

---

# NATIONAL CENTER FOR EDUCATION STATISTICS

---

## Working Paper Series

---

The Working Paper Series was initiated to promote the sharing of the valuable work experience and knowledge reflected in these preliminary reports. These reports are viewed as works in progress, and have not undergone a rigorous review for consistency with NCES Statistical Standards prior to inclusion in the Working Paper Series.

---

# NATIONAL CENTER FOR EDUCATION STATISTICS

---

Working Paper Series

---

## **Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire**

Working Paper No. 2000-18

December 2000

Contact: Stephen Broughman  
Elementary/Secondary and Libraries Studies Division  
E-mail: [stephen\\_broughman@ed.gov](mailto:stephen_broughman@ed.gov)

**U.S. Department of Education**

Richard W. Riley  
Secretary

**Office of Educational Research and Improvement**

C. Kent McGuire  
Assistant Secretary

**National Center for Education Statistics**

Gary W. Phillips  
Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education  
1990 K Street NW  
Washington, DC 20006-5651

The NCES World Wide Web Home Page is  
*<http://nces.ed.gov>*

**Suggested Citation**

U.S. Department of Education. National Center for Education Statistics. *Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire*, Working Paper No. 2000-18, by Frantzeskos A. Lavdas, Stephen P. Broughman, and Lawrence R. MacDonald. Project Officer, Stephen Broughman. Washington, DC: 2000.

**December 2000**

## Foreword

In addition to official NCES publications, NCES staff and individuals commissioned by NCES produce preliminary research reports that include analyses of survey results, and presentations of technical, methodological, and statistical evaluation issues.

The *Working Paper Series* was initiated to promote the sharing of the valuable work experience and knowledge reflected in these preliminary reports. These reports are viewed as works in progress, and have not undergone a rigorous review for consistency with NCES Statistical Standards prior to inclusion in the Working Paper Series.

Copies of Working Papers can be downloaded as pdf files from the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch/>), or contact Sheilah Jupiter at (202) 502-7444, e-mail: sheilah\_jupiter@ed.gov, or mail: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 1990 K Street NW, Room 9048, Washington, DC 20006-5651.

Marilyn M. McMillen  
Chief Mathematical Statistician  
Statistical Standards Program

Ralph Lee  
Mathematical Statistician  
Statistical Standards Program

*This page intentionally left blank.*

**Feasibility Report:  
School-Level Finance Pretest,  
Public School District Questionnaire**

Prepared by:

Frantzeskos A. Lavdas  
U.S. Bureau of the Census

Stephen P. Broughman  
National Center for Education Statistics

Lawrence R. MacDonald  
U.S. Bureau of the Census

Prepared for:

U.S. Department of Education  
Office of Educational Research and Improvement  
National Center for Education Statistics

December 2000

*This page intentionally left blank.*

## Contents

List of Tables .....	viii
List of Figures .....	ix
INTRODUCTION .....	1
RATIONALE FOR A PUBLIC SCHOOL-LEVEL FINANCE SURVEY .....	1
METHODS AND PROCEDURES .....	1
Questionnaire Development .....	1
Sample Selection .....	1
Data Collection .....	2
Mail Questionnaire .....	2
Nonresponse Follow-up .....	2
Questionnaire Review .....	2
FINDINGS .....	2
Unit Response .....	2
Who Responded and Who Did Not .....	3
States .....	4
Census Region .....	4
Metro Status .....	4
Grade Level .....	5
Number of Schools .....	5
Number of Schools in the Sample .....	6
Number of Students .....	6
Refusal Reasons .....	7
Response Time and Time of Year .....	7
Who Filled Out the Questionnaire .....	9
Item Response .....	10
Percent of All Items Completed By Respondents .....	10
Percent of Items in Table 7 Completed By Respondents .....	10
Item Response Tables .....	11
Additional Information .....	11
Item Response and Edit Checks .....	13
CONCLUSIONS .....	21
RECOMMENDATIONS .....	26
Unit Response .....	26
Item Response .....	26
Appendix I: Public District Questionnaire School-Level Finance Pretest Fiscal Year 1997–98 .....	29
Appendix II: Public District Edit Checks .....	45
Appendix III: Public District Questionnaire (SL-PUB) Form With Codes For Edit Checks .....	53

## List of Tables

Table 1.—Timeline of data collection events .....	2
Table 2.—Response rates on key dates .....	3
Table 3.—Number of schools in District .....	5
Table 4.—Number of students in District .....	6
Table 5.—Response time for completed surveys .....	8
Table 6.—Title of person completing the questionnaire .....	9
Table 7.—Parts of the form where '0' is nonresponse .....	11
Table 8.—Item response rates for part I of the questionnaire .....	12
Table 9.—Item response rates for part II of the questionnaire .....	13
Table 10.—Item response rates for part III of the questionnaire .....	14
Table 11.—Item response rates for part IV, table A of the questionnaire .....	15
Table 12.—Item response rates for part IV, table B of the questionnaire .....	15
Table 13.—Item response rates for part V of the questionnaire .....	16
Table 14.—Item response rates for part VI of the questionnaire .....	16
Table 15.—Item response rates for part VII of the questionnaire .....	17
Table 16.—Item response rates for part VIII of the questionnaire .....	17
Table 17.—Item response rates for part IX of the questionnaire .....	18
Table 18.—Item response for basic data .....	20
Table 19.—General overview of parts of the questionnaire, by district .....	22
Table 20.—Item response for capabilities of district accounting system .....	25
Table 21.—Possible format for questionnaire .....	27

## List of Figures

Figure 1.—Unit response .....	3
Figure 2.—Responses by state .....	4
Figure 3.—Responses by census region .....	4
Figure 4.—Responses by metro status .....	5
Figure 5.—Responses by high/low grades .....	5
Figure 6.—Responses by number of schools in sample .....	6
Figure 7.—Median number of students, by response status .....	6
Figure 8.—District reasons for refusing .....	7
Figure 9.—Response time in minutes .....	7
Figure 10.—Percentage of all items completed .....	10
Figure 11.—Percentage of items in table 7 completed .....	11
Figure 12.—Edit checks for pages 4 and 5 and the number of failed questionnaires .....	18
Figure 13.—Edit checks for pages 7, 8, and 9 and the number of failed questionnaires .....	19
Figure 14.—Edit checks for pages 10, 11, and 12 and the number of failed questionnaires .....	19
Figure 15.—Edit checks for relationships between parts .....	20
Figure 16.—District to school relationship edit check failures, by school district .....	21

*This page intentionally left blank.*

## INTRODUCTION

The U.S. Bureau of the Census conducted the School-Level Finance Pretest for the National Center for Education Statistics (NCES) during the spring and summer of 1999. Two separate questionnaires comprised the School-Level Finance Pretest: one for private schools and one for public school districts. This report focuses on the public school district questionnaire, which is included in Appendix I.<sup>1</sup> This report describes the methods, procedures, findings, and experience in relation to this survey.

## RATIONALE FOR A PUBLIC SCHOOL-LEVEL FINANCE SURVEY

NCES has two main sources for finance data for elementary and secondary education—the National Public Education Financial Survey (NPEFS), which collects information annually from state education agencies, and the Annual Survey of Local Government Finances—Schools’ Systems, more commonly known as the F-33, which collects finance data for school districts. Although these state- and district-level collections provide policymakers with important information about the allocation of educational expenditures at the state and district levels, they do not provide information about resource allocation at the school level. Consequently, data are not available to inform education policy discussion regarding how resources are allocated both within and among schools. In short, data are not available to address issues of:

- **Resource Allocation and Productivity.** How do schools allocate resources? How much is spent on instruction and how much on administration? How much is spent on school-site services compared with central office operations? How are per pupil expenditures and resource allocations affected by school characteristics, such as staffing patterns or program offerings? How are they affected by state policies and funding decisions? What is the relationship between school expenditures and student outcomes?

- **Equity and Adequacy.** How much variation is there in per pupil expenditures among schools? How much variation is there across a state, or across similar types of schools in different states around the nation? Are fiscal resources distributed in an equitable manner? Are resource levels adequate to educate students with various needs?
- **Accountability.** How do per pupil expenditures and resource allocations in a particular school compare with expenditures in similar schools? Are resources spent as intended?
- **Congressional Interests and Public Inquiries.** How much is spent on administrative expenditures at the school and district level? How much on electronic technology and other types of equipment? How much on special education programs?

## METHODS AND PROCEDURES

### Questionnaire Development

The American Institutes for Research (AIR) developed the Public District Questionnaire.<sup>2</sup> The U.S. Bureau of the Census designed and printed the form (see appendix I). Although minor changes in wording were made during the forms design process, the content remained unchanged.

### Sample Selection

The U.S. Bureau of the Census’ Demographic Statistical Methods Division (DSMD) used stratified random sampling in drawing the sample. DSMD selected the sample from the universe created for the 1998 Schools and Staffing Survey Fall Content Test. The sample of public school districts consisted of 75 public school districts in 27 states. At the request of NCES, the U.S. Bureau of the Census ensured that a sufficient number of school districts from Ohio, Texas, Florida, South Carolina, and Oregon were included in the sample because these states indicated that they had some type of school-level finance data collection capability.

---

<sup>1</sup> For a description of the private school questionnaire pretest see Lavdas, F., Sherman, J., Broughman, S., and MacDonald, L. July 2000. *Feasibility Report: School-Level Finance Pretest, Private School Questionnaire*. Washington, DC. NCES Working Paper No. 2000–15.

<sup>2</sup> For information about questionnaire content and development see Isaacs, J., Best, C., Cullen, A., Garet, M., and Sherman, J. January 1998. *Collection of Public School Expenditure Data: Development of a Questionnaire*. Washington, DC. NCES Working Paper No. 98–01; and Isaacs, J., Garet, M., Sherman, J., Cullen, A., and Phelps, R. July 1999. *Collection of Resource and Expenditure Data on the Schools and Staffing Survey*. Washington, DC. NCES Working Paper No. 1999–07.

Of the 75 school districts, 12 were in the Northeast, 25 were in the Midwest, 23 were in the South, and 15 were in the West. Four school districts were considered 'central city,' 28 were 'urban,' and 43 were 'rural'. The mean number of students in these districts was 3,884 and the median was 1,032. The smallest school district had 12 students and the largest had 106,619. Fifty-seven school districts provided both elementary and secondary education. Three school districts had only high school grades, and 15 had elementary or elementary/middle school grades.

From these 75 public school districts, 150 individual schools were included in the survey. The 27 largest school districts in the sample were asked to provide data for three selected schools in the district. The next 21 in size were asked to provide data for two selected schools in the district. The 27 smallest school districts in the sample were asked to provide data for one selected school in the district. During the school selection process, the U.S. Bureau of the Census ensured that there was an adequate distribution of sample schools by grade level.

## Data Collection

### Mail Questionnaire

AIR designed the questionnaire as a mail survey to be completed by the school district business officer. The U.S. Bureau of the Census mailed the questionnaire to the business officers in the sample of 75 districts on April 14, 1999. A cover letter, prepared by NCES, explaining the purpose of the survey accompanied the questionnaire. The U.S. Bureau of the Census asked respondents to return the questionnaire within 2 weeks.

### Nonresponse Follow-up

Districts that did not respond to the initial mailing received a reminder letter, mailed 4 weeks after the initial mailing, from the U.S. Bureau of the Census. Further follow-up efforts included calls and a second mailing of the questionnaire. While making the first follow-up call to a district, the U.S. Bureau of the Census staff identified an appropriate person at the district, and the subsequent mailing and calls were addressed to that person. An additional copy of the reminder letter accompanied the second mailing of the questionnaire. Schools that did not refuse to complete a form continued to receive calls every few weeks

through the end of July. Many districts were called up to six times. After the second mailing, forms were mailed at the respondent's request. In addition, the U.S. Bureau of the Census faxed the form to districts that gave permission to do so.

The timeline for these events is displayed in table 1.

Table 1.-Timeline of data collection events

Event	Date
Initial Mailing	April 14, 1999
Reminder Letter	May 14, 1999
Telephone Calls and Second Mailing	Began June 2, 1999

SOURCE: Author's sketch.

In June 1999, the U.S. Bureau of the Census staff began asking refusing districts to submit partial data by providing row and/or column totals. One district did send in a partially completed questionnaire as a result of this request, however very few items were completed.

### Questionnaire Review

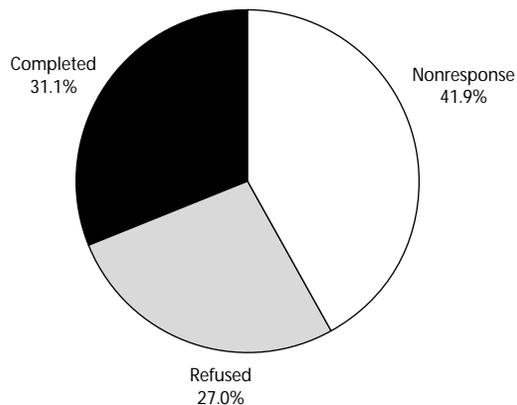
The U.S. Bureau of the Census staff reviewed the questionnaires for item response and consistency (see appendices II and III for a list of the edit checks and a copy of the coded form). The questionnaire review sometimes included phone calls to respondents in an attempt to resolve questions. The results of these reviews are included in this report.

## FINDINGS

### Unit Response

Figure 1 shows the overall response rate for the Public District Questionnaire. One school district of the 75 districts in the sample closed 3 years prior to the field test and is considered out of scope. Twenty-three of the remaining 74 school districts, or 31.1 percent of the questionnaires, were at least partially completed and returned to the U.S. Bureau of the Census. Twenty school districts, or 27.0 percent, refused to participate either by mailing or faxing a written communication or by phone during follow-up phone calls. Thirty-one school districts, or 41.9 percent, did not respond to the survey. These school districts either did not respond to phone messages from the U.S. Bureau of the Census or the respondent said that she intended to complete the questionnaire when time is available.

Figure 1.-Unit response



SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Table 2 shows the response rates on key dates during the survey schedule. When the reminder letter was mailed, only 2.7 percent, or two of the questionnaires, had been completed. When nonresponse follow-up phone calls began, 14.9 percent, or 11 of the questionnaires, were completed. From the time telephone follow-up efforts began, another 12 questionnaires were completed. More than one-half of the completed questionnaires were received after telephone follow-up efforts began (almost 2 months after the initial mailing).

Table 2.-Response rates on key dates

Event	Date	Response rate
Initial mailing	April 14, 1999	
Reminder letter	May 14, 1999	2.7%
Telephone calls and second mailing	Began June 2, 1999	14.9%
Closing Date	September 1, 1999	31.1%

SOURCE: Author's sketch.

Possible explanations for these late responses, based on the U.S. Bureau of Census' staff's experience during follow-up efforts, include:

1. April and May are busy months for school districts and the questionnaire was put to the side for a later date.
2. The business office needed a reminder to fill out the questionnaire.

3. The business office needed someone to bring to their attention that this questionnaire was mailed to them.
4. The original questionnaire was discarded.
5. The calls identified an individual who could complete the form.
6. Personal contact is needed to elicit a response.

Supporting evidence for these possible explanations is discussed below.

Of the 12 questionnaires that were returned after follow-up efforts began on June 2, five were surveys from the second mailing. This fact may indicate that in these cases the initially mailed questionnaire was discarded before or after reaching the appropriate person. The other seven surveys were from the initial mailing, which indicates that at least these seven districts had not discarded their original survey, and the respondent needed a reminder or more time to complete it. In fact, the last completed questionnaire that the U.S. Bureau of the Census received on August 12, was a copy of the survey from the initial mailing.

One respondent whose office was in a different building from the official mailing address was not aware that we had mailed the survey until they received the reminder letter. The respondent requested another copy of the questionnaire and completed it. However, a person working at the office at the official mailing address mailed back a partially completed 'initial mailing' questionnaire with a note saying that they believe the survey was "a waste of time." In this instance, the follow-up efforts resulted in bringing the survey to the attention of the appropriate person.

Another respondent indicated that they were planning not to respond because they did not have the time. However, after the U.S. Bureau of the Census called, the business officer assigned the survey to a staff member to complete. In this instance, personal contact was needed to elicit a response.

### Who Responded and Who Did Not

This section provides characteristics of school districts that fall within the three response status groups (completers, refusers, and nonrespondents).

States

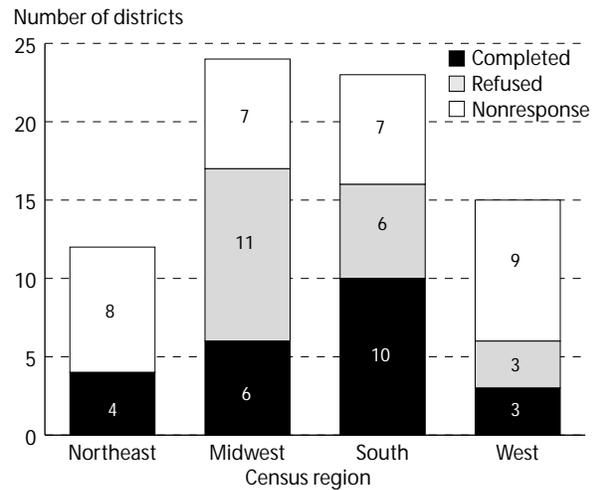
Figure 2 shows the number of school districts included in the sample from each state. It also shows the response status of each of those districts.

California and Ohio had five school districts each in the sample; five of those were refusals and the other five were nonresponses. Of states with more than two school districts in the sample, Florida (5), Oklahoma (3), Nebraska (4), and New York (6) had the highest response rates (50 percent or more). Texas and South Carolina each had two of five questionnaires completed. Of the five states (Ohio, Texas, Florida, South Carolina, and Oregon) that had sufficient numbers of districts included in the sample because of the existence of some type of school-level finance data collection, the response rates ranged from a high of 60 percent for Florida (the only one above 50 percent) to 0 percent for Ohio.

Census Region

Figure 3 shows the responses by Census region. The South had the highest response rate (43.5 percent) followed by the Northeast (33.3 percent) and the Midwest (25.0 percent). The West had the lowest response rate (20.0 percent) and highest nonresponse rate (60.0 percent). The Midwest had the highest refusal rate (45.8 percent).

Figure 3.- Responses by census region

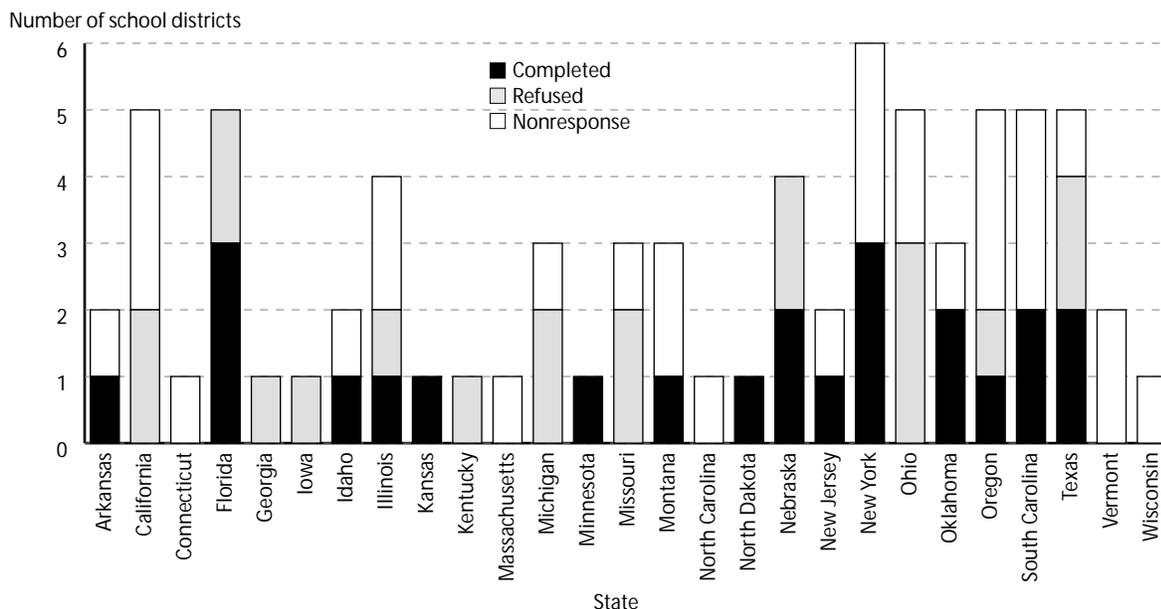


SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Metro Status

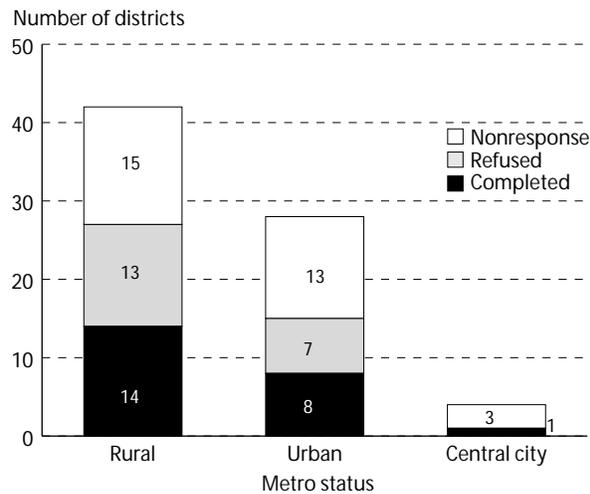
Figure 4 shows the responses by metro status. Rural districts, which made up the largest percentage of the sample, had the highest response rate (33.3 percent). Urban districts had a response rate of 28.6 percent, and central city school districts, of which there were only four, had a response rate of 25 percent. Rural districts had the highest rate of refusal (31.0 percent).

Figure 2.- Responses by state



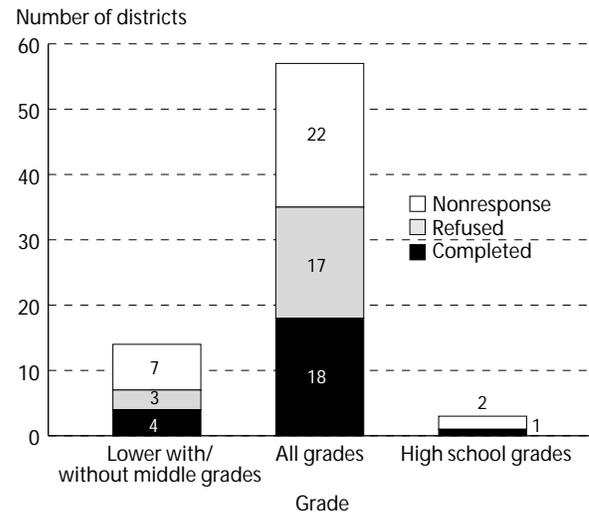
SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Figure 4.- Responses by metro status



SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Figure 5.- Responses by high/low grades



SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

#### Grade Level

Figure 5 shows responses by school districts' grade levels. School districts providing both elementary and secondary education (PK-12 and KG-12 ) had a response rate of 31.6 percent. The response rate for districts with elementary/middle school grades (PK-8, KG-6, and KG-8) is 28.6 percent. There were only three school districts in sample operating only high schools (9-12), one responded for a response rate of 33.3 percent.

#### Number of Schools

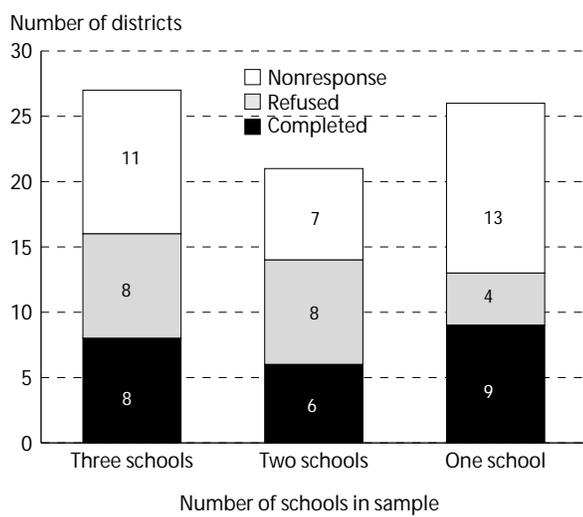
Table 3 shows the median number of schools in the school districts of each response status category. The median number of schools within the districts for the sample is three. The median number for schools districts that completed surveys and for school districts that did not respond is also three. For those who refused, the median number of schools is four. However, the two school districts with the greatest number of schools both completed surveys.

Table 3.- Number of schools in District

	Sample	Completed	Nonresponse	Refused
Mean	7.0	11.2	4.7	5.8
Standard error	1.97	6.06	1.02	1.45
Median	3	3	3	4
Mode	1	1	1	2
Standard deviation	16.95	29.07	5.69	6.49
Sample variance	287.19	845.00	32.36	42.06
Kurtosis	50.39	18.27	8.64	13.02
Skewness	6.70	4.18	2.83	3.36
Range	137	137	26	30
Minimum	1	1	1	1
Maximum	138	138	27	31
Sum	519	258	145	116
Count	74	23	31	20

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Figure 6.- Responses by number of schools in sample

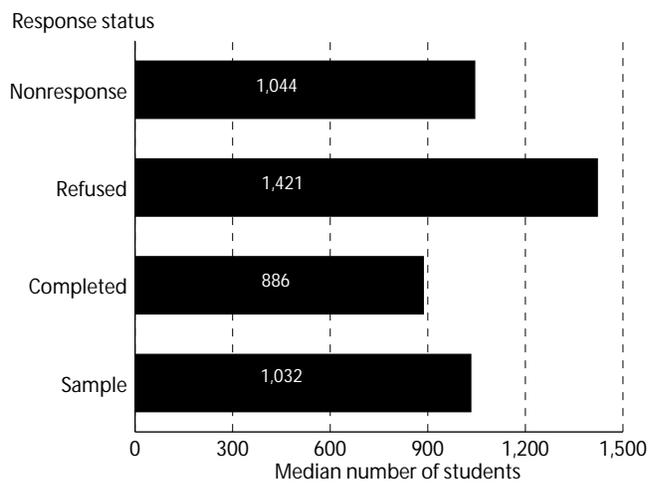


SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Number of Schools in the Sample

Figure 6 shows the responses by the number of schools a district has in the sample. School districts that were asked to report for one school had the highest response rate (34.6 percent). School districts that were asked to report for three schools had a response rate of 29.6 percent. School districts that were asked to report for two schools had a response rate of 28.6 percent.

Figure 7.- Median number of students, by response status



SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Number of Students

Figure 7 shows the median number of PK-12 students in school districts included in each response status category. Table 4 provides more statistical detail regarding the number of students in these groups.

The median number of students in school districts that completed the survey is 886 students—the smallest of the four groups. Noticeably larger is the median number of students in school districts who refused to participate (1,421). The median number of students for the sample as whole is 1,031.5 students. The largest

Table 4.- Number of students in District

	Nonresponse	Refused	Completed	Sample
Mean	2,054.2	2,895.8	7,210.6	3,884.3
Standard error	581.99	1,095.05	4,683.22	1,505.66
Median	1044	1,421	886	1,031.50
Standard deviation	3,240.37	4,897.20	22,459.96	12,952.18
Sample variance	10,499,966.81	23,982,545.14	504,449,618.80	167,759,015.90
Kurtosis	13.82	12.84	19.52	56.00
Skewness	3.47	3.41	4.34	7.16
Range	16,503	21,818	106,585	106,607
Minimum	12	37	34	12
Maximum	16,515	21,855	106,619	106,619
Sum	63,679	57,915	165,843	287,437
Count	31	20	23	74

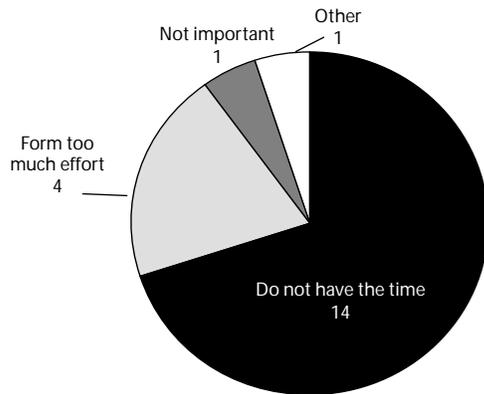
SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

district in the sample did complete a survey (106,619 students).

### Refusal Reasons

The U.S. Bureau of the Census attempted to document the reason for refusal. Figure 8 displays the reasons provided by respondents. Of the 20 refusals, 14 stated time constraints as their reason. This reason was also accompanied with “shortage of staff” and “work load too much.” Eight schools indicated that the end of the school year was a busy time for them. Closely related to time constraints, another four school districts stated that the form would take too much effort to complete. One refusal thought the survey was not important enough to complete, and the other refusal was due to a business administrator’s personal problems—the school office did not know when the business officer would be back, and nobody else could fill out the form.

Figure 8.- District reasons for refusing



SOURCE: U.S. Department of Education, National Center for Education Statistics, “Public District Questionnaire, School-Level Finance Pretest,” 1997–98.

The following comments are excerpts from written refusals the U.S. Bureau of the Census received:

1. “Unfortunately, the current workload prohibits our participation. Please select another district.”
2. “We are a small district with very limited staff. Furthermore our staff is new and beginning to learn some of the nuances of the assignment. We are asked to go back into the records for years already closed and filed away for safekeeping. My best estimate of time required to complete this survey

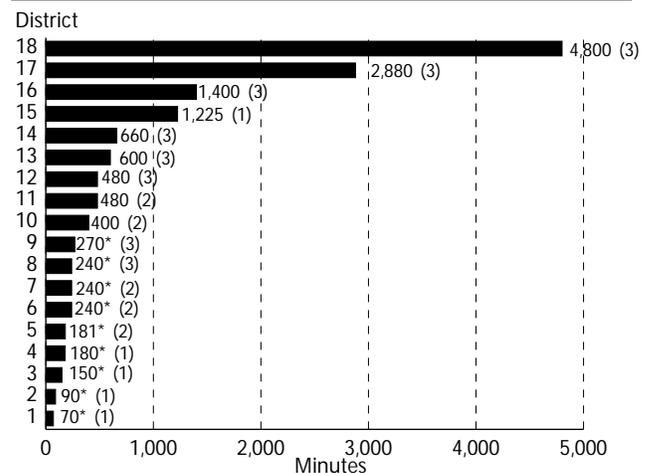
is two (2) full days without interruptions and two (2) weeks with interruptions which would need to be the case and find no indication that the Bureau will reimburse these costs to the district.”

3. “Limitations of time and personnel will not allow us to complete the survey.”
4. “Our superintendent has been ill and this is a very busy time for us at the local district level.” (This respondent mailed their financial statements.)

### Response Time and Time of Year

Figure 9 shows the response times for the 18 districts that provided this information. In parentheses, next to the number of minutes, is the number of schools that district had in the sample. The Paperwork Burden Statement submitted to the Office of Management and Budget estimated response time to average 2 hours per district and 1 hour per school. Nine districts completed the form in less than the estimated time. The greatest amount of response time reported was 80 hours and the least amount of time was 1 hour and 10 minutes. The median amount of time as seen in table 5 is approximately 5 1/2 hours (335 minutes).

Figure 9.- Response time in minutes



\*Less than or equal to estimated time.

NOTE: Number in parenthesis represents the number of schools that particular district had in the sample.

SOURCE: U.S. Department of Education, National Center for Education Statistics, “Public District Questionnaire, School-Level Finance Pretest,” 1997–98.

As expected, school districts with three schools in the sample took the longest to complete the survey. Of the 10 districts that took longer than 4 hours to com-

Table 5.- Response time for completed surveys

Mean	810.3
Standard error	284.33
Median	335
Mode	240
Standard deviation	1,206.31
Sample variance	1,455,192
Kurtosis	7.21
Skewness	2.65
Range	4,730
Minimum	70
Maximum	4,800
Sum	14,586
Count	18

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

plete the survey, 7 had three schools in the sample. Also, of the five districts that completed the survey in under four hours, four had one school in the sample.

The following comments are excerpts from completed questionnaires regarding response burden and the timing of the mailing:

1. "To complete this form, it was necessary to gather information from various departments ... This accounts for part of the delay in completing the form. Also school districts in the State of ... are very busy during the months of June, July, August, and September. Our fiscal year ends on June 30<sup>th</sup> and ... Statutes require us to complete our budget, Financial Reports and Annual Cost Report by Sept. 11. It would be best if in the future should you need information from School Districts in the State of ... to request it in February, March or April."
2. "The format that is used in this survey required us to run several individual reports in order to gather the information needed. This was the reason for the length of completion."
3. "Sorry that I did not have time to complete the entire questionnaire."
4. "Attached you will find the public district questionnaire as per your request. You will find that the questionnaire contains some areas left blank because of time constraints. The instructions esti-

mate two hours to complete this questionnaire. We found this to be very inaccurate in our situation. As a ... school, our fiscal year ends June 30<sup>th</sup>. This means that the month of April, May, June, and July are extremely busy with end of the year financial reports, budgeting, purchasing, and computer rollover. In addition, we are not required to track several of the areas of information categories in your questionnaire, which made calculating these areas difficult or impossible. We hope that the information we were able to provide will be useful. Our suggestion would be select a more convenient time constraint which would allow us the time to devote to completing the questionnaire."

5. "This survey is not totally aligned with ...accounting procedures therefore making it cumbersome and time consuming."
6. "I hope this information is important and useful because it took a significant amount of time and effort to get it pulled together."
7. "...Completing this survey is enormous burden and a waste of time. This data will only lead to more sweeping generalities which will be misinterpreted to support whatever political group's restructuring of education. In a large district with many activities going on, it takes time to run reports—parse the data and begin collecting the answers. At various points you are asking for data by funding source, by functional area and by expenditure category. In addition, the unique nature of the three schools selected makes the data preparation more difficult."
8. "As a clerk with more than enough to do already, this took too much of my time. If there is a better way to secure this information I would be in favor of doing it. This is all coming from Trustee Report Accounting, why not secure it from the reports on file with the State."
9. "Why? When schools are cutting in every area—would the government come out with something like this? The explanations and directions appear to have been written by a government bureaucracy. No one who does this report will decipher the explanations or descriptions the same way. You are still stuck with figures that don't do you any good. It will not give you anymore information than the audit would have. I would rather see my tax dol-

lars better spent than on something like this. What a complete waste! Obviously someone in Washington, DC needs more paper to push.”

10. “...After hours and hours of printouts and trying to figure out what was actually wanted this is the way my software pulled these totals...”

### Who Filled Out the Questionnaire

Table 6 lists the titles of the respondents whose names are on the questionnaire. It is important to note that during follow-up calls to the individual whose names were on the forms, the U.S. Bureau of the Census staff were sometimes directed to other staff members who had actually filled out all or part of the form. Table 6 also shows the number of schools in the sample, and the U.S. Bureau of the Census staff’s general assessment about the quality of the response. “Consistency

errors” refers to at least one inconsistency appearing on the form, for instance, administrative salaries for the selected school being larger than the district’s administrative salaries. Although it is not reflected in this table, some of these “inconsistencies” were easily resolved by talking to the respondent. In other cases, the respondent assisted in identifying what they misunderstood. More information about “inconsistencies” can be found in later sections of this report. “Incomplete” means a section of the form, which should have been completed, was left blank.

Table 6 shows that although the form was addressed to the Public District Business Officer, this individual or the senior business officer did not always fill out the form. When a business officer did fill out the form, they were more likely to fill it out completely although not necessarily correctly.

Table 6.- Title of person completing the questionnaire

Title	Number of schools in sample	General impression of form
Business Manager	1	OK
Business Manager	1	Consistency errors
Business Manager	2	OK
Business Manager	2	Consistency errors
Finance Director	3	Consistency errors
Finance Manager	3	Consistency errors
County Superintendent	1	Consistency errors
Superintendent	1	OK
Senior Administrator of Cash Management	3	Consistency errors
Assistant Superintendent for Business	2	Consistency errors
Budget Supervisor	3	Consistency errors
Treasurer	1	Incomplete
Assistant Superintendent	3	Consistency errors
Supervisor of Accounting	3	Consistency errors
Assistant Business Manager	3	Consistency errors
Clerk of the Board	2	Incomplete/Consistency errors
Accountant	3	Consistency errors
Bookkeeper	2	OK
Clerk/Treasurer	2	Incomplete
Secretary	1	Incomplete
Office Manager	1	Incomplete
Clerk	1	Consistency errors
No name	1	Incomplete

SOURCE: U.S. Department of Education, National Center for Education Statistics, “Public District Questionnaire, School-Level Finance Pretest,” 1997–98.

### Item Response

#### Percent of All Items Completed By Respondents

This section discusses item response rates for the public school district questionnaire. Figure 10 shows what percentage of all the items on the questionnaires were completed by each of the 23 school districts. If a district reported a “0” for an item listed in table 7, this item was considered a nonresponse for the purpose of this analysis because almost all school districts should have expenditures for these items. Part III of the questionnaire, which pertains to the capabilities of the district accounting systems, is excluded from this analysis.

The darker bar in figure 10 represents the percentage of items completed by the respondent. The lighter bar represents the percentage of items completed after the U.S. Bureau of the Census reviewed the forms. The difference is mostly attributed to column and row totals that were left blank by respondents and filled in by the U.S. Bureau of the Census staff. The two school districts that showed the greatest increase between “completed” and “after review,” districts 3 and 4, are “one school/one building” school districts that provided data only for part I or part IV of the questionnaire but not both. Since these school districts were “one school/one building” school districts, the U.S. Bureau of the Census staff transposed the data to the other part of the form (tables 8–17, item response tables, do not reflect this transfer of data).

School district 13 also only had one school building (and they only completed part I of the questionnaire), but had more than one school in the building. Their total increased when the district resubmitted data.

The figure does not represent or convey the quality of the data; however, it represents the variance in districts’ ability and/or willingness to supply data.

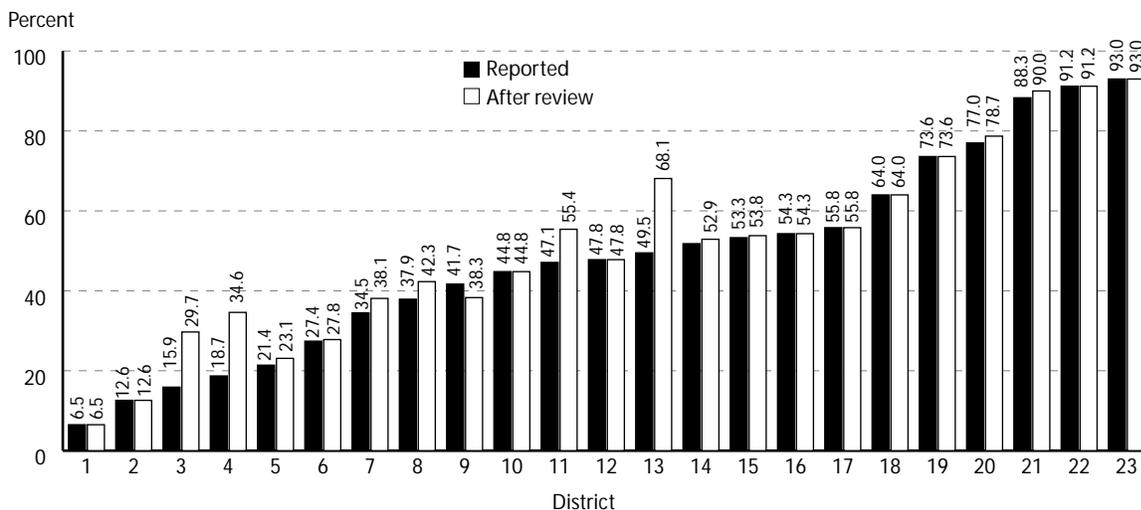
#### Percent of Items in Table 7 Completed By Respondents

This section discusses the percentage of items from table 7 completed by the 23 respondents represented in figure 10. Figure 11 shows the percentage of these items that were completed by each of the 23 school districts. If a district reported a “0” for one of these items, the response was considered a nonresponse for the purpose of this analysis because almost all school districts should have data for these items.

As in figure 10, the darker bar in figure 11 represents the percentage of these items completed by each respondent. The lighter bar represents the percentage of items completed after the U.S. Bureau of the Census reviewed the forms.

This figure is based on 54 items for a district with one school in the sample, 66 items for a district with two schools in the sample, and 78 items for a district with three schools in the sample. For instance, district 1 had two schools in the sample. This district completed

Figure 10.- Percentage of all items completed



SOURCE: U.S. Department of Education, National Center for Education Statistics, “Public District Questionnaire, School-Level Finance Pretest,” 1997–98.

Table 7.- Parts of form where '0' is nonresponse

Part of form	Function or row on form	Program	Object
Parts I, IV, VI, VIII	Instruction	Regular education	Columns 1-4
Parts I, II, IV, VI, VIII	Support services	Regular education	Columns 1-4
Parts I, II, IV, VI, VIII	Administration		Columns 1-4
Part I	Employee benefits		Column 4
Part I	All district expenditures		Column 4
Part I	Operations and maintenance		Columns 1-4
Part I	Transportation services		Columns 1-4

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

only two (or 3 percent) of the 54 items listed in table 7.

After review, 15 districts provided 50 percent or more of these items, 4 districts provided between 40 percent and 50 percent of the items, and 4 districts provided less than 40 percent of these items. No school district provided all the items expected.

Item Response Tables

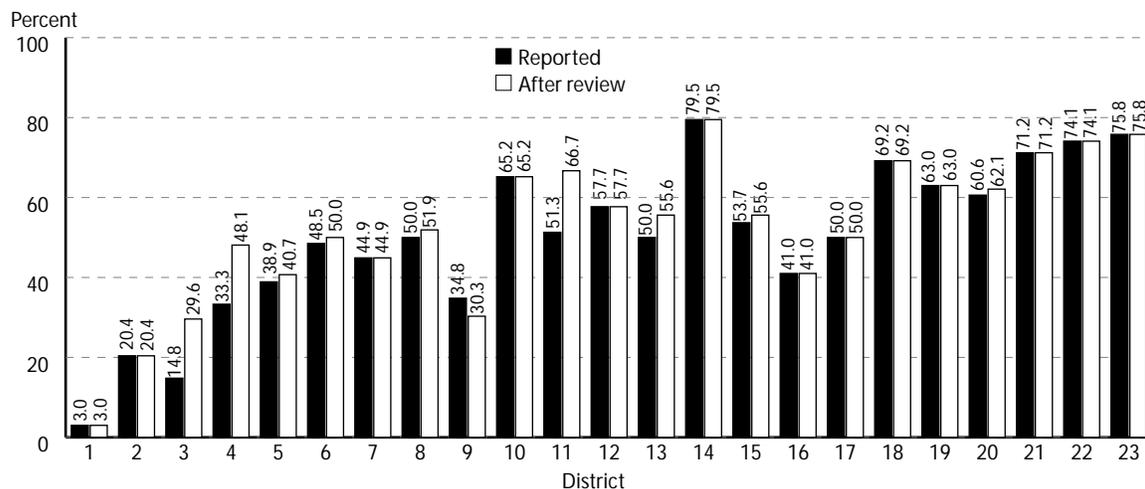
Tables 8-17 show the number of respondents who provided data for each item on the questionnaire. These tables represent the questionnaires as the respondents completed them. The questionnaire items marked with an asterisk (\*) indicate items expected to have close to a 100 percent response rate.

Additional Information

Tables 8-17 give an indication of what data can be collected with the "Public District Questionnaire." The following are observations that could not be made by examining these tables but are important considerations when reviewing the tables.

- Two school districts (not from the same state) did not provide instructional and support services data, by program. These districts put the data in the "unallocated" row.
- Two school districts (not from the same state) provided instructional data, by program; however, support services data were put in the "unallocated" row.

Figure 11.- Percentage of items in table 7 completed



SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Table 8.- Item response rates for part I of the questionnaire

Section A. CORE INSTRUCTIONAL SERVICES AND ADMINISTRATION		Salaries and wages		Supplies and contracted services		All other expenditures (except employee benefits)		Total current expenditures	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
1. Instruction	a. Special education	18	78.3	16	69.6	13	56.5	17	73.9
	b. Regular education*	18	78.3	17	73.9	14	60.9	17	73.9
	c. Unallocated	10	43.5	10	43.5	9	39.1	11	47.8
2. Support services	a. Special education	9	39.1	7	30.4	7	30.4	10	43.5
	b. Regular education*	13	56.5	13	56.5	9	39.1	13	56.5
	c. Unallocated	10	43.5	9	39.1	8	34.8	11	47.8
3. Central and school-level administration*		19	82.6	20	87.0	16	69.6	19	82.6
4. Title I and other grant expenditures		15	65.2	14	60.9	11	47.8	15	65.2
5. Other core instructional services and administration		9	39.1	9	39.1	9	39.1	10	43.5
6. Payments to other school districts and to private schools				10	43.5			12	52.2
OTHER SERVICES									
7. Operations and maintenance*		20	87.0	20	87.0	13	56.5	20	87.0
8. Transportation services*		17	73.9	20	87.0	10	43.5	20	87.0
9. Food service		18	78.3	18	78.3	14	60.9	19	82.6
10. Other		10	43.5	10	43.5	10	43.5	11	47.8
11. District total		15	65.2	15	65.2	13	56.5	19	82.6
Section B. EMPLOYEE BENEFITS									
1. Total benefits paid by district*								20	87.0
2. Benefits paid by state, city, or county								11	47.8
3. Total								19	82.6
Section C.									
ALL DISTRICT CURRENT EXPENDITURES*								18	78.3

\*Items expected to have close to a 100 percent response rate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

- One district did not put an amount in “administration salaries,” and appears to have put it in “other core instructional services and administration salaries.”
- Due to time constraints, one district provided salaries only (except for part I (Total District Expenditures)).
- For support services, one district provided salaries only for special education.
- One district did not provide any support services data for the specified schools. However, the district did provide support services data for the central office and unspecified locations.
- One school district did not provide any salary information at the school level.
- One school district did not provide any support services data.
- One district indicated it could not track any salaries to school location.

Table 9.- Item response rates for part II of the questionnaire

Part II	Salaries and wages		Supplies and contracted services		All other expenditures (except employee benefits)		Total current expenditures	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
1. Central-office instruction	12	52.2	11	47.8	9	39.1	11	47.8
2. Coordination of support for instructional staff and pupils								
a. Special education	8	34.8	7	30.4	7	30.4	7	30.4
b. Regular education*	9	39.1	8	34.8	3	13.0	7	30.4
c. Unallocated	9	39.1	9	39.1	8	34.8	9	39.1
3. Central-office administration*	19	82.6	18	78.3	12	52.2	16	69.6
4. District total	19	82.6	18	78.3	14	60.9	17	73.9

\*Items expected to have close to a 100 percent response rate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

- One district only provided the "instructional salaries for regular education" at the specified schools.
  - One district, which indicated that the district accounting system was unable to track salaries (except for teachers' salaries) to school location, provided school-level data. The district provided the data by referencing a spreadsheet maintained by the business office.
  - Some schools provided more than one response for each row in part III (Capabilities of District Accounting System), and yet some schools left all or part of part III blank.
2. Expenditures for instruction are greater than either support services, administration, grant expenditures, etc.
  3. Salaries are more than supplies, other expenditures, and benefits.
  4. Basic data for districts and schools are provided.

#### Item Response and Edit Checks

This section discusses item response in terms of the edit checks that the U.S. Bureau of the Census conducted. A complete list of these edit checks is in appendix II and a copy of the coded form is in appendix III.

Figures 12-15 show how many questionnaires failed each edit check. The darker bar represents the number of questionnaires that failed. The lighter bar represents questionnaires that failed after the questionnaire had been reviewed.

Edit checks 1-118 ensure:

1. Column or row totals equal the detail.

Edits 72, 94, and 117 ensure that basic data on the district or selected school are provided. Edits 73, 95, and 118 check to ensure that the basic data for the selected school are not greater than the district. The basic data items that districts failed to provide can be seen in table 18. Missing basic data can largely be attributed to partially completed questionnaires.

Figure 15 shows how many districts failed the edits that check the consistency of the finance data—for instance, school-level data entries should not be greater than the corresponding district total. Figure 16 shows how many of these edit checks each district failed. These errors require the assistance of the school district to resolve. For relatively minor cases, such as one or two inconsistencies, the school district was helpful in resolving the problem. In other instances, the school district explained the mistake but did not provide the corrected data, and in other cases the school district did not respond to phone calls from the U.S. Bureau of the Census staff. Of the eight districts from states with school-level finance reporting capabilities, six had four or more consistency errors.

Table 10.- Item response rates for part III of the questionnaire

Part III CAPABILITIES OF DISTRICT ACCOUNTING SYSTEM	Directly tracked to school location by accounting system		Allocation to school location through software that uses allocation formulas, based primarily on:						Not allocated to building (i.e., billed centrally to district)		No expenditures in district		Total	
	Number	Percent- age	Time in building		Students served		Other		Number	Percent- age	Number	Percent- age	Number	Percent- age
			Number	Percent- age	Number	Percent- age	Number	Percent- age						
1. Regular classroom teachers/aides	17	73.9	1	4.3	1	4.3	2	8.7	4	17.4	0	0.0	25	108.7
2. Special education teachers/aides	13	56.5	1	4.3	0	0.0	2	8.7	6	26.1	1	4.3	23	100.0
3. Itinerant music, art, G&T teachers	12	52.2	1	4.3	0	0.0	2	8.7	7	30.4	1	4.3	23	100.0
4. Itinerant special education teachers	8	34.8	1	4.3	1	4.3	2	8.7	6	26.1	2	8.7	20	87.0
5. School-based curriculum coordinators	7	30.4	1	4.3	1	4.3	3	13.0	3	13.0	6	26.1	21	91.3
6. Librarians, library aides	13	56.5	1	4.3	1	4.3	3	13.0	4	17.4	1	4.3	23	100.0
7. School counselors	13	56.5	1	4.3	1	4.3	2	8.7	4	17.4	2	8.7	23	100.0
8. School nurses	8	34.8	1	4.3	1	4.3	2	8.7	6	26.1	4	17.4	22	95.7
9. Social workers, psychologists	6	26.1	1	4.3	2	8.7	1	4.3	7	30.4	6	26.1	23	100.0
10. Speech therapists, other therapists and specialized support	8	34.8	1	4.3	2	8.7	2	8.7	6	26.1	2	8.7	21	91.3
11. Principals, vice principals, assistant principals	14	60.9	1	4.3	0	0.0	2	8.7	4	17.4	1	4.3	22	95.7
12. Secretaries, clerical support staff	16	69.6	1	4.3	0	0.0	2	8.7	4	17.4	0	0.0	23	100.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Table 11.- Item response rates for part IV, table A of the questionnaire

Table A. Expenditures at first selected school		Salaries and wages		Supplies and contracted services		All other expenditures (except employee benefits)		Total current expenditures	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
1. Instruction	a. Special education	15	65.2	12	52.2	10	43.5	13	56.5
	b. Regular education*	14	60.9	13	56.5	10	43.5	13	56.5
	c. Unallocated	10	43.5	9	39.1	7	30.4	11	47.8
2. Support services	a. Special education	9	39.1	6	26.1	6	26.1	9	39.1
	b. Regular education*	9	39.1	6	26.1	3	13.0	9	39.1
	c. Unallocated	11	47.8	8	34.8	6	26.1	10	43.5
3. Central and school-level administration*		12	52.2	14	60.9	7	30.4	14	60.9
4. Title I and other grant expenditures		10	43.5	9	39.1	7	30.4	10	43.5
5. Other core instructional services and administration		7	30.4	5	21.7	6	26.1	7	30.4
6. Total instructional core and administration expenditures at the selected school		19	82.6	17	73.9	14	60.9	17	73.9

\*Items expected to have close to a 100 percent response rate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Table 12.- Item response rates for part IV, table B of the questionnaire

Table B. School-level expenditures at unspecified locations—District total		Salaries and wages		Supplies and contracted services		All other expenditures (except employee benefits)		Total current expenditures	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
1. Instruction	a. Special education	8	34.8	6	26.1	6	26.1	7	30.4
	b. Regular education*	6	26.1	5	21.7	3	13.0	5	21.7
	c. Unallocated	7	30.4	7	30.4	6	26.1	7	30.4
2. Support services	a. Special education	6	26.1	5	21.7	5	21.7	5	21.7
	b. Regular education*	5	21.7	4	17.4	2	8.7	4	17.4
	c. Unallocated	8	34.8	8	34.8	7	30.4	8	34.8
3. Central and school-level administration*		7	30.4	5	21.7	4	17.4	6	26.1
4. Title I and other grant expenditures		8	34.8	6	26.1	5	21.7	7	30.4
5. Other core instructional services and administration		5	21.7	5	21.7	5	21.7	5	21.7
6. Total instructional core and administration expenditures at the selected school		10	43.5	9	39.1	7	30.4	9	39.1

\*Items expected to have close to a 100 percent response rate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Table 13.- Item response rates for part V of the questionnaire

Part V BASIC DATA ON DISTRICT AND FIRST SCHOOL	Entire district		Selected school	
	Number	Percentage	Number	Percentage
1. Student enrollment	21	91.3	17	73.9
2. Pre-kindergarten enrollment	18	78.3	13	56.5
3. Number of full-time equivalent (FTE) teachers (K-12)	19	82.6	16	69.6
4. Number of students with disabilities receiving special education services under an Individual Education Plan (K-12)	19	82.6	14	60.9
5. Number of pre-kindergarten students with disabilities receiving special education services under an Individual Family Services Plan	17	73.9	11	47.8
6. Number of students transported to school	20	87.0	15	65.2
7. Number of school meals served	19	82.6	15	65.2
8. Square feet of space in school building	17	73.9	16	69.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Table 14.- Item response rates for part VI of the questionnaire

Table A. Expenditures at second selected school		Salaries and wages		Supplies and contracted services		All other expenditures (except employee benefits)		Total current expenditures	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
1. Instruction	a. Special education	8	57.1	8	57.1	5	35.7	7	50.0
	b. Regular education*	9	64.3	7	50.0	5	35.7	8	57.1
	c. Unallocated	6	42.9	6	42.9	5	35.7	6	42.9
2. Support services	a. Special education	5	35.7	4	28.6	4	28.6	5	35.7
	b. Regular education*	6	42.9	4	28.6	1	7.1	4	28.6
	c. Unallocated	7	50.0	5	35.7	4	28.6	7	50.0
3. Central and school-level administration*		10	71.4	10	71.4	6	42.9	9	64.3
4. Title I and other grant expenditures		4	28.6	4	28.6	4	28.6	3	21.4
5. Other core instructional services and administration		4	28.6	4	28.6	4	28.6	4	28.6
6. Total instructional core and administration expenditures at the selected school		13	92.9	12	85.7	8	57.1	12	85.7

\*Items expected to have close to a 100 percent response rate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Table 15.- Item response rates for part VII of the questionnaire

Part VII BASIC DATA ON SECOND SCHOOL	Second school	
	Number	Percentage
1. Student enrollment	12	85.7
2. Pre-kindergarten enrollment	8	57.1
3. Number of full-time equivalent (FTE) teachers (K-12)	12	85.7
4. Number of students with disabilities receiving special education services under an Individual Education Plan (K-12)	10	71.4
5. Number of pre-kindergarten students with disabilities receiving special education services under an Individual Family Services Plan	7	50.0
6. Number of students transported to school	11	78.6
7. Number of school meals served	11	78.6
8. Square feet of space in school building	12	85.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Table 16.- Item response rates for part VIII of the questionnaire

Table A. Expenditures at third selected school		Salaries and wages		Supplies and contracted services		All other expenditures (except employee benefits)		Total current expenditures	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
1. Instruction	a. Special education	4	57.1	4	57.1	3	42.9	4	57.1
	b. Regular education*	5	71.4	5	71.4	2	28.6	4	57.1
	c. Unallocated	2	28.6	2	28.6	2	28.6	2	28.6
2. Support services	a. Special education	3	42.9	2	28.6	2	28.6	3	42.9
	b. Regular education*	3	42.9	2	28.6	2	28.6	2	28.6
	c. Unallocated	2	28.6	1	14.3	1	14.3	2	28.6
3. Central and school-level administration*		6	85.7	5	71.4	3	42.9	5	71.4
4. Title I and other grant expenditures		1	14.3	1	14.3	1	14.3	0	0.0
5. Other core instructional services and administration		1	14.3	1	14.3	1	14.3	1	14.3
6. Total instructional core and administration expenditures at the selected school		6	85.7	6	85.7	5	71.4	6	85.7

\*Items expected to have close to a 100 percent response rate.

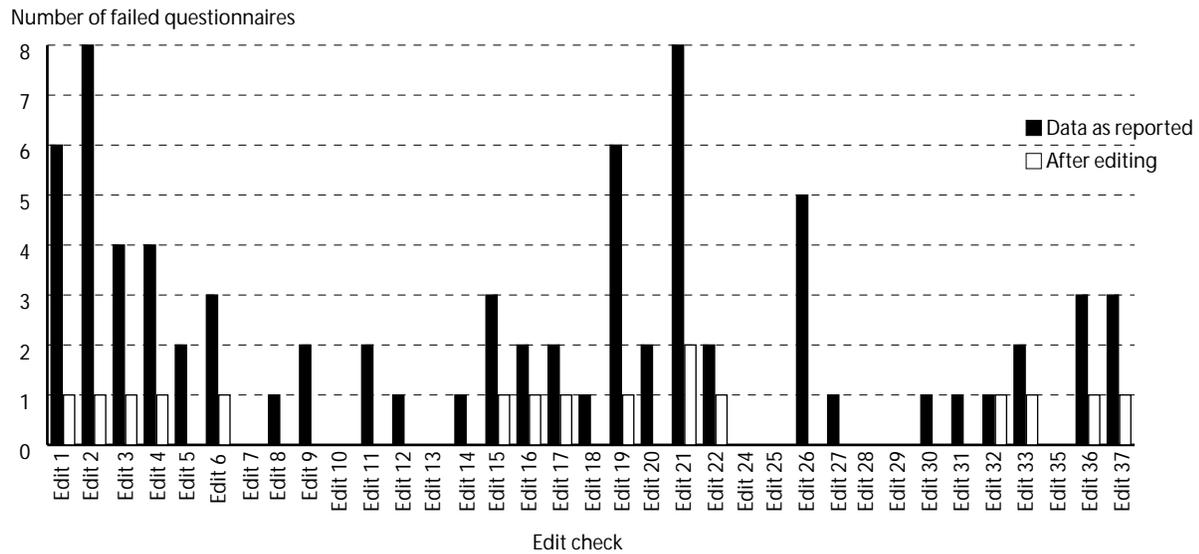
SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Table 17.- Item response rates for part IX of the questionnaire

Part IX BASIC DATA ON THIRD SCHOOL	Second school	
	Number	Percentage
1. Student enrollment	7	100.0
2. Pre-kindergarten enrollment	6	85.7
3. Number of full-time equivalent (FTE) teachers (K-12)	7	100.0
4. Number of students with disabilities receiving special education services under an Individual Education Plan (K-12)	7	100.0
5. Number of pre-kindergarten students with disabilities receiving special education services under an Individual Family Services Plan	6	85.7
6. Number of students transported to school	6	85.7
7. Number of school meals served	7	100.0
8. Square feet of space in school building	7	100.0

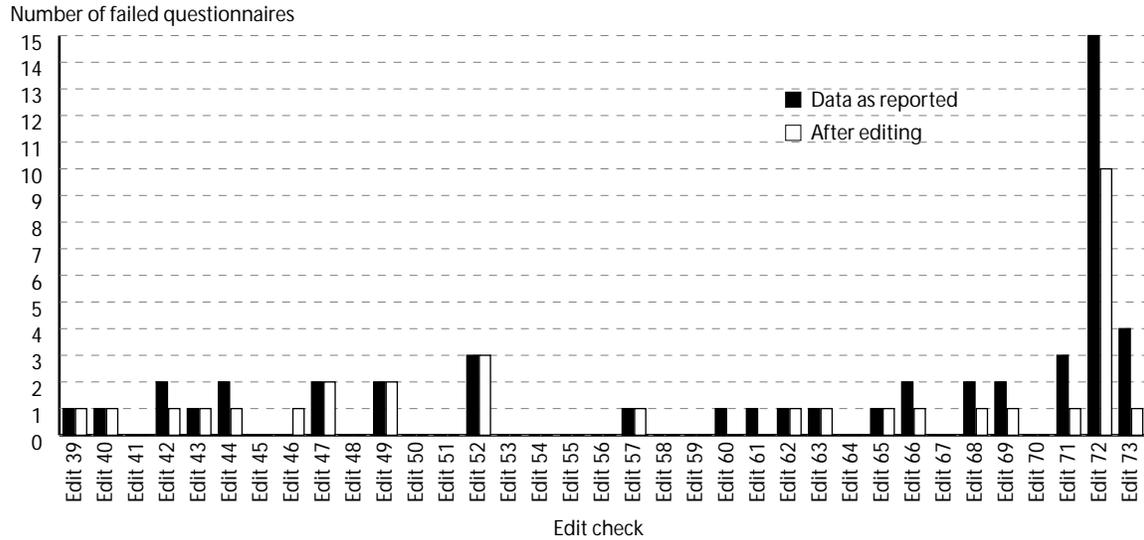
SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Figure 12.- Edit checks for pages 4 and 5 and the number of failed questionnaires



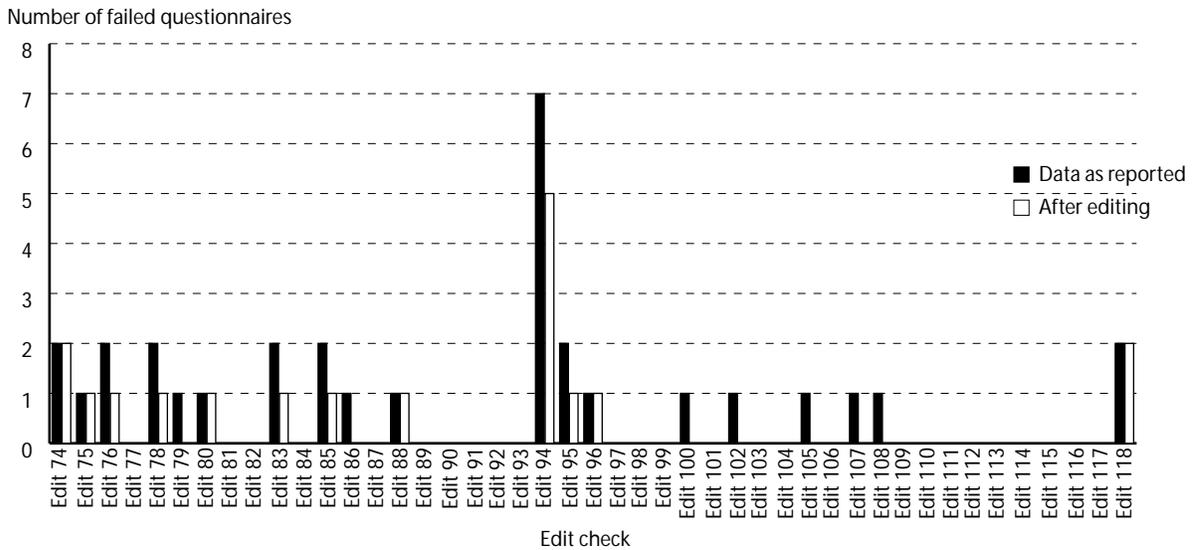
SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Figure 13.- Edit checks for pages 7, 8, and 9 and the number of failed questionnaires



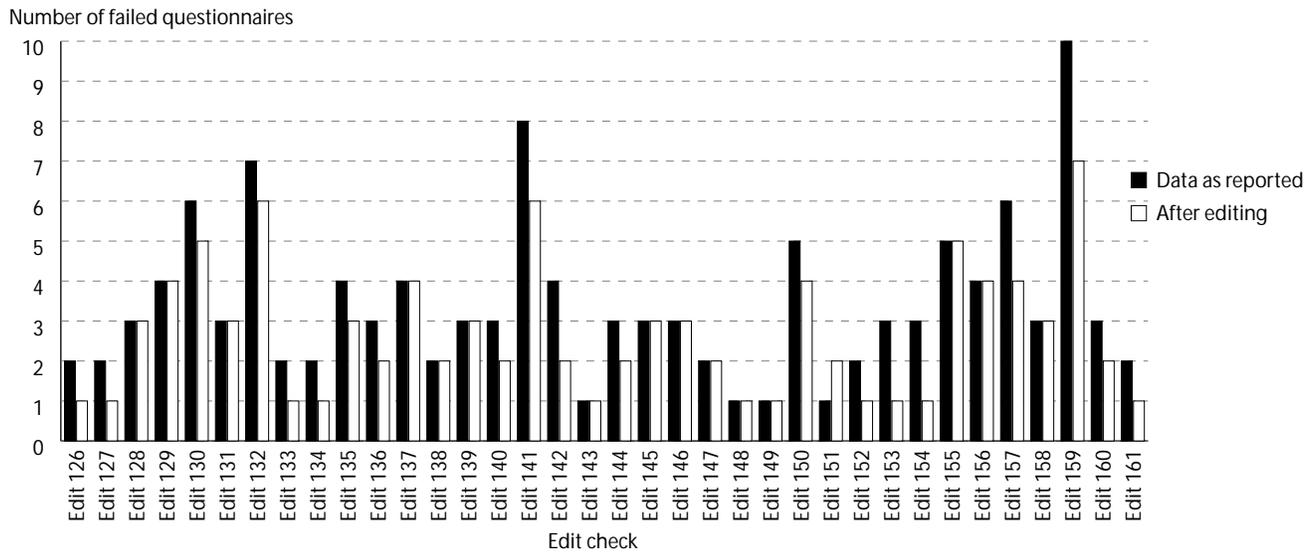
SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Figure 14.- Edit checks for pages 10, 11, and 12 and the number of failed questionnaires



SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Figure 15.- Edit checks for relationships between parts



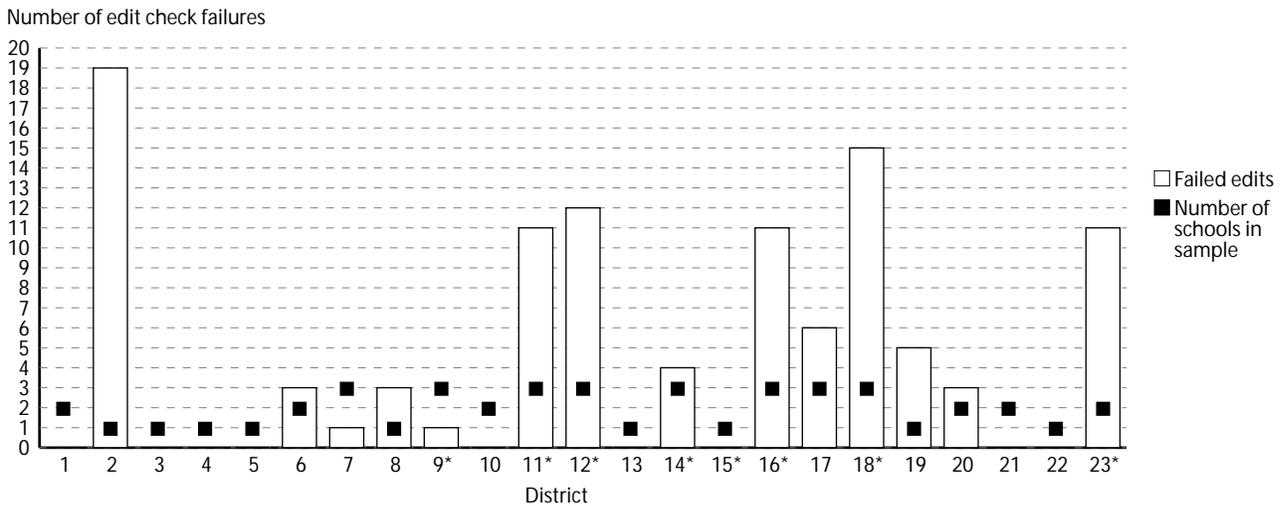
SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Table 18.- Item response for basic data

Part V. BASIC DATA ON DISTRICT AND FIRST SCHOOL	Entire district		Selected school		Part VII—Second school (14 school districts)		Part IX—Third school (7 school districts)	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
1. Student enrollment	21	91.30	21	91.30	12	85.71	7	100.0
2. Pre-kindergarten enrollment	20	86.96	20	86.96	11	78.57	7	100.0
3. Number of full-time equivalent (FTE) teachers (K-12)	20	86.96	20	86.96	12	85.71	7	100.0
4. Number of students with disabilities receiving special education services under an Individual Education Plan (K-12)	19	82.61	18	78.26	10	71.43	7	100.0
5. Number of pre-kindergarten students with disabilities receiving special education services under an Individual Family Services Plan	19	82.61	17	73.91	9	64.29	7	100.0
6. Number of students transported to school	20	86.96	20	86.96	12	85.71	7	100.0
7. Number of school meals served	20	86.96	18	78.26	11	78.57	7	100.0
8. Square feet of space in school building	19	82.61	17	73.91	12	85.71	7	100.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Figure 16.- District to school relationship edit check failures, by school district



\*In states with school-level finance capability.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

Table 19 shows a general overview of the parts of the questionnaire, by respondent. This overview represents each form before the U.S. Bureau of the Census edited it. In many cases, it appears that respondents' misunderstanding of part II (Central Office Expenditures) or part IV-B (School-Level Expenditures at Unspecified Locations) caused the inconsistency problems. On at least three questionnaires, some items in part II (Central Office Expenditures) were identical to items in part I (Total District Expenditures). On at least three questionnaires, items in part IV-B (School-Level Expenditures at Unspecified Locations) were identical to items in part I (Total District Expenditures). In addition, one respondent who left part IV-B (School-Level Expenditures at Unspecified Locations) blank, during follow-up said that there should be data in that section, but he did not understand it at the time he was completing the questionnaire. In another case, the respondent believed the district totals may have been incorrect, and in another case the respondent believed the school-level data was flawed.

In addition, school districts 1-5 all have one school building (three of these districts have multiple schools in the building) and they left most of the questionnaire blank. For districts with multiple schools in the building this is troublesome since they most likely do have total district expenditures and school-level expenditures.

Table 20 shows the item response for part III (Capabilities of District Accounting System) after the U.S. Bureau of the Census staff reviewed the forms and corrected nonresponse items and improperly marked items (for instance, more than one response per row). This chart shows that most districts have the ability to track most salaries to a school location.

## CONCLUSIONS

- Unit response was very low for this pretest (31.1 percent). Any future data collection will have to employ additional methods for gaining response. Specific recommendations for increasing unit response are listed in the following section; however, it would be highly optimistic to think that employing these recommendations in a sample survey context would increase unit response rates to the required level (approximately 70 percent).
- Despite refusing districts having a higher median number of students, the unit response data indicate the ability to provide some of the data exists across all types of districts and regions.
- Districts in states with some type of school-level finance data collection did not appear to respond at higher rates than districts in states without a school-level finance collection.

Table 19.- General overview of parts of the questionnaire, by district

	District 1		District 2		District 3	
	Completed	Note	Completed	Note	Completed	Note
Part I	Partial	Only 4 totals	No		No	
Part II	No		No		No	
Part III	No		No		No	
Part IV-A	Partial	Only 3 totals	Yes	OK	Yes	OK
Part IV-B	No		No		No	
Part V	Partial	Only 5 items	No		Partial	OK
Part VI	Partial	Only 3 totals				
Part VII	No					
Part VIII						
Part IX						

	District 4		District 5		District 6	
	Completed	Note	Completed	Note	Completed	Note
Part I	Yes	OK	Yes	OK	Yes	OK
Part II	No		Yes	OK	Partial	Only salaries/inconsistent
Part III	Partial	OK	Partial		Yes	OK
Part IV-A	No		No		Partial	Only salaries
Part IV-B	No		No		Partial	Only salaries/inconsistent
Part V	Yes	OK	Partial		No	
Part VI					Partial	Only salaries
Part VII					No	
Part VIII						
Part IX						

	District 7		District 8		District 9	
	Completed	Note	Completed	Note	Completed	Note
Part I	Yes	Inconsistent	Yes	Inconsistent	Yes	OK
Part II	Yes	No support	Yes	OK	Yes	OK
Part III	Yes	OK	Yes	OK	Yes	OK
Part IV-A	Yes	No support	Yes	OK	Yes	OK
Part IV-B	No		No		Yes	Inconsistent
Part V	Yes	OK	Yes	OK	Yes	OK
Part VI	Yes	No support			Yes	OK
Part VII	Yes	OK			Yes	OK
Part VIII	Yes	No support				
Part IX	Yes	OK				

Table 19.- General overview of parts of the questionnaire, by district-Continued

	District 10		District 11		District 12	
	Completed	Note	Completed	Note	Completed	Note
Part I	Yes	OK	Yes	OK	Yes	OK
Part II	Yes	OK	Yes	Inconsistent	Yes	Same as part I
Part III	Yes	OK	Yes	OK	Yes	OK
Part IV-A	Yes	OK	Yes	Inconsistent	Yes	OK
Part IV-B	Yes	OK	No		No	
Part V	Yes	OK	Yes	OK	Yes	OK
Part VI	Yes	OK	Yes	OK	Yes	OK
Part VII	Yes	OK	Yes	OK	Yes	OK
Part VIII			Yes	Inconsistent	Yes	Inconsistent
Part IX			Yes	OK	Yes	OK

	District 13		District 14		District 15	
	Completed	Note	Completed	Note	Completed	Note
Part I	Yes	OK	Yes	OK	Yes	OK
Part II	Yes	Same as part I	Yes	Same as part I	Yes	OK
Part III	Yes	OK	Yes	OK	Yes	OK
Part IV-A	No	Zeros	Yes	OK	No	Could not track
Part IV-B	No		No		Yes	Yes
Part V	Partial	District only	Yes	OK	Yes	Yes
Part VI			Yes	OK		
Part VII			Yes	OK		
Part VIII			Yes	OK		
Part IX			Yes	OK		

	District 16		District 17		District 18	
	Completed	Note	Completed	Note	Completed	Note
Part I	Yes	OK	Yes	OK	Yes	Inconsistent
Part II	Yes	OK	Yes	Inconsistent	Yes	OK
Part III	Yes	OK	Yes	OK	Yes	OK
Part IV-A	Yes	OK	No	Could not track	Yes	OK
Part IV-B	Yes	Same as part I	Yes	Same as part I	No	
Part V	Yes	OK	Yes	OK	Yes	OK
Part VI	Yes	OK	No	Could not track	Yes	OK
Part VII	Yes	OK	Yes	OK	Yes	OK
Part VIII			No	Could not track	Yes	OK
Part IX			Yes	OK	Yes	OK

Table 19.– General overview of parts of the questionnaire, by district–Continued

	District 19		District 20		District 21	
	Completed	Note	Completed	Note	Completed	Note
Part I	Yes	OK	Yes	OK	Yes	OK
Part II	Yes	Inconsistent	Yes	OK	Yes	OK
Part III	Yes	OK	Yes	OK	Yes	OK
Part IV-A	Yes	No salaries or support	Yes	Only regular ed salaries	Yes	OK
Part IV-B	No		Yes	Same as part I	Yes	OK
Part V	Yes	OK	Yes	OK	Yes	OK
Part VI			Yes	Reg education salaries	Yes	OK
Part VII			Yes	OK	Yes	OK
Part VIII						
Part IX						

	District 22		District 23	
	Completed	Note	Completed	Note
Part I	Yes	OK	Yes	Inconsistent
Part II	Yes	OK	Yes	Inconsistent
Part III	Yes	OK	Yes	OK
Part IV-A	Yes	OK	Yes	Inconsistent
Part IV-B	Yes	OK	Yes	Inconsistent
Part V	Yes	OK	Yes	OK
Part VI			Yes	Inconsistent
Part VII			Yes	OK
Part VIII				
Part IX				

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997–98.

- No district provided data for all of the items expected. The percentage of all items completed ranged from 6.5 percent to 93 percent. Only 15 of the 23 responding districts provided data for 50 percent or more of the expected items.
- In general, few questionnaires failed the basic edit checks. Unfortunately the most basic edit failures were the ones for ensuring the districts provided the basic district data—this information is critical in allocating some expenditures to the school level.
- A large percentage of questionnaires failed at least one consistency check. Consistency errors raise serious concerns about the validity of the data. Although some inconsistencies were resolved by calling the districts, attaining the cooperation of the districts to resolve inconsistencies proved difficult.
- Only nine districts completed the form in less than the estimated time (the estimated time varies by the number of schools selected per district). The median response time was five and one-half hours—one district reported a response time of 80 hours. Additional comments provided by respondents indicate that the form is too complex and takes too much time to fill out.
- Respondents indicated that April is not a good time to field this type of survey.

Table 20.- Item response for capabilities of district accounting system

Part III CAPABILITIES OF DISTRICT ACCOUNTING SYSTEM	Directly tracked to school location by accounting system		Allocation to school location through software that uses allocation formulas, base primarily on:						Not allocated to building (i.e., billed centrally to district)		No expenditures in district		Total	
	Number	Percent- age	Time in building		Students served		Other		Number	Percent- age	Number	Percent- age	Number	Percent- age
			Number	Percent- age	Number	Percent- age	Number	Percent- age						
1. Regular classroom teachers/aides	15	65.2	1	4.4	1	4.4	1	4.4	2	8.7	0	0.0	20	87.0
2. Special education teachers/aides	11	47.8	1	4.4	0	0.0	1	4.4	6	26.1	1	4.4	20	87.0
3. Itinerant music, art, G&T teachers	9	39.1	1	4.4	0	0.0	2	8.7	6	26.1	1	4.4	19	82.6
4. Itinerant special education teachers	6	26.1	1	4.1	1	4.4	1	4.4	7	30.4	2	8.7	18	78.3
5. School-based curriculum coordinators	5	21.7	1	4.4	1	4.4	2	8.7	3	13.0	6	26.1	18	78.3
6. Librarians, library aides	11	47.8	1	4.4	1	4.4	2	8.7	4	17.4	1	4.4	20	87.0
7. School counselors	11	47.8	1	4.4	1	4.4	1	4.4	4	17.4	2	8.7	20	87.0
8. School nurses	6	26.1	1	4.4	1	4.4	1	4.4	6	26.1	4	17.4	19	82.6
9. Social workers, psychologists	2	8.7	1	4.4	2	8.7	1	4.4	6	26.1	6	26.1	18	78.3
10. Speech therapists, other therapists and specialized support	4	17.4	1	4.4	2	8.7	2	8.7	7	30.4	2	8.7	18	78.3
11. Principals, vice principals, assistant principals	12	52.2	1	4.4	0	0.0	1	4.4	4	17.4	1	4.4	19	82.6
12. Secretaries, clerical support staff	14	60.9	1	4.4	0	0.0	1	4.4	4	17.4	0	0.0	20	87.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Public District Questionnaire, School-Level Finance Pretest," 1997-98.

The results of the field test of the public school-level finance questionnaire can be succinctly summarized as the public school districts are not willing and able to provide school-level finance data with this instrument. Even if all districts were willing to respond, there is ample indication that the form is too complex and burdensome. It is not clear from the results if it is feasible to redesign the existing questionnaire so that it both collects the needed data and is easily understandable to potential respondents.

## RECOMMENDATIONS

Below are recommendations should NCES decide to pursue the collection of public school-level finance data with a sample survey methodology.

### Unit Response

Although no school districts from California (five districts in the sample), Ohio (five districts), Vermont (two districts), Connecticut (one district), North Carolina (one district), and Wisconsin (one district) completed the survey and the median number of students from school districts that refused was higher than the other groups, unit response data indicates a cross section of the sample completed the questionnaire. This fact indicates the ability exists to provide some of the data across all types of school districts and regions. This fact also suggests that response is based in part on a school official's decision to participate, and future efforts would have to focus on convincing and making it easier for a school official to participate. Possibilities include:

1. Endorsements and active participation of the State Education Agency.
2. Reduce response burden.
3. Reduce form complexity.
4. Mail at different time of year.
5. Identify appropriate person at school district before mailing.
6. Electronic reporting options (web-based and disk questionnaires).

In light of the increase in response rates after telephone follow-up calls began, response rates may increase further by visiting selected school districts with large bud-

gets before or during the survey period. Although this would increase the cost of collecting the data, the personal visits could serve the following functions:

1. Introduce the survey and its purpose to the appropriate person at the district.
2. Reassure privacy concerns and answer any questions or concerns the respondent may have.
3. During the personal visits, the U.S. Bureau of the Census staff could provide guidance in completing the survey, therefore increasing the quality of the data and item response rates and possibly decreasing response burden.

### Item Response

In general, few questionnaires failed edit checks 1–125. The edit checks with the most failures were the ones that ensured districts provided basic data. Item response for basic data can be seen in tables 13, 15, and 17. Item response for basic data after U.S. Bureau of the Census staff reviewed the forms and made follow-up phone calls can be seen in table 18.

The edits that check the consistency of the finance data are more troublesome. The inconsistent data raises two concerns. One concern is the validity of the data. These consistency errors suggest respondents did not understand the items requested. The second concern is that a large percentage of questionnaires have at least one consistency error. This means a large percentage of school districts would be called to correct the data in a full-scale survey. In some cases, when involving one or two items, school districts were helpful in correcting these errors. However, when many items were involved, attaining the cooperation of school districts proved to be difficult. Some of the follow-up conversations suggest respondents felt they had already given enough time to the questionnaire.

The amount of inconsistent data suggests the need to simplify the form. One possibility is to eliminate part I, thereby shortening the form and reducing the complexity by only asking for school level expenditures.

Another possibility is to redesign the form so that all the locations are on one page. This allows the respondent to see the data by location in column form. (Please refer to table 21.) Organizing the form in this manner

may make the form easier for respondents to understand, in addition to making it easier for respondents to catch consistency errors.

Finally, to avoid partially completed questionnaires, the instructions should give clear and specific guidance for school districts with one school building.

Questionnaires on disk and/or online with built-in edit checks can eliminate some of these errors.

Table 21.- Possible format for questionnaire

Section A. CORE INSTRUCTIONAL SERVICES AND ADMINISTRATION		TOTAL DISTRICT Salaries and wages	CENTRAL OFFICE Salaries and wages	FIRST SCHOOL Salaries and wages	SECOND SCHOOL Salaries and wages	THIRD SCHOOL Salaries and wages	UNSPECIFIED LOCATIONS Salaries and wages
1. Instruction	a. Special education						
	b. Regular education						
	c. Unallocated						
2. Support services	a. Special education						
	b. Regular education						
	c. Unallocated						
3. Central and school-level administration							
4. Title I and other grant expenditures							
5. Other core instructional services and administration							
6. Payments to other school districts and to private schools							
OTHER SERVICES							
7. Operations and maintenance							
8. Transportation services							
9. Food service							
10. Other							
11. District total							

SOURCE: Author's sketch.

*This page intentionally left blank.*

## APPENDIX I

Public District Questionnaire  
School-Level Finance Pretest  
Fiscal Year 1997–98

*This page intentionally left blank.*

OMB No. 1850-0753: Approval Expires 02/29/2000

U.S. DEPARTMENT OF EDUCATION  
NATIONAL CENTER FOR EDUCATION STATISTICSConducted by:  
U.S. DEPARTMENT OF COMMERCE  
BUREAU OF THE CENSUS**PUBLIC DISTRICT QUESTIONNAIRE  
SCHOOL-LEVEL FINANCE PRETEST  
FISCAL YEAR 1997—1998**

Data supplied by		
Name		
Title		
Telephone number		
Area code	Number	Extension
The best time to reach you if we have questions about any of your responses is:		
Days <input type="text"/>		
Time <input type="text"/> a.m. <input type="text"/> p.m.		

*(Please correct any errors in name, address, and ZIP Code.)*

**NOTICE**

**Please return this form within 2 weeks in the enclosed envelope.**

**This report is authorized by law (20 U.S. Code 1221e). The results will be reported in statistical summaries.**

**DEAR DISTRICT ADMINISTRATOR:**

**WHO IS CONDUCTING THIS SURVEY?**

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. 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).

**WHAT IS THE PURPOSE OF THIS SURVEY?**

The purpose of this survey is to obtain school-level financial data on such items as instructional expenditures and administration costs. We will report your data only in statistical summaries.

**WHY SHOULD YOUR SCHOOL DISTRICT PARTICIPATE IN THIS SURVEY?**

We are conducting this survey with only a sample of districts. Therefore, the value of your individual contribution is greatly increased because it represents many other districts. Since this is a pretest survey, your response will be important in determining the content of future school-level finance surveys. We encourage you to participate in this voluntary survey.

**WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?**

Please return your completed questionnaire in the enclosed envelope. If you lose your envelope and want another, please call 1-800-622-6193. Our address is:

Bureau of the Census  
Governments Division, Room 508  
Washington, DC 20233-6800

If you have any questions, please call Frank Lavdas at the above telephone number.

**THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.**

SINCERELY,



PASCAL D. FORGIONE, JR., PH.D.  
COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0753. The time required to complete this information collection is estimated to average 2 hours per school district and 1 hour per each school, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: School-Level Finance Pretest, National Center for Education Statistics, 555 New Jersey Avenue, NW, Washington, DC 20208-5651.

### ABOUT THIS SURVEY

The collection of school-level expenditure data from a sample of districts across the country will yield valuable information about how resources are allocated both among and within schools. We will report your data only in statistical summaries.

#### Selected school or schools

The goal of this survey is to collect expenditure data associated with the following school(s) in your district:

┌

┐

(Use Part IV, Table A on page 7)

(Use Part VI, Table A on page 10)

└

┘

(Use Part VIII, Table A on page 11)

#### Methodology

Although the purpose of the survey is to collect school-level expenditure data, the survey also asks for expenditure data for the whole district, central office and for school-level expenditures not assigned to specific schools. These categories allow for the reporting and analysis of expenditures, which are not directly attributable to one school, and yet provide important information regarding the allocation of resources at the school level.

**Core instructional services and administration** – The survey asks for the following information for expenditures on core instructional services and administration:

- Total expenditures for the district (Part I, Section A);
- Expenditures made at the central office (Part II);
- Expenditures made at the selected school or schools (Part IV, Table A); and
- School-level expenditures not assigned to a specific school (Part IV, Table B).

The total expenditures for the district on core instructional services and administration should equal the expenditures made for these services at the central office, plus the expenditures made at **all** schools in the district (including both the selected schools listed above and all other district schools), plus school-level expenditures not assigned to a specific school.

For example, in a district with 10 schools:

Part I, Section A (District total core instructional services and administration) =

Part II (Core instructional services and administration expenditures at the central office) +

Part IV, Table A (for selected school 1) +

Part VI, Table A (for selected school 2) +

Part VIII, Table A (for selected school 3) +

Expenditures made at other nonselected schools +

Part IV, Table B (School-level expenditures not assigned to a specific school).

**Expenditures other than core services and administration** – The survey asks for these expenditures for the total district only.

#### Tips for completion

Please keep the following suggestions in mind while filling out the survey:

- Each function in Parts II and IV has a corresponding function in Part I. Thus, if expenditures are reported for a specific function at the central office or school level, they should also be reported for that same function for the district as a whole.
- Always check against the total. Occasionally, surveys are returned with logically improbable data – for instance, larger enrollment or expenditures in the selected school than in the total district. Reviewing your survey for such inconsistencies will improve the data we collect, and will greatly reduce the need for follow-up contact.

Part I – TOTAL DISTRICT EXPENDITURES				
<p>For each of the following functional categories, please report <b>ALL</b> FY 1997–1998 current elementary-secondary expenditures for your school district. Report salaries and wages in the first column, and expenditures for supplies and contracted services (including wages and salaries of contractors’ employees) in the second column. Report all other current expenditures (dues, fees, judgments, interest) in the third column. <b>Do not include</b> employee benefit expenditures in your entries on lines 1 through 10 of Part I, Section A but report in the total column in Part I, Section B. <b>Do not include</b> expenditures for computers, other equipment, or other capital expenditures. Report "0" for any category without expenditures. Enter amounts in whole dollars.</p>				
<b>Section A –</b>				
<b>CORE INSTRUCTIONAL SERVICES AND ADMINISTRATION – Lines 1 through 6.</b>				
	Salaries and wages (1)	Supplies and contracted services (2)	All other expenditures (except employee benefits) (3)	Total current expenditures (Sum of columns 1–3) (4)
1. Instruction (1000)				
(a) Special education				
(b) Regular and all other education				
(c) Unallocated				
2. Support services for instructional staff and pupils (2100, 2200)				
(a) Special education				
(b) Regular and all other education				
(c) Unallocated				
3. Central and school-level administration (2300, 2400, 2500, 2800)				
4. Title 1 and other grant expenditures (if not included above)				
5. Other core instructional services and administration current expenditures (if not included above)				
6. Payments to other school districts and to private schools				
<b>OTHER SERVICES – Lines 7 through 10. Include ALL district expenditures for elementary-secondary education activities.</b>				
7. Operations and maintenance (2600)				
8. Transportation services (2700)				
9. Food service (3100)				
10. Other (2900)				
11. District total – Sum of lines 1–10 →				
<b>Section B – EMPLOYEE BENEFITS</b>				
Report expenditures for benefits for all central-office and school-level employees in fiscal year 1997–1998. Include payroll taxes, retirement, medical, dental, disability, unemployment, life insurance, and all other fringe benefits.				
1. Total benefits paid by district				
2. Any additional benefits paid by State, city, or county governments, or other source				
3. Total – Sum of lines 1 and 2 →				
<b>Section C – ALL DISTRICT CURRENT EXPENDITURES</b>				
Sum of Section A, line 11 and Section B, line 3				

**Part II – CENTRAL-OFFICE EXPENDITURES FOR CORE SERVICES AND ADMINISTRATION**

For core instructional services and administration, please report central-office expenditures in fiscal year 1997–1998. These expenditures should also be included in Part I, Section A on page 4. These expenditures concern activities at the central district office and any sub-district offices, including activities associated with coordination of instruction and support services (Part II, line 2) and general, central, and business administration (Part II, line 3).

Report salaries and wages for central-office coordinators, managers, and administrative staff in the first column, and expenditures for associated supplies and contracted services (including wages and salaries of contractors' employees) in the second column. Report all other current expenditures (dues, fees, judgments, and interest) in the third column.

**Do not report** expenditures for operations and maintenance, transportation services or food service. These expenditures should be reported in Part I only. **Do not include** expenditures for computers, other equipment, other capital expenditures, or employee benefits. Report "0" for any category without expenditures.

	Salaries and wages (1)	Supplies and contracted services (2)	All other expenditures (except employee benefits) (3)	Total current expenditures (Sum of columns 1–3) (4)
<b>1.</b> Central-office instruction (1000)				
<b>2.</b> Central-office  Coordination of support for instructional staff and pupils (2100, 2200)				
<b>a.</b> Special education				
<b>b.</b> Regular and all other education				
<b>c.</b> Unallocated				
<b>3.</b> Central-office administration (2300, 2500, 2800)				
<b>4. District total</b> (Sum of lines 1, 2a–2c, and 3) →				

Comments

<b>Part III – CAPABILITIES OF DISTRICT ACCOUNTING SYSTEM</b>						
All expenditures other than central-office expenditures are defined as school-level expenditures. Please describe the extent to which your accounting system was able to track salaries at the school-level in fiscal year 1997–1998 by completing the table below. (If system had varying capabilities for different schools, report for the first school on page 3. If system had varying capabilities for different staff members, report the most common capability). Mark (X) one box for each row.						
	Directly tracked to school location by accounting system	Allocated to school location through software that uses allocation formulas, based primarily on:			Not allocated to building (i.e., billed centrally to district)	No expenditures in district
		Time in building	Students served	Other		
<b>1. Regular classroom teachers/aides</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Special education teachers/aides</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Itinerant music, art, G&amp;T teachers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Itinerant special ed. teachers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. School-based curriculum coordinators</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Librarians, library aides</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. School counselors</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. School nurses</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>9. Social workers, psychologists</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. Speech therapists, other therapists and specialized support</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>11. Principals, vice principals, assistant principals</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>12. Secretaries, clerical support staff</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>See Table IV-A on next page</i>					<i>See Table IV-B</i>	
Comments						

**Part IV – SCHOOL-LEVEL EXPENDITURES FOR CORE INSTRUCTIONAL SERVICES AND ADMINISTRATION FOR FIRST SCHOOL NAMED ON PAGE 3**

For core instructional services and administration, please report school-level expenditures in fiscal year 1997–1998 for the **first school** named on page 3. (Refer to Pages 10 and 11 if more than one school.) Report expenditures in Table A and/or Table B as instructed below. Report salaries and wages for school-level staff in the first column and expenditures for supplies and contracted services (including wages and salaries of contractors' employees) in the second column. **Do not report** expenditures for operations and maintenance, transportation services, food service, or employee benefits; these expenditures are reported in Part I only. **Do not include** expenditures for computers, other equipment, and other capital expenditure. Report "0" for any category without expenditures.

**TABLE A – Expenditures at First Selected School:** Use Table A to report expenditures for the selected school to the extent that such expenditures are known and tracked to that specific school site by location codes in the accounting system, or are allocated according to established allocation formulas. Report zeros in Table A if your district's accounting system does not track any expenditures to specific school locations.

**TABLE B – Expenditures at Unspecified Locations:** Use Table B to report *the district total* for any expenditures for school-level services that are not assigned to any particular school or location. This might include itinerant staff (e.g., itinerant music teachers), personnel or materials used in schools on an "as-needed" basis (e.g., psychologists), or personnel or materials associated with school-level services but which are accounted for in a consolidated location (e.g., nurses coded to central location). Table B will include all expenditures other than central-office expenditures if your district's accounting system does not track expenditures to specific school locations.

**Please do not make any special allocations for the purposes of this survey.** – Instead, a share of Table B expenditures will later be allocated to the selected school using the information provided in Part V. **To avoid double-counting, exclude from Table B any expenditures that have been reported in Table A.**

<b>TABLE A – Expenditures at First Selected School</b>	Salaries and wages (1)	Supplies and contracted services (2)	All other expenditures (except employee benefits) (3)	Total current expenditures (Sum of columns 1–3) (4)
<b>1. School-level instruction (1000)</b>				
<b>a. Special education</b>				
<b>b. Regular and all other education</b>				
<b>c. Unallocated</b>				
<b>2. School-level support services for instructional staff and pupils</b>				
<b>a. Special education</b>				
<b>b. Regular and all other education</b>				
<b>c. Unallocated</b>				
<b>3. School-level administration (2400)</b>				
<b>4. Title 1 and other grant expenditures (if not included above)</b>				
<b>5. Other core instructional services and administration current expenditures (if not included above)</b>				
<b>6. Total instructional core and administration expenditure at the selected school (Sum of lines 1–5) →</b>				

<b>Part IV – SCHOOL-LEVEL EXPENDITURES FOR CORE INSTRUCTIONAL SERVICES AND ADMINISTRATION – Continued</b>				
<b>TABLE B – School-level Expenditures at Unspecified Locations – District Total</b>	Salaries and wages (1)	Supplies and contracted services (2)	All other expenditures (except employee benefits) (3)	Total current expenditures (Sum of columns 1–3) (4)
<b>1. School-level instruction (1000)</b>				
<b>a. Special education</b>				
<b>b. Regular and all other education</b>				
<b>c. Unallocated</b>				
<b>2. School-level support services for instructional staff and pupils (2100, 2200)</b>				
<b>a. Special education</b>				
<b>b. Regular and all other education</b>				
<b>c. Unallocated</b>				
<b>3. School-level administration (2400)</b>				
<b>4. Title 1 and other grant expenditures (if not included above)</b>				
<b>5. Other core instructional services and administration current expenditures (if not included above)</b>				
<b>6. Total school level instructional core and administration expenditure at unspecified locations (Sum of lines 1–5)</b>				
Comments				

Part V – BASIC DATA ON DISTRICT AND FIRST SCHOOL		
<p>Please provide estimates for the requested information for school year 1997–1998. To the extent possible, report enrollment and other counts around October 1, 1997. You may use point-in-time counts or average daily counts for items, as long as the same types of counts are used for both the district and the selected school so that accurate school/district ratios may be calculated.</p>	Entire district	Selected school
	1. Student enrollment (K-12)	
2. Pre-kindergarten enrollment *		
3. Number of full-time equivalent (FTE) teachers (K-12)		
4. Number of students with disabilities receiving special education services under an Individual Education Plan (K-12)		
5. Number of pre-kindergarten students with disabilities receiving special education services under an Individual Family Services Plan		
6. Number of students transported to school		
7. Number of school meals served		
8. Square feet of space in school building		
* Only include pre-kindergarten enrollments for programs that are funded by the expenditures reported in Parts I, II, and IV.		
<p><i>If asked to report for one school, please skip to page 12.</i></p> <p><i>If asked to report for more than one school, please continue on page 10.</i></p>		
<p>Comments</p>		

**Part VI – SCHOOL-LEVEL EXPENDITURES FOR CORE INSTRUCTIONAL SERVICES AND ADMINISTRATION FOR SECOND SCHOOL NAMED ON PAGE 3 (IF APPLICABLE)**

For core instructional services and administration, please report school-level expenditures in fiscal year 1997–1998 for the **second school** named on page 3.

**TABLE A – Expenditures at Selected School:** Use Table A to report expenditures for the selected school to the extent that such expenditures are known and tracked to that specific school site by location codes in the accounting system, or are allocated according to established allocation formulas. Report zeros in Table A if your district’s accounting system does not track any expenditures to specific school locations.

**Please do not make any special allocations for the purposes of this survey.**

<b>TABLE A – Expenditures at Second School</b>	Salaries and wages (1)	Supplies and contracted services (2)	All other expenditures (except employee benefits) (3)	Total current expenditures (Sum of columns 1–3) (4)
<b>1. School-level instruction (1000)</b>				
<b>a. Special education</b>				
<b>b. Regular and all other education</b>				
<b>c. Unallocated</b>				
<b>2. School-level support services for instructional staff and pupils</b>				
<b>a. Special education</b>				
<b>b. Regular and all other education</b>				
<b>c. Unallocated</b>				
<b>3. School-level administration (2400)</b>				
<b>4. Title 1 and other grant expenditures (if not included above)</b>				
<b>5. Other core instructional services and administration current expenditures (if not included above)</b>				
<b>6. Total instructional core and administration expenditure at the selected school (Sum of lines 1–5) →</b>				

**Part VII – BASIC DATA ON SECOND SCHOOL**

	Selected school
<b>1. Student enrollment (K-12)</b>	
<b>2. Pre-kindergarten enrollment *</b>	
<b>3. Number of full-time equivalent (FTE) teachers (K-12)</b>	
<b>4. Number of students with disabilities receiving special education services under an Individual Education Plan (K-12)</b>	
<b>5. Number of pre-kindergarten students with disabilities receiving special education services under an Individual Family Services Plan</b>	
<b>6. Number of students transported to school</b>	
<b>7. Number of school meals served</b>	
<b>8. Square feet of space in school building</b>	

\* Only include pre-kindergarten enrollments for programs that are funded by the expenditures reported in Parts I, II, and VI.

*If asked to report for two schools, please skip to page 12.  
If asked to report for three schools, please continue on page 11.*

**Part VIII – SCHOOL-LEVEL EXPENDITURES FOR CORE INSTRUCTIONAL SERVICES AND ADMINISTRATION FOR THIRD SCHOOL NAMED ON PAGE 3 (IF APPLICABLE)**

For core instructional services and administration, please report school-level expenditures in fiscal year 1997–1998 for the **third school** named on page 3.

**TABLE A – Expenditures at Selected School:** Use Table A to report expenditures for the selected school to the extent that such expenditures are known and tracked to that specific school site by location codes in the accounting system, or are allocated according to established allocation formulas. Report zeros in Table A if your district’s accounting system does not track any expenditures to specific school locations.

**Please do not make any special allocations for the purposes of this survey.**

<b>TABLE A – Expenditures at Third School</b>	Salaries and wages (1)	Supplies and contracted services (2)	All other expenditures (except employee benefits) (3)	Total current expenditures (Sum of columns 1–3) (4)
<b>1. School-level instruction (1000)</b>				
<b>a. Special education</b>				
<b>b. Regular and all other education</b>				
<b>c. Unallocated</b>				
<b>2. School-level support services for instructional staff and pupils</b>				
<b>a. Special education</b>				
<b>b. Regular and all other education</b>				
<b>c. Unallocated</b>				
<b>3. School-level administration (2400)</b>				
<b>4. Title 1 and other grant expenditures (if not included above)</b>				
<b>5. Other core instructional services and administration current expenditures (if not included above)</b>				
<b>6. Total instructional core and administration expenditure at the selected school (Sum of lines 1–5) →</b>				

**Part IX – BASIC DATA ON THIRD SCHOOL**

	Selected school
<b>1. Student enrollment (K-12)</b>	
<b>2. Pre-kindergarten enrollment *</b>	
<b>3. Number of full-time equivalent (FTE) teachers (K-12)</b>	
<b>4. Number of students with disabilities receiving special education services under an Individual Education Plan (K-12)</b>	
<b>5. Number of pre-kindergarten students with disabilities receiving special education services under an Individual Family Services Plan</b>	
<b>6. Number of students transported to school</b>	
<b>7. Number of school meals served</b>	
<b>8. Square feet of space in school building</b>	

\* Only include pre-kindergarten enrollments for programs that are funded by the expenditures reported in Parts I, II, and VIII.



**GENERAL INSTRUCTIONS**

**Finally audited figures are unnecessary.** If substantially accurate figures can be supplied on a preliminary basis, please do not delay in completing this questionnaire.

**Please include expenditures for all elementary and secondary education instructional programs (pre-kindergarten through grade 12)** including regular education, special education, vocational education, bilingual education, and pre-kindergarten programs.

**Include unduplicated expenditures from the following types of funds** – the general fund, special revenue fund, federal projects fund, food service fund, transportation funds, student activity funds.

**Do not include** nonelementary-secondary programs such as adult education programs, community colleges, extended-day programs, swimming pools, or other community service programs. Also **do not include** expenditures for nonpublic school programs and enterprise operations such as a bookstore where costs are recouped largely with user charges.

**Do not include capital projects funds, debt-service funds, intra-fund transfers and enterprise operation funds.**

**DEFINITIONS OF SPECIAL EDUCATION AND REGULAR EDUCATION**

**Regular and all other education** means all educational programs not in special education, and includes vocational education, compensatory education, bilingual education, gifted and talented education, pre-kindergarten, co-curricular activities (clubs, athletics), driver education, ROTC, and "alternative education" programs.

**Special education** means instruction and support services specifically designed to meet the needs of a child with a disability. A child with a disability means a child evaluated as having mental retardation, hearing impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities and who, because of those impairments, needs special education and related services.

**NOTE:** If you cannot report separate regular education and special education expenditures as requested, please report on the "unallocated" line.

**DEFINITIONS OF FUNCTIONS FOR PARTS I, II, and IV**

**Instruction (1000)** – Instruction includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving cocurricular activities. It may also be provided through some other approved medium such as television, radio, correspondence, and the internet. Include activities of aides or classroom assistants of any type (clerks, graders, teaching machines, etc.) which assist in the instructional process. **Do not include** adult education and community service activities.

**Support services for instructional staff and pupils (2100, 2200)** – Include expenditures for pupil support (attendance, guidance, health, psychological, and speech pathology, and audiology services) and for instructional staff support (supervision of instructors, instruction and curriculum development, instructional staff training, educational media services, and school libraries).

**Central and school-level administration** – Include expenditures for the following administrative functions:

**General administration (2300)** – Include in Parts I and II. **Do not include** in Part IV. This function involves activities concerned with establishing and administering policy of operating the school district. It includes expenditures for the board of education services and for overall executive activities.

**School administration (2400)** – Include in Parts I and II. **Do not include** in Part IV. This function pertains to activities concerned with overall responsibility of a particular school. It includes expenditures for school principals, assistant principals, and other assistants while they supervise all operations of the school, evaluate the staff members of the school, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the school district. These activities also include the work of clerical staff in the principal's office.

**School business administration (2500)** – Include in Parts I and II. **Do not include** in Part IV. Include business support activities for fiscal services (budgeting, receiving and disbursing funds, payroll, internal auditing, and accounting), purchasing warehousing, supply distribution, printing, publishing, and duplicating services.

**Central administration (2800)** – Include in Parts I and II. **Do not include** in Part IV. This function includes activities, other than general and business administration, which support instructional and support service programs. These include planning, research, development, evaluation, information staff, and data processing activities.

**Title 1 and other grant expenditures (Part I, Section A and Part IV, Table A and Table B)** – If your accounting records do not track grant expenditures by the functions (lines) in this questionnaire, please report the total of these expenditures here. If you cannot report these expenditures according to the objects (columns) on this questionnaire, enter the total in column 4 (total column).

**Other core instructional services and administration current expenditures (Part I, Section A and Part IV, Table A and B)** – If, for any reason, you cannot report expenditures by function, report them on this line. For example, certain discretionary funds may not be easily allocable by function. If you cannot report these expenditures according to the objects (columns) on this questionnaire, enter the total in column 4 (total column).

**Payments to other school districts and to private schools (Part I, Section A only)** – Include these "pass through" payments made to other school districts or to private schools for tuition, transportation, etc.

**DEFINITIONS OF FUNCTIONS FOR PARTS I, II, and IV – Continued**

**Operation and maintenance of plant services (2600)** – Include in Part I only. This function covers expenditures for buildings services (heating, electricity, air conditioning, property insurance), care and upkeep of grounds and equipment, nonstudent transportation vehicle operation and maintenance, security, and other custodial services.

**Student transportation (2700)** – Include in Part I only. Include expenditures for vehicle operation, monitoring riders, and servicing and maintaining vehicles providing student transportation.

**Food services (3100)** – Include in Part I only. Include gross expenditures for activities concerned with providing food to students and staff. This includes preparing and servicing regular and incidental meals, lunches, or snacks in connection with school activities and food delivery.

**Other (2900)** – Include in Part I only. All support services not classified elsewhere in the 2000 functional series.

**DEFINITIONS OF COLUMNS FOR PARTS I, II, AND IV**

**Column 1 – Salaries and Wages** – Include amounts paid for both permanent and temporary employees for the functions identified on each line of this form. This includes gross salaries without deduction of withholdings for income tax, employee contributions to Social Security and retirement coverage, etc. **Do not include** employer paid employee benefits.

**Column 2 – Supplies and contracted services** – Include amounts paid for supplies that are consumed, worn out, or deteriorated through use; or that lose their identity through fabrication or incorporation into different or more complex units or substances. Include, for the functional items identified on each line, the purchase of books, periodicals, food, and energy items (natural gas, electricity). Also include contract expenditures for purchased professional and technical services, utilities, purchased property services (cleaning, maintenance, and repair contracts), rentals, insurance (other than employee benefits), communications, advertising, printing and binding, and travel expenses.

**Column 3 – All other expenditure (except employee benefits)** – It is intended that this column only be used for current expenditures other than salaries, benefits, supplies, and purchased contract services. Only include, for the functional lines identified, payments for dues, fees, judgments, and short-term interest from current (nondebt service) funds. **Do not include** payments for equipment, other capital expenditures, and payment of debt principal.

**Column 4 – Total current expenditure** – Sum amounts entered in columns 1, 2, and 3. Enter employee benefit expenditures only for the lines in Part I, Section B.

APPENDIX II  
Public District Edit Checks

*This page intentionally left blank.*

EDIT 1: IA1a1 through IA101 = IA111

EDIT 2: IA1a2 through IA102 = IA112

EDIT 3: IA1a3 through IA103 = IA113

EDIT 4: IA1a4 through IA104 = IA114

EDIT 5: IA1a1 + IA1a2 + IA1a3 = IA1a4

EDIT 6: IA1b1 + IA1b2 + IA1b3 = IA1b4

EDIT 7: IA1c1 + IA1c2 + IA1c3 = IA1c4

EDIT 8: IA2a1 + IA2a2 + IA2a3 = IA2a4

EDIT 9: IA2b1 + IA2b2 + IA2b3 = IA2b4

EDIT 10: IA2c1 + IA2c2 + IA2c3 = IA2c4

EDIT 11: IA31 + IA32 + IA33 = IA34

EDIT 12: IA41 + IA42 + IA43 = IA44

EDIT 13: IA51 + IA52 + IA53 = IA54

EDIT 14: IA62 = IA64

EDIT 15: IA71 + IA72 + IA73 = IA74

EDIT 16: IA81 + IA82 + IA83 = IA84

EDIT 17: IA91 + IA92 + IA93 = IA94

EDIT 18: IA101 + IA102 + IA103 = IA104

EDIT 19: IA111 + IA112 + IA113 = IA114

EDIT 20: IB1 + IB2 = IB3

EDIT 21: IA114 + IB3 = IC

EDIT 22: (IA1a4 + IA1b4 + IA1c4) should be greater than any other single values in column 4 (IA2a4 through IA104)

EDIT 24–EDIT 26: IA111 should be greater than any of the following single values: IA112, IA113, and IB3

EDIT 27: II11 + II2a1 + II2b1 + II2c1 + II31 = II41

EDIT 28: II12 + II2a2 + II2b2 + II2c2 + II32 = II42

EDIT 29: II13 + II2a3 + II2b3 + II2c3 + II33 = II43

EDIT 30: II14 + II2a4 + II2b4 + II2c4 + II34 = II44

EDIT 31: II11 + II12 + II13 = II14

EDIT 32: II2a1 + II2a2 + II2a3 = II2a4

EDIT 33: II2b1 + II2b2 + II2b3 = II2b4

EDIT 35: II2c1 + II2c2 + II2c3 = II2c4

EDIT 36: II31 + II32 + II33 = II34

EDIT 37: II41 + II42 + II43 = II44

EDIT 39: IVA1a1 + IVA1b1 + IVA1c1 + IVA2a1 + IVA2b1 + IVA2c1 + IVA31 + IVA41 + IVA51 = IVA61

EDIT 40: IVA1a2 + IVA1b2 + IVA1c2 + IVA2a2 + IVA2b2 + IVA2c2 + IVA32 + IVA42 + IVA52 = IVA62

EDIT 41: IVA1a3 + IVA1b3 + IVA1c3 + IVA2a3 + IVA2b3 + IVA2c3 + IVA33 + IVA43 + IVA53 = IVA63

EDIT 42: IVA1a4 + IVA1b4 + IVA1c4 + IVA2a4 + IVA2b4 + IVA2c4 + IVA34 + IVA44 + IVA54 = IVA64

EDIT 43: IVA1a1 + IVA1a2 + IVA1a3 = IVA1a4

EDIT 44: IVA1b1 + IVA1b2 + IVA1b3 = IVA1b4

EDIT 45: IVA1c1 + IVA1c2 + IVA1c3 = IVA1c4

EDIT 46: IVA2a1 + IVA2a2 + IVA2a3 = IVA2a4

EDIT 47: IVA2b1 + IVA2b2 + IVA2b3 = IVA2b4

EDIT 48: IVA2c1 + IVA2c2 + IVA2c3 = IVA2c4

EDIT 49:  $IVA31 + IVA32 + IVA33 = IVA34$

EDIT 50:  $IVA41 + IVA42 + IVA43 = IVA44$

EDIT 51:  $IVA51 + IVA52 + IVA53 = IVA54$

EDIT 52:  $IVA61 + IVA62 + IVA63 = IVA64$

EDIT 53–EDIT56:  $(IVA1a4 + IVA1b4 + IVA1c4)$  should be greater than any of the following single values:  $(IVA2a4 + IVA2b4 + IVA2c4)$ ,  $IVA34$ ,  $IVA44$ , and  $IVA54$

EDIT 57:  $IVA61$  should be greater than either of the single values for  $IVA62$  and  $IVA63$

EDIT 58:  $IVB1a1 + IVB1b1 + IVB1c1 + IVB2a1 + IVB2b1 + IVB2c1 + IVB31 + IVB41 + IVB51 = IVB61$

EDIT 59:  $IVB1a2 + IVB1b2 + IVB1c2 + IVB2a2 + IVB2b2 + IVB2c2 + IVB32 + IVB42 + IVB52 = IVB62$

EDIT 60:  $IVB1a3 + IVB1b3 + IVB1c3 + IVB2a3 + IVB2b3 + IVB2c3 + IVB33 + IVB43 + IVB53 = IVB63$

EDIT 61:  $IVB1a4 + IVB1b4 + IVB1c4 + IVB2a4 + IVB2b4 + IVB2c4 + IVB34 + IVB44 + IVB54 = IVB64$

EDIT 62:  $IVB1a1 + IVB1a2 + IVB1a3 = IVB1a4$

EDIT 63:  $IVB1b1 + IVB1b2 + IVB1b3 = IVB1b4$

EDIT 64:  $IVB1c1 + IVB1c2 + IVB1c3 = IBA1c4$

EDIT 65:  $IVB2a1 + IVB2a2 + IVB2a3 = IVB2a4$

EDIT 66:  $IVB2b1 + IVB2b2 + IVB2b3 = IVB2b4$

EDIT 67:  $IVB2c1 + IVB2c2 + IVB2c3 = IVB2c4$

EDIT 68:  $IVB31 + IVB32 + IVB33 = IVB34$

EDIT 69:  $IVB41 + IVB42 + IVB43 = IVB44$

EDIT 70:  $IVB51 + IVB52 + IVB53 = IVB54$

EDIT 71:  $IVB61 + IVB62 + IVB63 = IVB64$

EDIT 72: There should be a numeric entry in each of these fields:  $V11$ ,  $V12$ ,  $V21$ ,  $V22$ ,  $V31$ ,  $V32$ ,  $V41$ ,  $V42$ ,  $V51$ ,  $V52$ ,  $V61$ ,  $V62$ ,  $V71$ ,  $V72$ ,  $V81$ , AND  $V82$

EDIT 73:  $V11$  should be larger than  $V12$ ;  $V21$  should be larger than  $V22$ ;  $V31$  should be larger than  $V32$ ;  $V41$  should be larger than  $V42$ ;  $V51$  should be larger than  $V52$ ;  $V61$  should be larger than  $V62$ ;  $V71$  should be larger than  $V72$ ;  $V81$  should be larger than  $V82$

EDIT 74: There should be a numeric value in  $VIA64$

EDIT 75:  $VIA1a1 + VIA1b1 + VIA1c1 + VIA2a1 + VIA2b1 + VIA2c1 + VIA31 + VIA41 + VIA51 = VIA61$

EDIT 76:  $VIA1a2 + VIA1b2 + VIA1c2 + VIA2a2 + VIA2b2 + VIA2c2 + VIA32 + VIA42 + VIA52 = VIA62$

EDIT 77:  $VIA1a3 + VIA1b3 + VIA1c3 + VIA2a3 + VIA2b3 + VIA2c3 + VIA33 + VIA43 + VIA53 = VIA63$

EDIT 78:  $VIA1a4 + VIA1b4 + VIA1c4 + VIA2a4 + VIA2b4 + VIA2c4 + VIA34 + VIA44 + VIA54 = VIA64$

EDIT 79:  $VIA1a1 + VIA1a2 + VIA1a3 = VIA1a4$

EDIT 80:  $VIA1b1 + VIA1b2 + VIA1b3 = VIA1b4$

EDIT 81:  $VIA1c1 + VIA1c2 + VIA1c3 = VIA1c4$

EDIT 82:  $VIA2a1 + VIA2a2 + VIA2a3 = VIA2a4$

EDIT 83:  $VIA2b1 + VIA2b2 + VIA2b3 = VIA2b4$

EDIT 84:  $VIA2c1 + VIA2c2 + VIA2c3 = VIA2c4$

EDIT 85:  $VIA31 + VIA32 + VIA33 = VIA34$

EDIT 86:  $VIA41 + VIA42 + VIA43 = VIA44$

EDIT 87:  $VIA51 + VIA52 + VIA53 = VIA54$

EDIT 88:  $VIA61 + VIA62 + VIA63 = VIA64$

EDIT 89–EDIT 92:  $(VIA1a4 + VIA1b4 + VIA1c4)$  should be greater than any of the following single values:  $(VIA2a4 + VIA2b4 + VIA2c4)$ ,  $VIA34$ ,  $VIA44$ , and  $VIA54$

EDIT 93: VIA61 should be greater than either of the single values for VIA62 and VIA63

EDIT 94: There should be a numeric entry in each of these fields: VII1, VII2, VII3, VII4, VII5, VII6, VII7, and VII8

EDIT 95: V11 should be larger than VII1; V21 should be larger than VII2; V31 should be larger than VII3; V41 should be larger than VII4; V51 should be larger than VII5; V61 should be larger than VII6; V71 should be larger than VII7; V81 should be larger than VII8

EDIT 96: There should be a numeric value in VIIIA64

EDIT 97: VIIIA1a1 + VIIIA1b1 + VIIIA1c1 + VIIIA2a1 + VIIIA2b1 + VIIIA2c1 + VIIIA31 + VIIIA41 + VIIIA51 = VIIIA61

EDIT 98: VIIIA1a2 + VIIIA1b2 + VIIIA1c2 + VIIIA2a2 + VIIIA2b2 + VIIIA2c2 + VIIIA32 + VIIIA42 + VIIIA52 = VIIIA62

EDIT 99: VIIIA1a3 + VIIIA1b3 + VIIIA1c3 + VIIIA2a3 + VIIIA2b3 + VIIIA2c3 + VIIIA33 + VIIIA43 + VIIIA53 = VIIIA63

EDIT 100: VIIIA1a4 + VIIIA1b4 + VIIIA1c4 + VIIIA2a4 + VIIIA2b4 + VIIIA2c4 + VIIIA34 + VIIIA44 + VIIIA54 = VIIIA64

EDIT 101: VIIIA1a1 + VIIIA1a2 + VIIIA1a3 = VIIIA1a4

EDIT 102: VIIIA1b1 + VIIIA1b2 + VIIIA1b3 = VIIIA1b4

EDIT 103: VIIIA1c1 + VIIIA1c2 + VIIIA1c3 = VIIIA1c4

EDIT 104: VIIIA2a1 + VIIIA2a2 + VIIIA2a3 = VIIIA2a4

EDIT 105: VIIIA2b1 + VIIIA2b2 + VIIIA2b3 = VIIIA2b4

EDIT 106: VIIIA2c1 + VIIIA2c2 + VIIIA2c3 = VIIIA2c4

EDIT 107: VIIIA31 + VIIIA32 + VIIIA33 = VIIIA34

EDIT 108: VIIIA41 + VIIIA42 + VIIIA43 = VIIIA44

EDIT 109: VIIIA51 + VIIIA52 + VIIIA53 = VIIIA54

EDIT 110: VIIIA61 + VIIIA62 + VIIIA63 = VIIIA64

EDIT 111–EDIT 114: (VIIIA1a4 + VIIIA1b4 + VIIIA1c4) should be greater than any of the following single values: (VIIIA2a4 + VIIIA2b4 + VIIIA2c4), VIIIA34, VIIIA44, and VIIIA54)

EDIT 115–EDIT 116: VIIIA61 should be greater than either of the single values for VIIIA62 and VIIIA63

EDIT 117: There should be a numeric entry in each of these fields: IX1, IX2, IX3, IX4, IX5, IX6, IX7, and IX8

EDIT 118: V11 should be larger than IX1; V21 should be larger than IX2.; V31 should be larger than IX3; V41 should be larger than IX4; V51 should be larger than IX5; V61 should be larger than IX6; V71 should be larger than IX7; V81 should be larger than IX8

EDIT 126: IA1a1 should be equal to or greater than the sum of: IVA1a1 + IVB1a1 + VIA1a1 + VIIIA1a1

EDIT 127: IA1b1 should be equal to or greater than the sum of: IVA1b1 + IVB1b1 + VIA1b1 + VIIIA1b1

EDIT 128: IA1c1 should be equal to or greater than the sum of: IVA1c1 + IVB1c1 + VIA1c1 + VIIIA1c1

EDIT 129: IA2a1 should be equal to or greater than the sum of: IIA2a1 + IVA2a1 + IVB2a1 + VIA2a1 + VIIIA2a1

EDIT 130: IA2b1 should be equal to or greater than the sum of: IIA2b1 + IVA2b1 + IVB2b1 + VIA2b1 + VIIIA2b1

EDIT 131: IA2c1 should be equal to or greater than the sum of: IIA2c1 + IVA2c1 + IVB2c1 + VIA2c1 + VIIIA2c1

EDIT 132: IA31 should be equal to or greater than the sum of:  $II31 + IVA31 + IVB31 + VIA31 + VIIIA31$

EDIT 133: IA41 should be equal to or greater than the sum of:  $IVA41 + IVB41 + VIA41 + VIIIA41$

EDIT 134: IA51 should be equal to or greater than the sum of:  $IVA51 + IVB51 + VIA51 + VIIIA51$

EDIT 135: IA1a2 should be equal to or greater than the sum of:  $IVA1a2 + IVB1a2 + VIA1a2 + VIIIA1a2$

EDIT 136: IA1b2 should be equal to or greater than the sum of:  $IVA1b2 + IVB1b2 + VIA1b2 + VIIIA1b2$

EDIT 137: IA1c2 should be equal to or greater than the sum of:  $IVA1c2 + IVB1c2 + VIA1c2 + VIIIA1c2$

EDIT 138: IA2a2 should be equal to or greater than the sum of:  $II2a2 + IVA2a2 + IVA2a2 + IVB2a2 + VIA2a2 + VIIIA2a2$

EDIT 139: IA2b2 should be equal to or greater than the sum of:  $II2b2 + IVA2b2 + IVB2b2 + VIA2b2 + VIIIA2b2$

EDIT 140: IA2c2 should be equal to or greater than the sum of:  $II2c2 + IVA2c2 + IVA2c2 + IVB2c2 + VIA2c2 + VIIIA2c2$

EDIT 141: IA32 should be equal to or greater than the sum of:  $II32 + IVA32 + IVB32 + VIA32 + VIIIA32$

EDIT 142: IA42 should be equal to or greater than the sum of:  $IVA42 + IVB42 + VIA42 + VIIIA42$

EDIT 143: IA52 should be equal to or greater than the sum of:  $IVA52 + IVB52 + VIA52 + VIIIA52$

EDIT 144: IA1a3 should be equal to or greater than the sum of:  $IVA1a3 + IVB1a3 + VIA1a3 + VIIIA1a3$

EDIT 145: IA1b3 should be equal to or greater than the sum of:  $IVA1b3 + IVA1b3 + IVB1b3 + VIA1b3 + VIIIA1b3$

EDIT 146: IA1c3 should be equal to or greater than the sum of:  $IVA1c3 + IVB1c3 + VIA1c3 + VIIIA1c3$

EDIT 147: IA2a3 should be equal to or greater than the sum of:  $II2a3 + IVA2a3 + IVB2a3 + VIA2a3 + VIIIA2a3$

EDIT 148: IA2b3 should be equal to or greater than the sum of:  $II2b3 + IVA2b3 + IVA2b3 + IVB2b3 + VIIIA2b3 + VIIIA2b3$

EDIT 149: IA2c3 should be equal to or greater than the sum of:  $II2c3 + IVA2c3 + IVB2c3 + VIA2c3 + VIIIA2c3$

EDIT 150: IA33 should be equal to or greater than the sum of:  $II33 + IVA33 + IVA33 + IVB33 + VIA33 + VIIIA33$

EDIT 151: IA43 should be equal to or greater than the sum of:  $IVA43 + IVB43 + VIA43 + VIIIA43$

EDIT 152: IA53 should be equal to or greater than the sum of:  $IVA53 + IVB53 + VIA53 + VIIIA53$

EDIT 153: IA1a4 should be equal to or greater than the sum of:  $IVA1a4 + IVB1a4 + VIA1a4 + VIIIA1a4$

EDIT 154: IA1b4 should be equal to or greater than the sum of:  $IVA1b4 + IVA1b4 + IVB1b4 + VIA1b4 + VIIIA1b4$

EDIT 155: IA1c4 should be equal to or greater than the sum of:  $IVA1c4 + IVB1c4 + VIA1c4 + VIIIA1c4$

EDIT 156: IA2a4 should be equal to or greater than the sum of:  $II2a4 + IVA2a4 + IVB2a4 + VIA2a4 + VIIIA2a4$

EDIT 157: IA2b4 should be equal to or greater than the sum of:  $II2b4 + IVA2b4 + IVB2b4 + VIA2b4 + VIIIA2b4$

EDIT 158: IA2c4 should be equal to or greater than the sum of:  $II2c4 + IVA2c4 + IVB2c4 + VIA2c4 + VIIIA2c4$

EDIT 159: IA34 should be equal to or greater than the sum of:  $II34 + IVA34 + IVB34 + VIA34 + VIIIA34$

EDIT 160: IA44 should be equal to or greater than  
the sum of: IVA44 + IVA44 + IVB44 + VIA44 +  
VIIIA44

EDIT 161: IA54 should be equal to or greater than  
the sum of: IVA54 + IVB54 + VIA54 + VIIIA54

*This page intentionally left blank.*

## APPENDIX III

Public District Questionnaire (SL-PUB) Form With Codes For Edit Checks

*This page intentionally left blank.*

Section A. CORE INSTRUCTIONAL SERVICES AND ADMINISTRATION		Salaries and wages	Supplies and contracted services	All other expenditures (except employee benefits)	Total current expenditures	
1. Instruction	a. Special education	IA1a1	IA1a2	IA1a3	IA1a4	
	b. Regular education	IA1b1	IA1b2	IA1b3	IA1b4	
	c. Unallocated	IA1c1	IA1c2	IA1c3	IA1c4	
2. Support services	a. Special education	IA2a1	IA2a2	IA2a3	IA2a4	
	b. Regular education	IA2b1	IA2b2	IA2b3	IA2b4	
	c. Unallocated	IA2c1	IA2c2	IA2c3	IA2c4	
3. Central and school-level administration		IA31	IA32	IA33	IA34	
4. Title I and other grant expenditures		IA41	IA42	IA43	IA44	
5. Other core instructional services and administration		IA51	IA52	IA53	IA54	
6. Payments to other school districts and to private schools			IA62		IA64	
OTHER SERVICES						
7. Operations and maintenance		IA71	IA72	IA73	IA74	
8. Transportation services		IA81	IA82	IA83	IA84	
9. Food service		IA91	IA92	IA93	IA94	
10. Other		IA101	IA102	IA103	IA104	
11. District total		IA111	IA112	IA113	IA114	
Section B. EMPLOYEE BENEFITS						
1. Total benefits paid by district						IB1
2. Benefits paid by state, city, or county						IB2
3. Total						IB3
Section C.						
ALL DISTRICT CURRENT EXPENDITURES						IC

Part II		Salaries and wages	Supplies and contracted services	All other expenditures (except employee benefits)	Total current expenditures
1. Central-office instruction		II11	II12	II13	II14
2. Coordination of support for instructional staff and pupils					
	a. Special education	II2a1	II2a2	II2a3	II2a4
	b. Regular education	II2b1	II2b2	II2b3	II2b4
	c. Unallocated	II2c1	II2c2	II2c3	II2c4
3. Central-office administration		II31	II32	II33	II34
4. District total		II41	II42	II43	II44

Part III CAPABILITIES OF DISTRICT ACCOUNTING SYSTEM	Directly tracked to school location by accounting system	Allocation to school location through software that uses allocation formulas, base primarily on:			Not allocated to building (i.e., billed centrally to district)	No expenditures in district
		Time in building	Students served	Other		
1. Regular classroom teachers/aides	III11	III12	III13	III14	III15	III16
2. Special education teachers/aides	III21	III22	III23	III24	III25	III26
3. Itinerant music, art, G&T teachers	III31	III32	III33	III34	III35	III36
4. Itinerant special education teachers	III41	III42	III43	III44	III45	III46
5. School-based curriculum coordinators	III51	III52	III53	III54	III55	III56
6. Librarians, library aides	III61	III62	III63	III64	III65	III66
7. School counselors	III71	III72	III73	III74	III75	III76
8. School nurses	III81	III82	III83	III84	III85	III86
9. Social workers, psychologists	III91	III92	III93	III94	III95	III96
10. Speech therapists, other therapists and specialized support	III101	III102	III103	III104	III105	III106
11. Principals, vice principals, assistant principals	III111	III112	III113	III114	III115	III116
12. Secretaries, clerical support staff	III121	III122	III123	III124	III125	III126

Table A. Expenditures at first selected school		Salaries and wages	Supplies and contracted services	All other expenditures (except employee benefits)	Total current expenditures
1. Instruction	a. Special education	IVA1a1	IVA1a2	IVA1a3	IVA1a4
	b. Regular education	IVA1b1	IVA1b2	IVA1b3	IVA1b4
	c. Unallocated	IVA1c1	IVA1c2	IVA1c3	IVA1c4
2. Support services	a. Special education	IVA2a1	IVA2a2	IVA2a3	IVA2a4
	b. Regular education	IVA2b1	IVA2b2	IVA2b3	IVA2b4
	c. Unallocated	IVA2c1	IVA2c2	IVA2c3	IVA2c4
3. Central and school-level administration		IVA31	IVA32	IVA33	IVA34
4. Title I and other grant expenditures		IVA41	IVA42	IVA43	IVA44
5. Other core instructional services and administration		IVA51	IVA52	IVA53	IVA54
6. Total instructional core and administration expenditures at the selected school		IVA61	IVA62	IVA63	IVA64

Table B. School-level expenditures at unspecified locations—District total		Salaries and wages	Supplies and contracted services	All other expenditures (except employee benefits)	Total current expenditures
1. Instruction	a. Special education	IVB1a1	IVB1a2	IVB1a3	IVB1a4
	b. Regular education	IVB1b1	IVB1b2	IVB1b3	IVB1b4
	c. Unallocated	IVB1c1	IVB1c2	IVB1c3	IVB1c4
2. Support services	a. Special education	IVB2a1	IVB2a2	IVB2a3	IVB2a4
	b. Regular education	IVB2b1	IVB2b2	IVB2b3	IVB2b4
	c. Unallocated	IVB2c1	IVB2c2	IVB2c3	IVB2c4
3. Central and school-level administration		IVB31	IVB32	IVB33	IVB34
4. Title I and other grant expenditures		IVB41	IVB42	IVB43	IVB44
5. Other core instructional services and administration		IVB51	IVB52	IVB53	IVB54
6. Total instructional core and administration expenditures at the selected school		IVB61	IVB62	IVB63	IVB64

Part V BASIC DATA ON DISTRICT AND FIRST SCHOOL	Entire district	Selected school
1. Student enrollment	V11	V12
2. Pre-kindergarten enrollment	V21	V22
3. Number of full-time equivalent (FTE) teachers (K-12)	V31	V32
4. Number of students with disabilities receiving special education services under an Individual Education Plan (K-12)	V41	V42
5. Number of pre-kindergarten students with disabilities receiving special education services under an Individual Family Services Plan	V51	V52
6. Number of students transported to school	V61	V62
7. Number of school meals served	V71	V72
8. Square feet of space in school building	V81	V82

Table A. Expenditures at second selected school		Salaries and wages	Supplies and contracted services	All other expenditures (except employee benefits)	Total current expenditures
1. Instruction	a. Special education	VIA1a1	VIA1a2	VIA1a3	VIA1a4
	b. Regular education	VIA1b1	VIA1b2	VIA1b3	VIA1b4
	c. Unallocated	VIA1c1	VIA1c2	VIA1c3	VIA1c4
2. Support services	a. Special education	VIA2a1	VIA2a2	VIA2a3	VIA2a4
	b. Regular education	VIA2b1	VIA2b2	VIA2b3	VIA2b4
	c. Unallocated	VIA2c1	VIA2c2	VIA2c3	VIA2c4
3. Central and school-level administration		VIA31	VIA32	VIA33	VIA34
4. Title I and other grant expenditures		VIA41	VIA42	VIA43	VIA44
5. Other core instructional services and administration		VIA51	VIA52	VIA53	VIA54
6. Total instructional core and administration expenditures at the selected school		VIA61	VIA62	VIA63	VIA64

Part VII BASIC DATA ON SECOND SCHOOL	Second school
1. Student enrollment	VII1
2. Pre-kindergarten enrollment	VII2
3. Number of full-time equivalent (FTE) teachers (K-12)	VII3
4. Number of students with disabilities receiving special education services under an Individual Education Plan (K-12)	VII4
5. Number of pre-kindergarten students with disabilities receiving special education services under an Individual Family Services Plan	VII5
6. Number of students transported to school	VII6
7. Number of school meals served	VII7
8. Square feet of space in school building	VII8

Table A. Expenditures at third selected school		Salaries and wages	Supplies and contracted services	All other expenditures (except employee benefits)	Total current expenditures
1. Instruction	a. Special education	VIIIA1a1	VIIIA1a2	VIIIA1a3	VIIIA1a4
	b. Regular education	VIIIA1b1	VIIIA1b2	VIIIA1b3	VIIIA1b4
	c. Unallocated	VIIIA1c1	VIIIA1c2	VIIIA1c3	VIIIA1c4
2. Support services	a. Special education	VIIIA2a1	VIIIA2a2	VIIIA2a3	VIIIA2a4
	b. Regular education	VIIIA2b1	VIIIA2b2	VIIIA2b3	VIIIA2b4
	c. Unallocated	VIIIA2c1	VIIIA2c2	VIIIA2c3	VIIIA2c4
3. Central and school-level administration		VIIIA31	VIIIA32	VIIIA33	VIIIA34
4. Title I and other grant expenditures		VIIIA41	VIIIA42	VIIIA43	VIIIA44
5. Other core instructional services and administration		VIIIA51	VIIIA52	VIIIA53	VIIIA54
6. Total instructional core and administration expenditures at the selected school		VIIIA61	VIIIA62	VIIIA63	VIIIA64

Part IX BASIC DATA ON THIRD SCHOOL	Third school
1. Student enrollment	IX1
2. Pre-kindergarten enrollment	IX2
3. Number of full-time equivalent (FTE) teachers (K-12)	IX3
4. Number of students with disabilities receiving special education services under an Individual Education Plan (K-12)	IX4
5. Number of pre-kindergarten students with disabilities receiving special education services under an Individual Family Services Plan	IX5
6. Number of students transported to school	IX6
7. Number of school meals served	IX7
8. Square feet of space in school building	IX8

## Listing of NCES Working Papers to Date

Working papers can be downloaded as pdf files from the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch/>). You can also contact Sheilah Jupiter at (202) 502-7444 (sheilah\_jupiter@ed.gov) if you are interested in any of the following papers.

### Listing of NCES Working Papers by Program Area

No.	Title	NCES contact
<b>Baccalaureate and Beyond (B&amp;B)</b>		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
<b>Beginning Postsecondary Students (BPS) Longitudinal Study</b>		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
<b>Common Core of Data (CCD)</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000-12	Coverage Evaluation of the 1994-95 Common Core of Data: Public Elementary/Secondary School Universe Survey	Beth Young
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
<b>Data Development</b>		
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
<b>Decennial Census School District Project</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
96-04	Census Mapping Project/School District Data Book	Tai Phan
98-07	Decennial Census School District Project Planning Report	Tai Phan
<b>Early Childhood Longitudinal Study (ECLS)</b>		
96-08	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-18	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
<b>Education Finance Statistics Center (EDFIN)</b>		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.

No.	Title	NCES contact
<b>High School and Beyond (HS&amp;B)</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
<b>HS Transcript Studies</b>		
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
<b>International Adult Literacy Survey (IALS)</b>		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley
<b>Integrated Postsecondary Education Data System (IPEDS)</b>		
97-27	Pilot Test of IPEDS Finance Survey	Peter Stowe
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-14	IPEDS Finance Data Comparisons Under the 1997 Financial Accounting Standards for Private, Not-for-Profit Institutes: A Concept Paper	Peter Stowe
<b>National Assessment of Adult Literacy (NAAL)</b>		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
2000-05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000-06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000-07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000-08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000-09	Demographic Changes and Literacy Development in a Decade	Sheida White
<b>National Assessment of Educational Progress (NAEP)</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson

No.	Title	NCES contact
<b>National Education Longitudinal Study of 1988 (NELS:88)</b>		
95-04	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings
95-06	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98-06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
<b>National Household Education Survey (NHES)</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
96-13	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-29	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-02	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-08	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler
97-19	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-28	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-34	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler

No.	Title	NCES contact
97-35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-38	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97-39	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
<b>National Longitudinal Study of the High School Class of 1972 (NLS-72)</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
<b>National Postsecondary Student Aid Study (NPSAS)</b>		
96-17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
2000-17	National Postsecondary Student Aid Study: 2000 Field Test Methodology Report	Andrew G. Malizio
<b>National Study of Postsecondary Faculty (NSOPF)</b>		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimpler
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimpler
<b>Postsecondary Education Descriptive Analysis Reports (PEDAR)</b>		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
<b>Private School Universe Survey (PSS)</b>		
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-26	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
<b>Recent College Graduates (RCG)</b>		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
<b>Schools and Staffing Survey (SASS)</b>		
94-01	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-06	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
95-01	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk

No.	Title	NCES contact
95-08	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-18	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk
96-02	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-05	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-09	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-15	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-23	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24	National Assessments of Teacher Quality	Dan Kasprzyk
96-25	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-28	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
97-01	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-14	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-18	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
97-23	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-41	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.

No.	Title	NCES contact
98-05	SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
98-12	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98-13	Response Variance in the 1994-95 Teacher Follow-up Survey	Steven Kaufman
98-14	Variance Estimation of Imputed Survey Data	Steven Kaufman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
98-16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999-02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Fieldtest Results to Improve Item Construction	Dan Kasprzyk
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
1999-12	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume III: Public-Use Codebook	Kerry Gruber
1999-13	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
1999-14	1994-95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
1999-17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-10	A Research Agenda for the 1999-2000 Schools and Staffing Survey	Dan Kasprzyk
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
2000-18	Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire	Stephen Broughman

## Listing of NCES Working Papers by Subject

No.	Title	NCES contact
<b>Adult education</b>		
96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
<b>Adult literacy—see Literacy of adults</b>		
<b>American Indian – education</b>		
1999-13	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
<b>Assessment/achievement</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Larry Ogle
97-30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Larry Ogle
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Larry Ogle
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questions)	Larry Ogle
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Larry Ogle
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
<b>Beginning students in postsecondary education</b>		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
<b>Civic participation</b>		
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
<b>Climate of schools</b>		
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
<b>Cost of education indices</b>		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.

No.	Title	NCES contact
<b>Course-taking</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
<b>Crime</b>		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
<b>Curriculum</b>		
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
<b>Customer service</b>		
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
<b>Data quality</b>		
97-13	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
<b>Data warehouse</b>		
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
<b>Design effects</b>		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
<b>Dropout rates, high school</b>		
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
<b>Early childhood education</b>		
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
<b>Educational attainment</b>		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
<b>Educational research</b>		
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
<b>Employment</b>		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings

No.	Title	NCES contact
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
<b>Engineering</b>		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
<b>Faculty – higher education</b>		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
<b>Finance – elementary and secondary schools</b>		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
2000-18	Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire	Stephen Broughman
<b>Finance – postsecondary</b>		
97-27	Pilot Test of IPEDS Finance Survey	Peter Stowe
2000-14	IPEDS Finance Data Comparisons Under the 1997 Financial Accounting Standards for Private, Not-for-Profit Institutes: A Concept Paper	Peter Stowe
<b>Finance – private schools</b>		
95-17	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
2000-15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
<b>Geography</b>		
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
<b>Graduate students</b>		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
<b>Imputation</b>		
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
<b>Inflation</b>		
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
<b>Institution data</b>		
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
<b>Instructional resources and practices</b>		
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
<b>International comparisons</b>		
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk

No.	Title	NCES contact
97-16	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
<b>Libraries</b>		
94-07	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
<b>Limited English Proficiency</b>		
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
<b>Literacy of adults</b>		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000-05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000-06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000-07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000-08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000-09	Demographic Changes and Literacy Development in a Decade	Sheida White
<b>Literacy of adults – international</b>		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley
<b>Mathematics</b>		
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
<b>Parental involvement in education</b>		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
<b>Participation rates</b>		
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe

No.	Title	NCES contact
<b>Postsecondary education</b>		
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
<b>Postsecondary education – persistence and attainment</b>		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
<b>Postsecondary education – staff</b>		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
<b>Principals</b>		
2000-10	A Research Agenda for the 1999-2000 Schools and Staffing Survey	Dan Kasprzyk
<b>Private schools</b>		
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
2000-15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
<b>Projections of education statistics</b>		
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
<b>Public school finance</b>		
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
2000-18	Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire	Stephen Broughman
<b>Public schools</b>		
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999-02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
2000-12	Coverage Evaluation of the 1994-95 Public Elementary/Secondary School Universe Survey	Beth Young
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
<b>Public schools – secondary</b>		
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
<b>Reform, educational</b>		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
<b>Response rates</b>		
98-02	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman

No.	Title	NCES contact
<b>School districts</b>		
2000-10	A Research Agenda for the 1999-2000 Schools and Staffing Survey	Dan Kasprzyk
<b>School districts, public</b>		
98-07	Decennial Census School District Project Planning Report	Tai Phan
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
<b>School districts, public – demographics of</b>		
96-04	Census Mapping Project/School District Data Book	Tai Phan
<b>Schools</b>		
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000-10	A Research Agenda for the 1999-2000 Schools and Staffing Survey	Dan Kasprzyk
<b>Schools – safety and discipline</b>		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
<b>Science</b>		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
<b>Software evaluation</b>		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
<b>Staff</b>		
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
<b>Staff – higher education institutions</b>		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
<b>Staff – nonprofessional</b>		
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
<b>State</b>		
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
<b>Statistical methodology</b>		
97-21	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
<b>Students with disabilities</b>		
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
<b>Survey methodology</b>		
96-17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
97-15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
98-06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee

No.	Title	NCES contact
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
98-16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-12	Coverage Evaluation of the 1994-95 Public Elementary/Secondary School Universe Survey	Beth Young
2000-17	National Postsecondary Student Aid Study:2000 Field Test Methodology Report	Andrew G. Malizio
<b>Teachers</b>		
98-13	Response Variance in the 1994-95 Teacher Follow-up Survey	Steven Kaufman
1999-14	1994-95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
2000-10	A Research Agenda for the 1999-2000 Schools and Staffing Survey	Dan Kasprzyk
<b>Teachers – instructional practices of</b>		
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
<b>Teachers – opinions regarding safety</b>		
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
<b>Teachers – performance evaluations</b>		
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
<b>Teachers – qualifications of</b>		
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
<b>Teachers – salaries of</b>		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
<b>Training</b>		
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
<b>Variance estimation</b>		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
<b>Violence</b>		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
<b>Vocational education</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson