas in preparation for meeting college admission criteria.
- b. **Vocational** — A program in which coursework emphasizes vocational training at a level above introductory.
- c. **Special education** — A program in which the student has an Individual Education Plan (IEP) and will receive a special high school diploma.
- d. **General track** — A program for a student who is fulfilling the standard requirements for high school graduation and is in none of the above categories.
- e. **Other** — A program that does not meet any of the above conditions.

6. Question 24 definitions

- a. **Below first year algebra** — Includes general math, pre-algebra, vocational math, applied math, remedial math, and the first year of a 2-year algebra 1 program.
- b. **First year algebra** — Includes elementary or beginning algebra, unified or integrated math, algebra 1, and the second year of a 2-year algebra 1 program.
- c. **Above first year algebra** — Includes algebra 2, geometry, trigonometry, calculus, and other advanced level math.
- d. **None** — Student not enrolled in any math course.

7. Question 25 definitions

- a. **Below first year biology** — Includes general science, physical science, first year earth science, integrated science, and life science.
- b. **First year biology** — Biology 1, general or introductory biology.
- c. **Above first year biology** — Second year biology, advanced biology, chemistry, physics, second year earth science, and other advanced sciences.
- d. **None** — Student not enrolled in any science course.

If you have any questions, call the Bureau of the Census COLLECT at

(301) 763-5507

Not counting interruptions, how long did it take to complete this survey? →

Minutes

| Line No. | CHECK ITEM A If this school has students in 9th grade or above, what grading system is used to compute a student's GPA? | | 1. What is the student's current status in this school? Mark (X) only one box. 1 - Enrolled 2 - Suspended or dismissed 3 - Expelled 4 - Transferred 5 - Unknown | 2. Date of birth. Enter two digits each for month, day, and year, e.g., 02 14 79. Month Day Year | 3. Sex | 4. Student's country of birth? | 5. What is the primary language spoken in the student's home? If "Other," please specify in space provided. |
|----------|--|---|---|--|--|--|---|
| | 1 <input type="checkbox"/> No students in 9th—above. 2 <input type="checkbox"/> 0.0 to 4.0 | 3 <input type="checkbox"/> 0 to 100 4 <input type="checkbox"/> -1 to 3 5 <input type="checkbox"/> Other | | | | | |
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| 6. Does the school classify this student as Limited English Proficient (LEP)? | 7. What is the student's race? Mark (X) the appropriate box. 1-American Indian or Alaskan Native (Aleut, Alaskan Indian, Yupik, Inupiat) 2-Asian or Pacific Islander 3-Black 4-White | 8. Is the student of Spanish or Hispanic origin? | 9. Has the student ever been retained in a grade? | NOTE: Answer this item ONLY if your answer to item 9 was "Yes." 10. In which grades has the student been retained? Enter a code in a box for each grade retained, beginning with the most recent. 13 = Prekindergarten 14 = Kindergarten 15 = Ungraded 1-12 = Grades 1-12 | 11. What is the student's current grade level? Enter grade in box below. U=Ungraded K-12 = Grades K-12 | 12. What is the student's attendance record for the last completed grading period? Days Absent Attended |
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| 13. In which of these programs does the student participate? Mark (X) all that apply. 1-Special education 2-Alternative education 3-Gifted and talented 4-Migrant program 5-Remedial education 6-English as second language 7-Bilingual education 8-Chapter 1 9-Before and after school care | 14. Is the student ELIGIBLE for free or reduced-price lunches that are paid for with public funds, e.g., Federal government or other government? | 15. Does the student RECEIVE free or reduced-price lunches? | 16. Does the student have a handicapping condition? | NOTE: Answer only if your answer to item 16 was "Yes." 17. What handicapping condition(s) does the student have? Enter condition number(s) in box(es) below. 1-Learning disabled 2-Emotionally disturbed 3-Mentally retarded 4-Speech-language impaired 5-Deaf or hard of hearing 6-Visually handicapped 7-Orthopedically impaired 8-Other | 18. How many class periods does the student have each week that are taught by... Do not include free periods or study halls. Do not count teacher aides. | |
|--|---|--|---|---|---|-------------------------------------|
| | | | | | ONLY 1 teacher? (a) | TWO or more teachers? (b) |
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| <input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 5 <input type="checkbox"/> 7 <input type="checkbox"/> 9 <input type="checkbox"/> 2 <input type="checkbox"/> 4 <input type="checkbox"/> 6 <input type="checkbox"/> 8 | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes | | | |

Exhibit 1b. Unfolded View of the 14" x 25" 1991 Student Records
Questionnaire (Reduced for Display)

| CHECK ITEM # | 1. What is the student's gender or above, what gender preference is used or completed in 2017? | 2. Date of birth | 3. Sex | 4. Student's country of birth | 5. What is the student's mother's language spoken at home? | 6. Does the student speak English at home? | 7. What is the student's first language spoken at home? | 8. Is the student a dual language learner? | 9. Has the student ever been in foster care? | 10. In which grade has the student been placed for the last 12 months? | 11. What is the student's current grade level? | 12. What is the student's current grade level for the last 12 months? | 13. In which of these programs does the student participate? | 14. Is this student eligible for ELL/ESL services? | 15. Does the student have any special needs? | 16. What is the student's current grade level for the last 12 months? | 17. What is the student's current grade level for the last 12 months? | 18. What is the student's current grade level for the last 12 months? | 19. What is the student's current grade level for the last 12 months? | 20. What is the student's current grade level for the last 12 months? |
|--------------|--|------------------|--------|-------------------------------|--|--|---|--|--|--|--|---|--|--|--|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | |
| 01 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 02 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 03 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 04 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 05 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 06 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 07 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 08 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 09 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 10 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 11 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 12 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 13 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 14 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 15 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 16 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 17 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 18 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 19 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 20 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 21 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 22 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 23 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 24 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |
| 25 | <input type="checkbox"/> Male <input type="checkbox"/> Female | 10/10/2001 | M | USA | English | English | None | None | None | None | None | None | None | None | None | None | None | None | None | None |

Exhibit 2. Version 1 of the Multiplicity Questions

STUDENT CLASS SCHEDULES

| 1. Excluding study halls and free periods, please list the classes in which this student is currently enrolled. | 2. Excluding aides, how many instructors currently teach this class to this student? | 3. How many times per week does this class meet? | 4. How many total students are enrolled in this class? |
|---|--|--|--|
| 1 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 2 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 3 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 4 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 5 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 6 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 7 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 8 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 9 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 10 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| KAYE STEWART | | | |
| 1 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 2 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 3 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 4 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 5 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 6 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 7 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 8 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 9 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 10 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| MARIE LEARY | | | |

STUDENT CLASS SCHEDULES

| 1. Excluding study halls and free periods, please list the classes in which this student is currently enrolled. | 2. Excluding aides, how many instructors currently teach this class to this student? | 3. How many times per week does this class meet? | 4. How many total students are enrolled in this class? |
|---|--|--|--|
| 1 | [] one [] two [] three or more | | |
| 2 | [] one [] two [] three or more | | |
| 3 | [] one [] two [] three or more | | |
| 4 | [] one [] two [] three or more | | |
| 5 | [] one [] two [] three or more | | |
| 6 | [] one [] two [] three or more | | |
| 7 | [] one [] two [] three or more | | |
| 8 | [] one [] two [] three or more | | |
| 9 | [] one [] two [] three or more | | |
| 10 | [] one [] two [] three or more | | |
| 1 | [] one [] two [] three or more | | |
| 2 | [] one [] two [] three or more | | |
| 3 | [] one [] two [] three or more | | |
| 4 | [] one [] two [] three or more | | |
| 5 | [] one [] two [] three or more | | |
| 6 | [] one [] two [] three or more | | |
| 7 | [] one [] two [] three or more | | |
| 8 | [] one [] two [] three or more | | |
| 9 | [] one [] two [] three or more | | |
| 10 | [] one [] two [] three or more | | |

MICHAEL WILLIAMSON

SUZANNE FLANIGAN

STUDENT CLASS SCHEDULES

| 1. Excluding study halls and free periods, please list the classes in which this student is currently enrolled. | 2. Excluding aides, how many instructors currently teach this class to this student? | 3. How many times per week does this class meet? | 4. How many total students are enrolled in this class? |
|---|--|--|--|
| 1 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 2 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 3 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 4 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 5 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 6 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 7 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 8 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 9 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 10 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 1 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 2 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 3 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 4 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 5 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 6 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 7 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 8 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 9 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |
| 10 | <input type="checkbox"/> one <input type="checkbox"/> two <input type="checkbox"/> three or more | | |

JENNY TROY

KAREN MCKAY

Exhibit 3. Version 2 of the Multiplicity Questions/ The Phase I Administrator
Form

STUDENT CLASS SCHEDULES WITH SELECTED TEACHERS

JOHN JONES

| | 1. Excluding study halls and free periods, does John Jones currently have this student for class? | 2. Excluding study halls and free periods, please list the classes in which John Jones currently has this student. | 3. How many times per week does this class meet? | 4. How many total students are enrolled in this class? |
|------------------|---|--|--|--|
| KAYE STEWART | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| MARIE LEARY | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| SUZANNE FLANIGAN | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |

STUDENT CLASS SCHEDULES WITH SELECTED TEACHERS

JOHN JONES

| | 1. Excluding study halls and free periods, does John Jones currently have this student for class? | 2. Excluding study halls and free periods, please list the classes in which John Jones currently has this student. | 3. How many times per week does this class meet? | 4. How many total students are enrolled in this class? |
|-------------------|---|--|--|--|
| KAREN MCKAY | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| MICHAEL WILLIASON | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| JENNY TROY | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |

STUDENT CLASS SCHEDULES WITH SELECTED TEACHERS

SANDRA SCHULTZ

| | 1. Excluding study halls and free periods, does Sandra Schultz currently have this student for class? | 2. Excluding study halls and free periods, please list the classes in which Sandra Schultz currently has this student. | 3. How many times per week does this class meet? | 4. How many total students are enrolled in this class? |
|------------------|---|--|--|--|
| KAYE STEWART | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| MARIE LEARY | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| SUZANNE FLANIGAN | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |

STUDENT CLASS SCHEDULES WITH SELECTED TEACHERS

SANDRA SCHULTZ

| | 1. Excluding study halls and free periods, does Sandra Schultz currently have this student for class? | 2. Excluding study halls and free periods, please list the classes in which Sandra Schultz currently has this student. | 3. How many times per week does this class meet? | 4. How many total students are enrolled in this class? |
|--------------------|---|--|--|--|
| KAREN MCKAY | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| MICHAEL WILLIAMSON | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| JENNY TROY | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |

STUDENT CLASS SCHEDULES WITH SELECTED TEACHERS

KATHERINE MORRIS

| | 1. Excluding study halls and free periods, does Katherine Morris currently have this student for class? | 2. Excluding study halls and free periods, please list the classes in which Katherine Morris currently has this student. | 3. How many times per week does this class meet? | 4. How many total students are enrolled in this class? |
|------------------|---|--|--|--|
| KAYE STEWART | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| MARIE LEARY | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| SUZANNE FLANIGAN | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |

STUDENT CLASS SCHEDULES WITH SELECTED TEACHERS

KATHERINE MORRIS

| | 1. Excluding study halls and free periods, does Katherine Morris currently have this student for class? | 2. Excluding study halls and free periods, please list the classes in which Katherine Morris currently has this student. | 3. How many times per week does this class meet? | 4. How many total students are enrolled in this class? |
|--------------------|---|--|--|--|
| KAREN MCKAY | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| MICHEAL WILLIAMSON | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |
| JENNY TROY | <input type="checkbox"/> yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | <input type="checkbox"/> no | | | |

Exhibit 4. Version 3 of the Multiplicity Questions/The Phase I Teacher Form

STUDENT CLASS SCHEDULES WITH SELECTED TEACHERS

John Jones

| | 1. Excluding study halls and free periods, do you currently have this student for class? | 2. Excluding study halls and free periods, please list the classes in which you currently have this student. | 3. How many times per week does this class meet? | 4. How many total students are enrolled in this class? |
|------------------|--|--|--|--|
| Kaye Stewart | [] yes | 1. | | |
| | [] no | 2. | | |
| | | 3. | | |
| | | | | |
| Marie Leary | [] yes | 1. | | |
| | [] no | 2. | | |
| | | 3. | | |
| | | | | |
| Suzanne Flanigan | [] yes | 1. | | |
| | [] no | 2. | | |
| | | 3. | | |
| | | | | |

STUDENT CLASS SCHEDULES WITH SELECTED TEACHERS

John Jones

| | 1. Excluding study halls and free periods, do you currently have this student for class? | 2. Excluding study halls and free periods, please list the classes in which you currently have this student. | 3. How many times per week does this class meet? | 4. How many total students are enrolled in this class? |
|--------------------|--|--|--|--|
| Karen McKay | [] yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | [] no | | | |
| Michael Williamson | [] yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | [] no | | | |
| Jenny Troy | [] yes | 1. | | |
| | | 2. | | |
| | | 3. | | |
| | [] no | | | |

Exhibit 5. The Phase II Administrator Form

Bureau of the Census
Acting As Collecting Agent For
U.S. Department of Education

**PRIVATE SCHOOL
STUDENT RECORDS QUESTIONNAIRE**

Schools and Staffing Survey
1993 Administrator Panel

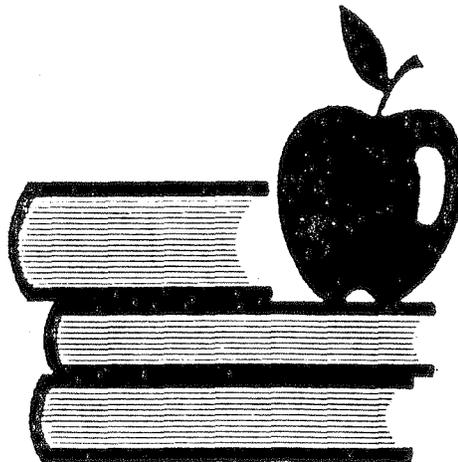
Shelton High School

Please complete this questionnaire with information about the following selected students.

Fill in the first student's name at the top of page 3, the second student's name at the top of page 5, the third student's name at the top of page 7, and so on.

1. Kaye Stewart
2. Marie Leary
3. Suzanne Flanigan
4. Karen McKay
5. Michael Williamson
6. Jenny Troy

After completing this form, mail it to the Bureau of the Census in the preaddressed envelope provided. Please return it within 2 weeks.



A. Please record the current time. At the end of the questionnaire you are asked to record the amount of time required to complete this questionnaire.

Current time: _____

B. Does this school provide instruction for grade 9 or above?

009 1 Yes →

2 No →

What grading system is used to compute a student's grade point average (GPA)?

010 1 0.0 to 4.0

2 0 to 100

3 -1 to 3

4 Other specify _____

Skip to information below

WHY ARE WE CONDUCTING THIS SURVEY?

This questionnaire is the last in a series of surveys designed to obtain nationwide information on schools, staffing patterns, and student characteristics. We will treat your data as confidential and only use it to prepare statistical summaries.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics of the U.S. Department of Education requests your participation in this voluntary survey. The Bureau of the Census is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average thirty minutes, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

THANK YOU FOR YOUR PARTICIPATION IN THIS VERY IMPORTANT EFFORT.

STUDENT 1's NAME

1. What is this student's current status at this school?

015

- 1 Enrolled
- 2 Suspended
- 3 Other specify _____

- 4 Expelled
- 5 Transferred
- 6 Dropout/Chronic Truant
(See definition below)
- 7 Deceased

Continue with Item 2

GO TO NEXT STUDENT

2. Is this student male or female?

016

- 1 Male
- 2 Female

3. What is this student's race/ethnicity?

017

- 1 American Indian or Alaskan Native
- 2 Asian or Pacific Islander
- 3 Hispanic, regardless of race
- 4 Black (not of Hispanic origin)
- 5 White (not of Hispanic origin)

4a. Excluding homeroom, study halls, and free periods, is this student currently taught by John Jones ?

020 1 Yes

2 No

b. Does John Jones teach multiple subjects to this student all or most of the day?

021 1 Yes

2 No

Skip to Item 5a

Skip to Item 5a

c. Excluding homeroom, study halls, and free periods, please list the classes that John Jones teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

Definition

Dropout/Chronic Truant -- An individual who has not been in school for 4 consecutive weeks or more and is not absent due to accident or illness.

5a. Excluding homeroom, study halls, and free periods, is this student currently taught by Sandra Schultz?

022 1 Yes

2 No

b. Does Sandra Schultz teach multiple subjects to this student all or most of the day?

Skip to Item 6a

023 1 Yes

2 No

Skip to Item 6a

c. Excluding homeroom, study halls, and free periods, please list the classes that Sandra Schultz teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

6a. Excluding homeroom, study halls, and free periods, is this student currently taught by Katherine Morris

024 1 Yes

2 No

b. Does Katherine Morris teach multiple subjects to this student all or most of the day?

GO TO NEXT STUDENT

025 1 Yes

2 No

GO TO NEXT STUDENT

c. Excluding homeroom, study halls, and free periods, please list the classes that Katherine Morris teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

STUDENT 2's NAME

1. What is this student's current status at this school?

015

- 1 Enrolled
- 2 Suspended
- 3 Other specify _____

- 4 Expelled
- 5 Transferred
- 6 Dropout/Chronic Truant
(See definition below)
- 7 Deceased

Continue with Item 2

GO TO NEXT STUDENT

2. Is this student male or female?

016

- 1 Male
- 2 Female

3. What is this student's race/ethnicity?

017

- 1 American Indian or Alaskan Native
- 2 Asian or Pacific Islander
- 3 Hispanic, regardless of race
- 4 Black (not of Hispanic origin)
- 5 White (not of Hispanic origin)

4a. Excluding homeroom, study halls, and free periods, is this student currently taught by John Jones ?

020 1 Yes ↓

2 No ↓

b. Does John Jones teach multiple subjects to this student all or most of the day?

021 1 Yes ↓

2 No ↓

Skip to Item 5a

Skip to Item 5a

c. Excluding homeroom, study halls, and free periods, please list the classes that John Jones teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

Definition

Dropout/Chronic Truant -- An individual who has not been in school for 4 consecutive weeks or more and is not absent due to accident or illness.

5a. Excluding homeroom, study halls, and free periods, is this student currently taught by Sandra Schultz?

022 1 Yes →

2 No →

b. Does Sandra Schultz teach multiple subjects to this student all or most of the day?

Skip to Item 6a

023 1 Yes →

2 No →

Skip to Item 6a

c. Excluding homeroom, study halls, and free periods, please list the classes that Sandra Schultz teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

6a. Excluding homeroom, study halls, and free periods, is this student currently taught by Katherine Morris?

024 1 Yes →

2 No →

b. Does Katherine Morris teach multiple subjects to this student all or most of the day?

GO TO NEXT STUDENT

025 1 Yes →

2 No →

GO TO NEXT STUDENT

c. Excluding homeroom, study halls, and free periods, please list the classes that Katherine Morris teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

STUDENT 3's NAME

1. What is this student's current status at this school?

015

- 1 Enrolled
- 2 Suspended
- 3 Other specify _____

- 4 Expelled
- 5 Transferred
- 6 Dropout/Chronic Truant
(See definition below)
- 7 Deceased

Continue with Item 2

GO TO NEXT STUDENT

2. Is this student male or female?

016

- 1 Male
- 2 Female

3. What is this student's race/ethnicity?

017

- 1 American Indian or Alaskan Native
- 2 Asian or Pacific Islander
- 3 Hispanic, regardless of race
- 4 Black (not of Hispanic origin)
- 5 White (not of Hispanic origin)

4a. Excluding homeroom, study halls, and free periods, is this student currently taught by John Jones ?

020

1 Yes

2 No

b. Does John Jones teach multiple subjects to this student all or most of the day?

021

1 Yes

2 No

Skip to Item 5a

Skip to Item 5a

c. Excluding homeroom, study halls, and free periods, please list the classes that John Jones teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

Definition

Dropout/Chronic Truant -- An individual who has not been in school for 4 consecutive weeks or more and is not absent due to accident or illness.

5a. Excluding homeroom, study halls, and free periods, is this student currently taught by Sandra Schultz?

022 1 Yes

2 No

b. Does Sandra Schultz teach multiple subjects to this student all or most of the day?

023 1 Yes

2 No

Skip to Item 6a

Skip to Item 6a

c. Excluding homeroom, study halls, and free periods, please list the classes that Sandra Schultz teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

6a. Excluding homeroom, study halls, and free periods, is this student currently taught by Katherine Morris

024 1 Yes

2 No

b. Does Katherine Morris teach multiple subjects to this student all or most of the day?

025 1 Yes

2 No

GO TO NEXT STUDENT

GO TO NEXT STUDENT

c. Excluding homeroom, study halls, and free periods, please list the classes that Katherine Morris teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

STUDENT 4's NAME

1. What is this student's current status at this school?

015

1 Enrolled

2 Suspended

3 Other
specify _____

4 Expelled

5 Transferred

6 Dropout/Chronic Truant
(See definition below)

7 Deceased

Continue with Item 2

GO TO NEXT STUDENT

2. Is this student male or female?

016

1 Male

2 Female

3. What is this student's race/ethnicity?

017

1 American Indian or Alaskan Native

2 Asian or Pacific Islander

3 Hispanic, regardless of race

4 Black (not of Hispanic origin)

5 White (not of Hispanic origin)

4a. Excluding homeroom, study halls, and free periods, is this student currently taught by John Jones ?

020 1 Yes

2 No

b. Does John Jones teach multiple subjects to this student all or most of the day?

021 1 Yes

2 No

Skip to Item 5a

Skip to Item 5a

c. Excluding homeroom, study halls, and free periods, please list the classes that John Jones teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

Definition

Dropout/Chronic Truant -- An individual who has not been in school for 4 consecutive weeks or more and is not absent due to accident or illness.

5a. Excluding homeroom, study halls, and free periods, is this student currently taught by Sandra Schultz?

022 1 Yes

2 No

b. Does Sandra Schultz teach multiple subjects to this student all or most of the day?

Skip to Item 6a

023 1 Yes

2 No

Skip to Item 6a

c. Excluding homeroom, study halls, and free periods, please list the classes that Sandra Schultz teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

6a. Excluding homeroom, study halls, and free periods, is this student currently taught by Katherine Morris

024 1 Yes

2 No

b. Does Katherine Morris teach multiple subjects to this student all or most of the day?

GO TO NEXT STUDENT

025 1 Yes

2 No

GO TO NEXT STUDENT

c. Excluding homeroom, study halls, and free periods, please list the classes that Katherine Morris teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

STUDENT 5's NAME

1. What is this student's current status at this school?

015

- 1 Enrolled
- 2 Suspended
- 3 Other
specify _____

- 4 Expelled
- 5 Transferred
- 6 Dropout/Chronic Truant
(See definition below)
- 7 Deceased

Continue with Item 2

GO TO NEXT STUDENT

2. Is this student male or female?

016

- 1 Male
- 2 Female

3. What is this student's race/ethnicity?

017

- 1 American Indian or Alaskan Native
- 2 Asian or Pacific Islander
- 3 Hispanic, regardless of race
- 4 Black (not of Hispanic origin)
- 5 White (not of Hispanic origin)

4a. Excluding homeroom, study halls, and free periods, is this student currently taught by John Jones ?

020 1 Yes →

2 No →

b. Does John Jones teach multiple subjects to this student all or most of the day?

021 1 Yes →

2 No →

Skip to Item 5a

Skip to Item 5a

c. Excluding homeroom, study halls, and free periods, please list the classes that John Jones teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

Definition

Dropout/Chronic Truant -- An individual who has not been in school for 4 consecutive weeks or more and is not absent due to accident or illness.

5a. Excluding homeroom, study halls, and free periods, is this student currently taught by Sandra Schultz?

022 1 Yes →

2 No →

b. Does Sandra Schultz teach multiple subjects to this student all or most of the day?

023 1 Yes →

2 No →

Skip to Item 6a

Skip to Item 6a

c. Excluding homeroom, study halls, and free periods, please list the classes that Sandra Schultz teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

6a. Excluding homeroom, study halls, and free periods, is this student currently taught by Katherine Morris

024 1 Yes →

2 No →

b. Does Katherine Morris teach multiple subjects to this student all or most of the day?

025 1 Yes →

2 No →

GO TO NEXT STUDENT

GO TO NEXT STUDENT

c. Excluding homeroom, study halls, and free periods, please list the classes that Katherine Morris teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

STUDENT 6's NAME _____

1. What is this student's current status at this school?

015

- 1 Enrolled
- 2 Suspended
- 3 Other
specify _____

- 4 Expelled
- 5 Transferred
- 6 Dropout/Chronic Truant
(See definition below)
- 7 Deceased

Continue with Item 2

Skip to Item 7

2. Is this student male or female?

016

- 1 Male
- 2 Female

3. What is this student's race/ethnicity?

017

- 1 American Indian or Alaskan Native
- 2 Asian or Pacific Islander
- 3 Hispanic, regardless of race
- 4 Black (not of Hispanic origin)
- 5 White (not of Hispanic origin)

4a. Excluding homeroom, study halls, and free periods, is this student currently taught by John Jones ?

020 1 Yes

2 No

b. Does John Jones teach multiple subjects to this student all or most of the day?

021 1 Yes

2 No

Skip to Item 5a

Skip to Item 5a

c. Excluding homeroom, study halls, and free periods, please list the classes that John Jones teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

Definition

Dropout/Chronic Truant -- An individual who has not been in school for 4 consecutive weeks or more and is not absent due to accident or illness.

5a. Excluding homeroom, study halls, and free periods, is this student currently taught by Sandra Schultz?

022 1 Yes ↘

2 No ↘

b. Does Sandra Schultz teach multiple subjects to this student all or most of the day?

023 1 Yes ↘

2 No ↘

Skip to Item 6a

Skip to Item 6a

c. Excluding homeroom, study halls, and free periods, please list the classes that Sandra Schultz teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

6a. Excluding homeroom, study halls, and free periods, is this student currently taught by Katherine Morris?

024 1 Yes ↘

2 No ↘

b. Does Katherine Morris teach multiple subjects to this student all or most of the day?

025 1 Yes ↘

2 No ↘

Skip to Item 7

Skip to Item 7

c. Excluding homeroom, study halls, and free periods, please list the classes that Katherine Morris teaches this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

7. Not counting interruptions, how long did it take you to complete this questionnaire?

026 _____ Minutes

Exhibit 6. The Phase II Teacher Form

Bureau of the Census
Acting As Collecting Agent For
U.S. Department of Education

**PRIVATE SCHOOL
STUDENT RECORDS QUESTIONNAIRE**

Schools and Staffing Survey
1993 Teacher Panel

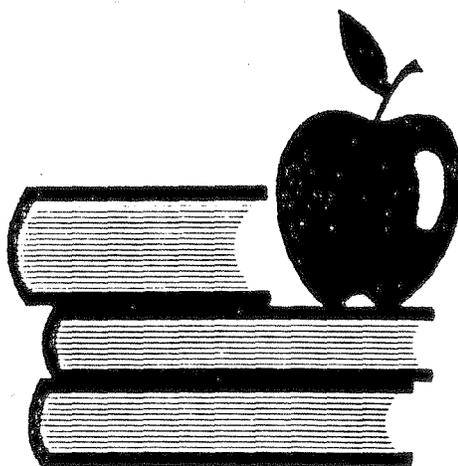
Shelton High School

Please complete this questionnaire with information about the following selected students.

Fill in the first two students' names on page 3, the second two students' names on page 4, and the last two students' names on page 5.

1. Kaye Stewart
2. Marie Leary
3. Suzanne Flanigan
4. Karen McKay
5. Michael Williamson
6. Jenny Troy

After completing this form, mail it to the Bureau of the Census in the preaddressed envelope provided. Please return it within 2 weeks.



- A. Please record the current time. At the end of the questionnaire you are asked to record the amount of time required to complete this questionnaire.

Current time: _____

WHY ARE WE CONDUCTING THIS SURVEY?

This questionnaire is the last in a series of surveys designed to obtain nationwide information on schools, staffing patterns, and student characteristics.

As part of this effort, we have randomly selected students from your school and have sent a survey to your administrator asking questions about these students, such as their attendance record and other school-related characteristics.

We are sending you this survey because we believe you are better equipped than your administrator to provide us with class information. We will treat your data as confidential and only use it to prepare statistical summaries.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics of the U.S. Department of Education requests your participation in this voluntary survey. The Bureau of the Census is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average ten minutes, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0598, Washington, DC 20503.

THANK YOU FOR YOUR PARTICIPATION IN THIS VERY IMPORTANT EFFORT.

STUDENT 1's NAME

1a. Excluding homeroom, study halls, and free periods, do you currently teach this student?

010 1 Yes ↘

2 No ↘

b. Do you teach multiple subjects to this student all or most of the day?

011 1 Yes ↘

2 No ↘

Skip to Item 2a

Skip to Item 2a

c. Excluding homeroom, study halls, and free periods, please list the classes that you teach this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

STUDENT 2's NAME

2a. Excluding homeroom, study halls, and free periods, do you currently teach this student?

012 1 Yes ↘

2 No ↘

b. Do you teach multiple subjects to this student all or most of the day?

013 1 Yes ↘

2 No ↘

Skip to Item 3a

Skip to Item 3a

c. Excluding homeroom, study halls, and free periods, please list the classes that you teach this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

STUDENT 5's NAME

5a. Excluding homeroom, study halls, and free periods, do you currently teach this student?

018 1 Yes

2 No

b. Do you teach multiple subjects to this student all or most of the day?

Skip to Item 6a

019 1 Yes

2 No

Skip to Item 6a

c. Excluding homeroom, study halls, and free periods, please list the classes that you teach this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

STUDENT 6's NAME

6a. Excluding homeroom, study halls, and free periods, do you currently teach this student?

020 1 Yes

2 No

b. Do you teach multiple subjects to this student all or most of the day?

Skip to Item 7

021 1 Yes

2 No

Skip to Item 7

c. Excluding homeroom, study halls, and free periods, please list the classes that you teach this student and the number of times per week that each class meets.

| Class name | Meetings per week |
|------------|-------------------|
| | |
| | |
| | |

7. Not counting interruptions, how long did it take you to complete this questionnaire?

023 _____ Minutes

Exhibit 7. First Example of Revised Skip Format

Exhibit 8. Second Example of Revised Skip Format

Fill in the first student's name from the cover page on the line below.

STUDENT 1's NAME

1. What is this student's current status at this school?

- Enrolled ₁ } Skip to 2
Suspended ₂ }
Expelled ₃ }
Transferred ₄ } SKIP TO NEXT STUDENT ON PAGE ...
Dropout/Chronic Truant ₅ }
(See definition below) ₆ }
Deceased ₇ }
Other ₇ Specify → Skip to 2

2. Is this student male or female?

- Male ₁
Female ₂

3. What is this student's race/ethnicity?

- American Indian or Alaskan Native ₁
Asian or Pacific Islander ₂
Hispanic, regardless of race ₃
Black (not of Hispanic origin) ₄
White (not of Hispanic origin) ₅

4a. Excluding homeroom, study halls, and free periods, is this student currently taught by [Teacher 1]?

- Yes ₁ Skip to 4b
No ₂ Skip to 5a

4b. Does [Teacher 1] teach this student all or most of the day?

- Yes ₁ Skip to 5a
No ₂ Skip to 4c

4c. ...