TECHNICAL REPORT #00-13

Submitted to:
Anoka Hennepin School District

August 10, 2000

Report Prepared by:
Tracy Billiet, Project Manager

ANOKA HENNEPIN MAGNET SCHOOL TEACHER SURVEY:
RESULTS AND TECHNICAL REPORT

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ANOKA HENNEPIN MAGNET SCHOOL TEACHER SURVEY

OVERVIEW

The Anoka Hennepin Magnet School Teacher Survey was conducted as a mail survey by the Minnesota Center for Survey Research at the University of Minnesota. The project was conducted for Rainbow Research, Inc. and was funded by the Anoka Hennepin School District. Questionnaires were sent to teachers employed by the Anoka Hennepin School District in May 1999.

Teachers were first asked if they supported the magnet program concept. They were then given a list of seven magnet program options taken from the Anoka Hennepin Magnet School Parent Survey (the options in which parents had the highest interest), and were asked to rate whether the option was good for students, and their interest in teaching each option. Teachers were then given a list of six possible magnet program challenges and were asked if they agreed or disagreed that each would be a challenge and to list any other possible challenges. Then they were given a list of seven possible magnet program benefits and were asked if they agreed or disagreed that each would be a benefit and to list any other possible benefits. Finally, they were asked how many years they have worked for the Anoka Hennepin School District, how many years they worked as a teacher, at what level they teach, and for other comments.

Mailing and data collection were conducted from May 19 to July 6, 2000. Questionnaires were completed and returned by 569 teachers. The overall response rate was 71%.

GOALS

The goal of the Anoka Hennepin Magnet Program Feasibility Study was to determine the feasibility of establishing an intra-district magnet school or program. To accomplish this goal, the study was designed to explore feasible options for developing an academically enriched and strategically placed magnet school or magnet program that would: reduce concentrations of students of color in a few schools or a single intra-district cluster; attract students of diverse race and ethnicity from across intra-district boundaries; improve the quality of education; match student interest with curricula; promote parent choice; and promote program innovation among teachers.

A mail survey was conducted with teachers to determine their support and interest in various magnet program alternatives. A telephone survey was also conducted with a random sample of parents to determine their interest in various magnet program alternatives.
STUDY DESIGN AND MANAGEMENT

The Anoka Hennepin Magnet School Teacher Survey was conducted as a mail survey by the Minnesota Center for Survey Research (MCSR) at the University of Minnesota. The project was conducted for Rainbow Research, Inc. and was funded by the Anoka Hennepin School District. The highest standards of quality survey research were employed in conducting this project.

The administrative coordination of the project was provided by MCSR Director, Rossana Armsen. Project Manager, Tracy Billiet, was responsible for conducting the pretest, revising the survey instrument, data collection, coding and editing, and writing the methodology report. MCSR Data Manager, Anne Hoffman, was responsible for ensuring data accuracy and conversion of the raw ASCII data into an SPSS system file format for analysis. She also converted descriptive data into graphic form.

QUESTIONNAIRE DESIGN

The Anoka Hennepin Teacher Survey was designed by Barry Cohen of Rainbow Research, Inc. and Rossana Armsen in consultation with the Magnet Program Feasibility Study Work Group of the Anoka Hennepin School District. This Work Group was chaired by Marcia Moore-Foster, and included parent representatives, teachers, community members, and administrative staff. After the questionnaire was reviewed by the Work Group, it was further revised by Tracy Billiet. The final version was approved by Marcia Moore-Foster.

Teachers were first asked if they supported the magnet program concept. They were then given a list of seven magnet program options taken from the Anoka Hennepin Magnet School Parent Survey (the options in which parents had the highest interest), and were asked to rate whether the option was good for students, and their interest in teaching each option. Teachers were then given a list of six possible magnet program challenges and were asked if they agreed or disagreed that each would be a challenge and to list any other possible challenges. Then they were given a list of seven possible magnet program benefits and were asked if they agreed or disagreed that each would be a benefit and to list any other possible benefits. Finally, they were asked how many years they have worked for the Anoka Hennepin School District, how many years they worked as a teacher, at what level they teach, and for other comments.

SAMPLING DESIGN

Questionnaires were sent to randomly selected teachers employed by the Anoka Hennepin School District in May 1999. The list of names was provided by the District.
DATA COLLECTION PROCEDURES

The procedures used by MCSR for this mail survey were based on Mail and Telephone Surveys, by Don A. Dillman. Mailing and data collection for the Anoka Hennepin Magnet School Teacher Survey were conducted from May 19 to July 6, 2000.

Mailing Procedures

The first mailing was sent to teachers through inter-office mail on May 19 and included the following: (1) a cover letter from Roger Giroux, Superintendent of Schools, inviting participation in the survey, (2) a survey instrument, (3) a yellow card for a drawing, and (4) a self-addressed, stamped return envelope.

The second mailing consisted of a reminder postcard, which was delivered to all teachers on May 26, 2000. The postcard thanked individuals if they had already filled out the questionnaire, and asked them to take time to complete the survey if they had not already done so.

Copies of the cover letters and postcard are presented in Appendix C.

Supervision and Quality Control of the Mailings

The two mailings were completed by the Anoka Hennepin School District. The administrative staff of the Anoka Hennepin School District was in charge of supervising the mailings and quality control.

Survey Returns

Completed surveys were returned to the Minnesota Center for Survey Research to track sample status and response rate. Peak survey returns occurred within a few days after each mailing and illustrate the importance of multiple mailings to ensure a high response rate (see Figure 1).
FIGURE 1

ANOKA HENNEPIN MAGNET SCHOOL TEACHER SURVEY
NUMBER OF COMPLETED SURVEYS BY DATE

MANAGEMENT OF THE DATA

Editing and Coding

Editing and coding included the completion of three major tasks. First, all surveys were checked for response clarity to eliminate dual responses when single-answer responses were sought, or to create a separate category for dual responses. Second, responses to open-ended questions were reviewed, response categories created, and value labels assigned. Third, all responses to the final survey question were transcribed.

Editing and coding were done by two coders who attended a training session to familiarize them with the survey instrument. Unclear or ambiguous responses were directed to the Project Manager for resolution. In addition, the Project Manager conducted quality control and reviewed coded surveys throughout this phase.
Data Entry and Cleaning

After coding was completed, the questionnaires were key entered onto a data tape by a commercial data entry firm and a computer data file was prepared. Once a complete file of the questionnaire was constructed, it was examined systematically to remove data entry errors. Data cleaning involved the use of a computer program to evaluate each case for variables with out-of-range values. In addition, the file was examined manually to identify cases with paradoxical or inappropriate responses.

**COMPLETION STATUS**

Questionnaires were completed and returned by 569 teachers, no teachers refused to participate, 227 surveys were not returned, and the remaining 4 were eliminated from the sample because they were not currently teaching (see Table 1). The overall response rate was 71%.

**TABLE 1**

**FINAL SAMPLE STATUS OF THE ANOKA HENNEPIN TEACHER SURVEY**

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys returned</td>
<td>569</td>
<td>71%</td>
</tr>
<tr>
<td>Refusals</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Surveys not returned</td>
<td>227</td>
<td>28%</td>
</tr>
</tbody>
</table>

Eliminated:

| Not teachers | 4 | 0% |

**TOTAL SENT:** 800 99%

*RESPONSE RATE = \( \frac{\text{Surveys completed and returned}}{\text{Total sent - Eliminated}} = \frac{569}{796} = 71\% \)
READING THE QUESTIONNAIRE AND RESULTS

The Questionnaire and Results section of this report contains the response frequencies and percentages for each question in the survey. The actual responses of all 569 teachers who completed the survey are shown for each question. Percentage distributions also are presented; "valid" percentages were computed after eliminating those who refused to answer, did not know, or were not required to answer a particular question.

The question numbers were used as variable labels in the computer data files. This information is provided as documentation for those who wish to use a computer file and the SPSS software package to conduct more detailed data analyses.
SURVEY OF TEACHERS ABOUT MAGNET PROGRAMS

Magnet programs can be quite varied. A program could be established as a school, as a program within one or more schools, or as a program within a single school. It might focus on science and technology, the arts, or languages like French, Spanish, or Ojibwe. It might be a Montessori program, a program based on Howard Gardner’s multiple intelligences, a gifted and talented program, or an open school. It might be open year round. At the high school level, it might have a vocational orientation.

Please circle the number which corresponds to the answer closest to your opinion, or write in the information requested. All individual responses will be confidential.

Q1. Do you support the concept of magnet programs?

<table>
<thead>
<tr>
<th>Freq (%)</th>
<th>1. Yes</th>
<th>2. No</th>
<th>BLANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>474</td>
<td>(91)</td>
<td>48</td>
<td>(9)</td>
</tr>
<tr>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q3. How interested would you be in teaching in this type of magnet program? (Circle one answer for each option)

<table>
<thead>
<tr>
<th>Option</th>
<th>Very interested</th>
<th>Somewhat interested</th>
<th>Not very interested</th>
<th>Not at all interested</th>
<th>BLANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3a. A program with a mathematics and science emphasis</td>
<td>75</td>
<td>151</td>
<td>134</td>
<td>196</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>(14)</td>
<td>(27)</td>
<td>(24)</td>
<td>(35)</td>
<td>Freq</td>
</tr>
<tr>
<td>Q3b. A &quot;back-to-basics&quot; traditional program that concentrates on skills such as reading, writing, and mathematics</td>
<td>129</td>
<td>171</td>
<td>118</td>
<td>139</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(23)</td>
<td>(31)</td>
<td>(21)</td>
<td>(25)</td>
<td>(%)</td>
</tr>
<tr>
<td>Q3c. A program where children learn to comprehend, speak, read, and write in English, and also in a world language like Spanish or French</td>
<td>59</td>
<td>118</td>
<td>164</td>
<td>216</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(11)</td>
<td>(21)</td>
<td>(29)</td>
<td>(39)</td>
<td>(%)</td>
</tr>
<tr>
<td>Q3d. A high school program with many advanced classes in math, science, languages, humanities, and social sciences and with opportunities to earn college credits</td>
<td>102</td>
<td>116</td>
<td>96</td>
<td>238</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>(18)</td>
<td>(21)</td>
<td>(17)</td>
<td>(43)</td>
<td>(%)</td>
</tr>
<tr>
<td>Q3e. A program that promotes strong parental involvement</td>
<td>176</td>
<td>216</td>
<td>86</td>
<td>74</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>(32)</td>
<td>(39)</td>
<td>(16)</td>
<td>(13)</td>
<td>(%)</td>
</tr>
<tr>
<td>Q3f. A program where computers and other high technology are used extensively by students and teachers</td>
<td>114</td>
<td>179</td>
<td>145</td>
<td>121</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(20)</td>
<td>(32)</td>
<td>(26)</td>
<td>(22)</td>
<td>(%)</td>
</tr>
<tr>
<td>Q3g. A program where children learn the culture, history, and language of this area’s American Indian tribes</td>
<td>36</td>
<td>103</td>
<td>182</td>
<td>235</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>(6)</td>
<td>(18)</td>
<td>(33)</td>
<td>(42)</td>
<td>(%)</td>
</tr>
</tbody>
</table>
Q4. Do you agree or disagree that the following might be CHALLENGES for teachers that would be presented by magnet programs? (Circle one answer for each option)

<table>
<thead>
<tr>
<th>Q4a. Teachers may not feel sufficiently confident or competent in a particular area</th>
<th>Strongly Agree 1</th>
<th>Agree 2</th>
<th>Disagree 3</th>
<th>Strongly Disagree 4</th>
<th>BLANK</th>
</tr>
</thead>
</table>
| 141 | 308 | 87 | 23 | 10 | Freq (%)
| (25) | (55) | (16) | (4) | |

| Q4b. Elementary school teachers are generalists, not specialists |
|---|---|---|---|---|
| 79 | 252 | 197 | 29 | 12 |
| (14) | (45) | (35) | (5) |

| Q4c. Having to work in new schools |
|---|---|---|---|---|
| 22 | 194 | 267 | 78 | 8 |
| (4) | (35) | (48) | (14) |

| Q4d. Having to leave behind long time friends and associates |
|---|---|---|---|---|
| 34 | 239 | 243 | 44 | 9 |
| (6) | (43) | (43) | (8) |

| Q4e. Taking time to retrain |
|---|---|---|---|---|
| 87 | 351 | 107 | 14 | 10 |
| (16) | (63) | (19) | (2) |

| Q4f. Learning and working with a new curriculum |
|---|---|---|---|---|
| 112 | 336 | 97 | 17 | 7 |
| (20) | (60) | (17) | (3) |

Q5. Please list any other CHALLENGES for teachers that would be presented by magnet programs.

(SEE APPENDIX A, PAGE A-2)
Q6. Do you agree or disagree that the following might be BENEFITS for teachers that would be provided by magnet programs? (Circle one answer for each option)

<table>
<thead>
<tr>
<th>Option</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>BLANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6a. Teachers can draw on talents, knowledge, and experience outside</td>
<td>265</td>
<td>263</td>
<td>24</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>traditional subjects</td>
<td>(48)</td>
<td>(47)</td>
<td>(4)</td>
<td>(0)</td>
<td>Freq</td>
</tr>
<tr>
<td>Q6b. Magnet programs create a new and different learning environment</td>
<td>254</td>
<td>273</td>
<td>28</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>(46)</td>
<td>(49)</td>
<td>(5)</td>
<td>(0)</td>
<td></td>
</tr>
<tr>
<td>Q6c. Subject matter can be examined in greater depth</td>
<td>302</td>
<td>234</td>
<td>16</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(54)</td>
<td>(42)</td>
<td>(3)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Q6d. Teachers can work with smaller groups of students</td>
<td>278</td>
<td>195</td>
<td>56</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>(51)</td>
<td>(36)</td>
<td>(10)</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>Q6e. Physical space can be better organized</td>
<td>167</td>
<td>265</td>
<td>98</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>(31)</td>
<td>(49)</td>
<td>(18)</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Q6f. Students can be exposed to a wider range of experience because</td>
<td>185</td>
<td>275</td>
<td>77</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>teachers can utilize outside resource people</td>
<td>(34)</td>
<td>(51)</td>
<td>(14)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Q6g. Teachers can pursue subject matter of greatest interest</td>
<td>258</td>
<td>266</td>
<td>24</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(46)</td>
<td>(48)</td>
<td>(4)</td>
<td>(2)</td>
<td></td>
</tr>
</tbody>
</table>

Q7. Please list any other BENEFITS for teachers that would be presented by magnet programs.

(SEE APPENDIX A, PAGE A-3)
Q8. How many years have you worked for the Anoka-Hennepin School District?

(SEE APPENDIX B, PAGE B-2)

Q9. How many years have you worked as a teacher?

(SEE APPENDIX B, PAGE B-3)

Q10. At what level do you teach? (Circle one)

Freq  (%)  1.  Elementary
       102 (19)  2.  Middle School
       162 (30)  3.  High School
       2 (0)    4.  Elementary School and Middle School (VOLUNTEERED)
       11 (2)   5.  Middle School and High School (VOLUNTEERED)
       1 (0)    6.  Elementary School and High School (VOLUNTEERED)
       3 (0)    7.  All three (Elementary School, Middle School, and High School) (VOLUNTEERED)
       23       BLANK

Q11. If you are interested in participating in a drawing for one of four $25 gift certificates to Barnes & Noble, please return the yellow card along with your survey.

Q12. What other comments would you like to make about the issues presented in this survey?

214 (38)  1.  Comment
355 (62)  2.  No comment

Thank you for your time and your cooperation.
Please return this survey in the enclosed postage paid envelope to:

Minnesota Center for Survey Research
University of Minnesota
2331 University Avenue SE, Suite 141
Minneapolis, MN 55414-3067
## APPENDIX A

### OPEN-ENDED VARIABLES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5</td>
<td>Other magnet challenges</td>
<td>A-2</td>
</tr>
<tr>
<td>Q7</td>
<td>Other magnet benefits</td>
<td>A-3</td>
</tr>
</tbody>
</table>
### Group Q5MULT  OTHER MAGNET CHALLENGES - MULTIPLE RESPONSE

<table>
<thead>
<tr>
<th>Category label</th>
<th>Code</th>
<th>Count</th>
<th>Pct of Responses</th>
<th>Pct of Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>No comment</td>
<td>0</td>
<td>344</td>
<td>54.6</td>
<td>60.5</td>
</tr>
<tr>
<td>Funding</td>
<td>1</td>
<td>15</td>
<td>2.4</td>
<td>2.6</td>
</tr>
<tr>
<td>Training time/costs</td>
<td>2</td>
<td>26</td>
<td>4.1</td>
<td>4.6</td>
</tr>
<tr>
<td>Othr time commitment</td>
<td>3</td>
<td>15</td>
<td>2.4</td>
<td>2.6</td>
</tr>
<tr>
<td>Create community</td>
<td>4</td>
<td>5</td>
<td>.8</td>
<td>.9</td>
</tr>
<tr>
<td>Unfmrl cult/ethn grps</td>
<td>5</td>
<td>4</td>
<td>.6</td>
<td>.7</td>
</tr>
<tr>
<td>Class size</td>
<td>6</td>
<td>6</td>
<td>1.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Staff support</td>
<td>7</td>
<td>6</td>
<td>1.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Othr tchr resentment</td>
<td>8</td>
<td>8</td>
<td>1.3</td>
<td>1.4</td>
</tr>
<tr>
<td>For non-magnet tchrs</td>
<td>9</td>
<td>4</td>
<td>.6</td>
<td>.7</td>
</tr>
<tr>
<td>Not emphasis basics</td>
<td>10</td>
<td>12</td>
<td>1.9</td>
<td>2.1</td>
</tr>
<tr>
<td>Remves hi achievrs</td>
<td>11</td>
<td>8</td>
<td>1.3</td>
<td>1.4</td>
</tr>
<tr>
<td>Not enough diversity</td>
<td>12</td>
<td>5</td>
<td>.8</td>
<td>.9</td>
</tr>
<tr>
<td>Graduation standards</td>
<td>13</td>
<td>7</td>
<td>1.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Other</td>
<td>77</td>
<td>165</td>
<td>26.2</td>
<td>29.0</td>
</tr>
</tbody>
</table>

Total responses: 630  100.0  110.7

0 missing cases; 569 valid cases

### Q5A  OTHER MAGNET CHALLENGES - 1

<table>
<thead>
<tr>
<th>Value</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 No comment</td>
<td>344</td>
<td>60.5</td>
<td>60.5</td>
<td>60.5</td>
</tr>
<tr>
<td>1 Funding</td>
<td>8</td>
<td>1.4</td>
<td>1.4</td>
<td>61.9</td>
</tr>
<tr>
<td>2 Training time/costs</td>
<td>21</td>
<td>3.7</td>
<td>3.7</td>
<td>65.6</td>
</tr>
<tr>
<td>3 Othr time commitment</td>
<td>11</td>
<td>1.9</td>
<td>1.9</td>
<td>67.5</td>
</tr>
<tr>
<td>4 Create community</td>
<td>4</td>
<td>.7</td>
<td>.7</td>
<td>68.2</td>
</tr>
<tr>
<td>5 Unfmrl cult/ethn grps</td>
<td>4</td>
<td>.7</td>
<td>.7</td>
<td>68.9</td>
</tr>
<tr>
<td>6 Class size</td>
<td>2</td>
<td>.4</td>
<td>.4</td>
<td>69.2</td>
</tr>
<tr>
<td>7 Staff support</td>
<td>3</td>
<td>.5</td>
<td>.5</td>
<td>69.8</td>
</tr>
<tr>
<td>8 Othr tchr resentment</td>
<td>7</td>
<td>1.2</td>
<td>1.2</td>
<td>71.0</td>
</tr>
<tr>
<td>9 For non-magnet tchrs</td>
<td>4</td>
<td>.7</td>
<td>.7</td>
<td>71.7</td>
</tr>
<tr>
<td>10 Not emphasis basics</td>
<td>10</td>
<td>1.8</td>
<td>1.8</td>
<td>73.5</td>
</tr>
<tr>
<td>11 Remves hi achievrs</td>
<td>8</td>
<td>1.4</td>
<td>1.4</td>
<td>74.9</td>
</tr>
<tr>
<td>12 Not enough diversity</td>
<td>3</td>
<td>.5</td>
<td>.5</td>
<td>75.4</td>
</tr>
<tr>
<td>13 Graduation standards</td>
<td>4</td>
<td>.7</td>
<td>.7</td>
<td>76.1</td>
</tr>
<tr>
<td>77 Other</td>
<td>136</td>
<td>23.9</td>
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Total valid: 61 (10.7% of cases) 100.0%

Missing System: 508 (89.3% of cases)

Total: 569 (100.0% of cases)

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Total responses: 634 (100.0% of cases) 111.4%

0 missing cases; 569 valid cases
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Missing System: 504 88.6

Total: 569 100.0
## APPENDIX B

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Missing System 10  1.8

Total 569  100.0

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# APPENDIX C

## COVER LETTERS AND POSTCARD TEXT

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May 19, 2000

Dear Staff Member:

Anoka-Hennepin District 11 has invited Rainbow Research, a not for profit research organization, and the University of Minnesota to examine the feasibility of developing magnet programs. As part of this feasibility study, 800 parents have already been asked to express their interest in magnet programs. The next phase of the study involves a survey of randomly selected teachers in Anoka-Hennepin.

You are one of a small number of teachers who are being asked to give their opinions about magnet programs. Your name was drawn in a random sample of all teachers in the District. In order for the results to truly represent the thinking of teachers, it is important that each questionnaire be completed and returned. However, your participation is completely voluntary and you may skip any question you do not care to answer.

The survey should take only about five minutes to complete and your responses will be completely confidential.

If you choose to complete the yellow card and return it along with your survey, then you will be entered in a drawing for one of four $25 gift certificates from Barnes & Noble. Both your completed survey and the yellow card should be mailed directly to the University of Minnesota Center for Survey Research in the postage paid envelope that is provided.

Your frank opinions about these issues are important. Along with the opinions of parents, they will help contribute to decisions about which magnet programs we should consider implementing. The overall results will be made available to all interested teachers. If we find sufficient support for magnet programs, Rainbow Research will continue to work with us on further data gathering and planning.

If you have questions about the survey, feel free to call the University at (612) 627-4282 or to contact Marcia Moore-Foster at (763) 506-1076. Thanks you for your participation in this important effort.

Sincerely,

Dr. Roger Giroux
Superintendent of Schools

Partners in educating all learners for a successful future in an ever-changing world.
If you return this card along with your survey, you will be entered into a drawing for one of four $25 gift certificates from Barnes & Noble. This card will be separated from the survey as soon as we open the envelope at the University of Minnesota.

Are you interested in being involved in the planning and development of a magnet program? (Circle one)

1. Yes
2. Maybe
3. No

Please print your name and school name:

NAME: ____________________________________________

SCHOOL NAME: ____________________________________
Last week a questionnaire was sent to you seeking your opinions about magnet programs in the Anoka Hennepin School District. If the results are to accurately represent the opinions of all teachers in the District, it is very important that your answers be included in the study.

If you have already completed and returned the survey to us, please accept our sincere thanks. If not, please do so today. Remember to complete the yellow card and return it along with your survey to be entered in a drawing for one of four $25 gift certificates from Barnes & Noble.

If you did not receive a questionnaire, or it has been misplaced, please call me at (612) 627-4282 between 9:00 a.m. and 4:00 p.m. and I will send you another one right away.

Sincerely,

Rossana Armson, Director
Minnesota Center for Survey Research
2331 University Avenue SE, Suite 141
Minneapolis, MN 55414