



Documentation for the 2003–04 Schools and Staffing Survey



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Contents

List of Tables	viii
List of Exhibits.....	xiv
Chapter 1. Overview	1
Background	1
Purpose and Content of the Survey	2
School District Questionnaire (Form SASS-1A)	3
Principal and Private School Principal Questionnaires (Forms SASS-2A and -2B)	4
School Questionnaire (Form SASS-3A)	4
Private School Questionnaire (Form SASS-3B).....	5
Unified School Questionnaire (Form SASS-3Y).....	5
Teacher and Private School Teacher Questionnaires (Forms SASS-4A and -4B)	6
School Library Media Center Questionnaire (Form LS-1A)	7
Target Populations and Estimates	7
Target Populations	7
Estimates	9
Periodicity of the Survey	9
Contents.....	10
Chapter 2. Changes in SASS Design, Content, and Methodology From 1999–2000 to 2003–04.....	11
Design Changes	11
Changes to the Sample Design for 2003–04 SASS	11
Other Design Changes	12
Content Changes.....	12
Public School Questionnaire.....	13
Private School Questionnaire.....	14
Indian School Questionnaire.....	15
Public Charter School Questionnaire.....	18
Public School Principal Questionnaire	21
Private School Principal Questionnaire	22
Indian School Principal Questionnaire	23
Public Charter School Principal Questionnaire	24
Public School Teacher Questionnaire.....	24
Private School Teacher Questionnaire.....	26
Indian School Teacher Questionnaire.....	28
Public Charter School Teacher Questionnaire.....	31
School District Questionnaire.....	33
Public School Library Media Center Questionnaire.....	35
Indian School Library Media Center Questionnaire	37
Methodological and Procedural Changes	39
Field-Based Data Collection.....	39
Advance Work with School Districts.....	39
Early Detection of Out-of-Scope Schools.....	40
Early Start to the Teacher Survey	40
Promotional Materials.....	41
Internet Reporting Option	41

Chapter 3. Preparation for the 2003–04 SASS.....	43
Research on New SASS Methodology.....	43
SASS Field Pretest.....	43
Test of SASS Teacher Listing Instrument.....	44
Research on the Teacher Questionnaire.....	46
Study One.....	46
Study Two.....	47
Research on the School and Principal Questionnaires.....	47
Focus Groups.....	48
School Questionnaire.....	48
Principal Questionnaire.....	49
Research on the School Library Media Center Questionnaire.....	50
Chapter 4. SASS Frame Creation and Sample Selection Procedures.....	51
Public and BIA-Funded School Sampling Frame and Sample Selection.....	51
Public and BIA Frame Creation.....	51
District Frame Creation.....	57
Sample Allocation.....	58
Sample Selection.....	61
Private School Frame Creation and Sample Selection.....	65
List and Area Frames Creation.....	65
Complete Private School Frame Creation.....	67
Sample Allocation.....	68
Sample Selection.....	71
SASS Teacher Frame and Sample Selection.....	73
Frame Creation.....	73
Stratification.....	73
Sample Allocation.....	73
Sample Selection.....	75
Field Sampling Activities.....	76
Chapter 5. Data Collection.....	77
Advance Work With School Districts.....	77
Timing of School District Data Collection.....	78
Details of School District Data Collection.....	78
Advance Letters to School Districts.....	78
Questionnaire Mailings and Reminder Postcards to School Districts.....	79
Nonresponse Follow-up of School Districts.....	79
Overview of School Data Collection.....	79
Advance Work With Schools.....	80
Overall Timing of School Data Collection.....	80
Details of School Data Collection.....	80
Evaluation of Field-Based Methodology.....	87
Chapter 6. Response Rates.....	89
Survey Response Rates.....	89
Item Response Rates.....	94
Nonresponse Bias Analysis.....	96
Unit-Level Nonresponse.....	96
Item Nonresponse Bias Analysis.....	108

Chapter 7. Data Processing	113
Questionnaire Check-in	113
Data Capture	115
Reformatting	116
Outcome Code Resolution	116
Teacher Sampling Issues	116
ROSCO to ATAC Mismatches	117
SASS Teacher Listing Instrument to Questionnaire Mismatches	118
Primary Data Review and Preliminary Interview Status Recode (ISR) Classification	118
Computer Edits	119
Final Interview Status Edit	120
Creating Imputation Flags	124
Data Products	126
 Chapter 8. Imputation Procedures	 127
Overview of Imputation Procedures	127
First-Stage Imputation	127
Second-Stage Imputation	128
Third-Stage Imputation	131
Post-Imputation Processing	131
Imputation Procedures for the School District Questionnaire (Form SASS-1A)	131
First-Stage Imputation for School District Data	132
Second-Stage Imputation for School District Data	132
Third-Stage Imputation for School District Data	133
Final File Imputation Table for School District Data	133
Imputation Procedures for the Principal and Private School Principal Questionnaires (Forms SASS-2A and -2B)	134
First-Stage Imputation for Principal Data	134
Second-Stage Imputation for Principal Data	135
Third-Stage Imputation for Principal Data	137
Final File Imputation Tables for Principal Data	137
Imputation Procedures for the School Questionnaire (Form SASS-3A)	138
First-Stage Imputation for Public and Public Charter School Data	139
Second-Stage Imputation for Public and Public Charter School Data	140
Third-Stage Imputation for Public and Public Charter School Data	140
Final File Imputation Table for Public School Data	141
Imputation Procedures for the Private School Questionnaire (Form SASS-3B)	142
First-Stage Imputation for Private School Data	142
Second-Stage Imputation for Private School Data	142
Third-Stage Imputation for Private School Data	143
Final File Imputation Table for Private School Data	144
Imputation Procedures for the Unified School Questionnaire (Form SASS-3Y)	144
First-Stage Imputation for Unified School Data	145
Second-Stage Imputation for Unified School Data	145
Third-Stage Imputation for Unified School Data	146
Final File Imputation Table for BIA-Funded School Data	146
Imputation Procedures for the Teacher and Private School Teacher Questionnaires (Forms SASS-4A and -4B)	147
First-Stage Imputation for Teacher Data	147
Second-Stage Imputation for Teacher Data	148

Third-Stage Imputation for Teacher Data.....	149
Final File Imputation Tables for Teacher Data.....	150
Imputation Procedures for the School Library Media Center Questionnaire (Form LS-1A).....	151
First-Stage Imputation for School Library Media Center Data	151
Second-Stage Imputation for School Library Media Center Data	152
Third-Stage Imputation for School Library Media Center Data.....	153
Final File Imputation Tables for School Library Media Center Data.....	154
Chapter 9. Weighting and Variance Estimation.....	155
Weighting.....	155
School Weight (School, Private School, and Unified School Questionnaires).....	156
School Weighting Adjustment Cells.....	157
Principal Weight (Principal and Private School Principal Questionnaires).....	159
Public School District Weight (School District Questionnaire)	159
District Initial Basic Weights.....	160
Teacher Weights (Teacher and Private School Teacher Questionnaires)	162
School Library Weights (School Library Media Center Questionnaire)	163
Public, Public Charter, and BIA-Funded School Library Adjustment Cells	165
Variance Estimation	165
Producing Replicate Weights.....	165
Applying Replicate Weights	167
Public and BIA-Funded School and School Principal Replicates	168
Private School and School Principal Replicates	168
School Library Media Center Replicates	168
Teacher Replicates	169
School District Replicates.....	169
Chapter 10. Reviewing the Quality of SASS Data	171
General Data Quality.....	171
Response Rates.....	171
Replicated Weights.....	172
External Data Checks	172
Public School District Unit Count Comparison (Public School District File).....	172
Public School Unit Count Comparison (Public School and BIA-Funded School Files)	180
Public School Student Count Comparison (Public School and BIA-Funded School Files)	183
Public School Teacher FTE Comparison (Public School Teacher and BIA-Funded School Teacher Files)	186
Public Charter School Comparison (Public School File).....	189
Private School Comparison (Private School File)	191
Private School Student Comparison (Private School File)	192
Private FTE Teacher Comparison (Private School Teacher File).....	194
Non-Charter Public School Library Media Center Comparison (Public School Library Media Center and BIA-Funded School Library Media Center Files).....	196
Response Variance	199
Content of Reinterview Questionnaires	200
Reinterview Procedures	200
Reinterview Sample Design.....	200
Reinterview Response Rates.....	200
Measures	201
Major Findings.....	201

Chapter 11. Information on Data Files and Merging Components	203
Availability of Data	203
How to Get Restricted-Use Data Files	204
How to Access Public-Use Data	205
Understanding the Data Files	205
Confidentiality Edits to the Data	205
Treatment of Public Charter Schools and BIA-Funded Schools	205
Categories of Variables	206
Nonresponding Units	208
Linking Data Files Within SASS	209
Sample SAS Syntax for Merging Data Files and Attaching Variable Labels	209
Sample SPSS Syntax for Merging Data Files Within SASS	211
Sample Stata Syntax for Merging Data Files Within SASS	213
 Chapter 12. User Notes and Cautions	 215
Percent Minority Enrollment (MINENR)	215
Title I Data in Bureau of Indian Affairs (BIA) Funded Schools	215
Data Anomalies in Created Variables	216
Missing Data Can Cause Inconsistencies Across Files	216
Locale Codes Based on 1990 and 2000 Census Geography	216
Departmentalized and Elementary Enrichment Teachers With No Reported Classes (T0076)	216
Leading Spaces on Character Variables	217
 References	 219
 Appendixes	
Appendix A. Key Terms for SASS	A-1
Appendix B. Questionnaire Availability	B-1
Appendix C. Report on 2001–02 SASS Pretest and Recommendations for 2003–04 SASS	C-1
Appendix D. Report of Findings From a Test on the SASS Teacher Listing Instrument	D-1
Appendix E. Report on SASS Cognitive Interviews of Teachers in Two Panels	E-1
Appendix F. Report on a Follow-up Cognitive Testing to the 2003–04 SASS Teacher Questionnaire	F-1
Appendix G. Report on SASS Focus Groups	G-1
Appendix H. Results of the Cognitive Pretest on SASS Public School Questions	H-1
Appendix I. Report on a Follow-up Cognitive Testing to Select 2003–04 SASS Principal Items	I-1
Appendix J. Results of the Cognitive Pretest on SASS School Library Media Center Questions	J-1
Appendix K. Details of SASS Frame Creation and Sample Selection Procedures	K-1
Appendix L. Report on Results of Special Contact Districts	L-1
Appendix M. School District Experiment Findings	M-1
Appendix N. Results From the Quality Control Reinterview of the 2003–04 Schools and Staffing Survey	N-1
Appendix O. Quality Assurance for Keying and Mailout Operations	O-1
Appendix P. Changes Made to Variables During the Computer Edit, by Data File	P-1
Appendix Q. Imputation Changes to Variables, by Data File	Q-1
Appendix R. Weighting Adjustment Cells	R-1
Appendix S. Response Variance in the 2003–04 Schools and Staffing Survey	S-1
Appendix T. Frame and Created Variables	T-1
Appendix U. Crosswalk Among Items in the 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04 SASS	U-1
Appendix V. Main Teaching Assignment Variable	V-1

List of Tables

Table	Page
1. Response rates (in percent) for the SASS field pretest, by regional office: 2001–02.....	44
2. Respondent characteristics for principal questionnaire qualitative study: 2003.....	49
3. Total number of public and BIA-funded school records during frame creation, by each step in frame creation process and state: 2003–04.....	54
4. Total number of public school districts (includes public charter and single school districts), by frame creation stage and state: 2003–04.....	57
5. Final selected sample sizes for traditional public schools at different school levels (allocated sample sizes in parenthesis if different) and percentage of frame in sample, by state: 2003–04.....	61
6. Final selected sample sizes for public charter schools at different school levels (allocated sample sizes in parenthesis if different) and percentage of frame in sample, by state: 2003–04.....	63
7. Final selected sample sizes for schools with high American Indian or Alaska Native enrollment at different school levels (allocated sample sizes in parenthesis if different) and percentage of frame in sample, by state: 2003–04.....	63
8. Number of sampled public school districts (includes district-level data from one-school districts and public charter schools), by state: 2003–04.....	65
9. Allocated private school list frame stratum sample sizes, by region, school level, and affiliation stratum: 2003–04.....	70
10. Number of private school list frame as allocated and as actually selected and the proportion selected, by affiliation stratum: 2003–04.....	72
11. Proportion of private school list frame selected in SASS sample, by school level and region: 2003–04.....	72
12. Average expected number of new and experienced teachers selected per school, by school level and type: 2003–04.....	74
13. Number of selected public and private school teachers in SASS sample, by school type and teacher stratum: 2003–04.....	76
14. Data collection time schedule for public school districts: 2003–04.....	78
15. Data collection time schedule for schools: 2003–04.....	80
16. Cumulative response rates (in percent) during data collection, by date and questionnaire: 2003–04.....	85
17. Approximate percentage of interviews completed at key milestone dates, by questionnaire: 2003–04.....	86
18. Number of telephone interview attempts and interviews, by questionnaire: February 2004.....	87
19. Percentage interviewed, by date and questionnaire: 1999, 2003.....	87
20. Weighted and unweighted response rates and weighted overall response rates in percent, by survey population: 2003–04.....	90
21. Final weighted response rates in percent for public school districts, schools, principals, teachers, and school library media centers, by state: 2003–04.....	91
22. Final weighted response rates in percent for private schools, principals, and teachers, by NCES typology: 2003–04.....	94
23. Summary of weighted item response rates, by survey population: 2003–04.....	95
24. Base-weighted public school district frame distribution, interviewed sample distribution, standard errors, and <i>t</i> statistic, by selected state and reporting characteristics: 2003–04.....	97
25. Base-weighted public school frame distribution, interviewed sample distribution, standard errors, and <i>t</i> statistic, by selected state and reporting characteristics: 2003–04.....	99

Table	Page
26. Base-weighted private school frame distribution, interviewed sample distribution, standard errors, and <i>t</i> statistic, by selected strata and reporting characteristics: 2003–04	101
27. Base-weighted public school principal frame distribution, interviewed sample distribution, standard errors, and <i>t</i> statistic, by selected state and reporting characteristics: 2003–04	102
28. Base-weighted private school principal frame distribution, interviewed sample distribution, standard errors, and <i>t</i> statistic, by selected strata and reporting characteristics: 2003–04	104
29. Base-weighted public school library media center frame distribution, interviewed sample distribution, standard errors, and <i>t</i> statistic, by selected state and reporting characteristics: 2003–04	105
30. Number of questionnaire items, by response rate category and data file: 2003–04	109
31. Summary of changes made to variables in the computer edit, by data file: 2003–04	120
32. Preliminary and final interview status recode (ISR) counts and percent change, by data file: 2003–04	124
33. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for public school districts, including district items from the Unified School Questionnaire: 2003–04	134
34. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for public school principals, including public charter school principals: 2003–04	138
35. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for private school principals: 2003–04	138
36. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for BIA-funded school principals: 2003–04	138
37. Number of source codes imputed, by percentage of records receiving imputation during each stage for public schools, including public school items from the Unified School Questionnaire: 2003–04	141
38. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for the Private School Questionnaire, including PSS items: 2003–04	144
39. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for BIA-funded schools: 2003–04	147
40. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for public school teachers, including public charter school teachers: 2003–04	150
41. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for private school teachers: 2003–04	150
42. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for BIA-funded school teachers: 2003–04	151
43. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for public school library media centers, including public charter school library media centers: 2003–04	154
44. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for BIA-funded school library media centers: 2003–04	154
45. Distribution of final weights for interviewed cases, by data file: 2003–04	156
46. Estimated number and percentage of public school districts in 2003–04 SASS compared with total and regular districts in 2001–02 CCD Public Education Agency Universe, by state, region, and community type: 2001–02 and 2003–04	174

Table	Page
47. Estimated number and percentage of public school districts in 2003–04 SASS compared with total public school districts in 2001–02 CCD Public Education Agency Universe, by state and region: 2001–02 and 2003–04	178
48. Estimated number and percentage of public and BIA-funded schools in 2003–04 SASS compared with 2001–02 CCD, by state, region, and community type: 2001–02 and 2003–04	181
49. Estimated number and percentage of public and BIA-funded school students in 2003–04 SASS compared to 2001–02 and 2003–04 CCD, by state and region: 2001–02 and 2003–04	184
50. Estimated number and percentage of full-time-equivalent (FTE) teachers in public and BIA-funded schools in 2003–04 SASS compared to the 2001–02 and 2003–04 CCD, by state and region: 2001–02 and 2003–04	186
51. Estimated number and percentage of public charter schools in 2003–04 SASS compared to 2001–02 CCD, by state, region, and community type: 2001–02 and 2003–04	190
52. Estimated number and percentage of private schools in 2003–04 SASS compared to the 2001–02 PSS, by affiliation stratum, NCES typology, and region: 2001–02 and 2003–04	191
53. Estimated number of private school students in 2003–04 SASS compared to 2001–02 and 2003–04 PSS, by affiliation stratum, NCES typology, and region: 2001–02 and 2003–04	193
54. Estimated number and percentage of full-time-equivalent (FTE) private school teachers in 2003–04 SASS compared to 2001–02 and 2003–04 PSS, by affiliation stratum, NCES typology, and region: 2001–02 and 2003–04.....	195
55. Estimated number and percentage of non-charter public school library media centers (LMCs) in 2003–04 SASS compared to 1999–2000 SASS estimates, by state, region, and community type: 1999–2000 and 2003–04.....	197
56. Reinterview response rates, by school type and respondent: 2003–04	201
57. Names of data files and the questionnaires from which the data were drawn: 2003–04	203
58. Number of missing cases in combined datasets, by nonresponding component and dataset providing unit of analysis: 2003–04	208
C-1. Number of errors found in Teacher Listing Forms, by sampling procedure: 2001–02	C-7
C-2. Number and percentage of school questionnaires, by completeness of questionnaire: 2001–02	C-9
C-3. Item nonresponse (in percent) on school questionnaires in 1999–2000 SASS compared with 2001–02 Pretest: 1999–2000 and 2001–02	C-10
C-4. Consistency of responses on school questionnaires, by item and method of evaluation: 2001–02	C-10
C-5. Number and percentage of principal questionnaires, by completeness of questionnaire: 2001–02	C-11
C-6. Item nonresponse (in percent) on principal questionnaires in 1999–2000 SASS compared with 2001–02 Pretest: 1999–2000 and 2001–02.....	C-11
C-7. Number and percentage of school library media center questionnaires, by completeness of questionnaire: 2001–02.....	C-12
C-8. Item nonresponse (in percent) on school library media center questionnaires in 1999–2000 SASS compared with 2001–02 Pretest: 1999–2000 and 2001–02.....	C-12
C-9. Number and percentage of teacher questionnaires, by completeness of questionnaire: 2001–02	C-13
C-10. Item nonresponse (in percent) on teacher questionnaires in 1999–2000 SASS compared with 2001–02 Pretest: 1999–2000 and 2001–02.....	C-13
C-11. Consistency of responses on teacher questionnaires, by item and method of evaluation: 2001–02	C-14

	Page
Table	
C-12. Pretest response rates (in percent), by Regional Office and questionnaire: 2001–02.....	C-14
C-13. Comparison of response rates (in percent) in 1999–2000 SASS and in 2001–02 Pretest, by questionnaire: 1999–2000 and 2001–02	C-15
F-1. Characteristics of respondents in cognitive test on teacher questionnaire items: 2003	F-2
G-1. Are the following school personnel “paraprofessionals”?	G-5
I-1. Characteristics of respondents in cognitive test on principal questionnaire items: 2003.....	I-2
J-1. Characteristics of respondents in cognitive test on school library media center questionnaire items: 2003	J-2
K-1. National teacher and student enrollment totals based on Schools and Staffing Survey (SASS), Common Core of Data (CCD), and adjusted CCD frame numbers, by survey administration: 1987–88, 1990–91, 1993–94, 1999–2000.....	K-5
K-2. Indicators of grade range error for public school questionnaire, by selected states: 1999–2000	K-8
K-3. SASS edit corrections for traditional problem states, by number of schools meeting collapsing criteria (weighted number of schools in parentheses): 1999–2000	K-11
K-4. Collapsing results for traditional problem states, by matching criteria and enrollment: 2003–04	K-11
K-5. Collapsing results using restricted criteria for nonproblem states, by enrollment distribution: 2003–04	K-12
K-6. Collapsing results, by state: 2003–04	K-14
K-7. Results for sort research in SASS public school sampling: 2003–04	K-17
K-8. Results for sort research in SASS private school sampling: 2003–04	K-17
L-1. Response rate comparison between in-scope schools in special contact districts and all in-scope public schools, by selected questionnaires: 2003–04.....	L-2
M-1. Unweighted counts of schools and districts, by group: 2003–04.....	M-4
M-2. Comparison of weighted response rates for district questionnaire, by group: 2003–04	M-5
M-3. Comparison of weighted response rates for district questionnaire, by type of follow-up required: 2003–04	M-5
M-4. Comparison of weighted response rates for district questionnaire, by outcome of request for permission to conduct SASS at district schools: 2003–04	M-6
M-5. Comparison of weighted response rates for Teacher Listing Form and school questionnaire, by group: 2003–04.....	M-6
M-6. Comparison of weighted response rates for Teacher Listing Form and school questionnaire, by type of follow-up required: 2003–04.....	M-7
M-7. Comparison of weighted response rates of treatment group cases for Teacher Listing Form and school questionnaire, by outcome of district precontact: 2003–04	M-7
M-8. Comparison of weighted school response rates, by district response to district questionnaire: 2003–04.....	M-7
M-9. Comparison of weighted average number of field representative contacts with a school, by group: 2003–04	M-8
M-10. Comparison of weighted average minutes spent by field representatives contacting schools, by group: 2003–04	M-8

Table	Page
N-1. Analysis of discrepancy between number of teachers listed on the Teacher Listing Form and number of teachers keyed into CAPI instrument: 2003–04	N-20
P-1. Number of changes and percentage of records affected during computer edit of the public school district data file, by variable: 2003–04	P-2
P-2. Number of changes and percentage of records affected during computer edit of the public school principal data file, by variable: 2003–04	P-6
P-3. Number of changes and percentage of records affected during computer edit of the private school principal data file, by variable: 2003–04	P-9
P-4. Number of changes and percentage of records affected during computer edit of the BIA school principal data file, by variable: 2003–04	P-12
P-5. Number of changes and percentage of records affected during computer edit of the public school data file, by variable: 2003–04	P-15
P-6. Number of changes and percentage of records affected during computer edit of the private school data file, by variable: 2003–04	P-18
P-7. Number of changes and percentage of records affected during computer edit of the BIA school data file, by variable: 2003–04	P-23
P-8. Number of changes and percentage of records affected during computer edit of the public school teacher data file, by variable: 2003–04	P-29
P-9. Number of changes and percentage of records affected during computer edit of the private school teacher data file, by variable: 2003–04	P-34
P-10. Number of changes and percentage of records affected during computer edit of the BIA school teacher data file, by variable: 2003–04	P-39
P-11. Number of changes and percentage of records affected during computer edit of the public school library media center data file, by variable: 2003–04	P-44
P-12. Number of changes and percentage of records affected during computer edit of the BIA school library media center data file, by variable: 2003–04	P-46
Q-1. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school district data file, by variable: 2003–04	Q-2
Q-2. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school principal data file, by variable: 2003–04	Q-10
Q-3. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school principal data file, by variable: 2003–04	Q-16
Q-4. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school principal data file, by variable: 2003–04	Q-22
Q-5. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school data file, by variable: 2003–04	Q-28
Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04	Q-34
Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04	Q-45
Q-8. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school teacher data file, by variable: 2003–04	Q-56
Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04	Q-65
Q-10. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school teacher data file, by variable: 2003–04	Q-77
Q-11. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school library media center data file, by variable: 2003–04	Q-86

Table	Page
Q-12. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school library media center data file, by variable: 2003–04	Q-89
S-1. Summary of response variance for the SASS Principal Reinterview Questionnaire-private school principals, by question group: 2003–04	S-4
S-2. Summary of response variance for the SASS Principal Reinterview Questionnaire-public school principals, by question group: 2003–04	S-4
S-3. Summary of response variance for the SASS School Reinterview Questionnaire-private schools, by question group: 2003–04.....	S-5
S-4. Summary of response variance for the SASS School Reinterview Questionnaire-public schools, by question group: 2003–04.....	S-5
S-5. Summary of response variance for the SASS Private Teacher Reinterview Questionnaire, by question group: 2003–04.....	S-6
S-6. Summary of response variance for the SASS Public Teacher Reinterview Questionnaire, by question group: 2003–04.....	S-6
S-7. Response variance level for each question in the SASS Principal Reinterview Questionnaire for private school principals, by question group: 2003–04	S-39
S-8. Response variance level for each question in the SASS Principal Reinterview Questionnaire for public school principals, by question group: 2003–04.....	S-40
S-9. Response variance level for each question in the SASS School Reinterview Questionnaire for private schools, by question group: 2003–04	S-41
S-10. Response variance level for each question in the SASS School Reinterview Questionnaire for public schools, by question group: 2003–04	S-42
S-11. Response variance level for each question in the SASS Private Teacher Reinterview Questionnaire, by question group: 2003–04	S-43
S-12. Response variance level for each question in the SASS Public Teacher Reinterview Questionnaire, by question group: 2003–04	S-44

List of Exhibits

Exhibit	Page
1. Summary of research conducted for 2003–04 SASS.....	43
2. United States map, by Census Bureau Regional Office.....	93
3. Items with weighted response rates of less than 70 percent, by survey population: 2003–04.....	95
4. Items with a response rate below 70 percent, by data file: 2003–04.....	110
5. Critical item editing table, by questionnaire: 2003–04.....	114
6. Flags used in processing questionnaires, by processing step: 2003–04.....	125
7. Adjustment factors and collapsing criteria as applied to school weights: 2003–04.....	158
8. Adjustment factors and collapsing criteria as applied to public school district weights: 2003–04.....	160
9. Adjustment factors and collapsing criteria as applied to teacher weights: 2003–04.....	163
 N-1. Mean number of teachers listed on the Teacher Listing Form vs. mean number of teachers keyed in CAPI instrument: 2003–04.....	 N-21
 O-1. Error codes and definitions.....	 O-8
O-2. Quality assurance decision rules: 2003–04.....	O-9
O-3. Cumulative key from paper (KFP) data keying verification report, by form: 2003–04.....	O-10
O-4. Distribution of key from paper (KFP) errors, by form and error: 2003–04.....	O-11
O-5. Cumulative key from image (KFI) data keying verification report, by form: 2003–04.....	O-12
O-6. Distribution of key from image (KFI) errors, by form and error: 2003–04.....	O-15
O-7. Printing (Docuprint) quality assurance, by type of inspection and form: 2003–04.....	O-17
O-8. Package assembly quality assurance, by type of inspection and form: 2003.....	O-19
O-9. Kit assembly quality assurance, by type of inspection and form: 2003.....	O-19
O-10. Label imaging quality assurance, by type of inspection and form: 2003.....	O-20
O-11. Packet assembly quality assurance, by type of inspection and form: 2003.....	O-21
O-12. Duplo booklet maker inspection quality assurance, by type of inspection and form: 2003–04.....	O-23
O-13. Printing (Docuprint) quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04.....	O-24
O-14. Duplo booklet maker inspection quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04.....	O-29
O-15. Package assembly quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04.....	O-32
 S-1. Computation of private school and principal reinterview sample size: 2003–04.....	 S-7
S-2. Computation of public school and principal reinterview sample size: 2003–04.....	S-8
S-3. Computation of teacher reinterview sample size: 2003–04.....	S-8
S-4. SASS sample sizes and response rates for private and public school principal reinterviews: 2003–04.....	S-9
S-5. SASS sample sizes and response rates for private and public school reinterviews: 2003–04.....	S-9
S-6. SASS sample size and response rates for public and private school teachers: 2003–04.....	S-10

Chapter 1. Overview

The Schools and Staffing Survey (SASS) is conducted by the National Center for Education Statistics (NCES) on behalf of the U.S. Department of Education in order to collect extensive data on American public and private elementary and secondary schools. SASS provides data on the characteristics and qualifications of teachers and principals, teacher hiring practices, professional development, class size, and other conditions in schools across the nation.

SASS is the largest, most extensive survey of K–12 school districts, schools, teachers, and administrators in the United States today. It includes data from public, public charter, private, and Bureau of Indian Affairs (BIA) funded school sectors. Therefore, SASS provides a multitude of opportunities for analysis and reporting on elementary and secondary educational issues.

Background

In the early 1980s, education policymakers became increasingly aware of the need for studies that would provide national data on public and private schools, their programs, teachers, and staffing levels. Such data would inform policymakers about the status of teaching and education, identify the areas that most need improvement, and clarify conflicting reports on issues related to policy initiatives, such as teacher shortages.

The first attempt to address these concerns was a series of surveys that began in 1983 and included five surveys:

- The *Survey of Teacher Demand and Shortage* was conducted in 1983–84 among public and private schools and included questions on teacher demand and incentive plans for teachers.
- The *Public School Survey—School Questionnaire* was conducted in 1984–85 to provide descriptive information about public schools (e.g., enrollment and number of teachers), as well as data on use of teacher incentive plans, volunteers, and computers.
- The *National Survey of Private Schools—School Questionnaire* was conducted in 1985–86 to provide parallel information about private schools.
- The *Public School Survey—Teacher Questionnaire* was conducted in 1984–85 to provide information about teacher characteristics, qualifications, incentives, and opinions concerning policy issues.
- The *National Survey of Private Schools—Teacher Questionnaire* was conducted in 1985–86 to provide parallel information about private school teachers.

Due to methodology and substance problems within these surveys and the increasing demands for more and better education data, NCES initiated a redesign of its elementary/secondary education surveys in 1985. This redesign began with an evaluation of the then-current data system; opinions and advice were solicited from the education policy and research community on matters of context, methodology, and analytic utility. In late 1985, NCES reported the findings of this evaluation under the heading of *Excellence in Schools Surveys and Analysis Study*, which has become a continuing series and was renamed the *Schools and Staffing Survey*.

In response to concern expressed in the evaluation about the scarcity of information on schooling, NCES expanded the purposes of its earlier surveys. These expansions were also responses to conflicting reports of teacher shortages and to increasing public concern about the status of teaching and schools in general.

Under a contract with NCES, the Rand Corporation redesigned the elementary/secondary education surveys to collect information relevant to their expanded purposes and to correct the methodological difficulties affecting the surveys. The outcome of that effort was a set of concurrent and integrated surveys called the *Schools and Staffing Survey* (SASS), which was designed to provide a national snapshot of America’s public and private schools. The first administration of these surveys was in the 1987–88 school year. Also, in order to achieve high response rates and to maintain consistency in procedures across types of SASS questionnaires, NCES selected the U.S. Census Bureau to collect and process the data for all parts of the survey.

After the 1987–88 administration of SASS, the survey was conducted again in 1990–91, 1993–94, and 1999–2000. During the 6-year hiatus between the 1993–94 and 1999–2000 administrations, NCES examined the purpose, direction, and use of the survey. Toward this purpose NCES commissioned 12 papers from experts to recommend how to improve and expand the scope and utility of SASS. These papers are compiled in *The Schools and Staffing Survey: Recommendations for the Future* (NCES 97-596) by John E. Mullens and Daniel Kasprzyk. Many of the recommendations in this report were considered for inclusion in SASS, but only some of them were implemented. Factors—such as the burden on the respondent, the need to test new items, how well the recommendations fit into the overall vision for SASS, and cost constraints—had to be balanced in the SASS survey redesign.

As a result of this redesign, the 1999–2000 SASS implemented a new set of questionnaires. The questionnaires for public charter schools were designed to collect some of the same data as the 4-year longitudinal design survey titled “National Study of Charter Schools,” funded by the Office of Educational Research and Improvement (renamed the Institute of Education Sciences in 2002). By including public charter schools in SASS, public charter school data could be directly compared to “traditional” public school data for the first time. The availability of a complete universe, or sampling frame, for public charter schools made this development feasible in 1999–2000. The redesign also led to the discontinuation of the student records questionnaire. Although the experimental inclusion of this questionnaire in the 1993–94 SASS provided interesting data, both the sampling methods and the ability to gain the respondent’s cooperation in obtaining administrative records on student dropout and behavior proved to be too difficult for continuation in 1999–2000 and beyond.

The 2003–04 SASS provides valuable data for educators, researchers, and policymakers on public school districts (Local Education Agencies); public (including public charter), private, and BIA-funded schools, principals, and teachers; and public and BIA-funded school library media centers. Public charter school data are included with traditional public school data, rather than in separate data files, in the 2003–04 SASS. A sample of public charter schools was implemented because the public charter school frame used for the 1999–2000 SASS was out-of-date and the 2001–02 Common Core of Data (CCD) frame for charter schools was considered to be incomplete. Moreover, funding to continue administering a separate questionnaire for public charter schools was not available. Additionally, the 2003–04 SASS collected data from public charter and BIA-funded schools in the School or Unified School Questionnaires as well as in the School Principal and School Teacher Questionnaires. Chapter 2 includes details on the changes to questionnaires since the 1999–2000 SASS.

Purpose and Content of the Survey

The overall objective of SASS is to collect the information necessary for a comprehensive picture of elementary and secondary education in the United States. The abundance of data collected permits detailed analyses of the characteristics of schools, principals, teachers, school libraries, and public school district policies. The linkage of the SASS questionnaires enables researchers to examine the relationships among these elements of education.

The 2003–04 SASS consisted of five types of questionnaires: a school district questionnaire, principal questionnaires, school questionnaires, teacher questionnaires, and a school library media center questionnaire. The principal, school, and teacher questionnaires were modified slightly between the public versions (Principal Questionnaire, School Questionnaire, Teacher Questionnaire) and private school versions (Private School Principal Questionnaire, Private School Questionnaire, and Private School Teacher Questionnaire) to refer to either the public or private sector correctly. The Private School Questionnaire also incorporated the Private School Universe Survey (PSS) items that were collected at the same time as SASS in 2003–04.¹ The School Library Media Center Questionnaire was administered to public (including public charter) and BIA-funded schools in 2003–04.

School District Questionnaire (Form SASS-1A)

The purpose of the 2003–04 School District Questionnaire was to obtain information about school districts, such as student enrollment, number of full-time equivalent teachers, teacher recruitment and hiring practices, teacher dismissals, existence of a teacher union, length of the contract year, teacher salary schedules, school choice, magnet programs, graduation requirements, and professional development for teachers and principals. The applicable sections (e.g., comparable sections on hiring, etc.) for private schools were added to the Private School Questionnaire. Independent public charter schools, BIA-funded schools, and schools that are the only school in the district were given the Unified School Questionnaire and not the School District Questionnaire. The Unified School Questionnaire includes all of the items included on the School Questionnaire in addition to selected items from the School District Questionnaire.

The 2003–04 School District Questionnaire had these nine sections:

- *Section I—Enrollment Information* obtained grades offered, counts of students by race, the number of days in the school year, participation in the National School Lunch Program, full-time equivalent (FTE) counts of all teachers employed by the school district and counts of teachers by race/ethnicity.
- *Section II—Recruitment and Hiring of Staff* collected information on teacher certification, recruitment incentives, newly hired teachers and principals, dismissal of teachers from the previous school year, and teacher union contractual information.
- *Section III—Teacher Compensation* collected data on salary schedules and benefits.
- *Section IV—School and Student Performance* obtained data on performance reports, assessment programs, and rewards or sanctions to district schools for student achievement.
- *Section V—School Organization* obtained information about the existence of public charter schools and the availability of choice and magnet programs in the district.
- *Section VI—Homeschooling* obtained information about the existence of homeschooled students and the criteria for evaluating their performance.
- *Section VII—Graduation Requirements* collected data on high school graduation requirements, community service requirements, and other assessments necessary for graduation.
- *Section VIII—Professional Development* obtained information on professional development programs, funding, and incentives for participation, along with incentives used to recruit or retain teachers to teach in fields of shortage.

¹ The 2003–04 school year was a survey year for both SASS and the Private School Universe Survey (PSS). PSS is administered by NCES every 2 years to all private K–12 schools in the United States. The SASS Private School Questionnaire was modified to include all the PSS questions so that private schools selected for SASS would not be asked to complete two separate questionnaires.

- *Section IX—Migrant Education* obtained information about the enrollment of migrant students and the services provided for them.

Principal and Private School Principal Questionnaires (Forms SASS-2A and -2B)

The purpose of the 2003–04 principal questionnaires was to obtain information about principal/school head demographic characteristics, training, experience, salary, and judgments about the seriousness of school problems. The questionnaire appeared in two versions that contained minor variations in phrasing to reflect differences between public and private schools in governing bodies and position titles in the schools.

The 2003–04 Principal Questionnaire and Private School Principal Questionnaire had these seven sections:

- *Section I—Experience, Training, and Working Conditions* obtained information about principal work experience, previous positions held, training, and satisfaction with the position.
- *Section II—Goals and Decision Making* obtained attitudinal information about educational goals and school governance.
- *Section III—Teacher and Principal Professional Development* collected information on professional development opportunities and activities for teachers and principals.
- *Section IV—Teacher and School Performance* collected information about teacher performance, barriers to dismissal of underperforming teachers, progress towards school, state, or district performance goals during the previous year, and awards or penalties the school received related to these goals.
- *Section V—School Climate and Safety* obtained information on drug and violence prevention programs, security practices, and health and safety issues at the school.
- *Section VI—Parent or Guardian Involvement* collected information on parent or guardian participation in school events and school resources to encourage parental involvement.
- *Section VII—Demographic Information* obtained information about the principal's highest degree, salary, race/ethnicity, gender, and age.

School Questionnaire (Form SASS-3A)

The purpose of the 2003–04 public school questionnaire was to obtain information about traditional public schools, such as grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates.

The 2003–04 School Questionnaire for public schools had these seven sections:

- *Section I—General Information About This School* obtained information about grade range, race/ethnicity of students, building capacity, attendance, and enrollment.
- *Section II—Admissions, Programs and Performance* collected information on the operation of the school, requirements for admission, school programs (including courses on American Indians and Alaska Natives), and measurement of student performance.
- *Section III—Student and Class Organization* collected information about class and calendar organization, career preparation, and graduation requirements.
- *Section IV—Staffing* obtained information about the number of full- and part-time staff, racial composition of teachers, methods used to cover teaching vacancies, and level of difficulty involved in filling teacher vacancies.

- *Section V—Technology* collected information about the number of computers, access to the Internet, and staff responsible for computer education and support.
- *Section VI—Special Programs and Services* obtained information about the National School Lunch Program, Title I services, Individual Education Plans, and services for limited-English-proficient students and parents.
- *Section VII—Charter School Information* collected information from public charter schools on the creation of the school, the granting of the charter, and support for homeschooled students.

Private School Questionnaire (Form SASS-3B)

The purpose of the 2003–04 private school questionnaire was to obtain information about schools, such as grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates. Private schools received the Private School Questionnaire, an expanded version of the public school questionnaire that included items from the School District Questionnaire (Form SASS-1A).

The 2003–04 Private School Questionnaire had these 11 sections:

- *Section I—General Information About This School* obtained information about grade range, race/ethnicity of students, building capacity, attendance, and enrollment.
- *Section II—School Affiliation* collected information about the religious orientation and affiliation with religious organizations and school accreditation.
- *Section III—Staffing* obtained information about the number of full- and part-time staff members and racial composition of teachers.
- *Section IV—Graduation Requirements* collected data on high school graduation requirements, community service requirements, and other assessments necessary for graduation.
- *Section V—Tuition and Admissions* collected information about student boarding, tuition, and admission requirements.
- *Section VI—Students and Class Organization* collected information about class and calendar organization, curriculum, after-school programs, and career preparation.
- *Section VII—Recruitment and Hiring of Teachers* obtained information about teacher certification, newly hired teachers and principals, teaching vacancies, and dismissal of teachers from the previous school year.
- *Section VIII—Teacher Compensation* collected data on salary schedules, benefits, pay incentives, and recruitment incentives.
- *Section IX—Professional Development* obtained information about professional development programs, funding, and training to prepare teachers to teach in fields of shortage.
- *Section X—Technology* collected information about the number of computers, access to the Internet, and staff responsible for computer education and support.
- *Section XI—Special Programs and Services* obtained information about the National School Lunch Program, Title I services, Individual Education Plans, and services for limited-English-proficient students and parents.

Unified School Questionnaire (Form SASS-3Y)

The purpose of the 2003–04 Unified School Questionnaire was to obtain information about schools, such as grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates. Schools that are the only school in the district, state-run schools (e.g., schools for the blind), charter schools that do not report to a traditional school district, and BIA-funded schools received the Unified School Questionnaire, an

expanded version of the public school questionnaire that included items from the School District Questionnaire (Form SASS-1A).

The 2003–04 Unified School Questionnaire had these 11 sections:

- *Section I—General Information About This School* obtained information about grade range, race/ethnicity of students, building capacity, attendance, and enrollment.
- *Section II—Admissions, Programs and Performance* collected information on the operation of the school, requirements for admission, school programs (including courses on American Indians and Alaska Natives), and measurement of student performance.
- *Section III—Student and Class Organization* collected information about class and calendar organization and career preparation.
- *Section IV—Graduation Requirements* collected data on high school graduation requirements, community service requirements, and other assessments necessary for graduation.
- *Section V—Staffing* obtained information about the number of full- and part-time staff, racial composition of teachers, methods used to cover teaching vacancies, and level of difficulty involved in filling teacher vacancies.
- *Section VI—Recruitment and Hiring of Staff* obtained information about teacher certification, newly hired teachers and principals, principal hiring practices, and dismissal of teachers from the previous school year.
- *Section VII—Teacher Compensation* collected data on salary schedules, benefits, pay incentives, and recruitment incentives.
- *Section VIII—Professional Development* obtained information about professional development programs, funding, and training to prepare teachers to teach in fields of shortage.
- *Section IX—Technology* collected information about the number of computers, access to the Internet, and staff responsible for computer education and support.
- *Section X—Special Programs and Services* obtained information about the National School Lunch Program, Title I services, Individual Education Plans, and services for limited-English-proficient students and parents.
- *Section XI—Charter Schools and Homeschooling* collected information on charter school status and support for homeschooled students.

Teacher and Private School Teacher Questionnaires (Forms SASS-4A and -4B)

The purpose of the 2003–04 teacher questionnaires was to obtain information about teachers, such as education and training, teaching assignment, certification, workload, and perceptions and attitudes about teaching.

The 2003–04 Teacher Questionnaire and Private School Teacher Questionnaire had these 11 sections:

- *Section I—General Information* obtained general information about teaching status, teaching experience, and other professional experiences.
- *Section II—Class Organization* obtained information about class enrollments, organization of classes, and subjects taught.
- *Section III—Educational Background* collected information on academic degrees and teacher preparation programs.
- *Section IV—Certification and Training* obtained information on types of teaching certification held by the teacher, content area, and grades covered by the certification. For new teachers, information was collected on attitudes toward their preparation for teaching, participation in an induction program, and mentoring.

- *Section V—Professional Development* collected information about professional development activities and their impact.
- *Section VI—Resources and Assessments of Students* collected information about student characteristics, resources provided to students, and application of student assessment scores.
- *Section VII—Working Conditions* obtained information about hours worked.
- *Section VIII—Decision Making* collected information about teacher influence on staffing and budgeting, and perceptions of teaching issues.
- *Section IX—Teacher Attitudes and School Climate* obtained attitudinal information on satisfaction with teaching, school safety, collaboration between teachers, and student problems.
- *Section X—General Employment Information* obtained information about teacher salary, supplemental income, union affiliation, gender, age, and race/ethnicity.
- *Section XI—Contact Information* requested that respondents provide personal contact information as well as contact information for two additional people who would be able to reach them in the event that they relocated before the mailing of the Teacher Follow-Up Survey. This information was necessary for the Teacher Follow-Up Survey that was administered the following year.

School Library Media Center Questionnaire (Form LS-1A)

The purpose of the 2003–04 School Library Media Center Questionnaire was to obtain information about public school and BIA-funded library media centers and librarians, such as amount and experience of library staff, and the organization, expenditures, and collections of the library media center.

The 2003–04 School Library Media Center Questionnaire had these six sections:

- *Section I—Facilities* obtained data about the organization, content, and capacity of the library media center.
- *Section II—Staffing* collected data about the number of professional, clerical, and volunteer staff in the library, and the highest degrees held by the professional staff members.
- *Section III—Technology* obtained data about the different technology resources in the school, such as computers, television, DVD, etc.
- *Section IV—2002–03 Collections and Expenditures* collected data about the size, expenditures, and currency of the library media collection.
- *Section V—Scheduling, Transactions, and Policies* obtained data about scheduling, frequency of use, and borrowing policies.
- *Section VI—Information Literacy and Collaboration* collected data about frequency of library media staff collaboration with classroom teachers, and formal information literacy programs.

Target Populations and Estimates

Target Populations

The target populations for the 2003–04 SASS are described below. For more information on sampling see chapter 4.

- *School districts.* The target population included school districts that operated one or more schools, employed elementary and/or secondary level teachers, and were themselves in operation in the 2003–04 school year; for example, public school districts, state agencies that operated schools for special student populations (such as inmates of juvenile correctional facilities), domestic schools under the Department of Defense (DoD), and cooperative agencies that

provided special services to more than one school district. Entities that authorized public charter schools were not included, unless they were also public school districts or operated the charter schools they authorized. Independently operated public charter schools or single school districts received the Unified School Questionnaire, since the school and district respondents were likely to be the same person.

- *Schools*. The target population included public, public charter, private, and BIA-funded schools with students in any of grades 1–12 or in comparable ungraded levels and in operation in school year 2003–04.
- *Principals*. The target population included principals of the targeted school populations.
- *Teachers*. The target population included teachers in the targeted school populations who taught students in any of grades K–12 or in comparable ungraded levels in the 2003–04 school year.
- *School library media centers*. The target population included school library media centers, libraries, or resource centers in public, public charter, and BIA-funded schools that have such a facility. A school library was defined as an organized collection of printed, audiovisual, or computer resources that is administered as a unit, is located in a designated place, and makes resources available to students, teachers, and administrators.

The sampling frame for public schools was an adjusted version of the 2001–02 CCD. The sample of public schools was drawn from the sampling frame for the 2001–02 school year. CCD includes regular public schools, charter schools, DoD-operated domestic military base schools, and special purpose schools, such as special education, vocational, and alternative schools. NCES collects CCD data annually from all state education agencies. Schools outside of the United States and schools that teach only prekindergarten, kindergarten, or postsecondary students were deleted from the CCD frame prior to sampling for SASS. Public schools that closed in the school year 2001–02 or were not yet opened were not included. School districts operating a sampled school were also selected. Prior to stratification and sampling, CCD schools were collapsed to a more inclusive grade range. The purpose and operations of this collapsing activity are discussed in chapter 2.

The sampling frame for private schools is based on a dual frame approach, as described further in chapter 4, since the list frame does not provide complete coverage. The list frame was based on the 2001–02 PSS, updated with private school organizations and state lists collected by the Census Bureau in the autumn of 2002 for updating the 2003–04 PSS list frame. An area frame was used to find schools missing from the list frame, thereby compensating for the incomplete coverage of the list frame.

The BIA frame consisted of a list of elementary, secondary, and combined K–12 schools that BIA operated or funded during the 2001–02 school year. The list was obtained from CCD. All BIA-funded school records that met the SASS definition of a school were included in the SASS sample.

All library media centers in public, public charter, and BIA-funded schools in the SASS sample were asked to complete the School Library Media Center Questionnaire.

The sampling frame for the teacher questionnaires consisted of lists of teachers provided by schools in the SASS sample. Teachers were defined as any long-term staff who taught a regularly scheduled class to students in grades K–12. The Teacher Listing Form was collected by Census Bureau field representatives as early as possible in the 2003–04 school year at all public, private, BIA-funded, and public charter schools in the SASS sample to obtain a complete list of all the teachers employed at each school. The form included space for schools to indicate the following: race/ethnicity of each teacher, whether the teacher was “new,” the teacher’s assignment (subject matter and/or grade level), and whether the teacher was full- or part-time. The sample of teachers was selected from all of the schools that provided teacher lists.

Estimates

SASS was designed to produce national, regional, and state estimates for public elementary and secondary schools and related components (e.g., schools, teachers, principals, school districts, and school library media centers); national estimates for BIA-funded and public charter schools and related components (i.e., schools, teachers, principals, and school library media centers); and national, regional, and affiliation group estimates for the private school sector (i.e., schools, teachers, and principals). The affiliation groups for private schools were

- Catholic—parochial;
- Catholic—diocesan;
- Catholic—private;
- Amish;
- Assembly of God;
- Baptist;
- Episcopal;
- Jewish;
- Lutheran Church—Missouri Synod;
- Wisconsin Evangelical Lutheran Synod;
- Mennonite;
- Pentecostal;
- Seventh-Day Adventist;
- other religious;
- nonsectarian—regular;
- nonsectarian—special emphasis; and
- nonsectarian—special education.

Comparisons between public and private schools are possible only at the regional and national levels, because private schools were selected for sampling by affiliation group and region rather than by state.

The teacher survey was designed to support comparisons between new and experienced teachers (3 years or less of experience vs. more than 3 years of experience) at the state level. Comparisons between teachers by race and by full-time or part-time status are possible at the national level. The school library media center survey was designed to produce estimates at the state level for public schools.

Periodicity of the Survey

Periodicity is based on the balance between the need for more up-to-date data with the realities of mounting data collection and completing a data collection and processing cycle. A 3-year cycle was maintained for the first three data collections but proved to be too frequent to allow for the analysis of the previous SASS to be incorporated in the next one. Six years separated the 1999–2000 SASS from the previous one, due to a major redesign of the survey. Following this SASS redesign, it was determined that 4 years provided the best balance between data needs and operational needs. The 2003–04 SASS was conducted on a 4-year interval, and this cycle length will be repeated for the upcoming SASS administrations.

Contents

This report contains chapters on changes in SASS design, content, and methodology from 1999–2000, preparation for the 2003–04 SASS, sample design and implementation, data collection, response rates, data processing, imputation procedures, weighting and variance estimation, a review of the quality of SASS data, SASS data files and merging information, and user notes and cautions.

Information in the chapters is supported by material in the following appendixes:

- A. Key Terms for SASS;
- B. Questionnaire Availability;
- C. Report on 2001–02 SASS Pretest and Recommendations for 2003–04 SASS;
- D. Report of Findings From a Test on the SASS Teacher Listing Instrument;
- E. Report on SASS Cognitive Interviews of Teachers in Two Panels;
- F. Report on a Follow-up Cognitive Testing to the 2003–04 SASS Teacher Questionnaire;
- G. Report on SASS Focus Groups;
- H. Results of the Cognitive Pretest on SASS Public School Questions;
- I. Report on a Follow-up Cognitive Testing to Select 2003–04 SASS Principal Items;
- J. Results of the Cognitive Pretest on SASS School Library Media Center Questions;
- K. Details of SASS Frame Creation and Sample Selection Procedures;
- L. Report on Results of Special Contact Districts;
- M. School District Experiment Findings;
- N. Results From the Quality Control Reinterview of the 2003–04 Schools and Staffing Survey;
- O. Quality Assurance for Keying and Mailout Operations;
- P. Changes Made to Variables During the Computer Edit, by Data File;
- Q. Imputation Changes to Variables, by Data File;
- R. Weighting Adjustment Cells;
- S. Response Variance in the 2003–04 Schools and Staffing Survey;
- T. Frame and Created Variables;
- U. Crosswalk Among Items in the 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04 SASS; and
- V. Main Teaching Assignment Variable.

Chapter 2. Changes in SASS Design, Content, and Methodology From 1999–2000 to 2003–04

Several changes in survey sample design, questionnaire content, procedures, and methodology were made for the 2003–04 Schools and Staffing Survey (SASS).

Design Changes

Changes to the Sample Design for 2003–04 SASS

A number of changes were made in the sample design from the 1999–2000 SASS to the 2003–04 SASS. Changes were made to the stratification, sample sizes, sample sort, and school definition. Further details describing why these changes were made are presented in chapter 3. Details on the sampling design used for the 2003–04 SASS are discussed in chapter 4.

Schools

- Rather than surveying all public charter schools, as was done in the 1999–2000 SASS, 303 public charter schools were sampled for the 2003–04 SASS. Since there were over 2,000 public charter schools on the sampling frame, it was decided that sampling was an appropriate method for achieving the overall goals of the survey estimation.
- Affiliation for private schools was redefined and stratified into 17 groups rather than the previous 20 groups. Catholic schools were split into three groups based on typology. Other religious schools were divided into 11 groups corresponding to the 10 largest non-Catholic religious organizations (by school count) and a catch-all “other.” Nonsectarian schools were divided into three groups by typology.
- Grade-level stratification in public and private schools was defined purely on the basis of grade level of the school. Schools classified as a type other than “regular school” were no longer placed in the combined school category, which includes schools with some elementary and some secondary grades. Many nonregular schools (i.e., special education, alternative, and vocational schools) cover a specific grade range. To the extent this grade range is known, this seemed a more appropriate method of stratification than placing them all in the combined school strata. Nonregular schools with a grade range that is ungraded or unknown remained in the combined school strata.
- Public schools from the Common Core of Data (CCD) were collapsed into what was perceived to be a better fit with the SASS definition of a school prior to the stratification. See chapter 4 and “Appendix K. Details of SASS Frame Creation and Sample Selection Procedures” for further discussion of how this was done. The sample allocation was correspondingly revised to avoid undersampling schools now classified as the “combined” grade level. In other words, the revision of the sample allocation ensured that the newly combined schools were sampled at the same approximate rate as they would have been prior to the collapsing procedure. In general, the combined school sample size was increased to the point at which the combined school sampling rate equaled the overall state-level sampling rate. For example, if one in five schools were sampled in a particular state, then one in five of the combined schools were sampled rather than using the default sample size of 10 combined schools.

- The sort order for the public and private school sampling was altered to sort on enrollment in a serpentine fashion within higher-level sort variables instead of always sorting in descending order. Serpentine sorting involves sorting in ascending order with respect to higher-level sort variables one time, then sorting in descending order the next time, then ascending, and then descending throughout the file. This reduced the variation in enrollment between adjacent sampled schools and thus reduced the overall sampling error.

School Districts

- Florida and Maryland were added to the list of states where at least one school is selected in each school district. This was done to decrease the standard error of the state-level school district estimates.

Teachers

- Oversampling of bilingual/English as a second language (ESL) teachers was discontinued since a sufficient number of bilingual teachers to produce the desired reliability would be selected in the sample without oversampling.
- Teacher sampling was automated to speed up the distribution of the teacher questionnaires. This, however, reduced the level of control over the sample sizes for the remaining oversampled teacher strata (Asian/Pacific Islander and American Indian/Alaska Native). The automation no longer allowed the sampling rate for these teachers to be periodically revised during the sampling process. If the number of these teachers listed differed from the expected, the sample size goal would no longer be met. See chapter 4 for further discussion of the goals of the teacher sampling.

Other Design Changes

- The School Library Media Center Questionnaire was not administered to private schools for budget reasons.
- There was no separate questionnaire for public charter schools. The reduction in the public charter school sample size from 1,100 in the 1999–2000 SASS to 303 in the 2003–04 SASS meant it was no longer feasible to produce a separate questionnaire since public charter school data could not be published with as much detail (for this SASS, only at the national and regional level). Public charter school data are included with traditional public school data.
- The Unified School Questionnaire is a new questionnaire that contains the public school questions and many of the school district questions. It was administered to most public charter, state-operated (e.g., often schools for the blind or schools located in juvenile detention facilities), and BIA-funded schools, as well as public schools in one-school districts. This change was made to ease the respondent burden in cases where the respondent for the school and school district questionnaires was expected to be the same.

Content Changes

Prior to the 2003–04 administration, extensive pretesting was undertaken. (For a detailed explanation of this testing, please refer to chapter 3.) As a result of this pretesting and changes in priorities for SASS, the following alterations and deletions were made to the SASS questionnaires between 1999–2000 and 2003–04. The specific question numbers from the 1999–2000 and 2003–04 questionnaires, respectively, are

included in parenthesis below. The discussion below begins with the 1999–2000 questionnaires and identifies what modifications, deletions, and additions were made for the 2003–04 questionnaires.

Public School Questionnaire

Public School Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Items 1 and 5 were compiled and placed in the instructions of the 2003–04 SASS.
- Has the school implemented the following items? (22 revised into 24d, 25, 26, 28, 29, 30a, and 30b.)
- Any students enrolled in the 12th grade? (26 revised into 33.)
- Did school use following list of methods to cover vacancies? (35b1–8 revised into 39.)
- Select statement that best describes person at school who helps teachers use technology for teaching/learning. (38a revised into 44.)
- Title I items (41 revised into 59, 60, 61, and 62.)
- Are limited-English-proficient students provided with [the following types of language instruction]? (45b1 and 45b3 revised into 50.)

Public School Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- Does school have kindergarten? (8)
- Does school use cafeteria, gymnasium, or other areas for overflow of students? (11)
- Any teachers with no classroom due to lack of space? (12)
- Does school have library or media center? (13)
- Is school operated by a private organization or company? (15)
- Does school have performance reports? (20)
- Does school offer courses on American Indian/Alaska Native topics? (23)
- How many full-time/part-time teachers? (34)
- How many short-term substitute teachers? (37)
- Do most students have internet access through school computers? (42)
- Does school require limited-English-proficient students to pass test of English? (52)
- Are limited-English-proficient students administered assessments? (53)
- Does school have prekindergarten students? (55)
- Is this school a public charter school? (63)
- In what year did school provide instruction as a charter school? (64)
- Who granted charter? (65)
- Is this charter school a newly created school or was it pre-existing? (66)
- Did this charter school provide support for/monitor homeschooling? (67)

Public School Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Is institution/organization named on front of questionnaire a school? (3)
- If answered NO to any of 3a–3e, call Census; if answered YES for same, continue. (4)
- What is best estimate of percent of student absenteeism last year? (11a)
- Does school have students in one or more of grades 1–8? (23)
- List of items used to describe organization of classes in core subjects. (24b)
- Select [from list] means of facilitating parent participation in place last school year. (27)
- This school year, does school have following items? (28)

- Does school have drug, alcohol, or tobacco use prevention program? (29)
- Does school have following safety measures? (30)
- Does school have violence prevention program? (31)
- How many full-time/part-time teachers were absent? (34)
- Select statement that best describes person at school who helps teachers with technical setup and maintenance for computers. (38b)
- Are any students eligible for free or reduced-price lunch? (39a)
- How many at first of October were eligible for free or reduced-price lunch? (39b)
- Is this school operating a schoolwide Title I program? (40b)
- For limited-English-proficient students, are instructions to maintain fluency provided? (45b2)
- Any migrant students in this school? (48)
- Were any migrant students receiving services funded in part by the Title I Part C Migrant Education Program (MEP)? (49)

Private School Questionnaire

Private School Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Items 1 and 4 were compiled and placed in the instructions of the 2003–04 SASS.
- What is enrollment capacity of this school? (14 revised into 10 and 11.)
- Does school have community service requirement? (30 revised into 30 and 31.)
- Were any students enrolled in 12th grade? (31 revised into 32 through 34.)
- Does school charge tuition? (33 revised into 36 through 38.)
- Does school have following methods to organize classes/students? (37 revised into 41.)
- Has school implemented following—extended instructional blocks of time? (38a revised into 42.)
- Has school implemented following—before-school/after-school enrichment? (38b revised into 47d.)
- Has school implemented following—academic intersessions for enrichment/acceleration? (38c revised into 48.)
- Are the following programs/services currently available regardless of funding? (43 revised into 47.)
- What is normal yearly base salary for the following [teachers with certain experience and/or degrees]? (52 revised into 60.)
- Does school offer following benefits to teachers? (57 revised into 63.)
- Does school offer the following income in-kind to teachers? (58 revised into 63.)
- Select statement that best describes person at school who helps teachers use technology for teaching/learning. (75a revised into 77.)
- How many students are served by this Title I program? (78 revised into 92.)

Private School Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- Does school use cafeteria, gymnasium, or other areas for overflow of students? (12)
- Any teachers with no classroom due to lack of space? (13)
- How many short-term substitute teachers? (27)
- How many teachers were newly hired? (50)
- Are there formal procedures to counsel out poor-performing/incompetent teachers? (55)
- Does this school have paraprofessionals that provide instructional support? (57)
- Are the following criteria used for considering applicants for paraprofessional staff? (58)
- Do most students have internet access through school computers? (75)

- Does this school primarily serve students with disabilities? (79)
- Does school require limited-English-proficient students to pass test of English? (86)
- Are limited-English-proficient students administered assessments? (87)
- Does school provide the following services for parents with limited-English-proficient skills? (88)

Private School Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Is institution/organization named on front of questionnaire a school? (2)
- If answered NO to any of 3a–3e, call Census; if answered YES for same, continue. (3)
- What is best estimate of percent of student absenteeism last year? (11)
- How many full-time/part-time teachers were absent? (25)
- Does this school have students in any of grades 1–12 or comparable ungraded levels? (26)
- Does school have requirements that reflect a 3-year/4-year program? (29)
- Does school have students in one or more of grades 1–8? (39)
- List of items used to describe organization of classes in core subjects in grades 9–12. (40b)
- How many newly hired teachers are there for grades K–12 and comparable ungraded levels? (47)
- Has school used following procedures to dismiss poor/incompetent teachers? (48)
- What are estimated benefit rates for the following [types of staff at this school]? (55)
- Does association/institution affiliated with this school make additional contributions for employee benefits for teachers? (56)
- Select [from list] means of facilitating parent participation in place last school year. (69)
- Does school have the following [types of parental involvement options]? (70)
- Does school have drug, alcohol, or tobacco use prevention program? (71)
- Does school have following safety measures? (72)
- Does school have violence prevention program? (73)
- Select statement that best describes person at school who helps teachers with technical setup and maintenance for computers. (75b)
- Are any students eligible for free or reduced-price lunch? (76a)
- How many at first of October were eligible for free or reduced-price lunch? (76b)
- For limited-English-proficient students, are instructions to maintain fluency provided? (86b)
- Are the following methods used to teach limited-English-proficient students? (88)

Indian School Questionnaire²

Indian School Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Items 1, 3, and 4 were compiled and placed in the instructions of the 2003–04 SASS.
- List of student ethnicity categories used by respondents to report number of students enrolled in grades K–12 and ungraded levels. (8 revised into 5.)
- What is current capacity of this school? (11 revised into 9 and 10.)
- Does this school use the following requirements for admission? (15 revised into 18b1–7.)
- Are the following programs/services currently available regardless of funding? (17 revised into 24.)
- Does school offer courses on American Indian/Alaska Native topics? (18 revised into 23.)

² For the 2003–04 SASS, there was not a separate Indian School Questionnaire. These data were collected on the Unified School Questionnaire (Form SASS-3Y).

- Has school implemented following—academic intersessions for extra assistance to meet academic expectations? (21c revised into 25.)
- Has school implemented following—academic intersessions for enrichment/acceleration? (21d revised into 26.)
- How many part-time/full-time people held the following positions? (31 revised into 36.)
- Of the part-time/full-time teachers, how many of them were [choose from a list of ethnicity options]? (32 revised into 35.)
- Did school use following methods to cover vacancies? (35b1–8 revised into 39.)
- How many students are served by the Title I program? (64a revised into 59.)
- Are limited-English-proficient students provided with the following types of language instruction? (68b revised as 49, 50, and 51.)

Indian School Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- Does school have kindergarten? (8)
- Does school use cafeteria, gymnasium, or other areas for overflow of students? (11)
- Any teachers with no classroom due to lack of space? (12)
- Does school have library or media center? (13)
- Is school operated by a private organization or company? (15)
- Does this school have a magnet program? (17)
- Does this school receive performance reports from the district that include students’ achievement scores? (19)
- Does this school use a calendar where the number of days for students exceeds the mandatory days per year? (29)
- Last year were any students enrolled in 12th grade? (33)
- How many full-time/part-time teachers? (34)
- How many short-term substitute teachers? (37)
- Do most students have internet access through school computers? (42)
- Does this school primarily serve students with disabilities? (46a)
- Does school require limited-English-proficient students to pass test of English? (52)
- Are limited-English-proficient students administered assessments? (53)
- Does school have prekindergarten students? (55)
- Is this school a public charter school? (63)
- In what year did school provide instruction as a charter school? (64)
- Who granted charter? (65)
- Is this charter school a newly created school or was it pre-existing? (66)
- Did this charter school provide support for/monitor homeschooling? (67)
- What is the name of the person who completed most of this questionnaire? (68)
- What is his/her job title? (69)
- What is his/her telephone number? (70)

Indian School Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Is institution/organization named on front of questionnaire a school? (2)
- If answered NO to any of 3a–3e, call Census; if answered YES for same, continue. (3)
- How many days are in the school year for students in this school? (9b)
- What is best estimate of percent of student absenteeism last year? (10a)
- Has school implemented the following [before-school or after-school enrichment programs]? (21b)

- List of items used to describe organization of classes in core subjects in grades 9–12. (23b)
- Does this school grant high school diplomas? (25)
- For high school graduates of the class of 2000, how many years of instruction are required in [each of the following areas]? (26)
- Do these reflect a 3-year/4-year program? (27)
- Does this school have a community service requirement for students? (28)
- Are students required to pass a state assessment to graduate from this school? (29)
- Were any students enrolled in the 12th grade? (30)
- How many full-time/part-time teachers were absent? (33)
- Are the following [criteria] used in considering applicants [for teaching positions at this school]? (34)
- How many teachers were newly hired by this school for grades K–12 and comparable ungraded levels? (37)
- Has this school used the following procedures to dismiss poor or incompetent teachers? (38)
- During the last school year, how many teachers of the following types were dismissed for poor performance? (39)
- How many months is the normal contract year for a teacher in this school? (40)
- Is there a salary schedule for teachers at this school? (41)
- According to the salary schedule, what is the normal yearly base salary for the following [teacher qualifications]? (42)
- If you completed item 42, GO TO item 45 on the next page. (43)
- What is the range of full-time teachers' yearly base salaries at this school? (44)
- According to the school budget for this fiscal year, what is the estimated benefit rate for the following [types of staff at this school]? (45)
- Does an agency or institution other than this school make additional contributions for employee benefits for teachers? (46)
- What is the estimated benefit rate for additional agency or institution contributions for teachers' benefits? (47)
- Does this school offer the following benefits to teachers? (48)
- Does this school offer the following income in-kind to teachers? (49)
- Does this school currently use any pay incentives such as cash bonuses, salary increases, or different steps on the salary schedule to [do the following]? (50)
- Does this school currently use any pay incentives to recruit or retain teachers to teach in fields of shortage? (51)
- Is free training available by this school, regardless of funding source, to prepare staff members to teach in fields with current or anticipated shortages? (52)
- With regard to in-service professional development activities for TEACHERS in this school, who has PRIMARY responsibility for [the following]? (53)
- Are the following sources of funding for teacher professional development activities used at this school? (54)
- Were the following means of facilitating parent participation in place at this school? (55)
- Does this school have the following? (56)
- Does this school currently have a drug, alcohol, and/or tobacco use prevention program? (57)
- Does school have following safety measures? (58)
- Does school have violence prevention program? (59)
- Select statement that best describes person at school who helps teachers with technical setup and maintenance for computers. (61b)
- Are any students eligible for free or reduced-price lunch? (62a)
- How many students at the first of October were eligible for free or reduced-price lunch? (62b)
- Is this school operating a schoolwide Title I program? (63b)
- Are the following methods used to teach limited-English-proficient students? (69)

- Any migrant students in this school? (71)
- Were any migrant students receiving services funded in part by Title I Part C Migrant Education Program (MEP) funds? (72)

Public Charter School Questionnaire³

Public Charter School Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Items 1 and 4 were revised and placed in the instructions of the 2003–04 SASS.
- Does this school offer the following programs? (25 revised into 22.)
- Are the following programs/services currently available regardless of funding? (26 revised into 24.)
- Do performance reports include [the following]? (27b revised into 21.)
- Does this school use these performance reports to [do the following]? (27c revised into 21.)
- Has this school implemented academic intersessions or summer school activities for students needing extra assistance to meet academic expectations? (29c revised into 25.)
- Has this school implemented academic intersessions or summer school activities for students seeking academic advancement or acceleration? (29d revised into 26.)
- Last school year, were any students enrolled in 12th grade? (38 revised into 33.)
- Around the first of October, how many staff held part-time/full-time positions or assignments in this school in each of the following categories? (45 revised into 36.)
- How difficult or easy was it to fill the vacancies for this school year in each of the following fields? (49 revised into 38.)
- Which of the following statements best describes the person at this school who helps teachers use technology for teaching and learning? (51a revised into 44.)
- If this school is designated as a targeted assistance school, how many students are served by the Title I program? (54a revised into 59.)
- Are limited-English-proficient students provided with the following types of language instruction? (58b revised into 50.)
- Is this public charter school operated by an organization or company, other than a public school district, that also manages other schools? (61a revised into 15.)

Public Charter School Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- Does school have kindergarten? (8)
- Does this school have one or more temporary buildings? (10a)
- Does school use cafeteria, gymnasium, or other areas for overflow of students? (11)
- Any teachers with no classroom due to lack of space? (12)
- Which of the following best describes this school? (14)
- Does this school receive performance reports from the district that include students' achievement scores? (19)
- Does this school offer any course(s) on American Indian or Alaska Native topics? (23)
- This school year, are class periods scheduled to create extended blocks of instruction time at this school? (28)
- How many full-time/part-time teachers? (34)
- How many short-term substitute teachers? (37)

³ For the 2003–04 SASS, there was not a separate Public Charter School Questionnaire. These data were collected on the Unified School Questionnaire (Form SASS-3Y) or the School Questionnaire (Form SASS-3A).

- Do most students have internet access through school computers? (42)
- Does this school primarily serve students with disabilities? (46a)
- Does school require limited-English-proficient students to pass test of English? (52)
- Are limited-English-proficient students administered assessments? (53)
- Does school have prekindergarten students? (55)
- Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunches)? (56)
- Is this charter school a newly created school or was it pre-existing? (66)
- Did this charter school provide support for/monitor homeschooling? (67)
- What is the name of the person who completed most of this questionnaire? (68)
- What is his/her job title? (69)
- What is his/her telephone number? (70)

Public Charter School Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Is the institution/organization named on the front of questionnaire a school? (2a)
- Is the school on the front of this questionnaire still in operation? (2c)
- Does this school teach students in one or more of grades 1 to 12, or comparable ungraded levels? (2d)
- Is this school's name the same as that shown on the front page? (2e)
- If answered NO to any of 2a–2e, call Census; if answered YES for same, continue. (3)
- From the start of the regular school year through the summer session, were any migrant students enrolled in this school? (7)
- During the regular school year, did the migrant students in this school receive services covered at least in part by Title I Part C Migrant Education Program (MEP) funds under school control? (8)
- How many days are in the school year for students in this school? (11b)
- During the last school year what is your best estimate of the percent of students in this school who were absent for the following number of days? (12a)
- Is this charter school facility [any of the following]? (14)
- When was this school's charter granted? (15a)
- Does your school's charter include waivers or exemptions from the following state or district policies? (18)
- What type of public charter school is this? (19)
- Has this school implemented before-school or after-school enrichment programs? (29b)
- Does this school have students in one or more of grades 1–8? (30)
- Which of the following best describes the organization of classes in core subjects for regular students in grades 9–12? (31b)
- Does this school grant high school diplomas? (33)
- For high school graduates of the class of 2000, how many years of instruction are required in each of the following areas? (34)
- Do these requirements reflect a 3-year or 4-year program? (35)
- Does this school have a community service requirement for students in the class of 2000? (36)
- Are students required to pass a state assessment to graduate from this school? (37)
- Were the following means of facilitating parent participation in place at this school? (39)
- Are parents or family members required to participate or volunteer at this school? (40)
- Does this school have the following [types of parental involvement options]? (41)
- Does this school currently have a drug, alcohol, and/or tobacco use prevention program? (42)
- Does school have following safety measures? (43)
- Does school have violence prevention program? (44)
- How many full-time/part-time teachers were absent on the most recent school day? (47)

- Which of the following statements best describes the person at this school who helps teachers with technical computer set-up and maintenance? (51b)
- Are any students eligible for free or reduced-price lunch? (52a)
- How many students at the first of October were eligible for free or reduced-price lunch? (52b)
- Is this school operating a schoolwide Title I program? (53b)
- Are the following methods use to teach limited-English-proficient students? (59)
- Is this school part of (district name)? (61b)
- Is this public charter school part of another public school district? (61c)
- Are the following criteria used for considering applicants for teaching positions in this public charter school? (62)
- For this school year, how many teachers were newly hired by this public charter school for grades K–12 and comparable ungraded levels? (63)
- Has this public charter school used the following procedures to dismiss poor or incompetent teachers? (64)
- During the last school year, how many teachers of the following types were dismissed for poor performance? (65)
- Does this public charter school have an agreement with a teachers' union or organization for the purpose of collective bargaining or meet-and-confer discussions? (66)
- How many months is the normal contract year for a teacher at this charter school? (67)
- Is there a salary schedule for teachers at this public charter school? (68)
- According to the salary schedule, what is the normal yearly base salary for [the following]? (69)
- What is the range of full-time teachers' yearly base salaries at this school? (70)
- According to the school budget for this fiscal year, what is the estimated benefit rate for [the following]? (71)
- Does a state, city, or county agency other than this school make additional benefit rate contributions for employee benefits for teachers? (72)
- Does this school offer the following benefits to teachers? (73)
- Does this school offer the following income in-kind to teachers? (74)
- Does this state reward public charter schools for student achievement? (75)
- Does this state sanction public charter schools for poor student achievement? (76)
- With regard to the in-service professional development activities for teachers in this school, who has primary responsibility for [the following]? (77)
- Are the following sources of funding for teacher professional development activities used at this school? (78)
- Does this school currently use any pay incentives such as cash bonuses, salary increases, or different steps on the salary schedule to [do the following]? (79)
- Does this school currently use any pay incentives to recruit or retain teachers to teach in fields of shortage? (80)
- Is free training available by this school, regardless of funding source, to prepare staff members to teach in fields with current or anticipated shortages? (81)
- Does this school have a formal arrangement with another school or a public library to provide library media services to your students and staff? (83)
- Does your school use internet resources to access reference materials, rather than a library media center? (84)
- Does this school's library media center have any paid library aides or clerical workers? (85)
- Does this school's library media center have paid professional staff who are not certified as library media specialists? (86)
- Does this school's library media center have paid professional staff who are certified in this state as library media specialists? (87)
- Do any volunteers provide services for the library media center? (88)

- During the most recent full week of school, approximately how many students used the library media center? (89)
- At the end of the 1998–99 school year, approximately what was the total number of books held in the library media center? (90)
- At the end of the 1998–99 school year, approximately what was the total number of current periodical subscriptions? (91)

Public School Principal Questionnaire

Public School Principal Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Items 1, 3, and 4 were compiled and placed in the instructions of the 2003–04 SASS.
- How many years employed in each of following positions? (5 revised into 1 and 2.)
- What importance do you place on [list of educational goals]? (8 revised into 14.)
- How much actual influence do you think ... has on decisions? (10 revised into 15.)
- Are the following items a problem or not in school? (11 revised into 36 and 37.)
- Are the following considerations barriers to dismissal of poor or incompetent teachers? (18 revised into 25.)
- List of professional development items for which principals are asked about their participation. (19 revised into 21.)
- Performance goals and consequences/rewards concerning such. (22 revised into 26.)
- Does school have formal improvement plan? (23 revised into 26.)
- Are you of Hispanic origin? (28 revised into 42.)

Public School Principal Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- What are total hours during full week spent on all school-related activities? (10)
- What are total hours during full week spent interacting with students? (11)
- How many months is the contract year for your position as principal? (12)
- An opinion/attitude question indicating how principals feel about working in that school. (13)
- Are instructional aides provided with time for professional development? (17)
- Are you a member of a national professional association of principals? (23)
- Does school currently have a drug, alcohol, or tobacco use prevention program? (31)
- Does school currently have a violence prevention program? (32)
- Last school year, how many students were expelled? (33)
- What was total number of suspensions last school year? (34)
- Did school implement safety measures (metal detectors, etc.) or have students wear uniforms, require clear or ban book bags? (35)
- What percent of parents/guardians participated in listed events? (38)
- Were the following things offered to parents/guardians? (39)
- Does school have list of parental involvement elements? (40)

Public School Principal Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Is (the school named on the cover page) still in operation? (2)
- An opinion/attitude question regarding if school is accomplishing list of items regarding specific goals. (9)
- An opinion/attitude question regarding in-service professional development activities. (12)

- Does school have a decisionmaking body? (20)
- How often did you engage in the following list of events? (21)

Private School Principal Questionnaire

Private School Principal Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Items 1 and 4 were compiled and placed in the instructions of the 2003–04 SASS.
- Are the following items a problem or not in school? (11 revised into 30 and 31.)
- Are the following considerations barriers to dismissal of poor or incompetent teachers? (17 revised into 24.)

Private School Principal Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- What are total hours during full week spent on all school-related activities? (9)
- What are total hours during full week spent interacting with students? (10)
- How many months is the contract year for your position as principal? (11)
- How much actual influence do you think has on decisions? (12)
- Does school have budget for professional development that YOU control? (15)
- Are instructional aides provided with time for professional development? (16)
- Are a member of professional association of principals/school heads? (22)
- Does school currently have a drug, alcohol, or tobacco use prevention program? (25)
- Does school currently have a violence prevention program? (26)
- Last school year, how many students were expelled? (27)
- What was total number of suspensions last school year? (28)
- Did school implement safety measures (metal detectors, etc.) or have students wear uniforms, require clear or ban book bags? (29)
- What percent of parents/guardians participated in listed events? (32)
- Were the following things offered to parents/guardians? (33)
- Does school have list of parental involvement elements? (34)

Private School Principal Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Is (the school named on the cover page) still in operation? (2)
- If marked NO for either above items, do not complete this questionnaire. (3)
- List of items indicating criteria regarding goals. (9)
- An opinion/attitude question involving in-service professional development activities. (12)
- Is there a decisionmaking body? (19)
- List of activities engaged in past year used in question. (20)

Indian School Principal Questionnaire⁴

Indian School Principal Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Items 1 and 4 were compiled and placed in the instructions of the 2003–04 SASS.
- Prior to current position how many years as principal in specific locations? (5 revised into 1 and 2.)
- List of items that are believed to be a problem used in question (11 revised into 36 and 37.)

Indian School Principal Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- What are total hours during full week spent on all school-related activities? (10)
- What are total hours during full week spent interacting with students? (11)
- How many months is the contract year for your position as principal? (12)
- An opinion/attitude question indicating how principals feel about working in that school. (13)
- Are instructional aides provided with time for professional development? (17)
- Are you a member of a national professional association of principals? (23)
- Has either district/state established school performance standards? (27)
- Which of the following best describes this school's performance last year? (28)
- As a result of meeting these goals, did the school [do the following]? (29)
- As a result of not meeting some or all of your performance standards last year, was this school [any of the following]? (30)
- Does school currently have a drug, alcohol, or tobacco use prevention program? (31)
- Does school currently have a violence prevention program? (32)
- Last school year, how many students were expelled? (33)
- What was total number of suspensions last school year? (34)
- Did school implement safety measures (metal detectors, etc.) or have students wear uniforms, require clear or ban book bags? (35)
- What percent of parents/guardians participated in listed events? (38)
- Were following things offered to parents/guardians? (39)
- Does school have list of parental involvement elements? (40)

Indian School Principal Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Is (the school named on the cover page) still in operation? (2)
- If marked NO for either above items, do not complete this questionnaire. (3)
- List of items indicating criteria regarding goals. (9)
- An opinion/attitude question involving in-service professional development activities. (12)
- Is there a decisionmaking body? (20)
- List of activities engaged in past year used in question. (21)

⁴ For the 2003–04 SASS, there was not a separate Indian School Principal Questionnaire. These data were collected on the Principal Questionnaire (Form SASS-2A).

Public Charter School Principal Questionnaire⁵

Public Charter School Principal Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Items 1 and 4 were compiled and placed in the instructions of the 2003–04 SASS.
- Prior to current position how many years as principal in specific locations? (5 revised into 1 and 2.)
- List of items that are believed to be a problem used in question. (11 revised into 36 and 37.)

Public Charter School Principal Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- What are total hours during full week spent on all school-related activities? (10)
- What are total hours during full week spent interacting with students? (11)
- How many months is the contract year for your position as principal? (12)
- An opinion/attitude question indicating how principals feel about working in that school. (13)
- Are instructional aides provided with time for professional development? (17)
- Are you a member of a national professional association of principals? (23)
- Does this school have a formal school improvement plan? (26)
- Does school currently have a drug, alcohol, or tobacco use prevention program? (31)
- Does school currently have a violence prevention program? (32)
- Last school year, how many students were expelled? (33)
- What was total number of suspensions last school year? (34)
- Did school implement safety measures (metal detectors, etc.) or have students wear uniforms, require clear or ban book bags? (35)
- What percent of parents/guardians participated in listed events? (38)
- Were following things offered to parents/guardians? (39)
- Does school have list of parental involvement elements? (40)

Public Charter School Principal Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Is (the school named on the cover page) still in operation? (2)
- If marked NO for either above items, do not complete this questionnaire. (3)
- List of items indicating criteria regarding goals used in question. (9)
- An opinion/attitude question involving in-service professional development activities. (12)
- Is there a decisionmaking body? (20)
- List of activities engaged in past year used in question. (21)

Public School Teacher Questionnaire

Public School Teacher Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Item c was moved to the Instruction section, and information was deleted. (Revised into e.)
- What kind of work were you doing? (4c revised into 6b.)
- What were your most important activities or duties at that job? (4d revised into 6c.)

⁵ For the 2003–04 SASS, there was not a separate Public Charter School Principal Questionnaire. These data were collected on the Principal Questionnaire (Form SASS-2A).

- How many years have you worked as a full-time elementary or secondary teacher in public schools? (6a revised into 9a.)
- How many years have you worked as a part-time elementary or secondary teacher in public schools? (6b revised into 9b.)
- Do you have a bachelor’s degree? (8a revised into 20a.)
- What was your major field of study for each degree? (11c revised into 23b.)
- In what year did you receive each degree? (11d revised into 23d.)
- In what year did you begin your first teaching position, either full-time or part-time, at the elementary or secondary level? (19a revised into 8.)
- In the last 12 months, have you participated in the following activities related to teaching...? (27 revised into 39 and 47.)
- In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your main teaching assignment field? (28 revised into 40 through 44.)
- Of all the students you teach at this school, how many have disabilities or are special education students, that is, how many have an Individual Education Plan (IEP)? (39a revised into 49.)
- Using the scale 1–5 where 1 is “Not at all” and 5 is “To a great extent,” to what extent do you use state or district standards to guide your instructional practice in your main teaching assignment field? (44 revised into 56.)
- Do you receive your students’ scores on state or local achievement tests? (47a revised into 54.)
- Using the scale 1–5, where 1 is “Not at all” and 5 is “To a great extent,” to what extent do you use the information from your students’ test scores [to rank the following]? (47b revised into 55.)
- Using the scale of 1–5, where 1 means “No influence” and 5 means “A great deal of influence,” how much actual influence do you think teachers have over school policy at this school in each of the following areas? (57 revised into 61.)
- Using the scale of 1–5, where 1 means “No control” and 5 means “Complete control,” how much control do you think you have in your classroom at this school over each of the following areas of your planning and teaching? (58 revised into 62.)
- Do you agree or disagree with each of the following statements? (59 revised into 63.)
- To what extent is each of the following a problem in your school? (60 revised into 64 and 65.)

Public School Teacher Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- Error correction to name in the instruction section.
- This school year, what is your main teaching assignment field at this school [added for teachers who marked box 1 or 2 for item 12]? (17)
- Was this degree awarded by a university’s department or college of education, or a college’s department or school of education? (20c)
- Was this degree awarded by a university’s department or college of education, or a college’s department or school of education? (22c)
- Was this degree awarded by a university’s department or college of education, or a college’s department or school of education? (23c)
- Have you taken any of the following tests? (24)
- Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies? (27)
- How many of these courses did you complete before you started teaching at the elementary or secondary level? (28)
- Which of the following describes how you obtained the teaching methods or teaching strategies coursework? (29)

- How many hours are you required to work to receive base pay during a typical full week at this school? (59)
- During this school year, do you or will you [do any of the following items]? (60)
- To what extent do you agree or disagree with each of the following statements? (66)

Public School Teacher Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Items a and b from the instruction section were not included.
- Is this school a public charter school? (3)
- Did you have a minor study field? (8f)
- Thinking about all of the professional development you have participated in over the past 12 months, how useful was it? (29)
- Are you a Title I teacher, that is, are you paid in full or in part by federal funds under the Elementary and Secondary Education Act? (43)
- Do you use different groupings of students in your classroom to teach students who learn at different rates? (45)
- Are students assigned to your classes on the basis of achievement or ability level? (46)
- Do students in any of your classes use computers during class time? (48)
- In your main teaching assignment field, do students in your classes use computers during class time? (49)
- On answering items 50a–e below, first designate one of your classes in your main teaching assignment field that uses computers during class time. Items 50a–e refer to this designated class. (50)
- In your most recent full week of teaching, how much scheduled school time did you have for planning? (52)
- During your most recent full week of teaching, how many hours did you spend after school, before school, and on the weekend on each of the following types of activities? (53)
- During your most recent full week of teaching at this school [did student incidents occur]? (54)

Private School Teacher Questionnaire

Private School Teacher Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Do you have a teaching certificate in this state in your other teaching assignment field at this school? (16 revised into 32.)
- Do you currently hold any additional regular or standard state certificate or advanced professional teaching certificate in this state or any other state? (17 revised into 32.)
- Was your first year of teaching, reported in item 19a above, before the 1995–96 school year? (19b revised into 33.)
- Did your preparation for teaching include [the following]? (19c revised into 25.)
- In your first year of teaching, how well prepared were you to [do the following]? (21 revised into 34.)
- Were the following duties part of your first-year teaching assignment? (24 revised into 37.)
- In the past 12 months, have you participated in the following activities related to teaching? (27 revised into 40.)
- In the past 12 months, have you participated in any professional development activities that focused on uses of computers for instruction? (28d revised into 42.)
- In the past 12 months, have you participated in any professional development activities that focused on discipline and management of the classroom? (28f revised into 44.)

- Which category best describes the way your classes at this school are organized? (34 revised into 12 and 13.)
- At this school, what is the total number of students enrolled in the class you taught during your most recent full week of teaching? (35 revised into 14.)
- Do you receive your students' scores on state or local achievement tests? (47 revised into 55 and 56.)
- How many hours were you required to be at this school during your most recent full week of teaching? (51 revised into 58.)
- Has a student from this school ever threatened to injure you? (55 revised into 69.)
- Has a student from this school ever physically attacked you? (56 revised into 70.)
- Do you agree or disagree with each of the following statements [pertaining to teaching satisfaction]? (59 revised into 64.)
- To what extent is each of the following a problem in your school? (60 revised into 65 and 66.)

Private School Teacher Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- Error correction to name in the instruction section.
- This school year, what is your main teaching assignment field at this school [added for teachers who marked box 1 or 2 for item 12]? (17)
- Was this degree awarded by a university's department or college of education, or a college's department or school of education? (20c)
- Was this degree awarded by a university's department or college of education, or a college's department or school of education? (22c)
- Was this degree awarded by a university's department or college of education, or a college's department or school of education? (23c)
- Have you taken any of the following tests? (24)
- Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies? (27)
- How many of these courses did you complete before you started teaching at the elementary or secondary level? (28)
- Which of the following describes how you obtained the teaching methods or teaching strategies coursework? (29)
- Do you currently hold regular or full certification by an accrediting or certifying body other than the state? (30)
- In the past 12 months, have you participated in any professional development activities that focused on reading instruction? (43)
- In the past 12 months, did you do any of the following [professional development items]? (48)
- How many hours are you required to work to receive base pay during a typical full week at this school? (59)
- How many hours a week do you spend delivering instruction to a class of students? (60)
- During this school year, do you or will you [any of the following activities]? (61)
- To what extent do you agree or disagree with each of the following statements [that describe teacher satisfaction]? (67)
- Are you a member of a teacher's union or an employee association similar to a union? (77)

Private School Teacher Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Did you have a minor study field? (8f)
- What was your minor field of study? (8g)

- Did you mark box 1 or 2 in item 13b above? (13c)
- How did you earn this certificate in your main teaching assignment field? (13d)
- Are you currently in a program to obtain state certification on your main teaching assignment field? (14)
- This school year, are you assigned to teach classes in other fields at this school in addition to your main teaching assignment field? (15)
- What was your main teaching assignment field from last school year? (18)
- In the past 12 months, have you participated in any professional development activities that focused on methods of teaching? (28c)
- In the past 12 months, have you participated in any professional development activities that focused on student assessment, such as methods of testing, evaluation, performance assessments, etc.? (28e)
- In the past 12 months, have you participated in any professional development activities that focused on other topics not included in 28a–28f above? (28g)
- Are you a Title I teacher, that is, are you paid in full or in any part by federal funds under the Elementary and Secondary Education Act? (43)
- Are students assigned to your classes on the basis of achievement or ability level? (46)
- Do students in any of your classes use computers during class time? (48)
- In your main teaching assignment field, do students in your classes use computers during class time? (49)
- On answering items 50a–e below, first designate one of your classes in your main teaching assignment field that uses computers during class time. Items 50a–e refer to this designated class. (50)
- In your most recent full week of teaching, how much scheduled school time did you have for planning? (52)
- During your most recent full week of teaching, how many hours did you spend after school, before school, and on the weekend on each of the following types of activities? (53)
- During your most recent full week of teaching at this school [did student incidents occur]? (54)

Indian School Teacher Questionnaire⁶

Indian School Teacher Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Do you have a master’s degree? (10 revised into 22.)
- Was your first year of teaching, reported in item 19a above, before the 1995–96 school year? (19b revised into 32.)
- In your first year of teaching, how well prepared were you to [do the following]? (21 revised into 33.)
- Did you receive the following kinds of support during your first year of teaching? (23 revised into 35.)
- Were the following duties part of your first year teaching assignment? (24 revised into 36.)
- In the past 12 months, have you participated in the following activities related to teaching? (27 revised into 39.)
- Which category best describes the way your classes at this school are organized? (34 revised into 12 and 13.)
- During your most recent full week of teaching, approximately how many hours did you spend teaching each of these subjects at this school? (36 revised into 16.)

⁶ For the 2003–04 SASS, there was not a separate Indian School Teacher Questionnaire. These data were collected on the Teacher Questionnaire (Form SASS-4A).

- During your most recent full week of teaching, how many separate classes (or sections) did you teach at this school? (37 revised into 18.)
- For each class (or section) that you taught during your most recent full week of teaching at this school.... (38 revised into 19.)
- Do you receive your students' scores on state or local achievement tests? (47a revised into 54.)
- Using the scale 1–5, where 1 is “Not at all” and 5 is “To a great extent,” to what extent do you use the information from your students' test scores [to rank the following]? (47b revised into 55.)
- How many hours were you required to be at this school during your most recent full week of teaching? (51 revised into 57.)
- Do you agree or disagree with each of the following statements [that describe teacher satisfaction]? (59 revised into 63.)
- To what extent is each of the following a problem in your school? (60 revised into 64 and 65.)

Indian School Teacher Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- Error correction to name in the instruction section.
- This school year, what is your main teaching assignment field at this school [added for teachers who marked box 1 or 2 for item 12]? (17)
- Was this degree awarded by a university's department or college of education, or a college's department or school of education? (20c)
- What this degree awarded by a university's department or college of education, or a college's department or school of education? (22c)
- Was this degree awarded by a university's department or college of education, or a college's department or school of education? (23c)
- Have you taken any of the following tests? (24)
- Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies? (27)
- How many of these courses did you complete before you started teaching at the elementary or secondary level? (28)
- Which of the following describes how you obtained the teaching methods or teaching strategies coursework? (29)
- Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked above allow you to teach in this state? (30b)
- If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 31a on page 22. (30c)
- Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked in 30a allow you to teach in this state? (30d)
- If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 31a on page 22. (30e)
- If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 31a on page 22. (30f)
- In what content area(s) does this current teaching certificate, marked in 31b above, allow you to teach in this state? (31c)
- If there is an additional content area that the certificate described above allows you to teach, please list it in 31e on page 23. Otherwise, GO TO item 32 on page 24. (32d)
- In what content area(s) does this current teaching certificate, marked in 31b, allow you to teach in this state? (32e)
- If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 32 on page 24. (32f)

- If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 32 on page 24. (32g)
- In the past 12 months, have you participated in any professional development activities that focused on reading instruction? (42)
- In the past 12 months, did you do any of the following [professional development items]? (48)
- How many hours are you required to work to receive base pay during a typical full week at this school? (58)
- How many hours a week do you spend delivering instruction to a class of students? (59)
- During this school year, do you or will you [do any of the following items]? (60)
- To what extent is each of the following a problem in this school? (65)
- To what extent do you agree or disagree with each of the following statements? (66)

Indian School Teacher Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Is this school a public charter school? (3)
- Did you have a minor study field? (8f)
- What was your minor field of study? (8g)
- Do you have a teaching certificate in this state in your main teaching assignment field? (13a)
- Did you mark box 1 or 2 in item 13b above? (13c)
- How did you earn this certificate in your main teaching assignment field? (13d)
- Are you currently in a program to obtain state certification on your main teaching assignment field? (14)
- This school year, are you assigned to teach classes in other fields at this school in addition to your main teaching assignment field? (15)
- Do you currently hold any additional regular or standard state certificate or advanced professional teaching certificate in this state or any other state? (17)
- What was your main teaching assignment field from last school year? (18)
- In the past 12 months, have you participated in any professional development activities that focused on methods of teaching? (28c)
- Thinking about all of the professional development you have participated in over the past 12 months, how useful was it? (29)
- Are you a Title I teacher, that is, are you paid in full or in part by federal funds under the Elementary and Secondary Education Act? (43)
- Do you use different groupings of students in your classroom to teach students who learn at different rates? (45)
- Are students assigned to your classes on the basis of achievement or ability level? (46)
- Do students in any of your classes use computers during class time? (48)
- In your main teaching assignment field, do students in your classes use computers during class time? (49)
- On answering items 50a–e below, first designate one of your classes in your main teaching assignment field that uses computers during class time. Items 50a–e refer to this designated class. (50)
- In your most recent full week of teaching, how much scheduled school time did you have for planning? (52)
- During your most recent full week of teaching, how many hours did you spend after school, before school, and on the weekend on each of the following types of activities? (53)
- During your most recent full week of teaching at this school [did student incidents occur]? (54)

Public Charter School Teacher Questionnaire⁷

Public Charter School Teacher Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Was your first year of teaching, reported in item 19a above, before the 1995–96 school year? (19b revised into 32.)
- In your first year of teaching, how well prepared were you to...? (21 revised into 33.)
- Did you receive the following kinds of support during your first year of teaching? (23 revised into 35.)
- Were the following duties part of your first year teaching assignment? (24 revised into 36.)
- In the past 12 months, have you participated in the following activities related to teaching? (27 revised into 39.)
- Which category best describes the way your classes at this school are organized? (34 revised into 12 and 13.)
- During your most recent full week of teaching, approximately how many hours did you spend teaching each of these subjects at this school? (36 revised into 16.)
- During your most recent full week of teaching, how many separate classes (or sections) did you teach at this school? (37 revised into 18.)
- For each class (or section) that you taught during your most recent full week of teaching at this school...? (38 revised into 19.)
- Do you receive your students' scores on state or local achievement tests? (47a revised into 54.)
- Using the scale 1–5, where 1 is “Not at all” and 5 is “To a great extent,” to what extent do you use the information from your students' test scores [to rank the following]? (47b revised into 55.)
- How many hours were you required to be at this school during your most recent full week of teaching? (51 revised into 57.)
- Do you agree or disagree with each of the following statements [that describe teacher satisfaction]? (59 revised into 63.)
- To what extent is each of the following a problem in your school? (60 revised into 64 and 65.)

Public Charter School Teacher Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- Error correction to name in the instruction section.
- This school year, what is your main teaching assignment field at this school [added for teachers who marked box 1 or 2 for item 12]? (17)
- Was this degree awarded by a university's department or college of education, or a college's department or school of education? (20c)
- Was this degree awarded by a university's department or college of education, or a college's department or school of education? (22c)
- Was this degree awarded by a university's department or college of education, or a college's department or school of education? (23c)
- Have you taken any of the following tests? (24)
- Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies? (27)
- How many of these courses did you complete before you started teaching at the elementary or secondary level? (28)

⁷ For the 2003–04 SASS, there was not a separate Public Charter School Teacher Questionnaire. These data were collected on the Teacher Questionnaire (Form SASS-4A).

- Which of the following describes how you obtained the teaching methods or teaching strategies coursework? (29)
- Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked above allow you to teach in this state? (30b)
- If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 31a on page 22. (30c)
- Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked in 30a allow you to teach in this state? (30d)
- If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 31a on page 22. (30e)
- If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 31a on page 22. (30f)
- In what content area(s) does this current teaching certificate, marked in 31b above, allow you to teach in this state? (31c)
- If there is an additional content area that the certificate described above allows you to teach, please list it in 31e on page 23. Otherwise, GO TO item 32 on page 24. (32d)
- In what content area(s) does this current teaching certificate, marked in 31b, allow you to teach in this state? (32e)
- If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 32 on page 24. (32f)
- If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 32 on page 24. (32g)
- In the past 12 months have you participated in any professional development activities that focused on reading instruction? (42)
- In the past 12 months, did you do any of the following [professional development items]? (48)
- How many hours are you required to work to receive base pay during a typical full week at this school? (58)
- How many hours a week do you spend delivering instruction to a class of students? (59)
- During this school year, do you or will you [do any of the following items]? (60)
- To what extent is each of the following a problem in this school? (65)
- To what extent do you agree or disagree with each of the following statements? (66)

Public Charter School Teacher Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Is this school a public charter school? (3)
- Did you have a minor study field? (8f)
- What was your minor field of study? (8g)
- Do you have a teaching certificate in this state in your main teaching assignment field? (13a)
- Did you mark box 1 or 2 in item 13b above? (13c)
- How did you earn this certificate in your main teaching assignment field? (13d)
- Are you currently in a program to obtain state certification in your main teaching assignment field? (14)
- This school year, are you assigned to teach classes in other fields at this school in addition to your main teaching assignment field? (15)
- Do you currently hold any additional regular or standard state certificate or advanced professional teaching certificate in this state or any other state? (17)
- What was your main teaching assignment field from last school year? (18)
- In the past 12 months, have you participated in any professional development activities that focused on methods of teaching? (28c)

- Thinking about all of the professional development you have participated in over the past 12 months, how useful was it? (29)
- Are you a Title I teacher, that is, are you paid in full or in part by federal funds under the Elementary and Secondary Education Act? (43)
- Do you use different groupings of students in your classroom to teach students who learn at different rates? (45)
- Are students assigned to your classes on the basis of achievement or ability level? (46)
- Do students in any of your classes use computers during class time? (48)
- In your main teaching assignment field, do students in your classes use computers during class time? (49)
- On answering items 50a–e below, first designate one of your classes in your main teaching assignment field that uses computers during class time. Items 50a–e refer to this designated class. (50)
- In your most recent full week of teaching, how much scheduled school time did you have for planning? (52)
- During your most recent full week of teaching, how many hours did you spend after school, before school, and on the weekend on each of the following types of activities? (53)
- During your most recent full week of teaching at this school [did student incidents occur]? (54)

School District Questionnaire

School District Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- Around the first of October, what was the total number of students enrolled in this district in all grade levels? (5 revised into 2 and 3.)
- Around the first of October, how many students in grades K–12 and comparable ungraded levels were [choose from a list of ethnicity options]? (6 revised into 4.)
- Regardless of whether this district participates in the National School Lunch Program, around the first of October, were any students in this district eligible for free or reduced-price lunches? (7 revised into 6.)
- Around the first of October, how many part-time and full-time teachers employed by this district for grades K–12 and comparable ungraded levels were [the following]? (9 revised.)
- Are the following criteria used in considering applicants for teaching positions in this district? (11 revised into 13.)
- Does this district have an agreement with a teachers' union or organization for the purpose of collective bargaining or meet-and-confer discussions? (15 revised into 17.)
- Is there a salary schedule for teachers in this district? (17 revised into 24.)
- According to the salary schedule, what is the normal yearly base salary for [the following]? (18 revised into 25.)
- Does this district offer the following benefits to teachers? (23 revised into 28.)
- Does this district offer the following income in-kind to teachers? (24 revised into 28.)
- Does this district have performance reports that include [the following]? (25 revised into 29.)
- Does this district require schools to participate in a district-level assessment program? (28 revised into 31.)
- Does this state reward districts or schools for student achievement? (29 revised into 36 through 41 series.)
- Does this district reward schools for student achievement? (30 revised into 36 through 41 series.)
- Skip pattern item. (31 revised into 36 through 41 series.)
- During the last 12 months, how many schools in this district received the following rewards or sanctions for student achievement? (32 revised into 36 through 41 series.)

- During the last 12 months, has this district [been involved in an action pertaining to achievement goals]? (33 revised into 36 through 41 series.)
- Does this district have a public school “choice” program in which students can choose to enroll in either their assigned school or another school within the district? (35 revised into 43, with “b” deleted.)
- Does this district have a public school “choice” program in which students, at no tuition cost to themselves or their families, can enroll in a school in another district? (36 revised into 44, with “b” deleted.)
- Does this district offer the following public school “choice” programs? (39 revised into 41h.)
- Are homeschooled students required to perform at or above the same specific level as public school students on state or district achievement tests? (42 revised into 54.)
- Are homeschooled students required to perform at or above a specified level on another achievement test, other than the above state or district tests? (43 revised into 55.)
- Are homeschooled students required to submit evidence of grade level performance other than achievement testing? (44 revised into 56.)
- Does this district have a community service requirement for students in the class of 2000? (48 revised into 59 and 60.)
- Are students required to pass a state or district assessment to graduate from high school? (49 revised into 61.)
- Are the following sources of funding for teacher professional development activities used in this district? (53 revised into 65.)

School District Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- Does this district offer all of grades K–12? (1)
- Does this district have any prekindergarten students? (5)
- Around the first of October, how many principals were employed by this district for grades K–12 and comparable ungraded levels? (10)
- Does this district have a district-wide library media center coordinator? (11)
- Does this district currently use the following to recruit teachers? (14)
- For this school year, how many principals were newly hired by this district for grades K–12 and comparable ungraded levels? (19)
- Are the following criteria used in considering applicants for principal positions in this district? (20)
- Does this district currently use any incentives to recruit principals? (21)
- Does this district hire paraprofessionals who provide instructional support? (22)
- Are the following criteria used in considering applicants for paraprofessional staff who provide instructional support in this district? (23)
- Are any students in this district given state or district required assessments in mathematics? (32)
- Are any students in this district given state or district required assessments in English, reading, and/or language arts? (33)
- Are any students in this district given state or district required assessments in science? (34)
- Are any students in this district given state or district required assessments in social studies and/or history? (35)
- Does this district have a school “choice” program in which students from this district can choose to enroll in a private school using state or district funds? (45)
- Does this district offer supplemental educational services to underperforming students at no cost to themselves or their families? (49)
- Last school year (2002–03), were there any homeschooled students in this district? (51)
- Does this district provide any of the following to homeschooled students and their families? (52)

- During the 2003 summer session, what was the total cumulative enrollment of migrant students? (76)

School District Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Please record the time that you begin. (3)
- Of the newly hired teachers, how many of the job offers to these teachers were made [choose from a list of time frames]? (12b)
- Has this district used the following procedures to dismiss poor or incompetent teachers? (13)
- According to the district budget for this fiscal year, what is the estimated benefit rate for [types of staff at this school]? (21)
- Does a state, city, or county agency other than this school district make additional contributions for employee benefits for teachers? (22)
- Does this district distribute school-level performance reports to the schools? (27)
- Are homeschooled students in this district required to meet state or district accountability standards? (41)
- Do these requirements reflect a 3-year or a 4-year program? (47)
- During the last regular school year, were Title I Part C Migrant Education Program (MEP) funded services provided by [the following entities]? (60)
- Approximately what percentage of your district’s migrant students attended schools in your district for the entire 1998–99 regular school year, excluding the 1999 summer session? (62)
- Now consider just the migrant students who spent less than the entire 1998–99 regular school year in one of your schools. About how many spent less than the entire regular school year because of an agricultural-related move? (63)
- During the 1999 summer school session, were Title I Part C Migrant Education Program (MEP) funded services provided by [the following entities]? (65)
- During the 1999 summer school session, were any of the following staff positions in this district funded in whole or in part with Title I Part C Migrant Education Program (MEP) funds? (66)

Public School Library Media Center Questionnaire

Public School Library Media Center Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- For this item: count each professional staff member only once. Report each person by his/her highest degree earned. If no paid professional staff have a particular degree as their highest degree, mark the “None” box for that degree. Do not include library aides or clerical staff. If this library media center does not have any paid professional staff, skip to item 10a on page 7. (9 revised into 8.)
- Is the following equipment located within this library media center? (13 revised.)
- During the 1998–99 school year, what were the total holdings, additions, and expenditures for the library media center for each of the following kinds of materials? (22 revised into 18.)
- During the 1998–99 school year, what was the total expenditure for the types of materials listed above (in item 22) for this library media center? (23 revised into 22.)
- When may students use the library media center independently? (31 revised into 29.)
- During the most recent full week of school, how many times was the library media center space used by groups for nonlibrary related activities? (34 revised into 32.)
- Does this school have any of the following school board-approved policies? (40 revised into 35.)

Public School Library Media Center Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- How many of the paid professional library media center staff have earned a master’s degree in a library-related education field such as librarianship, educational media, instructional design, instructional technology, library science, or information science? (9)
- How many computer workstations does this library media center have for student and staff use? (14)
- If this library media center was not in existence last school year (2002–03), please mark (X) this box and go to item 25 on page 13. Otherwise, continue below. (17)
- During the 2002–03 school year, did this library media center subscribe to any current magazines, journals, or newspapers (in any format)? (19)
- During the 2002–03 school year, did this library media center have access to electronic databases of periodical articles provided by a state agency or a school district at no charge to the school? (20)
- During the 2002–03 school year, did this library media center purchase access to any electronic databases? (21)
- During the 2002–03 school year, were any computer hardware donations, grants, or other contributions received by this library media center? (23)
- During the 2002–03 school year, were any audio-visual equipment donations, grants, or other contributions received by this library media center? (24)
- How much influence do you think each group or person has on scheduling classes in this library media center? (27)
- During the most recent full week of school, was this library media center used as a classroom, due to a classroom shortage? (32)
- In the past 12 months, have any staff in this school received formal training on information literacy instruction? (37)
- Does this school follow formal state or district content standards in information literacy? (38)
- Does this school follow a formal state or district information literacy curriculum? (39)
- Does this library media center receive formal feedback on students’ information literacy skills? (40)
- During the 2002–03 school year, what percent of teachers in this school collaborated with the library media center staff to plan and deliver instruction? (41)

Public School Library Media Center Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- Do you have a district library media center coordinator? (12)
- Are the following electronic services available in the library media center either through stand-alone terminals, library local area network (LAN), building-wide LAN, or district wide area network (WAN)? (14)
- Does this school have any television sets or video monitors? (15)
- How does this school receive its television programming? (16)
- Does this library media center have multimedia production facilities (a computer using any text, full color, images and graphics, video, animation, and sound)? (17)
- Does this library media center use prerecorded video tapes? (18)
- Does this school have in-house television production facilities? (20)
- Does this school participate in distance learning? (21)
- For each of the following Dewey decimal numbers or categories, how many volumes were purchased for this library media center during the 1998–99 school year? (25)

- During the 1998–99 school year, how many volumes did this library media center purchase for its professional collection for teachers (e.g., curriculum development, instructional practice, educational psychology)? (26)
- During the 1998–99 school year, what was the total expenditure for computer hardware, other than communications equipment, for this library media center? (27)
- During the 1998–99 school year, what was the total expenditure for other audio-visual equipment for this library media center? (28)
- Who makes library media center scheduling decisions? (30)
- During the most recent full week of school, how many times was this library media center used by the following kinds of school groups? (32)
- During the most recent full week of school, how many students used the library media center? (35)
- During the most recent full week of school, what was the total number of books and other materials checked out from the library media center? (36)
- What is the maximum number of books that a student may take out of the library media center at a time? (37a)
- Are you a library media specialist or school librarian? (39)

Indian School Library Media Center Questionnaire⁸

Indian School Library Media Center Questionnaire—Questions That Collected the Following Data Were Significantly Altered for the 2003–04 SASS

- For this item: count each professional staff member only once. Report each person by his/her highest degree earned. If no paid professional staff have a particular degree as their highest degree, mark the “None” box for that degree. If this library media center does not have any paid professional staff, skip to item 10a on page 6. Do not include library aides or clerical staff. (9 revised into 8.)
- Is the following equipment located within this library media center? (12 revised into 13.)
- During the 1998–99 school year, what were the total holdings, additions, and expenditures for the library media center for each of the following kinds of materials? (21 revised into 18.)
- During the 1998–99 school year, what was the total expenditure for the types of materials listed above (in item 21) for this library media center? (22 revised into 22.)
- When may students use the library media center independently? (30 revised into 29.)
- During the most recent full week of school, how many times was the library media center space used by groups for non-library related activities? (33 revised into 32.)

Indian School Library Media Center Questionnaire—Questions That Collected the Following Data Were Added to the 2003–04 SASS

- How many computer workstations does this library media center have for student and staff use? (14)
- If this library media center was not in existence last school year (2002–03), please mark (X) this box and go to item 25 on page 13. Otherwise, continue below. (17)
- During the 2002–03 school year, did this library media center subscribe to any current magazines, journals, or newspapers (in any format)? (19)

⁸ For the 2003–04 SASS, there was not a separate Indian School Library Media Center Questionnaire. These data were collected on the School Library Media Center Questionnaire (Form LS-1A).

- During the 2002–03 school year, did this library media center have access to electronic databases of periodical articles provided by a state agency or a school district at no charge to the school? (20)
- During the 2002–03 school year, did this library media center purchase access to any electronic databases? (21)
- During the 2002–03 school year, were any computer hardware donations, grants, or other contributions received by this library media center? (23)
- During the 2002–03 school year, were any audio-visual equipment donations, grants, or other contributions received by this library media center? (24)
- How much influence do you think each group or person has on scheduling classes in this library media center? (27)
- During the most recent full week of school, was this library media center used as a classroom, due to a classroom shortage? (32)
- Does this school have any of the following school board-approved policies? (35)
- In the past 12 months, have any staff in this school received formal training on information literacy instruction? (37)
- Does this school follow formal state or district content standards in information literacy? (38)
- Does this school follow a formal state or district information literacy curriculum? (39)
- Does this library media center receive formal feedback on students' information literacy skills? (40)
- During the 2002–03 school year, what percent of teachers in this school collaborated with the library media center staff to plan and deliver instruction? (41)

Indian School Library Media Center Questionnaire—Questions That Collected the Following Data in the 1999–2000 SASS That Were Not Included in the 2003–04 SASS

- How many of the paid professional library media center staff have earned an education specialist or professional diploma (at least one year beyond the master's level) as their highest degree? (9b)
- How many of the paid professional library media center staff have a master's degree in a library related field PLUS a second master's degree as their highest degree? (9e)
- Are the following electronic services available in the library media center either through stand-alone terminals, library local area network (LAN), building-wide LAN, or district wide area network (WAN)? (13)
- Does this school have any television sets or video monitors? (14)
- How does this school receive its television programming? (15)
- Does this library media center have multimedia production facilities (a computer using any text, full color, images and graphics, video, animation and sound)? (16)
- Does this library media center use prerecorded video tapes? (17)
- Does this school have in-house television production facilities? (19)
- Does this school participate in distance learning? (20)
- For each of the following Dewey decimal numbers or categories, how many volumes were purchased for this library media center during the 1998–99 school year? (24)
- During the 1998–99 school year, how many volumes did this library media center purchase for its professional collection for teachers (e.g., curriculum development, instructional practice, educational psychology)? (25)
- During the 1998–99 school year, what was the total expenditure for computer hardware, other than communications equipment, for this library media center? (26)
- During the 1998–99 school year, what was the total expenditure for other audio-visual equipment for this library media center? (27)
- Who makes library media center scheduling decisions? (29)

- During the most recent full week of school, how many times was this library media center used by the following kinds of school groups? (31)
- During the most recent full week of school, how many students used the library media center? (34)
- During the most recent full week of school, what was the total number of books and other materials checked out from the library media center? (35)
- What is the maximum number of books that a student may take out of the library media center at a time? (36a)
- Are you a library media specialist or school librarian? (38)

Methodological and Procedural Changes

Field-Based Data Collection

The data collection procedures for all questionnaires administered at the schools changed substantially for the 2003–04 SASS. In previous administrations of SASS, self-administered questionnaires were mailed to the selected schools. Nonrespondents were contacted by telephone, using a computer-assisted telephone interviewing (CATI) instrument. Finally, remaining nonrespondents were assigned to field representatives who contacted them by telephone and/or by personal visits. Under that methodology, most respondents completed self-administered questionnaires, while some were interviewed by telephone (12 to 23 percent, depending on the questionnaire type).

During the 2003–04 SASS, field representatives were responsible for all of the SASS data collection for each of the sampled schools, and nearly all questionnaires were completed directly by respondents (fewer than 900 cases were attempted as telephone interviews). The field activities included

- mailing an advance postcard to the schools;
- telephoning the school and using a computer-assisted personal interviewing (CAPI) instrument (the SASS Teacher Listing instrument) to verify school information and set up appointments;
- visiting the school to meet the school principal, school head(s), and/or other school contact person(s) to explain the 2003–04 SASS, to pick up the teacher roster (or make arrangements to obtain it), and to drop off questionnaires for the principal, school, and school library media center;
- entering the teacher roster information into the SASS Teacher Listing instrument, which selected a sample of teachers;
- passing out questionnaires to the selected teachers; and
- following up on all questionnaires via telephone calls and return personal visits, if needed.

Chapter 5 on data collection provides details on the fieldwork. A brief evaluation of the field-based methodology is included at the end of chapter 5.

Advance Work with School Districts

In prior administrations of SASS, school districts were contacted before data collection began to obtain the name of the person to whom the School District Questionnaire should be mailed. Additional efforts to contact school districts were made for the 2003–04 SASS, because of concerns that the district's participation impacts not only the response rate on the School District Questionnaire but also the participation of schools within the district. School district participation in SASS is critical because a refusal from the school district can lower response rates for multiple school, principal, teacher, and school

library media center questionnaires as well as lower the school district response rate. The new field-based methodology had the potential to impact the participation of the school districts in two ways:

- *Decrease school-level response.* A field representative contacted schools in each school district individually. If a school requested approval by the school district as a condition for participation, and the school district refused, all of the schools in the district could become nonrespondents. In the past, many schools completed their questionnaire before the school district had a chance to refuse.
- *Increase school participation.* By sending people with extensive knowledge of the area and good communication skills to the schools and districts, the participation rate within schools could increase.

Since the impact of the new methodology was unknown, two approaches to deal with school districts were implemented. First, school districts that were in the sample in the past and had special procedures for allowing participation, or were known to have research applications with deadlines before the field period would begin, were identified. These were referred to as “special districts” and efforts were made to contact them for approval prior to the field period. These efforts are documented in “Appendix L. Report on Results of Special Contact Districts.”

Second, to better understand how districts would respond to precontact and what implications it would have on the cost and timing of SASS, a small experiment was embedded in this implementation of SASS. Three of the 12 Census Bureau Regional Offices were selected to participate in this experiment. All of the school districts in these areas, except the “special districts,” were assigned either to the test group or the control group. Those in the test group were called prior to the field period to determine if they had any research requirements or paperwork that must be completed before a field representative could visit their schools. If they did have requirements, efforts were made to meet them and gain approval prior to the field period. During the survey, field representatives kept detailed logs of their efforts in completing data collection at the schools in each of these districts, in order to provide data to ascertain the impact of the precontacts. The results of the experiment are covered in “Appendix M. School District Experiment Findings.”

Early Detection of Out-of-Scope Schools

In previous administrations of SASS, schools’ self-reported grade ranges, addresses, and/or number of teachers differed from the variables recorded on the Common Core of Data (CCD). These differences impact whether a school was in-scope or out-of-scope for SASS (i.e., eligible for SASS). In previous SASS administrations, these discrepancies were identified during post-data collection processing. Identifying these discrepancies during processing delayed the final completion of previous administrations of SASS. To reduce processing time and burden on out-of-scope schools, the Census Bureau reengineered the process to start with the use of the SASS Teacher Listing instrument that determined if a school was in-scope or out-of-scope. Details on the SASS Teacher Listing instrument are covered in chapter 5.

Early Start to the Teacher Survey

In previous administrations of SASS, the Teacher Listing Form was mailed to schools in order to obtain a list of teachers’ names and additional information on the teachers’ subject matter and grades taught, full-time/part-time status, race/ethnicity, experience level (whether in first 3 years of teaching or not), and whether they taught students with limited-English proficiency. Once enough Teacher Listing Forms were received and keyed, the information was used to sample teachers and mail the appropriate teacher questionnaires. Mailout of teacher questionnaires occurred in waves, with the first wave occurring several

weeks after the other survey forms were mailed. Follow-up of the teacher questionnaires continued through the end of the school year. The Census Bureau reengineered the process by having the field representative obtain Teacher Listing Form information as early as possible, and key the teacher names and information into CAPI, which then selected the teachers for each school, enabling the teacher questionnaires to be distributed much earlier than in previous administrations of SASS. The data collection was substantially completed by February 2004.

Promotional Materials

To encourage response, the 2003–04 SASS used several promotional materials, including brochures, pens, and CD-ROMs. The brochures, which contained summaries of the results from the 1999–2000 SASS, were provided to the school’s principal during the first meeting at the school. The purpose of the brochures was to emphasize to educators the importance of their participation in SASS. Public schools were given *A Brief Profile of America’s Public Schools* (NCES 2003-418) and private schools were given *A Brief Profile of America’s Private Schools* (NCES 2003-417). All schools also were given an informational brochure, *Schools and Staffing Survey: 2003–04* (NCES 2003-409), and a CD-ROM containing the *Statistical Abstract of the United States: 2002*.

Individual respondents (i.e., principals, teachers, and library media center specialists) were provided pens inscribed with the “Schools and Staffing Survey” and the SASS website.

Internet Reporting Option

There was no internet reporting option for the 2003–04 SASS. The 1999–2000 SASS offered an internet reporting option for the School Library Media Center Questionnaire.

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Chapter 3. Preparation for the 2003–04 SASS

The National Center for Education Statistics (NCES) and the U.S. Census Bureau continually work to improve questionnaires and procedures for the Schools and Staffing Survey (SASS). Prior to the administration of the 2003–04 SASS, the survey and methodology were tested iteratively and improved. Methodology changes were based on experience conducting previous SASS studies and on debriefings conducted with Census Bureau field staff (field representatives). Decisions on revisions to items were informed by a number of sources, including qualitative research, item response rates from previous surveys, results of reinterview studies, and review of data issues from previous studies. A summary of the research conducted is presented in exhibit 1, and the full reports are included as appendixes C through J.

Exhibit 1. Summary of research conducted for 2003–04 SASS

Title	Methodology	Study period	Respondent(s)	Key areas of focus
Report on 2001–02 SASS Pretest and Recommendations for 2003–04 SASS	Field test	10/2001–3/2002	ALL	Methodology
Report of Findings From a Test on the SASS Teacher Listing Instrument	Field test/ Telephone	1/2003	ALL	Methodology
Report on SASS Cognitive Interviews of Teachers in Two Panels	In-person cognitive interview	12/2002–1/2003	Teacher	Most areas—working conditions, certification, degrees
Report on a Follow-up Cognitive Testing to the 2003–04 SASS Teacher Questionnaire	Telephone cognitive interview	3/2003	Teacher	Teacher certification
Report on SASS Focus Groups	Focus groups	3/2003	Public school and principal	Overcrowding, time use, staffing, school lunch, and Title 1
Results of the Cognitive Pretest on SASS Public School Questions	In-person cognitive interview	3/2003–4/2003	Public school	All except some counts
Report on a Follow-up Cognitive Testing to Select 2003–04 SASS Principal Items	Telephone cognitive interview	3/2003–4/2003	Public school principal	Time use, professional development, and performance standards
Results of the Cognitive Pretest on SASS School Library Media Center Questions	Telephone cognitive interview	3/2003	Library	Information literacy, computers, staffing, and certification

Research on New SASS Methodology

SASS Field Pretest

For the 1999–2000 SASS, selected schools were sent questionnaires by mail. Nonrespondents were contacted first by telephone (using computer-assisted telephone interviewing [CATI] instruments for most questionnaires) and ultimately by field representatives. In an attempt to shorten the data collection period

for SASS and increase response rates, a new methodology was proposed for the 2003–04 SASS. The new methodology was essentially a shift to an in-person field-based methodology that would begin with a personal visit to each school by a field representative, with all subsequent follow-up conducted by the field representative. The purpose of the pretest was to see if this new approach was advantageous in terms of timing, response, data quality, and cost. The field test was conducted between October 2001 and March 2002. A complete description of the methodology and detailed findings can be found in “Appendix C. Report on 2001–02 SASS Pretest and Recommendations for 2003–04 SASS.”

Methods

Three Census Bureau Regional Offices—Seattle, Atlanta, and Denver—were selected to participate in the pretest. A total of 29 field representatives across the three Regional Offices were trained on the procedures to conduct the SASS interviews. Over 300 schools were selected to participate in this test. An advance letter was sent to the schools that were selected to participate informing them that a field representative would contact them. Field representatives attempted to contact schools via telephone and gain the school’s participation in SASS. Field representatives also returned to schools to pick up completed questionnaires. A debriefing was held at the end of the field pretest. The response rates are presented in table 1.

Table 1. Response rates (in percent) for the SASS field pretest, by regional office: 2001–02

Questionnaire	Total response rates	Regional office response rates		
		Seattle	Atlanta	Denver
Teacher Listing Form	88.1	83.8	91.5	89.2
Principal	84.4	81.2	88.8	83.2
School	83.0	77.8	88.0	83.3
School Library Media Center	84.8	78.9	87.0	88.5
Teacher	86.7	87.4	92.6	80.2

SOURCE: U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

Key Findings

- Surveys potentially could be completed 6 to 8 months earlier using the new methods.
- The response rates for schools in the pretest were lower than the rates achieved on the 1999–2000 SASS, but higher for teachers. The lower school-level rates occurred because several schools that may have participated in a full-scale SASS refused to participate in the pretest.
- There was no clear improvement in data quality. However, there were indications that the data from the Teacher Listing Form were less problematic and that a few questions on the other SASS questionnaires may have had better item response rates.

Test of SASS Teacher Listing Instrument

In previous administrations of SASS, screening of schools to determine if they were in-scope or out-of-scope was embedded in the Teacher Listing Form and school questionnaires. The screening process sometimes yielded inaccurate or inconsistent information about the school’s status. For example, a private school might report that it is public, because it receives tuition money from a public school district on behalf of some students. The methodology itself added significant time to the data collection. Although the SASS operation typically started in October, the last teacher questionnaires were mailed out in the spring, leaving little time in the school year for nonresponse follow-up. In an attempt to improve the screening process and reduce the time required to conduct SASS, a computer-assisted personal interviewing (CAPI) instrument, called the SASS Teacher Listing instrument, was developed that could

screen schools and select a sample of teachers from eligible schools. The instrument was designed to screen schools by phone for in-scope and out-of-scope status. Next, the field representative was instructed to set up an appointment with the school to collect the Teacher Listing Form data. The field representative could then key these data into the instrument and a sample of teachers was selected. This allowed the field representative to sample teachers and hand questionnaires to the selected teachers all in one visit to the school. In order to verify that the SASS Teacher Listing instrument and procedures would work in a field setting, a two-part test was conducted prior to the full-scale SASS administration.

The instrument and procedures were modified based on findings from the test. The test was conducted in early January 2003. Detailed information on the study can be found in “Appendix D. Report of Findings From a Test on the SASS Teacher Listing Instrument.”

Methods

One hundred and eighty schools in states likely to be problematic⁹ (Oklahoma, Montana, and South Dakota) and the Washington, DC metropolitan area (Virginia, Pennsylvania, the District of Columbia, and Maryland) were selected to participate in this test. For details on sampling, please refer to “Chapter 4. SASS Frame Creation and Sample Selection Procedures.” In order to ensure that a variety of scenarios were encountered (e.g., merged or split schools), some of the schools selected had their sampling frame information altered (grade ranges or enrollment counts were modified to create discrepancies). Following normal SASS procedures, an advance letter was sent to schools prior to interviewing. Five field representatives and members of Census Bureau telephone interviewing staff were trained to administer the SASS Teacher Listing instrument and conduct a debriefing with respondents about their experience. A standardized debriefing form was used to structure the feedback. Twenty cases in the DC area were selected for in-person visits. All other interviews were conducted by telephone. Daily debriefing sessions were held at the Census Bureau to identify issues and solutions during the test period.

Key Findings

- The instrument was not able to handle breaks in grade range. For example, a high school that had a kindergarten would have needed to be reported as 9–12. It was recommended that grade range handling be improved to allow this flexibility.
- The instrument moved slowly during the keying operation. It was recommended that improvements be made to the performance of the Teacher Listing Form portion of the instrument.
- The instrument was successful at identifying in-scope and out-of-scope schools and collecting teacher lists from schools. It was recommended that a modified instrument be used in the full-scale SASS.
- The test indicated that Regional Offices should conduct a prefield clean-up operation of the listing file before field interviewing begins.
- The test identified many procedural recommendations:
 - Training for field representatives should be modified to improve their understanding of how to use the instrument and contact schools.
 - Field representatives should review every Teacher Listing Form with a knowledgeable person at the school before keying the form into the instrument. During the pretest, field representatives did not check the quality of the Teacher Listing Form before leaving the school, which led to the inclusion of nonteachers in the sample.

⁹ In previous SASS administrations, it was more common to find a discrepancy between grade ranges on the Common Core of Data (CCD) and actual grade ranges identified in SASS for schools in Oklahoma, Montana, and South Dakota than it was for schools in other states.

- Greater flexibility should be built into the instrument so that field representatives could change demographic fields such as name and address during the interview.

Research on the Teacher Questionnaire

In an effort to develop questionnaire items that would accurately capture teachers' responses to the key questionnaire items, Census Bureau analysts conducted a series of cognitive interviews (such as "think-aloud" sessions) to identify problems that could be corrected prior to the survey's official release. The results from this first study were used to make revisions, and a second, small-scale study was conducted to test some of these key revisions.

Study One

An initial round of cognitive interviews was conducted on key items from the teacher questionnaire from December 2002 through February 2003. The study evaluated some items from the 1999–2000 administration of SASS that were deemed problematic, as well as new items that were being considered for addition to the 2003–04 administration. Details on methodology and findings can be found in "Appendix E. Report on SASS Cognitive Interviews of Teachers in Two Panels."

The test included items on

- background and work status;
- class organization;
- degrees obtained and their source (education program);
- certification and preparation for teaching;
- working conditions;
- professional development;
- resources and assessment of students; and
- school climate.

In addition, the study tested a different approach to the certification section that was included in the 1999–2000 teacher questionnaire. The series was revised to ask first about the teacher's certification and content area rather than asking for the teacher's main assignment first followed by items on certification status in the assignment area. All other items were tested as written in the 1999–2000 teacher questionnaire.

Methods

Due to the number of questions and subquestions in these sections, the test was conducted in two panels. Both panels included sections on background, work status, and working conditions. Panel A contained items on class organization, educational background, certification, and preparation for teaching. Panel B contained additional items on professional development, school climate, resources, and assessment of students. There were 16 participants in panel A and 14 participants in panel B for a total of 30 participants.

Interviewers followed a protocol but were free to vary from the protocol as necessary. The protocol utilized a variety of cognitive techniques, including think-aloud, probing, and retrospective probes. Respondents received a cash incentive for their participation in the study.

Key Findings

- Confusion about certification items should be resolved by asking respondent to first identify their school level (e.g., elementary or secondary) and then identify the area of specialization or endorsement.
- The items concerning hours worked at the school should be revised to better capture how teachers spend their time at their school each week. This includes adding additional instructions that clarify which specific activities to include in the hours reported for each of these items.
- The items on standardized testing should be revised for content and worded more clearly so that respondents can accurately reflect testing in schools.

Study Two

The teacher questionnaire was revised based on recommendations from the previous study. As a result, a small-scale test was conducted on some of the key revisions. Complete findings and methodology can be found in “Appendix F. Report on a Follow-up Cognitive Testing to the 2003–04 SASS Teacher Questionnaire.”

Methods

This research was conducted through telephone interviewing during March 2003. Schools were contacted by phone and asked to nominate a teacher to participate in the study. A questionnaire was then faxed to the school and an appointment was set for the researcher to call the teacher directly. A concurrent interview was conducted by phone following a structured protocol. The interviewer was free to deviate from the protocol as required. The form contained revised items on certification, preparation for teaching, and source of degree. The initial proposed certification questions were administered to three respondents. The form was revised based on these interviews and an additional six interviews were conducted with this second form. Interviews lasted 15 to 25 minutes. Teachers were offered a copy of the *Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools* (NCES 2002-313) as an incentive for participation.

Key Findings

- Certification items should be revised to focus on certification areas instead of endorsements, which caused confusion.
- The research indicated that teachers have a difficult time recalling their specific certification.
- Certification requirements varied by state and changed from year to year within states.
- Items on the types of assessments taken by teachers and the results of those tests suffered from recall issues and order effects.

Research on the School and Principal Questionnaires

New items on principal’s time use, paraprofessionals, hiring and dismissal of teachers, and testing were proposed for the 2003–04 administration of SASS. Additionally, items on overcrowding and attendance were found to be unreliable in a reinterview study conducted on the previous SASS administration. (For more details see “Appendix H. Response Variance in the 1999–2000 Schools and Staffing Survey,” in the *1999–2000 Schools and Staffing Survey Data File User’s Manual*, NCES 2004-303.) A two-pronged approach was used to study these issues. First, a series of exploratory focus groups was conducted to look at the constructs of interest. The focus groups were followed by small-scale, questionnaire specific, cognitive research.

Focus Groups

Traditionally, SASS has used techniques such as cognitive interviewing and behavior coding to validate and revise existing questions. The weakness of these methods is that they start from the researcher’s initial question wording. For this test, focus groups were conducted with the target population to learn how they think about and verbalize the constructs before the SASS questions were presented to them. The research focused on the proposed new series of items as well as existing questions on overcrowding, the free- and reduced-price school lunch program, staffing, average daily attendance, Title I programs, and participation in SASS. For details on methodology and complete findings, see “Appendix G. Report on SASS Focus Groups.”

Methods

Four focus groups were conducted in March 2003 to understand respondents’ perspectives on these issues. Two groups contained principals and two other groups were comprised of what SASS defines as “other knowledgeable persons” (usually school secretaries). A trained facilitator moderated the focus groups. Participants were recruited from multiple school systems in the Baltimore-Washington metropolitan area. Participants were provided an incentive for participating in the research.

Key Findings

- Gaining support from the district and providing an incentive are likely to increase participation.
- The term “paraprofessional” was not interpreted universally.
- As indicators of overcrowding in a school, participants recommended asking whether noninstructional areas are used for instruction or portable facilities are used for classroom space and how many teachers are without a classroom.
- Some aspects of teacher hiring and firing are handled at the district level and should be moved to that questionnaire.
- Participants were not able to answer questions on the number of students eligible for the free- or reduced-price lunch program. However, participants could easily provide the number of students receiving free- or reduced-price lunch.
- Principals are more accurately able to provide information on Title I than other knowledgeable respondents, suggesting that these items should be moved to the principal questionnaire.

School Questionnaire

Questions for the school questionnaire were revised based on focus group findings. An additional study was conducted to evaluate the revisions. The test used a modified version of the school questionnaire that omitted items on student and staffing counts by race. Interviews focused on the revised items related to average daily attendance, limited-English-proficiency students, and measures of school overcrowding as well as the pre-existing school questionnaire items. For complete methods and findings, please see “Appendix H. Results of the Cognitive Pretest on SASS Public School Questions.”

Methods

During March and April 2003, 12 cognitive style interviews with public school principals were conducted. A trained interviewer followed a protocol and utilized concurrent think-aloud and retrospective probing techniques for this study. Respondents received an incentive for participating in this study.

Key Findings

- Respondents were better able to report the school’s average daily attendance as a percentage than as the number of students present.
- Emphasis on transitional grades led respondents to underreport the presence of kindergarten.
- Guidelines for determining school capacity change over time, so the question should probe for specific measures, such as current capacity of the building, presence of temporary buildings, and number of classrooms.
- Some items, such as drug and violence prevention programs, would be more appropriate on the principal questionnaire.
- The series on academic intersessions should be revised to improve the reference period and clarify eligible populations.

Principal Questionnaire

Following the focus groups, items on state and district performance standards, time use, and professional development were revised. A small-scale test was conducted to ensure that respondents could accurately respond to the revised items. For complete details and findings, see “Appendix I. Report on a Follow-up Cognitive Testing to Select 2003–04 SASS Principal Items.”

Methods

In order to test proposed revisions to the principal questionnaire, a small-scale qualitative study was conducted during March 2003. Low and high performing schools were identified through state and district internet sites. Principals were contacted by phone and asked if they would be willing to participate in a brief telephone interview. A total of four principals agreed to participate in this study and set an appointment to talk with an interviewer (table 2). The study questions were faxed to principals in advance of the interview. At the scheduled times, the interviewer contacted the principals and asked them to read aloud and think-aloud as they answered each question. The interviewer probed following a protocol. Principals were sent a copy of the *Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools* (NCES 2002-313) as an incentive for participation. This was a small-scale qualitative study, and caution should be used in interpreting the findings.

Table 2. Respondent characteristics for principal questionnaire qualitative study: 2003

Respondent	State	School type	Performance on standards
1	Ohio	Middle/high	Low
2	Missouri	Elementary	Low
3	Arizona	Elementary	High
4	Missouri	High	High

SOURCE: *Report on a Follow-Up Cognitive Testing to Select 2003–04 SASS Principal Items*, U.S. Census Bureau, April 2003.

Key Findings

- The instruction to include time away from school in calculation of hours worked should be more apparent.
- Nonprofessional development activities (e.g., coaching and serving as the department head) were included when answering about methods for providing time for professional development.
- Respondents were able to understand and answer the items on state/district standards.

Research on the School Library Media Center Questionnaire

In order to test proposed changes to the school library media center questionnaire, researchers conducted a small qualitative research study during March 2003. Complete details on the research can be found in “Appendix J. Results of the Cognitive Pretest on SASS School Library Media Center Questions.”

Methods

Schools were contacted by phone and asked if their librarian would participate in the study. When contact was established with the school librarian, he or she was asked the following questions:

- Are you familiar with the term information literacy?
- What does information literacy mean to you?

A questionnaire was then faxed to the school and an appointment was set for the researcher to call the librarian directly. A concurrent interview was conducted by phone following a structured protocol. The interviewer was free to deviate from the protocol as required. Interviews lasted 25 to 98 minutes. Librarians were offered a copy of the *Schools and Staffing Survey, 1999–2000: Overview of the data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools* (NCES 2002-313) as an incentive for participation.

Key Findings

- Respondents did not interpret the term “information literacy” in a uniform manner.
- All respondents had trouble answering budget questions for computer hardware and audiovisual equipment.
- Most respondents confused specific questions about information literacy in standardized testing with general standardized testing.
- Some items in the scheduling table were either not applicable to respondents or needed clarification.

Chapter 4. SASS Frame Creation and Sample Selection Procedures

This chapter discusses how the sampling frame was created and how cases were sampled for the 2003–04 Schools and Staffing Survey (SASS). The first major section discusses the creation of the frame for public and Bureau of Indian Affairs (BIA) funded schools, including schools deleted, added, and otherwise edited. Next, the public and BIA-funded school sampling procedure is described. This is followed by the district sampling, which is simply a by-product of the school sampling. The next major section covers the private school frame creation and sampling. The final major section discusses teacher sampling.

Public and BIA-Funded School Sampling Frame and Sample Selection

Public and BIA Frame Creation

The foundation for the 2003–04 SASS public and BIA-funded school frame was the 2001–02 Common Core of Data (CCD) file. CCD is based on survey data collected annually by the National Center for Education Statistics (NCES) from each state education agency. For the 2001–02 school year, state education agencies used their administrative record data to report information for 97,623 schools. NCES and the state education agencies worked cooperatively to ensure comparability between the elements reported. CCD is believed to be the most complete public school listing available. The frame includes regular and nonregular schools (special education, alternative, vocational, or technical), public charter schools, and BIA-funded schools.

Due to an accelerated survey schedule, the preliminary 2001–02 CCD file was used as the basis for the SASS sampling frame rather than the final version. When the final CCD file became available, the two files were compared and any major updates were added to the frame. The updates that were added consisted of school locale codes and public charter school flags.

In SASS, a school was defined as an institution or part of an institution that provides classroom instruction to students; has one or more teachers to provide instruction; serves students in one or more grades (1–12) or the ungraded equivalent and is located in one or more buildings. It was possible for two or more schools to share the same building; in this case they were treated as different schools if they had different administrations (i.e., principals).

The SASS definition of a school was generally similar to CCD with some exceptions. CCD included some schools that did not offer teacher-provided classroom instruction that included academic subjects in grades 1–12 or the equivalent ungraded. In some instances, schools in CCD were essentially administrative units that may have overseen entities that provided classroom instruction, or the school on CCD may have provided funding and oversight only. SASS collapsed CCD schools where the location, address, and phone number were the same on the assumption that the respondent would consider this to be all one school. (Further discussion of this issue is provided later in this Public and BIA Frame Creation section—see the “School Collapsing” subsection.) CCD required only that schools have an assigned administrator, but since SASS allowed schools to define themselves, Census Bureau staff observed that schools generally reported as one entity in situations where the administration of two or more schools on CCD was the same. SASS was confined to the 50 states plus the District of Columbia and excluded territories and overseas schools.

To illustrate, some examples of the differences between SASS and CCD are presented below:

- In California, CCD listed the special education program at each county office of education as a school, whereas SASS tried to determine which special education programs were operated by each office.
- Homebound school programs that are publicly-supported were included in CCD but not SASS.
- Schools overseas that are operated by the Department of Defense (DoD) were included in CCD but not in SASS.
- Multiple CCD schools at the same address and with the same phone number were considered one school in SASS.
- Multiple CCD schools each with a unique administrator who reports to the high school principal were considered one school in SASS if the respondent said the school covered multiple CCD grade ranges.

Frame Deletions

Since CCD and SASS differ in scope and their definition of a school, some records were deleted, added, or modified in order to provide better coverage and a more efficient sample design for SASS. The following types of school records were deleted from the CCD during the creation of the SASS sampling frame:

- There were 1,413 schools that were closed as of the 2001–02 school year and deleted from the frame. These schools were identified by the status code found on the CCD file. They are carried on the CCD for one additional year for completeness but are clearly designated as not operating.
- There were 1,851 schools located outside the 50 states and the District of Columbia that were deleted. These schools were identified as having a Federal Information Processing Standards (FIPS) state code of 58 (overseas DoD), 60 (American Samoa), 66 (Guam), 69 (Northern Marianas), 72 (Puerto Rico), or 78 (U.S. Virgin Islands).
- There were 250 Home School or Homebound school programs that were deleted. These schools and programs were clerically identified from a list of schools from CCD that had “HOME SCHOOL” or “HOMEBOUND” in the name. Since they did not provide classroom instruction, they were not eligible for SASS.
- Twelve BIA-funded dormitories that were listed on CCD as schools were deleted. These schools were identified by comparing the 1999–2000 SASS BIA-funded schools to the current CCD list of BIA-funded schools. These dormitories exist in support of BIA-funded schools but do not actually provide instruction.
- Ten regular public schools that were also listed as BIA-funded schools were deleted. These schools were identified during the above BIA comparison. Since they were duplicated between the BIA-funded list and the state-funded list, the public school record was deleted to ensure each case would have only one chance of selection.
- Twenty-four schools reported as closed or not providing classroom instruction were deleted when contacted for other reasons, such as to obtain grade range where it was missing.
- There were 124 school records that were actually administrative units in California and Pennsylvania that were deleted. Schools operated by these administrative units were subsequently added as described in the upcoming subsection on frame additions. These records were clerically identified based on previous experience. Pennsylvania records that had the term “Penn Department of Data Services” in the school name were deleted. California records were deleted if they had “County Office of Education” as part of the district name or “Special Education,” “Juvenile,” “Community,” “Alternative,” or “Opportunity” as part of the school name and were associated with a county office of education on the district file.

- These records were deleted from the school file because they were not schools but were offices that oversaw certain types of education within the county. This type of education is often provided at a number of locations within a particular county, but not necessarily at schools listed on CCD. To avoid confusion, these records were taken off the school file, contacted by phone, and requested to provide a list of the schools they oversaw. These lists were subsequently matched to CCD. If any of the schools from these lists were not already on CCD, they were added at that time.
- There were 1,361 schools that offered kindergarten or less as the highest grade that were deleted. These schools were identified using the school's highest grade offered as provided on CCD.

School Collapsing

There were 2,872 school records that were “collapsed” into other school records at the building level and deleted. Past data collections have shown that there are sampled schools that report survey data for the entire building when there is one head principal instead of reporting only for the part of the school that has been sampled. This issue occurs most often in certain states, in rural areas, or in schools that offer grades K–12 in the same building with one head principal. The problem lies in the conflicting definition of a school as held by the schools themselves and as reported by states to CCD. The schools often consider themselves one cohesive unit while the state does not. For accounting or other administrative purposes, the states artificially split these schools by grade level and report them as two or three separate schools.

If a CCD school within the associated school districts is selected for SASS, then the school often reports for all of grades K–12. This has caused substantial overreporting in SASS reports of state aggregates, such as enrollment and teacher counts, because these schools were sampled based on the particular grade range as reported on CCD but these schools then responded based on a much broader grade range (matching how they perceived themselves). In other words, these schools had unrecognized multiple chances of selection for sampling. The unrecognized chances of selection refer to the fact that regardless of which CCD record in the building was selected, the school was likely to report for the whole. Thus, the entity that reports could be selected via multiple CCD records. In the past, SASS data were edited after the field data collection to conform to the CCD grade range. This method was costly and time-consuming. Furthermore, many school respondents have reported they do not keep records at the school level as reported on CCD, making it difficult for them to respond to SASS in this manner. For this reason, it was decided for 2003–04 SASS to collapse the CCD records whenever it was believed that this problem was likely to occur.

The Census Bureau and NCES jointly determined a set of rules for school collapsing to apply during frame creation. In order to make the sampling frame more consistent with the school's actual grade range, these potential problem schools were identified and collapsed to the appropriate building level. When the school records were collapsed together, the student and teacher counts, grade range, and name as reported to CCD were all modified to reflect the change. The complete set of collapsing rules and the results of the procedure are presented in “Appendix K. Details of SASS Frame Creation and Sample Selection Procedures.”

Frame Additions

The following types of school records were added to the original CCD while creating the SASS sampling frame:

- Thirteen records that were listed on CCD as districts with no associated school records were determined to be newly-opened schools, based on the name, teacher, and enrollment counts, and were added.
- A total of 520 school records, primarily alternative, special education, and juvenile justice facilities, identified by contacting the deleted county or regional administrative units in California (415 schools) and Pennsylvania (105 schools), were also added.

After the addition, deletion, and collapsing of school records, the SASS school sampling frame consisted of 87,764 traditional public, 2,309 public charter, and 166 BIA-funded schools. From this point on, this is considered the 2003–04 SASS public school sampling frame. Table 3 shows the totals by state during each step in the frame creation process.

Table 3. Total number of public and BIA-funded school records during frame creation, by each step in frame creation process and state: 2003–04

State	Preliminary 2001–02 CCD ¹ file	After deletions (ineligible and duplicate school records)	After additions (Pennsylvania and California eligible school records)	Final public school universe (after collapsing procedure)
Total	97,623	92,578	93,111	90,239
BIA-funded schools ²	189	166	166	166
Domestic DoD schools ³	59	58	58	58
Alabama	1,544	1,515	1,515	1,507
Alaska	524	521	521	512
Arizona	1,863	1,774	1,785	1,760
Arkansas	1,164	1,144	1,144	948
California	8,974	8,769	9,184	9,152
Colorado	1,680	1,623	1,623	1,544
Connecticut	1,259	1,039	1,039	1,036
Delaware	202	194	194	193
District of Columbia	200	196	196	196
Florida	3,453	3,352	3,352	3,343
Georgia	1,990	1,963	1,963	1,957
Hawaii	279	279	279	279
Idaho	699	680	680	670
Illinois	4,418	4,234	4,234	4,111
Indiana	1,992	1,955	1,955	1,947
Iowa	1,543	1,499	1,499	1,322
Kansas	1,447	1,423	1,423	1,382
Kentucky	1,550	1,427	1,427	1,405
Louisiana	1,559	1,517	1,517	1,514
Maine	717	705	705	703
Maryland	1,394	1,359	1,359	1,358
Massachusetts	1,933	1,849	1,849	1,843
Michigan	4,065	3,895	3,895	3,849
Minnesota	2,461	2,307	2,307	2,122
Mississippi	1,049	1,034	1,034	1,032

See notes at end of table.

Table 3. Total number of public and BIA-funded school records during frame creation, by each step in frame creation process and state: 2003–04—Continued

State	Preliminary 2001–02 CCD ¹ file	After deletions (ineligible and duplicate school records)	After additions (Pennsylvania and California eligible school records)	Final public school universe (after collapsing procedure)
Missouri	2,391	2,326	2,326	2,027
Montana	885	869	869	583
Nebraska	1,370	1,279	1,279	1,107
Nevada	532	523	523	511
New Hampshire	530	461	461	436
New Jersey	2,453	2,389	2,389	2,389
New Mexico	798	779	779	737
New York	4,386	4,281	4,281	4,281
North Carolina	2,252	2,232	2,232	2,229
North Dakota	580	562	562	436
Ohio	3,954	3,878	3,878	3,841
Oklahoma	1,839	1,806	1,808	1,484
Oregon	1,320	1,300	1,300	1,293
Pennsylvania	3,285	3,228	3,333	3,333
Rhode Island	336	320	320	320
South Carolina	1,160	1,135	1,135	1,134
South Dakota	777	756	756	514
Tennessee	1,664	1,636	1,636	1,636
Texas	7,931	7,608	7,608	7,493
Utah	797	789	789	787
Vermont	395	356	356	355
Virginia	2,115	2,066	2,066	2,064
Washington	2,351	2,165	2,165	2,138
West Virginia	841	814	814	813
Wisconsin	2,228	2,156	2,156	2,036
Wyoming	396	387	387	356
Other jurisdictions ⁴	1,851	0	0	0

¹ CCD refers to the Common Core of Data.

² BIA refers to the Bureau of Indian Affairs.

³ DoD refers to the U.S. Department of Defense.

⁴ Other jurisdictions include American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2001–02, version 1a; Schools and Staffing Survey (SASS), “Public School Frame File” before, during, and after frame creation activities, 2003–04.

Frame Corrections

As mentioned above, the preliminary version of the 2001–02 CCD file was used as the basis for the 2003–04 SASS sampling frame. Using this file required the correction of variables necessary for sampling or conducting the survey, such as grade range, enrollment, teacher count, enrollment by race, school county code, school name, address information, and phone number. The following section outlines the steps taken to correct those variables.

If the school's grade range was missing from the CCD file, three methods were applied, in the following hierarchical order, to resolve the issue:

- taking data from earlier CCD files or SASS data;
- assigning a generic grade range based on the school's name; or
- calling the school for clarification. NOTE: During this calling process a few schools were discovered to be closed or otherwise out-of-scope and were deleted from the sampling frame, as described in the prior "Frame Deletions" subsection.

The student and teacher counts were imputed for those schools missing this information by applying one of the methods listed below, in the following hierarchical order:

- pulling information from previous CCD data for that school;
- extrapolating from current CCD student-teacher ratios and averages for the state; or
- using data that were collected in the 1999–2000 SASS for that particular school.

NOTE: BIA-funded schools as well as the state education agencies in Massachusetts and Tennessee did not report teacher counts to CCD for any schools in 2001–02.

The enrollment by race information was used to identify the schools in which American Indian or Alaska Native students composed at least 19.5 percent of the enrollment. These schools were sampled at a different rate than other public schools, so they needed to be identified during the SASS frame creation. These schools were identified using one of the following methods:

- examining the current CCD enrollment by race information, if present;
- examining previous CCD enrollment by race information; or
- reviewing the characteristics of the surrounding schools. If most of the surrounding schools in the county were flagged as having a high American Indian or Alaska Native enrollment, the school in question was also flagged.

Another important component used in conducting SASS was the school's physical location. The sampled schools were grouped by location and then broken into smaller segments (workloads) and assigned to an individual field representative to contact. The county information was not available on the school file, but was on the school district file. The county information was copied onto the record of the appropriate schools and then compared to the school's location ZIP code. This comparison was done because it is possible for the school and its associated district to be in different counties. If the county information was not valid for that particular ZIP code, it was corrected to reflect the school's physical location.

In instances where the school name implied considerably fewer grades than it actually offered, the name was modified to eliminate inappropriate descriptions. These schools were identified by comparing the school's name to the grades currently offered. If the name differed considerably from the grade range (e.g., the name contained "High School," but the grades offered were K–12), then the name was modified accordingly.

Due to time constraints, missing address information and phone numbers were filled in after the school sample was selected. These fields were not crucial to the selection of the school sample.

District Frame Creation

The public school district frame consisted of those districts that were operating within the United States and that oversaw at least one school on the 2003–04 SASS school universe file. The 2001–02 CCD included 17,276 district records, of which 16,042 were presumed to be eligible for SASS according to these rules. The following types of records were deleted from the 2001–02 CCD district file:

- the 18 districts listed on the CCD file that operated outside of the United States;
- the 24 BIA regional offices that did not meet the SASS definition of a school district—while they do provide funding to the schools, they often are not involved in hiring, firing, or setting policies; and
- districts on the CCD file that were presumed not to operate schools. Comparing the district file to the school file identified these records. There were 1,192 districts without at least one corresponding school that were deleted from the file.

Table 4 shows the state totals for all districts by state during the frame creation.

Table 4. Total number of public school districts (includes public charter and single school districts), by frame creation stage and state: 2003–04

State	Preliminary 2001–02 CCD ¹ file	After deletions (outlying, closed, and BIA ² districts)	Final public district universe (ineligible districts deleted)
Total	17,276	17,234	16,042
BIA districts ²	24	0	0
Alabama	133	133	133
Alaska	55	55	55
Arizona	531	531	492
Arkansas	338	338	325
California	1,058	1,058	1,049
Colorado	202	202	189
Connecticut	198	198	193
Delaware	30	30	30
District of Columbia	34	34	34
Florida	73	73	73
Georgia	183	183	183
Hawaii	1	1	1
Idaho	116	116	115
Illinois	1,063	1,063	1,009
Indiana	328	328	308
Iowa	389	389	371
Kansas	304	304	304
Kentucky	198	198	180
Louisiana	88	88	88
Maine	325	325	236

See notes at end of table.

Table 4. Total number of public school districts (includes public charter and single school districts), by frame creation stage and state: 2003–04—Continued

State	Preliminary 2001–02 CCD ¹ file	After deletions (outlying, closed, and BIA ² districts)	Final public district universe (ineligible districts deleted)
Maryland	24	24	24
Massachusetts	480	480	373
Michigan	806	806	794
Minnesota	500	500	456
Mississippi	162	162	162
Missouri	530	530	530
Montana	532	532	378
Nebraska	698	698	550
Nevada	18	18	18
New Hampshire	257	257	164
New Jersey	679	679	642
New Mexico	89	89	89
New York	788	788	763
North Carolina	219	219	213
North Dakota	275	275	259
Ohio	825	825	775
Oklahoma	568	568	544
Oregon	221	221	204
Pennsylvania	695	695	679
Rhode Island	41	41	40
South Carolina	107	107	105
South Dakota	199	199	187
Tennessee	138	138	138
Texas	1,256	1,256	1,233
Utah	46	46	42
Vermont	354	354	271
Virginia	207	207	194
Washington	305	305	296
West Virginia	57	57	57
Wisconsin	452	452	437
Wyoming	59	59	57
Other jurisdictions ³	18	0	0

¹ CCD refers to the Common Core of Data.² BIA refers to the Bureau of Indian Affairs.³ Other jurisdictions include American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District Frame,” 2003–04; Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2001–02, version 1a.

Sample Allocation

The goals for the public and BIA-funded school sample of the 2003–04 SASS were similar to those of the 1999–2000 SASS and were as follows:

- Use the 2001–02 CCD school file as the sample frame with exceptions noted in the previous “Public and BIA Frame Creation” section.
- Produce state estimates of public school characteristics.
- Produce state/elementary and state/secondary estimates of the number of public schools and associated public school characteristics.
- Produce national estimates of combined-grade public schools, meaning schools that offer grades that span both elementary and secondary levels.
- Produce national estimates by various geographic (e.g., region and locale) and school characteristics for public schools.
- Minimize the overlap between the 2003–04 SASS and the 2004 follow-up of the Education Longitudinal Study of 2002 (ELS:2002) in order to reduce respondent burden.
- Oversample schools with 19.5 percent or greater American Indian or Alaska Native enrollment, in order to be able to produce national estimates of these schools and selected school characteristics.
- Produce national and regional estimates of public charter schools and selected school characteristics.
- Select all BIA-funded schools.

Methodology

The SASS sample is not a simple random sample, but rather is a stratified probability proportionate to size sample. The first level of stratification for public and BIA-funded schools was school type: (A) BIA-funded schools were selected with certainty (automatically in sample); (B) schools with high American Indian or Alaska Native student enrollment (schools with 19.5 percent or more American Indian or Alaska Native students); (C) schools in Delaware, Maryland, Florida, Nevada, and West Virginia, where at least one school from each district in the state was selected as described in the following “Sample Selection” section; (D) public charter schools; and (E) all other schools. Schools falling into more than one category were assigned to types A, B, D, C, and E in that order.

The second level of stratification varied within school type. All of the type A schools were selected for the sample so no additional stratification was needed. Type B schools were stratified by state (Arizona, California, Montana, New Mexico, Washington, the remaining Western states, Minnesota, North Dakota, South Dakota, the remaining Midwestern states, North Carolina, Oklahoma, and the remaining states except Alaska¹⁰). Type C schools were stratified first by state and then school district. Type D schools were stratified by state (Arizona, California, Colorado, the remaining Western states, Michigan, Ohio, Wisconsin, the remaining Midwestern states, Florida, North Carolina, Texas, the remaining Southern states, Pennsylvania, and the remaining Northeastern states). The type E schools were stratified by state (all remaining states including the District of Columbia).

Each of school types B through E was then stratified by grade level (elementary, secondary, and combined) as defined below:

Elementary = lowest grade \leq 6 and highest grade \leq 8;
 Secondary = lowest grade \geq 7 and highest grade \leq 12; and
 Combined = lowest grade \leq 6 and highest grade $>$ 8, or school is ungraded.

¹⁰ Alaska was excluded because most schools have a high Alaska Native enrollment and because the sampling rate applied to Alaska schools was higher than the sampling rate applied to other schools with high American Indian or Alaska Native student enrollment.

The 2003–04 SASS sample was allocated so that state-level elementary and secondary public school estimates and national estimates of combined public schools could be made. The sample was allocated to each state by grade range and school type (traditional public, public charter, and schools with high American Indian enrollment). A full description of the allocation procedure is located in “Appendix K. Details of SASS Frame Creation and Sample Selection Procedures.”

Sample Sort

To facilitate the calculation of school district weights, it was important that within a stratum all schools belonging to the same school district were listed together. This could have been achieved by sorting first by the school district’s identification variable (LEA ID). However, to increase the efficiency of the school sample design, it was better to sort by other variables before LEA ID. To achieve both these goals, the ZIP code variables were recoded to make them the same for every school within a stratum/school district. After the ZIP code was recoded, the non-BIA-funded schools were sorted by the following variables:

1. School Stratum code as defined in the “Methodology” subsection above
2. State
3. Locale code
 - 1 = large central city
 - 2 = midsize central city
 - 3 = urban fringe of large central city
 - 4 = urban fringe of mid-size central city
 - 5 = large town
 - 6 = small town
 - 7 = rural, outside Metropolitan Statistical Area (MSA)
 - 8 = rural, inside MSA
4. Recoded ZIP code (all schools in stratum/district have the same value for this variable)
5. District ID as defined on CCD
6. School’s highest grade offered (in descending order)
7. Recoded percent minority enrollment (in descending order) and defined as:
 - 1 = less than 5.5 percent minority enrollment or unknown
 - 2 = at least 5.5 percent but less than 20.5 percent minority enrollment
 - 3 = at least 20.5 percent but less than 50.5 percent minority enrollment
 - 4 = at least 50.5 percent minority enrollment
8. Total enrollment (in serpentine sort order, which was defined as enrollment being sorted first in ascending then descending order within the other sort variables)
9. CCD school ID

This sort order differed slightly from the sort used in previous SASS administrations. A discussion of the steps taken to determine the sort order for the non-BIA-funded schools is listed in “Appendix K. Details of SASS Frame Creation and Sample Selection Procedures.” The first four variables allowed a geographic balance to be achieved within locale for each state. The fifth variable guaranteed that schools within a district and school stratum stayed together. The sixth variable (school’s highest grade) allowed the sample size requirements for middle schools to be met. Since middle schools were not stratified explicitly into one grade level stratum, some of them were classified as elementary and some as secondary. To better control the actual number of middle schools selected, this sort achieved that aim by placing middle schools at the end of the secondary stratum and at the beginning of the elementary school stratum. The seventh variable (recoded minority) allowed a balance with respect to ethnicity. The eighth variable (school enrollment) also encouraged a balance with respect to school size.

Sample Selection

Schools

Within each stratum, all non-BIA-funded schools were systematically selected using a probability proportionate to size algorithm. The measure of size used for the schools was the square root of the number of full-time-equivalent teachers reported for each school or imputed during sampling frame creation. Any school with a measure of size greater than the sampling interval (the inverse of the rate at which the sample is selected) was included in the sample with certainty and automatically excluded from the probability sampling operation. The BIA-funded schools were also selected for the sample with certainty. This produced a non-BIA-funded school sample of 10,202 (455 high American Indian enrollment schools, 303 public charter schools, and 9,444 other traditional public schools) and a BIA-funded school sample of 166 schools for a total of 10,368 sampled public and BIA-funded schools in 2003–04 SASS.¹¹

Table 5 shows both the allocated and selected sample sizes for traditional public schools (excludes public charter, high American Indian or Alaska Native enrollment, and BIA-funded schools). The public charter and high American Indian or Alaska Native enrollment schools are listed in subsequent tables (tables 6 and 7). The difference in these two sample sizes is attributable to the use of conditional probabilities of selection to achieve the minimization of overlap with ELS as described in “Appendix K. Details of SASS Frame Creation and Sample Selection Procedures.”

Table 5. Final selected sample sizes for traditional public schools at different school levels (allocated sample sizes in parenthesis if different) and percentage of frame in sample, by state: 2003–04

State	School level			Total sampled schools	Percentage of state's frame in sample
	Elementary	Secondary	Combined		
Total	4,453	3,780 (3,715)	1,211 (1,208)	9,444	10.95
Alabama	80	81 (80)	26	187	12.46
Alaska	80	53	53	186	37.42
Arizona	80	85 (80)	20	185	14.80
Arkansas	80	81 (80)	36	197	20.91
California	227	80	50	357	4.10
Colorado	80	82 (80)	19 (20)	181	12.49
Connecticut	80	81 (80)	20	181	17.73
Delaware	73	25 (24)	13	111	60.99
District of Columbia	70	18	10	98	60.12
Florida	80	83 (80)	48	211	6.68
Georgia	80	82 (80)	24 (23)	186	9.65
Hawaii	80	31	5	116	45.14
Idaho	80	82 (80)	20	182	28.04
Illinois	80	88 (86)	20	188	4.60
Indiana	80	82 (80)	20	182	9.35

See notes at end of table.

¹¹ After the certainty schools were removed, the sampling interval was recalculated as the sum of the measures of size of the noncertainty schools divided by the desired remaining sample (the stratum total sample size minus the number of certainty schools). The noncertainty schools' probabilities were then calculated as the measure of size divided by the new sampling interval.

Table 5. Final selected sample sizes for traditional public schools at different school levels (allocated sample sizes in parenthesis if different) and percentage of frame in sample, by state: 2003–04—Continued

State	School level			Total sampled schools	Percentage of state's frame in sample
	Elementary	Secondary	Combined		
Iowa	80	81 (80)	21 (20)	182	13.78
Kansas	80	81 (80)	19	180	13.17
Kentucky	80	83 (80)	20	183	12.90
Louisiana	80	82 (80)	22	184	12.37
Maine	80	81 (80)	9	170	24.28
Maryland	80	84 (80)	20	184	13.55
Massachusetts	80	80	20	180	10.01
Michigan	98	81 (80)	20	199	5.51
Minnesota	136	81 (80)	63	280	14.16
Mississippi	80	80	22 (23)	182	17.65
Missouri	92	82 (80)	40	214	10.67
Montana	80	53 (52)	28	161	31.14
Nebraska	80	81 (80)	33	194	17.75
Nevada	80	67	12	159	32.32
New Hampshire	80	43	8	131	30.05
New Jersey	80	80	20	180	7.70
New Mexico	80	81 (80)	20	181	29.87
New York	112	82 (80)	21 (20)	215	5.09
North Carolina	80	83 (80)	20	183	8.68
North Dakota	80	43	37	160	41.34
Ohio	93	81 (80)	20	194	5.17
Oklahoma	80	82 (80)	21	183	20.56
Oregon	80	80	20	180	14.38
Pennsylvania	110	81 (80)	20	211	6.48
Rhode Island	80	38	2	120	38.10
South Carolina	80	81 (80)	12	173	15.31
South Dakota	80	37 (38)	42	159	37.32
Tennessee	80	82 (80)	21 (20)	183	11.19
Texas	80	175 (170)	62	317	4.37
Utah	80	81 (80)	19	180	23.68
Vermont	80	41	26	147	41.41
Virginia	146	83 (80)	20	249	12.08
Washington	80	80	20	180	8.65
West Virginia	80	80	14 (13)	174	21.40
Wisconsin	96	83 (80)	20	199	10.45
Wyoming	80	52 (51)	13	145	42.03

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Documentation Data File," 2003–04.

Table 6. Final selected sample sizes for public charter schools at different school levels (allocated sample sizes in parenthesis if different) and percentage of frame in sample, by state: 2003–04

State	School level			Total sampled schools	Percentage of state's frame in sample
	Elementary	Secondary	Combined		
Total	139	81	83 (82)	303	13.45
Arizona	14	18 (17)	9	41	12.16
California	21	11 (12)	14	46	13.77
Colorado	6	2	5	13	15.29
Florida	12	3	4	19	10.44
Michigan	16	5	10 (9)	31	15.42
North Carolina	7	2	2	11	12.22
Ohio	7	3	3	13	15.29
Pennsylvania	5	3	4	12	16.00
Texas	7	8	15	30	12.45
Wisconsin	4	4	2	10	10.10
Remaining Western states	4	4	3	11	10.47
Remaining Midwestern states	7	5	4	16	13.01
Remaining Southern states	12	9	2	23	16.79
Remaining Northeastern states	17	4	6	27	16.98

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public Charter School Documentation Data File," 2003–04.

Table 7. Final selected sample sizes for schools with high American Indian or Alaska Native enrollment at different school levels (allocated sample sizes in parenthesis if different) and percentage of frame in sample, by state: 2003–04

State	School level			Total sampled schools	Percentage of state's frame in sample
	Elementary	Secondary	Combined		
Total	219	155 (152)	81	455	28.67
Arizona	25	25 (24)	3	53	30.81
California	8	7	2	17	14.05
Minnesota	5	5	4	14	18.67
Montana	9	3	6	18	27.27
New Mexico	21	14	3	38	34.23
North Carolina	12	3 (5)	1	16	34.04
North Dakota	3	5	5	13	28.89
Oklahoma	87	61 (60)	41	189	32.31
South Dakota	10	5	6	21	23.60
Washington	6	5	2	13	22.81
Remaining Western states	11	9 (8)	2	22	26.83
Remaining Midwestern states	14	7 (6)	4	25	27.17
Remaining Southern states and Northeastern states	8	6 (5)	2	16	35.56

NOTE: BIA refers to the Bureau of Indian Affairs. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and BIA School Documentation Data Files," 2003–04.

Districts

Two methods were used for sampling districts within specific states. Districts in five states were selected differently than those in the remaining states, so the sampling procedure for most states is described first followed by the sampling procedure for the exceptional states.

1. *Districts outside Delaware, Florida, Maryland, Nevada, and West Virginia.* During the initial design development of SASS, consideration was given to selecting the school districts first and then selecting schools within these districts. It was hypothesized that doing this would reduce the reliability of both school and teacher estimates but might be offset by the improvement in reliability of school district estimates. Simulations done on the reliability of school district estimates when the districts were selected first confirmed the loss of reliability in school and teacher estimates. The simulations also showed that selecting schools first would produce only slightly less accurate district estimates. For these reasons the SASS sample design selects the schools first.

Therefore, the school district sample consists of the set of districts that were associated with the SASS public school sample. This provides the linkage between the district and the school. Table 8 provides the number of school districts selected by state. This can be compared with the number of districts on the frame in each state as presented earlier in table 4. Note that district totals for some states appear higher than expected due to the inclusion of public charter school districts. In parts of Maine, Vermont, and New Hampshire, some of the districts were dropped and the sampled schools were instead associated with their Supervisory Unions. This was done because evidence indicated that the Supervisory Union handled the day-to-day administration of the schools rather than the school districts. There were not any districts without schools selected for the 2003–04 sample as had been done in some previous SASS cycles since most of these districts did not have associated teachers, and thus were ineligible for the survey.

2. *Districts inside Delaware, Florida, Maryland, Nevada, and West Virginia.* In 2003, a simulation study was done for each state to assess the reliability of SASS school district estimates. The complete results of this study are presented in “Appendix K. Details of SASS Frame Creation and Sample Selection Procedures.” The study showed that standard errors from Delaware, Florida, Maryland, Nevada, and West Virginia were high relative to the sampling rate. To reduce the standard error, all districts in these states were defined as school sampling strata. This placed all districts in each of these five states in the school district sample thus reducing the standard error to zero, if all districts respond.

Table 8. Number of sampled public school districts (includes district-level data from one-school districts and public charter schools), by state: 2003–04

State	Number of sampled districts	State	Number of sampled districts
Total	5,437		
Alabama	96	Missouri	149
Alaska	40	Montana	132
Arizona	153	Nebraska	120
Arkansas	130	Nevada	17
California	281	New Hampshire	84
Colorado	76	New Jersey	154
Connecticut	103	New Mexico	69
Delaware	22	New York	149
District of Columbia	7	North Carolina	96
Florida	73	North Dakota	100
Georgia	95	Ohio	171
Hawaii	1	Oklahoma	233
Idaho	82	Oregon	105
Illinois	142	Pennsylvania	175
Indiana	127	Rhode Island	35
Iowa	136	South Carolina	70
Kansas	118	South Dakota	105
Kentucky	101	Tennessee	79
Louisiana	62	Texas	250
Maine	108	Utah	32
Maryland	24	Vermont	58
Massachusetts	133	Virginia	102
Michigan	197	Washington	111
Minnesota	168	West Virginia	57
Mississippi	108	Wisconsin	155
		Wyoming	46

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School District Documentation Data File," 2003–04.

Private School Frame Creation and Sample Selection

List and Area Frames Creation

The 2003–04 SASS private school sample consisted of schools selected from a list frame and an area frame. The SASS private school sample size was 3,622 of which 3,443 schools were from the list frame and 179 were from the area frame. The area frame serves as coverage improvement since the list frame omits about 8 percent of eligible private schools.

List Frame

Most of the SASS private school sample comes from a list frame, which is a frame constructed from matching lists of private schools. The base list for the 2003–04 SASS list frame was the 2001–02 Private School Universe Survey (PSS). In order to provide coverage of private schools founded since 2001 and to

improve coverage of private schools existing in 2001, membership lists were collected from private school associations and religious denominations. The associations were asked to include schools that met the PSS school definition when they provided lists. The 50 states and the District of Columbia were also asked to provide lists of private schools meeting the PSS definition of a school. Schools on private school association membership lists and the state lists were compared to the base list. Any school that did not match a school on the base list was added to the existing list frame as a list frame birth. This is the usual method that is followed to create a revised PSS list frame every 2 years.

This updating process was conducted specifically for the 2003–04 PSS, but was used as the starting point for the sampling frame for SASS private schools. To create the SASS sampling frame, schools with a highest grade of kindergarten, which are schools by the PSS definition but not the SASS definition, were deleted.

Area Frame

The source for the 2003–04 SASS area frame schools was the 2001–02 PSS area frame, excluding schools with a highest grade of kindergarten. To create the 2001–02 PSS area frame, the United States was divided into 2,054 primary sampling units (PSUs). Each PSU consisted of a single county, independent city, or cluster of geographically contiguous areas with a minimum population of 20,000 according to population projections for 1988, which was when the PSUs were first formed. To avoid having PSUs covering too large a land area, the minimum population standard was relaxed in sparsely-populated areas.

Due to time constraints, the Census Bureau did not have time to wait for the 2003–04 PSS area frame schools to be identified. The PSS area frame operation was conducted several weeks after data collection began for SASS. The 2003–04 SASS area frame consists only of those schools in noncertainty PSUs in the 2001–02 PSS area frame that had not already been added to the 2003–04 PSS list frame as part of the 2003–04 PSS list frame updating operation (described in the “List Frame” section above). Noncertainty PSUs are those counties not guaranteed to be included in the PSS area frame and thus subject to a random sampling process. Schools from the noncertainty PSUs in the 2001–02 PSS area frame that were also 2003–04 PSS list frame births were identified and dropped from the area frame. Schools that could be defined as only teaching kindergarten as the highest grade, or only teaching adult education or postsecondary, were also removed from the frame.

Using these PSUs, the 2001–02 PSS area frame was designed to produce approximately 50 percent overlap with the previous PSS. By maintaining a 50 percent overlap of PSUs, the reliability of estimates of change was maintained at a reasonable level. Consequently, the area frame consisted of two sets of sample PSUs: 1) a subsample of the 1999–2000 PSS area frame sample PSUs (overlap); and 2) a sample of PSUs selected independently from the 1999–2000 PSS sample (nonoverlap).

A total of 124 distinct PSUs were in the 2001–02 PSS area sample. The eight PSUs (certainty PSUs) that are included in every PSS area sample remained in the 2001–02 PSS area frame with certainty. All 58 PSUs that had been in the 1999–2000 PSS area frame for the first time and not previously included in the overlap sample were selected again for the 2001–02 PSS, resulting in a total overlap sample of 66 PSUs. An additional 58 PSUs were selected independently.

The strata for selecting the nonoverlap PSUs were defined the same as the 1999–2000 PSS area frame design. Initially, 16 strata were created as had been done for prior cycles of PSS. The strata include region (Northeast, Midwest, South, West), metro/nonmetro status, and high/low percent private enrollment within metro/nonmetro status (i.e., above or below the median within each metro/nonmetro status). The high/low cutoffs were then adjusted so as to more nearly equalize the expected variance between the two

strata. The purpose of this was to try to lower the PSS or SASS standard errors resulting from the PSU sampling.

Sample sizes were determined for each metro/nonmetro status within each region, proportional to the sum of the square root of the PSU-estimated PSS private school enrollment. Some adjustments were made so that each sample size was an even number and that sample size was evenly distributed between the high and low percent private enrollment groups. This was done in order to have an even number of cases in each stratum (with a minimum of two) for pairing purposes for the PSS or SASS variance estimation.

Within each of the 124 PSUs, the Census Bureau attempted to find all private schools eligible for PSS. A block-by-block listing of all private schools in a sample of PSUs was not attempted. Rather, Regional Office field staff created the frame by using yellow pages, local Catholic dioceses, religious institutions, local education agencies, and local government offices. Once the area search lists of schools were constructed, they were matched with the PSS list frame school universe. Schools not found on the list frame were considered part of the area frame.

Complete Private School Frame Creation

The list and area frames were combined to create the complete frame. At this point, the frame still contained ineligible school records and records that were missing vital information.

Frame Deletions

The following types of records were deleted from the PSS list and area frames to create the SASS sample frames:

- schools not previously appearing on the 2003–04 list frame (births) that were identified from the early childhood center frame (a PSS operation whereby states are specifically asked for schools with kindergarten as the highest grade);
- schools from noncertainty PSUs of the 2001–02 PSS area frame that were added to the 2003–04 PSS list frame;
- schools with kindergarten as the highest grade level; and
- schools that were determined to be out-of-scope for the 2001–02 PSS (i.e., closed, prekindergarten only, not providing classroom instruction).

Frame Corrections

There were several school records that were missing information needed during the school sample selection. The school grade range and affiliation variables were used in stratifying schools during the private school sampling process. The number of teachers was used to form the measure of size in the private school sampling process. Finally, the number of students was used in sorting private school records during sampling. Values were assigned for any of these fields if the data were missing in the manner discussed below.

The school's grade range was assigned in one of four ways:

- taking information from earlier PSS data;
- using the school's name to assign a generic grade range;
- calling the school to assign a specific grade range; or
- assigning a grade level of combined (both elementary and secondary levels), as a last resort.

The school’s affiliation stratum was assigned by

- using information from earlier PSS data;
- using the school’s name to assign an affiliation stratum; and
- assigning the rest to the “All Other” category.

The school’s student and teacher counts were imputed in the following ways:

- using previous PSS data for that school; and
- using current SASS frame student-teacher ratios and averages by grade level and affiliation strata.

Sample Allocation

The goals for the 2003–04 SASS private school sample size allocation for the most part remained the same as the 1999–2000 goals:

- Produce detailed private school affiliation strata estimates for each of the 17 affiliations. (NOTE: Some new affiliations were added to the list since 1999–2000 and some others were deleted, changing the total number of affiliations from 20 to 17.)
- Produce national private sector estimates.
- Produce national private sector school level estimates.
- Produce estimates for national public versus private sector comparisons.

The affiliation strata were redefined so as to create larger groups that would more readily lend themselves to publication. Catholic schools were split by parochial, diocesan, and private. Other religious schools were reorganized into 11 groups corresponding to the 11 largest religious affiliations. Nonsectarian schools were split by regular, special emphasis, and special education.

List Frame Methodology

The list frame was partitioned into an initial set of cells using affiliation stratum (17 groups), grade level (three groups), and Census region (four groups). These cells were defined using the 2001–02 PSS data. For any variables with missing values for variables used in the assignment, the data were imputed.

The first level of stratification was school affiliation stratum (17 groups):

- Catholic—parochial;
- Catholic—diocesan;
- Catholic—private;
- Amish;
- Assembly of God;
- Baptist;
- Episcopal;
- Jewish;
- Lutheran Church—Missouri Synod;
- Wisconsin Evangelical Lutheran Synod;
- Mennonite;
- Pentecostal;
- Seventh-Day Adventist;

- other religious;
- nonsectarian—regular;
- nonsectarian—special emphasis; and
- nonsectarian—special education.

Within each affiliation stratum, schools were stratified by grade level (elementary, secondary, and combined schools). The definitions are provided below:

Elementary = lowest grade ≤ 6 and highest grade ≤ 8 ;
 Secondary = lowest grade ≥ 7 and highest grade ≤ 12 ; and
 Combined = lowest grade ≤ 6 and highest grade > 8 , also includes ungraded schools.¹²

Within affiliation stratum/grade level, schools were stratified by four Census regions: Northeast, Midwest, South, and West.

The private school sample size selected from the list frame was 3,443 schools. The goal was to select an overall sample of 3,421 private sample schools from the list frame. This difference can be explained by the school's conditional probability of selection used to minimize the overlapping sample schools with other surveys. This procedure introduces some variability into the sample size, which can result in a sample size slightly larger or smaller than the allocated sample size. The allocation process consists of the steps outlined in "Appendix K. Details of SASS Frame Creation and Sample Selection Procedures." Table 9 shows the allocated sample sizes by selected characteristics.

¹² Ungraded schools refer to schools that serve students whose grade levels are not defined as grade 1 through 12. For example, special education centers and alternative schools often classify their students as ungraded.

Table 9. Allocated private school list frame stratum sample sizes, by region, school level, and affiliation stratum: 2003–04

Affiliation stratum	Northeast				Midwest			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total	857	449	135	273	856	546	107	203
Catholic—parochial	155	139	10	6	183	163	12	8
Catholic—diocesan	98	66	28	4	128	94	27	7
Catholic—private	52	16	27	9	41	11	24	6
Amish	55	45	0	10	35	29	0	6
Assembly of God	15	8	0	7	14	5	2	7
Baptist	25	6	2	17	33	5	2	26
Episcopal	14	6	5	3	6	2	2	2
Jewish	74	32	18	24	11	6	2	3
Lutheran—Missouri Synod	8	4	2	2	54	47	5	2
Wisconsin Evangelical Lutheran Synod	0	0	0	0	81	68	9	4
Mennonite	52	24	2	26	19	9	1	9
Pentecostal	14	5	0	9	24	6	2	16
Seventh Day Adventist	13	8	2	3	17	10	2	5
Other religious	84	35	5	44	116	51	8	57
Nonsectarian—regular	106	31	25	51	46	17	4	25
Nonsectarian—special emphasis	37	21	4	12	34	21	3	10
Nonsectarian—special ed.	55	3	6	46	14	2	2	10
Affiliation stratum	South				West			
Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined	
Total	1,053	462	90	501	655	343	79	233
Catholic—parochial	92	81	5	6	59	54	2	3
Catholic—diocesan	71	48	19	4	50	34	13	3
Catholic—private	40	12	19	9	25	7	13	5
Amish	8	5	1	2	2	2	0	0
Assembly of God	41	13	2	26	30	14	2	14
Baptist	109	30	2	77	28	10	2	16
Episcopal	65	38	5	22	16	9	2	5
Jewish	16	9	2	5	13	8	3	2
Lutheran—Missouri Synod	19	15	2	2	19	15	2	2
Wisconsin Evangelical Lutheran Synod	6	4	0	2	13	10	2	1
Mennonite	22	8	2	12	7	3	0	4
Pentecostal	43	9	2	32	19	6	1	12
Seventh Day Adventist	36	22	3	11	34	18	3	13
Other religious	250	83	8	159	151	64	9	78
Nonsectarian—regular	152	48	12	92	107	51	16	40
Nonsectarian—special emphasis	55	33	3	19	59	35	6	18
Nonsectarian—special ed.	28	4	3	21	23	3	3	17

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Documentation Data File," 2003–04.

List Frame Sample Sort

Within each stratum, sorting took place on the variables listed below. Sorting serves to improve the efficiency of the overall design.

1. State (one for each state and the District of Columbia)
2. Highest grade in the school
3. Locale code based on 1990 Census geography
 - 1 = large central city
 - 2 = mid-size central city
 - 3 = urban fringe of large city
 - 4 = urban fringe of mid-size city
 - 5 = large town
 - 6 = small town
 - 7 = rural, outside Metropolitan Statistical Area (MSA)
 - 8 = rural, inside MSA
4. ZIP code
5. Enrollment as reported in the 2001–02 PSS (or imputed)
6. PIN number (the PIN number is a unique number assigned to identify the school on PSS)

Area Frame

There were 179 area frame schools identified in the 2001–02 PSS area frame within noncertainty PSUs that had not already been added as part of the 2003–04 PSS list frame updating operation. All 179 area frame cases (in the noncertainty PSUs) remained in the area frame and were in sample.

Sample Selection

List Frame

Within each stratum, private schools in the list frame were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the 2000–01 PSS number of teachers in the school. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.¹³

Table 10 shows the number of private schools that were allocated for sampling from the list frame, the number of schools actually sampled, and the percentage of the frame that was sampled for each affiliation stratum. Table 11 shows the number of private schools sampled from the list frame by school level and Census region as well as the percentage of the frame that was sampled within these categories.

¹³ After the certainty schools were removed, the sampling interval was recalculated as the sum of the measures of size of the noncertainty schools divided by the desired remaining sample (the stratum total sample size minus the number of certainty schools). The noncertainty schools' probabilities were then calculated as the measure of size divided by the new sampling interval.

Table 10. Number of private school list frame as allocated and as actually selected and the proportion selected, by affiliation stratum: 2003–04

Affiliation stratum	Sample size		Percentage of stratum's frame in sample
	Allocated	Actual	
Total	3,421	3,443	11.8
Catholic—parochial	489	492	11.6
Catholic—diocesan	347	353	12.5
Catholic—private	158	166	15.7
Amish	100	100	15.6
Assembly of God	100	101	21.3
Baptist	195	194	9.2
Episcopal	101	102	27.0
Jewish	114	114	13.7
Lutheran—Missouri Synod	100	100	9.0
Wisconsin Evangelical Lutheran Synod	100	101	26.7
Mennonite	100	98	28.3
Pentecostal	100	101	27.3
Seventh Day Adventist	100	100	10.5
Other religious	601	603	9.4
Nonsectarian—regular	411	414	11.8
Nonsectarian—special emphasis	185	185	7.8
Nonsectarian—special education	120	119	9.3

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Documentation Data File," 2003–04.

Table 11. Proportion of private school list frame selected in SASS sample, by school level and region: 2003–04

School level and region	Sample size	Percentage of frame in sample
Total	3,443	11.8
School level		
Elementary	1,800	10.9
Secondary	429	15.7
Combined	1,214	12.1
Region		
Northeast	862	12.5
Midwest	861	11.8
South	1,061	11.9
West	659	10.6

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Documentation Data File," 2003–04.

Area Frame

All area frame private schools were selected for the sample.

SASS Teacher Frame and Sample Selection

Frame Creation

In previous SASS administrations, sampled schools were asked to provide a list of their teachers primarily by mail. This accumulated list of teacher rosters formed the teacher sampling frame. For the 2003–04 SASS, sampled schools provided teacher rosters to field representatives during personal visits. The field representatives keyed the roster information into a laptop and teachers were selected from each cooperating sampled school, sometimes during the same personal visit.

Along with the names of its teachers, sampled schools were asked to provide the following descriptive characteristics of each teacher:

- *New/Experienced*. Teachers in their 1st, 2nd, or 3rd year of teaching were classified as new teachers.
- *Teaching status*:
 - Part time; or
 - Full time.
- *Race/Ethnicity*:
 - White (non-Hispanic);
 - Black (non-Hispanic);
 - Hispanic—regardless of race;
 - Asian or Pacific Islander; or
 - American Indian or Alaska Native.
- *Subject matter taught*. Teachers were classified as special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other.

Stratification

Within each sample school, teachers were stratified into one of four teacher types in the following hierarchical order:

1. Asian or Pacific Islander;
2. American Indian or Alaska Native;
3. New (3 years or fewer in the teaching profession); and
4. Experienced (more than 3 years of teaching).

To illustrate the hierarchical ordering, if a teacher was both new and Asian, that teacher would be classified as Asian.

Sample Allocation

The goals of the teacher sampling were as follows:

- Select at least 1,600 Asian or Pacific Islander teachers and 1,600 American Indian or Alaska Native teachers.
- Select a minimum of 2,300 new teachers by sector. For new teachers in public schools, oversampling was not required due to the large number of sampled schools with new teachers. Therefore, teachers were allocated to the new and experienced categories proportional to their numbers in the school. However, for private school teachers, new teachers were oversampled to

ensure that there would be enough new private school teachers in both the 2003–04 SASS and the 2004–05 Teacher Follow-up Survey. In private schools, new teachers were oversampled by a factor of 1.5.

- Select a minimum of one and a maximum of 20 teachers per school.
- Minimize the variance of teacher estimates within school stratum by attempting a self-weighting design. This constraint was relaxed to accommodate the other goals of teacher sampling.
- Select an average of three to eight teachers per school depending upon grade range and sector. The average teacher sample size was limited to this to avoid overburdening the schools, while allowing for a large enough teacher sample to meet the reliability requirements.

Before teachers were allocated to the new/experienced strata, schools were first allocated an overall number of teachers to be selected. This overall sample size was chosen so as to equalize the teacher weights within school stratum (state/level for public schools, association stratum/level/region for private schools). Teacher weights within stratum were not always equalized, however, due to the differential sampling for Asian or Pacific Islander and American Indian or Alaska Native teachers.

Table 12 provides the average number of new and experienced teachers to be selected within each public and private school by school level. These averages do not include Asian or Pacific Islander or American Indian or Alaska Native teachers.

Table 12. Average expected number of new and experienced teachers selected per school, by school level and type: 2003–04

School type	School level		
	Elementary	Secondary	Combined
Public	3.8	7.5	5.7
Private	3.8	4.7	2.8

NOTE: These averages do not include Asian or Pacific Islander or American Indian or Alaska Native teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2003–04.

Given the numbers in table 12, the new/experienced teacher sample size was chosen to equalize the teacher weights within a school stratum. Since the school sample was selected proportional to the square root of the number of teachers in the school, an equally-weighted teacher sample within a school stratum was obtained by selecting t_i new or experienced teachers in school i .

$$t_i = W_i * T_i (C/Y)$$

where:

- W_i is the school weight for school i (the inverse of the school selection probability),
- T_i is the number of new and experienced teachers in school i , as reported on the Teacher Listing Form,
- C is the average teacher cluster size in the frame/grade level category (see table 12); and
- Y is the simple average of the school's base-weighted number of teachers over all schools in the school stratum.

Given the allocation of teachers, t_i , teachers were allocated to the new/experienced strata, t_n and t_{ei} , respectively, in the following manner.

$$t_{ni} = (A * T_{ni} * t_i) / (T_{ei} + A * T_{ni}), \text{ and}$$

$$t_{ei} = (T_{ei} * t_i) / (T_{ei} + A * T_{ni})$$

where:

- A is the oversampling factor for new teachers ($A = 1.0$ for public school teachers and $A = 1.5$ for private school teachers);
- T_{ni} is the number of new teachers in school i ; and
- T_{ei} is the number of experienced teachers in school i .

The new and experienced teacher sample sizes were constrained to force the sample size to be between one and twice the average cluster size for that type of school.

The Asian or Pacific Islander and American Indian or Alaska Native teachers were allocated in the following manner:

$$t_{pi} = (W_i * T_{pi}) / R$$

$$t_{ai} = (W_i * T_{ai}) / H$$

where:

- W_i is the school weight for school i (the inverse of the school selection probability);
- T_{pi} is the number of Asian or Pacific Islander teachers in school i ;
- T_{ai} is the number of American Indian or Alaska Native teachers in school i ;
- R is the national sampling interval to ensure that at least 1,600 Asian or Pacific Islander teachers are selected nationwide ($R = 17.74$); and
- H is the national sampling interval to ensure that at least 1,600 American Indian or Alaska Native teachers are selected nationwide ($H = 5.42$).

The Census Bureau estimated the R and H factors conservatively so that there would be more than the designated number of oversampled teachers.

To make sure a school was not overburdened, the maximum number of teachers per school was set at 20. When the number of sample teachers exceeded 20 in a school, Asian or Pacific Islander and American Indian or Alaska Native teachers were proportionally reduced to meet the maximum requirement. In all such cases, at least five Asian or Pacific Islander or American Indian or Alaska Native teachers would have remained in sample, since the sum of the new and experienced teacher sample could not exceed 15.

Sample Selection

Teacher records within a school were sorted by the teacher stratum code, the teacher subject code, and the teacher line number code. The teacher line number is a unique number assigned to identify the teacher within the list of teachers keyed by the field representative. Within each teacher stratum in each school, teachers were selected systematically with equal probability. Table 13 shows the actual number of teachers selected as described above.

Table 13. Number of selected public and private school teachers in SASS sample, by school type and teacher stratum: 2003–04

Teacher stratum	Total	School type	
		Public	Private
Total	63,135	53,188	9,947
American Indian or Alaska Native	1,530	1,435	95
Asian or Pacific Islander	1,814	1,466	348
New	10,528	8,032	2,496
Experienced	49,263	42,255	7,008

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2003–04.

The actual sample may differ from the desired sample due to the fact that in allocating the sample, the average of the school's weighted measure of size over all schools in the school stratum was based on universe files of teacher counts from 2 years prior (CCD for public, PSS for private) instead of reported teacher counts from the school just prior to data collection. Also, the response rate for the completed Teacher Listing Forms may be somewhat different than expected, changing the number of schools from which to select sampled teachers. About 16 percent of the in-scope private schools and 11 percent of the in-scope public schools did not provide teacher lists. For these schools, no teachers were selected. A factor in the teacher weighting was used to adjust the weights to reflect the fact that some schools did not provide teacher lists. These factors may cause the overall average number of teachers per school to be slightly different than the target numbers.

To reduce the variance of teacher estimates, one goal of the teacher selection was to make the teacher sample self-weighting (i.e., equal probabilities of selection), within teacher and school stratum, but not across strata. The goal was generally met. However, since the sample size of teachers was altered due to the minimum constraint (i.e., at least one teacher per school) or maximum constraint (i.e., no more than either twice the average stratum allocation or 20 teachers per school) in some schools, this goal was not fully achieved in all schools.

Field Sampling Activities

Once a sample school was contacted, the grade range was verified. Occasionally, the grade range differed considerably due to a difference in the school's actual grade range and how it was reported on the sampling frame. When a considerable difference occurred, if the school reported fewer grades than expected, the sample school was considered a split and one school was randomly subsampled from the list of schools covering the expected grade range. The base weights were adjusted upward accordingly as described in chapter 9. If the school reported having more grades than expected, the respondent was interviewed, but the sampling frame was reviewed to see if the responding school corresponded to more than one sampling frame record. When this occurred, the sampled school was considered a merged school, and the base weight was adjusted downward to account for the fact that the respondent could have fallen into the sample through more than one sampling frame record.

Chapter 5. Data Collection

The 2003–04 Schools and Staffing Survey (SASS) utilized a field-based methodology for the principal, school, school library media center, and teacher data collection (school-level data collection). Census Bureau field representatives were responsible for all data collection at the sampled schools. The field representatives' work was coordinated by staff at 12 Census Bureau Regional Offices. The Regional Office staff was responsible for making assignments, supervising fieldwork, checking-in completed questionnaires, editing questionnaires, and implementing quality control procedures.

The collection of the school district data was conducted separately and accomplished first by mailout, with field representatives following up with nonrespondents. Advance work with school districts and schools was done to accommodate both collection efforts.

An overview of the purpose and content of each questionnaire is discussed in chapter 1. The changes in methodology from the 1999–2000 SASS are described in chapter 2. A brief evaluation of the field-based methodology is included at the end of this chapter.

Advance Work With School Districts

School districts were contacted prior to the beginning of data collection for four main reasons.

First, approval for conducting the SASS needed to be obtained from 77 school districts that were known to have a formal approval process in order for their schools to participate. These efforts began in February 2003 and continued throughout data collection. Depending upon the requirements of each district, a cover letter, a research application or standard proposal for research, and copies of the SASS surveys were sent to each district. The background, methods, findings, and recommendations of this operation are contained in detail in “Appendix L. Report on Results of Special Contact Districts.”

Second, school districts were verified as “one-school districts,” or districts having only one school. These schools received the SASS Unified School Questionnaire, which contains questions from the School Questionnaire in addition to some items from the School District Questionnaire. (See chapter 2 for a more detailed explanation of this questionnaire.) During June and July of 2003, approximately 1,300 school districts were contacted by phone. These included districts that contained only one school (after the collapsing of schools from the Common Core of Data (CCD) frame, discussed in more detail in chapter 4), districts containing only public charter schools, and districts identified to be state agencies, such as the Department of Corrections (in these cases calls were made to the schools). The intent of the calls was to identify entities that would receive the SASS Unified School Questionnaire and those that had an entity separate from the school that should receive the School District Questionnaire. The calling operation resulted in the identification of 744 one-school districts. The calls revealed that many of the state agencies did not function as “districts,” so the schools were redesignated as one-school districts. Some schools listed as one-school districts in New England states were found to be operated by “supervisory unions” rather than by the entity identified as the district on CCD. These “supervisory unions” replaced the district named by CCD on the sample file for those schools. (See chapter 4 for details.)

Third, the National Center for Education Statistics (NCES) wanted to determine if other school districts had formal approval processes in order for their schools to participate in SASS. During June and July of 2003, 650 school districts were called. These efforts were the first step in a test embedded in this administration of SASS to better understand how districts respond to precontacts, and what implications this has on the cost and timing of SASS. The results of the experiment are covered in “Appendix M.

School District Experiment Findings.” Precontacting the districts had no significant impact on district or school response rates, or on cost or timing of the data collection.

Finally, NCES wanted to obtain and/or verify contact information. In August 2004, remaining school districts were called to determine the best persons to receive the School District Questionnaire and to obtain their mailing address and telephone number. The calls made to school districts during June and July of 2003 to verify one-school districts also obtained this information.

Timing of School District Data Collection

The schedule for the school district data collection is presented in table 14.

Table 14. Data collection time schedule for public school districts: 2003–04

Activity	Month of activity
Advance work with some school districts to inquire about and respond to requirements by the school districts to approve surveys	Feb.–Aug. 2003
Telephone operation to some schools and school districts to determine which ones would receive the Unified School Questionnaire and to determine if some school districts had requirements to approve surveys	Jun.–Jul. 2003
Telephone operation to obtain contact person information for the School District Questionnaire	Aug. 2003
Introductory letters mailed to school districts, and approximately 1 week later, School District Questionnaires mailed to school districts	Sept. 2003
Continuation of work with some school districts to inquire about and respond to their requirements to approve participation in surveys	Sept. 2003–Feb. 2004
Mailing of reminder postcard to school districts that were mailed a School District Questionnaire	Oct. 2003
Second mailing of School District Questionnaire to nonresponding school districts	Nov. 2003
Field follow-up of remaining nonresponding school districts	Dec. 2003–Apr. 2004

SOURCE: *Documentation for the 2003–04 Schools and Staffing Survey*, Schools and Staffing Survey (SASS), 2003–04, U.S. Department of Education, National Center for Education Statistics.

Details of School District Data Collection

Advance Letters to School Districts

On September 19, 2003, advance letters were mailed to school districts, with the exception of the school districts designated to receive the Unified School Questionnaire in lieu of the School District Questionnaire and the school districts that refused to participate during the precontact operations. Two versions of the advance letter were used. Most school districts were sent a letter that described SASS, requested the school district’s participation, provided the legislation authorizing the survey and information on confidentiality, and informed them that they would be receiving a questionnaire. This letter also informed school district personnel that a field representative would contact the sampled schools to ask for a list of teachers. A brief letter was sent to 34 school districts with research application requirements that agreed to participate during the precontact operations. This letter thanked them for agreeing to participate, provided the collection authority and confidentiality information, and informed them that they would be receiving a questionnaire and that a Census Bureau field representative would contact the sampled schools to ask for a list of teachers.

Questionnaire Mailings and Reminder Postcards to School Districts

The first mailout of the School District Questionnaires to the sampled school districts was on September 23, 2003, which was 4 days after the advance letters. As with the advance letters, questionnaires were not mailed to school districts designated to receive the Unified School Questionnaire or to school districts that refused to participate during the precontact operations. The questionnaires were addressed to the contact person whose name had been provided in the advance contact, or, if no name had been provided, to the “Superintendent.” The eligible respondent for the School District Questionnaire included any knowledgeable school district employee. (For some school districts, the data were provided by several staff members.)

Reminder postcards were mailed in October 2003, approximately 1 week after the initial mailout. On November 10, 2003, a second copy of the questionnaire was mailed to each school district that had not returned the original form. Another reminder postcard was mailed to them on November 17, 2003.

Nonresponse Follow-up of School Districts

Beginning in October, refusals from the premailout contact operations were assigned to field representatives in an attempt to obtain interviews. Field staff was given an instruction manual to conduct follow-up and to check in and edit completed questionnaires.

From December 8, 2003, through February 27, 2004, all nonresponding school districts were assigned to field representatives for telephone and/or personal visit follow-up. During March, follow-up of a few large school districts continued. In addition, nonresponding districts with special research requirements that indicated that they would respond during the precontact operations received additional follow-up. During March and April, some additional follow-up efforts were made selectively to increase state-level response rates.

Regional Office staff closely tracked 298 large school districts that have a significant impact on state level estimates (e.g., refusals from these districts would undermine the estimates produced for that state). The Regional Offices assigned potential refusals to senior staff with the most experience in the refusal conversion process.

Overview of School Data Collection

An advance look-up operation was conducted by field staff prior to data collection to verify school name and address information and to obtain principals’ names. Beginning in September 2003, field representatives were responsible for all data collection at the sampled schools. These included

- mailing an advance postcard to the schools;
- telephoning the school and asking questions using a computer-assisted personal interviewing (CAPI) instrument—the SASS Teacher Listing instrument—to verify school information and set up appointments;
- visiting the school to meet the school principal and/or other school contact person(s) to explain the 2003–04 SASS, to pick up a teacher roster (or make arrangements to obtain one), and to drop off the appropriate principal, school, and school library media center questionnaires;
- entering the teacher roster information into the SASS Teacher Listing instrument, which selected a sample of teachers;
- passing out questionnaires to the selected teachers; and
- following up on all questionnaires via telephone calls and return personal visits, if needed.

Experienced field representatives were trained by using an interactive self-study guide that covered procedures, questionnaires, and use of the laptop questionnaire for the survey. Newly hired field representatives received 2 days of classroom training covering topics in more detail.

Advance Work With Schools

An advance look-up operation was conducted by Census Bureau Regional Office staff beginning June 4, 2003, and ending July 1, 2003. The purpose of the address look-up operation was to verify school names and other critical information and to identify and resolve sampling frame issues before the survey began on September 24, 2003. In addition, during this look-up operation staff members were to obtain the name of the principal for the schools whenever possible. The look-up operations were conducted in the Regional Office using an online interactive database, internet searches, Phonedisc software, various local resources, and the staff's general local knowledge of the area. Any name changes or major discrepancies that were discovered were investigated by Census Bureau staff with in-depth knowledge of the sampling frame.

Overall Timing of School Data Collection

The 2003–04 SASS principal, school, school library media center, and teacher data were collected during the 2003–04 school year. Table 15 summarizes the specific data collection activities and the time frame within which each occurred. Later in this chapter, the response by questionnaire and details on the timing of follow-up efforts of each questionnaire are presented.

Table 15. Data collection time schedule for schools: 2003–04

Activity	Month of activity
Advance work to verify school name and address information and to obtain principals' names	June 2003
Introductory letters mailed to schools	Sept. 2003
Field representatives mailed notification postcards to schools informing them that they would be calling	Sept.–Oct. 2003
Approximately 4 days after mailing postcards, field representatives called schools to verify school information and set up appointments	Sept.–Oct. 2003
Field representatives visited schools to distribute principal questionnaires; distribute school questionnaires; distribute school library media center questionnaires in public schools; and obtain a roster of teachers, sample teachers, and distribute teacher questionnaires	Oct. 2003–Jan. 2004
Field representatives followed up on all distributed principal, school, library media center, and teacher questionnaires	Oct. 2003–May 2004

SOURCE: *Documentation for the 2003–04 Schools and Staffing Survey*, Schools and Staffing Survey (SASS), U.S. Department of Education, National Center for Education Statistics.

Details of School Data Collection

Preparation of Questionnaires and Associated Materials

All questionnaires and associated field materials, including handouts and promotional materials for school staff, were prepared in advance by the Census Bureau clerical processing staff. Each school's materials were enclosed in zip-lock bags and included

- an advance postcard to mail to the principal before calling the school;

- all labeled SASS questionnaires for the school: principal, school, school library media center (private schools were not included in the school library media center survey), and the expected number of teacher questionnaires (teacher questionnaires were inserted in envelopes for the teachers);
- for each respondent, one copy of the appropriate NCES booklet—either *A Brief Profile of America’s Public Schools* (NCES 2003-418) or *A Brief Profile of America’s Private Schools* (NCES 2003-417);
- optional form SASS-16—an unlabeled Teacher Listing Form¹⁴ on which schools could list their teachers;
- two sets of extra peel-off labels that might be needed for replacement questionnaires;
- a copy of the school advance letter that was sent to each of the sampled schools;
- a copy of the advance letter that was sent to each public school’s school district;
- a SASS overview, *Schools and Staffing Survey: 2003–04* (NCES 2003-409), providing general information, topics covered in the SASS, and resources available;
- a CD-ROM of the *Statistical Abstract of the United States: 2002*; and
- “Schools and Staffing Survey” pens with the SASS website.

Advance Letter and Postcard to Schools

On September 19, 2003, the Census Bureau clerical processing staff mailed advance letters to schools. The letter was not personalized, but addressed to the “principal/school head.” The letter described SASS, encouraged their participation, provided the collection authority and confidentiality information, and informed them that they would be called by a field representative to set up a meeting, request a list of teachers, and deliver questionnaires. Beginning September 24, 2004, field representatives mailed hand-addressed postcards to the school, using the name of the principal/school head. The postcard provided the name and phone number of the field representative and informed the principal/ school head that the school would be called in order to set up an appointment.

Screening Schools for Eligibility and Making Appointments to Visit Schools

A few days after mailing postcards to schools, field representatives called schools to administer the SASS Teacher Listing instrument. Once they reached the school by phone, they utilized the SASS Teacher Listing instrument to ascertain whether the school was in-scope or out-of-scope for SASS, and to make appointments to visit schools. In some cases, when field representatives were unable to reach the school by phone to administer the questions, they completed this part of the SASS Teacher Listing instrument at the school.

In previous administrations of SASS, many cases were identified where schools had self-reported addresses, grade ranges, or numbers of teachers that differed from that provided in other collections of data by NCES. These differences impact whether a school is in-scope or out-of-scope for SASS. The screening section of the SASS Teacher Listing instrument verified the school name and address, school type, and grade range in order to determine if the school was in-scope.

The name/address verification section of the SASS Teacher Listing instrument obtained each school’s correct name, physical address, and mailing address. In some instances it was possible to establish that the school had closed or did not meet the SASS definition of a school. The physical address of the school may or may not have differed from the mailing address. In some districts, mail is addressed to a central

¹⁴ Schools were asked to provide teacher information for field representatives to enter into the SASS Teacher Listing instrument. While many schools generated listings with the requested information, others used this optional form to record the information.

location and then is distributed internally so the mailing address will not agree with the location. In some rural areas, all mail is addressed to P.O. boxes, so it was necessary to collect physical location information.

The question verifying the school’s type provided the respondent with six categories from which to choose: public, private, public charter, Bureau of Indian Affairs (BIA), homeschool, or only web-based instruction.¹⁵ The SASS Teacher Listing instrument compared this reported information with the preloaded designation from the sampling process (discussed in more detail in chapter 4) in order to determine if the school should be made out-of-scope. Homeschools and schools with only web-based instruction were considered out-of-scope for SASS. If the “public” or “private” designation was incorrect, the school was coded as out-of-scope.

The instrument also prompted the field representative to check grade ranges to confirm that the school in question was the correct school. If the grade range differed completely from the expected grade range, then the instrument collected the information and instructed the field representative to report the information to the sampling frame staff. This staff checked the source files to determine whether the school was in-scope or out-of-scope. If the respondent reported that grade ranges of the school differed significantly from the preloaded grade ranges from the sampling process, then there was a possible problem. In situations where the reported grade range was significantly less than expected, the instrument presented questions to find out if the anticipated grade range was covered by more than one school in the local community. These situations could arise because of an error in the source file or because the original sampled school was split into two or more schools. Once the information for these additional schools was entered, the instrument randomly selected ONE of the schools as the in-scope school for the survey. In that instance, the instrument instructed the field representative how to proceed. In situations where the reported grade range was significantly more than expected, the instrument presented a question to probe for a reason. For example, the school of interest may have merged with another school or the source may have been incorrect. In either instance, however, the school remained in-scope. If the grade range differed by no more than one grade range at either end of the range (e.g., a school with grades 3–5 was reported as having grades 2–4), then the instrument simply collected the new grade range of the school. More detail on these operations is contained in “Appendix K. Details of SASS Frame Creation and Sample Selection Procedures.”

If the school was determined to be out-of-scope, the instrument made all questionnaires for the school out-of-scope. If the instrument determined that the school was in-scope, then it led the field representative through a series of questions to set up an appointment to visit the school to collect a roster of teachers and hand out the questionnaires.

Confirming School Appointments and Making Arrangements to Obtain Rosters of Teachers

When field representatives called schools to administer the instrument prior to visiting the school, the school staff was alerted that they would be asked to provide a roster of teachers when the field representative came to the school. They were told whom to include and to exclude as teachers. Field representatives explained that for each teacher they needed to obtain

- the subject taught by each teacher;
- the teacher’s full-time or part-time status at the school;
- the teacher’s race/ethnicity; and

¹⁵ Definitions of school types are provided in “Appendix A. Key Terms for SASS.” Homeschools are not included in SASS. Organizations or institutions that provide support for homeschooling but do not offer classroom instruction for students also are not included.

- whether the teacher had taught for more than 3 years at any school (teacher's experience).

After field representatives completed making appointments with their schools, they alerted the staff in their Regional Office. Some of the staff from Regional Offices faxed appointment confirmations to the schools. These faxes included a paper version of the Teacher Listing Form, which is the form that was used in previous rounds of the SASS to collect the teacher roster information by mail. In this SASS, the Teacher Listing Form was provided by fax so that the school staff could see which data items were needed for each teacher.

Distributing Principal, School, and School Library Media Center Questionnaires

Beginning in early October 2003, field representatives went to the schools to explain the survey operations, provide promotional materials (NCES brochures, CD-ROM of the *Statistical Abstract of the United States*, SASS pens), and obtain the list of teachers. If they had set up an appointment in advance, they requested to meet with the principal. Usually the meeting did include the principal, but in some cases the meeting was with an assistant principal or other school staff. The field representatives used the various handouts and promotional materials to explain the purpose and timing of the survey and to gain cooperation. The appropriate principal questionnaire was given to or left for the principal, the only eligible respondent, to complete. In most cases the school questionnaire also was provided to the principal during the meeting at the school. However, the respondent for the school questionnaire could be any knowledgeable school staff member (e.g., assistant principal or school secretary), and efforts were made to establish who would be the specific respondent.

In public schools (including BIA-funded and public charter schools), the School Library Media Center Questionnaire was provided during the visit. Field representatives attempted to locate the school library to deliver it to the school librarian or another school staff member who was familiar with the library. If they were not allowed to walk through the school, they left the questionnaire with the principal or other staff with whom they were meeting.

The field procedures allowed the field representative to decide whether to return to the institution to pick up completed questionnaires or whether to leave a return envelope in which each respondent could mail completed questionnaires to the Census Bureau Regional Offices. Regional Office staff provided guidelines for the field representatives; in general, if the school was more than 50 miles away from the field representative, an envelope was left at the school to have respondents mail back the forms.

After questionnaires were distributed, field representatives used an automated case management system on their laptops to indicate that each of the questionnaires had been distributed, along with notes indicating the intended respondent's name and contact information, and the plan for completing the questionnaire. In the event that the school had no library, they made the School Library Media Center Questionnaire out-of-scope.

The questionnaire distribution meetings were completed on a flow basis, with 45 percent completed in October 2003, 31 percent completed in November, and 12 percent completed in December. The remaining schools were completed during follow-up visits in January and February 2004.

Sampling Teachers and Distributing Teacher Questionnaires

During the school visit, field representatives attempted to obtain the roster of teachers. In many cases the person who would produce the roster was not included in the initial meeting, so the field representatives had to make arrangements for another meeting. They sought to obtain the teacher roster during this first visit or, when that was not possible, to make specific arrangements to return after it was completed. Once

they received the information, the teachers' names and associated data from the list that the school provided were entered into the SASS Teacher Listing instrument, which then selected the sample of teachers for each school. The teacher questionnaires were distributed to the sampled teachers.

The specific arrangement for completing the Teacher Listing Form generally depended on the size of the school.

- At smaller schools, the principal or knowledgeable respondent could dictate the list of teachers, which the field representative then entered into the instrument. Alternatively, the respondent provided a handwritten list of teachers.
- At some schools, the respondent completed the optional Teacher Listing Form before the field representative arrived at the school or once the field representative got there.
- At larger schools, the information often was stored in a database, and respondents preferred to provide a printout of their teacher roster.

Before the field representatives entered the teacher roster information, they reviewed the roster for completeness and accuracy. They went through the list of teachers and verified that the correct teachers were listed (e.g., that the teachers listed taught in the sampled grade range). Once they finished entering all information into the SASS Teacher Listing instrument, the instrument selected up to 20 teachers, based on the sampling process. An average of five teachers per school was selected. (See chapter 4 for more information on the sampling.)

Once the teachers were selected, the field representatives took pre-labeled teacher questionnaires with the control numbers matching the control numbers assigned to each teacher by the instrument. On each, they entered the teacher's name on the front of the questionnaire. An envelope containing the teacher questionnaire, return envelopes, promotional material, and a note indicating whether the field representative intended to pick up the questionnaire or have the teacher mail it back was prepared for each teacher. In most cases, this envelope was left in teachers' mailboxes or with administrative staff to be distributed to the teachers. Field representatives used the case management system on their laptops to indicate that each of the questionnaires was distributed, along with notes indicating the contact information, and the plan for returning the questionnaire.

Nonresponse Follow-up of Principal, School, Teacher, and School Library Media Center Questionnaires

When questionnaires were distributed, respondents were requested to return them within 2 weeks. In many cases, field representatives made arrangements to return to the school to pick up completed questionnaires and then FedEx them to the Regional Office. Otherwise, return envelopes were provided so that respondents could mail back questionnaires to the Regional Offices. Regional Office staff provided guidelines to the field representative—generally, if the school was more than 50 miles away from the field representative, an envelope would be left in order for the respondents to mail back the forms. However, some Regional Offices emphasized one approach over the other. For example, the Atlanta and Dallas Regional Offices emphasized picking up questionnaires, and the Denver Regional Office emphasized returning the questionnaires by mail.¹⁶

Follow-up efforts began approximately 2 weeks after questionnaires were distributed. Follow-up efforts consisted of telephone calls and personal visits to schools to obtain completed questionnaires or verify that they had been mailed. Each time field representatives contacted a school, they first checked the case

¹⁶ The Census Bureau has Regional Offices located in Atlanta, Boston, Charlotte, Chicago, Dallas, Denver, Detroit, Kansas City, Los Angeles, New York, Philadelphia, and Seattle.

management on their laptop, which indicated the status of each questionnaire assigned to the school. Then they would follow up on all questionnaires that had not been completed. After taking a follow-up action (e.g., leaving a message or note, picking up a questionnaire, verifying that the questionnaire had been mailed), they would indicate what had occurred by changing outcome codes and entering notes into the case management system. Field representatives were supplied with extra preprinted labels in the event that respondents needed a new blank questionnaire to complete; they would peel off the label for that respondent, affix it to the questionnaire, and provide it to the respondent.

Regional Offices received mail returns from respondents and questionnaires that were FedExed by field representatives. They edited questionnaires for completeness and worked with their field representatives to resolve incomplete questionnaires. Once complete, they used scanning equipment to check the questionnaires in as “completed,” which updated the case management system. They boxed completed questionnaires and sent them to the Census Bureau clerical processing staff for data capture. Regional Office staff also administered a quality control program, which was designed to detect and deter falsification by field representatives; this is discussed in “Appendix N. Results From the Quality Control Reinterview of the 2003–04 Schools and Staffing Survey.”

The original plan for data collection had specific goals for completion: (1) teacher listing/sampling would be completed by the end of November 2003; (2) principal, school, and school library media center questionnaires would be completed by the end of December 2003; and (3) teacher questionnaires would be completed by the end of January 2004. These goals turned out to be overly ambitious. Table 16 shows the response rates of each questionnaire by month, and table 17 shows the approximate percentage of interviews that were completed by the key milestone dates.

Table 16. Cumulative response rates (in percent) during data collection, by date and questionnaire: 2003–04

Questionnaire	11/4/03	12/2/03	1/2/04	2/2/04	3/1/04	4/16/04	Adjusted final rate (unweighted)
Principal	15.2	45.1	65.2	77.5	83.1	84.2	82.4
Private School Principal	14.8	40.7	57.0	70.7	76.2	76.8	73.8
School	14.0	43.0	62.4	75.6	82.4	83.6	80.5
Private School	14.8	40.6	56.9	70.7	76.4	77.2	74.4
Unified School (all)	11.6	32.7	54.9	73.7	81.9	85.7	84.7
Unified School (BIA-funded schools only ¹)	3.6	23.6	42.3	56.2	64.8	74.1	89.5
School Library Media Center	13.7	41.2	60.5	74.2	81.5	83.2	78.2
Public Teacher Listing	44.9	75.6	85.2	88.2	88.9	88.9	89.4
Private Teacher Listing	43.0	69.4	79.5	83.1	83.6	83.6	84.1
Teacher	13.9	43.7	65.5	80.2	87.8	89.1	84.0
Private School Teacher	16.2	46.5	65.1	79.8	86.3	87.3	81.6

¹ BIA refers to the Bureau of Indian Affairs.

NOTE: The 11/4/03 through 4/16/04 response rates were based on preliminary field data. Corrections and adjustments were made after fieldwork and during data processing. Final response rates are presented in detail in chapter 6.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Preliminary Field Data File,” 2003–04.

Table 17. Approximate percentage of interviews completed at key milestone dates, by questionnaire: 2003–04

Questionnaire	End of November (Teacher Listing Forms)	End of December (principal, school, school library media center questionnaires)	End of January (teacher questionnaires)	End of February (extension for all questionnaires)
Principal	†	77	†	99
Private School Principal	†	74	†	99
School	†	75	†	99
Private School	†	74	†	99
Unified School (all)	†	65	†	97
Unified School (BIA-funded schools only ¹)	†	47		72
School Library Media Center	†	73	†	98
Public Teacher Listing	85	†	†	99
Private Teacher Listing	83	†	†	99
Teacher	†	†	90	99
Private School Teacher	†	†	91	99

† Not applicable.

¹ BIA refers to the Bureau of Indian Affairs.

NOTE: These response rates were computed by dividing the field response rate at the milestone date by the field response rate at the conclusion of data collection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Preliminary Field Data File," 2003–04.

Approximately three-quarters of the principal, school, and school library media center questionnaires for public and private schools were completed by the original target date. Approximately half of the BIA-funded schools were completed at that date. Approximately 85 percent of the Teacher Listing Forms and 90 percent of the teacher questionnaires were completed by the target dates.

At the end of January, it was decided to extend data collection by 1 month. Regional Offices were instructed to work all productive cases (those thought likely to refuse), but were given the option to conduct telephone interviews consisting of a subset of questionnaire items if respondents were unlikely to respond otherwise. Table 18 summarizes the telephone interview attempts and interviews. By the end of February, data collection was closed out in almost all cases. Exceptions were made for BIA-funded schools, which had unusually low response rates; for public schools that encountered delayed data collection efforts as a result of the school district's late approval for participation, and selected school districts to increase state-level response rates. (See earlier section discussing follow-up for school districts.) Field staff continued to attempt to interview BIA respondents through early May.

Table 18. Number of telephone interview attempts and interviews, by questionnaire: February 2004

Questionnaire	Number attempted	Completed interviews	Partial interviews
Principal	106	14	25
Private School Principal	26	1	11
School	123	12	36
Private School	36	2	16
Unified School	20	0	14
School Library Media Center	109	17	37
Teacher	358	105	86
Private School Teacher	67	0	8

NOTE: The teacher listing operations were completed prior to this operation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Preliminary Field Data File," 2003–04.

Evaluation of Field-Based Methodology

As noted, the 2003–04 survey utilized a field-based data collection strategy, with field representatives in charge of distributing forms and conducting all follow-up. In some cases they made arrangements to pick up completed forms; otherwise they gave respondents return envelopes addressed to their Regional Office. The results of this approach compared to prior rounds of SASS were as follows:

- Most fieldwork was completed by the end of February, rather than the end of May, but poor response caused some school district and BIA work to extend to April/May.
- Response rates for school, principal, and school library media center questionnaires were lower. Procedures called for field representatives to establish questionnaire pick-up or mailback dates, and to follow up if questionnaires were not received. Under the new methodology, it was expected that response rates on December 31, 2003, would have exceeded the corresponding response rates on December 31, 1999—when the mail phase, and only for some questionnaires, the computer-assisted telephone interviewing (CATI) follow-up phase, took place. In fact, only the school questionnaires had higher interview rates in 2003. Table 19 shows the comparisons by questionnaire. Response rates are covered in more detail in chapter 6.

Table 19. Percentage interviewed, by date and questionnaire: 1999, 2003

Questionnaire	12/31/1999	12/31/2003
School District	67	61
Principal ¹	83	64
Private School Principal ¹	76	52
School ²	51	61
Private School ²	45	53
School Library Media Center ³	62	52

¹ In 1999, included mail and computer-assisted telephone interviewing (CATI) data collection by December 31.

² In 1999, included only mail data collection by December 31.

³ In 1999, included mail and CATI to encourage mail or internet response by December 31.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Preliminary Field Data File," 1999–2000 and 2003–04.

- Response rates for Teacher Listing Form and teacher questionnaires were about the same.
- Response rates varied by Regional Office.
- Use of the SASS Teacher Listing instrument up-front enabled out-of-scope schools to be identified at the beginning of the survey, rather than during processing. However, tracking cases and resolving whether a case was an interview, noninterview, or out-of-scope remained problematic and time consuming.

Chapter 6. Response Rates

This chapter presents the survey response rates for the 2003–04 Schools and Staffing Survey (SASS). First, the unit response rates are presented in detail. Next, the item response rates for each survey type are summarized. Following these sections, the nonresponse bias analyses that were conducted on both the unit and the items for this SASS are described, and major findings are presented.

Survey Response Rates

Unit response rates are the rate at which the sampled units respond by substantially completing the questionnaire. Unit response rates can be calculated as unweighted or weighted. The unweighted response rates are the number of interviewed sampled units divided by the number of eligible (i.e., in-scope) sampled units, which include respondents plus nonrespondents but not ineligible (i.e., out-of-scope) units. The weighted response rates are the base-weighted (i.e., initial basic weight multiplied by the sampling adjustment factor) number of interviewed cases divided by the base-weighted number of eligible cases. The base weight for each sampled unit is the inverse of the probability of selection. See chapter 9 for further discussion of the weighting.

The unweighted, weighted, and weighted overall (across all stages of selection, in the case of teachers) response rates for each data file and the Teacher Listing Forms are listed in table 20. Table 21 provides public school response rates by state for districts, schools, principals, teachers, and school library media centers. Exhibit 2 shows which states comprise each of the Census Bureau Regional Offices and which are the 12 offices that were responsible for data collection. Table 22 provides private school response rates by private school typology for schools, principals, and teachers. The response rate tables are useful as an indication of possible nonresponse bias. The unweighted response rates provide a general indication of the success of the data collection effort, while the weighted response rates provide a measure of the quality of the data and the potential for nonresponse bias.

Table 20. Weighted and unweighted response rates and weighted overall response rates in percent, by survey population: 2003–04

Survey population	Unweighted response rate	Weighted response rate	Weighted overall response rate ¹
Public school Teacher Listing Form	89.4	89.2	†
Private school Teacher Listing Form	84.1	85.4	†
BIA-funded school Teacher Listing Form ²	93.8	93.8	†
Public school district	81.9	82.9	†
Public school	80.5	80.8	†
Private school	74.4	75.9	†
BIA-funded school ²	89.5	89.5	†
Public school principal	82.4	82.2	†
Private school principal	73.8	74.9	†
BIA-funded school principal ²	90.7	90.7	†
Public school teacher	84.0	84.8	75.7
Private school teacher	81.6	82.4	70.4
BIA-funded school teacher ²	91.4	92.0	86.3
Public school library media center	78.2	76.9	†
BIA-funded school library media center ²	82.1	82.1	†

† Not applicable.

¹ Weighted questionnaire response rate times the weighted response rate for the Teacher Listing Form.² BIA refers to the Bureau of Indian Affairs.

NOTE: Response rates were weighted using the inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District, Public School, BIA School, Private School, Public School Principal, BIA School Principal, Private School Principal, Public School Teacher, BIA School Teacher, Private School Teacher, Public School Library Media Center, and BIA School Library Media Center Documentation Data Files,” 2003–04.

Table 21. Final weighted response rates in percent for public school districts, schools, principals, teachers, and school library media centers, by state: 2003–04

State	Public school districts	Schools	Principals	Teachers			School library media centers
				Teacher Listing Form	Teacher Questionnaire	Overall teacher response rate ¹	
Total	82.9	80.8	82.2	89.2	84.8	75.7	76.9
Alabama	97.0	89.5	90.2	99.1	89.4	88.6	87.6
Alaska	89.9	79.9	81.1	95.9	84.0	80.6	74.0
Arizona	88.5	86.0	84.8	89.8	92.1	82.7	81.2
Arkansas	74.2	82.6	83.4	94.2	82.8	78.0	84.7
California	82.5	71.2	72.8	83.4	79.9	66.7	71.4
Colorado	86.0	81.6	78.3	86.1	85.2	73.4	74.4
Connecticut	70.6	81.7	82.8	86.8	87.6	76.1	72.8
Delaware	71.6	73.4	75.6	87.7	83.7	73.5	71.7
District of Columbia	100.0	73.2	77.6	94.7	73.9	70.0	48.8
Florida	87.9	83.1	84.5	90.8	86.0	78.1	78.8
Georgia	86.5	82.9	87.9	93.0	89.3	83.0	87.6
Hawaii	100.0	80.1	82.5	85.4	83.5	71.3	77.8
Idaho	89.2	97.1	97.2	99.4	93.6	93.1	93.3
Illinois	84.9	78.0	79.1	82.3	84.4	69.5	65.1
Indiana	82.4	84.2	86.0	94.8	84.1	79.7	79.3
Iowa	83.9	87.2	91.4	94.3	86.2	81.4	87.2
Kansas	88.0	82.6	88.5	95.0	83.7	79.5	89.6
Kentucky	78.4	78.8	81.1	89.8	81.1	72.8	69.9
Louisiana	97.4	87.0	89.9	94.8	91.1	86.4	83.7
Maine	77.8	85.6	87.7	93.8	85.3	80.1	85.1
Maryland	79.2	75.4	66.8	90.5	70.7	63.9	65.2
Massachusetts	80.4	85.2	84.3	89.1	82.1	73.2	73.6
Michigan	69.2	84.2	86.0	92.1	80.8	74.4	69.1
Minnesota	81.2	76.9	77.4	88.7	80.2	71.1	73.1
Mississippi	96.2	95.3	94.9	97.5	96.3	93.9	91.5
Missouri	84.0	80.8	86.4	92.1	84.3	77.6	84.1
Montana	87.8	86.5	90.5	96.9	83.5	80.9	87.6
Nebraska	87.2	86.9	84.6	91.8	88.7	81.4	85.4
Nevada	76.5	78.9	80.1	83.9	88.7	74.4	68.9
New Hampshire	86.2	87.0	85.8	87.5	91.9	80.4	80.6
New Jersey	83.3	67.5	72.0	83.4	80.9	67.4	65.4
New Mexico	95.5	74.8	80.0	87.4	79.8	69.7	73.8
New York	77.4	68.5	70.9	81.0	79.2	64.2	67.3
North Carolina	70.9	80.1	82.9	90.4	84.0	75.9	78.2
North Dakota	90.8	89.4	93.9	97.9	84.3	82.6	87.0

See notes at end of table.

Table 21. Final weighted response rates in percent for public school districts, schools, principals, teachers, and school library media centers, by state: 2003–04—Continued

State	Public school districts	Schools	Principals	Teachers			School library media centers
				Teacher Listing Form	Teacher Questionnaire	Overall teacher response rate ¹	
Ohio	78.0	86.2	86.5	90.5	89.6	81.1	77.3
Oklahoma	85.8	86.0	89.4	96.3	84.9	81.7	84.3
Oregon	77.4	74.0	79.2	77.6	88.7	68.8	72.4
Pennsylvania	90.9	81.7	81.3	91.8	85.7	78.7	76.9
Rhode Island	68.3	74.1	76.3	76.7	84.1	64.5	69.6
South Carolina	87.1	86.4	89.3	90.8	91.2	82.8	82.6
South Dakota	82.6	83.1	91.2	97.1	82.2	79.8	79.8
Tennessee	86.0	92.4	92.0	95.5	90.8	86.7	84.6
Texas	92.9	87.9	86.8	90.3	90.8	82.0	83.6
Utah	93.8	82.0	82.1	87.6	92.1	80.6	80.1
Vermont	37.3	71.9	72.8	77.9	85.6	66.7	69.2
Virginia	72.2	67.9	69.7	78.9	80.0	63.1	68.4
Washington	69.5	79.0	82.7	91.4	84.1	76.9	82.2
West Virginia	75.4	94.2	94.5	99.2	88.1	87.4	76.6
Wisconsin	78.3	81.2	84.4	89.6	80.2	71.8	78.2
Wyoming	90.8	83.0	84.4	90.4	82.6	74.7	77.3

¹ Weighted questionnaire response rate times the weighted response rate for the Teacher Listing Form.

NOTE: Response rates were weighted using the inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School District, Public School, Public School Principal, Public School Teacher, and Public School Library Media Center Documentation Data Files," 2003–04.

The geographic variation in response rates also can be examined by looking at the state response rates (from table 21) within each Census Bureau Regional Office. The 2003–04 SASS data collection was administered by 12 different Census Bureau Regional Offices. The states comprising each Regional Office are shown below in exhibit 2.

Exhibit 2. United States map, by Census Bureau Regional Office

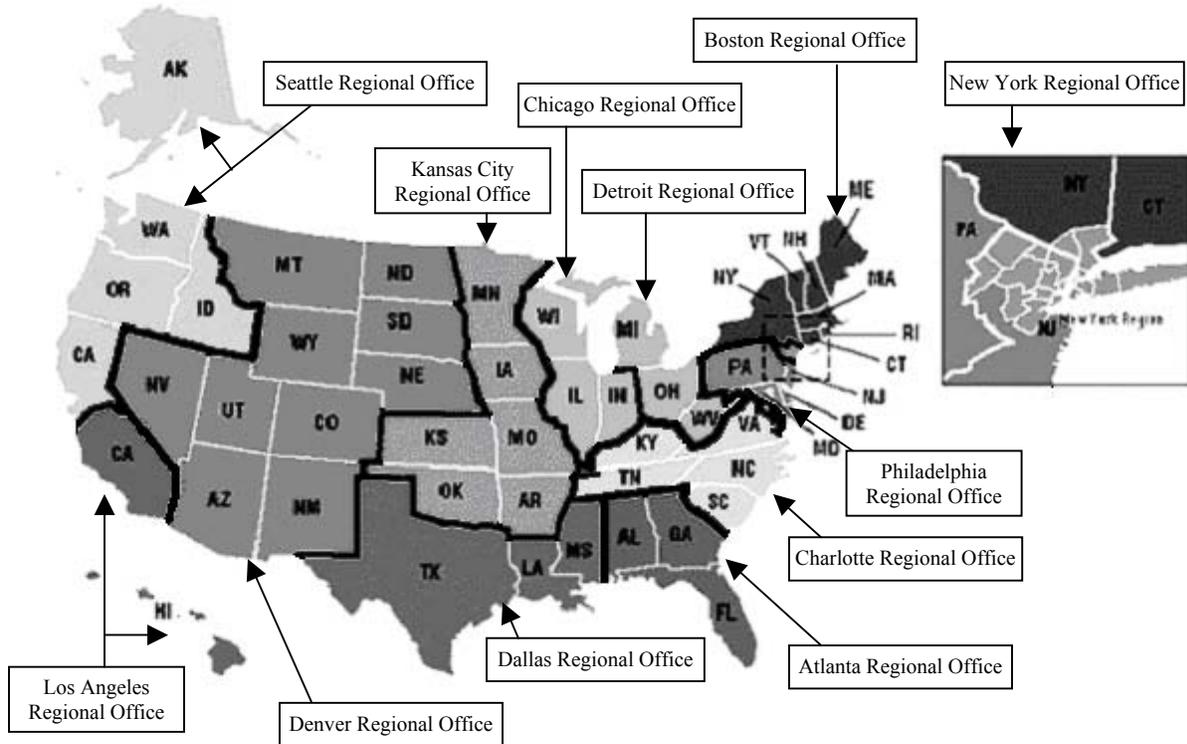


Table 22. Final weighted response rates in percent for private schools, principals, and teachers, by NCES typology: 2003–04

NCES typology	Schools	Principals	Teachers		Overall teacher response rate ¹
			Teacher Listing Form	Private School Teacher Questionnaire	
All private schools	75.9	74.9	85.4	82.4	70.4
Catholic	81.6	82.9	88.3	85.9	75.8
Parochial	84.3	84.4	90.0	85.1	76.6
Diocesan	80.0	82.5	87.6	87.6	76.7
Private	74.5	77.0	82.8	84.1	69.7
Other religious	74.0	71.1	84.5	80.6	68.1
Conservative Christian	75.8	73.9	84.2	81.5	68.6
Affiliated with a religious school association	78.5	77.8	85.3	82.3	70.1
Unaffiliated with a religious school association	68.8	62.7	84.3	77.0	64.9
Nonsectarian	72.6	72.7	83.6	79.2	66.2
Regular program	60.4	61.4	76.2	77.3	58.9
Special emphasis	77.3	77.9	85.9	79.2	68.0
Special education	85.8	83.8	92.3	85.9	79.2

¹ Weighted questionnaire response rate times the weighted response rate for the Teacher Listing Form.

NOTE: Response rates were weighted using the inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School, Private School Principal, and Private School Teacher Documentation Data Files," 2003–04.

Item Response Rates

The weighted item response rates are the number of sampled cases responding to an item divided by the number of sampled cases eligible to answer the item (i.e., not a valid skip) and adjusted by the final weight. For all items except the student race items on the district and school questionnaires, a counted response is any item that is not missing and the value of the associated imputation flag is 0. For the student race items on the district (d0052–d0057) and school (s0417–s0422) questionnaires, a counted response is any item that is not missing and the value of the associated imputation flag is 0 or 1. See chapter 8 for detailed information on imputations.

For SASS, the weighted item response rates ranged from 0 percent to 100 percent. Table 23 provides a brief summary of the item response rates. The item response rates in these tables are weighted and do not reflect additional response loss due to cases that refused to participate in the survey. Exhibit 3 lists the questionnaire items with weighted response rates of less than 70 percent.

Table 23. Summary of weighted item response rates, by survey population: 2003–04

Survey population	Range of item response rates	Percentage of items with a response rate of 85 percent or more	Percentage of items with a response rate of 70–84 percent	Percentage of items with a response rate of less than 70 percent
Public school district	52–100	90	8	2
Public school	71–100	91	9	0
Private school	49–100	90	9	1
BIA-funded school ¹	65–100	70	26	4
Public school principal	76–100	95	5	0
Private school principal	86–100	100	0	0
BIA-funded school principal ¹	61–100	93	2	5
Public school teacher	44–100	90	7	3
Private school teacher	64–100	92	7	1
BIA-funded school teacher ¹	0–100	81	16	3
Public school library media center	84–100	97	3	0
BIA-funded school library media center ¹	71–100	90	10	0

¹ BIA refers to the Bureau of Indian Affairs.

² The zero response rate resulted from one item where the only eligible respondent did not answer the item; the next lowest response rate was 63 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District, Public School, BIA School, Private School, Public School Principal, BIA School Principal, Private School Principal, Public School Teacher, BIA School Teacher, Private School Teacher, Public School Library Media Center, and BIA School Library Media Center Documentation Data Files,” 2003–04.

Exhibit 3. Items with weighted response rates of less than 70 percent, by survey population: 2003–04

Survey population	Items
Public school district	58C, 58F, 65A, 66D
Private school	5F, 23E, 29C, 62 (high)
BIA-funded school ¹	4, 78A, 78B, 78C, 78D, 78E, 78F, 78G, 78H, 78I, 78J, 78K, 78L
BIA-funded school principal ¹	29A, 29B, 29C, 30A, 30B, 30C, 30D, 30E, 30F, 30G, 30H
Public school teacher	19(8, subject), 19(8, grade), 19(8, enrollment), 19(9, subject), 19(9, grade), 19(9, enrollment), 19(10, subject), 19(10, grade), 19(10, enrollment), 23D(7, year)
Private school teacher	19(10, grade), 19(10, enrollment), 31G(1, code), 31G(2, code)
BIA-funded school teacher ¹	4, 6E, 19(10, subj), 19(10, enrollment), 23B(7, code), 23D(5, year), 23D(7, year), 31F(2, code), 31G(1, code)

¹ BIA refers to the Bureau of Indian Affairs.

NOTE: Numbers in this table refer to questionnaire item numbers, while letters or parenthetical descriptions refer to subitems. The first item number presented in this table, 58C, is subitem C on the School District Questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District, BIA School, Private School, BIA School Principal, Public School Teacher, BIA School Teacher, and Private School Teacher Documentation Data Files,” 2003–04.

Nonresponse Bias Analysis

A comprehensive nonresponse bias analysis was conducted for each of the components of the 2003–04 SASS. The analysis evaluated the extent of potential bias introduced by nonresponse from school districts, schools, school principals, teachers, and school library media centers at both the unit and item levels.

Unit-Level Nonresponse

Overview of Methodology

The first step in conducting the bias analysis was to examine the overall response rate for each file by state or affiliation stratum and the reporting characteristics (i.e., urbanicity, school level, and enrollment). If the response rate fell below 50 percent, that population would not be reported separately in a published table. Instead, the data would be replaced with a double dagger, but the estimates would be included in the total. The footnote would read, “Reporting standards not met. The base-weighted unit response rate was below 50 percent.” For any state or affiliation stratum where the response rate was less than 85 percent, a more detailed analysis was done on the other reporting characteristics. The results were highlighted if that particular cell had a significantly higher or lower response rate than the file as a whole and bolded if the difference was noteworthy. A noteworthy difference had to meet the following conditions:

- The difference relative to the overall response rate, or frame proportion, was greater than 10 percent.
- The absolute difference was greater than one percentage point.
- The coefficient of variation was less than 15 percent.
- The cell had at least 30 interviews.

In addition, the base-weighted distribution of the respondents was compared to the distribution on the frame, which was adjusted for sampled units identified as out-of-scope. As discussed above, significant differences were highlighted and noteworthy cells were bolded. Finally, these same comparisons were analyzed using the final-weighted distributions.

Comparing the overall response rate of each file to the tabulation cells helped to identify areas of potential concern. Comparing the base-weighted distribution of the respondents to the adjusted frame helped to identify areas of potential bias for data items that were not particularly well correlated with the weighting cells. Comparisons with the final-weighted distributions identified areas of potential bias for data items correlated with the weighting cells.

Summary of Conclusions. Evidence of substantial bias was not found on any of the 12 data files or the 3 Teacher Listing Form files. Nevertheless, response rates that fell below the acceptable level of 50 percent for particular states in public sector files and strata in private sector files were found and will not be reported separately in publications. These include public school districts in Vermont, public school library media centers in the District of Columbia, and principals in Amish private schools.

Summary for Public School Districts (LEA)¹⁷

The overall response rate for public school districts was 82.9 percent, requiring a closer examination of nonresponse. The more detailed analysis was performed by state and the two primary reporting characteristics (i.e., urbanicity and enrollment).

The overall response rate for 27 states was below 85 percent and 1 state, Vermont, had a response rate of 36.3 percent. For these states, the frame distribution was compared to the base-weighted respondent distribution for the reporting characteristics. *The results of this analysis identified 3 out of 225 comparisons that were significant and noteworthy based upon the previously identified criteria. These differences were found in the enrollment categories for Maine and New Jersey (table 24).*

Table 24. Base-weighted public school district frame distribution, interviewed sample distribution, standard errors, and *t* statistic, by selected state and reporting characteristics: 2003–04

State and reporting characteristic	Frame distribution (adjusted for out-of-scope districts) and standard error		Interviewed sample distribution (adjusted for out-of-scope districts) and standard error		<i>t</i> statistic (frame compared to sample)
	Proportion	Standard error	Proportion	Standard error	
Maine					
Urbanicity					
Central city	0.028	0.0000	0.046	0.0245	-0.7313
Urban fringe or large town	0.152	0.0000	0.159	0.0175	-0.4351
Small town or rural	0.820	0.0000	0.795	0.0938	0.2724
Enrollment					
Less than 250	0.197	0.0000	0.123	0.0407	1.8035
250–999	0.393	0.0000	0.422	0.0803	-0.3584
1,000–1,999	0.197	0.0000	0.204	0.0207	-0.3615
2,000 or more	0.208	0.0000	0.251	0.0092	-4.6538
New Jersey					
Urbanicity					
Central city	0.061	0.0000	0.072	0.0181	-0.6199
Urban fringe or large town	0.902	0.0000	0.877	0.2093	0.1180
Small town or rural	0.037	0.0000	0.051	0.0147	-0.9127
Enrollment					
Less than 250	0.164	0.0000	0.141	0.1677	0.1371
250–999	0.336	0.0000	0.187	0.1500	0.9997
1,000–1,999	0.198	0.0000	0.269	0.1063	-0.6724
2,000–4,999	0.199	0.0000	0.265	0.0310	-2.1273
5,000–9,999	0.078	0.0000	0.117	0.0095	-4.1020
1,000 or more	0.025	0.0000	0.022	0.0014	2.3194

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District Documentation Data File,” 2003–04.

The frame and base-weighted respondent distributions were also compared for the district’s urbanicity and student enrollment, but no significant and noteworthy differences were found.

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found. Nevertheless, the overall response rate for districts in Vermont was below the 50 percent threshold and, as

¹⁷ LEA refers to Local Education Agency.

a result, the district data for that state will not be reported. Data for Vermont will be included in the total and footnoted.

Footnote: ‡ Reporting standards not met. The base-weighted unit response rate was below 50 percent.

Summary for Public Schools

The overall response rate for public schools was 80.9 percent, requiring a closer examination of nonresponse on this file. The more detailed analysis was performed by state and the three primary reporting characteristics (i.e., school level, urbanicity, and enrollment).

The overall response rate for 33 states was below 85 percent. For these states, the frame distribution was compared to the base-weighted respondent distribution for the reporting characteristics. *The results of this analysis identified 10 out of 396 comparisons that were significant and noteworthy based upon the previously identified criteria.*

While the proportion of respondents from California public schools differed significantly from the proportion on the frame, there were no significant differences in the distribution of the reporting characteristics. This suggests that there is no substantial evidence of a nonresponse bias for California public schools. Nine states did have noteworthy differences in the distribution of respondents within urbanicity or enrollment. A selection of these is presented in table 25.

Among the reporting characteristics, there were significant and noteworthy differences for two of the enrollment categories: public schools with 100–199 students and 750–999 students. Neither of these enrollment categories was identified as noteworthy and significant within the states.

Table 25. Base-weighted public school frame distribution, interviewed sample distribution, standard errors, and *t* statistic, by selected state and reporting characteristics: 2003–04

State and reporting characteristic	Frame distribution (adjusted for ineligible units) and standard error		Interviewed sample distribution and standard error		<i>t</i> statistic (frame compared to sample)
	Proportion	Standard error	Proportion	Standard error	
Alaska					
School level					
Elementary	0.369	0.0000	0.429	0.0353	1.7022
Secondary	0.172	0.0126	0.169	0.0254	-0.1015
Combined	0.459	0.0366	0.402	0.0460	-0.9742
Urbanicity					
Central city	0.196	0.0000	0.263	0.0325	2.0582
Urban fringe or large town	0.060	0.0123	0.029	0.0103	-1.9438
Small town or rural	0.745	0.0386	0.709	0.0555	-0.5293
Enrollment					
Less than 100	0.397	0.0338	0.281	0.0548	-1.8009
100–199	0.154	0.0204	0.169	0.0324	0.3859
200–499	0.315	0.0127	0.409	0.0387	2.2874
500–749	0.084	0.0000	0.092	0.0121	0.6314
750–999	0.020	0.0000	0.028	0.0076	1.0050
1,000 or more	0.030	0.0000	0.023	0.0043	-1.6727
California					
School level					
Elementary	0.701	0.0079	0.677	0.0307	-0.7679
Secondary	0.259	0.0047	0.284	0.0376	0.6718
Combined	0.040	0.0014	0.039	0.0030	-0.3297
Enrollment					
Less than 100	0.111	0.0009	0.134	0.0394	0.5621
100–199	0.054	0.0065	0.058	0.0159	0.2251
200–499	0.235	0.0041	0.226	0.0283	-0.2897
500–749	0.254	0.0027	0.227	0.0280	-0.9475
750–999	0.175	0.0043	0.193	0.0218	0.8202
1,000 or more	0.172	0.0005	0.162	0.0188	-0.4961
Georgia					
School level					
Elementary	0.808	0.0229	0.809	0.0274	0.0263
Secondary	0.172	0.0064	0.170	0.0133	-0.0908
Combined	0.020	0.0004	0.021	0.0016	0.2410
Urbanicity					
Central city	0.158	0.0117	0.132	0.0194	-1.1661
Urban fringe or large town	0.500	0.0057	0.571	0.0231	2.9881
Small town or rural	0.343	0.0199	0.298	0.0219	-1.5090
Enrollment					
Less than 100	0.008	0.0000	0.016	0.0109	0.7468
100–199	0.013	0.0206	0.009	0.0045	-0.2223
200–499	0.249	0.0114	0.288	0.0431	0.8869
500–749	0.349	0.0000	0.307	0.0540	-0.7791
750–999	0.180	0.0024	0.186	0.0386	0.1300
1,000 or more	0.201	0.0000	0.196	0.0305	-0.1920

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Documentation Data File," 2003–04.

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Summary for BIA-Funded Schools

The overall response rate for BIA-funded schools was 89.3 percent. BIA-funded schools were stratified by state groupings: Arizona, New Mexico, South Dakota, and all other states. Only one category, “All Other States,” had a response rate of less than 85 percent. Comparisons of the frame distribution to the base-weighted respondent distribution for the state groupings and reporting characteristics revealed that none were both significant and noteworthy.

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Summary for Private Schools

The overall response rate for private schools was 75.8 percent, requiring a closer examination of nonresponse on this file. A more detailed analysis was performed by strata and the three primary reporting characteristics (i.e., school level, urbanicity, and enrollment).

The overall response rate for 15 strata (including the “missing” category) was below 85 percent. For these strata, the frame distribution was compared to the base-weighted respondent distribution for the reporting characteristics. The results of this analysis identified 5 out of 165 comparisons that were significant and noteworthy based upon the previously identified criteria. These differences were found in the Catholic—diocesan and other religious strata (table 26).

Among the reporting characteristics, there was one significant and noteworthy difference between the frame and base-weighted distribution of respondents—for small town or rural private schools.

Table 26. Base-weighted private school frame distribution, interviewed sample distribution, standard errors, and *t* statistic, by selected strata and reporting characteristics: 2003–04

Stratum and reporting characteristic	Frame distribution (adjusted for ineligible units) and standard error		Interviewed sample distribution and standard error		<i>t</i> statistic (frame compared to sample)
	Proportion	Standard error	Proportion	Standard error	
All strata					
Urbanicity					
Central city	0.345	0.0039	0.320	0.0100	2.3375
Urban fringe or large town	0.473	0.0047	0.467	0.0104	0.5071
Small town or rural	0.183	0.0036	0.214	0.0102	-2.8556
Catholic—diocesan					
School level					
Elementary	0.776	0.0054	0.756	0.0144	1.2970
Secondary	0.171	0.0056	0.180	0.0115	-0.7130
Combined	0.054	0.0014	0.064	0.0090	-1.1830
Urbanicity					
Central city	0.415	0.0046	0.351	0.0228	2.7651
Urban fringe or large town	0.455	0.0047	0.469	0.0277	-0.4954
Small town or rural	0.130	0.0048	0.181	0.0224	-2.1965
Enrollment					
Less than 100	0.096	0.0047	0.149	0.0219	-2.3340
100–199	0.254	0.0048	0.284	0.0277	-1.0500
200–499	0.485	0.0048	0.415	0.0253	2.7180
500–749	0.104	0.0022	0.082	0.0134	1.6610
750 or more	0.061	0.0014	0.072	0.0098	-1.0770
Other religious					
School level					
Elementary	0.468	0.0124	0.484	0.0183	-0.7350
Secondary	0.035	0.0074	0.039	0.0065	-0.3735
Combined	0.497	0.0117	0.477	0.0183	0.9200
Urbanicity					
Central city	0.314	0.0096	0.250	0.0208	2.7912
Urban fringe or large town	0.473	0.0115	0.483	0.0247	-0.3718
Small town or rural	0.214	0.0109	0.268	0.0249	-1.9825
Enrollment					
Less than 100	0.519	0.0127	0.567	0.0237	-1.7810
100–199	0.245	0.0086	0.219	0.0199	1.1745
200–499	0.173	0.0042	0.167	0.0162	0.4028
500–749	0.038	0.0014	0.032	0.0067	0.9046
750 or more	0.025	0.0012	0.015	0.0041	2.2552

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Documentation Data File," 2003–04.

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Summary for Public School Principals

The overall response rate for public school principals was 82.3 percent, requiring a closer examination of nonresponse on this file. The more detailed analysis was performed by state and the three primary reporting characteristics (i.e., school level, urbanicity, and enrollment).

The overall response rate for 29 states was below 85 percent. For these states, the frame distribution was compared to the base-weighted respondent distribution for the reporting characteristics. The results of this analysis identified 7 out of 348 comparisons that were significant and noteworthy based upon the previously identified criteria.

While the proportion of respondents from California public schools differed significantly from the proportion on the frame, only central city public school principals differed significantly from the proportion on the frame. Noteworthy differences were found in five other states. A selection of these is presented in table 27. Among the reporting characteristics, there were significant and noteworthy differences between the frame and base-weighted respondents for principals from combined schools and schools in central cities.

Table 27. Base-weighted public school principal frame distribution, interviewed sample distribution, standard errors, and *t* statistic, by selected state and reporting characteristics: 2003–04

State and reporting characteristic	Frame distribution (adjusted for ineligible units) and standard error		Interviewed sample distribution and standard error		<i>t</i> statistic (frame compared to sample)
	Proportion	Standard error	Proportion	Standard error	
California					
School level					
Elementary	0.702	0.0080	0.689	0.0277	-0.4313
Secondary	0.258	0.0060	0.275	0.0376	0.4358
Combined	0.040	0.0014	0.036	0.0030	-1.2472
Urbanicity					
Central city	0.319	0.0052	0.280	0.0190	-1.9820
Urban fringe or large town	0.598	0.0083	0.608	0.0410	0.2372
Small town or rural	0.083	0.0029	0.112	0.0166	1.7250
Enrollment					
Less than 100	0.111	0.0009	0.111	0.0350	-0.0011
100–199	0.054	0.0065	0.065	0.0176	0.5860
200–499	0.235	0.0041	0.247	0.0284	0.4256
500–749	0.254	0.0027	0.220	0.0277	-1.2248
750–999	0.175	0.0059	0.194	0.0214	0.8724
1,000 or more	0.172	0.0018	0.163	0.0187	-0.4515
Virginia					
School level					
Elementary	0.718	0.0059	0.751	0.0289	1.1245
Secondary	0.214	0.0032	0.219	0.0236	0.1949
Combined	0.068	0.0067	0.030	0.0082	-3.5546
Urbanicity					
Central city	0.238	0.0059	0.191	0.0224	-2.0141
Urban fringe or large town	0.480	0.0059	0.428	0.0295	-1.7325
Small town or rural	0.282	0.0046	0.381	0.0203	4.7547
Enrollment					
Less than 100	0.029	0.0000			
100–199	0.050	0.0000	0.088	0.0297	1.2663
200–499	0.406	0.0067	0.399	0.0442	-0.1456
500–749	0.280	0.0059	0.294	0.0376	0.3511
750–999	0.109	0.0000	0.099	0.0227	-0.4701
1,000 or more	0.126	0.0032	0.121	0.0202	-0.2517

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Documentation Data File," 2003–04.

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Summary for Private School Principals

The overall response rate for private school principals was 74.9 percent, requiring a closer examination of nonresponse on this file. The more detailed analysis was performed by strata and the three primary reporting characteristics (i.e., school level, urbanicity, and enrollment).

The overall response rate for 16 strata (including the “missing” category) was below 85 percent and the response rate for the Amish strata was 40.7 percent. For these strata, the frame distribution was compared to the base-weighted respondent distribution for the reporting characteristics. Overall, there were no comparisons that were both significant and noteworthy for each strata and reporting characteristic. *Examining the strata by school level, urbanicity, and enrollment, identified five comparisons out of a total of 154 that were significant and noteworthy based upon the previously identified criteria.* The noteworthy differences occurred in three strata: Catholic—diocesan, Jewish, and other religious (table 28).

Among the reporting characteristics, there were no significant and noteworthy differences between the frame and base-weighted respondents for private school principals.

Table 28. Base-weighted private school principal frame distribution, interviewed sample distribution, standard errors, and *t* statistic, by selected strata and reporting characteristics: 2003–04

Stratum and reporting characteristic	Frame distribution (adjusted for ineligible units) and standard error		Interviewed sample distribution and standard error		<i>t</i> statistic (frame compared to sample)
	Proportion	Standard error	Proportion	Standard error	
Catholic—diocesan					
School level					
Elementary	0.776	0.0054	0.755	0.0131	1.4333
Secondary	0.171	0.0056	0.178	0.0101	-0.5815
Combined	0.054	0.0014	0.067	0.0075	-1.7759
Urbanicity					
Central city	0.415	0.0046	0.345	0.0224	3.0801
Urban fringe or large town	0.455	0.0047	0.474	0.0268	-0.7251
Small town or rural	0.130	0.0048	0.181	0.0222	-2.2236
Enrollment					
Less than 100	0.096	0.0047	0.138	0.0210	-1.9255
100–199	0.254	0.0048	0.294	0.0269	-1.4761
200–499	0.485	0.0048	0.416	0.0254	2.6490
500–749	0.104	0.0022	0.084	0.0142	1.3917
750 or more	0.061	0.0014	0.067	0.0092	-0.7024
Jewish					
School level					
Elementary	0.485	0.0200	0.635	0.0387	-3.4593
Secondary	0.277	0.0131	0.159	0.0389	2.8696
Combined	0.239	0.0243	0.206	0.0310	0.8358
Urbanicity					
Central city	0.554	0.0198	0.551	0.0580	0.0429
Urban fringe or large town	0.441	0.0199	0.449	0.0580	-0.1283
Small town or rural	0.005	0.0002	0.000	0.0000	23.9285
Enrollment					
Less than 100	0.331	0.0190	0.285	0.0582	0.7632
100–199	0.239	0.0100	0.195	0.0502	0.8663
200–499	0.288	0.0275	0.360	0.0575	-1.1305
500–749	0.085	0.0036	0.117	0.0285	-1.1025
750 or more	0.056	0.0023	0.044	0.0182	0.6869
Other religious					
School level					
Elementary	0.469	0.0135	0.481	0.0174	-0.5726
Secondary	0.036	0.0075	0.036	0.0058	-0.0489
Combined	0.496	0.0125	0.482	0.0171	0.6185
Urbanicity					
Central city	0.315	0.0108	0.252	0.0216	2.6179
Urban fringe or large town	0.474	0.0116	0.498	0.0258	-0.8209
Small town or rural	0.211	0.0118	0.251	0.0247	-1.4646
Enrollment					
Less than 100	0.513	0.0133	0.560	0.0244	-1.7038
100–199	0.248	0.0089	0.222	0.0206	1.1735
200–499	0.176	0.0044	0.170	0.0162	0.3755
500–749	0.038	0.0014	0.031	0.0069	1.1035
750 or more	0.025	0.0012	0.018	0.0049	1.3789

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Documentation Data File," 2003–04.

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found. Nevertheless, the overall response rate for principals in the Amish strata was below the 50 percent threshold and, as a result, the data for that stratum will not be reported separately. Data for Amish school principals will be included in the total and footnoted.

Footnote: ‡ Reporting standards not met. The base-weighted unit response rate was below 50 percent.

Summary for BIA-Funded School Principals

The overall response rate for BIA-funded school principals was 90.4 percent. Comparisons of the frame distribution to the base-weighted respondent distribution for state groupings, school level, enrollment, and urbanicity showed that none of the comparisons were both significant and noteworthy, because all significant cells had fewer than 30 interviews.

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Summary for Public School Library Media Centers

The overall response rate for public school library media centers was 76.9 percent, requiring a closer examination of nonresponse on this file. The more detailed analysis was performed by state and the three primary reporting characteristics (i.e., school level, urbanicity, and enrollment).

The overall response rate for 40 states was below 85 percent and the response rate for the District of Columbia was 48.8 percent. For these states, the frame distribution was compared to the base-weighted respondent distribution for the reporting characteristics. The results of this analysis identified 26 out of 480 comparisons that were significant and noteworthy based upon the previously identified criteria. The noteworthy differences occurred in 15 states. Selected states are highlighted below in table 29.

Among the reporting characteristics, there were significant and noteworthy differences between the frame and base-weighted respondents for library media centers in combined schools, central city and small town/rural schools, and schools in the lowest and highest enrollment categories (less than 100 and 1,000 or more).

Table 29. Base-weighted public school library media center frame distribution, interviewed sample distribution, standard errors, and *t* statistic, by selected state and reporting characteristics: 2003–04

State and reporting characteristic	Frame distribution (adjusted for ineligible units) and standard error		Interviewed sample distribution and standard error		<i>t</i> statistic (frame compared to sample)
	Proportion	Standard error	Proportion	Standard error	
Alaska					
School level					
Elementary	0.374	0.0124	0.461	0.0410	2.0334
Secondary	0.162	0.0177	0.145	0.0160	-0.6969
Combined	0.464	0.0391	0.394	0.0460	-1.1686
Urbanicity					
Central city	0.194	0.0078	0.285	0.0387	2.2973
Urban fringe or large town	0.061	0.0126	0.049	0.0099	-0.7645
Small town or rural	0.744	0.0431	0.666	0.0533	-1.1440

See notes at end of table.

Table 29. Base-weighted public school library media center frame distribution, interviewed sample distribution, standard errors, and *t* statistic, by selected state and reporting characteristics: 2003–04—Continued

State and reporting characteristic	Frame distribution (adjusted for ineligible units) and standard error		Interviewed sample distribution and standard error		<i>t</i> statistic (frame compared to sample)
	Proportion	Standard error	Proportion	Standard error	
Alaska					
Enrollment					
Less than 100	0.393	0.0419	0.188	0.0454	-3.3102
100–199	0.155	0.0203	0.176	0.0371	0.4844
200–499	0.317	0.0154	0.454	0.0466	2.7826
500–749	0.084	0.0066	0.118	0.0146	2.1475
750–999	0.020	0.0000	0.033	0.0091	1.4050
1,000 or more	0.031	0.0000	0.031	0.0054	0.0151
Arizona					
School level					
Elementary	0.649	0.0269	0.761	0.0327	2.6642
Secondary	0.251	0.0147	0.198	0.0124	-2.7474
Combined	0.101	0.0183	0.041	0.0144	-2.5691
Urbanicity					
Central city	0.481	0.0284	0.460	0.0340	-0.4907
Urban fringe or large town	0.329	0.0111	0.317	0.0264	-0.4324
Small town or rural	0.190	0.0220	0.224	0.0180	1.1990
Enrollment					
Less than 100	0.179	0.0342	0.027	0.0141	-4.0891
100–199	0.119	0.0136	0.057	0.0284	-1.9733
200–499	0.230	0.0084	0.308	0.0434	1.7673
500–749	0.228	0.0053	0.302	0.0420	1.7535
750–999	0.130	0.0013	0.131	0.0340	0.0312
1,000 or more	0.115	0.0014	0.175	0.0226	2.6455
Colorado					
School level					
Elementary	0.702	0.0150	0.737	0.0474	0.7127
Secondary	0.211	0.0152	0.196	0.0110	-0.7968
Combined	0.088	0.0129	0.067	0.0086	-1.3240
Urbanicity					
Central city	0.289	0.0085	0.319	0.0302	0.9702
Urban fringe or large town	0.440	0.0133	0.378	0.0361	-1.6056
Small town or rural	0.272	0.0221	0.303	0.0337	0.7786
Enrollment					
Less than 100	0.081	0.0244	0.037	0.0233	-1.3110
100–199	0.102	0.0077	0.069	0.0238	-1.3338
200–499	0.441	0.0093	0.487	0.0490	0.9105
500–749	0.246	0.0019	0.255	0.0333	0.2747
750–999	0.050	0.0000	0.045	0.0170	-0.2616
1,000 or more	0.079	0.0000	0.107	0.0138	1.9939

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Library Media Center Documentation Data File," 2003–04.

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found. Nevertheless, the overall response rate for public school library media centers in the District of Columbia

was below the 50 percent threshold and, as a result, the library data for that state will not be reported. Data for the District of Columbia will be included in the total and footnoted.

Footnote: ‡ Reporting standards not met. The base-weighted unit response rate was below 50 percent.

Summary for BIA-Funded School Library Media Centers

The overall response rate for BIA-funded school library media centers was 81.9 percent. Though this falls below the desired 85 percent response rate, a more detailed analysis of selected states, school level, enrollment, and urbanicity showed that none of the base-weight frame to respondent distribution comparisons was both significant and noteworthy. All of the significant comparisons can be explained by having fewer than 30 interviews.

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Summary for Public School Teachers

The overall response rate for public school teachers was 86.0 percent. The more detailed analysis was performed by state and the three primary reporting characteristics (i.e., school level, urbanicity, and enrollment).

The overall response rate for 19 states was below 85 percent and the response rate for the District of Columbia was 76.5 percent. For these states, the frame distribution was compared to the base-weighted respondent distribution for the reporting characteristics. *The results of this analysis identified 15 out of 871 comparisons that were significant and noteworthy based upon the previously identified criteria.*

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Summary for Private School Teachers

The overall response rate for private school teachers was 85.4 percent.

The overall response rate for nine strata (not including the “missing” category) was below 85 percent. For these states, the frame distribution was compared to the base-weighted respondent distribution for the reporting characteristics. *None of the comparisons were significant and noteworthy based upon the previously identified criteria.*

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Summary for BIA-Funded School Teachers

The overall response rate for BIA-funded school teachers was 92.3 percent. Comparisons of the frame distribution to the base-weighted respondent distribution by state groupings, school level, enrollment, and urbanicity showed that one of the comparisons was significant and noteworthy. The proportion of teachers from BIA-funded schools located in states other than Arizona, New Mexico, and South Dakota who responded to the survey was significantly less than the proportion on the frame.

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Summary for the Public School Teacher Listing Form

The overall response rate for the public school Teacher Listing Form was 89.2 percent. The overall response rate for nine states was below 85 percent. For these states, the frame distribution was compared to the base-weighted respondent distribution for the reporting characteristics. *The results of this analysis identified 5 out of 104 comparisons that were significant and noteworthy based upon the previously identified criteria.*

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Summary for the Private School Teacher Listing Form

The overall response rate for the private school Teacher Listing Form was 85.2 percent. The overall response rate for seven strata (not including the “missing” category) was below 85 percent. The stratum with the lowest response rate, at 62.8 percent, was Jewish. However, none of the analysis variables within Jewish schools had response rates significantly different than the overall unit response rate.

For these strata, the frame distribution was compared to the base-weighted respondent distribution for the reporting characteristics. *Four out of 74 comparisons were significant and noteworthy based upon the previously identified criteria.*

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Summary for the BIA-Funded School Teacher Listing Form

The overall response rate for the BIA-funded school Teacher Listing Form was 94.0 percent. Comparisons of the frame distribution to the base-weighted respondent distribution by state grouping, school level, enrollment, and urbanicity showed that none of the comparisons were both significant and noteworthy.

Conclusion/Course of Action. Based on this analysis, evidence of substantial bias was not found.

Item Nonresponse Bias Analysis

Overview of Methodology

The item bias analysis examined the overall response rate for each item on each file.¹⁸ The analysis included examining the item response rates by state for public sector files, affiliation stratum for private sector files, state groupings for BIA sector files, and by the reporting characteristics (i.e., urbanicity, school level, and enrollment) for all files using the final weight for all in-scope sampled units. If the overall response rate for the item fell below 70 percent, the item will be footnoted in National Center for Education Statistics (NCES) publications with “Item response rate is below 70 percent” as a method of cautioning the user that the low item response rate introduces some potential for bias in the imputation procedure. For any state, affiliation stratum, or state grouping where the item response rate was less than 85 percent, a more detailed analysis was done by the reporting characteristics. The results were

¹⁸ For public school districts, screening items used to determine a district’s eligibility for the survey (A1–A4) or whether the district’s physical location or street address were different than what was presented on the survey cover (C1) were excluded from the analysis. The screening items excluded were used to verify that the respondent was a district and whether the district was still in operation, had the correct grade range, or had merged with another district.

highlighted if that particular cell had a significantly higher or lower response rate than the file as a whole and bolded if the difference was noteworthy. A noteworthy difference met the following conditions:

- The difference relative to the overall response rate for the particular item was greater than 10 percent.
- The absolute difference was greater than one percentage point.
- The coefficient of variation was less than 15 percent.
- The cell had at least 30 interviews.

Table 30 presents the number of items by response rate for each data file. Of particular concern are the items with an overall response rate below 70 percent. These items are listed in exhibit 4.

Table 30. Number of questionnaire items, by response rate category and data file: 2003–04

Data file	Total items	Items 95 percent and above	Items between 85 and 94 percent	Items between 70 and 84 percent	Items below 70 percent
Public School District	216	84	112	16	4
Public School	219	95	105	19	0
BIA School ¹	351	93	153	92	13
Private School	335	120	180	31	4
Public School Principal	202	184	7	11	0
BIA School Principal ¹	202	80	107	4	11
Private School Principal	167	161	6	0	0
Public School Library Media Center	98	73	22	3	0
BIA School Library Media Center ¹	97	37	50	10	0
Public School Teacher	294	190	74	20	10
BIA School Teacher ¹	296	97	141	49	9
Private School Teacher	307	183	99	21	4

¹ BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District, Public School, BIA School, Private School, Public School Principal, BIA School Principal, Private School Principal, Public School Teacher, BIA School Teacher, Private School Teacher, Public School Library Media Center, and BIA School Library Media Center Documentation Data Files,” 2003–04.

Exhibit 4. Items with a response rate below 70 percent, by data file: 2003–04

Data file	Item
Public School District	Item 58c: Years of computer science instruction required for graduation Item 58f: Years of foreign language instruction required for graduation Item 65a: General district operating funds used for teacher professional development Item 66d: Pay incentives used to recruit or retain teachers in less desirable locations
BIA School ¹	Item 4: Number of male students enrolled in the school Item 78a: General elementary training available to teachers at no cost to cover anticipated shortages Item 78b: Special education training available to teachers at no cost to cover anticipated shortages Item 78c: English training available to teachers at no cost to cover anticipated shortages Item 78d: Social studies training available to teachers at no cost to cover anticipated shortages Item 78e: Computer science training available to teachers at no cost to cover anticipated shortages Item 78f: Mathematics training available to teachers at no cost to cover anticipated shortages Item 78g: Physical science training available to teachers at no cost to cover anticipated shortages Item 78h: Biology training available to teachers at no cost to cover anticipated shortages Item 78i: English as a second language training available to teachers at no cost to cover anticipated shortages Item 78j: Foreign language training available to teachers at no cost to cover anticipated shortages Item 78k: Music or art training available to teachers at no cost to cover anticipated shortages Item 78l: Vocational education training available to teachers at no cost to cover anticipated shortages
Private School	Item 5f: Total enrollment Item 23e: Has this school been accredited by another organization Item 29c: Years of computer science instruction required for graduation Item 62-high: Highest annual teacher's base salary
BIA School Principal ¹	Item 29a: Received additional resources that support school-wide activities Item 29b: Received additional resources to distribute to teachers Item 29c: Received nonmonetary recognition Item 30a: Required to write a program improvement plan Item 30b: Put on an evaluation cycle with required improvement Item 30c: Provided with additional resources to support instructional improvement Item 30d: Penalized by reduction in resources Item 30e: Principal replaced Item 30f: Reconstituted or taken over Item 30g: Required to provide supplemental educational services Item 30h: Required to provide a school choice program
Public School Teacher	Item 19_8subj: Subject matter taught in 8 th class Item 19_8grade: Grade level of 8 th class taught Item 19_8enrl: Enrollment of 8 th class taught Item 19_9subj: Subject matter taught in 9 th class Item 19_9grade: Grade level of 9 th class taught Item 19_9enrl: Enrollment of 9 th class taught

See notes at end of exhibit.

Exhibit 4. Items with a response rate below 70 percent, by data file: 2003–04—Continued

Data file	Item
Private School Teacher	Item 19_10subj: Subject matter taught in 10 th class Item 19_10grade: Grade level of 10 th class taught Item 19_10enrl: Enrollment of 10 th class taught Item 23_d7_year: Year doctorate earned
BIA School Teacher ¹	Item 4: How much time worked as a teacher at this school Item 6e: Status of teaching position Item 19_10subj: Subject matter taught in 10 th class Item 19_10enrl: Enrollment of 10 th class Item 23_d5_year: Year educational specialist degree earned Item 23_b7_code: Field of study for doctorate Item 23_d7_year: Year doctorate earned Item 31_f2_grade: Grade level for additional content area certified Item 31_g1_code: Subject matter of additional content area certified
Private School Teacher	Item 19_10grade: Subject matter taught in 10 th class Item: 19_10enrl: Enrollment of 10 th class taught Item 32_g1_code: Subject matter of additional content area certified Item 32_g2_grade: Grade level of additional content area certified

¹ BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District, BIA School, Private School, BIA School Principal, Public School Teacher, BIA School Teacher, and Private School Teacher Documentation Data Files,” 2003–04.

Summary of Conclusions

Public School Districts. Twenty items had a response rate below 85 percent, requiring a closer examination. Of those items, four had a response rate below 70 percent, necessitating a footnote. The closer examination of response rates revealed no substantial evidence of a bias.

Public Schools. Nineteen items had a response rate below 85 percent, requiring a closer examination. Of those items, all were above 70 percent, so no footnoting was necessary. The closer examination of response rates revealed no substantial evidence of a bias.

BIA-Funded Schools. One hundred five items had a response rate below 85 percent, requiring a closer examination. Of those items, thirteen were below 70 percent, necessitating a footnote. The closer examination of response rates revealed no substantial evidence of a bias, primarily because most of the detailed analysis cells had fewer than 30 interviews.

Private Schools. Thirty-five items had a response rate below 85 percent, requiring a closer examination. Of those items, four were below 70 percent, necessitating a footnote. The closer examination of response rates revealed no substantial evidence of a bias.

Public School Principals. Eleven items had a response rate below 85 percent, requiring a closer examination. All of those items had a response rate above 70 percent, so no footnoting was necessary. The closer examination of response rates revealed no substantial evidence of a bias.

BIA-Funded School Principals. Fifteen items had a response rate below 85 percent, requiring a closer examination. Eleven of these items had a response rate below 70 percent, necessitating a footnote. The

closer examination of response rates revealed no substantial evidence of a bias, primarily because most of the analysis cells had fewer than 30 interviews.

Private School Principals. No items had a response rate below 85 percent, so no closer examination was needed.

Public School Library Media Centers. Three items had a response rate below 85 percent, requiring a closer examination. All of the items had a response rate above 70 percent, so no footnoting was necessary. A closer examination of response rates revealed no substantial evidence of a bias.

BIA-Funded School Library Media Centers. Ten items had a response rate below 85 percent, requiring a closer examination. All of the items had a response rate above 70 percent, so no footnoting was necessary. A closer examination of the response rates revealed no substantial evidence of a bias.

Public School Teachers. Thirty items had a response rate below 85 percent, necessitating a closer examination. Ten items had a response rate below 70 percent requiring a footnote. A closer examination of the response rates revealed no substantial evidence of a bias.

BIA-Funded School Teachers. Fifty-eight items had a response rate below 85 percent, requiring a closer examination. Nine items had a response rate below 70 percent requiring a footnote. A closer examination of the response rates revealed no substantial evidence of a bias, primarily because most of the cells had fewer than 30 interviews.

Private School Teachers. Twenty-five items had a response rate below 85 percent, requiring a closer examination. Four items had a response rate below 70 percent, necessitating a footnote. A closer examination of response rates revealed no substantial evidence of a bias.

Chapter 7. Data Processing

Once the 2003–04 Schools and Staffing Survey (SASS) data collection was completed, data processing began. Census Bureau field representatives, who were responsible for all of the data collection at the sampled schools, were also responsible for the first phase of data processing. This involved using the Regional Office Systems Control (ROSCO) system to track cases, as well as assign an outcome code to each one. Once this was completed, all cases were shipped to the Census Bureau clerical processing staff in Jeffersonville, Indiana. There, the cases were assigned a check-in code that indicated their status, and the data from completed questionnaires were captured and sent to Census Bureau analysts in reformatted datasets. Census Bureau analysts were responsible for resolving outcome codes, conducting preliminary data review, and assigning the preliminary interview status. They performed a series of computer edits on the data to identify inconsistencies, assigned a final interview status to each case, and imputed items that were still “not-answered.” Up to this point, all data were processed and split into data files by questionnaire. The final step of data processing was to split the questionnaire datasets up into 12 final files by respondent type. All tables in this chapter contain data by final file, not questionnaire.

Questionnaire Check-in

School district questionnaires were returned to the Census Bureau Regional Offices. The school district questionnaires were checked in and tracked at the Regional Offices using a specially designed database. Field representatives had discretion over the way in which respondents returned their forms. The field representatives could arrange to pick up completed questionnaires at the school or could provide postage-paid envelopes for the schools to mail their completed questionnaires to the Regional Office. In both cases, the school-level forms were checked in and tracked using the ROSCO system, a system that interacted with a case management system on the field representatives’ laptops. Field staff used ROSCO to assign an outcome code to each case. The three outcome codes were completed interview, out-of-scope, and noninterview.

Questionnaires were assigned outcome codes and edited for critical items. (See exhibit 5.) Critical items are those that must be answered in order for a questionnaire to be considered completed. If a critical item was missing, the Regional Office supervisor contacted the field representative or respondent directly to obtain the data. After editing the school district questionnaires, field staff grouped them into batches of 100 and shipped all complete and incomplete interviews to the clerical processing staff in Jeffersonville, Indiana, where data keying took place. The remaining SASS questionnaires that were complete interviews were grouped into batches of 100 by questionnaire type and shipped to the same clerical processing staff.

Upon receipt, clerical processing staff assigned a check-in code (separate from the outcome code previously assigned by field staff) to each questionnaire to indicate its status. All school district questionnaires were assigned a check-in code, but only complete interviews were assigned a check-in code for the remaining SASS forms. The code was entered into the Automated Tracking And Control (ATAC) system. The questionnaires were then grouped into batches by type and interview status (i.e., interviews, noninterviews, and out-of-scope for the survey) for data capture.

Exhibit 5. Critical item editing table, by questionnaire: 2003–04

Questionnaire	Page	Item	Source code ¹	Description
School District— 2 critical items	4	3	0051	Total number of K–12 students was reported (number should be greater than 0)
	6	8	0064	Total number of full-time equivalent teachers was reported (number should be greater than 0)
Principal— 9 critical items, 6 required	4	1 or 2	0025 or 0026	Years as principal of this school OR years as principal of any other school was reported
	And at least 5 of the following items should have data:			
	4	3	0027	Teaching experience before becoming a principal
	4	4	0028	Teaching experience since becoming principal
	5	6a–g	0030–0036	Prior positions held by the principal
	6	9	0039	Highest degree earned by the principal
	26	41	0254	Gender
	26	42	0255	Hispanic origin
	26	43	0256–0260	Race
	26	44	0262	Year of birth
Private School Principal— 9 critical items, 6 required	4	1 or 2	0025 or 0026	Years as principal of this school OR years as principal of any other school was answered
	And at least 5 of the following items should have data:			
	4	3	0027	Teaching experience before becoming a principal
	4	4	0028	Teaching experience since becoming principal
	5	6a–g	0030–0036	Prior positions held by the principal
	6	8	0039	Highest degree earned by the principal
	22	35	0254	Gender
	22	36	0255	Hispanic origin
	22	37a	0256–0260	Race
	22	38	0262	Year of birth
School— 2 critical items	4	2	0414	Number of K–12 students was reported (number should be greater than 0)
	15	34	0513 or 0514	Number of full- and/or part-time teachers was reported
Private School— 2 critical items	5	2	0734	Number of K–12 students was reported (number should be greater than 0)
	15	24	0513, 791–795	Number of full- and/or part-time teachers was reported
Unified School— 2 critical items	4	2	0414	Number of K–12 students was reported (number should be greater than 0)
	22	51	0513 or 0514	Number of full- and/or part-time teachers was reported
Teacher and Private School Teacher— 7 critical items, 4 required	6	7 or 8	0034 or 0035	Year began teaching at this school OR at any school was reported
	8	11	0051–0065	Listed teaching at least one grade
	One of these two items:			
	9	15	0069 or 5069	Main teaching assignment at the school was reported
	11	17	0075 or 5075	
	And at least one of the following questions answered:			
13	20a	0116	Bachelor's degree	
14	22a	0123	Master's degree	
15	23	0127	Other degrees	

See notes at end of exhibit.

Exhibit 5. Critical item editing table, by questionnaire: 2003–04—Continued

Questionnaire	Page	Item	Source code ¹	Description
School Library Media Center— 2 critical items	4	2	0026	Total number of seats in the library was reported
	10	18a	0089	Total number of books in the library was reported

¹ Source codes are used to identify specific items on the SASS questionnaires. For each questionnaire item, the four-digit source code can be found to the left of the first answer choice.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District, Public School, Bureau of Indian Affairs (BIA) School, Private School, Public School Principal, BIA School Principal, Private School Principal, Public School Teacher, BIA School Teacher, Private School Teacher, Public School Library Media Center, and BIA School Library Media Center Documentation Data Files,” 2003–04.

Data Capture

The 2003–04 SASS data were captured (converted from paper to electronic format) using a combination of manual data keying and imaging technology. Manual data keying, used for most of the SASS questionnaires, was accomplished using a Key from Paper (KFP) data capture system. The KFP system was programmed to present screens of questionnaire items to data keying staff, who worked through each page of the questionnaire and keyed any entries into the appropriate fields on the screens. The KFP system performed various edits as the data were keyed. Imaging technology differs from KFP by first capturing an electronic image of each questionnaire page. Along with the image capture, data could be captured using Optical Mark Recognition (OMR). The OMR recognized the marked box (next to precoded items) or the written alphanumeric entry, and entered the appropriate data into the OMR database for that questionnaire. Alternatively, the images could be presented to data keying staff, who captured the data by keying any entries into the appropriate fields on the screens (similar to the KFP process).

All of the SASS questionnaires except for the public and private teacher questionnaires (including all SASS reinterview questionnaires) were captured utilizing the KFP system.¹⁹ Prior to keying, KFP programs were developed for each questionnaire. Images of these forms were captured after data entry was completed. The image files were used during subsequent steps of data processing to view the actual questionnaires online. All KFP entries were 100 percent verified by the keying staff, meaning that each field was keyed twice and the results were compared automatically for discrepancies and, subsequently, verified. The verification during this operation allowed up to a 1 percent error on a field-to-field basis. Unacceptable batches of questionnaires (where there was more than a 1 percent error) were 100 percent verified a second time by keying staff. A more detailed discussion of data capture and results of the keying verification for all SASS questionnaires are provided in “Appendix O. Quality Assurance for Keying and Mailout Operations.”

The data from SASS teacher questionnaires were captured using imaging technology and a combination of OMR and Key from Image (KFI). The precoded items (all items where the respondent answered by marking a box) on the SASS public and private school teacher questionnaires were captured utilizing OMR. All write-in fields (e.g., open-ended, numeric, and character fields) for these questionnaires were captured by the KFI process. OMR and KFI are both methods used by the Workflow and Image Processing System (WIPS), an automated data capture system.

When the SASS public and private school teacher questionnaires were received and checked in by the Census Bureau clerical processing staff, they were disassembled, and each duplex page was scanned. Images of each duplex page were created along with a data response file. The data response file was

¹⁹ The Teacher Listing Form data were captured using the SASS Teacher Listing instrument.

processed through imaging recognition software at a 99 percent confidence level. If the recognition software was 99 percent certain that the box next to the precoded response field contained a valid mark, the entry was copied to an output file. If the response fell outside the confidence level, the imaged response was presented to a member of the keying staff. This member of the keying staff then had to interpret and key the data from the image of the questionnaire duplex page.

All of the open-ended items also were presented to members of the keying staff. All nonblank write-in KFI entries were 100 percent verified, meaning that each field was keyed twice, and the results were compared automatically for discrepancies and, subsequently, verified. The fields that were read as blank by the KFI system were verified at a 5 percent rate. That is, of the total number of write-in fields that were read as blanks for each item, 5 percent were verified a second time to verify that they were blank. The sample verification during this operation allowed a 1 percent error on a field-to-field basis. Unacceptable (sample verified) batches of questionnaires where there was more than a 1 percent error were 100 percent reverified by keying staff by referring back to the original survey. A more detailed discussion of data capture and results of the keying verification for all SASS teacher questionnaires are provided in “Appendix O. Quality Assurance for Keying and Mailout Operations.”

The automated OMR and KFI data capture methods were chosen for the teacher forms because of the large quantity of questionnaires, as compared to the other SASS forms. Generally, it takes more time to program the automated OMR and KFI programs than it takes to program the KFP method. But the OMR captures data much faster than keying from paper, so the time savings from a large quantity of OMR data capture can offset the additional programming time for the operation.

Reformatting

After the SASS questionnaire data were captured, the output files were reformatted into SAS datasets in order to facilitate the remaining data processing and cleaning.

Outcome Code Resolution

Automation issues led to a number of problems with accurately recording outcome codes for the library media center, school, teacher, and principal questionnaires and the Teacher Listing Form. The problems fell into three distinct categories: teacher resampling, ROSCO to ATAC mismatches, and SASS Teacher Listing instrument to questionnaire mismatches.

Teacher Sampling Issues

Three types of errors occurred during the teacher sampling and data collection: teacher lists were resampled after they had been sampled once, teachers received questionnaires for invalid control numbers, and teacher questionnaires were swapped. A total of 5,045 teacher records, including 1,150 private school teacher records and 3,895 public school teacher records, required some form of reconciliation.

The teacher resampling occurred in about 40 schools because the Teacher Listing instrument, as originally released, allowed the field representative to reenter the listing of teachers after the sample of teachers was drawn. Additions or changes to the list of teachers forced the teacher sampling to be rerun and a new teacher sample to appear in place of the original one. Generally, the teacher questionnaires had already been distributed to the original sample, so the original sample was considered valid. To resolve this problem, names of teachers from the instrument were compared to names on the returned questionnaires. If most of the names within a school were nonmatches, then resampling was presumed to

have occurred. The questionnaire names were accepted as the valid sample provided they fit a valid sampling pattern and the listing information was corrected to be consistent with these sampled teachers. The resampling problem had minor implications for the sampling; primarily due to uncertainty in the identity of the nonresponding teachers and their specific listing information. The sampling problem also had implications for field follow-up, since field staff were unable to pursue the nonrespondents. Listing information for these teachers was imputed in order to complete the weighting procedure as described in chapter 9.

The second type of error occurred when the field representative had to conduct nonresponse follow-up on sampled teachers and, rather than using replacement labels and blank questionnaires to conduct this operation, the sampled teachers were provided with unused questionnaires from the sampling procedure. This resulted in the correct teachers being interviewed, but the wrong control number being included on the questionnaires. The control numbers were subsequently corrected for responding teachers. This problem had no implications for the integrity of the teacher sampling, because the identity of the correct sample was preserved in the automated case management system.

The third type of error occurred when questionnaires were distributed to the correct sample of teachers, but in the wrong order, resulting in a swapping of control numbers for the sampled teachers. Teacher names from the returned questionnaires were compared to the names from the Teacher Listing instrument. When swapping occurred, control numbers on the returned questionnaires were corrected to be consistent with the sampling. This problem had no implications for the integrity of the teacher sampling, since the identities of the correct sample of teachers were preserved in the automated case management system.

ROSCO to ATAC Mismatches

SASS utilized two distinct systems to track outcome codes for questionnaires. The ROSCO system was set up so that field representatives could update the status of each individual case using their laptop by recording when questionnaires were dropped off or picked up. When each questionnaire was received by the Regional Office, field staff would ensure that the form was a valid and completed interview and update the outcome code appropriately. In order to clear a case from the field representative's laptop to indicate that it was no longer active, the field representative needed to update the outcome code in ROSCO's case management and transmit the case to the Regional Office. The field representative would then transmit the case once again to remove the case from his or her laptop. Finally, the Regional Office would check the form out and send it to the centralized check-in facility in Jeffersonville, the Census Bureau's clerical processing staff. Problems within the ROSCO system caused some Regional Offices to intentionally miscode refusals as completed interviews, because it was the only way to remove the cases from the case management system in the field representatives' laptops. Only complete, in-scope interviews were supposed to be transmitted to the clerical processing staff (for all questionnaires other than the district).

The Census Bureau clerical processing staff used the ATAC check-in system for the questionnaires. Initially, each questionnaire, as identified by the respondent's control number, was assigned a check-in code of "99," which means that the form had not been received. As forms were received, the check-in code was changed to "01," meaning that the interview was received. The field staff mailed a number of forms that were not valid interviews to the clerical processing staff. In some cases, these were discovered before the form was checked in and each one was pulled from the batching process. The ATAC code for these cases remained a "99." In other cases, the invalid interviews were not discovered until keying; these interviews already had been assigned the ATAC code of "01." These cases were pulled from the keying process and their ATAC codes were changed to an invalid interview code, either a "97" (blank questionnaire, misc.) or "98" (received but not complete).

At the conclusion of data collection, Census Bureau analysts compared outcome codes from ROSCO to the check-in codes from ATAC and found many inconsistencies. For example, for some cases, the Regional Office indicated that a form had a ROSCO code of “201” (completed interview), but ATAC did not show that the clerical processing staff had received a completed form. Likewise, there were several cases where a completed form was received by the clerical processing staff, but the ROSCO outcome code indicated an out-of-scope, refusal, or other noninterview code. Census Bureau analysts worked to reconcile each of these cases and then updated the ROSCO and ATAC outcome codes accordingly. Approximately 800 cases went through this resolution process.

SASS Teacher Listing Instrument to Questionnaire Mismatches

After reconciliation was completed with regard to teacher sampling and the ROSCO/ATAC mismatches, Census Bureau analysts investigated inconsistencies that were discovered between outcome codes from the SASS Teacher Listing instrument and the outcome codes on the related forms (e.g., school, principal, or school library media center questionnaire). For example, some Teacher Listing Forms were coded as complete in ROSCO (code of “801”), but the corresponding teacher questionnaires had an outcome code of “233,” meaning that the Teacher Listing Form had not been completed. This problem was most prevalent on the public and private teacher questionnaires. Over 2,000 individual cases went through this reconciliation.

The problem with inconsistencies between the Teacher Listing Form and questionnaire outcome codes was an artifact of the teacher resampling issue and of field representatives restarting cases. Investigation of the discrepancy showed that these cases were refusals that were converted into interviews at a later time. When a Teacher Listing Form was a refusal, all 20 of the teacher records were set to an outcome code of “233” (Teacher Listing Form not completed).²⁰ When a case was converted to an interview during follow-up, the teacher control numbers were assigned valid outcome codes. However, the unused teachers (20 records minus the teachers actually sampled) should have had their outcome codes changed to “247” (unused teacher), but many actually remained as “233.”

Similar situations occurred with cases in which the district refused to participate in SASS (code of “923”)²¹ or the school had no principal (code of “252”). Census Bureau analysts reviewed each case by looking at the questionnaires (which were stored in image files), Teacher Listing instrument notes, and the output from the Teacher Listing instrument. A spreadsheet was created for each of the surveys. These spreadsheets included updated outcome codes for each inconsistent case. Upon completion of the file, analysts updated the outcome codes and reran the comparison. If a new set of mismatches was identified, then it was corrected in a new spreadsheet.

Primary Data Review and Preliminary Interview Status Recode (ISR) Classification

A data review process ran simultaneously with the outcome code resolution process. During data review, Census Bureau analysts examined frequencies of each data item in order to identify any suspicious values (e.g., if an item’s response was outside the range of possible answer choices, or if an answer seemed unlikely given the respondent’s other responses in the survey). For these, they looked at the image of the

²⁰ The case management system was initialized with 20 teacher records for each school. If the school was made out-of-scope in the Teacher Listing instrument, all cases associated with the school were made out-of-scope. If the school remained in scope, some of the 20 teacher records became sampled cases, and the remainders were coded as “unused teachers.”

²¹ In some cases, the school district refused to allow its schools to participate in SASS from the beginning. Later, some of these districts approved the survey.

questionnaire page to verify that the data were keyed correctly. Appropriate fixes were made to the data files. Analysts also reviewed questionnaires to ensure that key items were answered and that enough of the questionnaire items were completed. When analysts identified a potential problem, they verified that data were keyed correctly by reviewing an electronic image of the questionnaire. If data were missing, analysts attempted to recontact the school or use nonintrusive means of obtaining the data (e.g., school website, intraquestionnaire imputation).

The next step in data processing was the preliminary determination of each case's interview status recode (ISR); that is, whether each case was an interview, a noninterview, or was out-of-scope for SASS. In general, cases with an "out-of-scope" outcome code that had been assigned by the SASS Teacher Listing instrument were classified as out-of-scope (ISR = 3) for the preliminary ISR. Otherwise, cases with data entries were classified as completed interviews (ISR = 1). Cases with no data, cases lacking critical items, or cases where the district or school had refused for all respondents were classified as noninterviews (ISR = 2).

Computer Edits

After primary data review and the preliminary ISR classification, all files were submitted to a series of computer edits. These edits consisted of a range check, a consistency edit, and a blanking edit.

The first of the computer edits was the range check. The range check was used to delete entries that were outside the range of acceptable values that were set prior to the administration of SASS.

Actual changes to the data were made during the consistency edit. The consistency edits identified inconsistent entries within each case and, whenever possible, corrected them. If the inconsistencies could not be corrected, the entries were deleted. These inconsistencies occurred

- within items (e.g., if the response to the "Yes/No" part of School Questionnaire item 10—whether or not the school has one or more temporary buildings—was "No," but the capacity of temporary buildings was greater than zero for the second part of the item); or
- between items (e.g., if School Questionnaire item 56 indicated that the school does not participate in the National School Lunch Program, but one or more students were reported as approved for this program in item 57).

In addition, the consistency edit filled in some items where data were missing or incomplete by using other information on the same data record. For example, if some parts of School Questionnaire item 5—student counts by race—had entries, and the sum of those parts was greater than or equal to the school's total enrollment, then a zero entry was put in each part that was unanswered during the consistency edit.

The blanking edits deleted extraneous entries (e.g., in situations where skip patterns were not followed correctly) and assigned the "not answered" (.N) code to items that should have been answered but were not.

The only records that were put through the series of edits were those classified as interviews in the preliminary ISR. The tables in "Appendix P. Changes Made to Variables During the Computer Edit, by Data File," show the number of edit changes made to entries for each of the variables within each data file. For information about how the data files were created from the questionnaire data, see the final section, "Data Products," in this chapter. These changes are summarized in table 31 below.

Table 31. Summary of changes made to variables in the computer edit, by data file: 2003–04

Data file	Total number of cases	Total number of variables in questionnaire	Number of variables changed during edits by percent of records on which the variable was changed			
			None	1–15 percent	16–30 percent	More than 30 percent
Public School District	4,421	294	0	247	41	6
Public School Principal	8,143	202	0	189	13	0
Private School Principal	2,376	167	1	163	3	0
BIA School Principal ¹	146	202	20	165	6	11
Public School	7,991	239	0	197	20	22
Private School	2,456	402	0	338	57	7
BIA School ¹	145	238	15	118	63	42
Public School Teacher	43,244	326	15	307	4	0
Private School Teacher	7,979	349	15	331	3	0
BIA School Teacher ¹	624	326	18	289	19	0
Public School Library Media Center	7,229	99	1	88	7	3
BIA School Library Media Center ¹	124	99	5	74	17	3

¹ BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District, Public School, BIA School, Private School, Public School Principal, BIA School Principal, Private School Principal, Public School Teacher, BIA School Teacher, Private School Teacher, Public School Library Media Center, and BIA School Library Media Center Documentation Data Files,” 2003–04.

Final Interview Status Edit

After the range checks, consistency edits, and blanking edits were completed, the records were put through an edit to make a final determination of whether the case was eligible for the survey and, if so, whether sufficient data had been collected for the case to be classified as a completed interview. A final interview status recode (ISR) value was assigned to each case as a result of this edit.

1. School District Questionnaire (Form SASS-1A)

- A case was classified as **out-of-scope** (ISR = 3) if
 - the district named on the questionnaire was no longer in operation; or
 - the district did not serve any students in grades 1–12 or comparable ungraded levels; or
 - the agency named on the questionnaire label was not a school district or other public education agency that employed elementary and/or secondary teachers.
- A case was classified as an **interview** (ISR = 1) if
 - none of the conditions for out-of-scope cases was met; and
 - the number of students in K–12 and comparable ungraded levels in the district was reported (D0051); and
 - the total number of full-time equivalent (FTE) teachers was reported (D0064); and
 - There were data in at least 10 percent (28) of the remaining items.
- A case was classified as a **noninterview** (ISR = 2) if an eligible case did not meet the requirements to be an interview case.

2. **Principal and Private School Principal Questionnaires** (Forms SASS-2A and -2B)
- A case was classified as **out-of-scope** (ISR = 3) if
 - the school named on the questionnaire label was classified as out-of-scope; or
 - the school had no principal, headmaster, or administrator.
 - A case was classified as an **interview** (ISR = 1) if
 - neither of the conditions for out-of-scope cases was met; and
 - the respondent had reported the total number of years served as a principal of his/her current school as well as any other school (A0025) or the respondent had reported the total number of years served as principal at the school where she/he is currently principal (A0026); and
 - there were valid entries in at least five of these items:
 - Years of elementary or secondary teaching experience before becoming a principal (A0027)
 - Years of elementary or secondary teaching experience since becoming a principal (A0028)
 - School positions held prior to becoming a principal (A0030–A0036)
 - Highest degree earned (A0039)
 - Gender (A0254)
 - Hispanic origin (A0255)
 - Race (A0256–A0260)
 - Year of birth (A0262); and
 - there were data in at least 10 percent (19) of the remaining items.
 - A case was classified as a **noninterview** (ISR = 2) if an eligible case did not meet the requirements to be an interview case.
3. **School Questionnaire** (Form SASS-3A)
- A case was classified as **out-of-scope** (ISR = 3) if
 - the school named on the questionnaire was not in operation during the 2003–04 school year; or
 - the school did not serve students in any of grades 1–12 or comparable ungraded levels; or
 - the institution named on the questionnaire was not a public school.
 - A case was classified as an **interview** (ISR = 1) if
 - none of the conditions for out-of-scope cases was met; and
 - the number of K–12 students was reported (S0414); and
 - the number of teachers working at the school was reported (S0513 and/or S0514) or the count of teachers from the Teacher Listing Form was greater than zero; and
 - there were data in at least 10 percent (23) of the remaining items.
 - A case was classified as a **noninterview** (ISR = 2) if an eligible case did not meet the requirements to be an interview case.
4. **Private School Questionnaire** (Form SASS-3B)
- A case was classified as **out-of-scope** (ISR = 3) if
 - the school named on the questionnaire was not in operation during the 2003–04 school year; or
 - the school did not serve students in any of grades 1–12 or comparable ungraded levels; or
 - the institution named on the questionnaire was not a private school.
 - A case was classified as an **interview** (ISR = 1) if
 - none of the conditions for out-of-scope cases was met; and
 - the number of K–12 students was reported (S0734); and

- the number of teachers working at the school was reported (S0795) or the count of teachers from the Teacher Listing Form was greater than zero; and
- there were data in at least 10 percent (22) of the remaining items.
- A case was classified as a **noninterview** (ISR = 2) if an eligible case did not meet the requirements to be an interview case.

5. **Unified School Questionnaire** (Form SASS-3Y)

- A case was classified as **out-of-scope** (ISR = 3) if
 - the school named on the questionnaire was not in operation during the 2003–04 school year; or
 - the school did not serve students in any of grades 1–12 or comparable ungraded levels; or
 - the institution named on the questionnaire was not a public or Bureau of Indian Affairs (BIA) funded school.
- A case was classified as an **interview** (ISR = 1) if
 - none of the conditions for out-of-scope cases was met; and
 - the number of K–12 students was reported (S0414); and
 - the number of teachers working at the school was reported (S0513 and/or S0514) or the count of teachers from the Teacher Listing Form was greater than zero; and
 - there were data in at least 10 percent (22) of the remaining items.
- A case was classified as a **noninterview** (ISR = 2) if an eligible case did not meet the requirements to be an interview case.

6. **Teacher and Private School Teacher Questionnaires** (Forms SASS-4A and -4B)

- The school where the teacher was selected for sample was classified as out-of-scope by the Teacher Listing instrument. A case was classified as **out-of-scope** (ISR = 3) if
 - the teacher no longer worked at the school named on the questionnaire (e.g., he/she transferred to another school, left teaching, retired, or was deceased); or
 - the person named on the label was a short-term substitute teacher, student teacher, or teacher's aide; or
 - the person named on the label was not a teacher; or
 - the person named on the questionnaire label had never worked at the school;
 - the person named on the questionnaire worked at the school but did not teach any classes (e.g., he/she was an assistant principal, counselor, or librarian); or
 - the teacher moved out of the United States.
- A case was classified as an **interview** (ISR = 1) if
 - none of the conditions for out-of-scope cases was met; and
 - the respondent reported either the year that he/she began teaching in the school where he/she was selected for the survey sample (T0034) or the year he/she began full- or part-time teaching at the elementary or secondary level (T0035); and
 - the respondent reported whether he/she had a college degree (T0116 or T0123 or T0127); and
 - the respondent reported his/her main teaching assignment field (T0069 or T0075); and
 - at least one grade level of students taught by the respondent was reported (T0051–T0065); and
 - there were data in at least 10 percent (34) of the remaining items (28 for the private school teachers).
- A case was classified as a **noninterview** (ISR = 2) if an eligible case did not meet the requirements to be an interview case.

7. **School Library Media Center Questionnaire** (Form LS-1A)

- A case was classified as **out-of-scope** (ISR = 3) if
 - the school named on the questionnaire was classified as out-of-scope; or
 - the school did not have a library.
- A case was classified as an **interview** (ISR = 1) if
 - neither of the conditions for out-of-scope cases was met; and
 - the number of books in the library (M0089) was greater than zero; or
 - the number of books acquired during the 2002–03 school year (M0090) was greater than zero; and
 - there were data in at least 10 percent (12) of the remaining items.
- Cases were classified as **noninterviews** (ISR = 2) if an eligible case did not meet the requirements to be an interview case.

The preliminary ISR and final ISR counts for each data file and the percent of change for each ISR classification are shown in table 32. For information about the file creation from the questionnaire data, see the final section of this chapter.

Table 32. Preliminary and final interview status recode (ISR) counts and percent change, by data file: 2003–04

Data file	Sample size	Preliminary ISR			Final ISR			Percent change in ISR status		
		Number of interviews	Number of non-interviews	Number of out-of-scope	Number of interviews	Number of non-interviews	Number of out-of-scope	Interviews	Non-interviews	Out-of-scope
Public School District	5,437	4,745	647	45	4,421	976	40	-6.83	50.85	-10.87
Public School Principal	10,202	8,251	1,634	317	8,143	1,742	317	-1.31	6.61	0
Private School Principal	3,622	2,448	773	401	2,376	845	401	-2.94	9.31	0
BIA School Principal ¹	166	147	14	5	146	15	5	-0.68	7.14	0
Public School	10,202	8,123	1,801	278	7,991	1,933	278	-1.63	7.32	0
Private School	3,622	2,515	788	319	2,456	847	319	-2.35	7.48	0
BIA School ¹	166	145	17	4	145	17	4	0	0	0
Public School Teacher Listing	10,202	8,875	1,049	278	8,875	1,049	278	†	†	†
Private School Teacher Listing	3,622	2,777	526	319	2,777	526	319	†	†	†
BIA School Teacher Listing ¹	166	152	10	4	152	10	4	†	†	†
Public School Teacher	52,478	44,037	7,442	999	43,244	8,235	999	-1.8	10.66	0
Private School Teacher	9,947	8,323	1,452	172	7,979	1,796	172	-4.13	23.69	0
BIA School Teacher ¹	710	631	52	27	624	59	27	-1.11	13.45	0
Public School Library Media Center	10,202	7,562	1,677	963	7,229	2,010	963	-4.4	19.86	0
BIA School Library Media Center ¹	166	137	14	15	124	27	15	-9.49	92.86	0

† Not applicable.

¹ BIA refers to the Bureau of Indian Affairs.

NOTE: The Teacher Listing did not have a separate final interview status recode (ISR) step.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District, Public School, BIA School, Private School, Public School Principal, BIA School Principal, Private School Principal, Public School Teacher, BIA School Teacher, Private School Teacher, Public School Library Media Center, and BIA School Library Media Center Documentation Data Files,” 2003–04.

Creating Imputation Flags

After the final ISR edits, there were still several cases with “not-answered” values on the files for some variables. Values were created for these items in the next step of the processing, imputation, which is described in “Chapter 8. Imputation Procedures.” Exhibit 6 includes the naming convention for flags created to identify changes made to the data during the pre-edit, consistency edit, and imputation stages. Only the imputation flags remain on the restricted-use data files. All three types of flags can be found on the documentation data files. (See the next section for a description of the documentation files.)

As discussed earlier, the 2003–04 school year was a survey year for both SASS and Private School Universe Survey (PSS). The SASS Private School Questionnaire collected all of the PSS data, in addition to some SASS school data, so that private schools selected for the SASS data sample would not be asked to complete two separate questionnaires. Items 1–5e, 7–9, 14–21, 24, 32–34, and 96–100 were all “PSS items” and were processed with the PSS data files. For the purpose of imputation, PSS items are defined

as any item collected for the PSS that remains on the SASS private school record. The private school data file has a distinct set of imputation flag values and definitions. See exhibit 6. The imputation procedures for the Private School Questionnaire are described in greater detail in the “Imputation Procedures for the Private School Questionnaire (Form SASS-3B)” section of chapter 8.

Exhibit 6. Flags used in processing questionnaires, by processing step: 2003–04

Processing step	Flag variables	Flag values and definitions
Pre-edit	prf_[source code]+1 (e.g., prf_0014+1)	†
Consistency edit	ef_[source code]+1 (e.g., ef_s0014+1)	†
Imputation specs	f_[source code] = x (e.g., f_s0014 = 7)	<p>For all questionnaires except the Private School Questionnaire:</p> <p>0 Not imputed</p> <p>1 Original value was ratio adjusted</p> <p>2 Value was imputed by using data from other variables in same record</p> <p>3 Value was imputed by using data from the principal record, district record, school record or Teacher Listing Form</p> <p>4 Value was imputed by using data from the sample file (Common Core of Data for nonteachers or Teacher Listing Form for teachers)</p> <p>7 Imputed from donor</p> <p>8 Clerical imputation</p> <p>For the Private School Questionnaire:</p> <p>P0 Private School Universe Survey (PSS) item - Not imputed</p> <p>P1 PSS item - Original value was ratio adjusted</p> <p>P2 PSS item - Value was imputed by using data from other variables in same record or from the sample file (data from previous PSS)</p> <p>P3 PSS item - Imputed from donor</p> <p>P4 PSS item - Value was imputed by hand (clerical)</p> <p>S0 Not a PSS item - Not imputed</p> <p>S1 Not a PSS item - Original value was ratio adjusted</p> <p>S2 Not a PSS item - Value was imputed by using data from other variables in same record</p> <p>S3 Not a PSS item - Value was imputed by using data from principal questionnaire record</p> <p>S7 Not a PSS item - Imputed from donor</p> <p>S8 Not a PSS item - Value was imputed by hand (clerical)</p>

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District, Public School, Bureau of Indian Affairs (BIA) School, Private School, Public School Principal, BIA School Principal, Private School Principal, Public School Teacher, BIA School Teacher, Private School Teacher, Public School Library Media Center, and BIA School Library Media Center Documentation Data Files,” 2003–04.

Data Products

After all stages of imputation were completed and the blanking and consistency edits were run once again, the data were still split into files by questionnaire type (i.e., district, principal, school, teacher, and school library media center). Twelve data files were created from the questionnaire data files so that the data could be categorized by school type, that is, public, private, and Bureau of Indian Affairs (BIA). The sixth digit of each respondent's unique control number was used to separate BIA-funded schools from the data files, because a sixth digit of a "3" indicates a BIA-funded school.

- *Public School District (doc_District)*. The public school district final file includes all items from the School District Questionnaire. It also includes the district items included on the Unified School Questionnaire for non-BIA cases.
- *Public School Principal (doc_PubPrinc)*. The public school principal final file includes all items from the Principal Questionnaire for all principals from non-BIA-funded schools.
- *Private School Principal (doc_PriPrinc)*. The private school principal final file includes all items from the Private School Principal Questionnaire.
- *BIA School Principal (doc_BIAPrinc)*. The BIA school principal final file includes all items from the Principal Questionnaire for all principals from BIA-funded schools.
- *Public School (doc_PubSch)*. The public school final file includes all items from the School Questionnaire. It also includes the school-level items from the Unified School Questionnaire for non-BIA-funded schools.
- *Private School (doc_PriSch)*. The private school final file includes all items from the Private School Questionnaire.
- *BIA School (doc_BIASch)*. The BIA school final file includes all items from the Unified School Questionnaire for all BIA-funded schools.
- *Public School Teacher (doc_PubTea)*. The public school teacher final file includes all items from the Teacher Questionnaire for all teachers from non-BIA-funded schools.
- *Private School Teacher (doc_PriTea)*. The private school teacher final file includes all items from the Private School Teacher Questionnaire.
- *BIA School Teacher (doc_BIATea)*. The BIA school teacher final file includes all items from the Teacher Questionnaire for all teachers from BIA-funded schools.
- *Public School Library Media Center (doc_PubLibr)*. The public school library media center final file includes all items from the School Library Media Center Questionnaire for all non-BIA-funded public schools.
- *BIA School Library Media Center (doc_BIALibr)*. The BIA school library media center final file includes all items from the School Library Media Center Questionnaire for all BIA-funded public schools.

Each of these files contained all variables, including frame variables, survey variables, created variables, weighting variables, and imputation flags. These files were used as the source files for the bias analysis files, the documentation files, and the restricted-use files. The bias analysis files were used to run the unit and item bias analyses. The documentation files were used to produce unit and item response rates and contain all sampled cases and the base weights in addition to the final weights. The restricted-use files contain only the respondents' records, and processing variables and most sampling variables were removed. In addition, the restricted-use files were altered to meet the requirements of data nondisclosure. (See chapter 11 for additional description of the restricted-use files.)

Chapter 8. Imputation Procedures

Following the computer edit stage of the 2003–04 Schools and Staffing Survey (SASS) data processing, “not answered” items still remained. These “not answered” items do not include items that respondents should not have answered because of skip patterns in the questionnaires. In order to fill these “not answered” items with data, questionnaires were put through three separate stages of imputation. With each stage, larger assumptions were made about how the participant might have responded. The first stage of imputation involved using items from either the same questionnaire or other questionnaires from the same school or district to impute missing items. The second stage of imputation included “hot deck” imputation (establishing donor records and using them to impute data), creating regression models to predict and impute data, ratio imputation (by subsamples of data), and random ratio imputation (by subsamples of data). After the first two stages of imputation, Census Bureau analysts imputed the remaining unanswered items clerically in the third stage of imputation.

Overview of Imputation Procedures

As questionnaires went through the different stages of imputation, a numerical flag corresponding to the stage of imputation and type of imputation was assigned to each imputed item. In this way it is possible for data users to identify which items were imputed and how the imputations were performed. Data users can use this imputation flag to decide whether or not to include imputed data in their analysis and which types of imputed data to employ.

First-Stage Imputation

In the first stage of imputation, missing (not answered) survey data were imputed with a valid response using data from other items in the same questionnaire or from other related sources. In addition, data were ratio adjusted in some circumstances so that items were consistent with one another. For example, if the counts of students by race on a school questionnaire did not sum to the reported total enrollment, the ratio of each race to the total enrollment was preserved, but the actual number was adjusted to be consistent with the total enrollment figure. Except for the Private School Questionnaire, there were four different sources for stage 1 imputations, and each was given a particular numerical flag. The definitions of these flags are as follows:

- 0 Data reported. No adjustment or imputation was made.
- 1 The item was ratio adjusted to be consistent with another item on the questionnaire.
- 2 The item was imputed based on data from another item within the same questionnaire.
- 3 The item was imputed based on data from another questionnaire associated with the same school.
- 4 The item was imputed from the 2001–02 Common Core of Data (CCD) or the Teacher Listing Form.

Both the Private School Universe Survey (PSS) and SASS were conducted during the 2003–04 school year. The SASS Private School Questionnaire collected the same items that were present on PSS, plus additional SASS school data, for the private schools included in the SASS sample. The PSS data that were collected on the SASS Private School Questionnaire were processed jointly as part of the PSS processing. These PSS items received PSS imputation flags. The remaining items that appeared only on the SASS Private School Questionnaire were processed during SASS processing. These SASS-only items received SASS imputation flags. The definitions of these two different types of flags are as follows:

- P0 Data reported for the PSS item. No adjustment or imputation was made.
- P1 The PSS item was ratio adjusted to be consistent with another item on the questionnaire.

- P2 The PSS item was imputed based on data from other items in the same questionnaire or based on data from the 2001–02 PSS.
- S0 Data reported for the SASS-only item. No adjustment or imputation was made.
- S1 The SASS-only item was ratio adjusted to be consistent with another item on the questionnaire.
- S2 The SASS-only item was imputed based on data from other items in the same questionnaire.

Second-Stage Imputation

Several different approaches were used in the second stage of imputation. Data were imputed from items found on questionnaires of the same type that had certain characteristics in common or from the aggregated answers of similar questionnaires. These records are called “donor records.”

When a missing item was imputed from a donor record, and the donor answered using the “other” option, the write-in “please specify” portion was also imputed.²² For instance, if the donor answered item 5 on the Teacher Questionnaire, which asks the respondent’s main activity last school year, using the “other” option, the information he or she specified in the write-in portion would also be imputed to the missing item. However, not all write-in items (e.g., open-ended items) were imputed from donor records. Many of the write-in items ask about things that are very specific to each respondent. For instance, item 21 on the public school teacher questionnaire asks the name of the college or university in which the respondent earned his or her degree. Items such as these were not imputed and were left unanswered. All items that were imputed during the second stage of imputation were assigned an imputation flag of “7.”

Hot Deck Imputation

In hot deck imputation, responses were determined by establishing a donor record and then basing imputation on data found within the donor record. Donors were selected based on their answers to specified items called “matching variables.” If two respondents answered the selected matching variables in similar ways, then it was assumed that they were comparable and that imputation of one data item from the other was reasonable.

The matching variables used to establish donor relationships were selected based on the type of data the donor would supply to the record undergoing imputation. For example, since a respondent’s answer to a given item may be influenced by the school’s enrollment and the proximity of the school to a city, these variables were used to find another respondent in a school with similar characteristics.

The datasets were sorted by matching variables in the order of their importance. The sorting helped to ensure that appropriate donors were the most similar to the record with the unanswered data. For example, on the Principal Questionnaire, item 44 asks for the principal’s birth year. If the respondent left this item blank, then important variables in predicting its value would be the number of years of educational experience (EXPER) and the highest degree that he or she had earned (DEGREE). Therefore, the records were sorted by LEVEL / DEGREE / EXPER. However, items 38 to 40 concern the level of parent or guardian involvement at the school, an area in which the number of years of educational experience and the highest degree that he or she has earned would not be useful predictors. Instead, the type of school at which the respondent served as principal (TYPE) and the county of the respondent’s school (GFIPCT) would be more useful indicators. These variables followed the sort routine LEVEL / TYPE / GFIPCT. The various sort routines ensured that the most similar record to the unanswered one served as the donor.

²² This was done for item 44 on the SASS School Questionnaire; items 23e and 77 on the SASS Private School Questionnaire; items 5, 6, 29, 44, and 48 on the SASS Teacher Questionnaire; and items 5, 6c, 6e, 29, 45, and 48 on the SASS Private School Teacher Questionnaire.

When there were not enough donor records within any given stratification cell, a collapsing routine was instituted. This was done to make sure that values that were not consistent with other data on the same record would not be imputed simply because a record was close to the boundary between the stratification cells (e.g., there were other records that were suitable donors or the record was not similar enough to be a donor).

For example, for the School Questionnaire, the collapsing routine for the matching variable MINEN²³ (percentage of students in school who are of a racial/ethnic minority) was as follows:

(1,2,3,4,0,
2,3,1,4,0,
3,2,1,4,0,
4,3,2,1,5,
5,4,0,0,0)

If the value for MINEN on the record with missing data was one and there was no available donor where MINEN = 1, the collapsing program looked for a donor where MINEN = 2. If there was still no available donor, the program looked for a donor where MINEN = 3, then MINEN = 4. It did not look for cases where MINEN = 5. Likewise, if the value for MINEN on the record with missing data was a three and there was no available donor where MINEN = 3, the collapsing program searched for a donor where MINEN = 2, then MINEN = 1, then MINEN = 4. When the collapsing routine hit zero, there was no donor available for this case. In these instances, the value was clerically imputed in the third stage of imputation.

In many cases, the donor and imputed records were required to have the same answers on key variables. For example, for public school sector records donors needed to be from the same state as the record with missing data, and for private school sector records donors needed to have the same religious affiliation, or matching strata, as the record with missing data. Finally, to prevent a single record from having an undue impact on the data, a record could only be used as a donor a maximum of five times. There were no exceptions to this procedure.

Once the donor relationship was established, the donor record provided data items either directly or indirectly to the imputed record. For example, the unanswered item requesting the “number of white non-Hispanic students” was filled by accepting the ratio of White students to total students from the donor record and by applying that ratio to the total number of students on the imputed record.

Regression Imputation

When unanswered items remained after the hot deck imputation process was completed, simple linear regression was used to impute data for items requiring numerical answers. Linear models for such items were based on data from other items on the questionnaire and data from the school survey.

Items used in the regression model were selected based on how much explanatory power each had in the model and on the manner in which each influenced the overall explanatory power of the model. This was measured by examining the coefficient of the variable in the regression as well as the adjusted *R*-squared statistic associated with the model. In addition, the certainty of the relationship established through

²³ MINEN = 1 if the percentage of students in school who were of a racial/ethnic minority was less than 5.5 percent. MINEN = 2 if the percentage was between 5.5 percent and 20.5 percent. MINEN = 3 if minority enrollment was between 20.5 percent and 50.5 percent. MINEN = 5 if the percentage was greater than or equal to 50.5 percent. MINEN = 4 if the percentage was unclassified.

regression was a factor in determining which variables to use in the regression. This was measured by the t statistic associated with the coefficient of each variable in the regression as well as the overall F statistic associated with the model. In general, Census Bureau analysts attempted to produce models in which each t statistic was less than 0.20, the F statistic was less than 0.20, and the R -squared was at least 0.40; however, it was not always possible to fulfill all of these requirements. When a sufficient model could not be built for a variable, it was imputed clerically during third-stage imputation.

Subsample Ratio Imputation

For unanswered items that remained after the hot deck imputation and that were categorical variables, subsample ratio imputation was employed. First, data were broken into five subsamples (or groupings) based on the grade levels offered at the school (LEVEL). The groups were broken down as follows:

LEVEL = 1	Grades kindergarten through 6 (elementary)
LEVEL = 2	Grades kindergarten through 8
LEVEL = 3	All grades (combined)
LEVEL = 4	Grades 5 through 12
LEVEL = 5	Grades 7 through 12 (secondary)

The ratio of each type of response was found for each grouping. Finally, the items were assigned answers according to the subsample to which they belonged in order to preserve the response ratios within that subsample.

For example, an item composed of four categories as answered by a subsample of schools, where LEVEL = 1, had the following distribution of answers: 40 percent chose the first category, 20 percent chose the second, 30 percent chose the third, and 10 percent chose the fourth category. These distributions would then be used to impute the records with missing data for this item where LEVEL = 1. Similarly, the percentage distribution of responses for records where LEVEL = 2 was calculated and the records with missing data that had the same LEVEL value were imputed accordingly. This operation was performed for all LEVEL values, or subsamples.

Random Subsample Ratio Imputation

Random subsample ratio imputation is a method similar to subsample ratio imputation but is more effective at handling items that require continuous answers. For a random subsample ratio, cases were imputed using a program that randomly assigned values to categorical variables while preserving the observed distribution of the data. The program also sorted the data into groupings based on the value of those variables that might have impacted the respondent's answer. Continuous variables were assigned a random probable value (i.e., a value between the 5th and 95th percentile) to cases with missing responses based on the range of values provided by respondents with similar characteristics.

Type of school (i.e., school sector), school program type, level of classes taught, and teaching experience were variables used to define a subsample within the dataset. If a record within this subsample had an unanswered item, an answer was randomly assigned so that the distribution of responses to that item remained the same. For example, if teachers who worked in private schools that were alternative schools, taught elementary level students, and had 20 years of teaching experience had a base annual teaching salary that ranged from \$20,000 in the 5th percentile to \$50,000 in the 95th percentile, then the imputation procedure randomly assigned salary figures to teachers with missing data that were consistent with this distribution.

Third-Stage Imputation

In some cases, items still remained “not answered” after the first two stages of imputation. This happened when there was no available donor, the value imputed by the computer was out-of-range or inconsistent with values in other items, or there was no method of imputation suitable for the item other than clerical imputation. Therefore, all remaining unanswered items after the first two stages of imputation were imputed clerically during the third stage of imputation. All third-stage imputations were given an imputation flag of “8.” In order to determine an appropriate value for each unanswered item, Census Bureau analysts reviewed

- the original image of the questionnaire to see if the respondent had made any notes in the margin that might provide insight;
- other items within the same record with related information;
- similar cases to get an understanding of what the respondent might have answered; and/or
- averages of similar subsamples.

Post-Imputation Processing

Following both the second and third stages of imputation, the computer edits were re-run and any remaining data issues were resolved. (See chapter 7 for details.) At this point, any items that were imputed at a rate greater than 15 percent were analyzed as part of the item bias analysis. (See chapter 6 for details about the nonresponse bias analysis.) The computer edits were used to ensure that the values imputed in each stage of imputation were within acceptable ranges and were consistent with other items on the questionnaire.

Imputation Procedures for the School District Questionnaire (Form SASS-1A)

Items on the School District Questionnaire that still were “not answered” went through a first stage of imputation in which unanswered items were imputed from other items on the same record or items on the district’s sample file (including CCD). The questionnaires then went through the second stage of imputation, or hot deck imputation, in which some of the remaining “not answered” items were filled using the data record from a similar record. The third stage of imputation filled in the remaining “not answered” items that were not resolved during the first two stages of imputation.

Public and public charter one-school districts had their district data collected on the Unified School Questionnaire and were imputed separately from the public and public charter school districts that completed the School District Questionnaire. Following the stage 3 imputation of both the School District Questionnaire and Unified School Questionnaire, the school district items that appeared on the Unified School Questionnaire were split out from the Unified School Questionnaire data file and included in the School District Questionnaire data file. For further details, see the “Imputation Procedures for the Unified School Questionnaire” section.

First-Stage Imputation for School District Data

In the first stage, unanswered items from the School District Questionnaire were filled in whenever possible using information about the district from the following sources:

- *Other questionnaire items on the district’s school district questionnaire record.* Based on entries from related questionnaire items, assumptions were made about how the respondent might have answered items. For example, if item 59, which asks whether or not the district requires community service for seniors to graduate, was blank, and item 60a, which asks if there is a certain number of hours of community service required, was marked no, then item 59 had the answer “no” imputed, and items 60a and 60b (actual number of hours required) were marked as valid skips since those items did not apply.
- *District’s sample file record, including data from the 2001–02 CCD.* In some cases, CCD data from the sample file were used to impute entries to items. For example, if item 1a did not indicate that the district offers kindergarten or 1st grade through 12th grade, and item 1b, which asks which grades are offered, was unanswered, the grades offered were imputed from the sample file data, which was derived from the 2001–02 CCD.

In addition to filling in items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For records where the sum of the entries in item 4 (number of students by race) did not equal the districts’ K–12 enrollment in item 3, the item 4 entries were adjusted to be consistent with item 3. For example, if the sum of the students reported by the racial categories in item 4 differed from the district’s K–12 enrollment reported in item 3, the assumption was made that the total enrollment was correct. Consequently, the difference between the racial counts in item 4 and the total value reported in item 3 was resolved by adding or subtracting the misreported students from each racial category without changing the proportion of each racial group to the total enrollment.

Table 33 includes a summary of imputation performed in stage 1 processing.

Second-Stage Imputation for School District Data

Hot Deck Imputation

In general, the hot deck stage of imputation filled in unanswered items by using data from the record of a similar district. For example, districts were similar if they were the same level, of similar size, had a similar percentage of minority students, etc. Imputation variables that describe certain characteristics of the districts (e.g., enrollment size, school level, and percent minority students) were created and used to sort the records and to match incomplete records to those with complete entries (donors).

For some items, such as item 7, which asks for the number of days in the school year, data were copied directly from the donor record to the record with the missing value. For others, such as item 12 (number of teachers newly hired), the entries on the donor record were used along with other questionnaire data to fill the incomplete items. For example, suppose district A had not answered item 12, number of teachers newly hired, and district B had been established as an appropriate donor for district A. In this case, the ratio of newly hired teachers to the total number of teachers in district B was multiplied by the total number of teachers reported in district A to yield the number that was filled in for the total number of newly hired teachers in district A. Consequently, while district A had the same ratio of newly hired teachers to total teachers as district B, the actual number of newly hired teachers was likely to be different.

The School District Questionnaire records were grouped into 23 state groups (typically according to their geographic location) so that records for similar districts were together. District records were sorted by the following variables to ensure similarity between the records receiving information and their donors:

GROUP	Groups of states with similar districts
STATE	State in which the school district is located
LEVEL	Grade levels offered
URB	Proximity to a metropolitan center
D0051	Total K–12 and ungraded enrollment

For items 5 through 7, 12 through 14, and 24 through 70, records were sorted by GROUP / STATE / LEVEL / URB / D0051. For items 2 through 4, 8 through 11, 15 through 23, and 71 through 77, the records were sorted by GROUP / STATE / URB / D0051.

Table 33 includes a summary of the amount of imputation performed in stage 2 processing.

Third-Stage Imputation for School District Data

Clerical Imputation

Values were imputed clerically for cases where there was no available donor, the value imputed by computer was out-of-range or inconsistent with values in other items, or there was no method of imputation appropriate for the item other than clerical imputation. In order to determine an appropriate value for each unanswered item, Census Bureau analysts reviewed

- the original image of the questionnaire to see if the respondent had made any notes in the margin that might provide insight;
- other items within the same record with related information;
- similar cases to get an understanding of what the respondent might have answered; and/or
- averages of similar subsamples.

Table 33 includes a summary of the amount of imputation performed in stage 3 processing.

Final File Imputation Table for School District Data

District-level data were collected on the School District Questionnaire or the Unified School Questionnaire. Please see the “Imputation Procedures for the Unified School Questionnaire” section below for details on the processing of the Unified School Questionnaire data. Public and public charter one-school districts had their district data collected on the Unified School Questionnaire and were imputed separately from public and public charter school districts that completed the School District Questionnaire. Following stage 3 imputation, the school district items that were included on the Unified School Questionnaire were included in the final school district data file, while the school items on the Unified School Questionnaire were included in the public school data file for public and public charter schools. The School District Questionnaire items that were not asked on the Unified School Questionnaire (e.g., items concerning district-wide library media centers, principal hiring policies, homeschooling) were assigned a value of -8, which indicates they were “Not asked of one-school districts” for the Unified School Questionnaire records. Data from the Unified School Questionnaire for BIA-funded schools were placed on the BIA School data file. The number of source codes (specific items) that were imputed, including district items from the Unified School Questionnaire, for a given percentage of records during

each stage of processing appears in table 33 below. For example, during stage 1 imputation 124 survey items were imputed for between 1 and 15 percent of the public school district records.

Table 33. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for public school districts, including district items from the Unified School Questionnaire: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	162	124	7	1
Stage 2	28	266	0	0
Stage 3	70	224	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District Restricted Use Data File,” 2003–04.

“Appendix Q. Imputation Changes to Variables, by Data File,” contains the total number of imputations applied at each stage to each source code.

Imputation Procedures for the Principal and Private School Principal Questionnaires (Forms SASS-2A and -2B)

Principal data for public, public charter, private, and BIA-funded schools were on the same data file when entering the imputation step of data processing. Items on the principal questionnaires that still had items that were “not answered” went through the first stage of imputation in which unanswered items were imputed from other items on the same principal record or items on the corresponding school record. Before the principal questionnaires went through the second stage of imputation, both public charter school principals and private school principals were split into their own data files in order to establish appropriate donors and sort patterns. Data for principals from BIA-funded schools were kept in the same dataset as data for principals from public schools. The second and third stages of imputation proceeded with the data split into these types of datasets. After all stages of imputation were completed and no more “not answered” items remained, the BIA-funded school and private school principal data remained in their own separate datasets. Public and public charter school principal data were moved back into the same data file.

First-Stage Imputation for Principal Data

In the first stage, items that were unanswered on the principal questionnaires were filled in whenever possible by using information about the principal from these sources:

- *Other questionnaire items on the principal questionnaire record.* Based on entries from related items on the principal record, assumptions were made about how the respondent might have answered the item. For example, if there was no response to item 1 (total number of years spent as a principal at any school), and item 2 (total number of years spent as principal of the current school) indicated that the respondent had been a principal at the school since he or she was 22 years of age, it was assumed that the respondent had only been principal of the current school. The answer to item 2 was filled in for item 1.

- *School questionnaire record.* Information from the record of the principal’s school was used to impute values in the first stage as well. For example, if item 15, on the level of influence that particular groups have on the school, had any section asking about curriculum specialists unanswered, and the school record indicated there were no curriculum specialists at the school, then “No Influence” was imputed for these items.

Tables 34 through 36 include summaries of the amount of imputation performed in stage 1 processing.

Second-Stage Imputation for Principal Data

Hot Deck Imputation

In general, the hot deck imputation filled unanswered items using data from the record for a similar principal (e.g., a principal of similar age, experience, education, etc.) who worked at a similar school (e.g., a school that was the same level, the same type, of similar size, etc.). Imputation variables that describe certain characteristics of the principals and their schools were created and used to sort the records and to match incomplete records to those with complete entries (donors).

For some items, such as item 5 (whether or not the principal also serves as a teacher in the school), data were copied directly from the donor to the record with the missing value. For other items, such as item 10 (number of hours spent per week on school-related activities), the entries on the donor record were factored with other questionnaire data to fill in the incomplete items. For example, if item 10 was unanswered, the donor’s ratio of hours spent on school activities per week to hours spent interacting with students was multiplied by the principal’s reported hours spent interacting with students to calculate the answer that was imputed into item 10.

Public School and BIA-Funded School²⁴ Principals. BIA-funded school principal data were kept in the same data file as the public school principal data and received the same processing as a result. Non-BIA-funded school principals could be in a donor relationship with BIA-funded school principals.

The hot deck imputation was done within state; that is, the donor principal record had to be from the same state as the principal record with missing data. Within each state, the principal records were sorted by the following variables:

DEGREE	Highest degree attained
LEVEL	Grade levels offered
EXPER	Years of educational experience
YEARPRIN	Years served as a principal
HOWOLD	Principal’s age
GFIPCT	FIPS county code for the county of the respondent’s school
TYPE	School type

For item 44, the records were sorted by LEVEL / DEGREE / EXPER. For items 1 through 6 and 14, the records were sorted by LEVEL / DEGREE / YEARPRIN / HOWOLD. For items 7 through 13, 15 through 37, 41 through 43, and 45, the records were sorted by LEVEL / DEGREE / YEARPRIN / GFIPCT. For items 38 through 40, the records were sorted by LEVEL / TYPE / GFIPCT.

²⁴ “BIA-funded school” refers to schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local school district. These schools may be operated by BIA, a tribe, or a private contractor.

Private School Principals. The hot deck imputation was done within general religious affiliation (AFFILG, where 1 = Catholic, 2 = Other religious, 3 = Nonsecular); that is, the donor principal record had to be for a principal at a school with the same general affiliation as the principal record with missing data. Within each general affiliation category, private school principals were sorted by the following variables:

DEGREE	Highest degree attained
LEVEL	Grade levels offered
EXPER	Years of educational experience
YEARPRIN	Years served as a principal
HOWOLD	Principal's age
AFFILR	School's religious affiliation ²⁵

For item 38, the records were sorted by LEVEL / DEGREE / EXPER. For items 1 through 6 and 13, the records were sorted by LEVEL / DEGREE / YEARPRIN / HOWOLD. For items 7 through 12, 14 through 37, and 39, the records were sorted by LEVEL / DEGREE / YEARPRIN / AFFILR.

Public Charter School Principals. Public charter school principal data were kept in the same dataset as the public school principal data through the first stage of imputation. However, the datasets were split prior to hot deck imputation. This was to ensure that no non-public charter school data would be used in the charter school imputation process. Because there were only 220 public charter school principals that were accepted as completed interviews in the data file, it was not possible to use donor imputation for these records. Public charter school data went directly into the next steps of processing, which included regression subsample ratio imputation.

Regression Imputation

Following hot deck imputation, some unanswered items remained. For questions that ask for continuous value answers, such as Principal Questionnaire item 45 (current annual salary), simple linear regression was used to impute the data. Linear models for such items were based on data from other items on the questionnaire and data from the school survey. For example, to impute item 45, a model of public school principal salary was created through linear regression using the answers to item 1 (total number of years served as a principal in all schools), item 2 (years spent as a teacher prior to becoming a principal), item 9 (highest degree earned), item 10 (total hours spent per week on all school related activities), item 11 (total hours spent per week interacting with students), item 2 from the public school survey (total K–12 and ungraded school enrollment), and URB (a numerical variable based on the school's proximity to a metropolitan center) as coefficients in the linear regression model.

Items used in the regression model were selected based on how much explanatory power each had in the model and the manner in which each influenced the overall explanatory power of the model. This was measured by examining the coefficient of the variable in the regression, as well as the adjusted *R*-squared statistic associated with the model. In addition, the certainty of the relationship established through regression was a factor in determining which variables to use in the regression. This was measured by the *t* statistic associated with the coefficient of each variable in the regression, as well as the overall *F* statistic associated with the model.

²⁵ AFFILR indicates the religion with which the private school was associated. A code of 26 was assigned when there was no religious affiliation associated with the school.

Subsample Ratio Imputation

For items that lacked data following hot deck imputation and required categorical answers, subsample ratio imputation was employed. First, data were broken into five subsamples based on the value of LEVEL (grade levels offered at the school). Then, the ratio of each type of response was found for each subsample. Finally, the items were assigned answers according to the subsample they belonged to in such a way as to preserve the response ratios within that subsample.

For example, on Principal Questionnaire item 15b(1) (level of influence of state department of education or other state-level bodies on school's curriculum), there were five available answer categories ranging from 1 (no influence) to 4 (major influence) with 5 indicating "not applicable." If it was found that 10 percent of respondents with LEVEL equal to 1 answered "1" for this item, and 90 percent answered "2" and that when LEVEL was equal to 3, some 80 percent answered "3" and 20 percent answered "4," then items were imputed to maintain this ratio.

Tables 34 through 36 include summaries of the amount of imputation performed in stage 2 processing.

Third-Stage Imputation for Principal Data

Clerical Imputation

Some values on the public, public charter, private, and BIA-funded school principal records were imputed clerically. This method was used when there was no available donor that matched the record with the missing values, when the imputed values were outside the range of valid entries or inconsistent with other entries on the record, or if there was no method of imputation appropriate for the item other than clerical imputation. In order to determine an appropriate value for each unanswered item, Census Bureau analysts reviewed

- the original image of the questionnaire, to see if the respondent had made any notes in the margin that might provide insight;
- other items within the same record with related information;
- similar cases, to get an understanding of what the respondent might have answered; and/or
- averages of similar subsamples.

Tables 34 through 36 include summaries of the amount of imputation performed in stage 3 processing.

Final File Imputation Tables for Principal Data

Following stage 3 processing, public charter school principal records were added back into the public school principal data file, while BIA-funded school principal records were removed and placed in a separate BIA school principal data file for the final data files. The number of source codes (specific items) that were imputed on a given percentage of records during a given stage of processing appears below in tables 34 through 36. For example, during stage 1 imputation 115 survey items were imputed for between 1 and 15 percent of the public school (including public charter school) principal records.

Table 34. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for public school principals, including public charter school principals: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	91	115	0	0
Stage 2	6	200	0	0
Stage 3	178	28	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal Restricted Use Data File,” 2003–04.

Table 35. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for private school principals: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	111	95	0	0
Stage 2	43	163	0	0
Stage 3	191	15	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Principal Restricted Use Data File,” 2003–04.

Table 36. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for BIA-funded school principals: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	176	30	0	0
Stage 2	36	169	1	0
Stage 3	203	3	0	0

NOTE: BIA refers to the Bureau of Indian Affairs. Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Principal Restricted Use Data File,” 2003–04.

“Appendix Q. Imputation Changes to Variables, by Data File,” contains the total number of imputations applied at each stage to each source code.

Imputation Procedures for the School Questionnaire (Form SASS-3A)

School data for public and public charter schools were on the same data file when entering the imputation step of data processing. Items on the School Questionnaire that were “not answered” went through a first

stage of imputation in which unanswered items were imputed from other items on the same school record, items on the corresponding school district record, or items from the Teacher Listing Form. Before the public school questionnaires went through the second stage of imputation, public charter schools were split into their own data file in order to establish appropriate donors and sort patterns. The second and third stages of imputation proceeded with the data split into these types of datasets. After all stages of imputation were completed and no more “not answered” items remained, the public and public charter school data were moved back into the same data file.

Public and public charter one-school districts had their school data collected on the Unified School Questionnaire and were imputed separately from the public and public charter schools that completed the School Questionnaire. Following the stage 3 imputation of both the School Questionnaire and Unified School Questionnaire items, the school items that appeared on the Unified School Questionnaire were split out from the Unified School Questionnaire data file and were included in the School Questionnaire public school data file. More details are available in the “Imputation Procedures for the Unified School Questionnaire” section below.

First-Stage Imputation for Public and Public Charter School Data

In the first stage, unanswered items for the School Questionnaire were filled whenever possible by using information about the school from these sources:

- *Other questionnaire items on the school’s public school questionnaire record.* Based on entries from related items on the school record, assumptions were made about how the respondent might have answered items. For example, if the type of school was not reported in item 14, and item 17a indicated the school had a magnet program, code 3, “Special program emphasis,” was imputed to item 14.
- *School District Questionnaire record for the district that operated the school.* If the school’s district participated in SASS, information from the district’s questionnaire was used to complete some unanswered items on the school record. For example, if the number of migrant students was not reported in item 3 and the School District Questionnaire record indicated that there were no migrant students in the district, then zero was imputed to item 3.
- *Teacher Listing Form for the school.* If the counts of full-time and part-time teachers were not reported in item 34 of the School Questionnaire and the school had completed a Teacher Listing Form, the counts of full-time and part-time teachers from the Teacher Listing Form were used to impute missing values in item 34.
- *School’s sample file record, including data from the 2001–02 CCD.* In some cases CCD data from the school’s sample file record were used to complete items. For example, if there was no response to item 55a, whether or not the school has prekindergarten students, and the sample file indicated that there were prekindergarten students in the school, “yes” was imputed to the item.

In addition to filling in items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For example, if the sum of the students reported by the racial categories in item 5 was greater than the school’s total enrollment reported in item 2, the assumption was made that the proportions assigned to the categories were correct, and the counts in item 5 were adjusted to fit the total reported in item 2; that is, each entry in item 5 was multiplied by the ratio of the enrollment reported in item 2 to the sum of the entries in item 5.

Table 37 includes a summary of the amount of imputation performed in stage 1 processing.

Second-Stage Imputation for Public and Public Charter School Data

Hot Deck Imputation

In the second stage of imputation, School Questionnaire items that remained unanswered were filled by using data from the record for a similar school (e.g., a school that was the same level, type, etc.). Imputation variables that describe certain characteristics of the school (e.g., type of community where school is located, type of school, and school level) were created and used to sort the records and to match incomplete records to those with complete data (donors).

For some items, such as item 53 (whether students with limited-English proficiency are tested to determine their level of English proficiency), data were copied directly from the donor to the record with the missing value. For others, such as item 62 (number of Title I teachers), the entries on the donor record were used as factors along with other questionnaire data to fill the incomplete items. For example, if item 62 was unanswered for school A, the number of teachers who were Title I on the donor record were used with the total teacher count for school A to calculate and impute the number of Title I teachers for school A (school A item 34 = school A total teacher count * (donor school item 34 / donor school total teacher count)).

Public Schools. The second stage imputation was done within state; that is, the donor record had to be for a school located in the same state as the school with the incomplete record. Within each state, the public school records were sorted by the following variables:

STCNTY	Sample file code identifying the state and county location of the school
S0414	Total enrollment
TYPE	School type
LEVEL	Grade levels offered
MINEN	Minority enrollment
URB	Proximity to a metropolitan center

For items 34, 1, 7, 27 through 33, 40 through 44, 4, 18, 20 through 21, 22, 24, 38, 39, 9, 10, 36, the records were sorted by LEVEL / TYPE / STCNTY / S0414. For items 5, 3, 37, 35, 47 through 54, 6, 56 through 62, 45 through 46, and 17, the records were sorted by LEVEL / MINEN / URB / STCNTY / S0414.

Public Charter Schools. Public charter school data were kept in the same data file as the public school data through the first stage of imputation. However the datasets were split prior to hot deck imputation. This ensured that no non-public charter school data would be used in the public charter school imputation process. Because there were only 190 public charter schools in the dataset, it was not possible to use donor imputation on the dataset and public charter school data went directly into clerical imputation.

Table 37 includes a summary of the amount of imputation performed in stage 2 processing.

Third-Stage Imputation for Public and Public Charter School Data

Clerical Imputation

Some values on the public school records were imputed clerically. This method was used when there was no available donor that matched the record with the missing values, and when the computer-imputed value was outside the range of valid entries or inconsistent with other entries on the record, or if there was

no method of imputation appropriate for the item other than clerical imputation. In order to determine an appropriate value for each unanswered item, Census Bureau analysts reviewed

- the original image of the questionnaire, to see if the respondent had made any notes in the margin that might provide insight;
- other items within the same record with related information;
- similar cases, to get an understanding of what the respondent might have answered; and/or
- averages of similar subsamples.

Table 37 includes a summary of the amount of imputation performed in stage 3 processing.

Final File Imputation Table for Public School Data

One of the 2003–04 SASS questionnaires was the Unified School Questionnaire. This questionnaire was distributed to school district institutions with only one school and included items from the School Questionnaire and the School District Questionnaire in order to simultaneously collect information on the school district and the single school administered by that school district. All BIA-funded schools received the Unified School Questionnaire. Following stage 3 imputation, items on the questionnaire that dealt with the school district were included in the final school district data file, while the items that dealt with the school were included either on the public school data file, if the school was not a BIA-funded school, or on the BIA-funded school data file otherwise. Below is a summary of the amount of imputation performed on both the School Questionnaire and the school items included on the Unified School Questionnaire. Please see the “Imputation Procedures for the Unified School Questionnaire” section below for details on the processing of Unified School Questionnaire data and for the table indicating the amount of imputation performed on the Unified School Questionnaire given to BIA-funded schools. The number of source codes (specific items), including unified school items, that were imputed on a given percentage of records during a given stage of processing appears below in table 37. For example, during stage 1 imputation 135 survey items were imputed for between 1 and 15 percent of the public school records.

Table 37. Number of source codes imputed, by percentage of records receiving imputation during each stage for public schools, including public school items from the Unified School Questionnaire: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	94	135	4	5
Stage 2	36	200	2	0
Stage 3	14	224	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Restricted Use Data File,” 2003–04.

“Appendix Q. Imputation Changes to Variables, by Data File,” contains the total number of imputations applied at each stage to each source code.

Imputation Procedures for the Private School Questionnaire (Form SASS-3B)

The 2003–04 school year was a survey year for both SASS and PSS. The SASS Private School Questionnaire collected the same items that are present on PSS, plus additional SASS school data, for the private schools included in the SASS sample. Items 1 through 5a–e, 7 through 9, 14 through 21, 24, 32 through 34, and 96 through 100 (the PSS items within the Private School Questionnaire records) were processed with the PSS data files. Therefore, imputation for the Private School Questionnaire data was done in six stages: PSS stage 1, SASS Private School Questionnaire stage 1, PSS stage 2, SASS Private School Questionnaire stage 2, PSS clerical imputation, and SASS Private School Questionnaire clerical imputation. Following each PSS processing step the relevant PSS data were copied onto the corresponding SASS Private School Questionnaire records.

First-Stage Imputation for Private School Data

In the first stage of imputation, values for unanswered items were imputed whenever possible by using information about the school from these sources:

- *2003–04 PSS.* If PSS items (items 1–5, 7–9, 14–21, 24, 32–34, and 96–100) on the SASS Private School Questionnaire record were unanswered, data from the 2001–02 PSS were used to fill the unanswered items whenever possible. For example, if the school’s religious affiliation was not reported in item 14c and it had been reported on the 2001–02 PSS questionnaire, the PSS entry was copied to item 14c of the Private School Questionnaire record.
- *Other questionnaire items on the school’s Private School Questionnaire record.* Based on entries from related items on the school record, assumptions were made about how the respondent might have answered items with missing values. For example, if item 40b(4) (whether the school is specifically for special needs students) was unanswered and item 15 indicated the school was a special education school, the assumption was made that the school was specifically for special needs students and the code for “Yes” was imputed to item 40b(4).

In addition to filling in items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For those where the number of teachers reported in item 25 (teachers by race) did not equal the number reported in item 24, the entries in item 25 were adjusted. For example, if the sum of the teachers reported by the racial categories in item 25 were greater than the total number of teachers reported in item 24, the assumption was made that the proportions assigned to the categories in item 25 were correct and the counts in item 25 were adjusted to fit the total reported in item 24; that is, each entry in item 25 was multiplied by the ratio of the teacher count reported in item 24 to the sum of the entries in item 25.

Table 38 includes a summary of the amount of imputation performed in stage 1 processing.

Second-Stage Imputation for Private School Data

Hot Deck Imputation

In the second stage of imputation, unanswered items for the Private School Questionnaire were filled by using data from the records for similar schools (e.g., schools that were the same level, type, size, etc.). As noted previously, items 1 through 5, 7 through 9, 14 through 21, 24, 32 through 34, and 96 through 100 were imputed during the PSS processing. Therefore, for these items, the imputed entries could have come

from private schools not selected for SASS, as well as those that participated in SASS. For non-PSS items, entries were imputed by using data from other SASS private schools.

For some items, such as item 75 (whether or not most students have access to the internet at the school), data were copied directly from the donor to the record with the missing value. For others, such as item 10 (school capacity), the entries on the donor record were used as factors along with other questionnaire data to fill the incomplete items. For example, if item 10 was unanswered, the donor survey's ratio of school capacity to total enrollment was multiplied by the reported total enrollment to yield the value of school capacity that was imputed into item 10.

Imputation variables that describe certain characteristics of the schools (e.g., religious affiliation, size, and school level) were created and used to sort the records and to match incomplete records to those with complete data (donors). During the stage 2 imputations, the school records were sorted so that records for similar schools were near each other on the file. The variables used for sorting were as follows:

S0734	Total enrollment
TYPE	School type
LEVEL	Grade levels offered
PERMINOR	Percent of enrollment that is minority
URB	Proximity to a metropolitan center
AFFILR ²⁶	School's religious affiliation
AFFILG ²⁷	School's general affiliation
AFFILS ²⁸	School's religious and or association affiliation

During the PSS second-stage imputation, the PSS school records (those selected for SASS and those that were not) were sorted AFFLG / LEVEL / AFFILS / TYPE / P305 (PSS total enrollment variable).

The items that were not part of PSS, the records for SASS private schools for items 5f, 10 through 13, 22 through 23, 30 through 31, 35 through 63, 26, 73, 74, 76, 75, and 77 through 80 were sorted by AFFLG / LEVEL / AFFILS / TYPE / AFFILR / URB / S0734. For items 6, 25, 27, 64 through 72, 89 through 95, and 81 through 88, the records were sorted by AFFLG / LEVEL / AFFILS / URB / PERMINOR / S0734.

Table 38 includes a summary of the amount of imputation performed in stage 2 processing.

Third-Stage Imputation for Private School Data

Clerical Imputation

Some values on the private school records were imputed clerically. This method was used when there was no available donor that matched the record with the missing values, and when the computer-imputed value was outside the range of valid entries or inconsistent with other entries on the record. This method was also used for schools where the religious affiliation was not reported and there was no previous PSS information available, or if there was no method of imputation appropriate for the item other than clerical

²⁶ AFFILR indicates the specific religion with which the private school was associated. There were 26 different religious affiliation indicators.

²⁷ AFFILG indicates the school's general affiliation. This indicates if the school was Catholic, Other religious affiliation, or No religious affiliation.

²⁸ AFFILS indicates the school's religious and/or associated affiliation. It provides more detailed categories for type of Catholic or nonsecular school and identifies whether the school was affiliated with the Conservative Christian school association.

imputation. In order to determine an appropriate value for each unanswered item, Census Bureau analysts examined

- the original image of the questionnaire, to see if the respondent had made any notes in the margin that might provide insight;
- other items within the same record with related information;
- similar cases, to get an understanding of what the respondent might have answered; and/or
- averages of similar subsamples.

Table 38 includes a summary of the amount of imputation performed in stage 3 processing.

Final File Imputation Table for Private School Data

The number of source codes (specific items), including PSS items, that were imputed on a given percentage of records during a given stage of processing appears below in table 38. For example, during stage 1 imputation 253 survey items were imputed for between 1 and 15 percent of the private school records.

Table 38. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for the Private School Questionnaire, including PSS items: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	142	253	4	3
Stage 2	136	259	7	0
Stage 3	309	93	0	0

NOTE: PSS refers to the Private School Universe Survey. Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Restricted Use Data File,” 2003–04.

“Appendix Q. Imputation Changes to Variables, by Data File,” contains the total number of imputations applied at each stage to each source code.

Imputation Procedures for the Unified School Questionnaire (Form SASS-3Y)

The Unified School Questionnaire was sent to public and public charter school districts with only one school and all BIA-funded schools. In order to simultaneously collect data on the school and the school district that administers the school, items from the School District Questionnaire and the School Questionnaire were included. After all stages of imputation were completed and no more “not answered” items remained, the BIA-funded schools that received the Unified School Questionnaire were separated into a single dataset. The remaining public and public charter school records had their data split between the school district data file and the public school data file. Thus, items dealing with school district information for public and public charter schools were included on the school district data file and items providing school level information for public and public charter schools were added to the public school data file.

First-Stage Imputation for Unified School Data

In the first stage, Unified School Questionnaire unanswered items were filled whenever possible by using information about the school from these sources:

- *Other questionnaire items on the school's Unified School Questionnaire record.* Based on entries from related items on the school record, assumptions were made about how the respondent might have answered items. For example, if the type of school was not reported in item 15, and item 18a indicated the school had a magnet program, code 3, "Special program emphasis," was imputed to item 15.
- *Teacher Listing Form for the school.* If the counts of full-time and part-time teachers were not reported in item 51 of the Unified School Questionnaire and the school had completed a Teacher Listing Form, the counts of full-time and part-time teachers from the Teacher Listing Form were used to impute missing values in item 51.
- *School's sample file record, including data from the 2001–02 CCD.* In some cases, CCD data from the school's sample file record were used to complete items. For example, if item 15, type of school, was unanswered and the sample file indicated the type of school, then the sample file type was imputed to the item.

In addition to filling in items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For example, if the sum of the students reported by the racial categories in item 5 was greater than the school's total enrollment reported in item 2, the assumption was made that the proportions assigned to the categories were correct, and the counts in item 5 were adjusted to fit the total reported in item 2; that is, each entry in item 5 was multiplied by the ratio of the enrollment reported in item 2 to the sum of the entries in item 5.

Table 39 contains the amount of stage 1 imputation performed on BIA-funded school records. Imputation count information is included in table 33 for the items that deal with the district data, while imputation count information for items dealing with public school data are included in table 37.

Second-Stage Imputation for Unified School Data

Hot Deck Imputation

Since there were relatively few Unified School Questionnaire records, it was not possible to perform hot deck imputation on them. As a result, the records only underwent regression imputation, subsample ratio imputation, and clerical imputation.

Regression Imputation

For questions that asked for continuous value answers, such as item 68a on the Unified School Questionnaire (annual salary for a teacher with a bachelor's degree and no teaching experience), simple linear regression was used to impute data. Linear models for such items were based on data both from other items on the questionnaire and data from the school survey. For example, to impute item 68a a model of the salary of teachers with no experience and a bachelor's degree was created through linear regression using the answers to item 63 (contract length), item 51 (number of full-time and part-time teachers employed at the school), and URB (a numerical variable based on the school's proximity to a metropolitan center) as coefficients in the linear regression model.

Items used in the regression model were selected based on how much explanatory power each had in the model and the manner in which each influenced the overall explanatory power of the model. This was

measured by examining the coefficient of the variable in the regression, as well as the adjusted *R*-squared statistic associated with the model. In addition, the certainty of the relationship established through regression was a factor in determining which variables to use in the regression. This was measured by the *t* statistic associated with the coefficient of each variable in the regression as well as the overall *F* statistic associated with the model.

Subsample Ratio Imputation

For items that lacked data following first-stage imputation and required categorical answers, subsample ratio imputation was employed. First, data were broken into five subsamples based on the value of LEVEL (grade levels offered at the school). Then the ratio of each type of response was found for each subsample. Finally, the items were assigned answers according to the distribution within the subsample to which they belonged in order to preserve the response ratios within that subsample.

For example, on Unified School Questionnaire item 67 (whether or not there is a salary scale at the school), there were two available answer categories; 1 = “yes” and 2 = “no.” If 10 percent of the respondents with LEVEL equal to 1 answered “1” for this item and 90 percent answered “2,” then blank responses were imputed to maintain this ratio within the subsample.

Table 39 contains the amount of stage 2 imputation performed on BIA-funded school records. Imputation count information is included in table 33 for the items that deal with the district data, while imputation count information for items dealing with public school data are included in table 37.

Third-Stage Imputation for Unified School Data

Clerical Imputation

Some values for records from the Unified School Questionnaire were imputed clerically. This method was used when there was no available donor that matched the record with the missing values, and when the computer-imputed value was outside the range of valid entries or inconsistent with other entries on the record, or if there was no method of imputation appropriate for the item other than clerical imputation. In order to determine an appropriate value for each unanswered item, Census Bureau analysts examined

- the original image of the questionnaire, to see if the respondent had made any notes in the margins that might provide insight;
- other items within the same record with related information;
- similar cases, to get an understanding of what the respondent might have answered; and/or
- averages of similar subsamples.

Table 39 contains the amount of stage 3 imputation performed on BIA-funded school unified school records. Imputation count information is included in table 33 for the items that deal with the district data, while imputation count information for items dealing with public school data are included in table 37.

Final File Imputation Table for BIA-Funded School Data

The number of source codes (specific items) that were imputed on a given percentage of records during a given stage of processing appears below in table 39. For example, during stage 1 imputation 85 survey items were imputed for between 1 and 15 percent of the BIA-funded school records.

Table 39. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for BIA-funded schools: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	346	85	2	0
Stage 2	398	18	17	0
Stage 3	87	277	68	1

NOTE: BIA refers to the Bureau of Indian Affairs. Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Restricted Use Data File,” 2003–04.

“Appendix Q. Imputation Changes to Variables, by Data File,” contains the total number of imputations applied at each stage to each source code.

Imputation Procedures for the Teacher and Private School Teacher Questionnaires (Forms SASS-4A and -4B)

When entering the imputation step of data processing, teacher data for public, public charter, and BIA-funded school teachers were kept together on one data file, and teacher data for private school teachers were on a separate data file. Items on the teacher questionnaires that still had items that were “not answered” went through a first stage of imputation in which unanswered items were imputed from other items on the same teacher record or items on the corresponding school record. The teacher questionnaires then went through the second stage of imputation in which some of the remaining “not answered” items were filled using either the data record from a similar record or random ratio imputation. The third stage of imputation filled in the remaining “not answered” items that were not resolved during the first two stages of imputation.

After all stages of imputation were completed and no more “not answered” items remained, the private school teacher data stayed in a separate dataset. The teacher data from BIA-funded school teachers were separated into a single dataset. Public and public charter school teacher data remained in the same data file.

First-Stage Imputation for Teacher Data

In the first stage, unanswered items for the teacher questionnaires were filled whenever possible by using information about the teacher from these sources:

- *Other questionnaire items on the teacher questionnaire record.* Based on entries from related items on the teacher record, assumptions were made about how the respondent might have answered items. For example, if item 4, which asks how much time spent at the school, was unanswered, and item 1 indicated that the teacher was a long-term substitute, and item 57 indicated that the teacher worked more than 35 hours per week, then “full-time” was imputed to item 4.
- *School questionnaire record for the school in which the teacher taught.* If the teacher’s school participated in SASS, information from the record for the school was used to impute values in the first stage. For example, if Teacher Questionnaire item 49, which asks for the number of students

taught with individual education plans (IEP), and item 45 on the school form indicated there were no students with IEPs, then zero was imputed to item 49 on the teacher form.

In addition to filling in items where values were missing, some inconsistencies between items were corrected by ratio adjustment during the first stage of imputation. For example, if the number of hours spent teaching different subjects reported in item 16 was greater than 40, then the ratio of hours per subject to total hours reported was maintained but was adjusted to be consistent with the total hours spent delivering instruction as reported in Teacher Questionnaire item 59.

Tables 40 through 42 include summaries of the amount of imputation performed in stage 1 processing.

Second-Stage Imputation for Teacher Data

Hot Deck Imputation

In general, hot deck imputation filled unanswered items by using data from the record for a similar teacher (e.g., a teacher of similar teaching level, etc.) who worked at a similar school (e.g., a school that was the same level, the same type, of similar size, etc.). Imputation variables that describe certain characteristics of the teachers and their schools were created and used to sort the records and to match incomplete records to those with complete entries (donors).

For some items, such as item 4 (how much time worked as a teacher in the school), data were copied directly to the record with the missing value. For other items, such as item 8 (year started teaching), the entries on the donor record were used as factors along with other questionnaire data to fill in the incomplete items. For example, if item 8 was unanswered, then the teacher's year of birth and the donor's age at the time they started teaching were used to impute an answer for item 8.

Public School Teachers. For stage 2, the states were combined into 23 groups according to their geographic location in order to increase the size of the data pool. All imputation was done within the state group; that is, the donor record had to be from a teacher within the same state group as the incomplete record. Within each state group, the records were sorted by the following variables:

STATE	State school location
S0414	School's total enrollment
SCHKND ²⁹	Kind of school
TEALEVEL	Grade levels taught

The records were sorted by STATE / SCHKND / TEALEVEL / S0414.

Private School Teachers. The records were sorted by the following variables:

AFFILG	School's general affiliation
AFFILS	School's religious and/or association affiliation
TEALEVEL	Grade levels taught
URB	Proximity to a metropolitan center
S0734	School's total enrollment

The records were sorted by AFFILG / AFFILS / TEALEVEL / URB / S0734.

²⁹ SCHKND indicates whether the school is a regular public school (including Department of Defense and some one-school districts), BIA-funded school, or public charter school.

BIA-funded School³⁰ Teachers. BIA-funded school teacher data were in the same dataset as the rest of public school teacher data and received the same treatment. However, because SCHKND was one of the sorting variables, non-BIA-funded school teachers could not be in a donor relationship with BIA-funded school teachers.

Public Charter School Teachers. Public charter school teacher data were in the same dataset as the rest of public school teacher data and received the same treatment. However, because SCHKND was one of the sorting variables, non-public charter school teachers could not be in a donor relationship with public charter school teachers.

Random Subsample Ratio Imputation

After hot deck imputations were completed, remaining unanswered items were filled in using a program that randomly assigned values to categorical variables while preserving the observed distribution of the data. The program also sorted the data in order to take into account those variables that might explain why respondents answered one way or another. Continuous variables were assigned a random “plausible value” (a value between the 5th and 95th percentile) to cases with missing responses based on the range of values provided by respondents with similar characteristics.

For example, type of school, level of classes taught, school program type, and teaching experience were used to define a subsample within the data. Then, if a record had an item missing and that record belonged to the subset within the data, a random answer was assigned to the record in such a way so as to maintain the distribution of answers to that item within that subsample. So, if it was found that for private, elementary, and Montessori school teachers with 20 years of teaching experience Teacher Questionnaire item 71, base academic pay, had a 5th percentile answer of \$20,000 and a 95th percentile answer of \$50,000, then the program randomly assigned answers consistent with that distribution to teachers that fit the description.

Tables 40 through 42 include summaries of the amount of imputation performed in stage 2 processing.

Third-Stage Imputation for Teacher Data

Clerical Imputation

For cases where the respondent did not report gender in Teacher Questionnaire item 76, a value was imputed clerically by referring to the respondent’s name whenever possible. For names that were not clearly gendered, Census Bureau analysts clerically imputed the item by looking at other records with similar characteristics (e.g., teaching assignment field, teaching level) and making an appropriate decision on a case-by-case basis. In addition, some values on the teacher records were imputed clerically when there was no available donor that matched the record with the missing values, when the computer-imputed value was outside the range of valid entries or inconsistent with other entries on the record, or when there was no method of imputation appropriate for the item other than clerical imputation. In order to determine an appropriate value for each unanswered item, Census Bureau analysts reviewed

- the original image of the questionnaire, to see if the respondent had made any notes in the margins that might provide insight;
- other items within the same record with related information;
- similar cases, to get an understanding of what the respondent might have answered; and/or

³⁰ BIA-funded school refers to schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local school district. These schools may be operated by BIA, a tribe, or a private contractor.

- averages of similar subsamples.

Tables 40 through 42 include summaries of the amount of imputation performed in stage 2 processing.

Final File Imputation Tables for Teacher Data

Following stage 3 processing, BIA-funded school teacher records were removed to create the final data files. The number of source codes (specific items) that were imputed on a given percentage of records during a given stage of processing appears for each file below in tables 40 through 42. For example, during stage 1 imputation 141 survey items were imputed for between 1 and 15 percent of the public school (including public charter school) teachers.

Table 40. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for public school teachers, including public charter school teachers: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	195	141	0	0
Stage 2	37	297	2	0
Stage 3	284	52	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Restricted Use Data File,” 2003–04.

Table 41. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for private school teachers: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	216	120	0	0
Stage 2	69	266	1	0
Stage 3	268	68	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Teacher Restricted Use Data File,” 2003–04.

Table 42. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for BIA-funded school teachers: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	228	108	0	0
Stage 2	82	247	7	0
Stage 3	324	12	0	0

NOTE: BIA refers to the Bureau of Indian Affairs. Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Teacher Restricted Use Data File,” 2003–04.

“Appendix Q. Imputation Changes to Variables, by Data File,” contains the total number of imputations applied at each stage to each source code.

Imputation Procedures for the School Library Media Center Questionnaire (Form LS-1A)

Library media center data for public and BIA-funded schools were on the same data file when entering the imputation step of data processing. Items from the School Library Media Center questionnaire that still had items that were “not answered” went through a first stage of imputation in which unanswered items were imputed from other items on the same library media center record or items on the corresponding school record. The library media center data then went through the second stage of imputation in which some of the remaining “not answered” items were filled using either the data record from a similar record, regression imputation, or random ratio imputation. The third stage of imputation filled in the remaining “not answered” items that were not resolved during the first two stages of imputation. After all stages of imputation were completed and no more “not answered” items remained, the library media center data from BIA-funded schools were separated into a single dataset.

First-Stage Imputation for School Library Media Center Data

In the first stage, unanswered items were completed whenever possible by using information about the school library from the following sources:

- *Other questionnaire items on the library record.* Based on entries from related items on the library record, some assumptions were made about how the respondent might have answered items. For example, if item 4 on the School Library Media Center Questionnaire (whether the library has a paid state-certified librarian) was unanswered and item 12 indicated that no school staff member has primary responsibility for the library, the code for “Yes” was imputed to item 4.
- *Matching SASS school questionnaire.* For a few unanswered items, data from the matching school record were used to impute the entries. For example, if item 6 on the School Library Media Center Questionnaire was unanswered and entries on the school record indicated that the school did not have any library aides, the code for “No” was imputed to item 6 of the library record.

Tables 43 and 44 include summaries of the amount of imputation performed in stage 1 processing.

Second-Stage Imputation for School Library Media Center Data

Hot Deck Imputation

In general, the second stage of imputation filled unanswered items by using data from the record for a library of a similar school (e.g., a school that was the same level, of similar size, located in same type of community). Imputation variables that described certain characteristics of the schools (e.g., enrollment size and school level) were copied from the matching school record. In addition, a variable that categorized the size of the library was created by using the number of books held at the end of the 2002–03 school year. These school variables and the library variable were used to sort the library records and to match incomplete records to those with complete entries (donors).

For some items, such as item 1 on the School Library Media Center Questionnaire (whether library is centralized or decentralized), data were directly copied to the record with the missing value. For others, however, such as item 18a(2) (number of books acquired during the 2002–03 school year), entries on the donor record were used as factors along with other information on the incomplete record to fill the unanswered items. For example, if the number of books held was reported for Library A, but the number acquired was not, the donor’s ratio of books acquired to books held was used with the number of books held by Library A to impute the number acquired by Library A (Library A books acquired = Library A books held * (donor library books acquired / donor library books held)).

Public School Library Media Centers. The School Library Media Center Questionnaire records were sorted so that records for libraries of similar schools were near each other on the file. The data were sorted by the following variables:

STATE	State location of school
ENR	School’s total enrollment
LEVEL	Grade levels offered
URB	Proximity to a metropolitan center
M0089	Total number of books in library

The records were sorted by STATE / ENR / LEVEL / URB / M0089.

BIA-funded School³¹ Library Media Centers. BIA-funded school library media centers were not treated separately from public school library media centers.

Public Charter School Library Media Centers. Public charter school library data were kept in the same dataset as the public school library data through the first stage of imputation. However, the datasets were split prior to hot deck imputation to ensure that no non-public charter school library data would be used in the public charter school library imputation process. Because there were a relatively small number of school libraries in the dataset, it was not possible to use hot deck imputation on the dataset containing only public charter school library data. As a result, public charter school library data went directly into the next steps of processing, which included regression imputation and subsample ratio imputation.

Regression Imputation

Following hot deck imputation, there were still some unanswered items. For questions that ask for continuous value answers, such as item 21b on the School Library Media Center Questionnaire (total

³¹ BIA-funded school refers to schools funded by the Bureau of Indian Affairs (BIA) that were not operated by a local school district. These schools may be operated by BIA, a tribe, or a private contractor.

amount spent on electronic databases in the 2002–03 school year), simple linear regression was used to impute data. Linear models for such items were based on other items on the questionnaire. For example, to impute item 21b, a model of expenditures on electronic databases was created through linear regression using the answers to item 18b(3) (amount spent on video materials), item 18c(3) (amount spent on CD-ROM titles), and item 19c (amount spent on subscriptions).

Items used in the regression model were selected based on how much explanatory power each had in the model and the manner in which each influenced the overall explanatory power of the model. This was measured by examining the coefficient of the variable in the regression, as well as the adjusted R -squared statistic associated with the model. In addition, the certainty of the relationship established through regression was a factor in determining which variables to use in the regression. This was measured by the t statistic associated with the coefficient of each variable in the regression, as well as the overall F statistic associated with the model.

Subsample Ratio Imputation

For items that lacked data following hot deck imputation and required categorical answers, subsample ratio imputation was employed. First, data were broken into five subsamples based on the value of LEVEL (grade levels offered at the school). Then the ratio of each type of response was found for each subsample. Finally, the items were assigned answers according to the subsample to which they belonged in such a way so as to preserve the response ratios within that subsample.

For example, on School Library Media Center Questionnaire item 20 (whether or not the library had access to electronic databases of periodicals provided for free), there were two answer categories available, “yes” or “no.” If it was found that 10 percent of respondents with LEVEL equal to 1 answered “no” for this item and 90 percent answered “yes,” then items were imputed to maintain this ratio.

Tables 43 and 44 include summaries of the amount of imputation performed in stage 2 processing.

Third-Stage Imputation for School Library Media Center Data

Clerical Imputation

Some values on the library records were imputed clerically. This method was used when there was no available donor that matched the record with the missing values, when the imputed values were outside the range of valid entries or inconsistent with other entries on the record, or when there was no method of imputation appropriate for the item other than clerical imputation. In order to determine an appropriate value for each unanswered item, Census Bureau analysts examined

- the original image of the questionnaire, to see if the respondent had made any notes in the margins that might provide insight;
- other items within the same record with related information;
- similar cases, to get an understanding of what the respondent might have answered; and/or
- averages of similar subsamples.

Tables 43 and 44 include summaries of the amount of imputation performed in stage 3 processing.

Final File Imputation Tables for School Library Media Center Data

Following stage 3 processing, BIA-funded school library records were removed to create a separate dataset, while the public charter school library records were added back into the public school library dataset. The number of source codes (specific items) that were imputed on a given percentage of records during a given stage of processing appears for each file below in tables 43 and 44. For example, during stage 1 imputation 63 survey items were imputed for between 1 and 15 percent of the public school (including public charter school) library media centers.

Table 43. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for public school library media centers, including public charter school library media centers: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	37	63	0	0
Stage 2	3	97	0	0
Stage 3	58	42	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Library Media Center Restricted Use Data File,” 2003–04.

Table 44. Number of source codes imputed, by percentage of records receiving imputation and imputation stage for BIA-funded school library media centers: 2003–04

Imputation stage	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Stage 1	62	38	0	0
Stage 2	21	78	1	0
Stage 3	78	22	0	0

NOTE: BIA refers to the Bureau of Indian Affairs. Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the 4-digit numbers found to the left of each item or data entry field in the questionnaires, which become the survey names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Library Media Center Restricted Use Data File,” 2003–04.

“Appendix Q. Imputation Changes to Variables, by Data File,” contains the total number of imputations applied at each stage to each source code.

Chapter 9. Weighting and Variance Estimation

This chapter describes the weighting procedure used for the 2003–04 Schools and Staffing Survey (SASS). The final weights are needed to have the sample estimates reflect the target survey population when analyzing the data. In addition, the variance estimation procedures are discussed, which include the methods of estimating sampling errors for weighted estimates in SASS using the replicate weights. Weighting is presented first, followed by variance estimation.

Weighting

This section describes the weighting processes for each SASS respondent. The general purpose of weighting is to inflate the sample estimates to represent the target survey population. The steps for weighting various types of respondents are largely the same. The initial basic weight (the inverse of the sampled unit's probability of selection at the time of initial selection) is used as the starting point, then a sampling adjustment factor is applied to account for any additional circumstances impacting the probability of selection (e.g., subsampling in the field). This product is the base weight. Next, a nonresponse adjustment factor is calculated and applied using whatever information is known about the respondents from the sampling frame data. Finally, various ratio adjustment factors are calculated and applied to the sample. The type and number of ratio adjustment factors varies with each SASS data file, but in general, they each adjust the sample totals to frame totals in order to reduce sampling variability.

Most components of the weighting employed weighting classes in the calculation of the weighting adjustments. Weighting classes allow for differential adjustment factors to be computed for the same weighting component. This technique is especially useful when the computed factors are presumed to differ substantially, such as when patterns of nonresponse vary across subpopulations. For each component of SASS described in subsequent sections, the formula for computing the particular weighting component is presented, along with a brief description of each component of the weight. When computations were done within weighting classes, or cells, such as nonresponse adjustments, the cells are described. Sometimes a cell did not have enough data to produce a reliable estimate; in such cases, cells were collapsed. The most important variables were always collapsed last. The collapsing criteria are also described below for each component of SASS.

The school weight is described first since it is the primary sampling unit. The public, Bureau of Indian Affairs (BIA) funded, and private school weights have similar structures and are presented together. They differ only by the definition of the cells that were used to compute the nonresponse adjustment factor and the ratio adjustment factor(s). The specific weighting adjustment factors and cells are described in the second section. Since the public, BIA-funded, and private school administrator weights are similar to the school weights, they are described third. In the fourth section, the public school district weights are described. The fifth section describes how district base weights were computed. Teacher weights are described in the sixth section. Since the public, BIA-funded, and private school teacher weights have the same structure, they are presented together. They differ only in the definition of the cells that were used to compute the various weighting factors. These cells are described separately within the teacher weight section. The final two sections describes the school library weights. The library media center survey was only offered to public and BIA-funded schools in this administration of SASS.

The distribution of the final weights from each file is provided in table 45 below.

Table 45. Distribution of final weights for interviewed cases, by data file: 2003–04

Data file	Mini- mum	Weight at given percentile								Maxi- mum	Mean	
		1 st	5 th	10 th	25 th	50 th	75 th	90 th	95 th			99 th
Public School District	0.81	1.00	1.00	1.10	1.39	2.10	3.99	7.28	10.05	20.04	137.06	3.51
Public School BIA School ¹	0.82	1.17	1.63	2.11	3.48	6.70	13.65	24.87	35.81	62.23	219.43	11.03
Private School	1.04	1.04	1.04	1.04	1.05	1.05	1.09	1.40	1.40	2.57	2.80	1.16
Private School	0.84	1.87	3.49	4.52	7.04	9.98	14.03	19.62	24.69	37.80	76.81	11.56
Public School Principal	0.90	1.14	1.57	2.04	3.43	6.47	13.23	24.37	35.05	61.17	236.48	10.76
BIA School Principal ¹	1.03	1.03	1.03	1.03	1.03	1.07	1.11	1.30	1.30	2.59	2.68	1.14
Private School Principal	0.82	1.94	3.47	4.55	7.24	10.20	14.40	19.29	24.33	37.37	85.12	11.65
Public School Teacher	0.81	5.76	8.76	11.29	19.63	37.24	83.37	181.46	267.60	565.69	1,535.22	75.17
BIA School Teacher ¹	0.87	1.11	3.06	3.69	4.37	6.15	8.02	9.46	10.69	15.50	23.18	6.43
Private School Teacher	0.89	5.18	8.34	15.10	34.66	50.21	70.28	111.10	136.87	216.12	390.51	58.58
Public School Library Media Center	0.97	1.14	1.56	2.06	3.39	6.45	13.33	25.43	34.65	64.86	156.77	10.83
BIA School Library Media Center ¹	1.09	1.09	1.09	1.09	1.09	1.21	1.25	1.41	1.41	2.57	2.83	1.24

¹ BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District, Public School, Private School, BIA School, Public School Principal, Private School Principal, BIA School Principal, Public School Teacher, Private School Teacher, BIA School Teacher, Public School Library Media Center, and BIA School Library Media Center Restricted Use Data Files,” 2003–04.

School Weight (School, Private School, and Unified School Questionnaires)

The final weight for the public and private school data is the product of:

(Initial Basic Weight) and (Sampling Adjustment Factor) and (Nonresponse Adjustment Factor) and (First-Stage Ratio Adjustment Factor) and (Second-Stage Ratio Adjustment Factor³²)

where:

Initial Basic Weight is the inverse of the probability of selection of the school at the time of selection.

Sampling Adjustment Factor is an adjustment that accounts for circumstances that affect the school’s probability of selection that are identified after the data collection has begun, such as a merger, duplication, or incorrect building-level collapsing (i.e., a junior high school and a senior

³² The second-stage ratio adjustment factor applies to private schools only.

high school merge to become a junior/senior high school). Any changes in the school collapsing, as described in chapter 4 (i.e., uncollapsing or additional collapsing of schools), are adjusted for in this step. The collapsing described in chapter 4 is reflected in the initial basic weight.

Nonresponse Adjustment Factor is an adjustment that accounts for total school nonresponse. It is the weighted (product of initial basic weight and sampling adjustment factor) ratio of the total eligible in-scope schools (interviewed schools plus noninterviewed schools) to the total responding in-scope schools (interviewed schools) within cells. Variables used to define cells are presented in exhibit 7. At this stage of the weighting process, noninterviewed and out-of-scope schools are assigned a weight of zero.

First-Stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known final frame totals after all frame construction. Construction of the frame is described in chapter 4. For public schools, the first-stage ratio adjustment factor is equal to the ratio of the total number of SASS frame noncertainty schools (i.e., schools not selected with certainty as described in chapter 4) to the weighted sample estimate of the total number of noncertainty schools within each weighting class, or cell, defined for this step in the weighting procedure. Certainty schools were excluded from both the numerator and denominators and were assigned a factor equal to one. Since all BIA-funded schools were selected with certainty, this step in the weighting was not applied to them. All BIA-funded schools received a factor of one. For private schools, the adjustment was the same, except for the area frame. For the area frame, all private schools in noncertainty primary sampling units were in sample and there were no universe counts for all noncertainty primary sampling units. These schools were assigned a factor equal to one. Certainty private schools were also excluded from this calculation and received a factor set equal to one.

Second-Stage Ratio Adjustment Factor applies only to private schools. It is a factor that adjusts sample estimates based on an older sampling frame to current independent control counts. For the 2003–04 SASS, the list frame for private schools was the current 2003–04 Private School Universe Survey (PSS) list frame, whereas the area frame was based on an older 2001–02 PSS area frame sample. The second-stage ratio adjustment factor is the ratio of the weighted 2003–04 PSS estimates of schools to the weighted 2003–04 SASS sample estimate of schools within each cell.

School Weighting Adjustment Cells

School noninterview and first- and second-stage ratio adjustments were computed within cells. The schools were classified into cells based on sampling frame data for the noninterview and first-stage ratio adjustments. For the second-stage ratio adjustment, private schools were classified into cells using questionnaire data.

For both public and private schools, schools selected with certainty were adjusted using a separate set of cells for the nonresponse adjustment within each sector. This was done due to changes in the variance methodology, which was changed to reflect a variance associated with nonresponding certainty schools. See the “Variance Estimation” section later in this chapter for further details on the variance methodology.

Public, Public Charter, BIA-Funded, and Private School Adjustment Cells

The following exhibit presents a summary of the collapsing criteria applied for each adjustment factor to the different types of schools in the weighting process. The exact cells are shown in “Appendix R. Weighting Adjustment Cells.”

Exhibit 7. Adjustment factors and collapsing criteria as applied to school weights: 2003–04

Type of school	Nonresponse adjustment factor		First-stage ratio adjustment factor			Second-stage ratio adjustment factor (list and area frames)			
	Collapsing criteria	Collapsing order	Collapsing criteria	Collapsing order	Collapsing criteria	Collapsing order			
Public schools									
Certainty	Factor	≤ 2.0	Enrollment, school level, state/region	†					
	Interviews	≥ 5							
	Noninterviews	≥ 1							
BIA-funded ¹	Factor	≤ 2.0	Enrollment, school level, state	†					
	Interviews	≥ 10							
	Noninterviews	≥ 1							
High American Indian enrollment	Factor	≤ 2.0	Enrollment, school level, state/region	Factor	≥ 0.667 and ≤ 1.5	Enrollment, school level, state/region	†		
	Interviews	≥ 10		Interviews	≥ 10				
Public charter	Factor	≤ 1.5	School level, state/region	Factor	≥ 0.667 and ≤ 1.5	School level, state/region			
	Interviews	≥ 15		Interviews	≥ 10				
Other public	Factor	≤ 1.5	Enrollment, urbanicity, school level	Factor	≥ 0.667 and ≤ 1.5	Enrollment, urbanicity, school level			
	Interviews	≥ 15		Interviews	≥ 15				
Private schools									
Certainty			†	†			†		
List frame	Factor	≤ 2.0	Enrollment, school level	Factor	≥ 0.667 and ≤ 1.5	School level, affiliation	Factor	≥ 0.667 and ≤ 1.5	Enrollment, urbanicity, school level
	Interviews	≥ 15		Interviews	≥ 15				
Area frame	Factor	≤ 2.0	Enrollment, school level, affiliation	†			Interviews	≥ 15	
	Interviews	≥ 15							

† Not applicable.

¹ BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2003–04.

Exhibit 7 is used to identify the differences in the criteria used in each adjustment factor calculation. The collapsing criteria are used within a cell, while the collapsing order is used to determine a similar cell with which to collapse. The categories used in the collapsing order differed by sector, type of public school, state, or affiliation stratum and are detailed in “Appendix R. Weighting Adjustment Cells.” Note that collapsing for public schools was restricted to within type (i.e., certainty, BIA-funded, public charter, high American Indian or Alaska Native enrollment, other). For example, if a particular cell in the certainty public school table met the collapsing criteria (i.e., had at least five interviewed schools, at least one noninterviewed school, and an initial factor of less than two), then it was not collapsed into another cell. However, if that cell did not meet any one of the above criteria, it was collapsed with a similar cell. In this case, the cell would have been collapsed into a cell with a similar enrollment. The number of noninterviewed schools was only used in certainty school cells to determine if the cell needed to be collapsed. In the certainty public school example above, the number of interviewed schools was insufficient to prevent collapsing of the nonresponse adjustment factor cells even though the number of

noninterviewed schools was sufficient. The number of interviews needed to keep the cell from collapsing was always used as a criterion for collapsing and can differ for different types of schools.

Principal Weight (Principal and Private School Principal Questionnaires)

The public, public charter, BIA-funded, and private school principal weighting was done the same way as the school questionnaire weighting described above. Since the response status for each of the principal surveys and the corresponding school surveys could be different, the weighting process was done separately for each questionnaire. The sum of the principal weights may be less than the sum of the school weights because some schools do not have principals. See chapter 7 for a discussion of the interview status of schools and principals.

Public School District Weight (School District Questionnaire)

The final weight for the public school district data is the product of:

(Initial Basic Weight) and (Sampling Adjustment Factor) and (Nonresponse Adjustment Factor) and (First-Stage Ratio Adjustment Factor)

where:

Initial Basic Weight is the inverse of the probability of selection of the district at the time of selection. Note that districts were not selected directly, making the computation of this probability more complex. See the next section, “District Initial Basic Weights,” for a detailed description of the computation.

Sampling Adjustment Factor is an adjustment that accounts for circumstances that affect the district’s probability of selection that are identified after the data collection has begun, such as a merger or split. For example, if two districts consolidated into one, the consolidated district’s base weight would reflect the two chances of selection.

Nonresponse Adjustment Factor is an adjustment that accounts for total district nonresponse. It is the weighted (product of the initial basic weight and sampling adjustment factor) ratio of total eligible in-scope districts to the total responding in-scope districts, computed within weighting classes, or cells (as shown in exhibit 8), within each state. At this stage of the weighting, out-of-scope and noninterviewed districts were assigned a weight of zero. A separate nonresponse adjustment factor was computed for Hawaii. Since there is only one district in Hawaii, no amount of collapsing would satisfy the collapsing criteria.

First-Stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to the 2001–02 Common Core of Data (CCD) frame totals. It is the ratio of the total number of noncertainty districts in the frame to the weighted sample estimate of the total number of noncertainty districts in the frame, computed within weighting classes, or cells (as shown in exhibit 8), within each state. Certainty districts were assigned a factor of one.

Exhibit 8. Adjustment factors and collapsing criteria as applied to public school district weights: 2003–04

Type of public school district	Nonresponse adjustment factor		First-stage ratio adjustment factor			
	Collapsing criteria		Collapsing order	Collapsing criteria	Collapsing order	
Certainty districts	Factor	≤ 1.5	Urbanicity, enrollment	†		
	Interviews	≥ 10				
Remaining districts	Factor	≤ 1.5		Factor	≥ 0.667 and ≤ 1.5	Urbanicity, enrollment
	Interviews	≥ 10		Interviews	≥ 10	

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2003–04.

Exhibit 8 is used to identify the differences in the criteria used in each adjustment factor calculation. Some of the criteria (collapsing criteria) apply within a cell, while the other criteria (collapsing order) are used to determine a similar cell with which to collapse. Criteria vary by whether or not the district was selected with certainty.

District Initial Basic Weights

Given the complexity of the sampling scheme, the calculation of the district initial basic weights is not straightforward. Districts were divided into two groups: 1) districts outside Delaware, Florida, Maryland, Nevada, and West Virginia; and 2) districts in Delaware, Florida, Maryland, Nevada, and West Virginia, which are all certainty districts.

District Base Weights for Districts Outside Delaware, Florida, Maryland, Nevada, and West Virginia

The district sample was not selected directly through a district frame. Instead, the districts were selected through the school sampling. In other words, the districts associated with the sampled schools comprised the district sample. As a result, district weighting requires more factors than other respondents.

Since schools were stratified by school level (i.e., elementary, secondary, and combined) and by type (i.e., high proportion of American Indian enrollment, public charter, other public) the probability of selection for district k, (Pk(sel)) can be written as follows:

$$P_k(\text{sel}) = 1 - [(1 - P_k(\text{HAI,ELM}))(1 - P_k(\text{HAI,SEC}))(1 - P_k(\text{HAI,COM})) \\ (1 - P_k(\text{PUB,ELM}))(1 - P_k(\text{PUB,SEC}))(1 - P_k(\text{PUB,COM})) \\ (1 - P_k(\text{CHA,ELM}))(1 - P_k(\text{CHA,SEC}))(1 - P_k(\text{CHA,COM}))]$$

where: Pk(HAI,ELM) is the probability of selecting district k that includes schools that are classified as elementary (ELM) and have a high American Indian enrollment (HAI). This equals the sum of the school selection probabilities for the schools that are American Indian, elementary, and in district k. If the sum is greater than one, then Pk(HAI,ELM) is set equal to one.

Pk(HAI,SEC) is the probability of selecting district k that includes schools that are classified as secondary (SEC) and have a high American Indian enrollment (HAI). This equals the sum of the school selection probabilities for the schools that are American Indian, secondary, and in district k. If the sum is greater than one, then Pk(HAI,SEC) is set equal to one.

- $P_k(\text{HAI,COM})$ is the probability of selecting district k which contains schools that are classified as combined (COM) and have a high American Indian enrollment (HAI). This equals the sum of the school selection probabilities for the schools that are American Indian, combined, and in district k . If the sum is greater than one, $P_k(\text{HAI,COM})$ is set equal to one.
- $P_k(\text{PUB,ELM})$ is the probability of selecting district k which contains schools that are elementary (ELM) and are not public charter schools or do not have high American Indian enrollment (PUB). This equals the sum of the school selection probabilities for the schools that are not American Indian or public charter, but are elementary and in district k . If the sum is greater than one, then $P_k(\text{PUB,ELM})$ is set equal to one.
- $P_k(\text{PUB,SEC})$ is the probability of selecting district k which contains schools that are secondary (SEC) and do not have a high American Indian enrollment or are not public charter schools (PUB). This equals the sum of the school selection probabilities for the schools that are not American Indian, not public charter, and are secondary and in district k . If the sum is greater than one, then $P_k(\text{PUB,SEC})$ is set equal to one.
- $P_k(\text{PUB,COM})$ is the probability of selecting district k which contains schools that are combined (COM) and not American Indian or public charter (PUB). This equals the sum of the school selection probabilities for the schools that are not American Indian or public charter, are combined and in district k . If the sum is greater than one, then $P_k(\text{PUB,COM})$ is set equal to one.
- $P_k(\text{CHA,ELM})$ is the probability of selecting district k which contains schools that are elementary (ELM) and public charter (CHA). This equals the sum of the school selection probabilities for the schools that are public charter, elementary, and in district k . If the sum is greater than one, then $P_k(\text{CHA,ELM})$ is set equal to one.
- $P_k(\text{CHA,SEC})$ is the probability of selecting district k in which contains schools that are classified as secondary (SEC) and public charter (CHA). This equals the sum of the school selection probabilities for the schools that are public charter, secondary, and in district k . If the sum is greater than one, then $P_k(\text{CHA,SEC})$ is set equal to one.
- $P_k(\text{CHA,COM})$ is the probability of selecting district k which contains schools that are classified as combined (COM) and public charter (CHA). This equals the sum of the school selection probabilities for the schools that are public charter, combined, and in district k . If the sum is greater than one, $P_k(\text{CHA,COM})$ is set equal to one.

Note that $1/P_k(\text{sel})$ equals the initial basic weight.

District Base Weights for Delaware, Florida, Maryland, Nevada, and West Virginia

The initial basic weight was one for all districts in Delaware, Florida, Maryland, Nevada, and West Virginia since all districts in these five states were guaranteed to be selected for sample. Their final weights, however, may not equal one due to adjustment for nonresponse.

Teacher Weights (Teacher and Private School Teacher Questionnaires)

The final weight for public and private school teachers is the product of:

(Initial Basic Weight) and (School Sampling Adjustment Factor) and (Teacher List Nonresponse Adjustment Factor) and (Teacher-Within-School Nonresponse Adjustment Factor) and (First-Stage Ratio Adjustment Factor) and (Teacher Adjustment Factor)

where:

Initial Basic Weight is the inverse of the probability of selection of the teacher at the time of selection.

Sampling Adjustment Factor is an adjustment that accounts for circumstances that affect the school's probability of selection that are identified after the data collection has begun, such as a merger, duplication, or incorrect building-level collapsing (i.e., a junior high school and a senior high school merge to become a junior/senior high school). Any changes in the school collapsing described in chapter 4 (i.e., uncollapsing or additional collapsing) are adjusted for in this step. The collapsing described in chapter 4 is reflected in the initial basic weight.

Teacher List Nonresponse Adjustment Factor is an adjustment that accounts for teachers in schools that did not provide a list of its teachers. It is the weighted (the product of the school initial basic weight and the school sampling adjustment factor) ratio of total eligible in-scope schools to the total in-scope schools providing teacher lists, computed within cells. (See exhibit 9.)

Teacher-within-school Nonresponse Adjustment factor is an adjustment that accounts for sampled teachers who did not respond to the survey. It is the weighted (product of all previously defined components) ratio of the total eligible teachers to the total eligible responding teachers computed within cells. (See exhibit 9.) At this stage of the weighting procedure, noninterviewed and out-of-scope teachers are assigned a weight of zero.

First-Stage Ratio Adjustment Factor is a factor computed at the school level that adjusts the sampled schools' frame estimates of full-time equivalent (FTE) teachers to the total full-time equivalent teachers in the whole school sampling frame (either the 2001–02 CCD or the updated 2001–02 PSS). For the set of noncertainty schools, the factor is the ratio of the frame estimate of the total number of FTE teachers to the weighted (product of all previously defined components) sample estimate of the total number of FTE teachers. These factors are computed within cells. (See exhibit 9.) The sample estimate uses the frame count of the number of FTE teachers in the school.

For teachers from certainty schools, the factor is one.

Teacher Adjustment Factor is a factor that adjusts the inconsistency between the estimated number of teachers from the SASS school data files and the SASS teacher data files. It is the ratio of the weighted number of teachers from the school data file for a cell to the weighted number of teachers on the teacher data file for a cell. The weight is the product of all previously defined components. This factor ensures that teacher estimates from the teacher file will agree with the corresponding teacher aggregates from the school file (after imputation), since the teacher file counts are being adjusted to agree with the school counts.

The teacher list nonresponse adjustments, the teacher-within-school nonresponse adjustments, the first-stage ratio adjustments, and the teacher adjustments are computed within cells. The cells for the teacher list nonresponse adjustments and the first-stage ratio adjustments are the same as those used in the school nonresponse and first-stage adjustments. The cells are described in the school weight section.

Exhibit 9. Adjustment factors and collapsing criteria as applied to teacher weights: 2003–04

Type of teacher	Teacher within-school nonresponse adjustment factor		Teacher adjustment factor ¹			
	Collapsing criteria	Collapsing order	Collapsing criteria	Collapsing order		
Public school teachers						
BIA-funded ²	Factor	≤ 1.5	Ethnicity, race, enrollment, region, teacher subject	Factor	≥ 0.667 and ≤ 1.5	Ethnicity, enrollment, school level
	Interviews	≥ 15		Interviews	≥ 15	
High American Indian	Factor	≤ 1.5		Factor	≥ 0.667 and ≤ 1.5	
	Interviews	≥ 15		Interviews	≥ 15	
Public charter	Factor	≤ 1.5		Factor	≥ 0.667 and ≤ 1.5	
	Interviews	≥ 15		Interviews	≥ 15	
Other public	Factor	≤ 1.5		Factor	≥ 0.667 and ≤ 1.5	
	Interviews	≥ 15		Interviews	≥ 15	
Private school teachers						
List frame	Factor	≤ 1.5	School level, affiliation	Factor	≥ 0.667 and ≤ 1.5	Ethnicity, enrollment, school level, affiliation
	Interviews	≥ 15		Interviews	≥ 15	
Area frame	Factor	≤ 1.5	Enrollment, teaching field, affiliation	Factor	≥ 0.667 and ≤ 1.5	
	Interviews	≥ 15		Interviews	≥ 15	

¹ The list and area frames were combined for private school teachers.

² BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2003–04.

This exhibit is used to identify the differences in the criteria used in each adjustment factor calculation. The collapsing criteria apply within a cell, while the collapsing order is used to determine a similar cell with which to collapse. Criteria vary by school sector and type of school.

School Library Weights (School Library Media Center Questionnaire)

SASS school library media center data were used to estimate the characteristics of schools with library media centers as well as schools without library media centers. Whenever possible, sampled schools with library media centers and sampled schools without library media centers were adjusted separately. Thus, interviewed library media centers were weighted up to the weighted estimate of sampled schools known to have library media centers, as determined at the time school library media center questionnaires were distributed. Likewise, the number of interviewed schools without library media centers was weighted up to the weighted number of all schools without library media centers as determined from the questionnaire distribution. This was done to study the characteristics of each type of school. When it was not possible to adjust the library weights by the type of school, all sampled school library media centers and schools without library media centers were adjusted as a whole. This was necessary to handle instances where the existence of the library media center could not be established during data collection. Due to reporting inconsistencies between the school library media center questionnaire and the school questionnaire, school library media center survey data were not adjusted directly to schools reporting to have library media centers on the school questionnaire.

The final weight for the public school library media center data is the product of the following:

(Initial School Basic Weight) and (Sampling Adjustment Factor) and (Library Type A, or Unknown status, Nonresponse Adjustment Factor) and (Library Type B, or Known Status, Nonresponse Adjustment Factor) and (First-Stage Ratio Adjustment Factor)

where:

Initial School Basic Weight is the inverse of the probability of selection from the school sample file as reflected at the time of the school sampling.

Sampling Adjustment Factor is an adjustment that accounts for circumstances that affect the school's probability of selection that were identified after the data collection has begun, such as a merger, duplication, or incorrect building-level collapsing (i.e., a junior high school and a senior high school merge to become a junior/senior high school). Any changes in the school collapsing described in chapter 4 (i.e., uncollapsing or additional collapsing) are adjusted for in this step. The collapsing described in chapter 4 is reflected in the initial basic weight.

Library Type A (Unknown Status) Nonresponse Adjustment Factor is an adjustment that accounts for schools that were general refusals or were never contacted and the library media center status was not known. Because it was not clear if the school had a library media center or not, this factor adjusts all schools (with and without library media centers) together. It is the weighted (product of the initial basic weight and the sampling adjustment factor) ratio of the total school library media center records to the total in-scope interviewed school library media centers plus out-of-scope school library media centers.

Library Type B (Known Status) Nonresponse Adjustment Factor is an adjustment that accounts for library media center nonrespondents where the status of the library media center is known based on the status of the library media center questionnaire. Given that schools with library media centers were able to be distinguished from schools without library media centers, this adjustment was made separately for SASS sampled schools with and without library media centers.

Schools with libraries. This adjustment is the weighted (product of the initial basic weight and the sampling adjustment factor and the type A nonresponse adjustment factor) ratio of the interviewed schools with library media centers plus the noninterviewed schools with library media centers to the interviewed library media centers.

Schools without libraries. This adjustment is the weighted (product of the initial basic weight and the sampling adjustment factor and the type A nonresponse adjustment factor) ratio of the interviewed schools without library media centers plus the noninterviewed schools without library media centers to the interviewed schools without library media centers.

At the conclusion of the nonresponse adjustment procedures, noninterviewed school library media centers were assigned a weight of zero.

First-Stage Ratio Adjustment Factor is a factor that adjusts the sample estimates to known frame totals. Construction of the frame is described in chapter 4. For public schools, it is equal to the ratio of the total number of SASS frame noncertainty schools (i.e., those schools not selected with certainty as mentioned in chapter 4) to the weighted sample estimate of the total number of noncertainty schools within each weighting class, or cell, defined for this step in the weighting procedure. Certainty schools were excluded from both the numerator and denominators and were

assigned a factor equal to one. Since all BIA-funded schools were selected with certainty, this step in the weighting did not apply, so all BIA-funded school received a factor of one.

This is the same factor that was applied to the SASS school sample.

Public, Public Charter, and BIA-Funded School Library Adjustment Cells

Library noninterview and ratio adjustments were computed within cells.

For all school library media centers, the types A and B nonresponse adjustment cells were defined the same as those used for the school nonresponse adjustment in the school weighting. The general collapsing criteria were also the same as those used in the school nonresponse adjustment in the school weighting.

For all school library media centers, the first-stage ratio adjustment cells were the same as those used in the first-stage ratio adjustment in the school weighting. The collapsing criteria were also the same as those used in the first-stage ratio adjustment in the school weighting.

Private school library media centers were not surveyed in the 2003–04 SASS.

Variance Estimation

This section describes the variance estimation used for the 2003–04 SASS, how the replicates were assigned, and how to use the replicate weights to compute variances.

Producing Replicate Weights

In surveys with complex sample designs, such as SASS, direct estimates of sampling errors that assume a simple random sample will typically underestimate the variability in the estimates. The SASS sample design and estimation included procedures that deviate from the assumption of simple random sampling, such as stratifying the school sample, oversampling new teachers, and sampling with differential probabilities.

The preferred method of calculating sampling errors to reflect these aspects of the complex sample design of SASS is using replication. Replication methods involve constructing a number of subsamples, or replicates, from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. The replicate weights are used to compute the variance of a statistic, Y , as given below:

$$\text{Variance } (Y) = \left(\frac{1}{n} \right) \sum_r (Y_r - Y)^2$$

Where: Y_r = the estimate of Y using the r^{th} set of replicate weights
 n = the number of replicates

The SASS surveys completed before 1993 used a procedure known as balanced repeated replication (BRR) for the calculation of sampling variance. BRR assumes sampling is done with replacement, and hence, BRR does not reflect the increase in precision due to sampling a large proportion of a finite population. For most surveys, where the sampling rates are small, the increase in precision will be small and can be disregarded safely. However, with SASS, the public sector surveys (i.e., school, principal, school district, teacher, and library media center) are designed to produce reliable state estimates. This

necessarily implies large sampling rates, which can lead to very large overestimates of variance with BRR. Likewise, the private sector surveys (i.e., school, principal, and teacher) are designed to produce detailed private school affiliation stratum estimates, which also imply large sampling rates, and subsequent overestimation of variance with BRR.

It is possible to adjust the BRR to include a finite population correction (FPC). The FPC corrects the standard error in instances where a large proportion of the frame is in sample. However, since SASS uses a probability proportionate to size systematic selection procedure, it is not clear what the appropriate FPC would be. It is even possible for an appropriate FPC to be greater than one. (See Kaufman 2001.)

To overcome this limitation, a bootstrap variance estimator was implemented for the 1993–94 SASS, and its role was expanded in the 1999–2000 and even more so in the 2003–04 SASS. The bootstrap variance estimator was used for public schools, private list frame noncertainty schools, and public school districts in the 1993–94 SASS. In the 1999–2000 SASS, an additional bootstrap estimator was also included for public schools and private list frame certainty schools. The bootstrap estimator used in the 2003–04 SASS was modified from the 1999–2000 estimator to make it more stable. In the 2003–04 SASS, a new bootstrap estimator for both public and private school teachers was included. The bootstrap variance reflects the increase in precision due to large sampling rates because the bootstrap sampling is done systematically without replacement, as was the original sampling.

The idea behind the public school district bootstrap variance estimation is to use the distribution of the sampling weights to generate a bootstrap frame. A series of bootstrap samples of a prespecified bootstrap sample size can be selected from the bootstrap frame, respective replicate weights computed, and variances estimated with standard BRR software. This process is repeated for a number of independent samples following the SASS sample design, using variables from the frame. With estimates from a number of samples, a true estimate of the variance is computed. Given the true variance estimate, the bootstrap stratum sample sizes are chosen to get as close as possible to the true stratum variance estimates. Once the bootstrap stratum sample sizes are determined, bootstrap samples and replicate weights are generated for the actual fielded sample using these bootstrap stratum sample sizes. This process indirectly generates an appropriate FPC. For further details, see Kaufman (1998). The district bootstrap replicate base weights (inverse of the probability of selection) generated for the fielded sample were subsequently reweighted by processing each set of replicate base weights through the weighting procedure.

The other bootstrap weights (public schools and teachers and private list frame schools and teacher) were calculated using the updated bootstrap system. This system is based on a series of assumptions about the sampling design: 1) the traditional systematic probability proportionate to size first-stage sample can be approximated using a randomized systematic sample; and 2) the stratified equal probability systematic sample can be approximated by a stratified without replacement simple random sample. Using these assumptions, the bootstrap replicate weights are computed from a single sample. Again, the appropriate bootstrap replicate base weights (inverse of the probability of selection) generated for the sample were subsequently reweighted by processing each set of replicate base weights through the weighting procedure.

Since the number of certainty schools is substantial, it was decided to treat nonresponse as a stage of sample selection. For certainty schools, this allowed for the reflection of a variance component that otherwise would be regarded as a bias. The nonresponse sampling model is as follows:

- For noncertainty schools, nonresponse is considered a nested random process within selected primary sampling units. Within appropriately defined cells (as described in the earlier section on

“School Weighting Adjustment Cells” in this chapter), it is assumed nonresponse follows a “missing at random process.”

- For certainty schools, nonresponse is considered the first stage of selection. It is assumed that this process follows a simple random sample without replacement model within appropriately defined cells. (See the earlier section on “School Weighting Adjustment Cells” in this chapter.) The frame size for this selection is assumed to be the number of selected certainty schools in the cell and the sample size is the number of responding certainty schools in the cell.

This procedure also allows for correctly estimating variances for school-based estimates that use school teacher averages generated from the SASS teacher data files.

To be consistent with the bootstrap procedures described above, the nonresponse modeling of certainty schools was reflected through an appropriately defined bootstrap procedure. For more details on the bootstrap methodology and how it applies to SASS, see Efron (1982), Kaufman (1992, 1993, 1994, 1998, and 2001), and Sitter (1990).

The newest version of the bootstrap procedure made it possible to compute teacher bootstrap replicate weights at the same time as the school weights, considerably reducing the processing time to form the replicates.

Applying Replicate Weights

Each SASS data file includes a set of 88 replicate weights designed to produce variance estimates. Replicate weights were created for each of the 88 samples using the same estimation procedures used for the full sample and are included in the data files. Most of the replicate weights were produced using a bootstrap procedure.

As described above, the replicate weights are used to compute the variance of a statistic, Y , as given below.

$$\text{Variance } (Y) = \left(\frac{1}{88} \right) \sum_{r=1}^{88} (Y_r - Y)^2$$

Where: Y_r = the estimate of Y using the r^{th} set of replicate weights, and the number of replicate weights is 88 for SASS.

Analysis of the bootstrap replicate weights revealed that approximately 3 percent of the school (public and private) and teacher (public and private) weights and approximately 9 percent of the district replicate weights fell outside a 95 percent confidence interval. These are nearly the expected 5 percent, indicating the bootstrap replicate weights are close to being distributed normally.

The computation of sampling errors using these replicate weights can be done easily using one of the following software: WesVar Complex Sample Software, SUDAAN (Research Triangle Institute 2001), AM Statistical Software, or STATA 9.

- *WesVar*. The user needs to create a new WesVar data file by specifying the full sample weight variable and the replicate weight variables as defined above, and the replication method, BRR. The replicate weights and the full sample weight can be highlighted and dragged to their appropriate place on the “New WesVar Data File” window. For more information, visit www.westat.com/wesvar/.

- *SUDAAN*. The user needs to specify the sample design as a “Balanced Repeated Replication” design as well as specifying the replicate weight variables. Specifying the sample design (DESIGN = BRR) is done in the procedure call statement (i.e., PROC DESCRIPT DESIGN = BRR;). The specification of the replicate weights is done with the REPWGT statement (i.e., to produce the sampling errors for estimates from the principal data files use the statement: REPWGT AREPWT1-AREPWT88;). For more information, visit www.rti.org/sudaan/.
- *AM*. The user needs to set the replicate weights along with the replication method using the right-click context menu in the variable list window. Once the “Set Replicate Weights” window is displayed, the replicate weights as identified above can be highlighted and dragged into the window. At the bottom of the window are four options for replication method; BRR should be selected. For more information, visit <http://am.air.org>.
- *STATA*. The use of replicate weights for the generation of standard errors is a new feature to STATA 9. First, the user needs to survey set the data (SVY SET) by defining: the probability weight ([pw =]); balanced repeated replication weights (brrweight(varlist)); variance estimation type ((vce(brr))); and turning on the mse formula (mse). Once these parameters are set, users are able to call up the survey settings and tell STATA which type of standard errors to produce using the SVY BRR command. SVY BRR also allows users to specify the statistics to be collected (exp_list) and the command to perform (e.g., mean or tab). For more information, visit <http://www.stata.com>.

Public and BIA-Funded School and School Principal Replicates

The bootstrap estimator as described in the previous section was used for developing both the public and BIA-funded school and principal replicates. The replicate weights for the public and BIA-funded school files are SREPWT1 through SREPWT88. The replicate weights for the public and BIA-funded principals are AREPWT1 through AREPWT88.

Private School and School Principal Replicates

For private schools, the list frame used the bootstrap methodology as described above. For the area frame, the sampling rates for the primary sampling units were very small; consequently, there is no advantage in using the bootstrap. BRR methodology was used in the area frame as it had been for all previous rounds of SASS. Half-samples are defined by pairing sample primary sampling units within each sampling stratum, forming variance strata. The final product is 88 replicate weights. After the variance strata were assigned, an orthogonal matrix (matrix H where: $HH^T = nI_n$, where I_n is the identity matrix of order n) was used to form the 88 balanced half-sample replicates. Thus, the same methodology can be applied to both the list frame and the area frame replicate weights to compute variances. The replicate weights for the private school file are SREPWT1 through SREPWT88.

Private school principal replicate weights were calculated similarly to the school replicate weights. The replicate weights for the private school principal file are AREPWT1 through AREPWT88.

School Library Media Center Replicates

The library replicate weights were developed similarly to the school bootstrap replicate weights. The replicate weights for the public and BIA-funded school library media center files are MREPWT1 through MREPWT88.

Teacher Replicates

The teacher replicate weights were generated at the same time as the school replicate weights as part of the 2003–04 bootstrap system.

BRR methodology was employed rather than bootstrap if a teacher was in the private school area frame. Teacher sample records were assigned replicate weights by multiplying the school BRR replicate weight times the teacher's conditional probability of selection given the school is selected in the SASS school sample. The replicate weights for the public, BIA-funded, and private teacher files are TREPWT1 through TREPWT88.

School District Replicates

To reflect that the districts were selected through the school, the school district bootstrap samples were drawn from a frame that reflected both the public school and district distributions. This frame was the major difference between the district bootstrap methodology and that described above for schools. The replicate weights for the district file are DREPWT1 through DREPWT88.

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Chapter 10. Reviewing the Quality of SASS Data

National Center for Education Statistics (NCES) program staff members have the responsibility of ensuring that data files are acceptable for public release. Before files are released to the public, staff members review the data for errors associated with the edit, imputation, and weighting programs. This review incorporates a number of checks that incorporate univariate, bivariate, and multivariate analysis that rigorously examine as many aspects of the data as possible without delaying timely release of the Schools and Staffing Survey (SASS).

Below are aspects of the datasets that were reviewed:

- general data quality;
- nonresponse;
- weighting;
- external data checks; and
- response variance.

General Data Quality

General data quality included a number of reviews that could be characterized as consistency edits. These checks involved an examination of the individual responses, patterns of response, and summary statistics for variables and files to ensure consistency within items, respondents, and files. In addition, key variables and crosstabulations of key variables were examined for distributions and relationships that were expected based upon prior administrations and other research, a check of face validity. The specific data checks included edits, frequency counts, and reasonableness of data, as described below.

Edits. The validity of the skip patterns in the questionnaire was established for each SASS questionnaire during the processing of the data; that is, Census Bureau analysts verified that each item in the questionnaire had the number of responses it should have if skip instructions were followed correctly. Quality checks on the edit specifications were performed and resulted in some corrections (which were treated as a form of imputation).

Frequency Counts. Unweighted record counts for every variable were examined from the restricted-use data files. Variables with out-of-range values or inconsistent values were identified, and these values were corrected.

Reasonableness of Data. Univariate, bivariate, and multivariate tabulations of key survey variables were obtained and compared to estimates from the previous SASS. Tabulations were reviewed to determine whether the basic relationships observed were within reasonable bounds, allowing for elements of change (such as random fluctuations in variance, or a trend such as overall population growth in a state). The distributions and relationships observed were consistent with expectations.

Response Rates

Response rates were examined for possible bias, and little evidence of bias at the unit or item level was found. The details of this analysis are discussed in greater detail in chapter 6, but the nonresponse analysis includes a detailed analysis of unit nonresponse and item nonresponse.

Unit Nonresponse. Response rates were calculated at the state or affiliation stratum level for all SASS data files. (See chapter 6 for unit response rate information.) Nonresponding districts, schools, principals, teachers, and library media centers were studied in greater detail to identify patterns of unit nonresponse. (See chapter 6 for information on the nonresponse unit bias analysis.) While no evidence of substantial bias was found, the response rate fell below 50 percent for particular respondents by state or affiliation stratum: public school districts in Vermont, public school library media centers in the District of Columbia, and principals in Amish private schools. Consequently, these data will not be reported separately in NCES publications.

Item Nonresponse. The extent of item nonresponse for each SASS data file was determined. (See chapter 6 for item response rate information.) Items with high nonresponse rates are identified and reported in tables. Following this review, no items were removed from the data files. However, items with a response rate lower than 70 percent are footnoted as such in published tables.

Replicated Weights

The review of the SASS replicate weights consisted of reviewing the distribution of these weights. The following was done:

1. For each replicate, the weights were totaled. Each replicate total, as well as the average of those numbers, was checked against the full-sample estimate. The standard error of the replicate totals was computed and checked for reasonableness.
2. A check was performed to verify that 95 percent of the replicate weights were contained in an appropriately computed 95 percent confidence interval. This was done with both the basic replicate weights and the final replicate weights.

External Data Checks

One way to verify the external validity of SASS data is to make comparisons to the survey universe, or frame, from which the sample is drawn. For public school districts, schools, principals, and teachers, the external file is an adjusted version of the Common Core of Data (CCD), an annual administrative census of all public schools, Bureau of Indian Affairs (BIA) funded schools, and public school districts in the United States and its territories. The corresponding frame for private schools, principals, and teachers is the Private School Universe Survey (PSS).

The sampling frame is generally drawn from the universe data files about 2 years prior to the field collection of SASS data. Direct comparison can be made between the estimated count of the survey unit, such as school districts or schools, and the corresponding CCD or PSS count. Such comparisons are usually made between SASS and the sampling frame year of the universe data files.

SASS survey estimates of a characteristic of districts or schools, such as enrollment, were compared to CCD or PSS estimates. Those comparisons are usually made to the concurrent years of the universe data files, as the data collected in the field for 1 year are only valid for the same year of the universe. The number of students attending school or the number of teachers employed is subject to more year-to-year change than the number of schools or districts.

Public School District Unit Count Comparison (Public School District File)

Comparisons of the number of public school districts by state and region were made to the CCD 2001–02 Public Education Agency Universe as well as to the CCD 2003–04 Public Education Agency Universe.

The CCD estimates are independent from SASS, because SASS collects its data directly from school districts that are in sample and CCD data are collected from the state education agencies. For the 2003–04 SASS, the district sample consisted of the set of districts that were associated with the SASS public school sample, including public charter schools that operated independently of a public school district. The districts in-scope (i.e., eligible) for SASS were those that employed elementary- and/or secondary-level teachers and were in operation in the 2003–04 school year. CCD utilizes a less restrictive definition of a district and collects information on supervisory unions and districts that neither administer schools nor hire teachers. Thus, two SASS-CCD comparisons were made; one to the total number of CCD districts for the state and one to the number of “regular” CCD districts (as defined by CCD) in the state. Depending upon the number of out-of-scope districts in each particular state, the SASS estimates are either closer to the total number of districts or to the number of regular districts in CCD.

Comparisons in counts of public school districts by state between CCD and SASS are shown in tables 46 and 47. The first table compares the estimated number of public school districts in SASS (calculated using the district final weight) with the number of total and regular school districts in the 2001–02 CCD Public Education Agency Universe. The second table compares the estimated number of public school districts in SASS (calculated using the district basic weight) with the adjusted frame developed by the sampling statisticians at the Census Bureau in preparation for SASS data collection. These are two different measures of “fit” between the weighted count from SASS and the frame count of districts. The sampling frame version of CCD used in table 47 is between the total number of districts and the number of regular districts.

Table 46. Estimated number and percentage of public school districts in 2003–04 SASS compared with total and regular districts in 2001–02 CCD Public Education Agency Universe, by state, region, and community type: 2001–02 and 2003–04

Characteristic	2001–02 CCD regular districts ¹	2001–02 CCD regular districts with students ²	2001–02 CCD regular districts with schools ³	2003–04 SASS frame (2001–02 CCD without charter and state run districts) ⁴	2003–04 SASS frame (charter and state run districts only) ⁵	2003–04 SASS districts (without charter and state run) ⁶	2003–04 SASS districts (charter and state run only) ⁷	SASS estimate as a percentage of CCD districts with schools ⁸	SASS estimate as a percentage of 2003–04 SASS frame ⁹
Total	14,559	14,229	14,974	14,421	1,327	14,331	1,207	95.7	99.4
State									
Alabama	128	128	131	128	3	126	7	96.2	98.4
Alaska	53	53	55	53	2	55	0	100.0	103.8
Arizona	323	301	231	239	253	202	273	87.4	84.5
Arkansas	312	312	323	320	5	314	8	97.2	98.1
California	986	986	1,046	1,024	25	1,021	28	97.6	99.7
Colorado	178	178	190	189	0	189	0	99.5	100.0
Connecticut	166	166	179	174	20	173	3	96.6	99.4
Delaware	19	19	20	20	10	21	9	105.0	105.0
District of Columbia	1	1	1	1	33	1	23	100.0	100.0
Florida	67	67	72	71	2	71	2	98.6	100.0
Georgia	180	180	178	178	2	181	1	101.7	101.7
Hawaii	1	1	1	1	0	1	0	100.0	100.0
Idaho	114	114	115	114	1	114	1	99.1	100.0
Illinois	893	893	1,008	1,002	7	996	5	98.8	99.4
Indiana	294	292	309	305	3	306	1	99.0	100.3
Iowa	371	371	371	371	0	371	0	100.0	100.0
Kansas	304	304	304	304	0	304	0	100.0	100.0
Kentucky	176	176	178	176	2	180	0	101.1	102.3
Louisiana	66	66	76	68	20	65	7	85.5	95.6
Maine	282	279	235	174	4	171	6	72.8	98.3
Maryland	24	24	24	24	0	24	0	100.0	100.0
Massachusetts	350	244	330	329	44	306	66	92.7	93.0
Michigan	554	554	611	611	187	593	210	97.1	97.1
Minnesota	417	413	391	382	74	393	54	100.5	102.9
Mississippi	152	152	162	152	10	156	7	96.3	102.6
Missouri	524	523	530	528	2	520	3	98.1	98.5
Montana	452	444	446	376	2	378	0	84.8	100.5
Nebraska	555	526	550	546	5	551	0	100.2	100.9
Nevada	17	17	18	17	1	16	1	88.9	94.1
New Hampshire	178	164	164	123	0	167	0	101.8	135.8

See notes at end of table.

Table 46. Estimated number and percentage of public school districts in 2003–04 SASS compared with total and regular districts in 2001–02 CCD Public Education Agency Universe, by state, region, and community type: 2001–02 and 2003–04—Continued

Characteristic	2001–02 CCD regular districts ¹	2001–02 regular districts with students ²	2001–02 regular districts with schools ³	2003–04 SASS frame (2001–02 CCD without charter and state run districts) ⁴	2003–04 SASS frame (charter and state run districts only) ⁵	2003–04 SASS districts (without charter and state run) ⁶	2003–04 SASS districts (charter and state run only) ⁷	SASS estimate as a percentage of CCD districts with schools ⁸	SASS estimate as a percentage of 2003–04 SASS frame ⁹
New Jersey	603	579	592	592	50	597	45	100.8	100.8
New Mexico	89	89	89	89	0	89	0	100.0	100.0
New York	703	701	739	718	44	724	35	98.0	100.8
North Carolina	121	121	119	117	94	125	81	105.0	106.8
North Dakota	222	218	259	256	3	210	0	81.1	82.0
Ohio	662	612	690	689	88	672	64	97.4	97.5
Oklahoma	543	543	543	544	0	545	0	100.4	100.2
Oregon	198	197	205	203	2	198	0	96.6	97.5
Pennsylvania	501	500	589	590	90	605	65	102.7	102.5
Rhode Island	36	36	37	36	4	39	1	105.4	108.3
South Carolina	89	86	103	103	0	105	0	101.9	101.9
South Dakota	176	173	187	183	5	173	5	92.5	94.5
Tennessee	138	138	138	138	0	138	0	100.0	100.0
Texas	1,040	1,040	1,055	1,041	192	1,010	193	95.7	97.0
Utah	40	40	42	40	2	40	1	95.2	100.0
Vermont	292	244	305	75	1	69	0	22.6	92.0
Virginia	137	132	192	171	23	167	1	87.0	97.7
Washington	296	296	296	296	0	307	0	103.7	103.7
West Virginia	55	55	57	55	2	56	1	98.2	101.8
Wisconsin	433	433	431	428	9	439	0	101.9	102.6
Wyoming	48	48	57	57	1	57	0	100.0	100.0
Region									
Northeast	3,111	2,913	3,170	2,811	252	2,851	220	89.9	101.4
Midwest	5,405	5,312	5,641	5,602	375	5,529	342	98.0	98.7
South	3,248	3,240	3,372	3,307	412	3,285	341	97.4	99.3
West	2,795	2,764	2,791	2,701	288	2,666	304	95.5	98.7
Community type (Census)									
Central city	†	†	820	787	801	751	697	91.6	95.4
Urban fringe	†	†	5,940	5,840	327	5,811	271	97.8	99.5
Non-MSA ¹⁰	†	†	8,214	7,794	199	7,770	239	94.6	99.7

See notes at end of table.

Table 46. Estimated number and percentage of public school districts in 2003–04 SASS compared with total and regular districts in 2001–02 CCD Public Education Agency Universe, by state, region, and community type: 2001–02 and 2003–04—Continued

Characteristic	2001–02 CCD regular districts ¹	2001–02 CCD regular districts with students ²	2001–02 CCD regular districts with schools ³	2003–04 SASS frame (2001–02 CCD without charter and state run districts) ⁴	2003–04 SASS frame (charter and state run districts only) ⁵	2003–04 SASS districts (without charter and state run) ⁶	2003–04 SASS districts (charter and state run only) ⁷	SASS estimate as a percentage of CCD districts with schools ⁸	SASS estimate as a percentage of 2003–04 SASS frame ⁹
Community type									
Central city	†	†	820	787	801	751	697	91.6	95.4
Urban fringe/large town	†	†	6,060	5,954	347	5,915	303	97.6	99.3
Rural/small town	†	†	8,094	7,680	179	7,666	208	94.7	99.8

† Not applicable.

¹ *Overview of Public and Secondary Schools and Districts: School Year 2001–02* (NCES 2003-411), Table 2, Column 2 (regular school districts include those that are components of supervisory unions).

² *Overview of Public and Secondary Schools and Districts: School Year 2001–02* (NCES 2003-411), Table 4, Column 1.

³ Common Core of Data (CCD), “Preliminary File,” 2001–02, ag011a.sas7bdat (regular districts do not include those that supervise charter schools or are run by the state).

⁴ Schools and Staffing Survey (SASS), 2003–04 SASS Frame (CCD 2001–02 with Adjustments) “Final District Frame Data File” (only includes regular school districts).

⁵ Schools and Staffing Survey (SASS), 2003–04 SASS Frame (CCD 2001–02 with Adjustments) “Final District Frame Data File” (only includes charter and state run districts).

⁶ Schools and Staffing Survey (SASS), “District Data File,” 2003–04 (Final Weight—only includes regular school districts).

⁷ Schools and Staffing Survey (SASS), “District Data File,” 2003–04 (Final Weight—only includes charter school and state run districts).

⁸ Column 6 / Column 3.

⁹ Column 6 / Column 4.

¹⁰ MSA refers to Metropolitan Statistical Area.

NOTE: CCD refers to the Common Core of Data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Final District Frame Data File and District Data File,” 2003–04; Common Core of Data (CCD), “Preliminary File,” 2001–02, ag011a.sas7bdat; *Overview of Public and Secondary Schools and Districts: School Year 2001–02*, Common Core of Data (CCD), “Local Education Agency Universe Survey,” 2001–02.

In the 2003–04 SASS, the sample selection for districts included “other” types of districts that have become more common in CCD. These “other” types of districts are largely (960 out of 1,066 “other” districts in the 2001–02 CCD) either administrative units that oversee charter schools or independent charter schools that are recognized within their state as if they were districts. Methodologically, single-school districts, some public charter schools, and state or federally-run schools were not sent a separate district questionnaire, but instead received the Unified School Questionnaire. The Unified School Questionnaire incorporated district-level items into the school questionnaire. When the data files were created from the questionnaires, district-level data for these “other” types of districts were included on the district data file. It is important to include these district-level data for a single-school district, state or federally funded school, or public charter school record on the district file in order to approximate the district data reported by CCD and to provide SASS data for “other” types of districts that exist at the elementary and secondary level. Table 47 provides the comparison between the total district count in CCD and the SASS estimate of districts, including those for public charter or state-run schools.

Differences in the count of districts between CCD and SASS do occur for various reasons. In New England, the main reason why CCD and SASS estimates diverge is because CCD counts all local districts

as districts. SASS, however, defines a district as an entity that operates at least one school and is responsible for hiring, firing, and setting policies. In Vermont and, to some extent, in Maine, the functions that define a district in SASS are performed by the supervisory union, school union, or co-op. Supervisory unions, school unions, or co-ops may oversee several districts, as defined by CCD. Consequently, the “district of record” in CCD may not actually be the district that directs the operations for these small, rural schools.

The adjusted SASS sampling frame reflects the changes that are made to better fit the SASS definition of eligible districts for sampling. Even after those adjustments are made, there are still some remaining discrepancies between the SASS sampling frame and the actual sample, as shown in table 46’s rightmost column. In general, it is not possible to completely subtract districts that would be ineligible for SASS from CCD, because they are not always readily identifiable. For example, in some states supervisory units may oversee school operations, while in other states that is not as common.

Table 47. Estimated number and percentage of public school districts in 2003–04 SASS compared with total public school districts in 2001–02 CCD Public Education Agency Universe, by state and region: 2001–02 and 2003–04

Characteristic	2001–02 CCD total districts	2003–04 SASS frame total with charter and state-run schools	2003–04 SASS total districts (including charter and state-run)	SASS estimate as a percentage of CCD total districts ¹	SASS estimate as a percentage of 2003–04 SASS frame ²
Total	17,085	15,748	15,538	90.9	98.7
State					
Alabama	131	131	133	101.5	101.5
Alaska	55	55	55	100.0	100.0
Arizona	513	492	475	92.6	96.5
Arkansas	338	325	322	95.3	99.1
California	1,056	1,049	1,049	99.3	100.0
Colorado	200	189	189	94.5	100.0
Connecticut	197	194	176	89.3	90.7
Delaware	30	30	30	100.0	100.0
District of Columbia	34	34	24	70.6	70.6
Florida	73	73	73	100.0	100.0
Georgia	180	180	182	101.1	101.1
Hawaii	1	1	1	100.0	100.0
Idaho	115	115	115	100.0	100.0
Illinois	1,060	1,009	1,001	94.4	99.2
Indiana	326	308	307	94.2	99.7
Iowa	386	371	371	96.1	100.0
Kansas	304	304	304	100.0	100.0
Kentucky	196	178	180	91.8	101.1
Louisiana	88	88	72	81.8	81.8
Maine	325	178	177	54.5	99.4
Maryland	24	24	24	100.0	100.0
Massachusetts	479	373	372	77.7	99.7
Michigan	799	798	803	100.5	100.6
Minnesota	485	456	447	92.2	98.0
Mississippi	162	162	163	100.6	100.6
Missouri	530	530	523	98.7	98.7
Montana	531	378	366	68.9	96.8
Nebraska	671	551	551	82.1	100.0
Nevada	18	18	17	94.4	94.4
New Hampshire	257	123	168	65.4	136.6
New Jersey	665	642	642	96.5	100.0
New Mexico	89	89	89	100.0	100.0
New York	787	762	759	96.4	99.6
North Carolina	212	211	206	97.2	97.6
North Dakota	263	259	222	84.4	85.7

See notes at end of table.

Table 47. Estimated number and percentage of public school districts in 2003–04 SASS compared with total public school districts in 2001–02 CCD Public Education Agency Universe, by state and region: 2001–02 and 2003–04—Continued

Characteristic	2001–02 CCD total districts	2003–04 SASS frame total with charter and state-run schools	2003–04 SASS total districts (including charter and state-run)	SASS estimate as a percentage of CCD total districts ¹	SASS estimate as a percentage of 2003–04 SASS frame ²
Ohio	817	777	736	90.1	94.7
Oklahoma	566	544	545	96.3	100.2
Oregon	221	205	198	89.6	96.6
Pennsylvania	695	680	670	96.4	98.5
Rhode Island	41	40	40	97.6	100.0
South Carolina	103	103	105	101.9	101.9
South Dakota	199	188	178	89.4	94.7
Tennessee	138	138	138	100.0	100.0
Texas	1,254	1,233	1,203	95.9	97.6
Utah	46	42	41	89.1	97.6
Vermont	354	76	68	19.2	89.5
Virginia	199	194	168	84.4	86.6
Washington	305	296	307	100.7	103.7
West Virginia	57	57	57	100.0	100.0
Wisconsin	452	437	439	97.1	100.5
Wyoming	58	58	57	98.3	98.3
Region					
Northeast	3,800	3,063	3,071	80.8	100.3
Midwest	6,292	5,977	5,882	93.5	98.4
South	3,785	3,719	3,626	95.8	97.5
West	3,208	2,989	2,959	92.2	99.0

¹ Column 3 / column 1.

² Column 3 / column 2.

NOTE: Total school districts include all types of education agencies that manage traditional public or public charter schools. CCD refers to the Common Core of Data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Preliminary Public Education Agency Universe Survey File,” 2001–02; Schools and Staffing Survey (SASS), “Final District Frame Data File,” 2003–04.

Public School Unit Count Comparison (Public School and BIA-Funded³³ School Files)

Comparisons of the number of public schools in SASS were made to the total number of public schools and the number of public schools with students in the 2001–02 CCD, the year in which SASS drew its sample of schools. The number of public schools in SASS is 2.1 percentage points smaller than the number of CCD public schools with students (table 48). Two states have an estimated number of public schools for SASS that is below 90 percent of the SASS frame: Alaska and Minnesota. There are 14 states in which SASS estimates are higher than the CCD estimates: Arkansas, Hawaii, Illinois, Iowa, Kansas, Maryland, Mississippi, Montana, Nebraska, New Hampshire, New Jersey, Ohio, Oklahoma, and Wisconsin. Ten of those states are within 1 percentage point of the CCD estimates (Hawaii, Illinois, Iowa, Maryland, Mississippi, Montana, New Hampshire, New Jersey, Ohio, and Wisconsin), while the SASS estimates for the other four range from 2.4 percentage points to 13 percentage points higher than the CCD counts (Arkansas, Kansas, Nebraska, and Oklahoma). Overall, the percentage difference between SASS and the frame year CCD count of public schools was 6.4; this narrows to 2.1, once the school collapsing operation is taken into consideration.

The school collapsing operation described in chapter 9 was expected to reduce the consistency of the count of schools between CCD (particularly in the frame year) and SASS, in some states. These are states in which K–12 schools may be broken up administratively into several different schools for either internal state administrative reasons or for reporting to CCD.

³³ BIA refers to the Bureau of Indian Affairs.

Table 48. Estimated number and percentage of public and BIA-funded schools in 2003–04 SASS compared with 2001–02 CCD, by state, region, and community type: 2001–02 and 2003–04

Characteristic	2001–02 CCD public schools ¹	2003–04 SASS frame (2001–02 CCD with adjustments) ²	2003–04 SASS public schools ³	SASS estimate as a percentage of CCD ⁴	SASS estimate as a percentage of SASS frame ⁵
Total	94,112	90,015	88,113	93.6	97.9
State					
Alabama	1,526	1,507	1,490	97.6	98.9
Alaska	522	512	447	85.6	87.3
Arizona	1,815	1,760	1,703	93.8	96.8
Arkansas	1,153	948	1,071	92.9	113.0
California	8,916	9,152	8,866	99.4	96.9
Colorado	1,667	1,544	1,516	90.9	98.2
Connecticut	1,246	1,036	1,008	80.9	97.3
Delaware	199	193	183	92.0	94.8
District of Columbia	198	196	193	97.5	98.5
Florida	3,419	3,343	3,089	90.3	92.4
Georgia	1,969	1,957	1,874	95.2	95.8
Hawaii	279	279	281	100.7	100.7
Idaho	688	670	651	94.6	97.2
Illinois	4,351	4,111	4,150	95.4	100.9
Indiana	1,980	1,947	1,901	96.0	97.6
Iowa	1,521	1,322	1,326	87.2	100.3
Kansas	1,431	1,382	1,415	98.9	102.4
Kentucky	1,459	1,405	1,397	95.8	99.4
Louisiana	1,540	1,514	1,465	95.1	96.8
Maine	711	703	698	98.2	99.3
Maryland	1,385	1,358	1,362	98.3	100.3
Massachusetts	1,908	1,843	1,797	94.2	97.5
Michigan	3,984	3,849	3,675	92.2	95.5
Minnesota	2,408	2,122	1,782	74.0	84.0
Mississippi	1,037	1,032	1,035	99.8	100.3
Missouri	2,380	2,027	1,998	83.9	98.6
Montana	871	580	585	67.2	100.9
Nebraska	1,307	1,107	1,146	87.7	103.5
Nevada	531	511	499	94.0	97.7
New Hampshire	472	436	437	92.6	100.2
New Jersey	2,430	2,389	2,390	98.4	100.0
New Mexico	793	737	703	88.7	95.4
New York	4,351	4,281	4,257	97.8	99.4
North Carolina	2,234	2,229	2,201	98.5	98.7
North Dakota	569	436	400	70.3	91.7

See notes at end of table.

Table 48. Estimated number and percentage of public and BIA-funded schools in 2003–04 SASS compared with 2001–02 CCD, by state, region, and community type: 2001–02 and 2003–04—Continued

Characteristic	2001–02 CCD public schools ¹	2003–04 SASS frame (2001–02 CCD with adjustments) ²	2003–04 SASS public schools ³	SASS estimate as a percentage of CCD ⁴	SASS estimate as a percentage of SASS frame ⁵
Ohio	3,912	3,841	3,875	99.1	100.9
Oklahoma	1,824	1,484	1,564	85.7	105.4
Oregon	1,300	1,293	1,248	96.0	96.5
Pennsylvania	3,251	3,333	3,108	95.6	93.2
Rhode Island	333	320	303	91.0	94.7
South Carolina	1,145	1,134	1,119	97.7	98.7
South Dakota	762	514	493	64.7	95.9
Tennessee	1,646	1,636	1,634	99.3	99.9
Texas	7,761	7,493	7,420	95.6	99.0
Utah	791	787	776	98.1	98.6
Vermont	392	355	329	83.9	92.7
Virginia	2,090	2,064	2,004	95.9	97.1
Washington	2,233	2,138	2,072	92.8	96.9
West Virginia	822	813	776	94.4	95.4
Wisconsin	2,212	2,036	2,050	92.7	100.7
Wyoming	388	356	353	91.0	99.2
Region					
Northeast	15,094	14,696	14,328	94.9	97.5
Midwest	26,817	24,694	24,209	90.3	98.0
South	31,407	30,306	29,876	95.1	98.6
West	20,794	20,319	19,699	94.7	96.9
Community type (Census)					
Central city	23,158	22,869	21,410	92.5	93.6
Urban fringe	41,066	39,986	39,072	95.1	97.7
Non-MSA ⁶	29,888	27,160	27,631	92.4	101.7
Community type					
Central city	23,158	22,869	21,410	92.5	93.6
Urban fringe/large town	42,269	41,162	40,107	94.9	97.4
Rural/small town	28,685	25,984	26,596	92.7	102.4
BIA-funded schools only	189	166	168	88.9	101.2

¹ Common Core of Data (CCD), "Preliminary File," 2001–02, sc011a.sas7bdat (only includes schools that are not closed).

² Schools and Staffing Survey (SASS), 2003–04 SASS Frame (2001–02 CCD with Adjustments) "Final Public School Frame Data File," 2003–04 (Final Basic Weight).

³ Schools and Staffing Survey (SASS), "Public School Data File," 2003–04 (Final School Weight).

⁴ Column 3 / Column 1.

⁵ Column 3 / Column 2.

⁶ MSA refers to Metropolitan Statistical Area.

NOTE: CCD refers to the Common Core of Data. BIA refers to the Bureau of Indian Affairs. BIA-funded schools are not included in the total. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Preliminary File," 2001–02, sc011a.sas7bdat; Schools and Staffing Survey (SASS), "Final Public School Frame and Public School Data Files," 2003–04.

Public School Student Count Comparison (Public School and BIA-Funded School Files)

Comparisons of the number of public school students in SASS were made to the frame year of CCD from the published student counts for 2001–02 and to the 2003–04 CCD (table 49). Two comparisons were made, one to the CCD total number of students, and the other to the CCD K–12 student count. The latter count does not include any prekindergarten students. The SASS student counts are for K–12 grade levels, as long as the school reporting a kindergarten also has a 1st grade. While there are at least some public schools included in CCD’s definition of K–12 that may not have been eligible for SASS, in general most public kindergarten students would be eligible as students in SASS; therefore, it does not make sense to exclude kindergarten from the student counts when making the comparison to CCD.

Overall, the SASS student count is about 1 percent higher than CCD’s count of total K–12 students from 2 years prior to SASS and 0.6 percent lower than CCD’s count of total K–12 students from the same year as SASS (table 49). There were 866,969 prekindergarten students included in CCD in 2001–02 and 949,643 prekindergarten students included in CCD in 2003–04. Excluding them brings the SASS student count into a closer degree of “fit” than was achieved with the comparison of the number of schools in SASS to CCD. However, excluding the prekindergarten students enlarges the amount of difference in those states for which SASS has a higher number of students than the prekindergarten–12 frame year CCD counts. Population growth (i.e., births and/or migration) may account for SASS count in 2003–04 being higher than the frame year CCD count, but that does not help to explain why the SASS count of students in 2003–04 is lower for some states than the frame year CCD count. The amount of that difference is reduced in some states when comparing the SASS data to the same year of CCD. Exceptions to this pattern are California, Colorado, Connecticut, Georgia, Illinois, Indiana, New Hampshire, New Jersey, and Utah. There were 14 states in which the number of students was higher in SASS compared to the 2003–04 CCD, but because of a declining number of students reported in the CCD between 2001–02 and 2003–04, the SASS student count was closer to the frame year: Hawaii, Louisiana, Maine, Minnesota, Mississippi, Nebraska, New York, North Dakota, Oklahoma, South Dakota, Vermont, West Virginia, Wisconsin, and Wyoming. Some of these changes were relatively small; and some of these states are among those that have sometimes had overreporting of enrollment and teachers in SASS. This may indicate that the school collapsing operation narrowed, but did not entirely eliminate, the overreporting of students.

Table 49. Estimated number and percentage of public and BIA-funded school students in 2003–04 SASS compared to 2001–02 and 2003–04 CCD, by state and region: 2001–02 and 2003–04

Characteristic	2001–02 CCD public students ¹	2001–02 CCD public students less pre-K ²	2003–04 CCD public students ³	2003–04 CCD public students less pre-K ⁴	2003–04 SASS public students ⁵	SASS as a percentage of 2001–02 CCD less pre-K ⁶	SASS as a percentage of 2003–04 CCD less pre-K ⁷
Total	47,687,871	46,820,902	48,540,725	47,591,082	47,315,662	101.1	99.4
State							
Alabama	737,294	725,349	731,220	729,368	742,813	102.4	101.8
Alaska	134,358	133,105	133,933	132,050	125,226	94.1	94.8
Arizona	922,180	915,556	1,012,068	1,002,692	979,096	106.9	97.6
Arkansas	449,805	448,182	454,523	451,950	489,070	109.1	108.2
California	6,248,610	6,147,375	6,413,862	6,298,928	5,771,918	93.9	91.6
Colorado	742,145	722,629	757,693	737,700	716,172	99.1	97.1
Connecticut	570,228	559,178	577,203	565,380	541,893	96.9	95.8
Delaware	115,555	114,969	117,668	117,026	116,341	101.2	99.4
District of Columbia	75,392	71,287	78,057	72,889	72,908	102.3	100.0
Florida	2,500,478	2,443,440	2,587,628	2,538,040	2,518,510	103.1	99.2
Georgia	1,470,634	1,437,324	1,522,611	1,486,125	1,383,173	96.2	93.1
Hawaii	184,546	183,629	183,609	182,434	196,159	106.8	107.5
Idaho	246,521	244,180	252,120	249,448	250,955	102.8	100.6
Illinois	2,071,391	2,013,841	2,100,961	2,033,813	1,993,566	99.0	98.0
Indiana	996,133	989,986	1,011,130	1,005,569	987,794	99.8	98.2
Iowa	485,932	480,218	481,226	474,319	475,145	98.9	100.2
Kansas	470,205	468,173	470,490	468,044	445,556	95.2	95.2
Kentucky	654,363	621,956	663,885	631,851	676,189	108.7	107.0
Louisiana	731,328	714,129	727,709	704,522	727,449	101.9	103.3
Maine	205,586	204,253	202,084	200,287	222,411	108.9	111.0
Maryland	860,640	840,326	869,113	847,722	859,556	102.3	101.4
Massachusetts	973,140	952,474	980,459	957,926	1,017,085	106.8	106.2
Michigan	1,730,668	1,714,106	1,757,604	1,735,880	1,740,115	101.5	100.2
Minnesota	851,384	841,713	842,854	831,978	862,457	102.5	103.7
Mississippi	493,507	491,702	493,540	491,332	510,002	103.7	103.8
Missouri	909,792	891,277	905,941	894,726	906,237	101.7	101.3
Montana	151,947	151,441	148,356	147,692	147,302	97.3	99.7
Nebraska	285,095	280,031	285,542	279,622	295,166	105.4	105.6
Nevada	356,814	354,667	385,401	382,623	363,066	102.4	94.9
New Hampshire	206,847	205,017	207,417	205,196	199,749	97.4	97.3
New Jersey	1,341,656	1,321,905	1,380,753	1,358,007	1,297,491	98.2	95.5
New Mexico	320,260	316,761	323,066	319,090	323,357	102.1	101.3
New York	2,872,132	2,831,920	2,864,775	2,823,319	2,905,019	102.6	102.9
North Carolina	1,315,363	1,306,043	1,360,209	1,348,523	1,347,202	103.2	99.9
North Dakota	106,047	105,326	102,233	101,481	108,355	102.9	106.8

See notes at end of table.

Table 49. Estimated number and percentage of public and BIA-funded school students in 2003–04 SASS compared to 2001–02 and 2003–04 CCD, by state and region: 2001–02 and 2003–04—Continued

Characteristic	2001–02		2003–04		2003–04 SASS public students ⁵	SASS as a	SASS as a
	2001–02 CCD public students ¹	2001–02 CCD public students less pre-K ²	2003–04 CCD public students ³	2003–04 CCD public students less pre-K ⁴		percentage of 2001–02 CCD less pre-K ⁶	percentage of 2003–04 CCD less pre-K ⁷
Ohio	1,830,985	1,807,129	1,845,428	1,819,277	1,900,029	105.1	104.4
Oklahoma	622,139	596,432	626,160	595,957	650,332	109.0	109.1
Oregon	551,480	551,018	551,273	550,874	543,147	98.2	98.6
Pennsylvania	1,821,627	1,819,090	1,821,146	1,818,558	1,760,770	96.8	96.3
Rhode Island	158,046	156,817	159,375	157,902	165,159	105.3	104.6
South Carolina	691,078	671,797	699,198	679,091	684,420	101.9	100.8
South Dakota	127,542	126,366	125,537	123,405	125,783	99.5	101.9
Tennessee	925,030	910,043	936,681	919,896	932,358	102.5	101.4
Texas	4,163,447	3,993,346	4,331,751	4,137,601	4,097,317	102.6	99.0
Utah	484,677	477,801	495,981	487,383	459,567	96.2	94.3
Vermont	101,179	98,612	99,103	96,076	99,967	101.4	104.0
Virginia	1,163,091	1,148,954	1,192,092	1,175,568	1,188,166	103.4	101.1
Washington	1,009,200	1,001,098	1,021,349	1,009,997	1,078,591	107.7	106.8
West Virginia	282,885	276,115	281,215	273,304	296,515	107.4	108.5
Wisconsin	879,361	854,688	880,031	853,363	929,145	108.7	108.9
Wyoming	88,128	88,128	87,462	85,278	89,894	102.0	105.4
Region							
Northeast	8,250,441	8,149,266	8,292,315	8,182,651	8,209,543	100.7	100.2
Midwest	10,744,535	10,572,854	10,808,977	10,621,477	10,769,348	101.9	101.4
South	17,252,029	16,811,394	17,673,260	17,200,765	17,292,320	102.9	100.5
West	11,440,866	11,287,388	11,766,173	11,586,189	11,044,451	97.8	95.3
BIA-funded students only	46,476	46,476	45,828	—	44,306	95.3	†

— Not available.

† Not applicable.

¹ Common Core of Data (CCD), “Preliminary File,” 2001–02, sc011a.sas7bdata (Total Student Count).

² Common Core of Data (CCD), “Preliminary File,” 2001–02, sc011a.sas7bdata (Total Student Count without Total Prekindergarten Students).

³ *Public Elementary and Secondary School Students, Staff, Schools, and School Districts: School Year 2003–04* (NCES 2006-307), Table C-1, Column 1.

⁴ *Public Elementary and Secondary School Students, Staff, Schools, and School Districts: School Year 2003–04* (NCES 2006-307), Table C-1, Column 1 minus Column 2.

⁵ Schools and Staffing Survey (SASS), “Public School and BIA School Documentation Data Files,” 2003–04 (Total Student Count, School Final Weight).

⁶ Column 5 / Column 2.

⁷ Column 5 / Column 4.

NOTE: CCD refers to Common Core of Data. BIA refers to the Bureau of Indian Affairs. BIA students are not included in the total. Pre-K refers to prekindergarten. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Preliminary File,” 2001–02, sc011a.sas7bdata; Schools and Staffing Survey (SASS), “Public School and BIA School Documentation Data Files,” 2003–04; *Public Elementary and Secondary Students, Staff, Schools, and School Districts: School Year 2003–04*, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2003–04, Version 1a.

Public School Teacher FTE Comparison (Public School Teacher and BIA-Funded School Teacher Files)

The comparison between the number of teachers in the SASS Public School data file and the CCD State Nonfiscal Survey is an **approximation**, since the public school teacher data are reported in head counts, not full-time equivalents (FTE) (table 50). As an external check, this spots gross differences. There are several reasons why the number of teachers, approximated to FTE counts from the Public School Teacher data file, would differ from CCD State Nonfiscal Survey counts. CCD counts are statewide official tallies of teaching positions, reported from a central agency, and unduplicated to account for teachers in multiple districts or schools. The teacher count from SASS depends in part on the cooperation of the schools to provide a list of all teachers. Approximately 11 percent of schools in 2003–04 SASS did not provide a teacher list. The CCD count reflects some teaching positions for which the teacher is away from the school during the SASS data collection, such as a teacher who is on maternity leave. The assumptions about the proportions of part-time to full-time teachers, which are used to adjust the headcount data to FTEs, may be reasonable overall but may not be as accurate on a state-by-state basis. When a public school in sample for SASS is declared out-of-scope, such as when that school merged with another nonsampled school, the teachers that would have been or actually were sampled are also declared out-of-scope. While such factors affect relatively small proportions of the sampled cases, there may be a cumulative effect on the overall count of teachers in some states.

Table 50. Estimated number and percentage of full-time-equivalent (FTE) teachers in public and BIA-funded schools in 2003–04 SASS compared to the 2001–02 and 2003–04 CCD, by state and region: 2001–02 and 2003–04

Characteristic	2001–02 CCD FTE public school teachers ¹	2003–04 CCD FTE public school teachers ²	2003–04 SASS FTE public school teachers (teacher file) ³	2003–04	SASS	SASS	SASS
				SASS public school teachers (approx. FTE) (school file) ⁴	SASS school file (approx. FTE) as a percentage of 2001–02 CCD ⁵	SASS school file (approx. FTE) as a percentage of 2003–04 CCD ⁶	SASS teacher file as a percentage of SASS school file ⁷
Total	2,997,741	3,048,549	3,117,208	3,129,360	104.5	102.8	99.6
State							
Alabama	46,796	58,070	49,215	49,676	106.2	85.5	99.1
Alaska	8,026	7,808	8,300	8,218	102.4	105.3	101.0
Arizona	46,015	47,507	54,038	54,006	117.4	113.7	100.1
Arkansas	33,079	30,876	35,954	35,986	108.8	116.5	99.9
California	304,296	304,311	274,298	276,080	90.7	90.7	99.4
Colorado	44,182	44,904	45,699	45,652	103.3	101.7	100.1
Connecticut	41,773	42,370	42,625	42,829	102.5	101.1	99.5
Delaware	7,571	7,749	7,689	7,995	105.6	103.2	96.2
District of Columbia	4,951	5,676	5,371	5,736	115.9	101.1	93.6
Florida	134,684	144,955	154,047	153,435	113.9	105.9	100.4

See notes at end of table.

Table 50. Estimated number and percentage of full-time-equivalent (FTE) teachers in public and BIA-funded schools in 2003–04 SASS compared to the 2001–02 and 2003–04 CCD, by state and region: 2001–02 and 2003–04—Continued

Characteristic	2001–02 CCD FTE public school teachers ¹	2003–04 CCD FTE public school teachers ²	2003–04 SASS FTE public school teachers (teacher file) ³	2003–04 SASS public school teachers (approx. FTE) (school file) ⁴	SASS school file (approx. FTE) as a percentage of 2001–02 CCD ⁵	SASS school file (approx. FTE) as a percentage of 2003–04 CCD ⁶	SASS teacher file as a percentage of SASS school file ⁷
Georgia	92,732	97,150	99,268	99,570	107.4	102.5	99.7
Hawaii	11,007	11,129	13,176	13,252	120.4	119.1	99.4
Idaho	13,854	14,049	14,610	14,572	105.2	103.7	100.3
Illinois	129,600	127,669	133,366	133,225	102.8	104.4	100.1
Indiana	59,658	59,924	60,254	60,618	101.6	101.2	99.4
Iowa	34,906	34,791	36,272	35,832	102.7	103.0	101.2
Kansas	33,084	32,589	35,467	34,931	105.6	107.2	101.5
Kentucky	40,375	41,201	46,256	46,607	115.4	113.1	99.2
Louisiana	49,980	50,495	51,018	51,451	102.9	101.9	99.2
Maine	16,741	17,621	17,653	17,787	106.3	100.9	99.2
Maryland	53,774	55,140	56,055	56,803	105.6	103.0	98.7
Massachusetts	68,942	72,062	80,049	80,483	116.7	111.7	99.5
Michigan	98,849	97,014	94,177	94,567	95.7	97.5	99.6
Minnesota	53,081	51,611	56,879	56,349	106.2	109.2	100.9
Mississippi	31,213	32,591	33,574	33,782	108.2	103.7	99.4
Missouri	65,240	65,169	70,896	71,514	109.6	109.7	99.1
Montana	10,408	10,301	11,360	11,655	112.0	113.1	97.5
Nebraska	21,083	20,921	24,333	24,174	114.7	115.5	100.7
Nevada	19,276	20,234	19,236	19,347	100.4	95.6	99.4
New Hampshire	14,677	15,112	15,625	15,756	107.4	104.3	99.2
New Jersey	103,611	109,077	107,692	110,442	106.6	101.3	97.5
New Mexico	21,823	21,569	20,455	21,070	96.6	97.7	97.1
New York	209,128	216,116	226,176	226,983	108.5	105.0	99.6
North Carolina	85,684	89,988	93,256	93,173	108.7	103.5	100.1
North Dakota	8,035	8,037	8,911	9,016	112.2	112.2	98.8
Ohio	122,115	121,735	127,458	128,310	105.1	105.4	99.3
Oklahoma	41,632	39,253	44,045	44,602	107.1	113.6	98.8
Oregon	28,402	26,732	27,356	27,066	95.3	101.2	101.1
Pennsylvania	118,470	119,889	118,855	120,902	102.1	100.8	98.3
Rhode Island	11,103	11,918	12,990	12,891	116.1	108.2	100.8
South Carolina	46,616	45,830	46,429	46,059	98.8	100.5	100.8
South Dakota	9,370	9,245	10,329	10,233	109.2	110.7	100.9
Tennessee	58,357	59,584	62,997	62,767	107.6	105.3	100.4
Texas	282,846	289,481	286,603	285,613	101.0	98.7	100.3
Utah	22,211	22,147	22,393	21,990	99.0	99.3	101.8

See notes at end of table.

Table 50. Estimated number and percentage of full-time-equivalent (FTE) teachers in public and BIA-funded schools in 2003–04 SASS compared to the 2001–02 and 2003–04 CCD, by state and region: 2001–02 and 2003–04—Continued

Characteristic	2001–02 CCD FTE public school teachers ¹	2003–04 CCD FTE public school teachers ²	2003–04 SASS FTE public school teachers (teacher file) ³	2003–04	SASS	SASS	SASS
				SASS public school teachers (approx. FTE) (school file) ⁴	SASS school file (approx. FTE) as a percentage of 2001–02 CCD ⁵	SASS school file (approx. FTE) as a percentage of 2003–04 CCD ⁶	SASS teacher file as a percentage of SASS school file ⁷
Vermont	8,554	8,749	9,086	9,232	107.9	105.5	98.4
Virginia	89,314	90,573	87,639	88,878	99.5	98.1	98.6
Washington	52,534	52,824	59,022	59,547	113.3	112.7	99.1
West Virginia	20,139	20,020	21,635	21,832	108.4	109.0	99.1
Wisconsin	60,918	58,216	69,735	69,579	114.2	119.5	100.2
Wyoming	7,026	6,567	7,386	7,287	103.7	111.0	101.4
Region							
Northeast	592,999	612,914	670,793	637,357	107	104	105.2
Midwest	695,939	686,921	729,177	729,457	105	106	100.0
South	1,119,743	1,158,632	1,181,430	1,184,446	106	102	99.7
West	589,060	590,082	579,665	582,060	99	99	99.6
BIA-funded teachers only							
	—	†	3,855	3,962	†	†	97.3

— Not available.

† Not applicable.

¹ *Public School Student, Staff, and Graduate Counts, by State: School Year 2001–02* (NCES 2003-358R), Table 2, Column 3 (Full-time-equivalency Count).² *Public Elementary and Secondary School Students, Staff, Schools, and School Districts: School Year 2003–04* (NCES 2006-307), Table 2, Column 5 (Full-time-equivalency Count).³ Schools and Staffing Survey (SASS), “Public School Teacher and BIA School Teacher Data Files,” 2003–04 (Full-time-equivalent Count, Teacher Final Weight).⁴ Sum of full-time teachers in the 2003–04 SASS Public School Data File and half of the part-time teachers reported in 2003–04 SASS Public School Data File.⁵ Column 4 / Column 1.⁶ Column 4 / Column 2.⁷ Column 3 / Column 4.

NOTE: CCD refers to the Common Core of Data. BIA refers to the Bureau of Indian Affairs. BIA teachers are not included in the total. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher and BIA School Teacher Data Files,” 2003–04; *Public School Student, Staff, and Graduate Counts, by State, School Year 2001–02*, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2001–02; *Public Elementary and Secondary Students, Staff, Schools, and School Districts: School Year 2003–04*, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2003–04, Version 1a.

The SASS teacher estimate of the number of FTE teachers (table 50) was 4.5 percent higher overall than the frame year CCD count of FTE teachers, and 2.8 percent higher overall than the same year CCD count of teachers. There could be several reasons for this. One reason is that the approximation of FTE teachers from SASS is not as accurate as the reporting of FTE positions in CCD. Another possible reason is that the school collapsing operation in SASS may not have completely taken care of the overreporting of teachers in combined K–12 schools.

Public Charter School Comparison (Public School File)

Public charter schools in the 2003–04 SASS were selected to be representative at the national level only, since the data on public charter schools would be published only at the national level. The comparisons that are shown in table 51 should not be interpreted as a critique of the sampling that was employed to draw a national sample. Rather, the comparisons show how closely the sample does or does not fit to subnational counts of public charter schools as identified in the CCD frame year. Comparisons are made to the frame year from CCD, as opposed to the concurrent data collection year, because the sample as drawn from the frame year has no way to include any newly-created schools. This is of particular importance for public charter schools, which are counted after the state grants a charter for the school and permits the school to begin operation.

Table 51. Estimated number and percentage of public charter schools in 2003–04 SASS compared to 2001–02 CCD, by state, region, and community type: 2001–02 and 2003–04

Characteristic	2001–02 CCD public charter schools ¹	2003–04 SASS frame (2001–02 CCD with adjustments) ²	2003–04 SASS public charter schools (CCD identified) ³	SASS estimate as a percentage of CCD ⁴	SASS estimate as a percentage of SASS frame ⁵
Total	2,348	2,309	2,200	93.7	95.3
State					
Arizona	370	365	367	99.2	100.5
California	350	343	317	90.6	92.4
Colorado	86	85	88	102.3	103.5
Florida	192	182	191	99.5	104.9
Michigan	204	201	204	100.0	101.5
North Carolina	93	92	81	87.1	88.0
Ohio	85	85	67	78.8	78.8
Pennsylvania	77	75	62	80.5	82.7
Texas	243	241	218	89.7	90.5
Wisconsin	109	99	100	91.7	101.0
All other states	539	541	507	94.1	93.7
Region					
Northeast	237	234	222	93.7	94.9
Midwest	531	521	494	93.0	94.8
South	666	652	611	91.7	93.7
West	914	902	873	95.5	96.8
Community type (Census)					
Central city	1,244	1,226	1,267	101.8	103.3
Urban fringe	739	724	568	76.2	77.8
Non-MSA ⁶	365	359	371	101.6	103.3
Community type					
Central city	1,244	1,226	1,267	101.8	103.3
Urban fringe/large town	763	748	586	76.8	78.3
Rural/small town	341	335	347	101.8	103.6

¹ *Overview of Public and Secondary Schools and Districts: School Year 2001–02* (NCES 2003-411), Table 9, Column 7.

² Schools and Staffing Survey (SASS), “Public School Frame” (CCD 2001–02 with Adjustments—Charter School Indicator), 2003–04 (Final School Weight).

³ Schools and Staffing Survey (SASS), “Public School (Charter Schools Only) and BIA School Documentation Data Files,” 2003–04.

⁴ Column 3 / Column 1.

⁵ Column 3 / Column 2.

⁶ MSA refers to Metropolitan Statistical Area.

NOTE: CCD refers to the Common Core of Data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Frame and Public School Documentation Data Files,” 2003–04; *Overview of Public and Secondary Schools and Districts: School Year 2001–02*, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2001–02.

The counts shown for the 2003–04 SASS public charter schools were calculated before the final interview status was determined, so these counts will not match exactly to published counts of public charter schools from the released data files. Adjustments were made by Census to the CCD public charter school frame in accordance with procedures described in chapter 4.

Private School Comparison (Private School File)

Comparisons were made of the number of private schools in SASS to the number of private schools in the frame year of the PSS. By construction, the total number of private schools in SASS 2003–04 matches the total number of schools in PSS 2003–04, although there is sampling variability in the number of private schools for subsets of SASS, such as private schools by affiliation stratum and NCES typology.

Table 52. Estimated number and percentage of private schools in 2003–04 SASS compared to the 2001–02 PSS, by affiliation stratum, NCES typology, and region: 2001–02 and 2003–04

Characteristic	2001–02 PSS traditional private schools ¹	2003–04 SASS private schools ²	SASS estimate as a percentage of PSS ³
Total	29,272	28,384	97.0
Affiliation stratum			
Catholic—parochial	4,347	4,074	93.7
Catholic—diocesan	2,933	2,947	100.5
Catholic—private	927	897	96.8
Amish	761	736	96.7
Assembly of God	429	440	102.6
Baptist	2,548	2,195	86.1
Episcopal	347	342	98.6
Jewish	730	811	111.1
Lutheran, Missouri Synod	1,110	1,100	99.1
Wisconsin Evangelical Lutheran Synod	411	367	89.3
Mennonite	393	458	116.5
Pentecostal	582	389	66.8
Seventh-Day Adventist	961	956	99.5
All other religious	6,115	5,865	95.9
Nonsectarian—regular	2,939	2,963	100.8
Nonsectarian—special emphasis	2,381	2,392	100.5
Nonsectarian—special education	1,358	1,451	106.8
NCES typology			
Catholic	8,207	7,919	96.5
Other religious	14,387	13,659	94.9
Nonsectarian	6,678	6,806	101.9
Region			
Northeast	6,556	6,693	102.1
Midwest	7,455	6,981	93.4
South	9,171	8,611	93.9
West	6,092	6,100	100.1

¹ Private School Universe Survey (PSS), “Final File” (Only Traditional Schools), 2001–02 (Final School Weight).

² Schools and Staffing Survey (SASS), “Private School Data File,” 2003–04 (Final School Weight).

³ Column 2 / Column 1.

NOTE: PSS refers to the Private School Universe Survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Final File,” 2001–02; Schools and Staffing Survey (SASS), “Private School Data File,” 2003–04.

The comparisons in table 52 show that the number of private schools measured by SASS in 2003–04 are lower than the comparable number of private schools from PSS in 2001–02. However, the number of private schools measured in the 2003–04 SASS has been adjusted to match the number of private schools in the 2003–04 PSS, and the number of private schools in the PSS did decrease from 2001–02 to 2003–04.

The stratification groups for the 2003–04 SASS (termed Affiliation stratum in these tables) are somewhat different from what had been used for all previous SASS data collections. The previous 19 groups, plus “other,” a rather large category, were streamlined into 17 categories including an “All other religious” category that is smaller than the previous “other” category. The new stratification groups do not use the association membership responses for forming any of the categories; rather, only the religious orientation and religious affiliation items are used.

Private School Student Comparison (Private School File)

Comparisons were made of the number of private school students in SASS to the number of private school students in the frame year (2001–02) as well as to the concurrent year of PSS. Overall, the SASS student count is about 5 percent lower than the PSS count in 2001–02 and about 1.2 percent lower than the concurrent year’s student count in PSS (table 53). By affiliation stratum, SASS estimates as a percentage of the 2001–02 SASS ranged from 49.8 for the Pentecostal program category to 119.7 for Mennonite program category, and the SASS estimates as a percentage of the 2003–04 PSS ranged from 75.1 for the Pentecostal program category to 117.7 for the Nonsectarian—regular program category. However, by NCES typology, the SASS count of private school students was slightly lower for two out of the three typology categories when compared to the 2003–04 PSS, with the Nonsectarian category higher by about 8 percent.

The percentage differences between SASS and the concurrent PSS are smaller than the differences between SASS and the frame year PSS. While the differences are smaller, sampling variability for some of the smaller strata may account for percentage differences greater than 10 percent.

Table 53. Estimated number of private school students in 2003–04 SASS compared to 2001–02 and 2003–04 PSS, by affiliation stratum, NCES typology, and region: 2001–02 and 2003–04

Characteristic	2001–02 PSS private students in traditional schools ¹	2003–04 PSS private students in traditional schools ²	2003–04 SASS private students ³	SASS estimate as a percentage of 2001–02 PSS ⁴	SASS estimate as a percentage of 2003–04 PSS ⁵
Total	5,341,513	5,122,772	5,059,449	94.7	98.8
Affiliation stratum					
Catholic—parochial	1,221,685	1,097,417	1,091,982	89.4	99.5
Catholic—diocesan	925,288	908,583	894,102	96.6	98.4
Catholic—private	368,552	359,220	333,958	90.6	93.0
Amish	24,538	22,287	20,297	82.7	91.1
Assembly of God	66,038	62,360	63,246	95.8	101.4
Baptist	314,684	272,556	246,286	78.3	90.4
Episcopal	100,403	99,675	89,759	89.4	90.1
Jewish	198,478	201,901	216,883	109.3	107.4
Lutheran, Missouri Synod	162,301	148,824	149,973	92.4	100.8
Wisconsin Evangelical Lutheran Synod	35,584	32,477	29,183	82.0	89.9
Mennonite	23,670	25,977	28,324	119.7	109.0
Pentecostal	39,300	26,039	19,564	49.8	75.1
Seventh-Day Adventist	60,681	57,891	52,155	85.9	90.1
All other religious	899,197	885,571	830,793	92.4	93.8
Nonsectarian—regular	622,715	603,442	710,240	114.1	117.7
Nonsectarian—special emphasis	176,987	213,986	192,792	108.9	90.1
Nonsectarian—special education	101,412	104,566	89,913	88.7	86.0
NCES typology					
Catholic	2,515,525	2,365,220	2,320,042	92.2	98.1
Other religious	1,924,874	1,835,559	1,746,463	90.7	95.1
Nonsectarian	901,114	921,993	992,944	110.2	107.7
Region					
Northeast	1,336,770	1,273,012	1,283,613	96.0	100.9
Midwest	1,354,861	1,270,736	1,223,969	90.3	96.3
South	1,641,474	1,611,775	1,598,467	97.4	99.2
West	1,008,408	967,249	953,400	94.5	98.6

¹ Private School Universe Survey (PSS), “Final File” (only traditional schools), 2001–02 (Total Student Count, Final School Weight).

² *Characteristics of Private Schools in the United States: Results from the 2003–04 Private School Universe Survey* (NCES 2006-319), Table 7, Column 1, and Table 9, Column 1.

³ Schools and Staffing Survey (SASS), “Private School Data File,” 2003–04 (Total Student Count, Final School Weight).

⁴ Column 3 / Column 1.

⁵ Column 3 / Column 2.

NOTE: PSS refers to the Private School Universe Survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Final File,” 2001–02; Schools and Staffing Survey (SASS), “Private School Data File,” 2003–04; *Characteristics of Private Schools in the United States: Results from the 2003–04 Private School Universe Survey*, Private School Universe Survey (PSS), 2003–04.

Private FTE Teacher Comparison (Private School Teacher File)

In 2003–04, the number of teachers collected on the SASS Private School Teacher data file was collected in part-time and full-time headcounts that were converted to full-time-equivalent (FTE) counts. PSS always reports FTE counts of teachers. For ease of comparison, the headcounts of teachers in SASS were converted to approximate FTE counts.

The number of private FTE teachers in SASS (table 54) is 2.1 percent lower overall than the frame year count of teachers in PSS and 2 percent lower overall than the concurrent year's count. However, both the frame year and concurrent year's PSS teacher counts are quite close in absolute numbers. There are much larger differences by affiliation strata, ranging from about 14 percent below the concurrent PSS count for Nonsectarian special education school teachers to about 17 percent above the PSS count for Mennonite teachers. The small sample size of both of these groups (and consequently, relatively larger variance estimates) probably contributes to the large percentage differences in FTE teacher counts.

While the overall number of private schools in SASS is controlled to the concurrent PSS total, this is not true of the number of FTE teachers. There are several factors that contribute to differences between SASS estimates and PSS estimates. Schools that closed between the sampling year of 2001–02 and 2003–04 would tend to lower the FTE estimate in SASS relative to the 2003–04 PSS, at least to the extent that there are differences in the number of FTE teachers between schools that closed and schools that remained open. Similarly, growth in the number of schools would be reflected in the current PSS and to a lesser extent in SASS; both used the same frame, but the 2003–04 SASS used the 2001–02 PSS area frame instead of the 2003–04 PSS area frame. The difference in area frames could either raise or lower the FTE estimates of teachers in SASS.

A higher estimate of FTE teachers in SASS by NCES typology could result from one or more factors. The overall count of private schools in SASS is controlled to the 2003–04 PSS, but not within each type of private school, so that the number of schools by NCES typology category may be higher in SASS than in PSS. In addition, differences in the area frames between SASS and PSS may contribute to this effect.

Table 54. Estimated number and percentage of full-time-equivalent (FTE) private school teachers in 2003–04 SASS compared to 2001–02 and 2003–04 PSS, by affiliation stratum, NCES typology, and region: 2001–02 and 2003–04

Characteristic	2001–02 PSS FTE private school teachers in traditional schools ¹	2003–04 PSS FTE private teachers in traditional schools ²	2003–04 SASS private teachers (approx. FTE) (school file) ³	SASS school file (approx. FTE) as a percentage of 2001–02 PSS ⁴	SASS school file (approx. FTE) as a percentage of 2003–04 PSS ⁵
Total	425,406	425,238	416,920	97.9	98.0
Affiliation stratum					
Catholic—parochial	71,058	66,874	68,275	93.3	102.1
Catholic—diocesan	56,343	57,330	56,272	99.0	98.1
Catholic—private	28,113	28,406	25,872	95.0	
Amish	1,170	1,051	971	81.7	92.4
Assembly of God	5,196	5,045	5,108	96.3	100.0
Baptist	26,670	24,037	22,224	81.1	90.7
Episcopal	11,053	11,137	9,817	87.7	88.1
Jewish	19,813	20,968	20,919	114.2	99.8
Lutheran, Missouri Synod	10,914	10,522	10,900	100.0	103.6
Wisconsin Evangelical Lutheran Synod	2,419	2,343	2,074	85.1	88.5
Mennonite	1,913	2,223	2,605	133.2	117.2
Pentecostal	3,961	2,677	2,384	58.9	89.1
Seventh-Day Adventist	4,636	4,550	4,441	93.7	97.6
All other religious	78,260	78,326	70,155	92.2	90.2
Nonsectarian—regular	67,326	66,953	74,934	110.3	111.7
Nonsectarian—special emphasis	20,433	24,794	24,525	115.1	99.2
Nonsectarian—special education	16,128	18,002	15,444	95.8	86.1
NCES typology					
Catholic	155,514	152,611	150,419	95.7	98.4
Other religious	166,005	162,878	151,622	92.9	93.6
Nonsectarian	103,887	109,749	114,878	109.0	104.1
Region					
Northeast	111,127	111,333	109,073	100.6	98.0
Midwest	95,501	94,059	95,348	96.4	101.4
South	142,650	143,222	139,034	97.6	97.1
West	76,128	76,624	73,465	96.1	95.9

¹ Private School Universe Survey (PSS), “Final File” (only traditional schools), 2001–02 (Full-time-equivalent Count, Final School Weight).

² *Characteristics of Private Schools in the United States: Results of the 2003–04 Private School Universe Survey* (NCES 2006-319), Table 17, Column 1, and Table 18, Column 1.

³ Schools and Staffing Survey (SASS), “Private School Data File,” 2003–04 (Approximate Full-time-equivalent Count, Final Teacher Weight).

⁴ Column 3 / Column 1.

⁵ Column 3 / Column 2.

NOTE: PSS refers to the Private School Universe Survey. Detail may not sum to totals because of rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Final File,” 2001–02; Schools and Staffing Survey (SASS), “Private School Data File,” 2003–04; *Characteristics of Private Schools in the United States: Results of the 2003–04 Private School Universe Survey*, Private School Universe Survey (PSS), 2003–04.

Non-Charter Public School Library Media Center Comparison (Public School Library Media Center and BIA-Funded School Library Media Center Files)

There are no external frame comparisons that can be made for the school library counts, since no such comparable data are collected in CCD. Rather, the only comparisons that can be made are the changes between the previous school library counts and the current count. Without any external data for verification, it can be difficult to tell how much of the difference between the two counts is due to sampling variability or nonresponse rate change and how much to substantive change (i.e., a change in the number of schools with library media centers).

Although public charter schools were included both in 1999–2000 and 2003–04 SASS, the way that charter schools were sampled and the way that the data were collected for library media centers differed enough so that public charter schools were excluded from the comparison.

The counts presented in this section are almost entirely from the Public School Library Media Center data file. The last column does use the count of schools both with and without school library media centers from the Public School data file.

Changes in the number of non-charter public schools that lack a library media center are much larger in percentage terms than the change in the number of non-charter public schools with a school library media center (table 55). While the percentage of non-charter public schools lacking such a center is relatively low, some of the percentage difference in the count of these schools, especially by state, can be quite large. These changes are large enough that it is unlikely that they are entirely due to sampling variability. Given the general historical pattern that the percentage of schools lacking a library media center is declining over time, these data seem to suggest that budgetary pressures may be forcing some schools to close their library media centers (probably by laying off any paid library staffers). Another factor is that, with turnover in library media center staff, there may have been no one in the school who could serve as a respondent for the library media center questionnaire items concerning the previous school year. There was evidence that the noninterview rate for the library media center questionnaire was higher in 2003–04 than in 1999–2000.

Table 55. Estimated number and percentage of non-charter public school library media centers (LMCs) in 2003–04 SASS compared to 1999–2000 SASS estimates, by state, region, and community type: 1999–2000 and 2003–04

Characteristic	2003–04			2003–04			2003–04	
	1999–2000 SASS non-charter public schools with no LMC ¹	SASS non-charter public schools with no LMC (LMC file) ²	1999–2000 SASS as a percentage of 1999–2000 SASS ³	1999–2000 SASS non-charter public schools with LMC ⁴	2003–04 SASS non-charter public schools with LMC (LMC file) ⁵	2003–04 SASS as a percentage of 1999–2000 SASS ⁶	SASS non-charter public schools with and without an LMC (school file) ⁷	2003–04 SASS non-charter public schools with and without an LMC (LMC file) ⁸
Total	7,017	8,569	122.1	76,807	77,319	100.7	85,934	85,888
State								
Alabama	30	151	511.3	1,299	1,343	103.3	1,490	1,494
Alaska	100	60	60.0	366	377	103.0	435	437
Arizona	184	71	38.5	991	1,260	127.2	1,326	1,331
Arkansas	9	22	239.9	1,089	1,039	95.4	1,063	1,061
California	1,720	1,592	92.6	6,340	6,986	110.2	8,564	8,578
Colorado	57	95	167.0	1,355	1,332	98.3	1,429	1,427
Connecticut	75	58	77.0	934	953	102.1	1,008	1,011
Delaware	19	7	37.0	136	165	121.3	170	172
District of Columbia	20	39	193.3	138	118	85.6	158	157
Florida	165	338	204.6	2,436	2,569	105.5	2,912	2,907
Georgia	25	31	124.9	1,710	1,827	106.8	1,859	1,858
Hawaii	#	#	†	247	257	104.2	259	257
Idaho	76	67	88.7	545	568	104.1	645	635
Illinois	338	732	216.6	3,638	3,417	93.9	4,131	4,149
Indiana	44	167	383.7	1,737	1,735	99.9	1,901	1,902
Iowa	22	27	123.2	1,463	1,304	89.1	1,326	1,331
Kansas	27	31	114.5	1,374	1,384	100.7	1,415	1,415
Kentucky	95	104	110.0	1,222	1,291	105.6	1,397	1,395
Louisiana	159	164	103.1	1,269	1,295	102.1	1,457	1,459
Maine	87	48	55.5	621	649	104.4	698	697
Maryland	37	67	182.1	1,226	1,289	105.1	1,362	1,356
Massachusetts	103	160	155.5	1,609	1,582	98.3	1,737	1,742
Michigan	471	827	175.7	2,942	2,611	88.7	3,471	3,438
Minnesota	191	254	133.0	1,483	1,427	96.2	1,683	1,681
Mississippi	75	154	206.3	859	880	102.4	1,035	1,034
Missouri	82	154	188.0	1,906	1,849	97.0	1,998	2,003
Montana	135	60	44.5	745	529	71.0	585	589
Nebraska	183	207	113.2	1,014	940	92.7	1,146	1,147
Nevada	19	21	111.7	420	462	109.9	483	483

See notes at end of table.

Table 55. Estimated number and percentage of non-charter public school library media centers (LMCs) in 2003–04 SASS compared to 1999–2000 SASS estimates, by state, region, and community type: 1999–2000 and 2003–04—Continued

Characteristic	2003–04			2003–04			2003–04	
	1999–2000 SASS non-charter public schools with no LMC ¹	SASS non-charter public schools with no LMC (LMC file) ²	2003–04 SASS as a percentage of 1999–2000 SASS ³	1999–2000 SASS non-charter public schools with LMC ⁴	2003–04 SASS non-charter public schools with LMC (LMC file) ⁵	2003–04 SASS as a percentage of 1999–2000 SASS ⁶	SASS non-charter public schools with and without an LMC (school file) ⁷	2003–04 SASS non-charter public schools with and without an LMC (LMC file) ⁸
New Hampshire	21	8	37.4	432	428	99.2	437	436
New Jersey	161	320	198.4	2,086	2,015	96.6	2,345	2,335
New Mexico	25	18	70.9	684	684	100.1	703	702
New York	352	115	32.6	3,738	4,087	109.3	4,216	4,202
North Carolina	137	52	38.0	1,877	2,072	110.4	2,120	2,124
North Dakota	91	30	32.8	461	373	81.0	400	403
Ohio	114	381	335.5	3,584	3,391	94.6	3,808	3,772
Oklahoma	40	38	96.2	1,782	1,521	85.3	1,557	1,559
Oregon	53	113	211.6	1,118	1,102	98.6	1,215	1,215
Pennsylvania	180	279	155.0	2,941	2,767	94.1	3,047	3,046
Rhode Island	15	9	61.8	277	298	107.4	303	307
South Carolina	31	52	165.1	1,035	1,042	100.7	1,096	1,094
South Dakota	208	100	48.2	571	404	70.7	493	504
Tennessee	46	48	104.9	1,488	1,586	106.6	1,634	1,634
Texas	404	580	143.4	6,246	6,615	105.9	7,202	7,195
Utah	47	32	68.6	693	724	104.4	755	756
Vermont	#	22	†	332	301	90.7	329	323
Virginia	138	100	72.6	1,602	1,905	118.9	2,004	2,005
Washington	167	229	136.8	1,841	1,844	100.2	2,072	2,073
West Virginia	188	172	91.3	610	601	98.6	776	773
Wisconsin	4	114	2878.8	1,948	1,817	93.3	1,927	1,931
Wyoming	49	50	101.6	346	304	87.9	353	354
Region								
Northeast	995	1,019	102.5	12,969	13,081	100.9	14,121	14,100
Midwest	1,775	3,024	170.3	22,123	20,651	93.3	23,698	23,675
South	1,615	2,118	131.1	26,025	27,158	104.4	29,291	29,276
West	2,632	2,407	91.5	15,690	16,429	104.7	18,824	18,836
Community type (Census)								
Central city	1,714	2,498	145.8	18,038	17,721	98.2	20,164	20,219
Urban fringe	2,810	3,558	126.6	34,754	35,048	100.8	38,548	38,606
Non-MSA ⁹	2,493	2,513	100.8	24,015	24,550	102.2	27,223	27,063

See notes at end of table.

Table 55. Estimated number and percentage of non-charter public school library media centers (LMCs) in 2003–04 SASS compared to 1999–2000 SASS estimates, by state, region, and community type: 1999–2000 and 2003–04—Continued

Characteristic	2003–04			2003–04			2003–04		2003–04	
	1999–2000 SASS non-charter public schools with no LMC ¹	SASS non-charter public schools with no LMC (LMC file) ²	2003–04 SASS as a percent-age of 1999–2000 SASS ³	1999–2000 SASS non-charter public schools with LMC ⁴	2003–04 SASS non-charter public schools with LMC (LMC file) ⁵	2003–04 SASS as a percent-age of 1999–2000 SASS ⁶	SASS non-charter public schools with and without an LMC (school file) ⁷	SASS non-charter public schools with and without an LMC (LMC file) ⁸		
Community type										
Central city	†	2,498	†	†	17,721	†	20,164	20,219		
Urban fringe/large town	†	3,626	†	†	35,963	†	39,560	39,589		
Rural/small town	†	2,445	†	†	23,635	†	26,210	26,080		
BIA-funded schools only ¹⁰	24	14	58.3	153	148	96.7	162	162		

† Not applicable.

Rounds to zero.

¹ Schools and Staffing Survey (SASS), “Public School Library Media Center Data File,” 1999–2000 (Final Library Weight); *The Status of Public and Private Library Media Centers in the United States: 1999–2000* (NCES 2004-313), Table 1a, Column 1 minus Column 2.

² Schools and Staffing Survey (SASS), “Public School Library Media Center Data File,” 2003–04 (LMC Indicator, Final Library Weight).

³ Column 2 / Column 1.

⁴ Schools and Staffing Survey (SASS), “Public School Library Media Center Data File,” 1999–2000 (Final Library Weight); *Status of Public and Private Library Media Centers in the United States: 1999–2000* (NCES 2004-313), Table 1a, Column 2.

⁵ Schools and Staffing Survey (SASS), “Public School Library Media Center Data File,” 2003–04 (LMC Indicator, Final Library Weight).

⁶ Column 5 / Column 4.

⁷ Schools and Staffing Survey (SASS), “Public School Data File,” 2003–04 (Final School Weight).

⁸ Column 2 + Column 5.

⁹ MSA refers to Metropolitan Statistical Area.

¹⁰ BIA refers to the Bureau of Indian Affairs.

NOTE: For the 1999–2000 SASS, public charter schools did not receive a separate school library media center questionnaire, so estimates for public charter library media centers are not comparable between the 1999–2000 and 2003–04 SASS. There is no “universe survey” that is used as the frame for school library media centers, so data from the previous SASS are used as the comparison. BIA-funded schools are not included in the total. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Library Media Center Survey,” 1999–2000; Schools and Staffing Survey (SASS), “Public School Library Media Center Survey and Public School Data Files,” 2003–04; *The Status of Public and Private Library Media Centers in the United States: 1999–2000*, Schools and Staffing Survey (SASS), “Public School Library Media Center Questionnaire,” 1999–2000, and “SASS 1999–2000 Schools Without Libraries Restricted-Use Data File,” September 2003.

Response Variance

A reinterview study has been conducted for each SASS administration. Reinterview programs are typically designed to evaluate fieldwork and/or estimate error components, such as simple response variance and response bias, in a survey model (Forsman and Schreiner, pp. 279–301). The purpose of the SASS reinterview programs was to estimate simple response variance; that is, to measure the consistency in response between the original survey and the reinterview (reliability of the data) for certain questions considered critical to the survey or suspected to be problematic. High response variance (i.e.,

inconsistency) indicates there is a problem with the design of the question or the nature of the data being collected. It also can often indicate the presence of bias in the data. However, while reinterview studies allow the detection of problems in the questions, they usually cannot identify causes of response error or correct the problems. The 2003–04 SASS reinterview program consisted of administering reinterview questionnaires that consisted of a subset of questions from the original questionnaires. There were four reinterview questionnaires: the Principal Reinterview Questionnaire (for private and public school principals), the School Reinterview Questionnaire (for private and public schools), the Private School Teacher Reinterview Questionnaire, and the Public School Teacher Reinterview Questionnaire.

This section summarizes material from the full report contained in “Appendix S. Response Variance in the 2003–04 Schools and Staffing Survey.”

Content of Reinterview Questionnaires

There were 17 questions evaluated from the Principal Reinterview Questionnaire for private school principals, and 20 questions evaluated from the Principal Reinterview Questionnaire for public school principals. The topics included experience, training, and working conditions; teacher and school performance; school climate and safety; parent or guardian involvement; and demographic information.

There were 20 questions evaluated from the School Reinterview Questionnaire for private schools, and 38 questions evaluated from the School Reinterview Questionnaire for public schools. The topics included general information, staffing, and special programs and services.

There were 24 questions evaluated from the Private School Teacher Reinterview Questionnaire for private school teachers, and 26 questions evaluated from the Public School Teacher Reinterview Questionnaire for public school teachers. The topics included general information; class organization; educational background; certification and training; professional development; resources and assessments of students; and working conditions.

Reinterview Procedures

The sample included the cases selected for reinterview where Census Bureau clerical staff received a completed original questionnaire from the respondent. Then, staff mailed out the appropriate reinterview questionnaires with a letter explaining the purpose of the reinterview to the respondents. The respondents completed the reinterview questionnaires (self-administered) and then mailed the questionnaires back to the Census Bureau in the provided envelopes.

Reinterview Sample Design

The reinterview sample for each of the SASS surveys was a random subsample of that survey’s full sample. The sample size was designed to obtain a certain number of completed interviews. The cases selected for reinterview included 686 cases for private school principals and private schools, 1,951 cases for public school principals and public schools, 1,375 cases for private school teachers, and 2,758 for public school teachers.

Reinterview Response Rates

There were 278 Principal Reinterview Questionnaires completed for private school principals, for a reinterview response rate of 61 percent, and 1,055 completed for public school principals, for a reinterview response rate of 68 percent (table 56). There were 244 School Reinterview Questionnaires

completed for private schools, for a reinterview response rate of 53 percent, and 667 completed for public schools, for a reinterview response rate of 43 percent. There were 304 completed Private Teacher Reinterview Questionnaires, for a reinterview response rate of 61 percent, and 763 completed Public Teacher Reinterview Questionnaires, for a reinterview response rate of 58 percent.

Table 56. Reinterview response rates, by school type and respondent: 2003–04

Respondent	School type	Number completed	Response rate (percent)
Principal	Private	278	61
Principal	Public	1,055	68
School	Private	244	53
School	Public	667	43
Teacher	Private	304	61
Teacher	Public	763	58

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Measures

The response error reinterview model assumed that the reinterview was an independent replication of the original interview. The reinterview data was weighted to reflect the sample design and to obtain an unbiased estimate.

The index of inconsistency and the gross difference rate were the principal measures of response variance in the categorical data. The index of inconsistency was the principal measure of response variance in continuous data.

The net difference rate (NDR) indicated how well the reinterview met the model assumptions for categorical data. The McNemar Test for the Yes/No questions tested whether the NDR is significant. The Hui-Walter Method was used to calculate the index for the Yes/No questions if the NDR was found to be significant. The Bowker Test is an extension of the McNemar Test and was used for questions that had multiple categories. For the quantitative questions the mean difference between the paired responses was tested to see if it was significantly different from zero. This test provided information analogous to the NDR.

For the questions with high indexes, logistic regression was used to test a model for inconsistency with explanatory variables gender, age, race, and ethnicity for the principals and teachers. The data were not distributed properly for logistic regression to be appropriate for the categorical questions. The logistic regression was used for the quantitative questions where the *t* test did not fail.

In some cases where questions in the 2003–04 SASS were asked in previous administrations of SASS, the 1999–2000 reinterview results were given for the comparison.

Major Findings

Of the 17 questions evaluated from the Principal Reinterview Questionnaire for private school principals, 41 percent displayed high response variance, suggesting poor reliability. Response variance was moderate for 47 percent of the questions analyzed and low for 12 percent. The attitudinal questions (6 of them) had high response variance. If attitudinal questions were excluded for private school principals, then 9 percent

of the 11 questions had high response variance, 73 percent had moderate variance, and 18 percent had low variance.

Of the 20 questions evaluated from the Principal Reinterview Questionnaire for public school principals, 65 percent displayed high response variance, suggesting poor reliability. Response variance was moderate for 30 percent of the questions analyzed and low for 5 percent. The attitudinal questions (5 of them) had high response variance. If attitudinal questions were excluded for public school principals, then 53 percent of the 15 questions had high response variance, 40 percent had moderate variance, and 7 percent had low variance.

Of the 20 questions evaluated from the School Reinterview Questionnaire for private schools, 5 percent displayed high response variance, suggesting poor reliability. Response variance was moderate for 15 percent of the questions analyzed and low for 80 percent.

Of the 38 questions evaluated from the School Reinterview Questionnaire for public schools, 18 percent displayed high response variance, suggesting poor reliability. Response variance was moderate for 32 percent of the questions analyzed and low for 50 percent.

For private school teachers, 25 percent of the 24 questions from the Private Teacher Reinterview Questionnaire displayed high response variance, suggesting problems with reliability. There was moderate response variance for 29 percent of the questions analyzed and low response variance for 46 percent. There was one attitudinal question that had high response variance. If attitudinal question was excluded for private school teachers, then 22 percent of the 23 questions had high response variance, 30 percent had moderate variance, and 48 percent had low variance.

For public school teachers, 19 percent of the 26 questions from the Public Teacher Reinterview Questionnaire displayed high response variance, suggesting problems with reliability. There was moderate response variance for 46 percent of the questions analyzed and low response variance for 35 percent. There was one attitudinal question that had high response variance. If attitudinal question was excluded for public teachers, then 16 percent of the 25 questions had high response variance, 48 percent had moderate variance, and 36 percent had low variance.

Chapter 11. Information on Data Files and Merging Components

The Schools and Staffing Survey (SASS) is composed of nine survey questionnaires: the School District Questionnaire, School Questionnaire, Private School Questionnaire, Unified School Questionnaire, Principal Questionnaire, Private School Principal Questionnaire, Teacher Questionnaire, Private School Teacher Questionnaire, and Library Media Center Questionnaire. The Unified School Questionnaire was given to schools that function independently from regular school districts or are the only school within a regular school district. This included Bureau of Indian Affairs (BIA) funded schools, public charter schools that were not operated within a public school district or managing entity, traditional public schools that were single-school districts, and state-run schools such as schools for the blind. (See chapter 5 for details.) These nine questionnaires were transformed into 12 data files that separate each type of respondent into three sectors: public, private, and BIA-funded. Private school library media centers were not given a questionnaire to complete, due to budget reasons; therefore, there is no private school library media center data file. The table below identifies each data file and the questionnaire data used to build the file.

Table 57. Names of data files and the questionnaires from which the data were drawn: 2003–04

Data file	Questionnaire source
Public School District	School District Questionnaire, Unified School Questionnaire
Public School	School Questionnaire, Unified School Questionnaire
Private School	Private School Questionnaire
BIA School ¹	Unified School Questionnaire
Public School Principal	Principal Questionnaire
Private School Principal	Private School Principal Questionnaire
BIA School Principal ¹	Principal Questionnaire
Public School Teacher	Teacher Questionnaire
Private School Teacher	Private School Teacher Questionnaire
BIA School Teacher ¹	Teacher Questionnaire
Public School Library Media Center	Library Media Center Questionnaire
BIA School Library Media Center ¹	Library Media Center Questionnaire

¹ BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2003–04.

Availability of Data

SASS data are available as restricted-use data files in the form of an Electronic Codebook (ECB) and through an online Data Analysis System (DAS). Both restricted-use and public-use data include confidentiality edits, which add “noise” to the data in order to make the identification of respondents in published data less certain. (See the section below on “Confidentiality Edits to the Data.”) Access to the restricted-use data files is limited to individuals associated with organizations that have received a license to use SASS data, while the DAS is available to the public. How to receive a restricted-use license is discussed in the next section.

Restricted-use data are accessed through an ECB, which is a searchable codebook, or data dictionary, on a CD-ROM that produces data files as specified by the user. Data are restricted-use because they contain individually identifiable information, which is confidential and protected by law. While direct identifiers, such as the respondent's name, are not included on the data files, the restricted-use data files do feature more variables that can indirectly identify a respondent or that can be used to link SASS with Common Core of Data (CCD) or other data files, which could provide the name of the school and lead to the identification of individual respondents.

The National Center for Education Statistics (NCES) uses the term “public-use data” for survey data when the individually identifiable variables and data have been removed, recoded to collapse the number of categories, or perturbed to protect the confidentiality of survey respondents. The DAS constitutes public-use data. The DAS system will be available online and will produce survey results in tables on demand for the general public.

The 2003–04 SASS data are released in accordance with the provisions of the amended National Education Statistics Act of 1994 (20 U.S.C. 9017), as amended, the Privacy Act of 1974, the Computer Security Act of 1987, and the U.S. Patriot Act of 2001. Under the provisions of Section 183 of the Education Sciences Reform Act of 2002, Public Law 107–279 (20 U.S.C. 9873), NCES is responsible for protecting the confidentiality of individual respondents and releases data (CD-ROMs) for statistical purposes only. Record matching or deductive disclosure by any user is prohibited by federal law.

How to Get Restricted-Use Data Files

Researchers who can demonstrate a need for more detailed information may request access to the restricted-use datasets for statistical research purposes, provided that they follow computer security requirements and fill out an Affidavit of Nondisclosure.

Researchers requesting access to the restricted-use datasets must obtain a license to use those data by providing the following information:

- the title of the survey(s) to which access is desired;
- a detailed discussion of the statistical research project that necessitates accessing the NCES survey;
- the name of the principal project officer at the institution who will be heading up the research effort and who will enforce the legal provisions of the license agreement;
- the number, name(s), and job title(s) of professional and technical staff, including graduate students, who will be accessing the survey dataset; and
- the estimated loan period necessary for accessing the NCES survey dataset.

Return all of the above information to

NCES Data Security Office
Department of Education/NCES/ODC/SSP
1990 K Street NW
Room 9061
Washington, DC 20006

All of these procedures are detailed in the *NCES Restricted-Use Data Procedures Manual*, available for download at <http://nces.ed.gov/statprog/rudman>.

After the access request has been reviewed, the requestor will be informed whether a license to use the restricted data has been approved.

Requestors and/or institutions that violate the agreement are subject to a fine of not more than \$250,000 (under the provisions of 18 U.S.C. 3559 and 3571) or imprisonment for not more than 5 years, or both. The confidentiality provisions that NCES must follow by law can be found at <http://nces.ed.gov/statprog>.

How to Access Public-Use Data

The public-use version of the teacher (public and private) and school (public and private) data files will be available through an online Data Analysis System (DAS) in early 2007. The DAS permits the user to create crosstabulations and standard errors. The user is not able to link datasets. While the user may recode variables in the DAS, many continuous variables have been recoded into created variables to facilitate the use of the DAS.

All NCES public-use data files can be accessed at no cost from the NCES website. At the time of publication, the DAS for this set of surveys was in development. It will be accessible on the NCES website for SASS at <http://nces.ed.gov/surveys/sass/>.

Understanding the Data Files

Confidentiality Edits to the Data

The restricted-use data files, which are also the source for data accessed through the DAS, have been altered according to NCES standards. Known as confidentiality edits, “noise” was added to the data in order to make the identification of respondents in published data less certain. These edits directly alter some data for individual respondents, but preserve the overall distributions and level of detail in all variables included on the data file. There are several ways in which the data can be altered, including blanking and imputing for randomly selected records; blurring (e.g., combining multiple records through some averaging process into a single record); adding random noise; and data swapping or switching (e.g., switching the variable for age from a predetermined pair of individuals). All 12 restricted-use data files were altered through one or more of these methods.

Treatment of Public Charter Schools and BIA-Funded Schools

Public charter schools were first included in the 1999–2000 administration of SASS. At that time, the number of public charter schools was small enough that all known to be operational in 1998–99 and still operating in 1999–2000 were surveyed. The number of public charter schools has continued to grow, making it more feasible to sample public charter schools. A sample of 303 public charter schools was selected for SASS. (See chapter 4 for details.) Data from these respondents were included in the public sector data files. The variable CHARFLAG, which identifies whether or not the public school is a traditional public school or a public charter school, can be used for separately analyzing public charter data.

Public charter schools received either the Unified School Questionnaire or the School Questionnaire, depending upon whether or not the school was associated with a regular school district as defined by CCD. When a public charter school was selected, the sample file (CCD) had information about whether the public charter was part of a regular school district or was under the authority of a chartering agency. Public charter schools operating under the jurisdiction of a district followed the procedure for traditional public schools. Public charter schools that were their own school district or that were under another type

of chartering agency filled out the Unified School Questionnaire, which included district items (e.g., data on salary schedules and hiring policies).

All schools funded by BIA were given the Unified School Questionnaire. The variable BIAFLAG identifies whether or not a school is BIA-funded. These schools were placed on separate data files that only include BIA-funded school-related components. Public schools with a high American Indian student enrollment (defined as at least 19.5 percent of the total enrollment) were oversampled for SASS. (See chapter 4 for details.) These cases were included on the public sector data files.

There were instances when schools did not fit exclusively into the categories of traditional public, public charter, or BIA-funded schools. In these instances, the following priority for determining school sector was applied:

- schools included on the BIA Directory of schools were categorized as BIA-funded schools and included on the BIA data files; and
- schools that were on the BIA Directory of schools but also indicated that they were charter schools were categorized as BIA-funded schools and included on the BIA data files.

In addition, how a school was classified on CCD (as public, public charter, or BIA) may not match how the school classified itself on the questionnaire. The following decisions were made to assign the school's sector:

- schools that were classified as public charter schools on CCD but did not claim charter school status on the questionnaire were categorized as traditional public schools;
- schools that were classified as public schools on CCD but claimed to be charter schools on the questionnaire were categorized as public charter schools;
- schools were not asked on the questionnaire whether or not they were funded by BIA; there were no inconsistencies with the school's sector as it was assigned on the sampling frame or on the data files.

Categories of Variables

Variables on SASS data files were organized into the following five categories on each record layout: frame, survey, created, weighting, and imputation flag variables. Each of these categories was further separated into subcategories that provide more detail on each variable's source. The purpose of these categories is to help the user better understand what types of variables are included on the data files and what the sources were for the variables.

Variables were classified as frame variables if they were drawn from or based on the SASS sampling frame, CCD, or the Private School Universe Survey (PSS). Frame variables may or may not have been used for sampling. (See chapter 4 for details on sampling variables.) There are four types of frame variables, or subcategories, identifying the source of each frame variable: 2001–02 CCD or PSS, SASS frame, 2003–04 CCD or PSS, or CAPI. The CAPI instrument was used in the field by field representatives to verify school information and determine whether schools were in-scope or out-of-scope. (See chapter 5 for more details.) Only one variable, the school's physical address ZIP code (SC_ZIP), was used from the CAPI on the private school data file. This is because the private school sampling frame did not include the physical address ZIP code for the school. Selected variables from these sources were included on the data file if they provided potentially valuable information to the user that was not available from the survey itself. Examples of frame variables include the respondent's control, or identification, number (i.e., CNTLNUMS for schools, CNTLNUMT for teachers,

CNTLNUMD for districts, CNTLNUMP for principals, and CNTLNUML for school library media centers) and locale codes (i.e., SLOCP_99, SLOCP_03, and URBANS03 on the school data files). The frame variables are listed in “Appendix T. Frame and Created Variables.”

Survey variables are the actual variables drawn from the questionnaire responses. Each item on a questionnaire has a small number printed to the left. This series of numbers is the source code. A single letter was added to the beginning of the series to signify which type of respondent (i.e., district, school, principal, teacher, or school library media center) is associated with a source code. Consequently, the letter “D” was added for district, “S” for school, “A” for principal or administrator, “T” for teacher, and “M” was added for school library media center. For example, on the School District Questionnaire, item 1a has the source code 0035 printed to the left. On the data file, the source code for this item is D0035.

Created variables are based on survey variables, frame variables, other created variables, or a combination of these. These variables are frequently used in NCES publications and have been added to the data files to facilitate data analysis. The code used to create these variables can be found in the description of each variable in the Codebook Window of the restricted-use Electronic Codebook. There are two subcategories for created variables based on whether the data used to create the variable are on the same data file.

Created variables labeled as being “within” a file are based on data found on the same data file. For example, the variable TEALEV on the teacher data files identifies whether a teacher teaches primary, middle, or high school grade levels, or a combination of grade levels. It is built from the individual grades that the teacher indicated he or she teaches on the Teacher or Private School Teacher Questionnaire; consequently, the created variable is located on the same data file from which the source data are drawn. A created variable labeled as being “other” is on one data file but based on data from a different data file. “Other” created variables are typically based on the school or public school district data files and then placed on the teacher, principal, or school library media center data files as a convenience to the user. For example, the variable SCHLEVEL, which identifies whether a school is an elementary, secondary, or combined school, is considered an “other” created variable on the principal, teacher, and school library media center data files. This is because the individual grade levels used to build this variable were reported by the school and are located on the school data files. The created variables are listed in “Appendix T. Frame and Created Variables.”

There are two types of weighting variables on each data file. (For more information on weighting and standard errors, see chapter 9.) The first is the sampling weight, or final weight for the respondent, and the second includes the 88 replicate weights. The final weight adjusts for nonresponse and oversampling and is used so that estimates represent the population rather than simply the sample. The replicate weights are used as a set to generate standard errors for estimates. On the school data files, the final weight is called SFNLWGT and the replicate weights are SREPWT1 through SREPWT88.

The imputation flags identify whether or not a survey item was imputed for missing data (as discussed in more detail in chapter 8) or whether a created variable was imputed because of a nonresponding school or district. In addition, there is one frame variable, SLOCP_03, that has a corresponding imputation flag (FL_SLC03) on all public sector files, except the public school district data file. This variable and its flag were pulled directly from the 2003–04 CCD. No other frame variable has a corresponding imputation flag. All survey variables have a corresponding imputation flag that indicates whether a value was imputed and, if so, what method was used. All survey imputation flags begin with “F_” and are followed by the name of the variable. For example, the imputation flag for T0026 from the teacher data files is F_T0026. Certain created variables were also given imputation flags. These created variables were built with data from either the public school district or school data files and placed on the teacher, principal, or school library media center data files. However, if the public school district or school failed to respond to SASS, data would not be available to place on other data files. These data were imputed using data from the sampling frame, if available, or imputed by hand. The imputation flag for these created variables indicates whether or not the school or public school district failed to respond to SASS and, if so, then

what type of imputation was used as the source for the data. All created variable imputation flags begin with “FL_” and are followed by at least the beginning of the name of the created variable. For example, the variable ENRK12UG comes from the school data file and provides the total K–12 and ungraded enrollment in the school. It is placed on each school’s associated principal, teacher, and school library media center data files. If the school did not respond to SASS, data are still present for this variable on the other data files. The variable’s imputation flag is called FL_ENRK.

Nonresponding Units

As described in chapter 4 on sampling selection, the school is the primary sampling unit. For each sampled school, the principal, selected teachers, the school library media center, and the public school district, if applicable, were included in SASS. Not all of these types of respondents chose to participate in SASS. Consequently, it is possible to have several teacher records but no corresponding school record, because the school did not complete a school questionnaire. Similarly, the public school district could have agreed to participate in SASS but failed to complete the questionnaire, resulting in having completed questionnaires for schools and principals but no corresponding public school district data. Table 58 below identifies the number of cases that have a corresponding unit that did not respond. This information is particularly useful for identifying how many cases are missing when merging data files.

Table 58. Number of missing cases in combined datasets, by nonresponding component and dataset providing unit of analysis: 2003–04

Unit of analysis	Observations	Nonresponding public component			
		Public school districts	Principals	Schools	School library media centers
Public school principal	8,143	1,288	†	407	1,249
Public school	7,991	1,221	255	†	1,213
Public school teacher	43,244	6,637	2,166	2,965	5,607
Public school library media center	7,229	1,126	335	451	†
Unit of analysis	Observations	Nonresponding private component			
		† ¹	Principals	Schools	† ¹
Private school principal	2,376	†	†	88	†
Private school	2,456	†	168	†	†
Private school teacher	7,979	†	509	475	†
Unit of analysis	Observations	Nonresponding BIA-funded component ²			
		† ³	Principals	Schools	School library media centers
BIA-funded school principal ²	146	†	†	5	24
BIA-funded school ²	145	†	4	†	23
BIA-funded school teacher ²	624	†	21	30	81
BIA-funded school library media center ²	124	†	2	2	†

† Not applicable.

¹ Private schools did not receive the School District Questionnaire or the School Library Media Center Questionnaire.

² BIA refers to the Bureau of Indian Affairs.

³ BIA-funded schools did not receive the School District Questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2003–04.


```

by CNTLNUMS;
if a=1;                               /* keep all dataset1 records and only matching
                                         dataset2 records */
run;

```

Merging the Restricted-use Public School District Data File with Other Public Sector Data Files

There are two ways to merge the public school district data file with other public sector data files. The first is with the district's control number (CNTLNUMD). This variable is included on the public school district data file as well as the public school data file. The sample code provided above is correct, except that the merging variable will be CNTLNUMD.

The second method is by parsing out the first five digits of the district's and the school's control number. Users will need to use this method if the school did not respond to SASS. The first five digits of CNTLNUMS and CNTLNUMD are identical, so users can create a new variable using a substring of these control numbers and merge the data files by the new variable name. The SAS syntax provided below illustrates how to merge the public school district data file with other data files using a substring. Please note that the data files being merged must be sorted by the variable listed in the "by" statement prior to performing the merge.

```

data workfilename1;
set school_or_principal_or_teacherdatafile;
newvariablename = substr (CNTLNUMS,1,5);
run;
proc sort;
by newvariablename;
run;
data workfilename2;
set districtdatafile;
newvariablename = substr (CNTLNUMD,1, 5);
run;
proc sort;
by newvariablename;
run;
data mergedfilename;
merge workfilename1 workfilename2; /* no unit of analysis file is identified, so all
                                         records from both files will remain */
by newvariablename;
run;

```

Attaching Value Labels to Variables Extracted from the Electronic Codebook (ECB)

While the formatting syntax is provided, it is up to the user to call up the labels. There are three primary ways to accomplish this.

First, value labels for each variable can be reviewed within the ECB. When variables are extracted from the ECB there is a box on the right-hand side of the pop-up window that requests the creation of a codebook. Check this box in order to have the ECB create a text file with the codebook information for all extracted variables. Then within this text file use the find function to locate the variable and determine the value labels.

Second, labels may be manually attached using the PROC step in SAS. To do this, review the syntax created from the extraction process to determine the value label name associated with each variable. In general, the Format name drops the last digit or letter in the variable name and adds the letter “F” at the end. There are exceptions to this rule.

For example, the appropriate SAS syntax for a PROC FREQ is

```
proc freq;
format varname formatname.;
tables varname;
run;
```

A third method is to create a permanent value label library in SAS. This requires users to manipulate the SAS syntax generated from the extraction. To begin, users need to create a permanent library for the value formats that includes all of the value formats they would like to keep. The SAS syntax is as follows:

```
libname library 'C:\librarypath';          /* assigns format library, libname must be
                                           "library" */

proc format library=library;              /* creates permanent formats in the directory
                                           specified in library libname statement */

[List all of the value formats here]
VALUE   URBANIF
  1 = "Large or mid-size central city"
  2 = "Urban fringe of large or mid-size city"
  3 = "Small town/rural"
;
VALUE   VIOLPRF
  0 = "School does not have a violence prevention program"
  1 = "School has a violence prevention program but no formal procedure for assessing its
      effectiveness"
  2 = "School has a violence prevention program and a formal procedure for assessing its
      effectiveness";
```

The above syntax is written before the user’s first data step and set statements. Within the data step programming that follows, the following format commands must be included:

```
FORMAT varname valuenname.;
```

A complete list of variables and their assigned formats can be found in the ECB under the ECB’s Documentation/Supplemental Materials label, in the table, “SASS Format Names for the SAS Programming Language.”

Sample SPSS Syntax for Merging Data Files Within SASS

NOTE: Both data files being merged must be sorted by the variable listed in the “by” statement prior to performing the merge. In SPSS, value labels are attached automatically during the extraction process. Words in italics are meant to be replaced by meaningful file or variable names.

Merging Data Files Using the School Control Number (CNTLNUMS)

When merging any of the school, principal, teacher, or school library media center data files together for a given school, the school's control number, CNTLNUMS, is used to merge data files. The SPSS syntax is provided below.

```

get file = 'dataset1.sav';
sort cases by CNTLNUMS(A);
save outfile = 'dataset1.sav';
get file = 'dataset2.sav';
sort cases by CNTLNUMS(A);
save outfile = 'dataset2.sav';
match files file = 'dataset1.sav'
      /table 'dataset2'
      /by CNTLNUMS;
save outfile = 'mergeddatafile.sav';

```

Merging the Public School District Data File with Other Public Sector Data Files

There are two ways to merge the public school district data file with other public sector data files. The first is with the district's control number (CNTLNUMD). This variable is included on the public school district data file as well as the public school data file. The sample code provided above is correct, except that the merging variable will be CNTLNUMD.

The second method is by parsing out the first five digits of the district's and the school's control number. Users will need to use this method if the school did not respond to SASS. The first five digits of CNTLNUMS and CNTLNUMD are identical, so users can create a new variable using a substring of these control numbers and merge the data files by the new variable name. The SPSS syntax provided below illustrates how to merge the public school district data file with other data files using a substring. Please note that the data files being merged must be sorted by the variable listed in the "by" statement prior to performing the merge. In addition, including "(a5)" for the substring specifies the new variable as a five-character alphanumeric variable.

```

get file = 'school_or_principal_or_teacher_or_librarydatafile.sav';
string newvariablename (a5);
compute newvariablename = substr(CNTLNUMS,1,5);
sort cases by newvariablename;
save outfile = 'temporarydatafile.sav';
get file = 'districtdatafile.sav';
string newvariablename (a5);
compute newvariablename = substr(CNTLNUMD,1,5);
sort cases by newvariablename;
save outfile = 'temporarydistrictdatafile.sav';
match files file = 'temporarydatafile.sav'
      /table 'temporarydistrictdatafile'
      /by newvariablename;
save outfile = 'mergeddatafile.sav';

```

Sample Stata Syntax for Merging Data Files Within SASS

Merging Restricted-use Data Files Using the School Control Number (CNTLNUMS)

When merging any of the school, principal, teacher, or school library media center data files together for a given school, the school's control number, CNTLNUMS, is used to merge data files. The Stata syntax is provided below. Notice that both data files being merged must be sorted by the school control number prior to performing the merge. Words in italics are meant to be replaced by meaningful file or variable names.

```
use dataset1
sort CNTLNUMS
save dataset1, replace
use dataset2
sort CNTLNUMS
save dataset2, replace
merge CNTLNUMS using dataset1
```

Merging the Restricted-use Public School District Data File with Other Public Sector Data Files

There are two ways to merge the public school district data file with other public sector data files. The first is with the district's control number (CNTLNUMD). This variable is included on the public school district data file as well as the public school data file. The sample code provided above is correct, except that the merging variable will be CNTLNUMD. However, since CNTLNUMD is not included on the principal, teacher, or school library media center data file, merging the public school district data file with these data files requires a different approach. Users will also need to use this method if the school did not respond to SASS.

The second method parses out the first five digits of the district's and the school's control number. The first five digits of CNTLNUMS and CNTLNUMD are identical, so users can create a new variable using a substring of these control numbers and merge the data files by the new variable name. The Stata syntax provided below illustrates how to merge the public school district data file with other data files using a substring. Please note that the data files being merged must be sorted by the variable listed in the "sort" statement prior to performing the merge. Users may need to increase memory before beginning the merge.

```
use districtfile
generate newvariablename = substr(CNTLNUMD,1,5)
sort newvariablename
save tempdistrictfile, replace
use school_or_principal_or_teacher_or_libraryfile
generate newvariablename = substr(CNTLNUMS,1,5)
sort newvariablename
save tempschool_or_principal_or_teacher_or_libraryfile, replace
merge newvariablename using tempdistrictfile
drop if _merge = 2
save mergedfile, replace
```

Unless specified, the default name of the merge variable created during the merging of files is `_merge`. The variable `_merge` identifies the various categories of data in a one-to-one merge. For example, if users merge the public school district ("using" data file) file onto the principal file ("master" data file):

- `_merge= =1` observations from principal data file, no public school district data added (occurs with district nonresponse)
- `_merge= =2` observations from only public school district data file (e.g., district responded, but there is no principal from that district)
- `_merge= =3` observations from public school district and principal data files

By dropping the `_merge= =2` observations, the merged data file will contain only principals, regardless of whether their district responded. No observations will remain when a district responded without a principal.

Chapter 12. User Notes and Cautions

The following notes cover the created variable for percent minority enrollment (MINENR), Title I data in Bureau of Indian Affairs (BIA) funded schools, data anomalies in created variables, the effect of missing data across files, the locale codes used on the 2003–04 Schools and Staffing Survey (SASS), departmentalized and elementary enrichment teachers with no reported classes, and the existence of leading spaces on certain character variables in extracted SPSS files.

Users may also be interested in examining the crosswalk of variables contained in “Appendix U. Crosswalk Among Items in the 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04 SASS.” This appendix has crosswalks for each SASS questionnaire as well as four crosswalks that compare similarities and differences across the 2003–04 SASS questionnaires given to each type of respondent (i.e., district, principal, school, or teacher). “Appendix V. Main Teaching Assignment Variable” may also be of interest. It contains a crosswalk that outlines how the changes in teaching assignment fields from the 1999–2000 SASS to the 2003–04 SASS were grouped to produce the main teacher assignment variable (ASSIGN03).

Percent Minority Enrollment (MINENR)

This created variable is based on data from the school questionnaires and is placed on the principal, teacher, and school library media center data files. In cases where a sampled school did not respond to the SASS school questionnaire (i.e., unit nonresponse), this variable was created based on data from the Common Core of Data (CCD—for public and public charter schools only) for 2001–02, which is the frame year. For about 400 records, the data that were pulled from the frame dataset onto the SASS principal, teacher, or school library media center file resulted in minority enrollment percentages that exceeded 100 percent. This occurred because data on total minority enrollment exceeded the data for total enrollment on CCD. These data were not edited to the same level of consistency that the SASS questionnaire variables received. Consequently, MINENR was edited so as not to exceed 100 percent; these cases have a value of 3 for the corresponding imputation flag variable (FL_MINEN). This affects 351 public school teachers, 73 public school principals, and 65 public school library media centers.

Title I Data in Bureau of Indian Affairs (BIA) Funded Schools

Some data checks for reasonableness do not require exact correspondence between the frame year and the SASS data collection year. One such case is that for the BIA-funded schools, where the Common Core of Data (CCD) data indicated that 100 percent were receiving Title I schoolwide funding in 2002–03. Schoolwide funding does not pay for particular teachers or services, but serves the school overall; eligible schools must have at least 40 percent of the students’ families fall below the poverty threshold. In the 2003–04 SASS, only about 14.5 percent of the BIA-funded schools reported receiving Title I funding. This could be due to respondent error. Since BIA-funded schools already receive their funding from federal programs, at the school level, the respondents may not realize that Title I funds had also been received. The CCD information on Title I funding for BIA-funded schools comes directly from the Bureau of Indian Affairs. Upon reviewing the reported data and noting the inconsistency with the CCD data, all of the Title I related variables, S0635 through S0656, were deleted from the BIA school data file. These are the only items removed from any of the 2003–04 SASS data files.

Data Anomalies in Created Variables

Consistency edits were not always performed on created variables, which may result in some data anomalies. As one example, nine private schools reported a higher number of K–12 students participated in the free and reduced-price lunch program (S0634) than were enrolled in those grades (S0422). The created variable NSLAPP_S, which measures the percentage of K–12 students participating in the National School Lunch Program, was truncated to 100 percent for these nine cases.

Missing Data Can Cause Inconsistencies Across Files

Consistency edits are applied to survey items for each questionnaire, but there are some cases in which the inconsistencies cannot be resolved. For example, on the private school teacher data file, if the school did not respond to the 2003–04 SASS, but one or more teachers did respond, the school’s program type (PGMTYPE), typology (TYPOLOGY), affiliation (AFF_99), affiliation stratum (STRATA), and religious classification (RELIG) may have inconsistent data. When the school questionnaire is not filled out, assumptions are made about which type of school it is in order to put that information on the principal, teacher, or school library media center data file. It is assumed that the sampling frame information is correct.

Locale Codes Based on 1990 and 2000 Census Geography

The locale codes that exist on the 2003–04 SASS data files are based upon the geographic concepts used in the 1990 and 2000 Decennial Censuses. (SLOCP_99 uses the 1990 Census metropolitan areas, and SLOCP_03 and URBANS03 use the 2000 Census metropolitan areas.) That is, while the district classifications reported in the locale codes are based on the Census Bureau’s annual update, the specific categories reported in the 2003–04 SASS and how these categories are defined are based, respectively, upon the 1990 or 2000 set of definitions for central city, urban fringe of large or medium-sized central city, large or small town, and rural areas either inside a metropolitan area or outside a metropolitan area.

Over time, how metropolitan and nonmetropolitan areas are defined has evolved. The 1990 Decennial Census geographic areas were based upon countywide definitions of metropolitan or nonmetropolitan areas. By the 2000 Census, urban and rural classifications were based on a subcounty level. In 2003, the Office of Management and Budget changed the terminology, replacing “central city” with “principal city” and “Standardized Metropolitan Statistical Area” (SMSA) with “Core-based Statistical Area” (CBSA). However, these newer terms and locale codes could not be used in the 2003–04 SASS because the 2003 geographic classification of schools or school districts had not been completely implemented into the Common Core of Data (CCD) or the Private School Universe Survey (PSS), which serve as the sampling frames for SASS, by the time the 2003–04 SASS data were being processed. Since then, the 2003–04 CCD and 2003–04 PSS have incorporated a new set of 12-level locale codes.

Departmentalized and Elementary Enrichment Teachers With No Reported Classes (T0076)

On the 2003–04 SASS teacher data files (public, private, and BIA), respondents with departmentalized and elementary enrichment classes were asked to report the number of separate classes (or sections) they currently teach (Q18, T0076). For each class (or section), they were to provide detailed information on the subject, grade level, and enrollment of each class (Q19). Of all departmentalized and elementary enrichment teachers, a total of 26 teachers reported teaching no classes in question 18. No edit was done

on teachers reporting zero classes and question 18 was not imputed for any of the 26 teachers (F_T0076 = 0). Since all teachers in the SASS sample should be teaching in some capacity, this is an anomaly of which users should be aware. These teachers differ on a variety of characteristics, including sector, classroom organization, employment status, main assignment, teacher and school level, and urbanicity. For example, of the 26 teachers

- nineteen are departmentalized and seven are elementary enrichment; and
- twenty-one come from public schools, four from private schools, and one from a BIA-funded school.

These teachers have been included in analyses done by the National Center for Education Statistics (NCES). Researchers who choose to exclude them will produce slightly different estimates.

Leading Spaces on Character Variables

Several character variables on the 2003–04 SASS data files have been formatted with leading spaces: SC_NEID and the teacher grade-level codes (T0078, T0081, T0084, T0087, T0090, T0093, T0096, T0099, T0102, and T0105). This occurs only on the extracted SPSS files and not the SAS or Stata files. When using these variables to run an analysis in SPSS involving a restriction on the type of cases to include (e.g., “select if” or “filter by” statements), users will need to either enter the leading space(s) in the syntax or recode the variable(s) to remove the spaces. The following code demonstrates how to recode character variables with leading spaces.

The single character grade-level codes (1–9 and K) contain one leading space. The following sample code demonstrates how to recode these variables using T0078 as an example:

```
RECODE T0078 (' 1'='1') (' 2'='2') (' 3'='3') (' 4'='4') (' 5'='5') (' 6'='6') (' 7'='7') (' 8'='8') (' 9'='9')
(' K'='K')
```

Cases assigned a valid skip on SC_NEID contain 10 leading spaces before the -8 value. Use the following code to recode this variable:

```
RECODE SC_NEID ('          -8'='-8').
```

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Appendix A. Key Terms for SASS

The following terms are defined as they apply to the 2003–04 Schools and Staffing Survey (SASS).

Affiliation stratum. SASS uses 17 categories into which all private schools are divided based on religious or nonreligious orientation/affiliation. These categories are Catholic—Parochial, Catholic—Diocesan, Catholic—Private, Amish, Assembly of God, Baptist, Episcopal, Jewish, Lutheran Church—Missouri Synod, Wisconsin Evangelical Lutheran Synod, Mennonite, Pentecostal, Seventh-Day Adventist, Other Religious, Nonsectarian—Regular, Nonsectarian—Special Emphasis, and Nonsectarian—Special Education.

Base weight. This is the inverse of the probability of selection including all sampling, the inverse of the initial probability of selection (termed the initial basic weight), subsampling, or adjustments to the probability of selection due to schools determined to be splits or mergers during field operations. These adjustments to the initial probability of selection are called the sampling adjustment factor. The base weight is defined as the product of the initial basic weight and the sampling adjustment factor.

Capacity. The SASS questionnaires do not provide a definition for this term. A general definition is the number of students a building can accommodate without being considered overcrowded.

Certification. A license or certificate awarded to teachers either by the state or by another accrediting or certifying body to teach in a public or private school. The SASS surveys include five types of certification granted by the state: regular or standard state certification or advanced professional certificate; probationary certificate—issued after satisfying all requirements except the completion of a probationary period; provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”; temporary certification—requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained; and waiver or emergency certificate—issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching.

Common Core of Data (CCD). CCD is the Department of Education’s primary database on public elementary and secondary education in the United States. CCD is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts, and contains data that are designed to be comparable across all states. The objectives of CCD are twofold: first, to provide an official listing of public elementary and secondary schools and school districts in the nation, which can be used to select samples for other National Center for Education Statistics surveys; and second, to provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

Content area. This term is not defined in the SASS questionnaires. A general definition is a division or field of organized knowledge, such as English or mathematics.

Distance learning. The SASS School Library Media Center Questionnaire defines distance learning as programs in which lessons are taught via television, satellite, or computer network.

Education Longitudinal Study of 2002 (ELS). A longitudinal survey commissioned by the National Center for Education Statistics that is designed to monitor the transition of a national sample of young people as they progress from 10th grade through high school and on to postsecondary education and/or the world of work. ELS will follow the progress of a cohort of high school students over time with the goal of explaining how their earlier aspirations, achievement, and high school situation affect their postsecondary school lives.

Final weight. This is the product of the initial basic weight, sampling adjustment factor, separate adjustments for nonresponse at each stage of selection, and one or more stages of ratio adjustment to the frame or to independent sources. The final weight is used to produce weighted estimates from the survey data. See chapter 9 for details of the weighting procedure.

FIPS. FIPS stands for Federal Information Processing Standards and refers to a variety of codes for standardized reference. FIPS county and state codes are developed by the National Institute for Standards and Technology (NIST) as numeric identifiers for each county and state in the United States; state codes are listed in the codebooks, while the county codes may be looked up in NIST publications. (For more information go to www.nist.gov.)

Full-time equivalent (FTE). Full-time equivalent (FTE) quantifies school district and school staff positions in proportion to a full-time position. For example, if a full-time teacher works 35 hours per week in school district X, then a teacher who works 21 hours would have an FTE of 0.6 in that school district.

Free or reduced-price lunches. A federally funded program to aid schools in providing an adequate lunch at school. Schools are reimbursed to provide meals to students, either free or for a reduced price. See the description of the National School Lunch Program.

Individual Education Plan (IEP). An Individual Education Plan (IEP) is required for all students with an identified disability under the Individuals with Disabilities Education Act (IDEA). Each public school child who receives special education and related services must have an IEP. Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.

Initial basic weight. This is the inverse of the probability of selection from the initial sampling procedure. In contrast, the **base weight** is the inverse of the probability of selection covering all sampling, including any subsampling or adjustments to the probability of selection due to schools determined to be splits or mergers during field operations.

Librarian. A librarian is a school staff member whose main responsibility is taking care of the school's library.

Library expenditures. Expenditures for information resources are divided into five categories: books, video materials, CD-ROM titles, current subscriptions in any format, and electronic databases. The SASS School Library Media Center Questionnaire also asks for total expenditures for all information resources, which may be greater than the sum of the five categories. Other types of library expenditures may include a professional collection, computer hardware and other communications equipment, and other audio-visual equipment. Expenditures may vary greatly from one administration of SASS to the next, due to the receipt of grants or gifts by school library media centers.

Library media center. A library media center is an organized collection of printed, and/or audio-visual, and/or computer resources that (a) is administered as a unit, (b) is located in a designated place or places, and (c) makes resources and services available to students, teachers, and administrators. A library media center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

Library media specialist. A library media specialist is a school professional staff member who is state-certified in the field of library media.

Limited-English Proficiency. The SASS school questionnaires define limited-English-proficient (LEP) students as students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom. LEP students can be taught subject matter courses in a variety of methods such as using their native language; in English as a Second Language (ESL), bilingual, or immersion classes; and in English-only classrooms.

Local education agency (LEA). An LEA, or public school district, is a government agency that employs elementary or secondary teachers and is administratively responsible for providing public elementary or secondary instruction and educational support services. To be considered an LEA in SASS, the organization must be responsible for hiring and firing teachers and setting teacher salaries. Additionally, the organization should have a role in setting teacher and administrator professional development and training priorities.

Major or minor. A field of study in which an individual has taken substantial academic coursework, implying that the individual has substantial knowledge of the academic discipline or subject area.

Missing data. SASS is a fully imputed dataset. Consequently, the only survey items that lack responses are either those that are part of a skip pattern and should not have been answered by a particular respondent or write-in responses, which include data too specific to reasonably impute from another respondent's data. Data pulled from the frame (i.e., the Common Core of Data or the Private School Universe Survey) are not necessarily imputed for missing data. In these instances, a value of -9, indicating missing data, is provided for that variable.

National School Lunch Program. The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. School districts and independent schools that choose to take part in the lunch program receive cash subsidies and donated commodities from the U.S. Department of Agriculture for each meal they serve. In return, they must serve lunches that meet federal requirements, and they must offer free or reduced-price lunches to eligible children. School food authorities can also be reimbursed for snacks served to children through age 18 in afterschool educational or enrichment programs.

National School Lunch Program, Approved. To be approved for a free or reduced-price lunch, a student must meet the income eligibility requirements and must be enrolled in a school or district that participates in the National School Lunch Program. In addition, the student's family must fill out an enrollment form to apply for a free or a reduced-price lunch.

Private School Universe Survey (PSS). PSS is a biennial survey designed to collect data from all K–12 private schools in the 50 states and the District of Columbia. It is the universe from which the sample for the private school component of SASS is selected.

Salary schedule. The SASS questionnaires do not provide a definition. A general definition is a listing of teacher salary levels offered by the school or district on which a teacher’s salary is based. The schedule is often based on years of experience and degrees earned.

Sampling adjustment factor. In the weighting process for each SASS respondent, the sampling adjustment factor is applied to the initial basic weight to account for any additional circumstances affecting the probability of selection. The product of the initial basic weight and the sampling adjustment factor is the base weight. See the definitions for initial basic weight and base weight.

School. SASS defines a school slightly differently than the Common Core of Data (CCD). Both consider a school to be an institution or part of an institution that provides classroom instruction to students; has one or more teachers to provide instruction; serves students in one or more grades (1–12) or the ungraded equivalent; and is located in one or more buildings. It is possible for two or more schools to share the same building; in this case they are treated as different schools if they have different administrations (e.g., principals). It is with the definition of “administration” that SASS diverges slightly from the CCD definition of a school. For the purposes of SASS, the schools are separate if the grade ranges are autonomous from one another. For example, in a case of an elementary school where the principal reports to the high school principal who is also the district level superintendent, SASS would consider this one school, since the elementary school does not operate independently of the high school. CCD would consider these two schools since they have separate administrators.

School, alternative. Alternative schools serve students whose needs cannot be met in a regular, special education, or vocational school. They provide nontraditional education and may serve as an adjunct to a regular school. They fall outside of the categories of regular, special education, and vocational education, although they may provide similar services or curriculum. Some examples of alternative schools are those for potential drop-outs, residential treatment centers for substance abuse (if they provide elementary or secondary education), and schools for chronic truants.

School, high American Indian. High American Indian schools are public schools where 19.5 percent or more of the students are American Indian or Alaska Native, as reported in the 2001–02 Common Core of Data. This classification was used in stratifying the SASS public school sample in order to improve estimates of the American Indian and Alaska Native student population.

School, Bureau of Indian Affairs-funded (BIA). BIA-funded schools meet all school criteria and are funded by the Bureau of Indian Affairs. These schools may be operated by or under contract with the Bureau of Indian Affairs, Indian nations, or private entities (e.g., Jesuit orders). Schools are reported as a BIA-funded school by the Bureau of Indian Affairs and offer services to Indian students. These may include day schools, boarding schools, previously private schools, cooperative schools, and contract schools.

School, charter. A public charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A public charter school may be a newly created school or it may previously have been a public or private school.

School, combined. A school is classified as combined if it has one or more of grades K–6 and one or more of grades 9–12; for example, schools with grades K–12, 6–12, 6–9, or 1–12 were classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

School, elementary. A school is classified as elementary if it has one or more of grades K–6 and does not have any grade higher than grade 8; for example, schools with grades K–6, 1–3, or 6–8 are classified as elementary. Schools with only kindergarten or prekindergarten were not included in the survey.

School, private. A private school is a school that is not supported primarily by public funds (i.e., it is not a public school). It must provide instruction for one or more of grades 1 through 12 (or comparable ungraded levels) and have one or more teachers. Organizations or institutions that provide support for homeschooling but do not offer classroom instruction for students are not included.

School, public. A public school meets all school criteria; has an assigned principal or acting principal; receives public funding as primary support; provides free public elementary and/or secondary schooling to eligible students; and is operated by a local education agency or a contracted education program.

- Also includes *domestic* Department of Defense schools.
- Is considered a school by the state (or in the case of California and Pennsylvania by the county education office) in which it is located.

School, secondary. A school is classified as secondary if it has one or more of grades 7–12 and does not have any grade lower than grade 7; for example, schools with grades 9–12, 7–9, 10–12, or 7–8 are classified as secondary.

School, special education. Special education schools provide educational services to students with special physical or mental needs; that is, students with mental handicaps (e.g., mental retardation or autism), physical handicaps (e.g., hearing impairment), or learning disabilities (e.g., dyslexia).

School, traditional public. Traditional public schools are the subset of all public schools that are not public charter schools. They include regular, special education, vocational/technical, and alternative schools. They also include schools in juvenile detention centers, domestic schools located on military bases and operated by the Department of Defense, and Bureau of Indian Affairs (BIA) funded schools operated by local public school districts. See also the definitions for public and public charter schools.

School, vocational. Vocational schools primarily serve students who are being trained for semi-skilled or technical occupations.

Teacher. A teacher is any full-time or part-time school staff member who teaches one or more regularly scheduled classes in any of grades K–12 (or comparable ungraded levels).¹ In addition to regular full-time teachers, the following types of teachers are also included:

1. itinerant teachers;
2. long-term substitutes who fill the role of a regular teacher on a long-term basis;
3. administrators, counselors, librarians, and other professional or support staff who teach any regularly scheduled classes; and
4. other part-time teachers.

Short-term substitute teachers and student teachers are not included.

¹ This definition differs from the one used for the 1987–88 and 1990–91 administrations of SASS. In those surveys, a teacher was defined as a school staff member whose primary assignment was teaching in any of grades K–12. School staff whose primary assignment was something other than teaching were excluded, even if they taught some regularly scheduled classes.

Teacher, itinerant. An itinerant teacher teaches at more than one school; for example, a music teacher who teaches 3 days per week at one school and 2 days per week at another.

Teachers, newly hired. Newly hired teachers are teachers who were hired by a public school district, public charter school, private school, or BIA-funded school for the 2003–04 school year. They included teachers returning from an unpaid leave of absence of one school year or more, but not short-term substitute teachers.

Title I. The SASS school questionnaires define Title I as a federally funded program that provides educational services, such as remedial reading or remedial mathematics, to children who live in areas with high concentrations of low-income families. Title I can be administered as a targeted assistance or school-wide program. A targeted assistance Title I program provides categorical funding to specific students identified as in need of assistance. A schoolwide Title I program refers to schools that use Title I funds to improve the effectiveness of the entire school.

Typology, private school. Private schools were assigned to one of three major categories (i.e., Catholic, other religious, and nonsectarian). Within each of these major categories, three additional subcategories were assigned. As a result, two typology-based variables exist on the private sector data files; a “3-level typology” (RELIG) and a “9-level typology” (TYPOLOGY). The categories and subcategories are

1. Catholic—parochial, diocesan, and private;
2. Other religious—conservative Christian, affiliated with a religious school association, and not affiliated with a religious school association; and
3. Nonsectarian—regular, special program emphasis, and special education.²

Ungraded students. Ungraded students are those who are not assigned to a particular grade level (kindergarten, 1st grade, 2nd grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to “primary” and “intermediate” levels instead of specific grades.

Valid skip. An item that was not applicable due to a response to a previous item on the same questionnaire and was provided with a value of -8, indicating a valid skip. Certain survey items direct respondents to skip subsequent items based on their answers to the original item, or stem. For instance, if a respondent answered “No” to item 8a on the School Questionnaire (“Does this school have a kindergarten?”), he or she was directed to skip items 8b and 8c (respectively, “How long is the school day for a kindergarten student?” and “How many days per week does a kindergarten student attend?”) and to “GO TO item 9 below.” Because the respondent answered that the school in question does not have a kindergarten, subsequent questions about kindergarten students at that school were not applicable. In instances when an item should not have been answered by the respondent, a value of -8, which designates a valid skip, is applied to that variable(s).

² For more complete information, see NCES 92-082, *Diversity of Private Schools*, by Marilyn M. McMillen and Peter Benson, at <http://nces.ed.gov/pubs92/92082.pdf>.

Appendix B. Questionnaire Availability

Online, Downloadable PDF Files

Questionnaires for every data collection component in every survey cycle since the first 1987–88 Schools and Staffing Survey (SASS) and the first 1988–89 Teacher Follow-up Survey (TFS) are available online as downloadable PDF files at

<http://nces.ed.gov/surveys/sass/questionnaire.asp>

Select the survey year of interest and then proceed to select the specific questionnaire to browse or download. The Teacher Listing Form is the form that gathers the data used to select the teacher sample. While no data for this form are reported publicly, the questionnaire form is available on the SASS website only for those interested in survey methodology.

In general, as the 4-year survey cycle advances toward the next data collection, the questionnaires will be posted online as they are finalized and sent to the printer. That is generally about 2 months prior to the data collection phase of the survey cycle. The next survey cycle is planned for the 2007–08 school year.

The portable document format (PDF) files of the questionnaires are also available on the *2003–04 Schools and Staffing Survey (SASS) CD-ROM* with Electronic Codebook. All of the 2003–04 SASS questionnaires are available on the restricted-use version (NCES 2007-313). No public-use version of the ECB will be produced.

All of the SASS and TFS questionnaires are in the public domain. All survey items may be copied by anyone who wishes to use them in another survey, without any restrictions.

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Appendix C. Report on 2001–02 SASS Pretest and Recommendations for 2003–04 SASS

This appendix contains a report prepared by the U.S. Census Bureau, and it is organized as follows.

Purpose of the Pretest	C-2
Overview of Pretest Operations.....	C-2
Detailed Methodology	C-3
School Sample	C-4
Materials Developed and Tested.....	C-4
Evaluation	C-5
Summary of Results and Recommendations	C-5
Findings: Timing	C-5
Timing of Data Collection	C-5
Timing of Work on Processing Specifications	C-6
Findings: Data Quality of Teacher Listing Form	C-6
Investigation of Definitional Problem Schools.....	C-8
Findings: Data Quality of School, Principal, School Library Media Center, and Teacher Questionnaires	C-8
School Questionnaires	C-8
Principal Questionnaires	C-10
School Library Media Center Questionnaires.....	C-11
Teacher Questionnaires.....	C-12
Findings: Pretest Response Rates.....	C-14
Findings: Costs.....	C-15
Notes from the Supervisors' SASS Debriefing	C-16
Staffing.....	C-16
Controlling Work.....	C-16
Cost.....	C-17
Training.....	C-17
Timing.....	C-17
Regional Office Correspondence.....	C-18
Comments from SASS Field Representative Debriefing Conference.....	C-18
Scheduling and Principal Visit.....	C-18
Materials Other Than Forms.....	C-19
NCES Badge (I.D.)	C-20
Response Rates	C-20
Interviewer Time per School	C-20
Training.....	C-21
Forms	C-22

Purpose of the Pretest

The 1999–2000 Schools and Staffing Survey (SASS) began with sending questionnaires by mail to selected schools. Nonrespondents were contacted first by telephone, using the computer-assisted telephone interviewing (CATI) instrument for all forms except the Teacher Listing Form, and ultimately by Census Bureau field staff. The 2001–02 Pretest featured a new data collection methodology, in which the initial contact with the school and all subsequent follow-up were conducted during personal visits by Census Bureau field staff. The purpose of the Pretest was to see if this new approach would be more timely, yield a higher response rate, improve data quality, and decrease costs.

Overview of Pretest Operations

Field operations for the Pretest began on October 1, 2001, and were completed by March 29, 2002. The Pretest was conducted with the assumption that personal visits to the schools by Census Bureau field representatives from the beginning of the survey would build relationships with schools; this would result in similar or better response rates in a more timely manner than the past collection methods of mailout, CATI follow-up, and field follow-up. The Pretest had several objectives, as follows:

- to use all information from the test to decide the best methods for data collection in the next full-scale SASS;
- to estimate the costs of using field staff in the full-scale SASS, using this new approach;
- to develop and test field materials and procedures that would be used with this approach;
- to observe effects on the schools' willingness to respond; and
- to test two methods of teacher sampling and data collection.
 - o Teacher Listing Forms were sent to the Census Bureau clerical processing staff, where sampling took place. The clerical processing staff labeled and mailed forms to respondents at schools. Field representatives conducted nonresponse follow-up in the spring.
 - o Field representatives selected teachers from the Teacher Listing Form, filled in the cover page of questionnaires, and conducted interviews in the fall.

The Pretest included two phases and two methods of teacher sampling and data collection. The first phase involved visiting 357 schools in the areas surrounding the Seattle, Atlanta, and Denver Census Bureau Regional Offices to complete the Teacher Listing Form, the appropriate questionnaires for schools and principals, and the school library media center questionnaire. In the first method of teacher sampling and data collection, the field representatives themselves sampled teachers from the Teacher Listing Form at half of the schools and left the appropriate teacher questionnaires for the selected teachers to complete. The field representatives either collected all the forms for the school at the end of this initial visit or made arrangements to either pick up completed forms at a later time or have them mailed to the Regional Office. The schools that did not have their teachers sampled on site received the second method for teacher sampling and data collection, and they were instructed to send their Teacher Listing Forms to the Census Bureau clerical processing staff for the teacher sample selection. The first phase was scheduled for completion on November 21, 2001, but the Regional Offices found that they could not meet this deadline with adequate response rates on all forms. Therefore, after consultations at a previously scheduled debriefing session, the Regional Offices were given until January 28, 2002, to complete this phase of the Pretest.

The second phase began on November 29, 2001, when the Census Bureau clerical processing staff made the initial mailout of the appropriate teacher questionnaires to the sampled teachers at their schools. Field follow-up of the nonresponding teachers began on February 5, 2002, and was completed on March 29, 2002.

Detailed Methodology

In order to determine whether or not the proposed data collection methodology would be beneficial, the Pretest needed to be conducted in a sufficient number of schools. A total of 357 schools in three Regional Offices were chosen. The characteristics of the schools included in the Pretest were designed to be representative of the national SASS sample. For example, an appropriate mix of large and small schools, urban and rural schools, and schools from groups or affiliations that were less or more likely to respond to SASS were used in this Pretest. In addition, the workloads given to the 21 field representatives were to approximate what each field representative would normally receive during a full-scale SASS, which was approximately 17 schools each. For half of the schools, field representatives sampled teachers in the field.

Detailed procedures and training were prepared for field staff to accomplish the work using the new data collection procedures. Field representatives' visits to schools were observed and, in addition, field representatives kept detailed logs documenting the time they spent and the activities they accomplished during the Pretest.

Staff followed the procedures outlined below.

1. Regional Office staff and field representatives were trained using training developed by Census Bureau headquarters staff:
 - o Three supervisors traveled to headquarters for a 1-day training session.
 - o Field representatives completed a 6-hour self-study.
2. Schools were mailed an advance letter in September 2001.
3. Field representatives contacted schools and made appointments. They selected a sample of teachers in designated schools and distributed questionnaires, logged all time and travel required for contact and visits, and documented what worked and what did not. They visited each school to
 - o verify status of the school and find out if any actions with the school district or county were required before data collection could begin (contacting their supervisor for instructions on how to handle split or merged schools);
 - o drop off (or complete on-the-spot) the Teacher Listing Form, the appropriate questionnaires for principals and schools, and the school library media center questionnaire;
 - o present critical school staff with SASS objectives and timetable;
 - o go over appropriate grade ranges to report for that school;
 - o complete a form that designates the contact name, phone number, e-mail address, and location of the staff member responsible for filling out each questionnaire;
 - o discuss plan for contacting selected teachers and document details; and
 - o meet with each contact and document plan for completing questionnaire (this may include getting a listing of teachers from school in lieu of filling out the Teacher Listing Form).
4. Field representatives attempted to arrange three or four of these visits in a 2-day period. Observers from the Census Bureau, the National Center for Education Statistics (NCES), and the Education Statistics Services Institute sometimes accompanied field representatives to these schools.
5. Field representatives conducted telephone follow-up to check on the status of forms. Depending on circumstances, a field representative may have decided to
 - o conduct telephone interviews to complete forms; or

- o make another visit to the school to pick up completed forms and/or complete remaining forms in person.
- 6. In general, follow-up efforts continued until the Regional Office achieved response rates greater than or equal to the 1999–2000 national response rates.
- 7. Again, field representatives logged all time and travel required for contact and visits (if any), and documented what worked and what did not.
- 8. For schools that had their teachers sampled by Census Bureau clerical processing staff, questionnaires were mailed to teachers in November. The Regional Offices mailed second questionnaires to nonresponding teachers in January 2002. Field representatives conducted nonresponse follow-up beginning in February. Again, field representatives logged all time and travel required for contact and visits (if any), and documented what worked and what did not.
- 9. Census Bureau clerical processing staff keyed all Teacher Listing Forms.

School Sample

The 1999–2000 sampling programs were rerun with a different start, resulting in a new sample of approximately 14,000 public and private schools. Using the Regional Office code, schools were extracted in the three test Regional Offices. Field staff looked over the lists of schools and selected field representatives to work on the test, including experienced field representatives, some of whom had worked on SASS (just as in a full-scale SASS). Field staff, along with Census Bureau analysts and sampling staff, selected schools by hand so that each field representative had a realistic SASS workload. The sampling staff attempted to include schools with the following characteristics:

- urban and rural;
- large and small student enrollment;
- some schools with definitional issues; and
- private schools with different affiliations (if it is decided to include these schools).

Within each field representative’s workload, like-kind schools were matched, with one designated for field representative sampling and the other for sampling by Census Bureau clerical processing staff.

Materials Developed and Tested

- *Advance letter to school.* This letter included the Regional Office 800-telephone number to call with any questions. Regional Office staff referred questions to Census Bureau analysts as necessary.
- *Field representative manual.* This included sections on overview of procedures, initial visit to school, teacher sampling procedures, follow-up procedures, and detailed instructions on questionnaires (for each of the principal, school, school library media center, and teacher questionnaires).
- *Field supervisor training.* This 1-day training consisted of individual presentations, mostly based on the field representative manual.
- *Field representative self-study.* This self-study training was provided to all field representatives and took between 6 and 12 hours to complete.
- *Action flowchart for initial visit.* This flowchart provided a list of scenarios and solutions to cover out-of-scope schools, school district and county issues, and issues with the school’s grade range.

- *School contacts form.* There was a control form for each questionnaire that the field representative used to record contact information about the respondent for that questionnaire.
- *Time and actions log.* These logs were for field representatives to record their actions and the time spent at each school.

Evaluation

The evaluation of the proposed methodology was to be based on debriefing sessions in December, cost analysis, observation reports, field representative logs, response rates, and examination of completed questionnaires.

Summary of Results and Recommendations

After reviewing the Pretest results, the methods used in the Pretest were recommended for adoption for the 2003–04 SASS. The results are summarized briefly below. The sections following the summary provide a detailed discussion of the results. The final two sections, “Notes from the Supervisors’ SASS Debriefing” and “Comments from SASS Field Representative Debriefing Conference,” contain the summary of feedback obtained from Regional Office staff and field representatives, respectively, at a centralized debriefing session conducted December 3 and 4, 2001, in Colorado Springs, Colorado.

Timing. The survey products could be completed 6 to 8 months earlier by using the new methods. Data collection would begin in October 2003 and be completed by February 2004, that is, 4 months earlier than the previous SASS. Staff could begin working on processing specifications 4 months earlier if the work involved in preparing the CATI instruments were eliminated.

Response. The response rates on the Pretest were lower than the rates achieved on the 1999–2000 SASS at the school level, but higher at the teacher level. The lower school-level rates occurred because several schools that may have participated in a full-scale SASS refused to participate in the Pretest. Field staff anticipated that response would at least be maintained at the same level and would probably improve in the future when SASS is a full production survey rather than a Pretest.

Data Quality. As with response rates, the Pretest did not demonstrate a clear improvement in data quality. However, there were indications that the Teacher Listing Form data were less problematic and that a few items on the other SASS questionnaires may have had better item response rates than previously.

Findings: Timing

Timing of Data Collection

Census Bureau field division staff requested that the three participating regions preselect a group of field representatives to participate in the SASS Pretest. Census Bureau sampling staff selected a full sample of schools using the 1999–2000 sampling frame, and then used the field representatives’ physical location as a basis for selecting the specific sample of schools. (This will not be repeated for the full-scale SASS.) The field representative training guide was written during the summer of 2001 and consisted of a self-study only (no classroom session). This training package will be used as the basis for the training used for the full-scale 2003–04 SASS.

The fall of 2001 time frame for the SASS Pretest appeared to work well despite heavy survey demands that faced the Regional Offices for other one-time projects that occurred concurrently. Originally, data collection was planned to start in mid-September, but because of the events of September 11, 2001, this

was delayed roughly by 2 weeks. In addition, the school district portion of SASS was not conducted as part of the Pretest, and sometimes when the district participates the schools feel that they have “permission” to participate as well. For this reason, some schools chose not to participate but said they would have participated if it had been a full-scale SASS. A key timing element for the full-scale SASS will be school district contact and approval prior to initial school visits.

Fieldwork for the questionnaires assigned in the fall was scheduled to be completed by November 21, 2001. In fact, staff needed additional time to complete the work, because several schools or respondents were unwilling to participate in the survey during the first several weeks, and additional follow-up efforts were needed. In order to achieve adequate response rates, the Regional Offices were given until January 28, 2002, to complete this phase of the Pretest. Field staff members were confident that a time frame of October through February is achievable. Under the mailout/CATI/field methods used in previous rounds of SASS, data collection continued up until schools closed for the summer.

An element that will improve timing in the future is the conversion to Regional Office Sample Control (ROSCO). In the Pretest, staff developed an MS Access database for Regional Office staff to use in controlling assignments. While the system contained all of the relevant information, the system did not have “real-time” links directly to the field representatives to monitor work. The Regional Offices only knew whether a completed questionnaire had been received. Supervisors had to contact field representatives to determine the status of work not yet received, making it difficult for the supervisors to monitor the progress of field representatives. ROSCO will provide all field staff with the current status of all assigned questionnaires, allowing for more proactive supervision.

Timing of Work on Processing Specifications

Under the mailout/CATI/field methods used in previous rounds of SASS, Census Bureau analysts first worked on preparing all procedures for the mailout activities that began at the start of the school year. From September through January 2001, staff prepared the CATI instruments and procedures. Staff began working on the SASS processing system in February 2001. By eliminating CATI, staff would be able to begin work on processing specifications in the fall months, which was expected to accelerate processing activities by approximately 4 months.

Findings: Data Quality of Teacher Listing Form

Census Bureau sampling staff reviewed the Teacher Listing Forms that were completed in the Pretest to determine if the quality of these forms differed from the quality of the forms completed during the 1999–2000 SASS. Table C-1 displays the results of this review in terms of the number of errors found.

Table C-1. Number of errors found in Teacher Listing Forms, by sampling procedure: 2001–02

Teaching listing outcome and type of error	Total	Number sampled by Census Bureau clerical processing staff	Number sampled by field staff
Total Teacher Listing Forms reviewed	357	180	177
Refusals	38	17	21
Out-of-scope	12	6	6
Types of errors			
Grade range incomplete	10	6	4
Grade range missing	2	0	2
Subject incomplete	3	0	3
Subject missing	2	1	1
Subject and grade range inconsistent	3	2	1
Teaching status incomplete	1	0	1
Teaching status incorrect	2	0	2
Teaching status missing	2	1	1
Ethnicity missing	6	1	5
Experience incomplete	2	2	0
Experience incorrect	1	1	0
ESL incorrect	8	4	4
Teachers from wrong grade ranges	3	2	1

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

Since some Teacher Listing Forms contained more than one type of error, in general approximately 90 percent of the forms appeared to be error free. This compared favorably with 1999–2000, when approximately 80 percent of all the sample schools' forms contained no error.

A few of these errors are worth discussing further. Eight schools reported all or nearly all of their teachers as English as a Second Language (ESL)/Bilingual. It is not clear whether or not this situation can realistically happen. Further investigation is needed to determine if these ESL/Bilingual teachers classified themselves as such on the teacher questionnaire. If there is some confusion, the Census Bureau would recommend revising the wording of the form. In addition, only three of the potential definitional problem schools reported teachers covering the wrong grade range, which represents approximately 5 percent of the potential definitional problem schools. The incidence of this is much reduced from the 1999–2000 SASS, when an approximate minimum of 10 percent of the schools with a potential problem with their grade range reported the wrong grade range initially. Consequently, the new procedure of having the field representative meet with a school official to discuss the grade range issue resulted in a considerable improvement in the quality of the Teacher Listing Form reporting for the definitional problem schools. A related problem is found in the two schools that reported teacher status incorrectly. A school may have many teachers who are employed full time, but only teach part of the time in the selected grade range. This distinction appears to have been made successfully to the affected schools in general, with the exception of a few cases. This problem is less severe than reporting teachers who do not teach in the selected grade range, since the teacher's full-time or part-time status does not affect the eligibility of teachers for sampling or the probability of selection.

Investigation of Definitional Problem Schools

Census Bureau sampling staff investigated schools in the Pretest that had potential definitional problems. The school questionnaire data were reviewed and compared to the Common Core of Data (CCD) as well as to the Teacher Listing Forms. These schools were located in Montana, Nebraska, North Dakota, and South Dakota. Of the 53 schools selected in these states, 2 refused the survey, 3 were out-of-scope, 32 appear to have reported correctly (i.e., their responses matched the information on CCD), and 16 reported incorrectly (enrollment or teacher counts or both). Of the 16 reporting incorrectly, 13 had filled out the Teacher Listing Form correctly, and 3 had made the same mistake in filling out the Teacher Listing Form. The implication is that about 33 percent of the definitional problem schools are reporting incorrectly on the school questionnaire even though most reported correctly on the Teacher Listing Form. This school questionnaire error rate is quite high and fairly comparable to the error rate observed for these schools in the 1999–2000 SASS. It appears the improvement in the Teacher Listing Form did not extend to the school questionnaire.

One hypothesis was that the field representative initially met with the principal to explain the definitional problem, and then another staff member who was unaware of the problem filled out the school questionnaire. However, of the 13 schools that reported correctly on the Teacher Listing Form and incorrectly on the school questionnaire, at 9 schools the Teacher Listing Form and school questionnaire were completed by the same person and only at 3 schools by a different person (for one survey, the respondent could not be determined). This compares to the three cases where both forms were completed incorrectly, in which two cases were completed by the same respondent and one by a different respondent. There appears to be no evidence that the lack of improvement to the school questionnaire was due to miscommunication within the responding school. The wording of item 7a—“K–12 enrollment” may be problematic for respondents. However, this alone was not entirely the cause, since several questionnaires were internally inconsistent; item 3e—“Is the grade range on the cover correct?”—was marked “yes” and then item 6—“grades offered”—was marked inconsistently. Additional research needs to be undertaken to determine ways to get this particular class of respondents to report the correct grade range.

Findings: Data Quality of School, Principal, School Library Media Center, and Teacher Questionnaires

Staff reviewed most of the completed questionnaires to assess the quality of the data. They first looked at how completely the questionnaire was filled out. Next, they tallied item nonresponse and, in most cases, compared it to the item nonresponse from the 1999–2000 SASS. For the school and teacher questionnaires, they also examined consistency between some of the items on the questionnaire. These assessments are presented below for the school, principal, school library media center, and teacher questionnaires.

School Questionnaires

The majority of the school questionnaires (74 percent) were returned with all of the correct items completed (table C-2). Approximately 7 percent of the questionnaires were returned with most of the items complete, but with some items left blank because skip patterns were not followed correctly. More commonly, there were situations where most of the items were completed but some items were intentionally left blank (14 percent). There also existed situations where most of the items were complete, while partial sections were left blank (4 percent). Approximately 1 percent of the questionnaires were returned partially completed.

Table C-2. Number and percentage of school questionnaires, by completeness of questionnaire: 2001–02

Completeness of questionnaire	Number	Percent
Total	278	100.00
All items complete	207	74.46
Most items complete: blanks due to skip patterns	19	6.83
Most items complete: blank (intentional)	39	14.03
Most items complete: partial (sections) skipped	10	3.60
Partially complete (stopped)	3	1.08

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

In terms of specific item nonresponse, the items that were most commonly left blank were student absentee/attendance, race of the students, teacher compensation, student average daily attendance, and capacity items (table C-3). Comparing the item nonresponse rates with the 1999–2000 SASS nonresponse indicates an increase in the response rate for most of these items (table C-3). For several items a comparison was not possible because the response rates for these SASS 1999–2000 items were reduced as a result of the imputation process.¹ These item response rates are denoted with a superscript 1. When compared to the 1999–2000 SASS response rates, three of the items (graduation, enrollment, and race of students) had a lower response rate in the Pretest.

¹ In computing final item response rates, an item is considered “answered” if the imputation flag = 0, meaning no changes were made to the item. For some items, respondents had provided an answer, but it was adjusted and given an imputation flag. For example, on the school file, enrollment is broken out into categories of race. Many or all of these categories may have had an original answer. However, if the sum of these categories did not exactly match total enrollment, then many or all of the race categories may have been ratio-adjusted so that the sum would match the total. Each of the changed values would receive an imputation flag. No imputation was done to field test data.

Table C-3. Item nonresponse (in percent) on school questionnaires in 1999–2000 SASS compared with 2001–02 Pretest: 1999–2000 and 2001–02

Item	Frequency	SASS 1999–2000 response rate	Pretest 2001–02 response rate	Difference
11a Absentee/attendance	14	68.05 ¹	94.96	26.91
39b Free lunch/reduced lunch	7	82.21 ¹	97.48	15.27
11b Average daily attendance	10	81.85 ¹	96.40	14.55
† Teacher compensation	10	82.3 ¹	96.40	14.10
42 Individual Education Plans (IEPs)	3	85.25 ¹	98.92	13.67
8 Number of male students	1	88.99	99.64	10.65
34 Teachers absent	1	93.04	99.64	6.60
12a Capacity	12	90.76 ¹	95.68	4.92
37 Number of computers	5	93.56	98.20	4.64
35b Teacher employment questions	1	95.24	99.64	4.40
27 Parent involvement	1	95.88	99.64	3.76
18 Special programs	1	96.94	99.64	2.70
33f Number of teachers	3	97.62	98.92	1.30
2 Contact information/name/phone	5	†	98.20	†
33 Race of teachers	7	97.74 ¹	97.48	-0.26
26a Graduation	3	99.21	98.92	-0.29
7a Enrollment	6	99.76	97.84	-1.92
9 Race of students	14	97.99	94.96	-3.03

† Not applicable.

¹ The response rate for this SASS 1999–2000 item was reduced as a result of the imputation process.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000; U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

When evaluating the data quality of these forms, the consistency of the responses was also tested. For the school enrollment items, item 7a, which asks for the total number of students enrolled, was checked for consistency with item 9f, which is the sum of the entries broken down by race. Fifteen of the total 278 responses were inconsistent. Item 32g, which asks for the total number of full-time and part-time teachers, was checked for consistency with item 33f, which sums up the total number of full-time and part-time teachers broken down by race. There were 30 inconsistent responses (table C-4).

Table C-4. Consistency of responses on school questionnaires, by item and method of evaluation: 2001–02

Item and method of evaluation	Frequency of inconsistent responses	Percentage of consistent responses
<i>School enrollment: Is 7a consistent with sum 9f?</i>	15	94.60
<i>Number of teachers: Is 32g consistent with 33f?</i>	30	89.21

SOURCE: U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

Principal Questionnaires

The majority of the principal questionnaires (88 percent) were returned with all items completed (table C-5). Approximately 3 percent of the questionnaires were returned with most of the items completed, but with some items left blank because skip patterns were not followed correctly. More commonly, there were situations where most of the items were completed but some items were intentionally left blank (6 percent). Approximately 1 percent of the questionnaires were returned with most items completed,

while partial sections were left blank. Two percent of the questionnaires returned indicated the school had no principal.

Table C-5. Number and percentage of principal questionnaires, by completeness of questionnaire: 2001–02

Completeness of questionnaire	Number	Percent
Total	278	100.00
All items complete	244	87.77
Most items complete: blanks due to skip patterns	8	2.88
Most items complete: blank (intentional)	17	6.12
Most items complete: partial (sections) skipped	4	1.44
Partially complete (stopped)	0	0.00
No principal	5	1.80

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

In terms of specific item nonresponse, the items that were most commonly left blank were the dismissal of teachers and the salary items (table C-6). When compared to the 1999–2000 SASS response rates, these two items (dismissal of teachers and salary) had a lower response rate in the Pretest. Comparing the item nonresponse rates with the 1999–2000 SASS nonresponse rates indicated an increase in the response rate for the other items.

Table C-6. Item nonresponse (in percent) on principal questionnaires in 1999–2000 SASS compared with 2001–02 Pretest: 1999–2000 and 2001–02

Item	Frequency	SASS 1999–2000 response rate	Pretest 2001–02 response rate	Difference
29 Age	1	97.55	99.64	2.09
27a Race	1	97.71	99.64	1.93
17 Percent teaching at standards	2	97.99	99.28	1.29
18 Dismissal of teachers	3	99.26	98.92	-0.34
25 Salary	12	99.83	95.68	-4.15

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000; U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

School Library Media Center Questionnaires

The majority of the school library media center questionnaires (81 percent) were returned with all items completed (table C-7). Approximately 1 percent of the questionnaires were returned with most of the items completed, but with some items left blank because skip patterns were not followed correctly. More commonly, there were situations where most of the items were completed, but some items were intentionally left blank (10 percent). Approximately 1 percent of the questionnaires were returned with most items completed, while partial sections were left blank. Seven percent of the questionnaires returned indicated the school had no library.

Table C-7. Number and percentage of school library media center questionnaires, by completeness of questionnaire: 2001–02

Completeness of questionnaire	Number	Percent
Total	284	100.00
All items complete	229	80.63
Most items complete: blanks due to skip patterns	3	1.06
Most items complete: blank (intentional)	29	10.21
Most items complete: partial (sections) skipped	3	1.06
Partially complete (stopped)	0	0.00
No library	20	7.04

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

In terms of specific item nonresponse, the items that were most commonly left blank were item 22, which covered dollars spent, book totals, etc., and item 36, concerning the number of books checked out (table C-8). This item had lower response in the Pretest than in the 1999–2000 SASS. Comparing the nonresponse rates for other items listed above with the 1999–2000 SASS nonresponse rates indicated an increase in the response rate for most of these items. For one item a comparison was not possible because the response rate for the SASS 1999–2000 item was reduced as a result of the imputation process.² This item response rate is denoted with a superscript 1.

Table C-8. Item nonresponse (in percent) on school library media center questionnaires in 1999–2000 SASS compared with 2001–02 Pretest: 1999–2000 and 2001–02

Item	Frequency	SASS 1999–2000 response rate	Pretest 2001–02 response rate	Difference
25 Dewey Decimal System	1	81.04	99.65	18.61
36 Number of books checked out	8	90.09	97.18	7.09
35 Number of students	2	96.17	99.30	3.13
2 Capacity	3	96.11	98.94	2.83
29a Scheduling	1	97.73	99.65	1.92
10a Volunteers	2	99.74	99.30	-0.44
22 #22 (dollars spent, book totals, etc.)	23	93.94 ¹	91.90	-2.04

¹ The response rate for this SASS 1999–2000 item was reduced as a result of the imputation process.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000; U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

Teacher Questionnaires

The majority of the teacher questionnaires (75 percent) were returned with all items completed (table C-9). Approximately 2 percent of the questionnaires were returned with most of the items completed, but with some items left blank because skip patterns were not followed correctly. More commonly, there were situations where most of the items were completed but some items were intentionally left blank (21 percent). There also existed situations where most of the items were complete, while partial sections were left blank (2 percent). Less than 1 percent of the questionnaires were returned partially completed.

² In computing final item response rates, an item is considered “answered” if the imputation flag = 0, meaning no changes were made to the item. For some items, respondents had provided an answer, but it was adjusted and given an imputation flag. For example, on the school file, enrollment is broken out into categories of race. Many or all of these categories may have had an original answer. However, if the sum of these categories did not exactly match total enrollment, then many or all of the race categories may have been ratio-adjusted so that the sum would match the total. Each of the changed values would receive an imputation flag. No imputation was done to field test data.

Table C-9. Number and percentage of teacher questionnaires, by completeness of questionnaire: 2001–02

Completeness of questionnaire	Number	Percent
Total	531	100.00
All items complete	396	74.58
Most items complete: blanks due to skip patterns	11	2.07
Most items complete: blank (intentional)	113	21.28
Most items complete: partial (sections) skipped	8	1.51
Partially complete (stopped)	2	0.38
Only few items complete	1	0.19

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

In terms of specific item nonresponse, the items that were most commonly left blank were salary, contact information, and year of birth (table C-10). When compared to the 1999–2000 SASS response rates, field, state certification, and year of birth had lower response rates in the Pretest. Comparing the nonresponse rates for other items listed above with the 1999–2000 SASS nonresponse rates indicated an increase in the response rate for most of these items. A comparison was not possible for two items because the response rates for these SASS 1999–2000 items were reduced as a result of the imputation process.³ These items are denoted with a superscript 1.

Table C-10. Item nonresponse (in percent) on teacher questionnaires in 1999–2000 SASS compared with 2001–02 Pretest: 1999–2000 and 2001–02

Item	Frequency	SASS 1999–2000 response rate	Pretest 2001–02 response rate	Difference
51 Hours spent teaching	1	77.15 ¹	99.81	22.66
11 Other degrees	2	94.59 ¹	99.62	5.03
65a Race	3	96.57	99.44	2.87
62b Salary	52	90.00	90.21	0.21
19a First year teaching	2	99.56	99.62	0.06
68 Contact information	105	†	80.23	†
12 Field	1	99.86	99.81	-0.05
13a State certification	1	100.00	99.81	-0.19
67 Year of birth	13	99.5	97.55	-1.95

† Not applicable.

¹ The response rate for this SASS 1999–2000 item was reduced as a result of the imputation process.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000; U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

In evaluating the data quality of these forms, the consistency of the responses was tested. It was determined that responses were inconsistent if in the year the teacher began teaching (item 19a), the teacher was younger than 18 years of age (item 67). Seven such responses were inconsistent (table C-11). The second set of responses was inconsistent if the year the teacher began teaching at that school (item 5) was before the teacher’s first year of teaching (item 19a). There were nine inconsistent responses. The

³ In computing final item response rates, an item is considered “answered” if the imputation flag = 0, meaning no changes were made to the item. For some items, respondents had provided an answer, but it was adjusted and given an imputation flag. For example, on the school file, enrollment is broken out into categories of race. Many or all of these categories may have had an original answer. However, if the sum of these categories did not exactly match total enrollment, then many or all of the race categories may have been ratio-adjusted so that the sum would match the total. Each of the changed values would receive an imputation flag. No imputation was done to field test data.

field the teacher indicated to teach was inconsistent if classes taught in item 38 differed significantly from the appropriate teaching field or code in item 12. Seventeen responses were determined to be inconsistent. Lastly, consistency in responses was tested by determining if item 1a, the teacher’s main assignment, was consistent with assignment status determined by the Teacher Listing Form. Six responses were inconsistent.

Table C-11. Consistency of responses on teacher questionnaires, by item and method of evaluation: 2001–02

Item and method of evaluation	Frequency of inconsistent responses	Percentage of consistent responses
<i>Year teacher began teaching</i> : Inconsistent if year teacher began teaching (item 19a) occurred when teacher younger than 18 (item 67)	7	98.68
<i>Year teacher began at that school</i> : Inconsistent if year the teacher began at that school (item 5) is before first year of teaching (item 19a)	9	98.31
<i>Field in which teacher teaches</i> : Inconsistent if classes taught (item 38) differ significantly from indicated teaching field/code (item 12)	17	96.80
<i>Main assignment (Item 1a)</i> : Use Teacher Listing Form to determine assignment status	6	98.87

SOURCE: U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

Findings: Pretest Response Rates

Response rates from the SASS 2001–02 Pretest both at the national and the Regional Office level are listed below in table C-12. Staff handled 360 cases, 120 at each of the three regional centers (Seattle, Atlanta, and Denver). Twenty-nine field representatives were trained: 9 each at the Seattle and Denver offices and 11 at the Atlanta office.

Table C-12. Pretest response rates (in percent), by Regional Office and questionnaire: 2001–02

Questionnaire	National response rate	Regional Office response rates		
		Seattle	Atlanta	Denver
Teacher Listing Form	88.1	83.8	91.5	89.2
Principal	84.4	81.2	88.8	83.2
School	83.0	77.8	88.0	83.3
School Library Media Center	84.8	78.9	87.0	88.5
Teacher	86.7	87.4	92.6	80.2

SOURCE: U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

The Pretest response rates are compared to the 1999–2000 SASS response rates in table C-13.

Table C-13. Comparison of response rates (in percent) in 1999–2000 SASS and in 2001–02 Pretest, by questionnaire: 1999–2000 and 2001–02

Questionnaire	SASS 1999–2000	Pretest 2001–02	
		All Field	Mailout/Field
Teacher Listing Form	91.0	88.1	†
Principal	88.8	84.4	†
School	86.4	83.0	†
School Library Media Center	93.5	84.8	†
Teacher	82.4	86.7	89.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 1999–2000; U.S. Census Bureau, Schools and Staffing Survey (SASS) 2001–02 Pretest.

It appears that the Pretest had lower response rates than the previous SASS at the school level (Teacher Listing Form, principal, school, and school library media center) but higher responses among teachers. The higher teacher response suggested that the Pretest methods may be more effective at reaching teachers. The teacher half-sample that received their questionnaires first by mail, followed by field follow-up, had the highest response. However, the length of the data collection time-period was significantly longer, which may account for the higher rate when compared to the fall Pretest teacher cases.

The lower school level responses did cause concern, but may also be explained. In the Pretest, 17 of the 360 schools (nearly 5 percent) refused entirely, but indicated that they might have cooperated in a full-scale survey rather than a test. Seven of these schools were in one school district.

Field staff members anticipated that response at least would be maintained and probably improved in the future when SASS is a full production survey and not a pretest. The involvement of senior field representatives was not originally part of the SASS Pretest. Senior field representatives are local first-level supervisors who assist the field representatives with difficult cases and provide additional training if needed. All three Regional Offices used senior field representatives on refusal conversion during December and January to raise response rates. Involving senior field representatives from the beginning would enable supervisors to target refusals early and to assist field representatives when needed.

The general feeling in Field Division was that the cooperation improved because of the personal visit with the principal. Field representatives were able to meet directly with school staff and solicit cooperation with the support of the principal. At that point they knew whether cases would need some extra follow-up. With the traditional mail/telephone/field, field representatives never received the support of the principal or knew that cooperation would be difficult to gain. This cooperative relationship enabled the field representatives to have better access to the schools, which resulted in smoother dissemination of forms to the teachers, librarians, and other school personnel.

The NCES identification badges were helpful in some cases and should continue for production.

Findings: Costs

It was estimated that the cost of the 2003–04 SASS using the field-based methods would be somewhat higher than using the mail/telephone/field methods. The main differences in cost between the two methods were as follows:

- The field-based data collection method was likely to cost more than the methods used in previous administrations of SASS. While the field-based methods would eliminate the costs of postage and CATI and would shift the bulk of data collection from early 2004 to late 2003, the personal visits to all schools resulted in greater costs overall.
- Under the field-based method of data collection, staff would likely spend less time on data processing. The initial visits to the schools would determine right away if schools were in-scope or out-of-scope and resolve any other school definition issues. During prior SASS data processing, staff had to do a significant amount of work to resolve data problems that occurred because these issues had been discovered later in the process. Also, there was some indication that there may be improvement in data quality, which could reduce the amount of time to resolve edits and imputations.

Notes from the Supervisors' SASS Debriefing

After the fieldwork was completed, Census Bureau headquarters staff held a meeting with the field supervisors to discuss every aspect of the field procedures in order to identify what changes needed to be made for the full-scale survey. The following sections document the discussions on staffing, controlling the work, cost, staff training, timing of data collection, and correspondence.

Staffing

Supervisors had a difficult time staffing for this test due to other program commitments.

Asking for “experienced” field representatives made staffing more difficult, since many of the other programs also were calling for “experienced” field representatives.

Senior field representative availability was also limited due to other program commitments.

In looking forward to 2003 the supervisors saw fewer problems. It was their opinion that this year was rather unique with regard to work in the field.

Headquarters needed to allow more flexibility to the program supervisors to run the survey. This should not be a problem in 2003 since it would be a regularly run survey.

Controlling Work

There was no way that the Regional Office was able to truly control or even know at any particular time what the status of the field representative work was.

The combination of mail back and pick up was good in one respect—it gave flexibility to the Regional Office, the field representative, and the schools. However, this combination contributed to the difficulty in controlling the work being done by the field representatives.

One of the suggestions made for 2003 was using time frames (phases) for the return of the various forms.

The use of ROSCO in 2003 will enable headquarters to develop a more comprehensive control system that will enable the Regional Office to better control the forms and also be more user friendly.

Cost

Supervisors did not detect any areas where they thought the field representatives were working inefficiently.

Training

Field representatives did not understand sampling very well. (Since computer-assisted personal interviewing [CAPI] will be used in 2003 this will not be a problem.) However, the field representatives and supervisors will need to be able to explain sampling well enough when asked.

Supervisors suggest that the 2003 supervisor training include the following:

- ROSCO;
- response rate expectations;
- refusal letter use (these need to be developed); and
- discussion of the paper intensity of this survey.

Supervisors also did not realize how paper intense the survey is. The point has been reached in Field Division where the majority of supervisors have either not worked a paper survey, or it has been so long since they have that they are not accustomed to what must be done in a paper survey.

The field representative training needs to spend more time on clarification of the definition of “teacher.”

Since this survey will involve a considerable amount of Regional Office control the supervisors recommended that the clerical staff be included in any future national training.

Timing

Timing was not good; however, the comment was also made that for 2001, “No time was a good time.”

For school districts the “starts and stops” made the flow of the survey more difficult.

They believe that in 2003 they could close out the collection process by the end of the year.

Discussion regarding 2003 close out produced a few different approaches:

1. Schedule a firm close out with the possibility of an extension for particular schools and/or school districts where considerable delays have been encountered that were outside the control of the field representative or Regional Office;
2. Close out the Teacher Listing Forms by the end of October (5 weeks), close out the school, principal, and school library media center questionnaires just before winter break. Since there will be more teacher forms, extend the teacher questionnaire close out until the end of January.
3. Set specific goals (percentage) that need to be done by certain predetermined dates. Let the final close out go into the next year.

Another suggestion was that specific time lines by school be set based on the time that forms were delivered to the school. Everyone agreed that this certainly would be more equitable with regards to time; however, it would be very difficult to accomplish.

Regional Office Correspondence

In order for Census Bureau headquarters staff to get a better idea of the problems encountered during interviewing, the supervisors agreed to send in all memos and other communication used to clarify procedures or instructions.

Comments from SASS Field Representative Debriefing Conference

After the fieldwork was completed, Census Bureau headquarters staff also held a meeting with the field representatives to discuss all aspects of the field procedures from their perspective. The following sections document the points that were made.

Scheduling and Principal Visit

- The preaddressed introductory letter to the principal should be sent to the field representatives so that it can be mailed at the most appropriate time. Many field representatives thought that the principal had received the letter but had forgotten about it because of the time differential between receipt of the letter and the field representative's visit.
- Have a distinctive color of the introductory letter's envelope, so that way the field representative could ask about the "red, white, and blue envelope."
- Some field representatives thought that it would be more effective to have the principal's name on the introductory letter. The major problem with that is that there is no way to get a reliable list of principals' names before the letters are prepared. Field representatives were confident that they could get names, but then there is a problem with how to get it on to the letter other than writing it. Other field representatives did not see a big advantage to the letter being personally addressed.
- There was a wide variety of persons who ended up as the "best contact." Many field representatives dealt with the principal directly, others with a vice principal, still others with an administrative assistant. Instructions need to emphasize the need for this flexibility.
- There was much discussion regarding the timing of when this survey starts. The discussion centered around the first visit, especially as it related to contacting the principal. The bottom line was that there probably is no "best" time or, for that matter, any "good" time. These are people who are terribly busy the entire time they are at the school.
- The field representatives pointed out that some of the time it was necessary to make personal contact with the person at the school district that has responsibility for surveys and getting their approval before getting permission from the principal.
- There was a variety of ways that the field representatives dealt with the first visit. Most called after the letter was received but before making a personal visit. They normally attempted to talk to or make an appointment with the principal. There were varying degrees of success expressed.
- Some schools are only reachable by a personal visit. The field representatives need to stress the importance of the school having a listing of teachers available when they arrive for their first meeting. Could an example of what is wanted be on the back of the initial letter?

- Other suggestions included having the letters sent from the Regional Office, having two different letters (one for elementary and one for secondary), and still others thought the discussion of the letters was over emphasized.
- There was also considerable discussion regarding whether it was best to have someone at the school send the various forms back to the field representative or Regional Office versus making a return trip to pick them up. This also appears to be an area where there are several successful methods. Certainly when long distances are involved it would be better to mail the forms. This is another area where there is need to emphasize flexibility of methods of returning surveys.
- For the most part the field representatives agreed that an envelope should be included with the teacher form. It should be sealable and marked “confidential.” The general agreement was that this method would improve the teacher response rate. This envelope also needs to be marked SASS so that when it gets returned to the Regional Office it gets routed to the correct area.
- Some of the field representatives would like to have the ability to have the envelopes mailed to their own homes. Although this would allow the field representatives to monitor what has been sent in, it would delay the check-in of the forms in the Regional Office.
- As far as completing the Teacher Listing Form, 13 of the 16 field representatives had no problem.
- Some field representatives thought the principal or secretary at some schools did not do a good job in seeing that the librarian received the school library media center questionnaire.
- The field representatives need to ensure that the librarian is at the initial meeting.
- The field representatives said that most schools had the forms completed by the agreed-on date of pickup.
- The introductory letter should include more graphics and fewer words.
- Design different kinds of introductory letters for different types of schools in the sample, for example, elementary, high school, large, small, urban, rural, etc.

Materials Other Than Forms

- The Regional Offices (field representatives and office) need the form that requests results of the survey to give to respondents.
- A number of schools mentioned to the field representative that they liked the Census Map that was given to each school.
- Leave some sort of incentive plan with the school, such as:
 - o lesson plan;
 - o map;
 - o brochure;
 - o pen (for all who complete forms); or
 - o thank you certificate.

- Several field representatives said that it would be nice if something could be given to the schools for participating. Suggestions included things like a Thank You letter, a pen, a certificate, etc.
- Most of the field representatives thought a fact sheet highlighting the results of previous surveys would be very beneficial. The NCES representative pointed out that such a brochure would be part of the survey when it goes to the field.
- The SASS overview form was well received.
- A flash card or instruction card showing in outline form who needed to do what would have been helpful.
- The use of the large zip lock bag with all materials for a school in it was universally well received.

NCES Badge (I.D.)

- Most all of the field representatives said the NCES identification card was helpful, although four field representatives did not use it at all and reported they had no real problems.
- Four field representatives thought it would be helpful if the NCES identification card had the field representative's picture on it. The rest did not think it would make a significant difference. (One field representative's personal note: "I believe we need to be careful in how we present the NCES card. We want to make sure we do not lead the field representatives to start using that card only. Field representatives need to keep in mind that although NCES pays for the survey, they are Census employees, not NCES employees.")

Response Rates

- Several field representatives reported that the fact that it was a test affected the response rate negatively. When polled, it affected a total of 17 schools, 7 of which were in the same school district.
- Although there was general agreement that there is no real good time to conduct this survey, several field representatives thought later in the year would be better. No consensus was reached on this, however.
- Everyone thought that a refusal letter would be helpful. Where it would originate and who would sign it were points of disagreement, however.

Interviewer Time per School

- Fourteen of the field representatives reported that it took less than 10 hours to complete all the work from one school. This includes organizing, calling a school in advance, travel, and interviewing.
- Three reported that it took between 11 and 20 hours to complete a school.
- Twelve of the 17 field representatives said that due to the uniqueness of this survey, they were not able to combine much of the work with other survey work.

Training

- Generally, the field representatives thought the training was satisfactory. However, there were areas, outlined below, where they thought it could be improved.
- Although the training went over all of the forms they thought more time could have been allotted to tying it all together.
- One practice exercise would have been helpful.
- Most did not think a classroom session was needed, but several thought a teleconference would have helped.
- The time allowed for the self-study was about 2 hours too short; they wanted 8 hours rather than 6 hours.
- Several got the impression from the self-study that they would need to track down each teacher, which is not the case.
- Many thought there was not enough emphasis on the timing of the different operations. For example, how soon after the initial visit should they start following up on the various forms?
- Training on sampling needs to be included so that the field representatives can explain why their schools/teachers are selected.
- The training needs to emphasize the flexibility of methods of returning surveys needed for the success of this survey. This survey is considerably different than many of the current surveys.
- Need to explain what is meant by edit. On some surveys the field representative conducts the interview, does a complete review (edit), and then calls back for missing information. Is this what is meant or something else?
- Grade range in some instances was a problem. The solution might be either more explanation in training materials or a clear instruction to the field representatives to call their supervisor if problems are encountered.
- The field representative instructions need to be expanded to include more information on how to handle part-time teachers and how to handle specialty areas such as audiologist, special education teachers, etc.
- Instructions need to be clear that the field representative will be asking the race/ethnicity item for each teacher listed on the Teacher Listing Form. This is very much different than any other surveys where race and ethnicity are asked of the household respondent.
- Training should include recent press releases. A few months prior to the SASS, headquarters staff should provide the Regional Offices with SASS press releases to hand to reluctant schools. Further, headquarters staff should train to pull or have the Regional Office provide internet information on how SASS helps the specific school district.

Forms

- Forms need to be redesigned to be more field representative friendly.
- Add the field representative name and expected pick up date to all the forms.
- On the teacher form add a space for teacher name and teacher line number.
- Put the information from the Commissioner of NCES on the inside front cover of every questionnaire.
- Put a thank you statement, Census Bureau clerical processing staff address, and e-mail information on the inside back cover of every questionnaire.
- Since it is the field representative's option to pick up the forms or have the respondents mail them, each form should have a check box for the field representative to use to indicate to the respondent what they are to do with that particular form. This field representative check box could be put on the inside back cover of the form(s) or in some other suitable location.
- It would be helpful if the 800 number was printed so it's more easily noticed. Also regarding the 800 number, it might be helpful to print it on the same page that the web page information is printed.

Appendix D. Report of Findings From a Test on the SASS Teacher Listing Instrument

The material in this appendix is organized as follows:

Overview	D-2
Methods	D-2
Key Findings	D-3
Limitations.....	D-3
Recommendations	D-4
Field Representative Training Recommendations	D-4
Procedural Changes	D-5
Instrument Changes	D-6

Overview

In previous administrations of the Schools and Staffing Survey (SASS), a screening of schools to determine if they are in-scope or out-of-scope was embedded in the Teacher Listing Form and the school questionnaires. The screening process sometimes yielded inaccurate or inconsistent information about the school's status. For example, a private school might report that it is public because it receives tuition money from a public school district on behalf of some students. The methodology itself added significant time to the data collection. Although the SASS operation typically began in October, the last teacher questionnaires were mailed out in January, leaving little time during the school year for nonresponse follow-up. In an attempt to improve the screening process and reduce the time required to conduct the survey, a SASS Teacher Listing instrument was developed that could screen schools and select a sample of teachers from eligible schools. The instrument was designed to screen schools by phone for in-scope/out-of-scope status. Next, the field representative was instructed to set up an appointment with the school to collect the Teacher Listing Form. The field representative could then key the Teacher Listing Form into the instrument and a sample of teachers would be selected. This allowed the field representative to sample teachers and hand questionnaires to the selected teachers all in one visit to the school. In order to verify that the SASS Teacher Listing instrument and procedures would work in a field setting, a two-part test was conducted prior to the full-scale SASS administration. The test had several objectives, including the following:

- examining issues and problems with the SASS Teacher Listing instrument, including:
 - o determining whether respondents understand the intent and wording of the scope and grade range questions,
 - o determining whether the answer categories for each question are sufficient and verifying that paths exist to handle all of the possible scenarios,
 - o identifying where help screens may be needed, and
 - o testing the questions and procedures for obtaining lists of teachers;
- identifying how often the questions can be completed by phone;
- identifying who at the school is able to answer the questions; and
- observing field representatives administering the instrument to identify any deficiencies in their procedures or training.

Methods

One hundred and eighty schools in states likely to be problematic¹ (Oklahoma, Montana, South Dakota) and the District of Columbia (DC) metropolitan area (Virginia, Pennsylvania, DC, Maryland) were selected to participate in this test. In order to ensure a variety of scenarios were encountered (e.g., merged or split schools), some of the schools selected had their sample frame information altered (grade ranges or enrollment counts were modified to create discrepancies). Following normal SASS procedures, an advance letter was sent to schools prior to interviewing. Five field representatives and headquarters staff were trained to administer the SASS Teacher Listing instrument and conduct a debriefing with respondents about their experience. A standardized debriefing form was used to structure the feedback. Twenty cases in the DC area were selected for in-person visits.

¹ In past SASS administrations, it was more common to find a discrepancy between grade ranges on the Common Core of Data and actual grade ranges identified in SASS for schools in Oklahoma, Montana, and South Dakota than it was for schools in other states. (See sections on school collapsing in chapter 2 and “Appendix K. Details of SASS Frame Creation and Sample Selection Procedures.”)

Interviewers were able to conduct 15 of the 20 planned local interviews in the DC area. One school refused to participate in the test. The other four schools could not be contacted during the study time period. Of the 180 schools selected for telephone interviewing, 32 were contacted by researchers and completed the interview. A debriefing of research staff was held daily at the Census Bureau during which field representatives shared their observations about all aspects of the test with analysts and made suggestions about how the test could be improved. The test was conducted in early January 2003.

Key Findings

- The instrument was not able to handle breaks in grade range. For example, a high school that had a kindergarten would have needed to be reported as 9–12. It was recommended that grade range handling be improved to allow this flexibility.
- The instrument moved slowly during the keying operation. It was recommended that improvements be made to the performance of the Teacher Listing Form portion of the instrument.
- The instrument was successful at identifying in-scope and out-of-scope schools and collecting teacher lists from schools. It was recommended that a modified instrument be used in the full-scale SASS.
- The test indicated that Regional Offices should conduct a prefield clean-up operation of the listing file before field interviewing begins.
- The test identified many procedural recommendations, which are discussed below.
 - Training for field representatives should be modified to improve their understanding of how to use the instrument and contact schools.
 - Field representatives should review every Teacher Listing Form with a knowledgeable person at the school before keying the form into the instrument. During the pretest, field representatives did not check the quality of the Teacher Listing Form before leaving the school, which led to the inclusion of nonteachers in the sample.
 - Greater flexibility should be built into the instrument so that field representatives can change demographic fields such as name and address during the interview.

Limitations

This test was designed to focus on the SASS Teacher Listing instrument. The methodology of this test differed significantly from the full-scale SASS administration. For this reason, the findings of this test cannot be extrapolated to the full-scale SASS.

The test differed from a full-scale SASS in the following ways:

- The advance letter indicated that this was a pretest.
- Field representatives received an abbreviated, in-person training.
- Participants were informed up front about the debriefing.
- Only schools selected for an in-person visit were asked to complete a Teacher Listing Form.

The findings of this test should not be used to predict response rates or other outcomes for a full-scale SASS.

Recommendations

Recommendations from this study fell into three distinct categories: changes to training, changes to procedures, and changes to the instrument. The observations and recommended changes are detailed below.

Field Representative Training Recommendations

Observations	Recommendations
During the middle of the day, interviewers received a lot of busy signals or were unable to reach the principal.	Train field representatives that 7:45–9:00 a.m. or after 2:45 p.m. appear to be the best times to reach principals.
When the field representatives were unable to get all information about the teachers, they were unsure which items on the listing were the most important to try to get from the school.	Stress at field representative training the relative importance of stratification items (experience, race, classes, etc.)—it is more important to get names than to focus on these items.
Not all lists originally received at the school were complete.	Advise field representative to check the list before they leave the school to ensure that it is complete.
Field representatives felt that having background information about the school would help them gain cooperation before they visited/called the school.	Many school districts have websites with links to individual schools—this is a good place to find current information for school contacts. Address in field representative training.
Field representatives had difficulty reaching some principals/knowledgeable respondents by phone.	The initial contact may need to be in person if there is difficulty reaching the principal or knowledgeable respondent. Address in field representative training.
Field representatives unsure what to bring to the school.	Inform field representatives to bring all necessary school forms, information sheets, Teacher Listing Form, laptop, and envelopes addressed to the field representative or Regional Office.
Field representatives did not feel confident in the instrument/procedures for handling outlier scenarios (for instance, merged or split schools).	Have field representatives conduct two or three practice cases with various scenarios so that they get an opportunity to see most of the screens in the laptop. Address in field representative training.
Interviewers expected standard hot keys/shortcuts to work in the SASS Teacher Listing instrument.	Include a cheat sheet of working hot keys in training.

Procedural Changes

Observations

Not all scenarios that occur in the field can be handled through the instrument.

Respondents wanted a copy of the Teacher Listing Form before the field representative came to pick up their list.

Principals were not always available for their scheduled appointment.

Some problem schools (related to name, address, etc.—e.g., school has “program” in its name) were not identified until the call. Prescreening of these schools could speed fieldwork.

Schools wanted a way to contact field representatives after the visit.

Field representatives unsure how to handle the case where there are two principals with one campus (elementary and middle), with the same phone line and both listed as one school in sample.

Field representative unsure how to handle the case where the school changed location and name.

Need for a packet ready for Regional Office to fax to schools that ask for one (including letter, Teacher Listing Form, general information).

Recommendations

Regional Office will need a direct connection to Census Bureau sampling staff to settle issues with outlier cases (e.g., school has moved and changed names, school name and phone number do not match but each leads to a different school, etc.).

Provide faxable copies of Teacher Listing Form to Regional Office. Field representative will contact Regional Office and Regional Office will fax to school. Provide copy of Teacher Listing Form with the advance letter.

Make an appointment ahead of time with the principal. Call the day of the appointment to reconfirm. (Principals’ days change minute by minute based on what happens in the school.)

Identify potential problem in field-based edit and have Regional Offices conduct a clean up operation before sample is given to field representatives.

Provide business cards for field representatives.

Field representatives call the Regional Office. Census Bureau sampling staff will need to be contacted.

Field representatives call the Regional Office. Census Bureau sampling staff will need to be contacted.

Prepare packet for the Regional Office.

Instrument Changes

Observations

Need to be able to correct school name if field representative discovers that it is incorrect any time during the interview other than the beginning.

Instrument was too slow, especially with larger schools. This performance issue appears to be tied to duplicate checking functionality.

Need a way to pass the contact name from the case management system into the instrument.

Mailing address is automatically changed when physical address changes. Flow of address screens is awkward. P.O. box appears as physical address.

Field representatives need a way to verify entry at the end of keying.

Field representative unsure of procedures if teacher's name is entered incorrectly in instrument and effects this has on follow-up and Teacher Follow-Up survey.

Field representatives unsure of best way to categorize nontraditional classes (study habits, computer class, learning center, etc.)

Names are not collected/maintained early enough in the instrument. Field representatives forgot the names of some respondents.

Screens did not always flow in a logical order, especially when there were address or name changes.

Interviewers expected standard hot keys/shortcuts to work.

Recommendations

Create tab that will allow the field representative to update the school address, name, and contact names.

Have the instrument check for duplicate names at the end of the listing rather than during the listing.

Pass principal and other contact name information from case management into the instrument.

Provide option for field representative to change or keep both addresses from the same screen. Reword screens to make it easier to follow. P.O. box should not appear as physical address.

Total count by columns (i.e., number of new teachers, full time or part time) screen will be added to the instrument.

Name correction will be made by Census Bureau clerical processing staff.

Help screen should be created.

1. Ask for respondent/principal name earlier in the instrument.
2. Display name on the instrument.
3. Adjust instrument to record multiple contacts/respondents.

Need to review wording and flow for name and address change, split, and merge. The screens will be reworded/moved based on this review.

Enable standard hot keys to work in as many places as possible.

Appendix E. Report on SASS Cognitive Interviews of Teachers in Two Panels

This appendix contains a February 19, 2003, report that UserWorks prepared on the cognitive interviews it conducted to evaluate revisions to the 1999–2000 Schools and Staffing Survey (SASS) Public School Teacher Questionnaire. This report was done for the Demographic Surveys Division of the U.S. Census Bureau. The report contains the following material:

Executive Summary	E-2
Panel A (Versions 1 and 2)	E-4
Panel B	E-6
Working Conditions (Panels A and B): Section IV, Items 21–23 (Panel A) and Section V, Items 14–16 (Panel B).....	E-10
Introduction	E-12
Methods	E-12
Materials	E-12
Participants.....	E-13
Procedure	E-14
Cognitive Test Results.....	E-15
I. General Information: Panels A and B, Items 1–2	E-16
II. Class Organization: Panel A, Items 3–9.....	E-21
III. Educational Background: Panel A, Items 10–14	E-32
IV. Certification and Training: Panel A, Items 15–20	E-39
V. Working Conditions: Panel A, Items 21–23, and Panel B, Items 14–16	E-42
VI. Professional Development: Panel B, Items 3–4.....	E-54
VII. Resources and Assessment of Students: Panel B, Items 5–13	E-64
VIII. Attitudes and Opinions: Panel B, Item 17.....	E-71
IX. School Climate: Panel B, Items 18–20.....	E-75
X. Participants’ Final Observations and Recommendations.....	E-84
Attachment E-1. Changes in Panel A Version 2	E-88
Attachment E-2. Consent Form/Non-Disclosure Agreement.....	E-89
Attachment E-3. Interview Protocol.....	E-90
Attachment E-4. Interview Questions for Panel A.....	E-93
Attachment E-5. Interview Questions for Panel B	E-103
Attachment E-6. Screening Questionnaire	E-113

Executive Summary

The Demographic Surveys Division of the U.S. Census Bureau hired UserWorks to evaluate revisions to the 1999–2000 Schools and Staffing Survey (SASS) Public School Teacher Questionnaire. UserWorks conducted a series of cognitive interviews (think-aloud sessions) to identify problems with comprehending the meaning and intent of the questions, the procedures to complete the survey, and sensitivity of questionnaire items.

Utilizing UserWorks' participant database and personal contacts of both UserWorks and Census Bureau analysts, 30 participants of varying characteristics were recruited. All taught in the greater Washington, DC-Baltimore metropolitan area. The questionnaire was broken up into two parts, or panels, which covered different topics and questionnaire items so that interviewees' responses could be thoroughly investigated and interviews could be kept within a reasonable time limit. Sixteen participants completed Panel A and 14 participants Panel B, for a total of 30 participants. Interviews were conducted at the participants' schools, various public places in the DC metropolitan area, and the UserWorks lab in Silver Spring, Maryland, between December 2002 and January 2003.

Participants were asked to think aloud but otherwise to complete the questionnaire as they normally would, in whatever order and with whatever degree of attention, thoroughness, and completeness would be natural for them, first using themselves and their experiences as a source of information. Concurrently, while working on each item and retroactively, after completing an item or related set of items, participants were probed regarding their responses to the questionnaire.

This report lists each question and its corresponding bulleted instructions or examples (“apple points”) and answer choices. Problems indicative of confusion with or misunderstanding with questionnaire items are presented along with less problematic “observations” of participant comments or behavior. In cases where questions in version 1 of Panel A were revised or added in version 2, a note to that effect with the altered answer choice or question is provided in context.

In just a few cases, participants found the wording of some questions confusing. When they did have difficulty answering a question, however, it was not because they failed to understand it but because the question did not neatly apply to their circumstance. For instance, elementary school teachers who taught reading as part of language arts, or who covered language arts issues in social studies, could not easily classify—and thus readily apportion—the time they spent on reading or language arts.

A more common problem was that participants, though certain of the meaning of an item, would differ from each other in their interpretations of that item. One teacher would recognize two or more alternative interpretations of the same item, or the teachers' interpretations would differ from what staff suspected was the intent of the question. An example of such an item would be the statement “I worry about the security of my job because of the performance of my students on state and local tests”; someone may disagree with it while still worrying about job security, or agree with it even if the students were performing well. Even when there was little debate over how a question should be interpreted, participants sometimes answered “yes,” “no,” “agree,” or “disagree” to an item for reasons other than those implied in the question. For instance, participants might agree that they use district standards because they are forced to, not because they wish to, or might deny that they receive state test scores if their students never take state tests to begin with.

Another common, overall problem was that teachers did not feel they had sufficient knowledge of current school practices and student status or memory of past events—such as their past college coursework—to

provide accurate answers. While they understood the questions, they would have rated very low their confidence in their answers.

A fourth common problem was that participants read instructions only for the information they felt they needed to complete each item. This tendency led them to overlook mandatory apple points, options lower in a list that might have been more relevant than those higher in a list, and qualifying information appearing at the end of a sentence. Many of our recommendations therefore involve rearranging or highlighting information in an existing sentence or dividing a sentence into two or more parts.

The greatest challenge for participants was calculating hours spent on activities. In part this was because they tended to classify their work time and professional development by number of classes taught and number of days per week worked, including half-day workshops, rather than by hours. However, the difficulty also stemmed from divergent interpretations of certain key phrases used repeatedly throughout the questionnaire such as “at this school,” “most recent full week,” “school-related activities,” “professional development activities,” “main teaching assignment field,” and “major field of study.” Several of our recommendations thus encourage more specific wording or explanation of these recurrent terms.

While participants had concerns with most questions on some level, the remainder of this executive summary highlights the most problematic areas and provides selected suggestions to resolve these “showstoppers.”

Panel A (Versions 1 and 2)

Item # and question	Recommendation
4a Which statement best describes the way YOUR classes (or sections) at this school are organized?	<p>Reword answer options so that, as in option 4 (team teaching), information describing students or mapping teachers to students is closer to the beginning of the answer choice than is course or subject information:</p> <ul style="list-style-type: none"> • You instruct several classes of different students most or all of the day in one or more subjects (such as algebra, geometry, music, history, government, and/or biology). [Answer Option 1] • You are an elementary school teacher who teaches only one subject (such as art OR music OR physical education OR computer skills) [consider enrichment or specialist or resource as a key term following “elementary”]. [Answer Option 2] • You instruct the same group of students all or most of the day in multiple subjects. [Answer Option 3] • [No change to Answer Option 4.] • You provide remediation or special needs services... OR You instruct selected students released from their regular classes in specific skills or to address specific needs (for instance, gifted and talented, special education, reading remediation, English as a Second Language). [Answer Option 5] <p>Consider allowing participants to denote “other” category or to describe “main” organization and “secondary” organization.</p>
6a During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of these subjects at THIS school?	<ul style="list-style-type: none"> • Divide apple point into separate apple points, rather than having one long, complicated sentence. • Consider asking about reading activities AND reading instruction, then asking how much time spent on other language arts activities outside of reading, so users will not have to extract reading time from various language arts activities. • Give examples as to what is included in English/Reading/Language Arts. • For preschool and kindergarten teachers, is prereading considered part of English/Language Arts/Reading? Should they count only formal instruction in reading?
6c Go to Section III— Educational Background on page 9. (6c only on Version 1; version 2 gives a skip instruction.)	<ul style="list-style-type: none"> • Consider an arrow pointing to skip instruction on same line (aligned with the left margin underneath) as 6b. • Consider putting the skip instruction within 6b: “Skip to Item 10a [(Section III—Educational Background?) on page 9.” AND/OR include instructions: “STOP. Do NOT go to page 7! Please skip to item ... on page ...”
7 This school year, what is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?	<p>Clarify if goal is to identify “most subjects taught” (e.g., three earth science classes vs. two general science classes vs. being just a 9th grade science teacher, 2-hour block of reading in a self-contained 2nd grade class where participant also teaches math, etc.) or elementary vs. middle vs. high school teacher who happens to specialize in some subject. (Also, consider putting this question below Question 9.)</p>
8 During your MOST RECENT FULL WEEK of teaching, how many separate classes (or sections) did you teach AT THIS SCHOOL?	<ul style="list-style-type: none"> • Exclude study hall from apple points. • Consider use of “period” to distinguish subject from class. • Alternatively, rephrase question to indicate: “In your job assignment, how many classes are assigned to you?” AND “Count only once periods that meet more than once a week.”
9 Complete a line of the table below for each class (or section) that you taught during your MOST RECENT FULL WEEK of teaching at this school.	<ul style="list-style-type: none"> • Clarify that respondents should list each period taught followed by the number of students in each period. • Consider updating codes in table 1 that this question refers to.

Item # and question	Recommendation
10/12c Was this degree awarded by a department of education, college of education, or school of education?	<ul style="list-style-type: none"> • Consider allowing participants to check off whether and how degree was education related. • If “no” to 10/12c, point to a subitem that conveys, “If your degree was not from a department or school of education within your college (e.g., school of music), if your degree was not from a school or college of education within your university, did you take education-related courses (e.g., methods in teaching music) WITHIN that department, school, or college?” [Consider Question 14 here?]
10/12d What was your major field of study?	<ul style="list-style-type: none"> • Consider recording minor or area of specialization. • Consider adding new education-related codes. • Consider adding apple point: “If the field of study name is not listed in Table 2, please choose the closest match.” • Consider adding a section to table 2 labeled “Combined Degree” with codes and field names that include both a specialty field and the word “education.”
13a Have you earned any other degrees?	<p>Of concern to participants:</p> <ul style="list-style-type: none"> • Add “In progress” to column B for earned degree status. • Add a new row to record credentialing and/or master’s equivalency. • Add a row for National Board certificate. <p>(NOTE: Until this point, participants did not know until seeing the table that they could record a second bachelor’s or master’s degree.)</p>
14 Have you ever taken any graduate or undergraduate courses in teaching methods or education?	<ul style="list-style-type: none"> • Provide a range of hours for participants to select. • Target this question more specifically to teachers who might have no education degree (perhaps after asking if participants have an education degree awarded by a college’s School of Education or a university’s College of Education). • If kept as is, offer examples (apple points) of the types of classes that count as methods or courses in education.
15–18a Do you have a [SECOND, THIRD, FOURTH] teaching certificate in this state? 15–18c In what content area is this certificate?	<ul style="list-style-type: none"> • Focus on area of specialization. (See 15–18c.) • Allow teachers to record elementary or secondary teaching certification and then area of specialization or endorsement.
20 How did you earn your initial teaching certificate? (Version 1) Thinking about all of the teaching certificates you have earned in any state, how did you earn your first certificate? (Version 2)	<p>Rephrase or add answer choice, “After I obtained Bachelor’s degree, but before I began teaching.”</p>

Item # and question	Recommendation
Observations on tables	<ul style="list-style-type: none"> • Participants preferred to have tables in easy access to the referring questions, with the table on the left and the question(s) on the right; the less page flipping, the better. • UserWorks staff believes the revised layout of tables 1A and 1B will help future participants efficiently locate the codes, but staff did not have adequate numbers to test this against. • Where possible, UserWorks staff recommends reviewing the currency of the codes, and including new subitems. • Add new assignment codes or reword existing ones. • Replace “ESL/Bilingual” with “ESL or Bilingual.”

Panel B

Item # and question	Recommendation
3 In the past 12 MONTHS, did you participate in any of the following professional development activities?	Use larger font for 3 than for subitems; indent subitems so “past 12 months” carries down the page.
3a University course(s) taken towards recertification or advanced certification in your MAIN teaching assignment field	<ul style="list-style-type: none"> • If it matters: “Include/exclude courses you are currently taking” • Reverse order of 3a and 3b THEN ask about recertification/advanced certification. • Include both general education courses and specialty area courses. • Define main teaching assignment field or replace with “subject or grade range you are primarily teaching now.” • If necessary, be more specific for even splits—the one they concentrate on more, or a more general category: <ul style="list-style-type: none"> ○ “subject you are primarily teaching now” ○ If you teach multiple subjects, pick a field that includes all of them. ○ If you teach multiple subjects, pick the one you concentrate on the most.
3b University course(s) in your MAIN teaching assignment field	<ul style="list-style-type: none"> • Suggested wording: University course(s) in your MAIN teaching assignment field taken for your initial certification. • If you were not initially certified in the last 12 months, your answer may be “None.” Exclude courses taken for recertification or advanced certification.
3b Presenting at workshops, conferences or trainings	Add bullet: Include/exclude “in-service” presentations in your own school
3e Attending other workshops, conferences, or trainings	<ul style="list-style-type: none"> • Add bullet: Exclude conferences in which you were a presenter • Add bullet: Include/exclude “in-service” presentations in your own school
3f Individual or collaborative research on a topic of interest to you professionally	If definition of “research” matters, pick and choose how to restrict: Include/exclude finding information or articles for students in your classes; personal experiences you discuss in class; formal research on educational methods mandated by school system or coursework, etc.
3g Regularly-scheduled collaboration with other teachers on issues of instruction	<ul style="list-style-type: none"> • Exclude administrative meetings • If “administrative meetings” means faculty meetings, use that term.

Item # and question	Recommendation
4a In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your MAIN teaching assignment field?	<ul style="list-style-type: none"> • Replace “professional development activities” with something more specific or say “Include/exclude in-service courses, faculty meetings, presentations you gave yourself, etc.” • Rephrase “In-depth study”; suggested wording: <ul style="list-style-type: none"> ○ “...focused on your main teaching assignment field and directed at teachers with some knowledge and experience” ○ “...specific to and concentrating on the subject(s) you primarily teach.”
4a(1) In the past 12 months, how many hours did you spend on these activities?	If appropriate: “Include/exclude time spent doing course assignments, trying out suggestions in your classroom, etc.”
4a(2) Overall, how useful were these activities to you?	If appropriate, extend as follows: “... to you in your current teaching situation?” or “to you potentially?”
4b In the past 12 months, have you participated in any professional development activities that focused on uses of computers for instruction?	<ul style="list-style-type: none"> • Move “computers” to end of sentence to focus on applications • Suggested wording <ul style="list-style-type: none"> ○ “...that focused on educational software students can use to explore concepts on computers” ○ “...that focused on teaching students how to use a computer” ○ “...that focused on using computers to prepare lessons, present material, calculate grades, etc.” • If appropriate: Do not include courses you listed in 4a.
4c In the past 12 months, have you participated in any professional development activities that focused on reading instruction?	If appropriate: Do not include courses you listed in 4a.
4e In the past 12 months, have you participated in any professional development activities that focused on other topics not included in 4a–4d above?	If appropriate, move “not included in 4a–4d above” directly after the words “professional development activities.”
5 Are students assigned to your classes on the basis of achievement or ability level?	<ul style="list-style-type: none"> • Rephrase as “Does your school use students’ achievement or ability level as a basis for assigning them to your classes?” (Yes/No, not Either/Or) • Add “in some cases; please specify:___” OR ask “Are most of your students...” or “are some of your students...” OR provide answer options like “some classes” and “most classes” • For rewording above, “Does your school sometimes use...” • Add “Do not know” answer option. • If appropriate: “Answer ‘no’ if only students and/or their parents decide which level class they will take.”
6 Do you use different groupings of students in your classroom to teach students who learn at different rates?	<ul style="list-style-type: none"> • If appropriate add “in some situations; please specify:___” OR ask “do you ever...” or “do you at least sometimes...” OR provide answer options such as “often” and “infrequently.” • Rephrase to clarify emphasis, either: <ul style="list-style-type: none"> ○ “When grouping students, do you select students who can all learn at the same rate to be in a particular group?” OR ○ “When grouping students, do you mix students who learn at different rates in the same group?” • If necessary, distinguish answer choices: “No, I do not group my students for this purpose,” from “No, I do not divide my students into groups.”

Item # and question	Recommendation
<p>7a Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?</p> <p>9 Of all students you teach at this school, how many are of limited English proficiency?</p>	<p>For 7a and 9 add option “Information not available” or ask “To the best of your knowledge...”</p>
<p>11 Do you receive your students’ scores on state or local achievement tests?</p>	<ul style="list-style-type: none"> • Remove question from private school survey or ask about national tests or other tests. • Ask first “Do your students take state or local achievement tests?” • If appropriate, add bullet: Do not include national standardized tests such as the Iowa [specific name], SAT, etc. • If yes, rephrase: “Do you have access to your students’ scores on these tests?” [not “Do you receive” unless that’s the main issue] • Add answer options “sometimes” or “some of my students”
<p>12 To what extent do you use the information from your students’ test scores:</p> <p>12a To group students into different instructional groups by achievement or ability?</p> <p>12b To assess areas where you need to strengthen your content knowledge or teaching practice?</p> <p>12c To adjust your curriculum in areas where your students encountered problems?</p>	<ul style="list-style-type: none"> • Have respondents skip question 12 if students do not take state or local tests and only state/local scores are at issue. • Specify “state and local test scores” again, or if national tests are included, say so; if it is just classroom tests, say so. • If Item 12 is intended to measure or may be interpreted as indicating to what degree teachers value the tests, remove a source of error in 12b & c by asking the questions: <ul style="list-style-type: none"> • “Are these scores presented in a form you can use?” • “Are they available when you can use them?” • “Is the content of the state and local achievement tests relevant to the courses you teach?”
<p>13 To what extent do you use state or district standards to guide your instructional practice in your main teaching assignment field?</p>	<ul style="list-style-type: none"> • Ask instead “How big of a role do district standards play in guiding your instructional practice,” or “To what extent do you cover state or district standards in your instructional practice...,” whichever applies. • If important for drawing inferences from question 13, ask in addition how easy it is to apply state or district standards to one’s instructional practice.
<p>17e I worry about the security of my job because of the performance of my students on state and local tests</p>	<p>Rephrase to clarify intent: “The actual performance on state and local tests of the students I have now makes me worry about the security of my job.” OR “If my students were to perform poorly on state and local tests I would worry more than I do now about my job security.”</p>
<p>17f State or district content standards have had a positive influence on my satisfaction with teaching.</p>	<ul style="list-style-type: none"> • If this is really what is being asked, rephrase as, “I am more satisfied with teaching (a more satisfied teacher) thanks to (since the adoption of) state or district content standards.” Otherwise, rephrase as “I am satisfied with the state or district content standards,” or “I feel am a better (more successful) teacher owing to the adoption of state and district content standards.” • Add “not applicable” option.

Item # and question	Recommendation
17g I am satisfied with my class size(s).	If the issue is only whether they are too large, rephrase “My class size(s) is/are too large.”
18a The stress and disappointments involved in teaching at this school aren’t really worth it.	<ul style="list-style-type: none"> • Use a positive statement like “Teaching is worthwhile despite its stresses and disappointments” so respondents will be certain of what they are saying if they disagree. • Identify what “it” is: <ul style="list-style-type: none"> ○ “the stresses and disappointments are not worth getting stressed out over or disappointed about?” ○ “being in teaching is not worth the stresses and disappointments involved?” ○ “the stresses and disappointments make me want to leave?” ○ “the stresses and disappointments outweigh the joys of teaching, of helping students learn?” ○ “the stresses and disappointments are not worth the money they pay me?” ○ “teaching is not worth what they pay me owing to the stresses and disappointments?”
18d If I could get a higher paying job I’d leave teaching as soon as possible.	Modify: “leave the field of teaching”
19a Tardiness 19b Absenteeism 19c Class cutting	No changes suggested if the items as currently written are needed as benchmarks against which to score other responses; otherwise ask instead about “egregious tardiness,” “rampant absenteeism,” “conspicuous class cutting.”
19f Vandalism 19g Use of alcohol	Rephrase initial question 19 as “To the best of your knowledge, which of the following activities do students at your school engage in” if appropriate to all lettered items; otherwise specify agent of each item, e.g. , “vandalism by students of the school” [not those from the local high school or college] and “student use of alcohol” [not by teachers or parents]
19n Widespread disorder in classrooms	Replace wording with “Teachers not in control of their classes” or “losing the attention of the entire class” if that is the intent of the question.
19o Student acts of disrespect for teachers	Consider “...other than verbal abuse” [exclude 19m]
19 overall	<ul style="list-style-type: none"> • Restrict scope: “How often do the following problems occur among the students in your own classes?” OR • Offer “no basis for judgment” option OR Offer subjective frequency rating scale “extremely often, often, occasionally, hardly ever, never”
20b Pregnancy	Ambiguous for middle schools; specify student, teacher (or parent)
20e Lack of parental involvement	If distinction is significant, divide item into two: “parental interest in student achievement” and “parental responsibility and support for student’s learning”

Working Conditions (Panels A and B): Section IV, Items 21–23 (Panel A) and Section V, Items 14–16 (Panel B)

Item # and question		Recommendation
<p>Panel A Q22 and Panel B Q15</p>	<p>During official school hours, how much time did you spend on the following school-related activities during your MOST RECENT FULL WEEK of teaching at this school?</p> <p>a. Student instructional time b. Scheduled school time for planning c. Other scheduled school time</p> <p>[The panel A question included two definitional bullets that were not included in the panel B question.]</p>	<ul style="list-style-type: none"> • Determine whether 22/15b should include ALL time spent planning, in which case it should read “b. All school time spent planning”; otherwise, a separate category should be added: “d. Additional school time spent planning (not scheduled planning periods.)” • Determine whether 22/15b should include ONLY time spent actually planning, in which case it should read “b. School time spent on planning”; otherwise, append the current wording with “...whether actually used for planning or not” • Include additional examples in 15/22b and 15/22c or create new categories showing where to classify other activities: <ul style="list-style-type: none"> ○ Recess duty and other supervised recreation ○ Lunch (teacher’s own lunch time, which is not the same as lunch duty) ○ Staff, faculty, department, and committee meetings that take place during school (contract) hours ○ Creating, preparing, duplicating, and setting up materials ○ Cleaning up the classroom ○ Field trips during the school day ○ Parent conferences during the school day ○ End the list by saying “and other similar activities performed during official school hours” to emphasize that it is the time they are performed that determines whether they should appear in 15/22 rather than 16/23, not the nature of the activity.
<p>Panel A Q23</p> <p>Panel B Q16</p>	<p>Outside of official school hours, how much time did you spend on the following school-related activities during your MOST RECENT FULL WEEK of teaching at this school?</p> <p>a. Activities involving students b. Scheduled school time for planning</p> <p>Outside of official school hours, how much time did you spend on the following school-related activities during your MOST RECENT FULL WEEK of teaching at this school?</p> <p>a. Activities involving students b. Activities NOT involving students</p>	<ul style="list-style-type: none"> • Use as prime examples of a particular classification only items that are typical of that classification. <ul style="list-style-type: none"> ○ Most field trips occur during the day and would be official instructional time; transporting students to day trips would be official administrative time. ○ Parent conferences often happen during the day. ○ Most meetings happen during the day; one would not normally come before or after school on one’s own time to attend an optional faculty meeting. ○ “Preparing an IEP at home” would be better for 16/23a; ○ “Writing a school newsletter at home” or “PTA meetings” would be better for 16/23b. ○ Change wording of 23/16a apple point to “Including paid or unpaid coaching, acting as a club sponsor, etc.”

Item # and question	Recommendation
<p>Working Conditions overall</p>	<ul style="list-style-type: none"> • Change “school-related activities” to “work duties” in B15/A22 to signal that 15/22 is more restricted than 14/21. • Be sure also to change “school-related activities” in B14/A21 to “work duties and other school-related activities” so readers will not equate 14/21 with 16/23 only. [“school-related activities” sounds like “after school.”] • Keep “school-related activities” in 16/23; do not replace it with “non-academic,” since several items in 16/23b are related to academic classroom work or student academic performance, and several items in 16/23a (tutoring, sponsoring “It’s Academic” team or science fair projects) could be considered academic. • If the phrase “school-related activities” cannot be expanded in 14/21, remove the apple point in 14/21 and add an explanation after the instruction: “Consider ‘school-related activities’ to be anything you do in your capacity AS A TEACHER to help your students, their parents, your school, or other people or organizations, whether during school hours or before or after school or on weekends.” • Duplicate the apple points defining hours and reiterating what to include in items 22 and 23 of Panel A to items 15 and 16 in Panel B. • Make 14/21 the main question and indent questions 15/22 and 16/23 as subsections (part a, part b, etc.) under it to imply that the hours are related. • Word 15/22 and 16/23 as “Of the hours you reported in question 14 [or 21], how many were designated for X?” • If difference must be accounted for, add a question at the end of the section: For any hours you listed in 14/21 that you did not account for in either 15/22 or 16/23, please describe any additional professional activities and the number of hours you spent on them. [Activity / Number of Hours] • If the “scheduled school time for planning” category can be altered, change it to: School time spent planning, preparing, setting up or cleaning up <ul style="list-style-type: none"> ○ Include time spent on these activities during scheduled planning periods, during lunch, from when you must arrive until the first students arrive, and from when students leave until you are free to leave. • If it can not be altered, add another category under official school time: <ul style="list-style-type: none"> ○ Unscheduled official school time used for planning, preparing, setting up or cleaning up <ul style="list-style-type: none"> ○ Include time spent on these activities during lunch, from when you must arrive until the first students arrive, and from when students leave until you are free to leave. • Do not expect accuracy for activities split across official/unofficial hours. • If respondents are not supposed to consider a typical week, add the wording “(even if NOT typical)” after “MOST RECENT FULL WEEK.” • If desired, include an instruction to round answers to the nearest whole hour.

Introduction

The U.S. Census Bureau is now in the process of developing revisions to the 1999–2000 Schools and Staffing Survey (SASS) public school teacher questionnaire. In an effort to develop questionnaire items that will accurately capture teachers' responses to these issues, the Demographic Surveys Division of the U.S. Census Bureau hired UserWorks Inc. to evaluate the SASS questionnaire by conducting a series of cognitive interviews (think-aloud sessions) to identify problems that can be corrected prior to the survey's official release.

The objectives of these interviews were

- to identify items which teachers might fail to comprehend, misinterpret, or interpret in different ways;
- to identify difficulties teachers might have following procedures (for instance, recognizing an instruction applied to more than one item, flipping pages to obtain information from tables, or skipping questions that do not apply to them); and
- to determine the sensitivity of the questionnaire items to unanticipated contextual factors such as the type of school or the teacher's background and dialect.

The interviews were also useful for suggesting where researchers are likely to draw unjustified inference from responses to the questionnaire or where variation in respondents' interpretation of items may be great enough to suggest the items' unreliability as measures of the phenomena they were designed to investigate.

Methods

Materials

To permit interviewees' responses to be thoroughly investigated while keeping sessions to a reasonable duration, the questionnaire was divided into two parts, or panels, and half of the interviewees were assigned to each panel.

Coverage of topics was as follows:

Panel A—

- General Information (background and work status);
- Class Organization (type of class and courses taught);
- Educational Background (academic degrees);
- Certification and Training (teaching certificates); and
- Working Conditions (how time is divided among a number of different school-related activities).

Panel B—

- General Information (background and work status);
- Professional Development (self-initiated and departmental learning activities as well as continuing education courses and workshops);
- Resources and Assessment of Students (including class questions pertaining to class assignment, student grouping, and teaching special populations);
- Working Conditions (how time is divided among a number of different school-related activities);

- Attitudes and Opinions (on other working conditions such as class size and cooperation in the department); and
- School Climate (additional opinions on quality of life at work issues and identification of problems in the school).

The first part, General Information (consisting of only two introductory questions), was the same on both panels; the purpose of this pared-down section helped participants adjust to the think-aloud procedure. A section of items labeled “Working Conditions,” regarding the number of hours teachers spend on various activities, appeared on both panels but with slight differences in wording on each of the two panels. There was no other overlap among actual items on the two panels, though there was significant overlap in coverage of topics. For instance, while panel A asked about education institutions and type of certification, panel B asked about actual coursework both in advanced degree programs and in subsequent professional development for continuing certification. Thus both panels asked questions about education and training. Both also asked about type and composition of classes (in the panel A section “Class Organization” and in the panel B section “Resources and Assessment of Students”). It was not within the scope of the project to investigate how items in panel A that discuss a certain topic might influence respondents’ perceptions of and responses to other items in panel B that discuss the same topic. It was also not in the scope to recommend how to organize or integrate questions on related topics appearing in the two different panels in the final version of the questionnaire.

Six attachments contain additional information. After a meeting in which UserWorks and Census Bureau analysts met to discuss the first 15 of 30 interviews, panel A was slightly altered in an attempt to increase comprehension and participants’ likelihood of following the correct sequence of items (attachment E-1). Owing to the lag time involved in formatting and printing the revised version of panel A, only two participants were given the revised version. Of those, a portion was probed for their opinion of the wording in the new panel, but none were asked to compare the new panel to the old panel.

A consent and nondisclosure form (attachment E-2) was prepared to obtain participant signatures assenting to audiotaping for research purposes. In signing this form, participants also agreed not to discuss with colleagues problems with the current questionnaire until the Census Bureau had the opportunity to make revisions based on participant input.

An orientation to the project (attachment E-3) was prepared for participants, as well as the probing questions to be used for each of the panels (attachments E-4 and E-5). The probes were designed to elicit user expectations and points of confusion (if any). Some probes were asked of all test users; others were used only if interviewers considered them relevant to participants’ responses or situations.

A screening questionnaire (attachment E-6) was also created for the participant recruiter to identify characteristics of the participant.

Participants

Utilizing UserWorks’ participant database and personal contacts of both UserWorks and Census Bureau analysts, 30 participants of varying characteristics were recruited. An e-mail was sent to prospective participants informing them of the study. To obtain a mix of participant characteristics representative of the teaching population for which the survey was designed, those interested were then asked the screening questions over the telephone.

Of those selected, most were public school teachers, though seven who taught at private schools were recruited in anticipation of the development of an additional questionnaire directed towards that population. Participants varied by gender (33 percent were males, higher than the 26 percent typical of the

teaching population according to the National Education Association), as well as by grades (prekindergarten through 12) and subjects taught, school location, and years of teaching and educational attainment. Some were involved with student extracurricular activities, others had special education or students with Individual Education Plans (IEPs), one taught students released from their regular classes, and a couple were involved in team teaching.

All participants taught in the greater Washington, DC-Baltimore metropolitan area. Participants were not asked to identify the school system in which their school was located; however, systems represented include a Department of Defense Domestic Dependent Elementary and Secondary School at Quantico, the District of Columbia, Virginia's Fairfax and Arlington Counties (including the Falls Church City school system), and Maryland's Montgomery, Prince George's, Howard, and Carroll Counties.

Sixteen participants completed panel A and 14 participants panel B, for a total of 30 participants.

Participants were interviewed by one of two employees of UserWorks. Interviews were scheduled between December 13, 2002, and January 10, 2003. Several factors were responsible for this length, such as intervening holiday vacations and snow days, the need for interviewers to travel to separate schools each day, and the fact that most teachers preferred to be interviewed after school or during their planning periods. The interviewers met frequently to discuss the progress of the interviews and their experiences with participants and items on the questionnaire, initially after practicing with each panel using two additional members of UserWorks staff as mock participants, and subsequently between the actual interviews.

Participants were given the option of holding the interviews either in their schools (the preferred option), in a public place convenient for them (such as a library, bookstore, or café), or in the UserWorks research lab. Most chose to be interviewed at their schools.

Interviews were audiotaped with participants' permission. Each participant was given \$30.00 as a thank you for offering his or her time. Most sessions lasted about 1.5 hours, though several sessions ran longer if participants were motivated, not worried about the time, and continued to volunteer information. None lasted more than 2 hours.

Procedure

Interviews were conducted at participants' schools, various public places in the DC metropolitan area, and the UserWorks lab in Silver Spring, Maryland, between December 2002 and January 2003. Interviewers took handwritten notes during the interviews to supplement the recordings. In several cases, portions of the recordings were of inferior quality owing to background noise from external sources. After the first few interviews, the interviewers asked for assurances from participants that a quiet place in which to conduct the interview would be available.

Upon arriving at the interview site, the test administrator signed in at the main office if the site was a school, met the participant, set up the tape recorder and other materials, read the introduction to testing (attachment E-3), obtained the participant's signed consent form to participate, and answered any questions that the participant may have had. If necessary for understanding, the interviewer provided an example of the think-aloud process. Participants were asked to think aloud but otherwise to complete the questionnaire as they would if they had been asked by an administrator to complete it on their own, in whatever order and with whatever degree of attention, thoroughness, and completeness would be natural for them, first using themselves and their experiences as a source of information. Participants were also asked to consider hypothetical teachers or teaching situations provided in a list of scenarios. In some cases participants were asked to read the scenarios aloud before applying the information to the

questionnaire item at hand. For simpler scenarios, when short of time, or when the interviewer was trying to better understand a specific point raised by a participant, the scenario was simply described by the interviewer.

Concurrently, while working on each item, and retroactively, after completing an item or related set of items, participants were probed regarding their responses to the questionnaire. General probes were used to encourage participants to think aloud and to understand participants' interpretations and determine how much of an item participants read or noticed on their own: "How did you arrive at your answer?" "Tell me about that." "What is this asking, in your own words?" More specific preplanned probes (in attachments E-4 and E-5) were used if participants had little to say about an item or were unable to articulate their concerns, as well as to elicit opinions of wording and situations which UserWorks or Census Bureau staff anticipated might prove problematic.

In the course of participating in the interview, most of the participants who initially appeared to be reading and completing the questionnaire rather casually and spontaneously began to attend more carefully to the language of the questionnaire and took more time before offering responses. Since all participants completed the items in the order they appeared in the questionnaire except when they followed or failed to follow directions to skip questions, UserWorks staff must assume that responses to later sections of the questionnaire are heavily influenced by interviewers' incessant requests that participants reflect on, explain, and elaborate on their responses.

After answering the final questions and offering their final overall opinion of the questionnaire, participants were paid and thanked for their time.

Cognitive Test Results

This section provides the results of cognitive testing of SASS panels A (versions 1 and 2) and B. The question is provided verbatim, along with bulleted instructions or examples ("apple points") and answer choices. In cases where questions in version 1 of panel A were revised or added, a note to that effect with the changed answer choice or question is provided in context of the original question or answer choice.

Following the text of each item, problems indicative of confusion with or misunderstanding of that item are presented along with less problematic "observations" of interesting or insightful participant comments or behavior. Where appropriate, counts of participants and their comments are provided to give perspective. For those items on the questionnaire that require no change, a remark to that effect is recorded.

For most of the problems that have been identified, however, recommendations are offered. The proposed recommendations appear BEFORE the elaboration of the respective problem to facilitate use of this document as a guide to potential revisions. The correspondence between a recommendation and its associated problem is further highlighted through the assigning to each problem a letter that is unique within the set of problems described for each item of the questionnaire. The same letter is used to identify the recommendation corresponding to that problem.

Problems with and recommendations that apply to SETS of lettered subitems or sections of the questionnaire AS A WHOLE rather than to individual items are offered at the end of each set or section under a heading "Item X Overall" or "Section X Overall."

I. General Information: Panels A and B, Items 1–2

This section asks for general information about participants' teaching and other experiences. (NOTE: It combines results from Panels A and B.)

Question 1: In what year did you begin teaching in THIS school?

- *If your assignment at this school has included a break in service of one year or more, please report the year that you returned to this school from your most recent break in service.*
- *Do not include time spent as a student teacher.*

__|__|__|__| Year

Observations: Participants who had difficulty or erred in answering the question included

- those who have a long teaching career with breaks in service but with salary and retirement credits; and
- those who had a long teaching career and taught at several schools.

Some participants wondered if “THIS school” referred to the school system, the school they were assigned, or where they happened to be physically located if completing the survey at one of several schools where they worked.

Recommendation a: As discussed at the 12/31/2002 debriefing conference, replace “THIS school” with the name of the teacher’s school, or ask:

“In what year did you begin teaching at the school where you currently teach all or most of your classes (receive your paycheck, etc.)?”

Problem a: Actual respondents may not be completing the survey at their school. Participants who currently taught only in one school but had taught in several schools in the past and were conducting the interview at UserWorks or in a public area did not know which school was “this school.” They suggested the question ask about their “current school.”

Recommendation b: Use an icon other than an apple to denote warnings that, if ignored, will produce erroneous data. Save apple icons for examples, helpful hints (e.g., “gifts to the teacher”).

To force respondents with breaks in service to address the issue, separate the question into two parts. Ask first for year they began teaching at the school, then about returning from breaks. If both parts are completed, treat the upper portion as just a worksheet and take the lower number on the page as the data point:

In what year did you first begin teaching at this school?

__|__|__|__| Year

If your experience at this school included any breaks in service of **one year or more** [use boldface type], please indicate in what year you returned from your most recent break in service:

__|__|__|__| Year

[Do not use the phrase “tenure at this school” in place of “experience at this school” since teachers interpret it as “job security.”]

- Problem b: Apple points were not always read or read thoroughly by people to whom they applied. Some respondents either did not read supplemental instructions regarding breaks in service or if they did, they often provided start dates following breaks of service of less than a year.
- Recommendation c: To make experienced teachers feel better and obtain more accurate data from teachers with breaks in service, ask first for their years of service over their entire teaching career. If data are actually being collected on when the teacher began teaching at this school, if it is not an introductory practice question, ask that question next.
- Problem c: Teachers with a long teaching career feel invalidated if they had only spent a short time at their current school. Several teachers expressed surprise that they were not asked more demographic background questions. Experienced teachers thought the Census Bureau might not give their responses much credence if it appeared they had only been teaching at a school a year. They thought their extensive amount of experience should count for something.
- Observations c: This problem is mentioned not solely out of concern for the teachers’ opinions towards the questionnaire. Concerns about how their teaching experience would be perceived led participants to enter erroneous data on purpose. Because three of the teachers who had a break in service felt question 1 did not permit them to indicate their extensive experience, they opted to enter the first year of their teaching career at their current school, knowing full well they could have entered a different year. One participant who was out of school for almost 2 years remarked that, “You would not know I had been teaching at this school for 15 years.”
- Recommendation d: Add the instruction “If you teach at more than one school, please consider the school where you teach most of your COURSES,” and accompanying bullet points:
- If your instructional time is equally divided among schools, please consider your official main school assignment, that is, where you receive your paycheck.
 - If your instructional time is equally divided among schools and you have no main school assignment, please consider the school where you spend most of your planning time.
- Problem d: Teachers who currently taught at multiple schools were not sure which school they were being asked to consider.

Recommendation e: Provide advance notification that teachers will be asked to complete questionnaire and should determine when they began at the school.

If accuracy of year is important, consider asking teachers to enter a school year (fiscal year covering August/September of one year to July/August of the next) instead of a normal calendar year:

__|_|_|_|_| to __|_|_|_|_| School year

Problem e: Teachers could not recall start year. Two participants were not sure of the exact date when they began teaching at THIS school and they estimated the year. Both participants specifically stated that if the Census Bureau wanted exact dates, then advance warning or instructions to that effect should be provided.

One participant said it was easier to think of the school year when he started. He had started second semester but was not sure if he was hired in December of one calendar year or January of the next.

Recommendation f: If it is important to avoid this source of error, determine and indicate how teachers should interpret “school,” using one or more of the following as a guide:

If the school where you are currently teaching has

- separated from a larger school during your time there,

then consider your first year there to be when the separation occurred.

If the school where you are currently teaching has

- changed its name;
- merged with another school; and/or
- moved to another building during your time there;

then consider your first year there to be when you first began working on the same staff as other teachers who have also experienced this transition from start to finish in the same physical locations as you.

[Do not replace “working on the same staff as” with “working with” since teachers may have worked with current colleagues at other schools in the past.]
[Do not shorten to “experienced this transition” since teachers from the other merged school also experienced the transition.]

If the school where you are currently teaching has

- experienced a nearly complete turnover in staff; or
- been reassigned students from a different geographical region;

then consider your first year there to be when you first began teaching in the physical location where you currently teach.

Problem f: Participants did not know start date for a school if its attributes changed. Teachers whose schools had moved to a new building, been consolidated with other schools, and/or been renamed (in one case, all three at once) did not know whether the year in which they came to the original school or the year of the school's alteration or most recent incarnation was more appropriate.

Recommendation g: If it is important, define break in service more specifically, perhaps as follows:

Consider a break in service to be any period in which you EITHER

- temporarily left the field of teaching (maternity leave, travel, etc.); OR
- left the school where you are currently teaching to teach at another school or in another school system.

Problem g: "Break in service" was unclear to teachers who remained in teaching. Participants who left their current school and continued teaching but at a different location before returning to their current school did not know if their absence constituted a break of service because their retirement benefits were unaffected.

Question 2: How much time do you work as a TEACHER at THIS school?

- *Mark (X) only one box.*

- Full-time
- $\frac{3}{4}$ time or more, but less than full-time
- $\frac{1}{2}$ time or more, but less than $\frac{3}{4}$ time
- $\frac{1}{4}$ time or more, but less than $\frac{1}{2}$ time
- Less than $\frac{1}{4}$ time

Recommendation a: Contact various school systems' personnel departments to determine the most common decimal representations for part time work. If there is no common representation, use days instead of hours and ask instead of fractional time:

How many days a week do you usually work as a teacher? (Please round to the nearest half day) _____

- If your schedule varies week by week, please report the average number of days per week.

Problem a: Fractional divisions not used and not appropriate for describing amount of part time work. Several participants said they or their colleagues worked or had at some time taught part time, but that they had never described their time using fractions and would not know how to do so on a questionnaire.

Part of the problem is that some schools do not make these distinctions. At some schools, the only distinction made is full vs. part time, with no distinctions made among different levels of part-time work. In the Arlington system, apparently, one may only work full time or half time.

A related issue is the suitability of the representation. Fractions are inappropriate because they suggest a number of hours worked, whereas teachers are on salary and hours worked often vary by week, even for part-timers. One participant trying to make sense of the options wondered if $\frac{3}{4}$ time meant he had taken a quarter of the year off.

Of the participants who were familiar with any sort of system for calculating time for part-time teachers, all claimed their school system used decimals rather than fractions, usually to indicate how many days the teacher worked. For instance, a “point 4” teacher would work 2 days a week, while a “point 6” teacher would work 3 days a week. According to a participant at another public school, however, a “3 point 5” teacher worked $3\frac{1}{2}$ days per week at that school, suggesting the implementation of decimal notation may vary with the school system.

Recommendation b: It may be necessary at some point to specify whether work status should be determined by course load or by hours or days per week worked, since different respondents calculate this differently.

Problem b: Is work status determined by courses or by hours? Some teachers at one participant’s school teach fewer courses than the standard number of courses but have additional administrative duties and work full days at the school. It was not clear to this participant whether working “as a TEACHER” refers to the proportion of time spent instructing in the classroom relative to that spent by other teachers or to the number of hours worked relative to those of other teachers.

Uncertainty regarding whether status is determined by course load or workdays is also reflected in the responses of participants concerned about how the time of part timers is apportioned. According to one participant, a “point 2/point 8” teacher teaches 20 percent of his courses at one school, the rest at another. According to him, the actual number of hours spent at a school is irrelevant. According to other participants, however, a “point 2/point 8” teacher would teach 1 day a week at one school and 4 days a week at another school. For them, courses taught are irrelevant.

Observations: The problems and recommendations a and b above refer to only the most general cases. There is probably a great deal more variation in how part-time status is treated; for instance:

- At one participant’s school, the only part-time staff are substitutes.
- One participant, as a full-time long-term substitute, is hourly and chooses to work $\frac{1}{4}$ time.

II. Class Organization: Panel A, Items 3–9

This section asks about participants’ meetings with other teachers and the organization of classes in participants’ schools.

Question 3: In which grades are the students you currently teach at THIS school?

- *If you teach at more than one school, report only for the grades you teach at THIS school.*
- *Mark (X) all that apply.*

<input type="checkbox"/> Ungraded	<input type="checkbox"/> 3 rd	<input type="checkbox"/> 8 th
<input type="checkbox"/> Prekindergarten	<input type="checkbox"/> 4 th	<input type="checkbox"/> 9 th
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> 5 th	<input type="checkbox"/> 10 th
<input type="checkbox"/> 1 st	<input type="checkbox"/> 6 th	<input type="checkbox"/> 11 th
<input type="checkbox"/> 2 nd	<input type="checkbox"/> 7 th	<input type="checkbox"/> 12 th

Recommendation a: Capitalize “STUDENTS” in question and follow up with a parenthetical “(not courses)” to discourage analysis by course. Capitalize “all” in second apple point to emphasize that all grades are of interest. To discourage analysis by teacher identity, clarify with an apple point: “If you teach a specific grade, such as 4th grade, be sure to include any students from other grades who are in your classroom.”

Problem a: Participants omitted grade levels of some students they taught. Some participants thought the purpose of the question might be to identify either the teachers themselves, by the grade levels they taught, or the courses they taught, by their grade level content, so they considered these criteria more than grade levels of actual students enrolled. Others listed the grades of only the majority of their students.

Observations: Some elementary school teachers thought of themselves as teaching grade levels, not subject areas, so a couple said they would not include students of other grades, such as remedial students repeating a class or precocious students attending their classes for enrichment. For example, one participant said if she had a 1st grader completing 2nd grade work in the 1st grade class, she would *not* mark 2nd grade in addition to 1st grade.

Some high school teachers thought of themselves more as teaching courses directed towards various grade levels than as teaching students at various grade levels. For instance, one said that if she had an 8th grader in her 9th grade class, she would look for an “8th grade AP (advanced placement)” option; if students in 12th grade were completing college-level work, she would look for “12th grade AP.” Another, who taught a course to 10th and 11th graders and marked both grades, was then probed for her rationale and revised her response to include 9th and 12th graders, since, she said, the course was open to them as well, but the classes were generally understood to be for 10th and 11th graders.

A third set of participants may simply have missed the instruction to include all grades taught. They assumed that they just needed to check grades “mostly”

taught. These included, for example, a participant who teaches mostly 10th grade but has one or two 9th graders enrolled.

Recommendation b: Revised phrasing to encompass concept of “Montessori or other school system without student grade-level assignments” in place of “ungraded.”

Problem b: Participants did not understand “ungraded.” The option to select “ungraded,” if it was noticed, confused participants because they did not know what it meant. If it was pointed out to participants, it seemed to contribute to their impression that they should describe the grades of their classes or their own specialty grades rather than the grades of their students.

The option should be reworded to encourage its use only in very special cases, since participants, particularly one who taught in both a middle and a high school, appreciated being able to enumerate the entire range or nonconsecutive set of grades of their students rather than feeling constrained to select a single option for multiple grades.

Observations: This confusion about the meaning and purpose of “ungraded” is a recurring issue, arising elsewhere in the survey. (See item 9.) The ungraded option may only apply to students at a school for the extremely disabled, students who could never reach grade 1, or to English for Speakers of Other Languages (ESOL) students in their first year, or to students in another educational program like Montessori.

It was not as significant in question 3 because participants did not need this option. Because the wording of the instruction uses the plural of grade (“in what grades...”), no participant appeared to feel restricted to choose one grade (despite the fact that several did so voluntarily, as described in problem a). Therefore, the issue of how to represent multiple grades with one answer option never arose for item 3.

Question 4a: Which statement best describes the way YOUR classes (or sections) at this school are organized?

- *Mark (X) only one box.*

You teach subject matter courses (e.g., math, history, music, biology) to several classes of different students all or most of the day. (Departmentalized Instruction)

You teach only one subject (e.g., art, music, physical education, computer skills) in an elementary school. (Elementary Enrichment Class)

You teach multiple subjects to the same group of students all or most of the day. (Self-Contained Class) (**Version 2 bolds “all or most of the day”**)

You are one of two or more teachers who teach multiple subjects to the same group of students. (Team Teaching)

You provide instruction (e.g., special education, reading) to selected students who are released from their regular classes. (“Pull-Out” Class)

Recommendation a1: Reword answer options so that, as in option 4 above (team teaching), information describing students or mapping teachers to students is closer to the beginning of the answer choice than is course or subject information:

- You instruct several classes of different students most or all of the day in one or more subjects (such as algebra, geometry, music, history, government, and/or biology)... [Answer Option 1]
- You are an elementary [enrichment? specialist? resource?] school teacher who teaches only one subject (such as art OR music OR physical education OR computer skills)... [Answer Option 2]
- You instruct the same group of students all or most of the day in multiple subjects... [Answer Option 3]
- [No change to Answer Option 4.]
- You provide remediation or special needs services... OR You instruct selected students released from their regular classes in specific skills or to address specific needs (for instance, gifted and talented, special education, reading remediation, English as a Second Language)... [Answer Option 5]

Problem a: Answer options appear to focus on the courses or subjects taught rather than the method of instruction. One participant's reaction sums up the nature of the confusion here: "The question should focus on how the classes are offered, not what is being offered." *As was the case throughout the survey, participants concentrated attention on the first few words of the answer options, reading only until they felt they understood each option.* As a result, several participants attended to the subjects in the examples in the first two answer options (e.g., art, music, physical education, computer skills) and made one or more of the following mistaken assumptions:

- Option 1 or 2 applied to them only if they taught one of those classes explicitly listed in the examples provided rather than some other subject not listed (like chemistry).
- They automatically qualified for option 1 or 2 if they saw a subject they taught listed in the examples.
- If they were to qualify for option 1, they needed to teach multiple subject matter courses, not just one.

Those who were under the third assumption, that option 1 stipulated that they teach multiple subjects, were uncertain as to whether they could qualify if they taught multiple subjects within the same department (e.g., algebra, geometry, trigonometry, consumer math), or whether they needed to teach in multiple departments of the school to offer "departmentalized instruction." More varied options would give readers a better understanding of the range of situations the fall under option 1.

The examples in option 5 also were not sufficiently varied to convince readers that they should base their choice on the mapping of teachers to students, not the specific course content. One participant mentioned that her school had a pull-out program for gifted and talented students, but the examples in option 5 seem oriented towards remediation only.

In addition, there did not seem to be an appropriate category for certain teachers of students with special needs. Several participants noted that they taught special education or ESOL students exclusively. In those cases, although they are mainstreamed, attending regular schools, the students are not “pulled out” for part of a class, but attend classes as part of a curriculum designed especially for them. These classes are “regular classes” for these students; they are not “released,” as in option 5.

These teachers were also uncomfortable with the other options. Most taught one or two subject areas such as reading and science to exclusively IEP or limited-English-proficient (LEP) students. In the sense that they shared these students with other special education or ESOL teachers teaching other subjects, such as math and social studies, they were team teachers (option 4). In their own opinion, they were subject matter teachers (option 1) whose department affiliation happened to be determined by the type of students they taught rather than the subject they taught. In the opinion of their school, however, they were ESOL or special education teachers, not subject matter teachers, who taught a “Self-Contained Class” of subjects all day to the same group of students, namely various sets of IEP or LEP students who came through their classroom (option 3). One participant’s school actually used the term “self-contained” to describe classes in which special education students were taught certain subject matter courses (e.g., geometry) but then were mainstreamed into regular (uncontained) classes. These teachers did not know how to classify themselves.

Recommendation b: Consider allowing participants to denote another category, to describe “main” organization and “secondary” organization. If appropriate for the desired definition, change option 4 (Team Teaching) to say “two or more teachers (not aides) in the same room simultaneously teaching multiple subjects to the same group of students....”

Problem b: The suggested answer choices and accompanying parenthetical labels did not match terms participants understood in their school system or did not match situations participants experienced. Several participants described situations where, for example, part of their day was self-contained with block times for reading/language arts and math, then departmentalized when students (as a whole) went to another teacher for science, physical education, and media. The same participant might teach science to other teachers’ classes for one or two periods. These teachers wanted to choose two options to describe the situation. Participants were also confusing an aide with a coteacher or could not find a means to adequately note that they had an aide in the classroom when teaching students who were mainstreamed.

Observations: Several participants noted that the phrases at the end of each of the answer choices, for example, Self-Contained Class, in parentheses, along with the preceding definitions in the answer choices, helped them to confirm the selection of a particular response. One participant mentioned that he had jumped to scanning those phrases after reading one or two of the longer descriptions since they were more concise. Two others read the long descriptions carefully as well as the parenthetical descriptions. When asked what they would do if provided only one of the elements—just the phrases or just the definitions—these participants said they would probably not change their answer.

Finding just one option that covered most situations proved problematic for some participants. Participants understood the meaning behind the answer choices, but some had some difficulty in limiting their choices to just one of those described in the answers. As in the case of the special education teacher who teaches in a tailored curriculum (she teaches geometry and career exploration), the curriculum is considered self-contained but the classes are departmentalized. In other elementary school cases, classes were somewhat self-contained but students also had departmentalized instruction for part of the day (music, physical education, art, science, media) depending on the day of the week; participants wanted to be able to record both situations.

Question 4b: Which box did you mark in item 4a above?

- Box 1 or 2 → Go to item 7 on page 7.
- Box 3, 4, or 5 → Continue with item 5 below.

Recommendation: In the second answer option, point arrow downwards to question 5 (directly below) to distinguish it from the pattern in the first answer option.

Problem: Several participants erred in the skip pattern and incorrectly continued to question 5. A couple did not select a box but correctly continued to question 5 or skipped to question 7. The right-facing arrow in the second option currently implies “forward,” suggesting the reader should continue to the next page. Fortunately, none who skipped correctly to question 7 returned later to attempt to complete 5 and 6.

Question 5: At THIS school, what is the total number of students enrolled in the class (or section) you taught during your most recent FULL WEEK of teaching?

- *If you teach two or more classes (or sections) per day, please enter the average number of students in a class (or section).*

__|__| Students

Recommendation: Rephrase stem to include the direction to average in the question.

Problem: Some participants were unclear what to record until reading the apple point on averaging. For example, one kindergarten teacher was unclear how to record her response for a.m. and p.m. classes until she read the apple point to average; otherwise, she would have combined the total number of students. Another participant has several small “classes” (reading groups of 5 students) and one large traditional class of 23. In her opinion, the average would not be accurate. To counter this situation, a participant suggested asking for low to high range of classes taught. One participant misinterpreted the question as asking for how many students were physically present.

Observations: Definition of “class” can vary from a small reading group to a “team” of 6th graders.

“Most recent full week” is generally understood to be a particular week with no snow days, no delays (in most cases), no early dismissals, no teacher in-service

days (in most cases), and no holiday parties. In practice, however, most participants defaulted to “typical, normal, or average” week, regardless of the time of year. Several music teachers, a coach, and a participant who taught horticultural science mentioned that, depending on the time of year when they filled out the survey, more time would be recorded for extracurricular school activities.

Question 6a: **During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of these subjects at THIS school?**

- *If you taught two or more subjects at the same time, apportion the time to each subject as best you can. Report hours to the nearest whole hour; do not record fractions or minutes. If you did not teach a particular subject during the week, mark (X) the “None” box.*

(1) English/Reading/Language Arts

Hours per week → **Of these hours, how many were designated for reading instruction? (Version 1)**
 None Hours per week
 None

Of these hours, how many were designated for reading instruction (Version 2)

Hours per week
 None

(2) Arithmetic/Mathematics

Hours per week
 None

(3) Social studies/History

Hours per week
 None

(4) Science

Hours per week
 None

Recommendation a1: Divide apple point into separate apple points, rather than having one long, complicated sentence.

- *Apportion the time to each subject as best you can if you taught two or more subjects at the same time.*
- *Do not record fractions or minutes; report hours to the nearest whole hour.*
- *Mark (X) the “None” box if you did not teach a particular subject during the week.*

Problem a1: Several participants remarked that there was a lot presented on the page. And, as explained in problem a2, they were apparently not able to distinguish the different instructions (e.g., the instruction to “apportion as best they could”).

Recommendation a2: Given that only two participants saw the version 2 copy, and it was not met with resistance, UserWorks staff suggests using it to help to break up the page. Staff suspects that with version 2, users will not feel they have to do as much work on a single subitem.

Consider asking first about reading activities AND reading instruction (or just time spent teaching reading, if more appropriate), then asking how much time spent on other language arts activities outside of reading, so users will not have to extract reading time from various language arts activities. For example, an elementary school participant wondered which parts of reading (e.g., phonics, directed book studies, read to aloud) should be included and whether reading included free reading time outside of reading. The aligned vertical format in version 2 could have an impact on the participant's understanding of the question.

Problem a2: Some participants remarked that it was difficult to break out the division of time because, especially in kindergarten and preschool, lessons were chunked, taught less formally and more informally, and lasted only for about 10 or 15 minutes at a time, but were greatly integrated with other subject matter. Apparently, they did not see the instruction to "apportion as best they could."

The elementary teachers had fewer problems with this because they devoted an hour or two per day specifically to English/Language Arts and that time would also incorporate teaching reading skills; however, one elementary school teacher did have problems calculating time in reading because she teaches language arts (writing, grammar) as part of reading. In addition, she incorporates social studies and science topics into her reading periods. She noted that she would have put down the reading periods as reading time, but it would have made it appear she spent very little time on language arts that was not reading.

A couple of participants who were middle school or high teachers wondered if Drop Everything and Read (DEAR) would count as Reading. One science/math teacher recorded .3 (for 20 minutes spent every week in DEAR) in Reading.

Recommendation b: Give examples as to what included in English/Reading/Language Arts.

Problem b: For preschool and kindergarten teachers, is prereading considered part of English/Language Arts/Reading? Should they count only formal instruction in reading?

Observations: Inconsistent use of "None" box by one participant who wrote in zero for reading and checked none for others. Another participant mostly correctly checked "None," but still erred by writing zero for Science, rather than checking "None."

One participant missed the arrow to the reading breakout question, until prompted. This participant wanted the question in two parts, which was reflected in version 2 of the panel.

Participants had fewer problems completing questions 2–4 because they were pretty straightforward. One participant did not include landscaping in science (he taught horticultural science) because he considered that a voc-tech course, not a science course.

A couple of participants wondered if, in their kindergarten or preschool classes, social skills were the same as social studies.

Question 6b: This school year, what is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?

- Record the teaching assignment field code and name from Table 1 on page 6.

Code	Main teaching assignment field
_____	_____

Recommendation a: Clarify if goal is to identify “most subjects taught” (e.g., three earth science classes vs. two general science classes vs. being just a 9th grade science teacher, 2-hour block of reading in a self-contained 2nd grade class where participant also teaches math, etc.) or elementary vs. middle vs. high school teacher who happens to specialize in some subject.

Problem a: Participants were unclear on the purpose of the question. Was it to identify the most important subject/class taught or if participant identified self as 6th grade/middle school classroom teacher? Of those participants who had difficulty answering the question, several would identify (pre-)reading as the most important subject taught, even though they did not consider themselves reading teachers. They recorded kindergarten grade/code but then listed reading as the main teaching assignment field.

Recommendation b: See also discussion under Question 7.

Recommendation c: Revise instruction to refer to table 1 to refer to table 1A instead.

Observation: “Main teaching assignment field,” to most participants, implied a predominant subject taught (most said reading was **most important**) rather than status as a 4th grade/elementary school classroom teacher.

Question 6c: Go to Section III – Educational Background on page 9. (6c only on version 1; version 2 gives a skip instruction.)

Recommendation: Consider an arrow pointing to skip instruction on same line (aligned with the left margin underneath) as 6b.

Consider putting the skip instruction within 6b:

Code	Main teaching assignment field
_____	_____

→ “Skip to Item 10a (Section III—Educational Background) on page 9” AND/OR include instructions: STOP! Do NOT go to page 7. Please skip to item ... on page”

Problem: Half of all the participants at this point overlooked the skip to page 9. One participant erred in understanding the skip in 4b and did answer question 7 but continued to question 8. (Later, this participant was overly attentive, which confused him throughout the remainder of the survey). Two participants caught the skip they had missed after realizing that question 7 was the same as question 6b.

Observation: For some participants, “go” did not imply “pass over the items”; “skip” was a more directive term.

Question 7: **This school year, what is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?**

- Record the teaching assignment field code and name from Table 1 on page 6.

Code	Main teaching assignment field
_____	_____

Recommendation a: See discussion under 6b.

Recommendation b: No recommendation.

Problem b: Several participants missed the instruction to skip from question 4b to question 7 or to skip questions 7-8-9 after completing 6b. Of those who did, they remarked that questions 6b and 7 were the same. Two participants completed question 7 but then skipped questions 8 and 9, saying that they did not apply.

Recommendation c: Add new assignment codes or reword existing ones. Replace “ESL/Bilingual” with “ESL or Bilingual.”

Problem c: An art teacher wanted a code for Photography, rather than using code 141, and then she mentioned that Visual Arts is the preferred term for this code (141). A music teacher wanted more specific options within Music, (e.g., choral or instrumental is the usual division). Another participant, an ESOL teacher, was confused by the use of “bilingual” in the ESL codes. She figured it out, but she was not sure what the difference was between “general” and “Spanish” or “other.”

Recommendation d: Revise instruction to refer to table 1 to refer to table 1A instead.

Recommendation e: Consider moving this question after item 9. (See “Observation” in Item 9.)

Observations: One participant said if (s)he taught at another school, (s)he would want to record classes taught at both schools, so (s)he would not seem like (s)he was not “working.”

One participant, after noticing that questions 6b and 7 are the same, wondered if the Census Bureau would fill in the codes. Another wondered if (s)he was being “tested.”

Several participants noted after seeing questions 6b and 7 (but not necessarily remarking that questions were the same and that they erred in catching the skip instruction) said that question 7 should ask about secondary teaching assignment.

One participant made a mistake when using the code for kindergarten; (s)he used K instead of 101.

One participant wanted to include all codes for classes he teaches. He created new boxes or indicated that new boxes would be needed for this purpose.

Question 8: During your MOST RECENT FULL WEEK of teaching, how many separate classes (or sections) did you teach AT THIS SCHOOL?

- *Do not include homeroom periods or study halls.*
- *If you teach 2 classes (or sections) of chemistry I, a class (or section) of physics I, and a class (or section) of physics II, you would report 4 classes (or sections).*
- *If you teach 3 music classes (or sections) to students at THIS school, and 2 music classes (or sections) to students at other schools, you would report ONLY 3 classes (or sections).*

__|__| Number of classes or sections

Recommendation a: Exclude study hall from apple points.

Problem a: Several participants noted that study hall is no longer used, but some described “labs” where students have the opportunity to do homework, such as in an ESOL-supported environment.

Recommendation b: Consider use of “period” to distinguish subject from class. Alternatively, rephrase question to indicate “In your job assignment, how many classes are assigned to you?” AND “Count only once periods that meet more than once a week” (or “Count each time you meet with a class during the week,” if that’s the intent.) In the examples under the instruction, show how to treat periods that meet several times a week.

Problem b: A couple of participants remarked that “(or section)” cluttered up the page. More importantly, several participants were still unclear how to record classes; the use of “in the week” implied that it would be a multiple of five. (Answers ranged from 3 or 4 to 25.) At least four said the question was ambiguous. Apple points are critical in answering the question correctly; the question otherwise would seem to ask how many times your periods meet in a week.

Observation: One participant was confused about the meaning of “homeroom”; the term in his school was “home base.”

Question 9:

Complete a line of the table below for each class (or section) that you taught during your MOST RECENT FULL WEEK of teaching at this school.

- *Record the subject name, subject matter code, and the grade level code from table 1 on page 6.*
- *The number of lines filled should equal the number of classes (or sections) reported in item 8.*
- *For classes with mixed grades, list the grade with the most number of students. (Version 2)*

- a. **Subject name**, e.g., English
- b. **Subject matter code**, e.g., 153
- c. **Grade level code**, e.g., 11
- d. **Number of students**, e.g., 33

Recommendation a: Clarify that respondents should only list each period taught followed by the number of students in each period (or else combine periods of the same subject on one line and list the total number of students for all such periods).

Problem a: Periods of the same subject were listed only one time with all students studying that subject summed together. One participant confused how many students to record for a class on English as 50 (instead of 2 at 25). Another participant recorded 75 for the World Studies class instead of 3 at 25. A third participant tutored two students in reading separately for 30 minutes each in one period, so she recorded two in column D. At least two participants had a double reading period and listed both of them twice, one as a language arts period and another as a reading period, even though the same students were taught.

Recommendation b: Consider updating codes in table 1 that this question refers to.

Problem b: One participant listed subjects first, and then went to the table to locate matching codes for those subjects, such as World History.

One participant suggested adding “career exploration” under voc-tech, as well as updating computer-associated voc-tech classes (e.g., omitting “keyboarding” and adding “computer technology”).

Another participant suggested reordering codes from general to specific subjects. Also, at this point in the survey, one participant was annoyed that his various classes in music (e.g., guitar, concert band), unlike various subjects in math, were not accounted for. The participant, who in item 7 had written in a specialty field that did not match the field code he selected, did not specify here the type of music class in column A because by this point he figured it did not matter.

Observation: One participant suggested emphasis should be on leading respondents from all the subjects they teach to the question he felt item 7 was really getting at, “Where do you feel your concentration lies?”; this participant, therefore, suggested moving question 7 under question 9. This reversal of question 9 in place of question 7 may help teachers to spotlight what their main teaching assignment field is after listing all the subjects they teach, if that is the goal. One participant who teaches at two schools wanted additional questions for his other school.

Six participants were unsure about the term ungraded or wanted to use an “MG” code to denote that their classes have multiple or mixed grades in them. Ungraded to them meant, “no grades are assigned in this class” so it did not seem like an appropriate or even a relevant choice. One participant assumed “ungraded” must be the nursery school grade prior to prekindergarten, since it appeared first in the list of grades. One participant who saw version 2 wrote in “9–12,” another left the column empty for those she did not know how to record, and another recorded 11th grade as the “major grade.” UserWorks staff did not have a sufficient sample to determine whether the new apple point in version 2 would clarify the mixed grades issue.

III. Educational Background: Panel A, Items 10–14

This section asks for information about participants’ academic degrees.

Question 10/12a: Do you have a [Bachelor’s/Master’s] degree?

Yes
 No → Go to item 13a on page 10.

Recommendation a: Consider adding venue to record double bachelor’s degree.

Problem a: Several participants remarked that it is not clear until question 13 that they can record another bachelor’s, nor is it clear how to record a double major.

Observation: Participants with a master’s equivalency from a state/local/county Department of Education wanted to complete master’s questions with reference to the generalized nature of the courses they’ve taken and the certificate they’ve earned.

Question 10/12b: In what year did you receive your [Bachelor’s/Master’s] degree?

__|__|__|__| Year

Observation: One participant was annoyed at having to recall year graduated, saying that it was so long ago and (s)he wanted to have advance notice of need for transcripts.

Another participant could not remember the exact year, so (s)he wrote mid-1980s instead.

Question 10/12c: Was this degree awarded by a department of education, college of education, or school of education?

- Yes
- No

Recommendation a: Consider allowing participants to check off whether and how degree was education related.

Problem a: Several participants had degrees awarded by a non-education academic unit of a college or university (e.g., School of Arts and Sciences, or College of Agriculture), but the degree did relate to education, for example Art Education or Agricultural Education. The wording of the question implied to them that their degree did not “count” as an education degree. One participant noted that her math degree was from a well-known college that was mostly known for its education program, but she had a strictly math Bachelor of Arts (B.A.).

Recommendation b: Reword question to give context to the academic units within a higher education institution, for example, “Did a university’s college of education or a college’s school of education award this degree?”

Problem b: Several participants were confused, calling the wording “ambiguous,” and interpreted part of this question as referring to a state/local/county department of education, especially among those who had master’s equivalency awarded by the state/local/county department of education. In addition, several participants remarked that they expected they would have had the option of choosing which of the three academic units awarded the degree, noting that “yes” seemed an inadequate answer.

Recommendation c: If “no” to item 10/12c, point to a subitem that conveys, “If your degree was not from a department or school of education within your college (e.g., school of music), if your degree was not from a school or college of education within your university, did you take education-related courses (e.g., methods in teaching music) WITHIN that department, school, or college?”

Problem c: Wording of the question does not cover all situations in which respondents receive education degrees. Respondents who answered fully understood the question, and those who answered “no” may have received a degree in education through taking education courses in their specialty field department (history) or school (School of Music). It may not be obvious whether to treat this situation as a full-fledged education degree, as issues of accreditation may arise.

Question 10/12d: What was your major field of study?

- Record the field of study code and the field name from Table 2 on page 8.

Code	Major field
<input type="text"/>	<input type="text"/>

Recommendation a: Consider recording minor or area of specialization.

Problem a: Several participants with a master’s in secondary education wanted to record area(s) of specialization. For those whose programs crossed elementary/middle school boundaries, they wanted codes to reflect 1st through 8th grade endorsement, or prekindergarten through 3rd grade endorsement, or kindergarten through 12th endorsement.

Recommendation c: Consider adding new education-related codes.

Problem c: One participant had a Master of Arts (M.A.) in curriculum and instruction but did not like that she had to select “other” (136) from the education column. Another participant had an M.A. in Art Education and mentioned that it was different from an M.A. in Art.

Recommendation b: Consider relabeling general education codes by grade ranges.

Problem b: Grade level ranges in general education codes do not reflect actual certification. Currently many education programs train elementary education teachers to teach through 8th grade middle school and secondary education teachers to teach 6th through 12th grade. There is often no degree program for teaching the middle grades. The secondary education codes, by distinguishing “middle” from “secondary,” imply that the questionnaire designers think of “secondary” as the same as “high school.” A middle school teacher certified in “secondary education,” or “elementary education” might therefore justifiably feel that by listing her true certification as “secondary,” or “elementary” she would be implying she was teaching in grades outside of those she was trained in. Indeed, those whose programs crossed elementary/middle school boundaries, wanted codes to reflect 1st through 8th grade endorsement, or prekindergarten through 3rd grade endorsement, or kindergarten through 12th endorsement.

Recommendation c1: Consider adding an apple point for participants who cannot find their exact degree name:

- *If the field of study name is not listed in Table 2, please choose the closest match.*

Recommendation c2: Also, again assuming the intention of the item is to determine the name of the degree, increase the likelihood that respondents will find an exact match in table 2 by adding a section to table 2 labeled “Combined Degree” with codes and field names that include both a specialty field and the word “education.”

Problem c: If the purpose of item 10/12d is to help determine whether the respondent has an education degree, it does not succeed for all cases. Both the wording of the question and the set of options provided in table 2 encourage respondents to think of unofficial areas of expertise rather than official credentials. The phrase “major field of study” connotes concentration area for a bachelor’s degree and simply confuses master’s degree recipients, since having a “major” implies one has the opportunity to study something other than one’s major, which is not the case in most advanced degree programs. The division of table 2 into General Education and Subject Matter Specific areas forces respondents to choose

whether they studied education or a specialty area, when the focus of their program may have been on both equally.

Question 11a: What is the name of the college or university where you earned this degree?

Name of college or university

Question 11b: In what city and state is it located?

City State

 Located outside the United States

Recommendation: No change.

Problem: One participant was confused and thought this question pertained to question 10; she realized her mistake, erased her original answer, and wrote in the correct one. Of the participants asked about a hypothetical degree obtained overseas, all correctly noted they would enter the name of the city in which the degree was obtained in the space for “City” (and/or cross out State and write in country), and mark “Located outside the United States.”

Observation: One participant observed that her school’s name had changed and was able to include that in the name of the college field.

Question 13a: Have you earned any other degrees?

Yes
 No → Go to item 14 below.

Table headers:

- A. Degrees – include:
 - Vocational certificate
 - Associate’s degree
 - SECOND Bachelor’s degree
 - SECOND Master’s degree
 - Educational specialist or professional diploma (at least one year beyond Master’s level)
 - Certificate of Advanced Graduate Studies
 - Doctorate or first professional degree (PhD, EdD, MD, LLB, JD, DDS)
- B. Have you earned this degree?
 - Yes → (points to C in next column)
 - No
- C. What was your major field of study for this degree?
 - Record the field of study code and the field name from Table 2 on page 8.

Code	Major field of study title
_____	_____
<ul style="list-style-type: none"> • D. What year did you receive this degree? 	
Year	

Recommendation a: Add “In progress” to column b for earned degree status. Alternatively, omit column d, and reword column b to “In what year was this degree received?”

Problem a: Three participants with degrees or advanced certificates in progress wanted to record that the degree or advanced certificate was in progress or nearly completed.

Recommendation b: Add a new row to record credentialing and/or master’s equivalency. Give example of educational specialist degree/certification.

Problem b: One participant who is a kindergarten/childcare provider has had two intensive training sessions lasting 90 and 45 hours, and she was concerned that her training credentials could not be recorded anywhere. Several participants in Maryland have or are in the process of completing a master’s equivalency that entitles them to a substantial raise in pay. The participants were not sure if this master’s equivalency (which included college courses as well as college-equivalency classes) could be classified as educational specialist. (One participant had two educational specialists “degrees” but used that and the Certificate of Advanced Graduate Studies to record certificates related to music instruction.)

Recommendation c: Add a row for National Board certificate.

Problem c: One participant had obtained National Board certificate and one participant was in the process of creating a portfolio in anticipation of taking National Boards. Similar to the master’s equivalency, the National Boards offered participants a substantial raise in pay.

Recommendation d: Modify skip instruction to read, “If no, GO to item”

Problem d: One participant did not realize the arrow and skip instruction after the “No” answer choice in question 10a applied only to people who answer “No.” After answering question 10a, she went to question 13a and was unable to find a place to put her additional degree, her first master’s degree. She had a Master’s of Education (M.Ed.), but recorded it under “Doctorate or first professional degree” by writing in her degree.

Observations: Participants had no problems navigating the table itself, but did not know until seeing the table that they could record a 2nd bachelor’s or master’s degree.

One participant had an Associate in Arts awarded but opted not to record it because she “considered it part of my BA program.”

One participant incorrectly completed questions 10–12 because of confusion with the skip pattern. She had an M.Ed., but recorded it under “Doctorate or first professional degree” by writing in her degree.

Question 14: Have you ever taken any graduate or undergraduate courses in teaching methods or education?

- *Include courses you are now taking as well as courses taken to earn a degree and courses taken outside a degree program.*

Yes → **How many?**
 No

Recommendation a: Provide a range of hours for participants to select.

Problem a: Almost all participants said that it is hard to estimate (or obtain) the number of methods or education courses completed and/or that they would either prefer advance notice of the need for transcripts or they would have to resort to guessing. Several remarked it is difficult to think that far back, especially if they have been teaching for 20 or 30 years. One participant asked about the value of such a question.

Recommendation b: Target this question more specifically to teachers who might have no education degree (perhaps after asking if participants have an education degree awarded by a college’s school of education or a university’s college of education).

Problem b: Several participants said the question was ambiguous because all teachers with education degrees would have taken some methods or education courses. The question is very broad because it says, “ever taken,” which includes undergraduate, graduate, and postgraduate coursework.

Recommendation c: If the question is kept as is, offer examples of the types of classes that count as methods or courses in education.

Problem c: As mentioned in problem b, at least four participants said the question is ambiguous and needed clarification in what should be considered a methods course. For example, should it have the words “methods” in the title of the course? One participant erred in not including courses taken while obtaining an M.A.; this person considered the question ambiguous and was not sure if C&I classes counted as methods or education classes.

Observations: One participant incorrectly skipped the question.

One participant said yes, but did not record a number, saying it was too many to think about.

Section III overall:

Problem: The section uses imprecise roundabout methods to get at the issue of whether teachers have been educated in what they are teaching. It is not clear why teachers are not directly asked if they are or are not teaching one or more

courses outside the field or fields in which they received their education. Perhaps it is assumed that some teachers might feel threatened by the question in cases where they are not teaching in the field in which they were trained and are not given the opportunity to explain why. To keep the survey quantitative, respondents could be asked to choose from explanations presumed likely or write in a reason. It may be difficult to avoid write-ins however, since certain reasons may have nothing to do with teacher preference or school scheduling demands. For instance, a teacher who initiates a class in Latin to encourage students to master roots, prefixes, and suffixes as well as ancient history may be less likely to have majored in Classics or foreign languages than in English or history.

The following are examples that stand out in the participant pool:
Categorization of degrees:

- One participant has an M.A. in Art Education, teacher certification in Art Education, and teaches visual arts and photography. Does her degree count in education or in art?
- One participant has a B.A. in Agriculture Education, certification to teach Agricultural Science, and teaches horticultural science (a subset of agriculture). For the purposes of the survey, does his degree count in education or in agriculture? He also has a master's equivalency focusing on education from the state of Maryland; is this integrated into the survey?
- One participant has a bachelor's and a master's in music education from a School of Music, with additional certifications (educational specialist) in performance and opera. For purposes of the survey, do his degrees count in education or in music?

Teaching out of area:

- A teacher with a business education master's degree (from screener; on the survey she classified it as secondary education), certification almost completed in special education, is teaching geometry and career exploration in a high school curriculum targeted to students in special education. At first glance, what she is teaching may seem out of area but "career exploration" is a business topic, and math is a business skill.
- A "kindergarten" teacher with no B.A., M.A., or teacher certification, is employed by a daycare center where she uses a kindergarten curriculum to teach 5-year-olds in the morning. (The afternoon session is mostly daycare.) She underwent mandatory training to be a lead teacher; the training consisted of two sessions, 90 hours and 45 hours. She has no way to show this credentialing process, so the survey can not determine what her educational area is.
- A Title I reading teacher is certified as an elementary school teacher. Depending on assessment needs, she may teach reading, remedial math, etc. At any one time she is not teaching general elementary education, but rather, an elementary specialty. Yet over the course of several years, she will have taught all general elementary education courses.

- Some elementary school teachers who teach multiple elementary school subjects are thus teaching in their areas of certification, elementary education, but the survey may not convey this since they put “reading” as their main teaching assignment field, thinking it the most important subject for young children.

IV. Certification and Training: Panel A, Items 15–20

This section asks for information about participants’ certification.

Question 15–18a: Do you have a [SECOND, THIRD, FOURTH] teaching certificate in this state?

- Yes (arrow points to question b)
 No → Go to item 21 on page 15 (for first certificate, in **Version 1**;
Version 2 directs participants to item 20)
 Go to item 20 on page 14 (for 2nd, 3rd, 4th certificate)

Recommendation a: Focus on area of specialization. (See 15–18c.)

Problem a: Participants were confused for several reasons:

- Question seemed to emphasize counting number of certificates renewed or advanced over teaching career.
- Several remarked that the questions did not distinguish between current or lapsed/expired certificates.

Question 15–18b: What type of certificate is this?

- *Mark (X) only one box.*

- Regular or standard state certificate or advanced professional certificate
 Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
 Provisional or other type given to persons who are still participating in what the state calls an “alternative certification program”
 Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
 Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

Observation: One participant remarked that her understanding of what the different types of certifications were did not match the descriptions.

Question 15–18c: In what content area is this certificate?

- Record the content area code and the content area name from Table 3 on page 11.

Code	Content area
<input type="text"/>	<input type="text"/>

Recommendation a: Allow teachers to record elementary or secondary teaching certification and then area of specialization or endorsement.

Problem a: A few participants did not like the use of “general” in the tables because they did not feel it was accurate. In addition, while they were certified in elementary **education** (rather than “grade”) or secondary education (e.g., considered themselves a 6th grade classroom teacher), they wanted to record an area of specialization (such as science) or endorsement. The wording of the questions confused those teachers who had one certificate (one piece of paper) with several areas of specialization, such as math and earth science, and a reading endorsement. They could not readily ascertain that “teaching certificate” pertained to individual areas of specialization.

Recommendation b: Ensure that in the final version of the survey that tables are as close as possible to the referring questions.

Problem b: Two participants remarked about the amount of page flipping needed to record codes from the tables. It did not prevent them from completing the question correctly; however, they did suggest moving the tables closer to the questions, possibly on the same page as the question.

Observations: Two participants wanted a new code to record certification for grades prekindergarten through 3rd grade; currently no code covers early childhood AND lower elementary grades. Further, some teachers are certified for kindergarten or 1st through 8th, but no code covers that range, either.

One participant thought he already included this information, but he did admit to not fully reading questions and instead was just looking for a few key words to clue him in.

Question 19a: Do you currently hold ANY ADDITIONAL regular or standard state certificate(s) or advanced professional teaching certificate(s) in this state?

Yes
 No → Go to item 20 below.

Question 19b: How many?

Additional certificates

Recommendation: Move question 20 to its own page.

Problem: Most participants correctly skipped this question. One participant erred in responding to this, not paying attention that the first question was 19 and not 20. (In earlier skips, participants are referenced to item 7, which is the first question on page 7 or to item 5 after 4b, which is the first question after 4b.) Another participant marked “no” incorrectly followed the skip pattern and continued to question 20.

Question 20: How did you earn your initial teaching certificate? (Version 1)

Thinking about all of the teaching certificates you have earned in any state, how did you earn your first certificate? (Version 2)

- *Mark (X) only one box.*

- As part of a Bachelor’s degree program
- As a supplemental program to a Bachelor’s or a “5th year” program
- As part of a Master’s degree program
- After I began teaching, as part of an alternative program
- Before I began teaching, as part of an alternative program
- Through continuing professional development
- Other – Please specify

- I do not have any teaching certificates. (**Version 2**)

Recommendation a: Rephrase or add answer choice, “After I obtained bachelor’s degree, but before I began teaching.”

Problem a: One participant went back to college after obtaining a B.A. to obtain a teaching certificate. This participant was unsure what supplemental or alternative program referred to and was looking for interim stage between completion of B.A. and before teaching career began. Another participant worked with a state agency to determine what courses were needed after the B.A. was awarded in order to obtain teaching certificate. (This participant chose “other” as the answer, but had no idea how to specify the process.)

Recommendation b: Provide examples for “alternative program.”

Problem b: Participants were unclear what alternative program meant. When asked about something like Teach for America, some participants would consider it an alternative program, while some would not.

Observation: In considering what “initial certificate” meant, four participants were evenly divided in whether they would consider a temporary/emergency/provisional certificate as the first certificate.

One participant commented that the reworked version of the question posed no problem to understanding its intent when asked to explain what the question meant.

V. Working Conditions: Panel A, Items 21–23, and Panel B, Items 14–16

This section asks about the hours spent at participants' teaching assignment at THIS school. (Note: Findings for both panels are combined here to compare and contrast wording and participant behavior.)

Panel A
Question 21: **How many total hours did you spend working on school-related activities for this school during your MOST RECENT FULL WEEK of teaching?**

- *Include both official school hours and time spent working before school, after school, and on weekends.*

__|__|__| Total hours in the week

Panel B
Question 14: **During your MOST RECENT FULL WEEK, how many total hours did you spend working on school-related activities for this school?**

- *Include time during school hours and time spent working before school, after school, and on weekends.*

__|__|__| Total hours in the week

Recommendation: Add an explanation after the instruction: “Consider ‘school-related activities’ to be anything you do in your capacity AS A TEACHER to help your students, their parents, your school, or other people or organizations, whether during school hours or before or after school or on weekends.”

Also, to conserve space and save respondents’ time, remove the now redundant apple point in question 14. Respondents tend to ignore apple points unless they need clarification anyway, and this apple point is not a supplementary illustration but a mandatory instruction.

Problem: Participants were unsure about what types of activities should be considered “school-related activities.” Narrow interpretation of “school-related” as merely “instruction-related” led a minority of panel B participants to underestimate hours in question 14.

Several participants simply failed to read the apple point in item 14. These participants assumed that they should include only official school hours in the hours requested. Significantly, however, some interpreted the phrase even more narrowly and included only instructional time in question 14. One participant initially wondered if “sports” was a “school-related activity.” Because the previous section in panel B concentrates on classroom instruction, and because examples of activities are not provided in item 14, respondents may not realize until they encounter items 15 and 16 that they are supposed to include activities unrelated to instruction or management of students. When participants read “administrative duties” in item 15c and “coaching, acting as a club sponsor” in item 16a, some broadened their understanding of “school-related activities,” but they did not automatically return to question 14 to add more hours; they had to be led back to item 14 by the interviewer. Even the terms “coaching, acting as a club sponsor” do not necessarily clarify the scope of school-related activities,

which could include academic, community oriented, and special-interest non-academic activities.

Since respondents will always be involved in school-related activities that cannot be anticipated (e.g., working lunches; running errands—buying seeds and dirt for the school, not the classroom; monitoring nap time, play time, or recreational recess instead of lunch or the bus), it is probably best to offer as broad a definition of “school-related activities” as possible. Yet the definition should not be so broad as to include aspects of the teacher’s personal life that may involve school connections (e.g., having dinner with a friend who happens also to be a parent of a student in one’s class).

Observations:

Both sets of participants had trouble with the term “Most Recent Full Week,” but it did not seem to be affected by where in the sentence the phrase “during your most recent full week” appeared, or whether or not the words “of teaching” were included.

One panel A participant having reached this point was less inclined to take care in considering responses, so when she recorded hours worked in a week, she entered only those above and beyond the average week, later wondering if she should go back and change the total hours.

One Panel A participant erred by writing in 60+ hours after marking that he worked less than ¼ time. He mentioned that was the typical number of hours he worked when he was a full-time teacher, before he retired and became a permanent substitute teacher. He was still involved in teen club activities, however.

**Panel A
Question 22:**

During official school hours, how much time did you spend on the following school-related activities during your MOST RECENT FULL WEEK of teaching at this school?

- *Official school hours include a minimum number of hours required to receive base pay.*
- *Official school hours do NOT include hours spent on activities for which you receive additional compensation.*

a. Student instructional time

__|__|__| Total hours in the week

b. Scheduled school time for planning

__|__|__| Total hours in the week

c. Other scheduled school time

- *Including time spent in homeroom, study halls, professional development, required meetings, lunch duty, bus duty, etc.*

__|__|__| Total hours in the week

Panel B
Question 15: **During official school hours, how much time did you spend on the following school-related activities during your MOST RECENT FULL WEEK of teaching at this school?**

a. Student instructional time

__|__|__| Total hours in the week

b. Scheduled school time for planning

__|__|__| Total hours in the week

c. Other scheduled administrative duties

- *Include time spent in homeroom, study halls, professional development, required meetings, lunch duty, bus duty, etc.*

__|__|__| Total hours in the week

Recommendation a: Change “school-related activities” to “work duties” in B15/A22 to signal that 15/22 is more restricted than 14/21.

Be sure also to change “school-related activities” in question B14/A21 to “work duties and other school-related activities” so readers will not equate item 14/21 with item 16/23 only.

Keep “school-related activities” in question 16/23; do not replace it with “non-academic,” since several items in question 16/23b are related to academic classroom work or student academic performance, and several items in question 16/23a (tutoring, sponsoring an academic team or science fair project) could be considered academic.

Problem a: One panel A participant suggested “school-related activities” may connote after school activities only, since “activities” are not as serious as real work. She suggested that where the survey is only asking about what happens during the workday it should say “work-related.” Other participants may have had similar interpretations. For instance, a panel B participant thought “school-related” meant “non-academic,” having to do with school but excluding the fine details of instruction.

Recommendation b: Exclude study hall from apple point in 22c.

Problem b: Several participants noted that study hall is no longer used, but some described “labs” where students have the opportunity to do homework, such as in an ESOL-supported environment.

Recommendation c: Include additional examples in questions 15/22b and 15/22c or create new categories showing where to classify other activities:

- recess duty and other supervised recreation;
- lunch (teacher’s own lunch time, which is not the same as lunch duty);
- staff, faculty, department, and committee meetings that take place during school (contract) hours;
- creating, preparing, duplicating, and setting up materials;
- cleaning up the classroom;
- field trips during the school day; and
- parent conferences during the school day.

End the list by saying “and other similar activities performed during official school hours” to emphasize that it is the time they are performed that determines whether they should appear in question 15/22 rather than question 16/23, not the nature of the activity.

Problem c: Participants carefully classified their time according to the examples in italics but when attempting to classify activities that were not listed, they had difficulty generalizing from the examples to a class of activities with shared properties that would belong in a certain category.

Such unlisted activities included time between when they were required to arrive and when students arrived or between when students left school and when teachers were required to leave. One participant wondered whether to include school-sanctioned holiday parties during part of class time. Kindergarten and preschool teachers wondered if and how they should account for the informal learning (free play).

It was not clear to participants whether “required meetings” was the same as faculty or staff meetings: one could be required to meet with the principal on occasion and one could schedule an extra faculty meeting other than regular monthly or weekly ones.

Participants were not sure whether to treat manual or clerical activities such as creation and duplication of materials for students’ use, setting up a room for an activity, and cleaning up materials after class as planning or preparation activities, which were often conceived as primarily intellectual or professional activities.

One participant wondered where to put daytime field trips, another daytime parent conferences, since field trips and parent conferences were listed only in question 16/23, not question 15/22.

Recommendation d: If participants will not yet have completed the professional development section, use more specific terms than “professional development” (e.g., “in-service classes”) or clarify whether “professional development” is to be limited to college courses and/or in services courses or includes other activities like faculty discussions.

Problem d: Several Panel A participants were not sure what professional development meant; they thought it meant afterschool (usually weekend) workshops, seminars, and other trainings they attended for college or Continuing Education Unit credit. If professional development includes in-service days or during-school trainings (or even presentations during staff or faculty meetings), participants wanted to know what would “count.” This was not a problem for Panel B participants, since they had just completed a section on professional development where the phrase was defined rather broadly.

Recommendation e: Determine whether item 15b should include ALL time spent planning, in which case it should read “b. All school time spent planning.” Otherwise, a separate category should be added: “d. Additional school time spent planning (not scheduled planning periods).”

Problem e: Participants were not sure where to put, and thus did not include, time during official school hours that they used for planning but which was not officially scheduled as planning time. This confusion contributed to participants’ listing more hours in item 14 than they were able to account for in items 15 and 16.

When probed as to whether there were any hours they included in item 14 that were not included in items 15 or 16, nearly half the participants mentioned up to an hour before and up to an hour after school when they were required to be in the building but when students were not so required. Several noted that they completed most of their planning at these times, since there were fewer distractions than during official planning periods, but they were not sure where to include these hours.

One participant, from a private preschool, said she was not officially assigned any planning time whatsoever. Rather than putting zero hours in question 15b, however, she listed the same number of hours there as she listed for preparation and grading in question 16b, since the planning time she had was what she could schedule for herself through carving out a little time from the day here and there.

Recommendation f: Determine whether 15b should include ONLY time spent actually planning, in which case it should read “b. School time spent on planning.” Otherwise, append the current wording with “...whether actually used for planning or not.”

Problem f: Participants were unsure how to classify scheduled planning time if they did not have the opportunity to use it for its intended purpose.

Participants often found themselves using their officially scheduled planning periods for purposes other than planning lessons, purposes such as monitoring make-up exams for students who were absent, tutoring students who were falling behind, taking calls from concerned parents, discussing students’ problems with other teachers, or trying to keep order among students in the halls. Most listed scheduled planning hours in question 15b but informed the interviewer that the question was a poor indication of the amount of time they spent planning during official school hours.

Panel A
Question 23:

Outside of official school hours, how much time did you spend on the following school-related activities during your MOST RECENT FULL WEEK of teaching at this school?

- *Include time spent working before school, after school, and on weekends.*

a. Activities involving students

- *Including coaching, acting as a club sponsor, field trips, tutoring, transporting students, etc.*

__|__|__| Total hours in the week

b. Activities NOT involving students

- *Including preparation, grading papers, parent conferences, attending meetings, etc.*

__|__|__| Total hours in the week

Panel B
Question 16:

Outside of official school hours, how much time did you spend on the following school-related activities during your MOST RECENT FULL WEEK of teaching at this school?

a. Activities involving students

- *Including coaching, acting as a club sponsor, field trips, tutoring, transporting student, etc.*

__|__|__| Total hours in the week

b. Activities NOT involving students

- *Including preparation, grading papers, parent conferences, attending meetings, etc.*

__|__|__| Total hours in the week

Recommendation a:

Expand examples in apple points. Working on a school newsletter, for instance, could be an example of item 16/23b, while developing individual education plans could be an example of item 16/23a. The phrase “acting as a club sponsor” could be expanded to “acting as a club or activity sponsor,” as suggested by a participant. Expanded examples in question 15/22 as suggested above should clarify confusion about official time before students arrive at school and after they leave school.

Use as prime examples of a particular classification only items that are typical of that classification. Since the majority of field trips occur during school days, not overnight or on weekends, “field trips” and “transporting students” should

initially appear as an example not in question 16/23a but in question 15/22. Question 15/22c should say, “Include time spent transporting students to and from field trip sites,” while question 15/22a should say, “Include instruction provided both in the school and outside on supervised field trips.”

Qualify conditions that would justify classification of activities that typically occur during school hours as outside of school hours. In 16a, rather than “field trips,” say, “portions of certain extended field trips.” Rather than “tutoring,” say, “before or after school tutoring,” etc.

Problem a: As in question 15/22, participants had difficulty categorizing activities that were not listed in the examples. They based their classification of activities on the italicized sample activities rather than on the boldfaced classification criteria, official school hours vs. other hours.

Some participants who noticed the terms “field trips,” “tutoring,” “preparation,” “grading papers,” “parent conferences,” and “attending meetings” in item 16 listed such activities in items 16a or 16b even if these activities occurred during official school hours. Their strategy was to find a match for each activity in one of the categories, not to classify the time and type of activity. They may have been influenced by the word “including” in the apple points in items 16a and 16b, which suggested these were the places to INCLUDE all instances of these activities, regardless of when they transpired.

One participant is a case manager for several special education students and spends much time in addition to her regular teaching duties catching up on students’ progress, counseling students, teachers and parents, and doing administrative work related to IEPs. She did not see these activities listed and did not know where to put them.

Participants wanted clarification about whether activities during contract hours (before and after students arrive) should be counted in question 23. For example, preparation time can take place during the half hour or so teachers have between the time they are required to show up to work and when students arrive, as well as after students leave and the official end of the teacher’s duty day.

One teacher suggested having checkboxes for other types of miscellaneous activities that teachers do, such as preparing and taking down class activities (e.g., the horticultural science teacher and the art teacher), doing clerical activities such as e-mailing or calling parents, working with other teachers, and acting as students’ case managers during unofficial school hours.

Recommendation b: Clarify what “meetings” in apple points mean, while simultaneously reiterating the official/unofficial distinction, for example, “faculty meetings held during school” vs. “before or after school faculty or PTA meetings.”

Problem b: One participant counted as hours spent “attending meetings” in question 23b hours she had already recorded as “required meetings” in question 22c. She was concentrating more on the examples than on when the meeting had occurred. Although the intent of the wording distinction may be to convey indirectly that

meetings in question 23b are outside school hours since they are not required, the distinction is too subtle to be perceived in a quick reading.

Observations: While two participants overlooked the apple points, several commented about them, saying on the one hand that there was a lot of detail to consider, but also that teachers should be alerted to read the question and examples carefully. In order to correctly answer the questions, it is important to read the answer points too; they are more than just tips.

Working Conditions overall:

Recommendation a: Use the apple points defining hours and reiterating what to include in items 22 and 23 of panel A. (These instructions were missing in items 15 and 16 in panel B.)

Make question 14/21 the main question and indent questions 15/22 and 16/23 as subsections (part a, part b, etc.) under it to imply that the hours are related. In addition, wording questions 15/22 and 16/23 as “Of the hours you reported in question 14 [or 21], how many were designated for X?” will likely prevent respondents from including more hours in items 15/22 and 16/23 combined than in item 14/21, a situation that would be difficult to interpret.

At the same time, UserWorks staff does NOT recommend forcing respondents to account for all the hours in item 14/21 when categorizing those hours in items 15/22 and 16/23, since participants felt some of their activities were not covered. Instead staff suggests adding a new question 17/24 at the end of the working conditions section if the resulting data would not be too cumbersome to handle:

For any hours you listed in question 14/21 that you did not account for in either question 15/22 or 16/23, please describe any additional professional activities and the number of hours you spent on them.

Activity	Number of hours
_____	_____
_____	_____

Regardless of whether this additional item is added, staff proposes eliminating the most common source of time unaccounted for by changing question 15/22 b from “scheduled school time for planning” to phrasing that includes unscheduled time:

- b. School time spent planning, preparing, setting up or cleaning up
 - Include time spent on these activities during scheduled planning periods, during lunch, from when you must arrive until the first students arrive, and from when students leave until you are free to leave.

If part b is to remain as is, a bullet point should be added to ensure that participants include this time regardless of how it is used:

- b. Scheduled school time for planning
 - Include any such time scheduled for you even you do not actually use it for planning purposes

In that case, item 15/22c should be relabeled as 15/22d and a new item 15/22c under item 15/22b added:

- c. unscheduled official school time used for planning, preparing, setting up or cleaning up
 - Include time spent on these activities during lunch, from when you must arrive until the first students arrive, and from when students leave until you are free to leave.

Problem a:

The numerical relationship between sets of hours was unrecognized by panel B participants, misused by panel A participants, and unrepresentative of actual hours spent for all participants.

Panel A participants seemed more aware of the relationship between hours in item 21 and those in items 22 and 23 than panel B participants were of that between those in item 14 and those in items 15 and 16, suggesting that the additional apple point clarifications in panel A were helpful. (Only one panel A participant seemed confused; this participant thought hours in item 22 should equal those in item 21.)

In panel B, nearly all participants listed more hours in 14 than in 15 and 16 combined. In panel A, many participants started down the same path, but because they more often realized the numbers should balance out, they altered numbers in question 23b to make the hours in questions 22 and 23 sum to those in question 21, and were reluctant to admit they might have left hours unaccounted for. When panel B participants were probed to describe any hours listed in item 14 not accounted for in items 15 and 16, they were able to account for all such hours as consisting of unscheduled time carved out either during lunch, right after their official day began, or right before their official day ended. Such time was sometimes used for planning and sometimes for creation, duplication, and disposal of materials for students' use.

Some panel A participants also mentioned they took unscheduled planning time, suggesting that more panel A participants would have recognized the same discrepancy if they had not attempted to manipulate the numbers to create the impression of consistency. For instance, one panel A participant who taught kindergarten/childcare worked full-time but subtracted out hours children were engaged in naptime, eating, and playing. She said she had no scheduled planning time, though she tried to plan during naptime. If she had been offered the option of including unscheduled planning time, she probably would have accounted for naptime.

Recommendation b:

If variant schedules should be excluded, append to "MOST RECENT FULL WEEK" the phrase "in which all classes were held for their standard duration." If variant schedules should be included, add an apple point for clarification: "If school was open all week but regularly scheduled classes were preempted or shortened, include that week."

Problem b: Panel B respondents were uncertain whether to classify as “full” weeks in which school is open all week but class schedules are altered or certain classes are not held. These participants were uncertain how to classify weeks in which certain classes were preempted by emergencies (such as a teacher’s funeral) or special occasions (such as holiday concerts and assemblies). When presented with a situation in which school is delayed two hours owing to icy roads but all classes are held for a shorter than normal duration, participants were not in agreement regarding whether to consider the week a “full” week.

Recommendation c: If respondents are not supposed to consider a typical week, add the wording “(even if NOT typical)” after “MOST RECENT FULL WEEK.”

Problem c: Respondents presume they are being asked to provide information on a typical week rather than the most recent full week.

Compounding problem: Most recent full weeks often ended as much as 4 or 5 weeks prior to the interview owing to Thanksgiving or Christmas holidays and snow days, so teachers could not recall details of those weeks.

It seems as though participants did notice the capitalized phrase appearing in each item. Participants read “MOST RECENT FULL WEEK” aloud, commented on it, and were probed on it. Yet they seemed to presume that the test makers were really interested in having them describe a typical week. One participant working in a nursery school with a number of part-time teachers noted that she had initially considered the word “full” redundant in her situation, assuming that since she was a full-time worker, all of her weeks were full weeks. She had concentrated instead on her typical week.

The problem was certainly compounded by the fact that the interviews took place after winter holidays and weeks with snow days, so that it was difficult for participants to recall the most recent week in which school was open all week. Unable to recall a full week, many participants simply fell back on their schematization of their typical weeks. Others tried to imagine what the most recent week would have been like had it been more complete: “Say I’d had classes this Monday; then....”

However, even participants who had recently experienced a full week and could recall the details of their schedule were concerned that the schedule might not be sufficiently representative. Some panel A participants asked if they really needed to describe an actual week and if they could not just use a typical week instead. When probed, panel B participants invariably said “full” meant to them “normal,” “typical,” or “usual,” never “complete” or “entire.” The term “full week” seemed to suggest that they should not describe an unusual or odd week any more than one that was incomplete. In several cases, during the most recent week in which the school remained open every day and/or all classes were held at their normal times for their full duration, the respondent’s schedule was nevertheless not typical, either with regard to student activities (e.g., holiday pageants and parties) or noninstructional responsibilities (e.g., no bus duty, extra final exams to grade). In such cases, the participant assumed the Census Bureau would not be interested in knowing his or her hours that week and would prefer the respondent to consider a more typical week. In such cases,

respondents appeared to interpret the phrase “most recent” as merely words of encouragement to make the not insignificant task of categorizing their time seem easier: “If this seems hard, just think back to your most recent week.” None entertained the notion that the Census Bureau might be interested in collecting a statistical sample of recent weeks including both normal weeks and outliers. Teachers whose weekly schedule alternated week-by-week or day-by-day (“block schedules”) attempted to average the hours of multiple equally typical weeks together. Those who did not have a regular schedule at all attempted to average the hours per week for each category over the entire school year. Though most gravitated toward the mode, the most common week in the year, one participant attempted to take a mean. *If an activity averaged out to less than 1 hour per week over the entire year, that participant omitted such activities.* A few made an effort to answer the question literally but then informed the interviewer that the data they were entering was not representative, that it provided a poor picture of their schedules, and that the wording of the questions should be changed so they could have the opportunity to enter more representative data.

Only one participant exploring the B panel, a music teacher from a school catering exclusively to the needs of severely disabled children, expressed no reservations about describing an unusual week, and her willingness to do so may have been motivated by an additional agenda. It was not that she felt she had no typical week or would have had to combine aspects of various weeks to arrive at a typical week. Rather, throughout the interview she had been making a point of how different her school, more like a hospital, was from normal schools and how certain questions did not apply to her. Having laughed repeatedly when responding to questions that seemed odd in the context of her school situation, she seemed to believe that the division of hours she could provide by describing an unusual week would help illustrate how different her school was from the norm.

Recommendation e: Change wording of 16a apple point to “Including paid or unpaid coaching, acting as a club sponsor, etc.”

Problem e: Participants were confused as to where to put paid time outside school hours.

A couple of participants were unsure whether they should include paid coaching time in 16a, since 16 appeared to describe unofficial activities and time spent voluntarily. One participant left this time out of both 15 and 16 since he considered it a kind of officially scheduled, compensated overtime but not a “scheduled administrative duty” as described in 15c.

Recommendation f: While there may be no way to remedy this problem short of adopting a different classification system for the hours, be aware that participants simply estimated hours for these tasks based on what seemed reasonable and sometimes had little confidence in their answers. If this is a real concern, one might want to add an item 15d asking respondents how many of the hours they listed in 15, if any other than lesson planning, were spent on activities that were continued outside of official school hours.

A place to put unscheduled planning during official school hours would also be helpful. 15c is not appropriate, since planning lessons is a professional task, not an “administrative” one, since unscheduled planning is not a “scheduled duty,” and since professional tasks are more akin to responsibilities than “duties.”

Recommendation g: Participants had difficulty estimating and assigning hours spent on certain activities which extended across official school hours into part of the day or evening outside those hours; it was not an important distinction in their lives.

When asked how they would classify hours in hypothetical Friday afternoons entirely devoted to planning, participants were unanimous in deciding the answer hinged on “when they were allowed to go home.” However, understanding a theoretical distinction is not all that is required to attend to that distinction in one’s own life.

As salaried, overtime-exempt professionals who were hired expecting to work greater than 40-hour weeks, participants had little incentive to track their hours. They therefore had difficulty judging how many hours were spent on activities such as faculty meetings, parent conferences, and field trips that straddled the boundary between official school hours and other hours. Unaccustomed as they were to tracking their hours, they did not stop in the middle of an activity to note that they had just gone “off the clock.” It seemed to them ridiculous that they should be asked to recall when during a meeting the school bell rang.

All participants experienced difficulty estimating hours if they engaged in activities that straddled the official/unofficial time boundary, but one participant counted the same hours in two categories to indicate that the distinction was meaningless. She did not receive any scheduled planning time, so she carved out official time during student naptime for some of her planning and stayed after school for additional planning. Not seeing a place for unscheduled planning during official hours, she did not attempt to divide her 5 planning hours between 15b (scheduled planning in official hours) and 16b (unscheduled planning during unofficial hours) but wrote the same 5 hours in both 15b and 16b to indicate that for her the only time that was scheduled for planning was her own discretionary time, that in her mind they were essentially equivalent.

Recommendation g: Including an instruction to round answers to the nearest whole hour.

Problem g: Participants wrote in partial hours using fractions or decimals.

Observations: One participant wondered how to record field trips that take place during school hours.

One participant asked, “If parent conferences occur during school hours, where is that time recorded?”

Several participants remarked that their time at school they consider school-related activities, even if they stay well into the evening. Is there a need to clarify activities on school grounds outside of contract hours versus all other activities regardless of location? One participant suggested that where teachers spend their time is also important to ask.

While two participants overlooked the apple points, several commented about them, saying on the one hand, there was a lot of detail to consider, but also that teachers should be alerted to read the question and examples carefully. In order to correctly answer the questions, it is important to read the answer points, too; they are more than just tips.

VI. Professional Development: Panel B, Items 3–4

This section asks about various professional development activities and their impact.

Question 3: In the past 12 MONTHS, did you participate in any of the following professional development activities?

Question 3a: University course(s) taken towards recertification or advanced certification in your MAIN teaching assignment field

Exclude courses taken for your initial certification in your main teaching assignment field or other teaching field(s).

Yes → How many?
 No

Recommendation a1: Clarify what to do with courses currently in progress.

Problem a1: Must classes be completed? A participant had registered for and begun a course and wanted to know if she could include it.

Recommendation a2: Specify whether to include general education courses:

- “Include both general education courses and specialty area courses”

Problem a2: Main teaching assignment field unclear regarding inclusion of educational methods courses. Participants with a specialization who taught one or more subjects in a middle school or high school could not tell if general education courses should be considered in their main teaching assignment field. Regardless of their major, they did not view their subject areas as simply “math” or “history” but as “math education” or “history education,” since what they were assigned to do was not to know, write about, or expound upon math or history but to teach it well. The issue may become more pronounced when questions from panel A are introduced, since teachers who describe themselves as education majors may tend to assume they need to include courses in education while those who have majored in subject areas may assume they should not.

Recommendations a3: Define the cumbersome phrase main teaching assignment field, but retain it. Most participants’ suggestions for alternative nomenclature such as “discipline” or “area of specialization” might be confused with educational or certification specialty rather than teaching specialty.

Alternatively, for clarity, adopt a participant’s suggestion to ask instead:

“In the last 12 months what courses have you taken for recertification or advanced certification in the subject or subjects that you are primarily teaching now?”

unless the item is to include courses for recertification or advanced certification in subjects they are NOT currently teaching.

Regardless, provide guidance on how to determine main teaching assignment field for teachers who divide their course time equally among subjects or teach all subjects.

Problem a3: Certain populations had trouble determining the main teaching assignment field. Preschool teachers, elementary school teachers, and others who taught multiple subjects were not sure what their main teaching assignment field was, and unlike panel A, panel B did not offer a definition such as “the field in which you teach the most courses.” Even had they been given such a definition, teachers in this group would have had difficulty deciding which courses were relevant, since many taught all subjects, dividing their time equally among them, and thus felt that any course related to education could be considered to be in their main teaching assignment field. This was also the case for a special education teacher without a specialty area, and even for a high school English teacher, who felt almost anything can be related to English or taught in English class through literature.

Recommendation a4: Consider rephrasing as “university or college course(s)” or “graduate courses,” whichever is appropriate.

Problem a4: One participant was not sure if university courses included courses taken at a small college. Another suggested “graduate” courses to distinguish them from undergraduate courses. However, most participants probed on the issue assumed that college and online courses should be included.

Question 3b: University course(s) in your MAIN teaching assignment field

- *Exclude courses taken for recertification or advanced certification.*

Yes → **How many?**

No

Recommendation b: Reverse the order of items 3a and 3b, but promote the apple point in 3b into the main instruction so it is not overlooked as supplemental:

“University course(s) in your MAIN teaching assignment field that were NOT taken for recertification or advanced certification.”

Add an apple point saying:

- *“If you are a new teacher, include courses taken towards your initial certification.”*

Alternatively, keep the existing apple point but make the item emphasize initial certification:

“University course(s) in your MAIN teaching assignment field taken for your initial certification.”

Add an apple point:

- *“If you were not initially certified in the last 12 months, your answer may be ‘No.’”*

Problem b:

Question order is confusing. The current ordering is admirably consistent with usability principles. Since the number of first-year teachers is a small proportion of the teaching population, teachers are more likely to have taken courses for recertification or advanced certification than for initial certification in the last 12 months, and teachers who have taken courses for more than one certification in the last 12 months will be rare indeed. It thus makes sense to put respondents at ease by asking first about the more common situation and follow with a question about the less common situation.

However, the ordering of the questions conflicts with the chronological ordering in respondents’ mental models of their educational experience. Some participants were confused by the fact that they were being asked first in “a” about continuing education and then in “b” about their initial or basic education. They thought that questions about initial education should come first and that therefore they may have misread something.

Another participant thought it odd that the first item, 3a, should only be concerned about something so specific as advanced certification when some teachers, himself included, just like to take courses to improve their knowledge, not because they are required.

Question 3c:

Observational visits to other schools

Yes → **How many?**
 No

Question 3d:

Presenting at workshops, conferences, or trainings

Yes → **How many?**
 No

Question 3e:

Attending other workshops, conferences, or trainings

Exclude conferences in which you were a presenter

Yes → **How many?**
 No

Recommendation e1:

Reword apple point as “exclude entirely...” or “exclude entire conferences...”

Problem e1: Overlap between d and e is still possible. A participant said he would have counted a conference in both d and e if he presented on only 1 day of the event and attended on the remaining days.

Recommendation e2: Specify in an apple point whether to include informal training during meetings, in-service courses, etc.:

- *“Include/exclude “in-service” presentations at your own school.”*

Problem e2: Confusion exists over whether to include workshops in their own school (in-service days) or trainings conducted at faculty meetings. Several participants initially assumed a narrow definition of professional development as courses or workshops, but when they got down to items 3f through 3j and realized that simply talking to a colleague could be considered professional development, they wondered if less formal training conducted as part of an administrative meeting would count in item 3d or 3e.

Question 3f: Individual or collaborative research on a topic of interest to you professionally

Yes
 No

Recommendation f: If the definition of “research” matters, pick and choose how to restrict:

- *“Include/exclude finding information or articles for students in your classes; personal experiences you discuss in class; formal research on educational methods mandated by school system or coursework, etc.”*

Observation f: Definitions of “research” and “topic of interest to you professionally” differ widely. Research might be anything from looking up students’ test scores to browsing the Internet in order to find an article for students to read to conducting library research to prepare a paper for presentation at a teachers’ conference. When probed, some indicated they did several types of research but had initially thought only one type should be included. Others thought the only type of research they performed should not be included.

For some, a topic of professional interest would have to be a topic in education such as how to improve scores on a certain skill or how to help students with a certain disorder. For others, a topic of professional interest could be one’s own trip to Europe, since it could motivate class discussion.

Question 3g: Regularly-scheduled collaboration with other teachers on issues of instruction

- *Exclude administrative meetings*

Yes
 No

Recommendation g: Define “administrative meetings” or replace it with a clearer term like “faculty meetings” if appropriate.

Problem g: Response may depend on interpretation of “administrative meetings.” A participant who interpreted “administrative meetings” as meetings that dealt with clerical or bureaucratic matters, issues other than curriculum and instruction (for instance, software for taking attendance), answered “Yes” since such collaboration often happened at faculty meetings.

Participants who interpreted “administrative meetings” as meetings with the administration of one’s department, hence faculty meetings, answered “No,” since it would be unusual to regularly schedule meetings that would exclude the department chair or team leader.

Both participants collaborated with other teachers on the same types of issues, but each offered a different answer. Other teachers also wondered what types of meetings were to be excluded, but were able to decide on an answer based on other contacts with colleagues.

Question 3h: Diagnosing individual students with other teachers (e.g., discussing specific students and arranging appropriate help)

Yes
 No

Observations h: Several participants noted that though they tried to identify problems, not just discuss them, they were technically unqualified to offer medical diagnoses and that to do so might anger parents and get the teacher in trouble. They nevertheless marked “yes” since they did “discuss students and arrange for help.” Most were comfortable with the wording “diagnosing individual students,” interpreting it as restricted to the activities suggested in the parentheses.

One participant suggested “diagnosing” implied there is something wrong with the student and suggested more neutral terms such as “discussing individual students’ problems with other teachers or colleagues.” “Evaluating” is not recommended, since it has misleading connotations of assessment.

Question 3i: Observing or being observed by other teachers in your classroom (for at least 10 or 15 minutes at a time)

Yes
 No

Recommendation i: Reword to force readers to read about the time stipulation before the sentence ends:

“Observing or being observed for at least 10 or 15 minutes at a time by the other teachers in your classroom”

Problem i: Parenthetical instructions are overlooked. Participants failed to read the 10- to 15-minute minimum and asked if they should include other teachers “popping in and out” of the classroom.

Observation i: One participant’s answer should not be taken as representing the policies for other teachers at his school or department because department heads are sometimes required to observe and mentor, while others at the school are not.

Question 3j: Acting as a coach or mentor to other teachers or staff in your school, or receiving coaching or mentoring

Yes

No

Observation j: Participants appreciated the **distinction between item 3i and 3j**, since observing or being observed by other teachers did not necessarily mean they offered each other advice afterwards. Teachers are apparently protective of their own autonomy in the classroom and reluctant to be perceived as telling each other how to teach. The distinction is particularly relevant for teachers who share a room and cannot help observing each other.

Recommendation j: Add an apple point instructing readers on whether to include or exclude student teachers or say “teachers or teachers to be” if they are to be included.

Problem j: There is uncertainty regarding student teachers. In several cases, inclusion of student teachers would change “no” answers to “yes” answers in this item and in 3i. However, teachers were hesitant to apply the item to student teachers, particularly for item 3j, since student teachers are not staff.

Question 4a: In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your MAIN teaching assignment field?

Yes
 No → Go to item 4b below.

Question 4a(1): In the past 12 months, how many hours did you spend on these activities?

- *Mark (X) only one box.*

8 hours or less

8–16 hours

17–32 hours

33 hours or more

Question 4a(2): Overall, how useful were these activities to you?

Not useful

Somewhat useful

Useful

Very useful

Recommendation a1: Consider restating “focused on in-depth study of your main teaching assignment field” as “...focused on your main teaching assignment field and directed at teachers with some knowledge and experience” if that is what “in-depth study” is intended to mean. Or, if the issue is not to include general training applicable to multiple fields, it might be appropriate to say “...specific to and concentrating on the subject(s) you primarily teach.”

Problem a1: There was disagreement over hours that qualify as “in-depth study.” Participants generally gathered that the phrase “in-depth” was meant to exclude casual overviews of material they had already learned in their initial courses in their fields, but this was by no means the unanimous view.

One participant said he would not consider attending a useful conference on the latest teaching methodologies in his field to be “in-depth” unless it had forced him to do some work (e.g., to memorize statistics supporting the method or to study the classroom materials used).

Another participant could not see how a course of 8 hours or less could be “in-depth,” since such a course probably would not require research and writing a paper. Another was even more vehement, saying one would have to take a sabbatical to do any “in depth study,” that in-service courses never go into much depth. However, this opinion was balanced by that of another who believed the typical half-day (4-hour) in-service courses are generally intensive and “cover a lot of ground.”

An additional participant, thinking of faculty meetings as professional development, said “in-depth study” would be impossible in her English department because they would all have to read the same work of literature and discuss it together at school, and no one would have time for this.

Recommendation a2: When panel A and panel B are combined, participants hopefully will recall the definition of main teaching assignment field from panel A and apply it here. However, as described in item 3a, the definition could be expanded to address teachers with multiple assignments of equal emphasis.

Problem a2: Participants had difficulty identifying “MAIN teaching assignment field.” Some participants found the term main teaching assignment field confusing and would have preferred something simpler like “your specific area of teaching,” but this wording would not have gotten at the issues of primary field or the field assigned regardless of what they like to teach, so UserWorks staff cannot support the proposed change.

Others were pulled in different directions by the term. A special education music teacher considered herself primarily a music teacher because everyone else in her school also taught special education, as this was a school for severely learning disabled and physically disabled students.

Question 4b: In the past 12 months, have you participated in any professional development activities that focused on uses of computers for instruction?

Yes
 No → Go to item 4c on page 6.

Question 4b(1): In the past 12 months, how many hours did you spend on these activities?

- Mark (X) only one box.

8 hours or less
 8–16 hours
 17–32 hours
 33 hours or more

Question 4b(2): Overall, how useful were these activities to you?

Not useful	Somewhat useful	Useful	Very useful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendation b: Move “computers” to end of sentence to focus on applications. Change wording to one of the following:

- “...that focused on educational software students can use to explore concepts on computers”;
- “...that focused on teaching students how to use a computer”; or
- “...that focused on preparing lessons, presenting material, calculating grades, etc. using computers.”

Problem b: Participants focus on “computers” and stop reading. Some participants miss the final phrase “for instruction” and include instruction in computers for their own use, for instance, to write lesson plans or calculate students’ grades.

Observation: Many have been trained in using computers several years ago, but the presumption now is that teachers are computer literate, and many school systems do not have the funds to purchase new software or connect classroom computers to the Internet. As a result, some teachers have little opportunity or incentive to take these courses.

Question 4c: In the past 12 months, have you participated in any professional development activities that focused on reading instruction?

Yes
 No → Go to item 4d below.

Question 4c(1): In the past 12 months, how many hours did you spend on these activities?

- Mark (X) only one box.

8 hours or less
 8–16 hours
 17–32 hours
 33 hours or more

Question 4c(2): Overall, how useful were these activities to you?

Not useful Somewhat useful Useful Very useful

Observation: Several school systems are now requiring courses in reading instruction of all teachers. Some teachers of subjects other than English in the higher grades think the courses themselves are useful for teaching reading but not for themselves: they are resentful of being asked to “make room for reading” in the classes they teach.

Question 4d: In the past 12 months, have you participated in any professional development activities that focused on student discipline and management in the classroom?

Yes
 No → Go to item 4e below.

Question 4d(1): In the past 12 months, how many hours did you spend on these activities?

- Mark (X) only one box.

8 hours or less
 8–16 hours
 17–32 hours
 33 hours or more

Question 4d(2): Overall, how useful were these activities to you?

Not useful Somewhat useful Useful Very useful

Recommendation: No problems detected.

Question 4e: In the past 12 months, have you participated in any professional development activities that focused on other topics not included in 4a–4d above?

Yes → Please specify
 No _____

- Recommendation e: Move “not included in 4a–4d above” directly after the words “professional development activities.”
- Problem e: Confusion regarding “other topics” vs. “other courses” leads to overlap with courses listed in item 4a. Participants who taught lower grades and had taken general education or subject matter courses which they considered part of their main teaching assignment field but with a different emphasis listed the putative topics of these courses in item 4e. For instance, a kindergarten teacher whose specialty was general education specified “science” in item 4e for a science education course she had listed in item 4a. An elementary school teacher specified “assessment” for a course in evaluation and testing she had also listed in item 4a.
- Question 4 overall:**
- Recommendation f: Specify what activities should or should not be included or be more specific (say “in-service courses” in place of “professional development activities”). If faculty meetings are a separate issue but also of interest, add a separate question such as “Has your staff gotten together to discuss....”
- Alternatively, under the first reference to “professional development activities,” specify with an apple point:
- *“Include/exclude in-service courses, faculty meetings, presentations you gave yourself....”*
- Problem f: There was uncertainty as to what activities are included in “professional development activities.” Since the preceding question 3 suggested a pretty broad definition of professional development, participants were not sure whether to include hours spent in university rather than in-service courses, in faculty meetings during which the issues mentioned in items 4a–4d arose spontaneously, in informal private meetings discussing these issues with other teachers, or even reading about these issues on their own.
- Recommendation g: Since UserWorks staff did not probe participants on this issue, staff is not sure how important it is, but it might be helpful to provide examples of activities that should or should not be included in calculating hours.
- Problem g: There is some uncertainty regarding whether to include supplemental enrichment and applications of training. Two participants mentioned they were unclear on whether the range of hours they selected for a given professional development activity should include time spent outside of the class on homework or trying out the course’s teaching suggestions on their own students.
- Recommendation h: If they should not have double listed their training, participants need to be informed of this, or main teaching assignment field needs to be described in more detail.
- Problem h: Overlap exists in course listings among item 4a and 4b or 4c. Participants whose main field involved computers or special education included the same hours twice in 4a and 4b or 4c. This was more common for teachers of the lower grades, who considered anything education-related to belong in item 4a.

- Recommendation i: Indicate if training sessions, which the participant herself taught, are to be excluded.
- Problem i: Should “participated in” include “taught”? One participant had taught courses on computers and wondered if she should include them in her hours of professional development.
- Observation a: This section was one of several areas where it would have been helpful if participants had been asked to have their records or transcripts available in advance.
- Observation b: Interpretation of “how many hours did you spend on” varied. Participants seemed to interpret hours as clock hours, not course credit hours. For instance, a participant said she would put the number of hours she attended classes, not the number of hours listed in a course catalog. If that question is also an issue, it might be better put “how many course hours did you take of....”
- Observation c: Hours as a unit of measurement varied. Most in-service courses are half-day or day courses, so participants thought more in terms of days of development than in hours.
- Recommendation d: Extend “Overall, how useful were these activities to you?” with “...in your current situation” or “potentially.”
- Observations d: There was variation in the definition of potential vs. actual “usefulness.” Most participants determined the degree of “usefulness” based largely on how much of the activity could be successfully applied to their own classroom. However, one participant mentioned that she could see the value in some development courses (on behavior problems) but could not apply them to her own students (who were high-achieving and well behaved). She seemed to want to separate usefulness to the teaching profession from applicability to her class. Another respondent said she had taken a course that was potentially useful but had rated it “not useful” because it was too short and she had not followed up on obtaining more training in that area.

VII. Resources and Assessment of Students: Panel B, Items 5–13

This set of questions asks about different types of students, the resources provided for teaching them, and participants’ use of student assessment scores.

Question 5: **Are students assigned to your classes on the basis of achievement or ability level?**

- Yes
 No

Recommendation a: Add “in some cases, specify: ___” OR
Ask “are most of your students...” or “are some of your students...” OR
Provide answer options like “some classes” and “most classes”

Problem a: No intermediate answer options. Participants who taught advanced placement or remedial classes as well as classes of mixed abilities did not know whether to answer yes or no.

Recommendation b: Rephrase as “Is either achievement or ability level a basis for how students are assigned to your classes?”

Problem b: Several participants insisted that this was an either/or question, so they could not understand why the answer options were “yes/no” rather than “achievement/ability.”

Recommendation c: Add “Do not know” option.

Problem c: Some participants did not know on what basis students were assigned to them.

Recommendation d: Indicate assignment “by teachers” and/or “guidance counselors” or “administrators” if important.

Problem d: Passive voice does not clarify who must do the assigning. In one school, students assign themselves to harder or easier classes based on how hard they want to work and what they think they can handle. The participant decided they were technically grouped as described in question 5 but was not certain.

Question 6: Do you use different groupings of students in your classroom to teach students who learn at different rates?

Yes
 No

Recommendation a: Add “in some situations, specify: ___” OR ask “do you ever...” or “do you at least sometimes...” OR provide answer options such as “often” and “infrequently.”

Problem a: No intermediate answer options. Some participants grouped students by ability for special activities but normally did not group students or grouped them on some other criteria such as age in preschool.

Recommendation b: Rephrase to clarify emphasis, either:
 “When grouping students, do you select students who can all learn at the same rate to be in a particular group?”

OR

“When grouping students, do you mix students who learn at different rates in the same group?”

Problem b: Homogeneous or heterogeneous rates are not specified. Some participants grouped students into high, middle, and low groups by reading ability; others mixed students of various ability levels in the same group to help each other learn; it was not clear which of these options was being asked about.

Recommendation c: Add “N/A” option or distinguish possible “no” responses; that is, “No, I do not group my students for this purpose” from “No, I do not divide my students into groups.”

Problem c: Those who do not use grouping may prefer answering “N/A.” Group instruction is not appropriate for certain curricula. A “no” answer presupposes teachers group students in other ways or for purposes other than instructing learners at different learning rates.

Question 7a: Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

Students
 None → Go to item 8 below.

Recommendation a1: If accuracy is important, request a percentage to the best of their knowledge rather than relying on an exact number or permit them to opt out by checking “Information not available.”

Problem a1: Information is not available to all teachers. Some teachers did not know the number of students but could estimate a percentage based on the likelihood that certain students would have an IEP. Some could obtain this information through a colleague. Others would have had to conduct name-by-name research in a lengthy database or did not know where to start. Since most teachers had only a few IEP students, a difference of one student may be statistically significant.

Observation: At least one participant entered single zeroes in the two leftmost boxes before a single digit response here and in question 9a.

Recommendation a2: Insert the word “currently” between “you” and “teach.”

Problem a2: A participant considered more than her current year’s students in answering this question.

Question 7b: Do you or these students receive the following types of support in your classroom?

Question 7b(1): Special aide or personal assistant

Yes
 No

Recommendation b1: Redundantly append “either for you, your classroom, or for individual students” to the current wording.

Problem b1: A couple participants were not sure if the aide was for the teacher or for an individual disabled student.

Recommendation b2: Revise wording to read, “support at various times in your classroom.” Do not remove “in your classroom,” since it is necessary to distinguish this type of support from external support.

Problem b2: Two participants could not relate students’ personal aides or assistants to the phrase “in your classroom.” They thought they might have the wrong concept of aide or assistant since a student aide would presumably follow the student around the school and not stay in the teacher’s classroom longer than one period.

Question 7b(2): Consulting/itinerant teacher

Yes
 No

Recommendation b3: Use a term more familiar to teachers, perhaps “special education resource teacher” if that title corresponds to the job function intended here.

Problem b3: Some participants were not sure what sort of teacher this was. There was general agreement that this person would have more special education training than an aide and would advise the teacher on individual students but not work directly with individual students. However, some did not know what “itinerant” meant and those that did thought the teacher referred to here might be an outside expert consultant who would not necessarily be physically present “in the classroom.”

One participant wondered if he should count himself, since he only had himself with which to consult. A special education teacher thought the question might not apply to her because she was already special education teacher, though not necessarily the official “resource” teacher (department head), and hence would never have another such teacher assigned to her.

Question 7b(3): Accommodations such as more time on tests or a behavioral management plan

Yes
 No

Observation a: “IEP” is not a term that can be used to describe all special education students. A participant had Section 504 students who required special accommodations but did not have individual education plans.

Observation b: A participant noted that (1) through (3) do not seem to include counseling services for emotionally disturbed students.

Question 8: In the last 3 years, have you had 8 hours or more of training or professional development on how to teach special education students?

Yes
 No

Observation: Teachers who have not had this training recently or are highly experienced and have not had training in a long time feel this question and question 10 suggest their knowledge is out-of-date and that they are less qualified than someone with more recent training. They do not believe training changes that much in 3 years.

Question 9: Of all students you teach at this school, how many are of limited English proficiency?

(Students of limited English proficiency are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

Students
 None → Go to item 11 below.

Recommendation: (Same problem/recommendation as for item 7.) If accuracy is important, request a percentage to the best of their knowledge rather than relying on an exact number.

Problem: Information is not available to all teachers. Some teachers did not know the number of students but could estimate a percentage based on the likelihood that certain students would have be of limited English proficiency. Some could obtain this information through a colleague. Others would have had to conduct name-by-name research in a lengthy database or did not know where to start. Since most teachers had only a few LEP students, a difference of one student may be statistically significant.

Observations: One participant missed the phrase “native or dominant” and did not know whether to include her students born in the U.S.A. who spoke another language at home. It may be worth making “native or dominant” appear more prominent.

Two participants mentioned having non-native students with reading or writing problems in English (foreign sounding syntax or idioms) who had no trouble learning or communicating in her English-only class. They seemed to treat verbal and written skills as separate issues and may not have read the parenthetical description closely. One wanted separate questions for each.

Question 10: In the last 3 years, have you had 8 hours or more of training or professional development on how to teach students with limited English proficiency?

Yes
 No

Question 11: Do you receive your students’ scores on state or local achievement tests?

Yes
 No → Go to item 13 below.

Recommendation a: Rephrase: “Do you have access to your students’ scores on state or local achievement tests?” Add answer options “sometimes” or “when possible.”

Problem a: This presupposes that scores are available to be received. Some teachers do not receive the scores but can look them up should they wish to review them. Some receive last year’s scores for the current year’s students, particularly if there is no test in their students’ current grade level. If a student was not in that school the previous year, their scores may not be available. This is apparently a problem in an inner-city neighborhood school but might be true of affluent transients as well. An ESOL teacher who does not have her own classroom and who works with students throughout the school wondered to which students and scores the question was referring. If she had access to the scores, she certainly would not receive them together in a single package.

Recommendation b: Rephrase: “If your students take state or local achievement tests, do you receive (have access to) their scores?” Add “Not Applicable” to answer choices. Remove the question from the private school survey or ask about standardized national tests.

Problem b: This presupposes of existence of tests. Certain teachers (e.g., special education or kindergarten) cannot receive their students’ scores because their students do not take them.

Recommendation c: Append “, NOT national standardized tests” to the question if this is an issue. Alternatively, first ask “Do your students take state or local achievement tests?” and add an apple point:

- *“Do not include national standardized tests such as....”*

Problem c: Mistaking national private standardized tests for state or local achievement tests. Certain state and local achievement tests are sent to the county for internal verification that students are meeting standards but are not published to any statistical abstract or made available to teachers. Particularly if teachers did not have access to these tests, or if their district offered no such tests, they often mentioned national achievement tests by name and answered the question with regard to those.

Question 12: **To what extent do you use the information from your students’ test scores:**

Question 12a: **To group students into different instructional groups by achievement or ability?**

- *Mark (X) one box on each line.*

(For each question, participant could select:)

Not at all To a small extent To a moderate extent To a great extent

Question 12b: **To assess areas where you need to strengthen your content knowledge or teaching practice?**

Question 12c: To adjust your curriculum in areas where your students encountered problems?

Recommendation c1: If item 12 is intended to measure or may be interpreted as indicating to what degree teachers value the tests, remove a source of error in 12b and c by asking the questions:

“If you have access to students’ state or district achievement test scores, are these scores presented in a form you can use?”

“Are they available when you can use them?”

(answer choices: Yes/No/not applicable)

Place the questions between items 11 and 12.

Problem c1: This presupposes a usable and timely format. Participants thought marking “not at all” or “to a small extent” suggested they did not respect the test content, when in fact the scores may not have been in a form they could use. If they receive aggregate scores, either for the class or the grade level as a whole, they cannot determine needs of individual students. If the scores summarize performance on general areas of the exam like “verbal” and “math,” they do not know what skill areas they need to improve. If they receive item-by-item or skill-by-skill results but do not receive the actual test forms, they may have difficulty identifying students’ deficiencies. One participant said teachers in his school receive scores at the end of the school year when there is no longer an opportunity to make use of them.

Recommendation c3: Reiterate that it is state and local test scores that are at issue in item 12.

Problem c2: It was not obvious that only state and local achievement tests are being discussed in this question.

Recommendation c3: If the question must be separated out ask, “Is the content of students’ state and local achievement tests relevant to the courses you teach?” and offer a “do not know” answer option.

Problem c3: There is a presupposition of usable content in standardized tests. Standardized tests are often in basic skills like reading and arithmetic and may not relate to the curriculum of a specialist in a field like history or biology. Even a literature teacher may have little use for reading scores, since her classes may involve interpretation, not just comprehension.

Question 13: To what extent do you use state or district standards to guide your instructional practice in your main teaching assignment field?

Recommendation a: Ask instead, “How big of a role do district standards play in guiding your instructional practice,” or “To what extent do you cover state or district standards in your instructional practice...,” whichever applies.

Problem a: Does “extent” of “guid[ance]” refer to completeness of coverage of standards or to significance of standards relative to teacher’s entire curriculum? A participant said she was able to cover all the standards without giving them a central place in her teaching. She checked “to a moderate extent” since she emphasized other things.

Recommendation b: If important for drawing inferences from question 13, additionally ask how easy it is to apply state or district standards to one’s instructional practice.

Problem b: There is a presupposition of usable standards. An ESOL teacher had encountered different district standards for each student depending on their English proficiency, so it was not easy for her to use them as a general guide to teaching ESOL. Another teacher also said each student’s IEP was the standard for that student.

A science teacher wanted to comply with standards but could not do so owing to factors beyond his control like funding for materials.

Observations: Participants had reasons for using standards as a guide that did not necessarily reflect a positive opinion of the standards. Some participants were required to comply. One said she complied primarily in order to have externally generated objective benchmarks for performance regardless of their quality.

Unlike state achievement tests, state or at least multiple state (“Middle States”) standards may indeed apply to private schools, since, according to one private school teacher, compliance with such standards is required for accreditation and for compatibility with public university entrance requirements.

VIII. Attitudes and Opinions: Panel B, Item 17

This section asks about participants’ influence on staffing, budgeting and instructional policies, and their perceptions of various issues about teaching.

Question 17: Do you agree or disagree with each of the following statements?

- *Mark (X) one box on each line.*

(For each question, participant could select:)

Strongly agree Somewhat agree Somewhat disagree Strongly disagree
___| ___| ___| ___|

Observation: Although participants sometimes wished they had the opportunity to display neutrality, most recognized the survey’s need to obtain an opinion on every point. Several who felt neutral about an item said that if a “neutral” option were actually offered they might be tempted to overuse it on items with which they had no strong feelings.

Question 17a: **Most of my colleagues share my beliefs and values about what the central mission of the school should be.**

Observation: A participant said many of her colleagues have not been there long enough to get a sense of the mission, so her disagreement has nothing to do with differences of opinion (beliefs and values), though it might have to do with poor communication of the mission by administrators and staff.

Question 17b: **The principal knows what kind of school he/she wants and has communicated it to the staff.**

Question 17c: **There is a great deal of cooperative effort among the staff members.**

Question 17d: **In this school, staff members are recognized for a job well done.**

Observation: Basis for judgment varied because if expectations for recognition are low, a small sign can count as significant recognition. Extra pay is rare. The only case of it a participant mentioned was recognition for extra time spent coaching a successful sports team. Appreciation in a faculty meeting or an occasional pat on the back from a principal is all most can expect. A nursery school teacher in an unsupportive environment said the only recognition she received was Christmas cards from a few parents.

Question 17e: **I worry about the security of my job because of the performance of my students on state and local tests.**

Recommendation e1: Rephrase to clarify intent:

“The actual performance on state and local tests of the students I have now makes me worry about the security of my job.”

OR

“If my students were to perform poorly on state and local tests I would worry more than I do now about my job security.”

Problem e1: Multiple interpretations of agreement are available:

- “I worry because if they were to perform poorly my job would be threatened.”
- “I worry because my students actually do perform poorly.”

No evidence of which interpretation might be more common is available because

- participants generally did not agree; and
- if they did agree, they were not probed for their interpretation since the interviewers did not wish to imply the teacher was incompetent.

Recommendation e2: Rephrase as suggested in the previous recommendation.

- Problem e2: Multiple interpretations of disagreement are available:
- “My job is safe because my students perform well.”
 - by chance—“I got lucky this year”
 - by willful design—“I prepare students well for tests” or
 - by obligatory design—“I have to teach to the tests.”
 - “My job is relatively safe because poor performance is not an issue.” (“Most of our students here are naturally high-achievers.”)
 - “My job is safe despite my students’ low scores.” (“Who else could they find to teach here [in the inner city]?”)
 - “My job is in danger for other reasons.” (“Funding for electives like music and art is being cut.”)

The first couple of interpretations come to mind most easily for the interviewers, yet participants tended to represent all of these interpretations EXCEPT the first. The “by chance” and “by willful design” interpretations were not represented, and only one participant, by way of complaining about a test-oriented curriculum, suggested he had adopted the “by obligatory design” interpretation.

Question 17f: State or district content standards have had a positive influence on my satisfaction with teaching.

Recommendation: If this is really what is being asked, rephrase as “I am more satisfied with teaching (a more satisfied teacher) thanks to (since the adoption of) state or district content standards.” Otherwise, rephrase as “I am satisfied with the state or district content standards,” or “I feel I am a better (more successful) teacher owing to the adoption of state and district content standards.”

Problem: Confusing wording: Some participants seemed to think they were being asked whether they were satisfied with the standards or with their effectiveness in the classroom (their ability to teach effectively) rather than with their own work situation as a result of the standards’ having been implemented.

Observation f1: Influence is indirect, through state-sponsored teaching materials. Several participants seemed to be thinking about the materials packets the state or district sends them to use in bringing students up to standards, not the standards themselves. One teacher who disagreed said she finds the materials cumbersome or difficult to explain to students, even if the standards themselves are admirable.

Observation f2: Potentially not applicable: Some students, like the learning disabled, and some fields, like music, appear not to have any state or district standards to abide by, so participants felt the question was not applicable to them. An N/A option might be helpful.

Question 17g: I am satisfied with my class size(s).

Observation g1: Potentially not applicable: A special education teacher who was at the moment working as a personal assistant for a single student was satisfied working with

only one student. However, she suspected the question did not apply to her since as a personal assistant she would never have had more than that one student. An N/A option might be helpful.

- Recommendation g2: Rephrase as “My class size(s) is/are too large” if that is really the issue.
- Observation g2: Several participants mentioned independently or agreed when probed, that class size could be too small if there are not enough students to generate discussion without one or two students dominating.
- Observation g3: Answers may differ for different class compositions—a participant said more boys or LEP kids may make a small class more difficult to handle.
- Question 17h: I am given the support I need to teach students with special needs.**
- Observation h1: Definition of “support” often included a special education or ESL resource specialist but varied widely, including emotional support from other teachers or parents in the classroom, volunteer tutors from outside the school, new technologies, large print books or books on tape, translation services for non-Spanish LEP students, research information sources on students’ disabilities.
- Observation h2: Potentially not applicable: None of the answer choices were appropriate for teachers who did not have any special education students.
- Question 17i: I make a conscious effort to coordinate the content of my courses with that of other teachers.**
- Observation: Teachers value cooperation but also autonomy. In some schools it is important that all teachers teaching a certain grade or course be teaching the same thing, but where it is not, teachers do not like to tell each other how to teach. Different approaches or content emphases are considered creative and innovative, not necessarily indicative of poor coordination.
- Question 17j: The amount of student tardiness and class cutting in this school interferes with my teaching.**
- Observation j1: Teachers can have opinions about how circumstances affect people in the system other than themselves. A participant who thought the question was phrased as a criticism of students remarked that these questions are all about her, that the Census Bureau did not seem to care whether she thought these problems also hurt her students, and if so, how much. This feeling was consistent with another participant’s frustration that nothing was asked about his opinion of the effect of district and school board politics on his students.
- Recommendation j1: Be wary of drawing any inferences from this question. Add a question about the amount of tardiness and absence in the teacher’s own classroom, not the school as a whole. Compare responses to the two questions.

Problem j1: Greater tardiness and class cutting can actually result in less interference: Some teachers who disagreed experience a lot of tardiness and class cutting but have adjusted to the interruptions and to dealing with students who are frequently absent.

Recommendation j2: If appropriate, ask instead about absences, late arrivals, and early departures.

Problem j2: Some respondents may not count late arrivals and absences that result in the greatest interference as tardiness or class cutting: One participant said the source of the greatest interference are problems beyond students' control: late arrival, early departure, and absence owing to work responsibilities and commuting, leaving class for a school sports team meet, the need to visit colleges, or to take care of younger siblings or their own children.

Observation j2: Potentially not applicable: In a private nursery school/kindergarten, parents bring their kids to school, so any tardiness is the parent's fault and does not count. Students are supervised all day so they cannot cut class. The participant put "strongly disagree" but meant "does not apply" since the situation presumed to occur could not occur.

Question 17k: I sometimes feel it is a waste of time to try to do my best as a teacher.

Observation: Sometimes it is fatigue, the demands on teachers' time, or parents' lack of support that makes it difficult to do one's best, **not apathetic students or indifferent administration.**

Question 17l: I plan with the library media specialist/librarian for the integration of library media services into my teaching.

Observation: Potentially not applicable: Some small private schools do not have a media specialist/librarian.

Question 17m: I am generally satisfied with being a teacher at this school.

Recommendation: No changes.

IX. School Climate: Panel B, Items 18–20

These questions ask participants about the factors that contribute to the educational climate in their schools.

Question 18: Please indicate the extent to which you agree or disagree with each of the following statements.

- *Mark (X) one box on each line.*

(For each question, participant could select:)

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

Question 18a: **The stress and disappointments involved in teaching at this school aren't really worth it.**

Recommendation a1: Rephrase as one of the interpretations listed below, or create a more appropriate one.

Problem a1: Ambiguous reference; participants did not know what "it" was, so interpretations were wildly different and participants ended up confusing themselves when paraphrasing.

- "The stresses and disappointments are not worth getting stressed out over or disappointed about?"
- "Being in teaching is not worth the stresses and disappointments involved?"
- "The stresses and disappointments make me want to leave?"
- "The stresses and disappointments outweigh the joys of teaching, of helping students learn?"
- "The stresses and disappointments are not worth the money they pay me?"
- "Teaching is not worth what they pay me owing to the stresses and disappointments?"

Recommendation a2: Use a positive statement like "Teaching is worthwhile despite its stresses and disappointments" so respondents will be certain of what they are saying if they disagree.

Problem a2: The stress involved in understanding what one is agreeing to when disagreeing with a negated proposition is not worth it. Participants had trouble understanding that in saying they disagreed that something was NOT worthwhile, they were conveying that they agreed that WAS worthwhile.

Question 18b: **The teachers at this school like being here; I would describe us as a satisfied group.**

Observation b1: Two dimensions of satisfaction are possibly combined. A participant suggested the teachers could like being at the school without necessarily liking the group dynamics of being with each other. She suggested separating the two clauses into two separate subitems.

Observation b2: Satisfied can mean complacent. A participant suggested teachers who are doing nothing to help students may be happy to be left alone, collect their paychecks, and go home to their families instead of grading papers.

Question 18c: **I like the way things are run at this school.**

Observation c1: For whose benefit? A participant wondered if she should be considering the effect of how things are run on the teachers, the students, or the parents, since what is good for one group may not be good for another.

- Observation c2: Participants had different ideas of who was running things: some considered only the principal, others the “resource teachers,” “teach leaders,” or department chairpersons, others the public school system, others were thinking of how the school ran itself as a self-organizing system.
- Question 18d: If I could get a higher paying job I’d leave teaching as soon as possible.**
- Recommendation d1: Rephrase “leave teaching” as “leave the field of teaching.”
- Observation d1: When probed, a few participants thought the higher paying job could include teaching jobs. “Leave teaching” may have meant “leave this particular teaching job” to them, or they may not have read closely.
- Observation d2: One participant was not sure what “somewhat agree” or “somewhat disagree” would mean here. Would the respondent want to leave after giving generous notice? Would the respondent be debating pros and cons? Would it depend on the salary?
- Question 18e: I think about transferring to another school.**
- Observation e1: Some teachers had a specific school or district in mind; others who agreed had thought about transferring hypothetically or with an ideal school in mind.
- Observation e2: Question seemed designed to elicit negative response: A participant would have preferred to have been asked how often she thinks this, because, she said everyone thinks of leaving their current position on occasion.
- Observation e3: Answer depends on pros and cons of alternatives, which vary with age and experience level, not just satisfaction with teaching: Older teachers have a pension to look forward to; it seems they lose some contributions if they leave; younger teachers have more job options outside of teaching.
- Question 18f: I do not seem to have as much enthusiasm now as I did when I began teaching.**
- Observation: Potentially not applicable: The question presupposes some amount of teaching experience. A new teacher said he had not been teaching long enough to either maintain or lose enthusiasm.
- Question 18g: I think about staying home from school because I’m just too tired to go.**
- Observation: Question seemed designed to sabotage whatever good will teachers have established with the general public or make schools look like terrible places. Because participants said, everyone in every profession sometimes thinks about not going into work, it is impossible to answer honestly (“somewhat agree”) without suggesting teachers do not care about their jobs.

Question 19: **To the best of your knowledge how often do the following types of problems occur at your school?**

- *Mark (X) one box on each line.*

(For each question, participant could select:)

Happens daily	Happens at least once a week	Happens at least once a month	Happens on occasion	Never happens
___	___	___	___	___

Question 19a: **Tardiness**

Recommendation: Range of options for response to 19a and 19c might be partitioned more finely than “happens daily” to include “happens hourly,” but the change might still not pick up any differences and would not be applicable to 19b. Ask instead about “egregious tardiness,” “rampant absenteeism,” “conspicuous class cutting.”

No changes suggested if the items as currently written are needed as benchmarks against which to score other responses.

Problem: Question appears designed to elicit negative response. Most participants assumed tardiness, absenteeism, and in the higher grades, class cutting must happen daily in their schools even if not in their own classes, since these problems are part of life, just as they are in all large corporations, government, factories, etc. They assumed that if one person in a school of 3,000 was tardy, absent, or cut class each day, they had to put “happens daily.” To participants, putting these problems in a teachers’ survey seemed designed to exaggerate the problems in schools.

Question 19b: **Absenteeism**

Problem: See 19a above.

Question 19c: **Class cutting**

Problem: See 19a above.

Observation: Potentially not applicable: Elementary schools supervise students at all times, and the students cannot hide in such small buildings. Students in schools for the severely disabled cannot move around to cut class.

Question 19d: **Physical conflicts among students**

Question 19e: **Robbery or theft**

Question 19f: **Vandalism**

Recommendation: If appropriate say “vandalism by students of the school.”

Problem: Agent of the action not identified. In elementary schools, apparently, most vandalism is perpetrated by outsiders, older youths who return to the school after school hours, not by the school's students. Teachers did not know whether to consider this type of vandalism. The same might be asked of "robbery or theft," but since these problems were more rare than vandalism to begin with, participants did not mention them.

Question 19g: Use of alcohol

Observation: Some participants could smell alcohol on students' breath. Others said they could not tell and had to assume.

Recommendation: Say "student use of alcohol" if that is all that is intended.

Problem: Use by whom? At certain schools, this item made teachers think of their colleagues or students' parents, not the students. Such schools include not only those with low morale or severe student behavior problems, but all elementary schools.

Question 19h: Use of illegal drugs

Observation: Some participants knew how to recognize signs of illegal drug use. Others did not and thus they had no basis for judgment.

Question 19i: Possession of weapons

Question 19j: Physical abuse of teachers

Question 19k: Student racial tensions

Recommendation: Rephrase initial question as "To the best of your knowledge, which of the following activities do students at your school engage in" if appropriate to all lettered items; otherwise specify agent of each item, for example, "student use of alcohol."

Problem: Use of the word "student" in 19k through m but not in previous items suggests students are NOT the parties engaged in the actions described in 19a through j.

Observation: Potentially not applicable to schools where all students are the same race or to schools where students are considered by teachers to be too young to understand the concept of race (preschool, kindergarten).

Question 19l: Student bullying

Observation: For participants that were probed about this, this includes d, physical conflicts among students, as well as verbal intimidation and physical actions that are not conflicts, like shoving. For elementary school students, it might include smaller offensives like taking a pencil away from another student or ignoring the student.

Question 19m: Student verbal abuse of teachers

Recommendation: If the objective of having both questions is to determine indirectly the degree of disrespect for teachers that is not verbal abuse, better data might be obtained by asking directly for the frequency of “acts of disrespect for teachers OTHER THAN verbal abuse.”

Problem: Overlap with 19o: some thought m and o the same; others thought verbal abuse was only one form of disrespect, which might include ignoring the teacher, tearing up one’s exam in front of her, etc. One thought of name calling as verbal abuse but talking back to the teacher as an act of disrespect.

Question 19n: Widespread disorder in classrooms

Recommendation: Replace wording with “Teachers not in control of their classes” or “losing the attention of the entire class” if that is the intent of the question.

Problem: “Widespread disorder” connoted utter chaos and reckless behavior. Participants thought this question might have been intended to ask about “losing control of the classroom,” that is, deterioration of discipline, as opposed to general disorder, for instance, having students with messy desks. However to most it connoted dangerous acts in which students could hurt themselves and others: throwing objects or weapons, setting the room on fire, etc.

Question 19o: Student acts of disrespect for teachers

Problem: Overlap with 19m.

Question 19p: Gang activities

Observation: Interpretations differed, and included wearing provocative badges, gathering together to threaten or intimidate, and group violence or aggression on another group of students.

Question 19 overall:

Recommendation: (NOTE: It had been discussed at the December 31, 2002, meeting that this question is more suited for the Principals’ Survey. UserWorks staff agrees that these questions should be moved.)

If obtaining respondents’ impressions of the school’s reputation or guesses based on what they hear from other teachers is sufficient, the instructions for 19 need not be modified, but note that teachers in affluent areas may have an unrealistically favorable impression of their students (not knowing their honor students smoke marijuana) while those in poorer districts may overestimate the problems based on salient incidents (an isolated shooting by an outsider or disgruntled student). The effect of guessing cannot be easily discounted as “error” because there is no reason to assume in advance the distribution of responses will be unimodal, nor that the response frequencies in each of the five categories will approach anything like an ordinal normal distribution, since each of the categories describe different time ranges. Asking respondents to rate the

confidence of their answers, however, might help determine which answers are the more reliable, and obvious guesses could be excluded from the analysis. Alternatively, offering respondents the chance to say they do not know could discourage guessing. While an answer option “do not know” might be overused in cases of minor uncertainty, the answer option “no basis for judgment” should discourage uninformed guessing.

Staff suspects asking for subjective frequency ratings (“extremely often, often, occasionally, hardly ever, never”) might be easier for respondents, but the responses might not be comparable: one teacher may think a rare problem happens too often while another may think the same frequency of occurrence perfectly acceptable.

More accurate responses could be obtained by asking only about the teacher’s own students (“in your own classroom” might be too restrictive, since many problems may occur in the halls or lunchroom but manifest themselves in the classroom.) While some teachers will have only well behaved or badly behaved classes, student behavior patterns may still be more randomly distributed across respondents than their impressions of what happens to other teacher’s students and outside their own classrooms.

Problem: Teachers simply do not know the answers. While a few participants seemed to be answering based only on their own classrooms, most recognized the question was asking about the school in general. Unfortunately, the “best of [their] knowledge” of what goes on at their school outside their own classrooms is often minimal and, according to them, not to be relied on. For instance, if drugs, weapons, gang activities, etc. are forbidden in the school, students hide them, and teachers do not have much opportunity to see if they are actually present. One participant said he could not be expected to know what happens daily at a school of several thousand, nor know for certain that seemingly rare events never happen.

Observation: Some feared that because they had to base most of their frequency judgments on what happened in their own classrooms, the Census Bureau might infer that EVERY problem that they marked as happening frequently at their school was actually occurring in their own classrooms.

Observation: Participants suggested adding the following subitems to 19:

- parent disrespect for teachers;
- parent abuse or neglect of students;
- student or teacher sexual harassment or abuse of students; and
- subversive activities (by outsiders or students) such as calling in bomb threats.

Question 20: To what extent is each of the following a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

- Mark (X) one box on each line.

(For each question, participant could select:)

Serious problem	Moderate problem	Minor problem	Not a problem
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 20a: **Teacher absenteeism**

Observation a1: This may be a serious problem not because morale or motivation among teachers is low but because there may be a teacher shortage, making it difficult to replace teachers on sick or maternity leave, recovering from an accident, etc.

Observation a2: Teachers do not interact much with colleagues outside their own department, so their answers may not reflect the true situation. One participant said he based his judgment on reports of teacher absences from students who seemed to be cutting class.

Question 20b: **Pregnancy**

Recommendation: Specify whether teacher or student pregnancy is meant.

Problem: Interpretation of who was pregnant varied depending on the age level of the teacher’s students. Middle school teachers thus had the most difficulty deciding how to interpret the item. Some participants inferred students were being referred to since item 20a mentioned teachers and item b did not, but the mention of teachers in 20a also alerted some participants to an ambiguity they might not otherwise have noticed.

One participant suggested parent pregnancy might also be a problem in that it meant they would soon have less time to spend with the child in school.

Observation: Teacher pregnancy did not seem to be as much of a problem as postdelivery teacher absenteeism owing to maternity leave. High school teachers suggested parental responsibilities of students, male or female, might be more of a problem for the teacher than pregnancy, though pregnancy and poor parenting might be more of a problem for students or their parents.

Question 20c: **Students dropping out**

Observation: Teachers cannot always tell if students have dropped out, particularly if a parent tells them the truant is going off to school every day.

Question 20d: **Student apathy**

Observation: One participant guessed that “apathy” meant “enthusiasm,” with the result that the answer choice she marked was the opposite of what she intended. “Student

indifference to learning” or “students’ lack of motivation” might have been clearer to her.

Question 20e: Lack of parental involvement

Recommendation: If distinction is significant, divide item into two: “parental interest in student achievement” and “parental responsibility and support for student’s learning.”

Problem: Two sources of parental involvement make item difficult to evaluate. Participants suggest parents may be very interested in knowing how their children are doing and in taking responsibility for their behavior and attendance, but these same parents may not be interested in, capable of, or free enough in the evenings to help their students learn, either through helping them with homework or providing an intellectually stimulating environment at home.

Observation: Three participants suggested parents can be overly involved, requesting special attention to their child even if it is not necessary, worrying about their children’s safety since September 11, 2001, even going so far as to accompany their kids throughout field trips or coming to school to monitor the halls for snipers.

Question 20f: Poverty

Observation: Participants differed as to whether they considered poverty a problem in itself (a financial drain on the school, a source of sensitivity and emotional trouble for students) or a potential cause for some other problems in item 20 (apathy, lack of parental involvement, unpreparedness, poor health).

Question 20g: Students come to school unprepared to learn

Observation: Participants differed as to how they interpreted “unprepared to learn.” Contributing factors included poor nourishment, low maturity level, poor prior academic preparation, unsupportive home environment, and no effort to bring supplies to class. A couple also mentioned overprivileged students.

“Unprepared to learn” thus overlaps with poverty, lack of parent involvement, and student apathy.

Question 20h: Poor student health

Observation: This was a minor problem for a participant not because poor health prevented a student from learning but because students with common colds came to school and got other students and teachers sick. This type of problem is probably not within the intended scope of the question.

Overall observation: Participants were not probed as to what considerations go into determining whether a problem is serious, moderate, minor, or nonexistent. Participants suggested something could be a problem for the teacher, for the student, for the theory of what education should be ideally, or for the reputation of the teaching profession once the survey is published. A teacher in a school for severely disabled students said that because certain problems are expected to be serious in her school, she might not think they are as serious as people outside might.

The same could be true of teachers who choose to work in schools with discipline problems. Seriousness may be relative to initial expectations.

X. Participants' Final Observations and Recommendations

This section contains an overall discussion of the tables within the SASS public school teacher questionnaire.

Throughout this section of the participants' reactions to the panel(s), UserWorks staff has highlighted specific instances where participants commented on the placement of tables, the layout of the tables, and the codes listed on the tables.

Regarding the location of the tables, two participants mentioned that they preferred to have questions and tables colocated; that is, the table being referenced (e.g., table 2) and the question(s) (e.g., questions 10, 12) should be "next" to each other on facing pages. Several participants remarked that they liked seeing the tables before the question (e.g., table 3 appears before questions 15–18) because it alerted them that the tables would be needed; a couple of participants actually perused the tables for a moment. In some cases, tables were "behind" the questions, as opposed to being placed on the left. One participant suggested putting the codes (into answer 6b) and questions on the same page, while two more suggested that the tables be placed at the end of survey, with one negating her comment by saying that would cause even more page turning. Staff does not think these latter two suggestions would be helpful because it would require truncating codes for the teaching assignment in 6b and participants would have to do even more page turning to locate the correct page/table.

Regarding the layout of the table, one participant volunteered that (s)he found the tables generally overwhelming. In a couple of cases, incorrect grade codes (e.g., K) were used in place of field codes (e.g., 101). When most participants were filling out grades taught (Question 9), they intuitively selected the correct grade without having to refer to the table. One participant, after being prompted, mentioned that (s)he did not even notice the table. Staff believes the revised layout of tables 1A and 1B will help future participants efficiently locate the codes, but there were not adequate numbers to test this against.

With regard to the codes, most complaints centered on the generalities participants felt when they were looking for a specific code (Choral Conducting) as opposed to a more general one (Music). Where possible, staff recommends reviewing the currency of the codes, and including new subitems. Also, this will help to alleviate participants' perceptions of "missing codes" as well as "mislabelled codes." In addition, one participant had a concern about recording her training (she worked in a kindergarten/daycare program) and there was no way to show that training.

Participants' final observations and recommendations, Panel A:

Observation: Three remarked about question 14 (the number of the courses taken), saying the question is too broad because it seems to ask about ALL general education classes; plus, for teachers who have had long careers, this number will be very large. (One participant suggested doing away with “how many?” and another suggested asking how many hours, rather than number of classes.)

Observation: One participant remarked that his time in items 21–23 was hard to figure out because his time was so varied (indicates thinking of “average, typical” week).

Observation: When asked about what topics or questions should be included, participants offered these suggestions:

- teacher aide, full- or part-time, to find out whether having an aide impacts extra time on teacher’s part before and after school;
- special needs, for example, speech, remediation, emotional/social/health/ educational needs;
- teaching career, not just the current situation;
- facilities and conditions;
- questions in the special education section that ask about alternative testing (e.g., SAT-9);
- team teaching;
- pay, monitoring staff, and the way teachers are treated;
- issues related to working conditions (e.g., personal relationships, administration, working climate, rate of pay, benefits), materials (school supplies, books, manipulatives), physical condition of the school building (leaks, deterioration, Heating, Ventilation, and Air Conditioning [HVAC]);
- more questions about salary and level of satisfaction;
- in asking about how many hours are spent on a topic, physical education, foreign languages, and technical education were missing; and
- satisfaction with teaching, incentives for getting into teaching, perceptions before and after teaching experience.

One participant remarked that, in general, (s)he liked that the survey asked for opinions.

Observation: Three participants remarked on the questions about certification, with regard to those who do not have certification or who have had certification problems; for example, one participant wanted to make sure that information about her education and certification would not be personally identifiable.

Observation: At least two participants consistently folded the survey in half, so they could not take full advantage of tables appearing on pages across from those containing questions.

Observation: With regard to having a survey overview:

- Two participants mentioned explaining the purpose of the survey in the introduction.
- Three participants agreed (after the question was raised) that instructions should be included at the beginning regarding suggestions for materials to have on hand, (e.g., transcripts and student records). However, one participant remarked that teachers would be less likely to fill out the sections survey if that were the case.

Observation: With regard to background information to complete the survey:

- Two participants remarked that they liked the bolded main questions, with the answer choices in plain font underneath.
- Four participants (two of them older teachers) noted that they do not like the gray background with the light gray apple points because it strains the eyes.

Observation: With regard to instructions in the survey:

- One participant disliked the arrows and wanted to know if they were examples or instructions.
- One participant remarked that the skip instructions should be more obvious and directed.
- Participant wanted more “direction” with tables... hard to find information, especially when their vocabulary differs (e.g., prereading is not included in the list).

Participants’ final observations and recommendations, Panel B:

Recommendation: Indent lettered items under numbered items; use a larger or different shaped font for numbered items.

Problem: Minimal visual differentiation of hierarchical structure of question. Some participants noted that since main and subordinate questions are in the same size font and at the same margin, it is not immediately obvious that general instructions at the top of a section may apply to questions on an entire page and into the next page.

Observation: Several participants mentioned liking the option of writing comments in the white space at the bottom of some pages. One participant, however, said the empty space made the survey look too long and would have discouraged him from finishing it.

Observation: Participants said it would help to refer to records for recalling courses they had taken, hours they had worked, and which students have which problems, but many do not keep such records.

Observation: Participants considered sensitive several items that might not be considered particularly personal:

- Questions that if answered honestly reflect poorly on every school (19a through c);
- Questions that seem designed to create the impression that the respondent is either lying or has a poor attitude (17k and 18e–g);
- Questions about alcohol, weapons, and drugs if the teacher is a user herself.

Observation: Participants offered the following as examples of the most difficult items:

- figuring division of work hours;
- conceiving of a typical or average week if you do not believe you have one;
- recalling courses from 3 years ago; and
- deciding whether they agreed or disagreed when they did not have a strong opinion either way.

Observation: Certain participants felt questions on the following topics should have been included:

- satisfaction with pay;
- the need to pay for their own continuing education;
- difficulties in obtaining certifications;
- support from administrators for problems with regular students and parents, not just special education or LEP support;
- support from administration on financial matters—pay, budget for new materials, availability of materials and response to requests, etc.;
- satisfaction with educational preparation for teaching, not just usefulness of in-service courses;
- satisfaction with amount of planning time;
- opinion of school board, school system;
- opinion about the level of discipline in school specifically, not just overall “kind of school”;
- more background demographics to let the Census Bureau know who is answering the questions;
- challenges of motivating students to learn; and
- why people responded as they did to questions in 17 and 18.

They would also have liked to know the purpose of the survey, how it would be used, and have received assurances of confidentiality with regard to parents and colleagues as well as administrators.

Attachment E-1. Changes in Panel A Version 2

The following items are included in version 2 of Panel A or are revised from version 1.

- Revised version number on cover page
- Question 4a, option 3, “all or most of the day” in bold
- Question 6a1 “of these hours for reading” moved underneath instead of on the side
- Prompt to page 9 (previous Question 6c) reformatted (6c no longer exists)
- Table 1 reformatted and relabeled to tables 1A and 1B
- Question 9 now refers to tables 1A and 1B
- Question 9 included new apple point about mixed grades
- Question 15a now points participants to question 20 if answer is “no”
- Question 20 is reworded
- Question 20 answer choice 8 is added

Attachment E-2. Consent Form/Non-Disclosure Agreement

UserWorks, Inc. is conducting this research study on behalf of the Census Bureau. The purpose of the study is to evaluate the proposed teacher questionnaire, which is part of the Schools and Staffing Survey (SASS).

We would like your opinion about its user-friendliness and related issues. Any problems or confusion that you encounter during this study may be the result of the questionnaire’s shortcomings. We would like your feedback and suggestions to improve the questionnaire.

Informed Consent

I, _____, freely and voluntarily give my consent to participate in this research study under the direction of UserWorks, Inc.

I understand that my participation is completely voluntary and that I may withdraw my consent and discontinue my participation at any time.

I authorize UserWorks, Inc. to draw on the findings from this study, with the provision that my name will not be associated with any of the results, or released to anyone for any purpose. I have been given the right to ask questions concerning the procedures to be employed during this study and to have these procedures explained to my satisfaction.

The Census Bureau will conduct this field test for NCES as authorized by law (20 United States Code 9003, 9004, Section 405(b), and 9007, Section 408 of the National Education Statistics Act of 1994); the OMB control number for this study is **0607-0725**. This valid approval number legally certifies this information collection.

Nondisclosure

I understand that the questionnaire being tested is still preliminary and is not yet ready to be released to the public. I understand that I may not publicize, critique, or otherwise discuss or characterize the project until the Census Bureau officially releases the final questionnaire.

Audio Recording Release

Audio recordings made during this study will be used for research and evaluation of the SASS. Therefore, I understand that my work and opinions expressed during this evaluation will be audio recorded and listened to by the staff of UserWorks and Census. I further understand that UserWorks and Census may wish to use segments of these recordings to illustrate presentations offered to professional audiences.

I give my consent to UserWorks, Inc. to use my recorded voice for these purposes provided that my name will not be associated with the recording, that these recordings will not be released to any broadcast or publication media, and that these recordings will not be used for promotional purposes.

I have read and understood the consent form. If I wish, I may ask for and receive a copy of this form on the day of the study.

Participant’s Name: _____

Date: _____

Witness Signature: _____

Date: _____

Attachment E-3. Interview Protocol

Thank you for your time today. We will be evaluating the proposed teacher questionnaire, which is part of the Schools and Staffing Survey (SASS), by having you complete and comment on the questionnaire. We are going to use your comments to give feedback to the developers of the survey. Your comments and thoughts will help make changes to improve it. UserWorks did not develop the survey, so please do not feel like you have to hold back on your thoughts to be polite. Tell us both your positive and negative reactions. And remember, there are no right or wrong answers. We are not evaluating you but rather how well the questionnaire works.

Before we get started, I would like to tape this interview so I will not have to rely on my memory later. If that's all right with you, please sign this consent form. It also tells you about the confidentiality of the interview.

>> Give consent form.

We use the tapes for purposes of analysis and to remind us of what occurred during a session. Any information you provide is confidential. Your name will not be associated with it. Only persons connected with the development project will have access to the tapes or other data that we collect. Clips from the tapes may be used in professional presentations about this work.

>> Thank participant and remind them they can stop the session at any time for any reason.

Purpose of the testing

Say, "We will be evaluating a part of the SASS questionnaire that is under development."

Say, "We are going to use your comments to give feedback to the developers of the survey. Your comments and thoughts will help make changes to improve it."

Questions teachers may ask

- **The cover page is blank; what goes there?** Assume there will be a printed bar code, school name, and school address on the cover. This questionnaire is usually mailed with other questionnaires to the school.
- **What information should I use?** Teachers should use their own information. The responses will not be used for survey purposes but provide an opportunity to help us think about what circumstances might come up so we can make sure the questions are appropriate.
- **Is there a specific private school teacher questionnaire? Why am I being asked to fill out a public school survey?** The SASS is very similar to the PSS and Census thinks feedback from private school teachers on the public school questionnaire can directly apply to the private school one.

>> Ask what words do not apply to a private school teacher during the course of the survey.

Procedure

- Hand the survey to the participant (be sure to have date and time written on cover page, as well as Participant #).
- Make sure participant has pen or pencil to work with.
- Have vignettes handy.
- Start audiotape.

Say, “This is NOT a test of your skills because we are evaluating the questionnaire. If you have problems do not feel bad; they do not reflect on you. Others are likely to have the same problems. Our goal is to try to identify and hopefully correct these problems. The questionnaire is not quite finished; it is a prototype.”

Say, “Please think aloud as you are completing the form—tell us what you are doing, why you are making selections, things that are confusing, and suggestions for improvement.”

Say, “In some cases I will ask you to role play some situations. Please respond as best you can, given the information and your experience.”

Say, “In some cases I will ask you to complete a question or a series of questions before asking your comments. Please try to work through the questions as if I were not here, and please only ask for help if you are stuck.”

>> Give think-aloud demo, if needed.

Think-aloud demo: Suppose you are an interviewer and you’ve been asked to evaluate a questionnaire about your occupation. One of the questions is “Which occupational group do you interview most frequently?” You have these three options:

- White Collar Executive or Clerical
- Blue Collar/Factory Workers
- Agricultural/Farm Workers

So you might think to yourself, “Gee I mostly interview people in retail stores and bars and restaurants, but I do not know if I’d call them blue collar/factory workers. Maybe agricultural for the grocery stores. I’m thinking maybe they want me to leave those out. Now I’ve interviewed quite a few plumbers, carpenters, and electricians, but those are professional skilled contractors; they are blue collar but I do not know that I’d call them factory workers. Now like today, I’m interviewing teachers; they are white collar I guess, but they are not executive or clerical. They would probably want me to include them. I guess that’s the only group that really fits so I’d have to check white collar. I’ve interviewed farm managers, too; I guess they are executives, not farm workers, so when you put it together that’s a lot of white collar people, but I think some people might just skip this question....”

Say, “Any questions before we start?”

Probing Questions

Process overview

Participants will complete the form in sections (based on admin direction) using their own information. Observe what they do. Remind them to think aloud. After they have completed a question or section, ask

appropriate probes (listed below). In some cases it may be necessary or appropriate to ask a question during the process.

General probes to ask to keep participants from falling silent or if there is obvious confusion:

- What are you thinking?
- What are you looking at?
- What are you reading/writing?
- Can you tell me more about that?

When ready to begin first task

As the participant begins to work on his or her answer to the question, remind them to think out loud.

Say, “Once you have found the information you are looking for please state your answer aloud, for the benefit of the audiotape. For example, say, ‘My answer is ---’ or ‘This is my final answer.’”

Note if the participant reads the question or part of it aloud. What are they reading? Do they seem confused about the wording? Are they using the apple hints?

Introductory questions to ask participants

Tell me about your teaching experience. How long have you taught? What do you teach?

Have you seen this questionnaire or one similar to it before? [If yes:] How does it normally come to you (e.g., interoffice mail, hand delivered, in your inbox)? In what form (e.g., with other school surveys)? Does it usually have your name on it? Do you return it to the office or mail it in yourself?

NOTE: Do not tell the participant which question to continue with, just say, “Now, let’s continue” because we do not want to tell them a skip pattern or influence the ordering of the questions they answer in case they prefer not to answer in order.

Attachment E-4. Interview Questions for Panel A

Question 1, “In what year did you begin teaching in THIS school?”:

Observe: Any confusion if they took a sabbatical, if there was a hiatus, etc.

Question 3, “In which grades are the students you currently teach at THIS school?”:

Probe: *What does this question mean in your own words?*

Probe (If not rushed for time, ask high school teachers): *If you had advanced middle school students from other schools taking your classes here, would you include them?*

Question 4a, “Which statement best describes the way our classes (or sections) at this school are organized?”:

Remind Participant: Remind them to tell you what they are thinking.

Observe: Do they even notice words in parenthesis after answer choices? How do they describe their own situation?

Postpone Questions: Wait until they have read and followed the skip instructions in 4b before asking follow-up questions on 4a.

Question 4b, “Which box did you mark in item 4a above?”:

Observe: Determine (and confirm orally on tape) where they go after reading question 4b, probe for reasoning ONLY IF they did NOT appear to follow instructions correctly: *How did you decide to go to item 7/5 rather than item 5/7?*

Say: *Thanks. I wanted to see where you would go next; I see you went to ..., but before we continue, I want to go back and ask you some things about this question (4a).*

Follow-up Probe (if they do not describe themselves): *How did you arrive at your answer for 4a?*

Follow-up Probe (if not sure about parentheses):

Describe in your own words what the terms in the parenthesis at the end of each answer choice for 4a mean. Let’s start with Departmentalized Instruction...

Observe: Does their interpretation of the parenthetical labels correspond to the way the descriptions preceding them?

Follow-up Probe: *Are you familiar with other teaching arrangements that are not listed here?*

Vignette 4b (HAND THEM A WRITTEN VERSION; use only if not pressed for time and they have not provided much insight into how their or other teacher’s situations mesh with the answer categories): *Suppose you and the other teachers in your elementary school have several learning stations in each classroom where a group of students can work together in groups and with a teacher’s aide on a particular subject. Students are rotated among the learning stations every hour within one classroom throughout the day. The learning stations are roughly equivalent in every teacher’s room. But because*

each teacher has a specialty area of expertise, students are rotated between teachers every 4 weeks so they get the benefit of each teacher’s knowledge. How would you answer 4a?

Question 5, “At THIS school, what is the total number of students enrolled in the class (or section) you taught during your most recent FULL WEEK of teaching?”:

Probe: *How did you arrive at your answer?*

Observe: Try to identify how many classes or sections they’ve included in their answer. If they put down more than 40 students, they may have added classes together to get the total.

Probe (particularly if answer appears totaled from multiple classes, not averaged):

What does this question mean in your own words? What does “Most recent full week” mean? What do the words “class” and “section” mean?

Question 6a, “During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of these subjects at THIS school?”:

Observe: For language arts teachers, attend to how they separate out reading instruction.

See if they put zero hours in the numbers box instead of or in addition to checking “none.” See if they just leave blank what they do not teach instead of marking “none.”

See if they put fractions or decimals points down.

See if they have trouble with interpreting “most recent full week.” Wait till they complete the question before probing.

Follow-up Probe: *What did the question mean in your own words? (If needed:) What does the question mean by “most recent full week?”*

Follow-up Probe: *How did you arrive at your answer? Describe any difficulties you encountered.*

Follow-up Probe: *Are there any missing categories?*

Follow-up Probe: *Where would you put computers classes?*

Follow-up Probes: *Do you ever use material on one topic to teach skills in another area? Was there any overlap among the hours you put down for each of the subject areas? (If so:) Where did this occur?*

Example: (Only if needed:) *For instance, schools that teach “Applications of Math” might combine “arithmetic/mathematics” and “science.” Some elementary teachers may use history books to teach reading.*

Vignette 6a-1: *Your 5th and 6th grade students all know how to read, but you are encouraging them to read more and to read more challenging material by assigning writing assignments and book reports on books for teenagers and adults. It takes your students time to read these books, so you’ve set aside a half hour a day when they can get started on their reading homework. Would you include any hours for reading or only for English/Language Arts?*

Vignette 6a-2: (Low priority; only if session is running ahead of schedule, ask ONE of the following vignettes, HAND OUT WRITTEN COPY): *You are an elementary school teacher. The county cannot afford specialty teachers for special subjects. You spend 2 hours a week teaching art and 2 hours a week teaching music in addition to teaching a period each of language arts, reading, math, social studies, and science. How would you complete this section?*

Question 6b, “This school year, what is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?”:

Observe: See if they have trouble finding the table, and if they write their teaching assignment field in before checking the table to see what categories are available. If they write one that’s not available in the table, see if they change their answer once they see the table.

See if they are less likely to write in something before checking the table than are teachers who answer question 8, where the blank to write out the subject appears before the code rather than after the code. This should help us determine in which order to place the fields.

See if they find it redundant or annoying to have to write both the code and the name of the field that the code corresponds to on the table.

Probe: *Did you think what you wrote in the “main teaching assignment field” needed to correspond exactly to one of the fields listed on the table?*

Question 6c, “Go to Section III – Educational Background on Page 9”:

Observe: See if they look on page 9 for the rest of question 6c and if they return to work on page 7, questions 7 through 9, after completing a portion of page 9.

Probe: *What is this question asking or telling you?*

Question 7, “This school year, what is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?”:

Remind Participant: Please tell me what you are thinking while you are working on these questions.

Postpone Questions: Wait until after question 9 has been completed before probing about questions 7 through 9.

(Choose one of the following vignettes, A or B:)

Vignette 7-a: *Suppose many of your students work or apprentice some mornings or afternoons so they can not take classes every day. You teach five classes of auto mechanics at this school twice a week (Tuesdays and Thursdays). What would your “MOST RECENT FULL WEEK” be? What would your number of classes be? What subject name and code would you use in question 7?*

Vignette 7-b: *Suppose you teach one junior band class every morning at Bonnacre Middle School. You then leave immediately for Fielin High, where you teach one section each of jazz band, concert band, madrigals, and chorus. Your principal at Bonnacre, knowing you are always in a rush to get to Fielin, has used interoffice mail to send a copy of this questionnaire to your office at Fielin, where you are now trying to complete it. What is meant by the phrase “AT THIS SCHOOL?” What number of classes (or sections) would you put down for question 8?*

Observe: How do they determine “this school?” Would they use the label on the outside of the booklet?

(B continued:) *Suppose that instead of completing it at your Fielin office, you’ve taken the questionnaire home and are now at home filling it out. What is meant by the phrase “AT THIS SCHOOL?” What number of classes (or sections) would you put down for question 7?*

Question 8, “During Your MOST RECENT FULL WEEK of teaching, how many separate classes (or sections) did you teach AT THIS SCHOOL?”:

Probe: *In your own words, what is this question asking?*

Observe: Try to determine if they think question 8 applies only to the main field they listed in question 7 (if they do not read the examples).

Question 9, “Complete a line of the table below for each class (or section) that you taught during your MOST RECENT FULL WEEK of teaching at this school.”:

Observe: DO THEY START WITHOUT THE TABLE? The order of the subject names and codes is designed to encourage users to write down the subject before looking for the code in the table. See if users write down a name that turns out not to have a code (e.g., Literature instead of English or Language Arts), or a name for which they can not find a code. See if they erase and change the name. See if they are confused when they find the presentation order of names and codes in question 8 does not match the order in the table.

Observe: WHICH TABLE DO THEY USE? Note whether the reader folds the booklet in half or lays it flat with both left and right side facing up. Watch which table they go to first, table 1, which will probably appear on the left page facing the questions, or table 2, which will probably appear on the page after question 8 in the booklet. If they go to the wrong table, probe to understand what they were thinking that led them there.

Follow-up Probe: *Did you think what you wrote for subject names under “9a” needed to correspond exactly to one of the fields listed on the table?*

Observe: HOW DO THEY USE THE TABLE? How smoothly can one refer to the table while writing on a different page? IMPORTANT: How easily can they find information in the table? Where do they get stuck?

Probe: *Are there any subject areas missing from the table that you think should be included?*

Probe: How did you arrive at your answers for the number of students?

Observe: Do elementary enrichment or pullout teachers need more rows for their answers?

(Choose one of the following vignettes, A or B:)

Vignette 9-a: *Suppose you teach two sections of 19th Century British Novel to 11th graders, with 20 students in each class, and two sections of Contemporary American Literature to 12th graders with 15 and 18 students in each class respectively. How would you complete question 9?*

Vignette 9-b (which would not be influenced by the example “English”): *Suppose you teach two sections of American History 1900 to the Present to 11th graders with 25 and 30 students, respectively, and one section of American Revolution to the Civil War to 10th graders with 18 students in the class. How would you complete question 9?*

(Postpone: Use this vignette ONLY if we do not get enough data from teachers of preschool, kindergarten, and grades 1–9 on whether they find and enter the proper grade code—PK, K, 01, etc. Otherwise use Vignette D instead:)

Vignette 9-c: *You are an elementary school general science teacher and teach two first grade classes of 20 students each, two kindergarten classes with 15 and 18 students respectively and one nursery school class of 12 students. How would you complete questions 8 and 9?*

Vignette 9-d: *You teach five classes of 11th grade history. Owing to a recent wave of immigration, your school is overenrolled so all your classes have the maximum number of students allowed in your district, which is 38. How would you complete question 9?*

Follow-up Probe for D: *Do you yourself teach the same course to the same grade level more than once a day? (If so observe whether they listed the same course more than once.)*

Question 10a, 12a, 13a, “Do you have a ___ degree?”:

Observe: Do they correctly skip questions when they answer “no?” on 10a, 12a, 13a?

Question 10b, “In what year did you receive your Bachelor’s degree?”:

Optional Vignette 10b (if time): *Suppose you have a B.A. in elementary education from a large state university. You received your diploma in 2000 but did not want to sit through what you felt were tedious graduation ceremonies. Later your grandparents wanted to see you graduate, so you attended the next semester’s graduation in 2001. Since there were too many graduates to hand out diplomas, all the graduates stood and were applauded. How would you answer question 10b?*

Question 10c, 12c, “Was this degree awarded by a department of education, college of education, or school of education?”:

Probe: What does this question mean in your own words?

Probe: What interdisciplinary programs that award education degrees might not be covered here?

Question 10d, “What was your major field of study?”:

Observe: Do they put down “education” as major field for degrees granted by education programs or do they put the content specialization part of the degree or both? (The goal is for them to put content area so analysts can determine if they are “qualified” to teach what they are teaching.)

Contingent Probe [if interviewer is uncertain]: *Is that an education degree?*

[If yes:] *Do you also have a Bachelor’s degree in a specialty field?*

[If yes again:] *Why did you list the education degree rather than the specialty?*

If you had not read question 10c, would you have put down the specialty field degree instead?

[If no:] *Do you also have a Bachelor's in education?*

[If yes again:] *Why did you list the subject area degree rather than the education major?*

Question 11a, “What is the name of the college or university where you earned this degree?”:

Optional Vignette 11a (if time): *You graduated from the India Institute of Technology in New Delhi, India. Later you got a second bachelor's degree from The University of Maryland in College Park, Maryland. How would you complete question 11a?*

Question 11b, “In what city and state is it located?”:

Optional Vignette 11b (if time): *Suppose you did decide to go with the India Institute of Technology in New Delhi, India for 11a. How would you complete question 11b?*

Question 13 Overall:

Observe: Do they do 13a, fill out the chart, and get to question 14 and wonder where 13b is (since it is a column header rather than a row header like 13a)?

Probe if they select “no” for column “b” but still complete columns “c” and “d” or just “c:” *Is this a degree you are working on now?* [If they fill in column d for this degree with a future or current year:] *Is that the year you expect to receive the degree?* [If yes to either or both questions:] *Is there a better way to suggest column c should only be completed for “yes” answers in column b? Do you think you would have completed column c for a “No” answer in column b if “No” were changed to “Not Applicable?”*

Observe: See if they list education under major field for vocational certificate.

Probe: *Describe to me the vocational certificates you've received.*

Optional Vignette 13 (if time): *You have received two certificates, one in 1993 that licenses you to do paralegal research and administrative work in a law office, the other in 1995 that allows you to do actuarial work (predicting survival rates) for an insurance company. You've also received a teaching certificate in 1999, long after you completed college. How would you complete question 13? And please explain your thought process.*

Optional Probe (if time): *Would it help if you were provided examples of vocational certificates? Should the instructions say not to include your teaching certificate if it should not be included?*

Question 13b:

Observe: Do they feel they've already answered question b in question a? Is it clear to them that “b” is actually asking whether each row describes the degree or one of the degrees that they said they completed in “a”?

Probe: *Would you include degrees received through courses taken online or through the mail? Are there any other degrees not listed here?*

Question 14:

Probe: *How did you arrive at your answer? Have you taken courses at various times in various programs? Were they taken to satisfy different goals? What were they?*

Probe: *Would you include courses taken online or through the mail? Are you currently taking any courses in these areas, and did you include those in your total? Did you include courses you took for the degrees you listed in questions 10, 12, or 13? [If not:] Why not? Were none offered in your education program? Did you think the question referred only to courses taken outside of a degree or certification program?*

Section III Overall:

Vignette 14-a: *You spent 5 years as an undergraduate and graduated with a double major in chemistry and environmental studies from the same university in the same year, 1988. Your education degree was at the master's level and was received in 1995. How would you complete question 10d?*

Probe (if they do not list both on the line): *Why did you put this major and not the other? Would you put the other major under question 13?*

(Choose Vignette B or C):

Vignette 14-b: *You took math courses at Snewty College, a very challenging and expensive liberal arts college in Bunk Haven, Rhode Island, but did not believe you could complete a math degree within 4 years. Your parents could not afford to pay tuition at Snewty beyond 4 years. So you graduated with a Bachelor's in English in 1986. The next year (1987), you returned home and completed a Bachelor's in math education at University of Maryland, College Park, Maryland, where the math courses were easier and cheaper, crediting many of the courses you took at the liberal arts college towards this other degree. How would you complete questions 10 and 13?*

Vignette 14-c: *As a junior majoring in math, you left Snewty College in Bunk Haven, Rhode Island, in 1995 without completing your bachelor's degree to use your extensive technical and math skills to create the company Dotcom.com. Eventually you got bored creating computer programs and wanted to work with youngsters, but you felt you'd learned more on the job than you could get finishing your bachelor's. So you returned to school and obtained a master's degree in secondary math education in 2002 at University of Maryland, College Park, Maryland, and are now teaching without a bachelor's degree. How would you complete questions 10 through 13?*

Question 15b, "What type of certificate is this?":

Probe: *Do the parenthetical descriptions correspond to the meanings you would assign to "probationary certificate," "temporary certificate," and "emergency certificate or waiver?" [If not]: How do they differ from what you understand these terms to mean?*

Probe: *Are there types of teaching certificates that do not appear among answer choices 1 through 5?*

Question 15c, "In what content area is this certificate?":

Observe: Do they use the correct table?

Probe (when looking at the table): *What are you thinking? What are you looking for?*

Probe (after answering): *How did you determine what answer to choose?*

Questions 15–18 overall:

Observe: Adherence to skip pattern

Question 19:

Observe: Does anyone who has listed fewer than four certificates in questions 15 through 18 say “yes” to 19a? If so, this indicates the question is misunderstood.

Probe after they’ve completed 19a and b: *How did you arrive at your answer? What does the question mean in your own words?* [And if necessary:] *What does “ANY ADDITIONAL” mean in this question?*

Follow-up Probe (reality check for anyone who really claims to have more than 4 certificates): What kind of additional certificate(s) do you have? Do they fit the categories in the “b” section of questions 15 through 18?

Question 20, “How did you earn your initial teaching certificate?”:

Probe: *What does “your initial” mean in this question? Which certificate are you thinking about in answering this question? Is the certificate you listed in 15b the one you obtained first? [If not]: Which certificate did you obtain first?*

Observe: Do they think a temporary or provisional certificate is an initial certificate, or only a “real” one?

Probe (Probably difficult to answer; ask only if they are confused about “initial”): *If the questionnaire writers are actually asking about the certificate listed in 15b, would this question make more SENSE if placed right after 15b? Would it be EASIER to answer if placed there? What do you think you would have considered your initial certificate if you had not been asked to list all of them in questions 15 through 18 first?*

Section IV Overall:

Probe: *Did you see the title for this section, “Certification and Training?” What do you suppose they mean by “training?”* [If they do not know:] *Is it nonacademic professional development? Would you consider the education you received for your certification to be “training?” All of it or some of it? What other learning opportunities have you had that did not contribute to the certificates you listed?*

Probe: *If you had brought a teaching certificate from another state to this state, would you include it in questions 15 through 18?*

Vignette 20: *You have a standard state teaching certificate from West Virginia but you no longer live there. West Virginia has a reciprocal agreement with your state of residence that allows you to teach in your state without getting recertified. You have not yet completed the formal paperwork to get a certificate from the state you live in. How would you answer question 15?*

Question 21, “How many total hours did you spend working on school-related activities for this school during your MOST RECENT FULL WEEK of teaching?”:

Probe: Please tell me what you are thinking as you work through this page.

Probe (ask only after questions 21–23 have ALL been completed): *How did you arrive at your answer? What does “most recent full week” mean in this question?*

Vignette 21 (present only after questions 21–23 have ALL been completed; ask as many subcases as you have time for; alternate subcases for different respondents): *What would be your “most recent full week” if you normally work 5-day weeks and*

- a) *it was Friday afternoon when you were answering this question?*
- b) *it was Friday morning when you were answering this question?*
- c) *it is Tuesday, and last week students had Thanksgiving off. The week before that was a 5-day week.*
- d) *it is Tuesday, and one day last week classes were delayed 2 hours owing to icy roads. All classes were held but all periods were shortened accordingly. The week before that was a 5-day week.*
- e) *it is Tuesday, and one day last week school closed an hour early. The last period of the day had started to meet but was canceled. The week before that was a 5-day week.*

Question 22, “During official school hours, how much time did you spend on the following school-related activities during your MOST RECENT FULL WEEK of teaching at this school?”:

Probe (ask after question 21 probes and only after questions 21–23 have been completed): *What does official school hours mean in your own words? Do you work the same schedule every week and every day of the week? [If not:] What varies? Is your schedule for your most recent full week typical of most weeks?*

Question 23, “Outside of official school hours, how much time did you spend on the following school-related activities during your MOST RECENT FULL WEEK of teaching at this school?”:

Probe (ask after question 22 probes and after questions 21–23 have been completed): *What does this question mean in your own words?*

Vignette 23: *Your school has added an hour to every student’s day Monday through Thursday to permit school to close at noon every Friday, thereby giving teachers more planning time during the day and a chance to spend more time with their families. You generally use these Friday afternoons between noon and 4 p.m. to grade the week’s papers and plan the next week’s lessons. Would you include this Friday afternoon time in 23b or in 22b?*

Section IV/V Overall:

Probe: *Does the phrase “total hours in the week” used in questions 21–23 mean something different to you than “hours per week” in question 6a?*

Observe: *Do the hours for 22 and 23 add up to those listed for 21? Did they make use of the hints and examples to distinguish official and nonofficial hours?*

Probe: *Are any of the hours you listed in question 21 not accounted for in questions 22 and 23? [If so:] What were your activities during those additional hours?*

Probe (If hours for 21 are fewer than for 22 plus 23): *Which hours did you not think to include in 21? Why was it difficult to think of these?*

Probe: *What if anything was confusing on this page? Would this page have been easier to complete if questions 22 and 23 had referred back to question 21? [If unclear:] For instance, “How many of the*

hours you listed in question 21 were spent during/outside of official school hours on the following activities?”

Probe: Is it clear where to put club sponsorships and coaching for which you do not receive additional compensation?

General Questions for the Questionnaire as a Whole:

What was helpful and unhelpful about the way the questions were laid out on the page? What suggestions do you have for presenting the questions better?

(Observe if they mention the apple icon as being inappropriate for instructions and directives.)

Were there questions that were hard to answer without referring to your records? If at the beginning of this booklet we were to advise teachers on the materials it would be helpful to have on hand before starting the questionnaire, what materials should be included?

What questions were most difficult to answer? Why?

What questions might some people feel uncomfortable answering? Why? Are some questions of a sensitive or personal nature? What questions do you think teachers might refuse to answer, or do you think would discourage teachers from mentioning their concerns? What questions might they answer in a way that does not reflect their true beliefs? Why? (If any:) What could we do to help them feel more comfortable with the questions?

What other questions do you wish we had asked about?

Attachment E-5. Interview Questions for Panel B

Question 3, “In the last 12 MONTHS, did you participate in any of the following professional development activities?”

Question 3a, “University course(s) taken towards recertification or advanced certification in your MAIN teaching assignment field” and 3b, “University course(s) in your MAIN teaching assignment field”:

Probe (after they finish answering 3b): *How did you arrive at your answer for 3b? How about for 3a?*

Probe: *Would you include courses taken in a small college with no graduate program among university courses? Why or why not?*

Probe: *Would you include university-sponsored online courses? What about courses from unaccredited institutions?*

Probe: *How do you interpret main teaching assignment field in this question? Is there another term your school uses to refer to something like a main teaching assignment field?*

Vignette 3-A (HAND OUT WRITTEN VERSION): *Suppose you received certification and began teaching for the first time 6 months ago. During the 6 months before that, you took the following courses at the University of Maryland:*

- *a general 3-credit course in methods of secondary education: “Theory of Curriculum and Instruction”;*
- *a 3-credit senior seminar on superconductivity; and*
- *a 6-credit student teaching internship/practicum in another physics teacher’s classroom.*

All three you used towards getting certified to teach physics. The semester before that you took two 3-credit physics courses, Electricity & Magnetism and Optics & Waves. You’d never been certified before. Since you received your certification, you’ve been taking an evening course at the local community college on diversity in the classroom as well as a 4-credit chemistry lab course so you can eventually get certified to teach chemistry as well. How would you answer section 3b? What about 3a?

Vignettes (Choose two of the following three vignettes and alternate among participants):

Vignette 3-B1: *If you teach half of your courses in Spanish, half in French, and are certified to teach both, which would you consider your main teaching assignment field?*

Vignette 3-B2: *If you were certified in secondary school geography and were originally hired to teach geography, but you actually teach most of your courses in earth science (geology, biology, environment), which would you consider your main teaching assignment field?*

Vignette 3-B3: *If you were hired to teach civics and government and you teach four civics sections, but you prefer to teach history, teach history whenever you get the chance, and pride yourself on and have received praise for the ancient history and advanced placement American history classes you started at this school, what would you consider your main teaching assignment field? Do you think your colleagues and/or your principal would agree with you?*

Question 3c, “Observational visits to other schools”:

Probe (after they finish answering 3c): *How did you arrive at your answer for 3c?*

Questions 3d, “Presenting at workshops, conferences, or trainings” and 3e, “Attending other workshops, conferences, or trainings”:

Probe (after they finish answering 3e): *How did you arrive at your answer for 3d? How about for 3e?*

Probe: *What is the difference between presenting and attending in these two questions?*

Probe: *Would you include training sessions, workshops, or conferences held at your own school? What if the training was something routine that did not involve any outside speakers, something that all principals, guidance counselors, or librarians at all schools in the county were required to provide for all the teachers in their school, for instance, something dealing with drugs in the classroom?*

Probe: *Would you include a training session conducted at a university or college? [If not:] Would you consider that coursework or education instead?*

Question 3f, “Individual or collaborative research on a topic of interest to you professionally”:

Probe: *What counts as research? [If needed:] Does filling in gaps in knowledge to prepare for mandatory lesson plans count? Studying other teachers’ or schools’ curriculum? Writing research papers? Writing articles? Finding something for the students to read? What else?*

Probe: *What counts as collaborative? [If needed:] Work done with other teachers? What about work you’ve done with a non-teacher friend? With a family member? With a student? The principal?*

Question 3g, “Regularly-scheduled collaboration with other teachers on issues of instruction”:

Probe: *What counts as an issue of instruction? Does choosing the curriculum to cover count, or only methods for conveying knowledge? Does classroom management count, for instance, how to instruct two groups in the same room?*

Question 3h, “Diagnosing individual students with other teachers”:

Probe: *What sorts of things are being diagnosed in this question? [If needed:] Learning disabilities? Behavior problems? Learning styles and how best to explain or demonstrate something to a student who is not disabled? Problems students are having at home? Would identifying gifted and talented students be included?*

Question 3j, “Acting as a coach or mentor to other teachers or staff in your school, or receiving coaching or mentoring”:

Probe: *Does mentoring and coaching a student teacher count?*

Question 3 Overall:

Probe: *If you taught at more than one school, would these questions apply to all schools you taught at?*

Question 4, “In the past 12 months have you participated in...etc.”—all portions:

Observe: Do respondents have trouble moving to the next question, suggesting they may be confused by the complex numbering scheme 4a(1) and 4a(2), etc.?

Probe (every time they reach a section with (1) in the left margin questions): *How did you arrive at that answer?*

Observe (probe further as appropriate during a section (1) at least once): How confident are they that they’ve chosen a range of hours that accurately reflects their experiences? Did they count the time spent commuting to and from or registering for professional development events or seminars?

Question 4b, “In the past 12 months, have you participated in any professional development activities that focused on uses of computers for instruction?”:

Probe (after the yes/no question, before (1) and (2)): *You answer yes/no because... [If needed:] What are uses of computers for instructions in this question? Does this include training to help you use computers in your classroom or to help the students use them, or both?*

Probe: *Would you consider computers that students use to tutor themselves or practice with computers for instruction?*

Question 4c, “In the past 12 months, have you participated in any professional development activities that focused on reading instruction?”:

Probe (immediately following the yes/no question): *You answer yes/no because... [If needed:] What do you think “reading instruction” as it’s used here involves? Does it include basic reading skills or things like improving comprehension and speed of reading for more advanced students?*

Question 4d, “In the past 12 months, have you participated in any professional development activities that focused on student discipline and management in the classroom?”:

Probe: *“You answer yes/no because...”*

Observe: Note if they think the question seem strange given that the last three questions were about an area of study but do not probe for this.

Question 4e, “In the past 12 months, have you participated in any professional development activities that focused on other topics not included in 4a–4d above?”:

Probe (if answered Yes): *If you participated in development in more than one additional area, how many hours did you spend on each of them?*

Vignette 4e: *If you participated in more areas than fit comfortably on the line below the instruction “Please specify” what would you do?*

Question 4, “In the past 12 months have you participated in any professional development activities that focused on...”—Overall Follow-up:

Probe: *For the questions labeled (2), how do you conceive of the differences between the descriptions “not useful,” “somewhat useful,” “useful,” and “very useful” in characterizing the training sessions?*

[Ask only if they have trouble explaining their decisions:] *Do you determine usefulness of a training session by comparing it to the average session in your experience or to your expectations for training? Is something useful something that leads to measurable improvement in student performance? To a better atmosphere in the classroom? To your confidence and comfort with the material? What sorts of benefits or detriments resulted from “in-depth study” of your content field? From professional development in computer instruction? From any training you may have received in reading instruction? What sorts of benefits did you derive or problems did you experience through gaining training in student discipline and management of the classroom? How did you arrive at a usefulness rating for each of these areas of professional development?*

Probe: *What do you feel counts as “professional development activities”? [Ask only if respondents unable to express themselves:] Instruction by outsiders? Peer teaching through in-service courses? In answering questions 4a through 4d, did you include professional development activities undertaken both individually and collaboratively. Why [or] why not?*

Questions 5, “Are students assigned to your classes on the basis of achievement or ability level?” and Question 6, “Do you use different groupings of students in your classroom to teach students who learn at different rates?”:

Observe: Do some suggest skipping question 6 if they answer no to question 5? Do other teachers treat them as separate situations, interpreting question 5 as referring to tracking, where each class constitutes an achievement or ability group?

Probe (after questions 5 and 6 have both been answered): *What does question 5 mean in your own words? How about question 6? Would other phrasing better convey what you think question 5 means? [If needed:] Is this question just about tracking or about something else?*

Vignette 5: *Suppose that your school makes every effort to group students by ability level. You are a foreign language teacher who teaches one class each of French I, French II, Spanish I, Spanish II, German I, and German II. Since there are only enough students interested in each language to offer one class in each level of each language, and since people who stick with a language tend to be better students, your first year language students range from low to high ability and achievement, but your continuing second year language students are very able and consistently high achievers. Based on this information, how would you answer question 5?*

Question 7a, “Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?”:

Probe (after they answer 7a, before 7b): *How did you arrive at your answer? What does the question mean in your own words? What types of students with disabilities were you considering? [If needed:] Were you considering students with physical disabilities and learning disabilities? Why or why not?*

Question 7b, “Do you or these students receive the following types of support in your classroom?”:

Probe (after they complete 7b(1) through 7b(3)): *Where would you put other resources like parent volunteers? Should there be additional categories?*

Vignette 7b: *If a “special aide” travels to different schools, is that person also an “itinerant teacher?” Would you say “yes” to both 7b(1) and 7b(2)?*

Probe: *What do they mean by behavioral management plan in 7b(3)?*

Question 8, “In the last 3 years, have you had 8 hours or more of training or professional development on how to teach special education students”:

Probe: *You answer Yes/No because...?*

Observe: Do they have difficulty recalling education from 3 years ago and estimating hours?

Vignette 8 (for some participants wait to present this until after question 10; could be sensitive): *Suppose within the last 3 years you attended two 4-hour training sessions on this topic but you could not stay until the end of one of them. You feel you still got what you needed out of the course and have the notes on the portion you missed. Would you answer yes or no?*

Question 10, “In the last 3 years, have you had 8 hours or more of training or professional development on how to teach students with limited English proficiency?”:

Probe: *You answer Yes/No because...?*

Observe: Do they have difficulty recalling education from 3 years ago and estimating hours?

Vignette 10 (present only if not asked after question 8): *Suppose within the last 3 years you attended two 4-hour training sessions on this topic but you could not stay until the end of one of them. You feel you still got what you needed out of the course and have the notes on the portion you missed. Would you answer yes or no?*

Question 11, “Do you receive your students’ scores on state or local achievement tests?”:

Probe: *What students were you thinking about when you answered this question?*

Observe: Are they only considering the students with limited English?

Question 12a, “To what extent do you use the information from your students’ test scores to group students into different instructional groups by achievement or ability?”:

Probe: *Are there privacy or confidentiality concerns or restrictions that might prevent teachers from using students’ scores for assigning ability groups even though some might want to do so?*

Observe: Do they mention if they do not have the decision-making authority to assign ability groups? This might affect their answer for “Not at all” which could be “Not within my scope/not my responsibility/not within my power.”

**Question 12, “To what extent do you use the information from your students’ test scores to...”—
Overall Follow-up:**

Probe: *Do a, b, and/or c include using test scores to determine what remedial instruction needs to be offered? Is a separate category needed for that?*

Probe: *Do test scores help you identify language proficiency deficits? Would that go under a, b, and/or c, or would that be a separate issue?*

Probe: *How do you distinguish teaching practice in b from curriculum in c? Is there an overlap?*

Question 13, “To what extent do you use state or district standards to guide your instructional practice in your main teaching field?”:

Probe: *Are you happy with the state or district standards? Why [or] why not?*

Question 14, “During your MOST RECENT FULL WEEK, how many total hours did you spend working on school-related activities for this school?”:

Probe: *Please tell me what you are thinking as you work through this page.*

Probe (ask only after questions 14–16 have ALL been completed): *How did you arrive at your answer? What does “most recent full week” mean in this question?*

Vignette 14 (present only after questions 14–16 have ALL been completed; ask as many subcases as you have time for; alternate subcases for different respondents): *What would be your “most recent full week” if you normally work 5-day weeks and,*

- a) *it were Friday afternoon when you were answering this question?*
- b) *it were Friday afternoon when you were answering this question?*
- c) *it is Tuesday, and last week students had Thanksgiving off. The week before that was a 5-day week.*
- d) *it is Tuesday, and one day last week classes were delayed 2 hours owing to icy roads. All classes were held but all periods were shortened accordingly. The week before that was a 5-day week.*
- e) *it is Tuesday, and one day last week school closed an hour early. The last period of the day had started to meet but was canceled. The week before that was a 5-day week.*

Question 15, “During official school hours, how much time did you spend on the following school-related activities during your MOST RECENT FULL WEEK of teaching at this school?”:

Probe (ask after question 14 probes and only after questions 14–16 have been completed): *What does official school hours mean in your own words? Do you work the same schedule every week and every day of the week? [If not:] What varies? Is your schedule for your most recent full week typical of most weeks?*

Question 16, “Outside of official school hours, how much time did you spend on the following school-related activities during your MOST RECENT FULL WEEK of teaching at this school?”:

Probe (ask after question 15 probes and after questions 14–16 have been completed): *What does this question mean in your own words?*

Vignette 16: *Your school has added an hour to every student’s day Monday through Thursday to permit school to close at noon every Friday, thereby giving teachers more planning time during the day and a chance to spend more time with their families. You generally use these Friday afternoons between noon and 4 p.m. to grade the week’s papers and plan the next week’s lessons. Where would you include this Friday afternoon time?*

Section IV Overall:

Observe: Do the hours for 15 and 16 add up to those listed for 14? Did they make use of the hints and examples to distinguish official and nonofficial hours?

Probe: *Are any of the hours you listed in question 14 not accounted for in questions 15 and 16? [If so:] What were your activities during those additional hours?*

Probe (If hours for 14 are fewer than for 25 plus 16): *Which hours did you not think to include in 21? Why was it difficult to think of these?*

Probe: *What if anything was confusing on this page? Would this page have been easier to complete if questions 15 and 16 had referred back to question 15? [If unclear:] For instance, “How many of the hours you listed in question 14 were spent during/outside of official school hours on the following activities?”*

Probe: *Where to put club sponsorships and coaching for which you do not receive additional compensation?*

Question 17, “Do you agree or disagree with the following statements?”:

a. Probe: *What is meant by what kind of school?*

b. Probe: *What is meant by cooperative effort?*

c. Probe: *What does recognized mean in this context? [If needed:] Praise? Merit pay? Some other sort of one-time monetary bonus?*

d. Probe (if they somewhat or strongly disagree): *Are other issues such as state funding more relevant to job security than test performance?*

e. Probe (may be sensitive): *In your own words, what is this question asking? [If necessary:] Is it asking whether you are worried about the potential for students’ low scores to affect your job security, or is it asking whether you are worried that your own students’ actual performance on tests may affect your job security? Is it asking about potential or actual scores?*

f. Probe: *What does positive influence mean? Can a positive influence be a significant detrimental effect or only an increase in the level of your satisfaction? [If needed:] Are the standards a major factor?*

g. Probe: *Could you ever have a class size that was too SMALL (rather than too large) and be dissatisfied with that? [If so:] How?*

Vignette 17: *Your school is overenrolled, and the administration permits 45 students per class. Many of the classes in the school are this large, including all of your classes last year. You got lucky this year and none of your classes are over 15 students. What would you put for question g? Would it help if the question said what time period to consider?*

h. Probe: *What is meant by support in this question? (Does the teacher have special needs students in class?) [If needed:] Does it include emotional support of colleagues, the principal? Staff support like teachers’ aides, special ed teachers, librarians, guidance counselors, secretaries? Resources like copy machines, textbooks, library books, AV equipment? The general environment?*

i. Probe: *What is meant by coordinate the content in this question? [If needed:] Does it include team teaching? Having a common curriculum? Would it include balancing strengths and weaknesses by having each teacher teach their specialty and handing students off to another teacher the next year?*

j. Probe: *Suppose you have some students who must come to your class late because of jobs or from taking care of siblings. If this is your situation, you may have adjusted your lesson plans to take account of these problems, so they may not be as disturbing for you as for other teachers. How would you answer question j?*

k. Probe: *Is doing your best as a teacher even an issue in your school? If teachers have low morale, get little support from parents, and have a low opinion of the students, they may be more concerned about keeping control of the classroom than about doing their best as a teacher. For such teachers, doing your best as a teacher might be considered not a waste of time but a stupid thing to be concerned about, even irresponsible. Is that your situation?*

l. Probe: *Is there a librarian or media specialist in your school? What is the difference between librarian and media specialist?*

m. Probe: *Is your answer determined relative to what you know about other schools you could be teaching at or relative to what you would like teaching to be like?*

Question 17 overall, “Do you agree or disagree with each of the following statements?”:

Empathy Probe: *This is a list of issues we or the teachers we’ve interviewed consider important, but you should feel free to mention any important issue not on the list.*

Question 18, “Please indicate the extent to which you agree or disagree with each of the following statements”:

Observe: Do they mention redundancy among items in 17 and those in 18?

(Before probing on this page, allow respondent to complete the entire page (a through g))

- a. Probe: *What does “aren’t really worth it” mean to you?*
- b. Probe: *What does “b” mean in your own words? Are these two ways of asking the same question, or are they two different questions separated by a semicolon? [If 2 questions]: What is the difference between the two questions?*
- c. Probe: *What does “the way things are run” mean to you? [If needed:] Is it policy set by the principal? How things evolve in the organization of the school?*
- d. Probe: *What is meant by a higher paying job in this question? [If needed:] Did you interpret the question as meaning a higher paying job in your subject area but not in teaching, or as meaning a higher paying job in school administration (principal, superintendent, school board worker)? Would your answer differ depending on your interpretation of the question?*
- e. Probe: *Would your answer depend on whether you could go to a completely different school district?*

Question 19, “To the best of your knowledge how often do the following types of problems occur at your school?”:

(Before probing on this page, allow respondent to complete the entire page (a through p).)

- a–b. Probe: *Who does this refer to? (Students, teachers, or both?)*
- f. Probe: *What sort of property does this include? [If needed:] Students? Teachers? The schools?*
- g–h. Probe: *Is this on or off school grounds?*
- k, l, o. Probe: *How would you describe things like racial tensions and bullying? What are “student acts of disrespect”? Do these seem to overlap with any other categories listed here?*

Follow-up Probe: *Are there any hostile, violent, or potentially illegal activities that are not covered here? [If needed:] What about parent harassment of coaches during games or of teachers during parent-teacher conferences? What about teacher misconduct toward students?*

Question 20, “To what extent is each of the following a problem in this school?”:

(Before probing on this page, allow respondent to complete the entire page (a through h))

- b. Probe: *Who were you thinking about when you answered this item?*
- f. Probe: *What or who does the term “poverty” refer to?*
- g. Probe: *What does unprepared to learn mean here? [Only if needed:] That parents do not help with homework? That last year’s teachers or schools were no good? That students are ill-disposed towards learning? That students are distracted from learning by concerns about home life? That they are not fed breakfast? Would you rate each question differently? Should these all be separate questions or should they be combined?*

Sections V and VI Follow-up Probes:

Were there situations where you really did not have a strong opinion either way, for instance in 20, neither agreeing nor disagreeing? How did you decide what answer to give in these situations? Did you have other favorable or unfavorable reactions to the rating scales used in this questionnaire?

General Questions for the Questionnaire as a Whole:

What was helpful and unhelpful about the way the questions were laid out on the page? What suggestions do you have for presenting the questions better?

(Observe if they mention the apple icon as being inappropriate for instructions and directives.)

Were there questions that were hard to answer without referring to your records? If at the beginning of this booklet we were to advise teachers on the materials it would be helpful to have on hand before starting the questionnaire, what materials should be included?

What questions were most difficult to answer? Why?

What questions might some people feel uncomfortable answering? Why? Are some questions of a sensitive or personal nature? What questions do you think teachers might refuse to answer, or do you think would discourage teachers from mentioning their concerns? What questions might they answer in a way that does not reflect their true beliefs? Why? [If any:] What could we do to help them feel more

comfortable with the questions? [If none mentioned or not recalled, show them questions 13, 17, and 20 and see if they recall them.]

What other questions do you wish we had asked about?

Attachment E-6. Screening Questionnaire

Appt. Date & Time: __,____@_____
Directions Sent: _____ Recruiter: _ Reminder Call: _

Bureau of the Census/Teacher Questionnaire Cognitive Interviews
B. Archibald, C. Steinberg – Test Administrators
Wednesday, December 11 – Wednesday, December 18, 2002
Thirty (30) Participants Needed
Various Locations; 1.5 hours; \$30.00

Name: _____

Male (Try to recruit 5–6) Female

Daytime Phone # _____

Evening Phone # _____

E-mail Address _____

1. Which of the following describes your occupation?

- Public School Teacher
- Private School Teacher (Recruit no more than 5)
- College or University Teacher (Terminate)
- Student Teacher (e.g., teacher-in-training) (Terminate)
- Substitute Teacher (no regular classes or classroom) (Terminate)
- Home Educator (Terminate)
- None of the above (Terminate)

2. What grade or grades do you teach? (Recruit a mix, including preschool and kindergarten) _____

3. What is the name of the school or schools you teach at? _____

NOTE: Recruit no more than 4 from the same school; try to recruit at least 2 who teach at more than 1 school)

4. Where is the school or schools located? _____ (Recruit a few in Northwest DC—Columbia Heights, Mt. Pleasant, Arlington, or Wheaton.)

5. What subject or subjects do you teach? _____ (Terminate if same subject as another recruit from the same school.)

6. How long have you been a teacher? _____ (Recruit 4–6 with less than 3 years.)

7. Are you involved in any activities involving students outside of school hours, such as club sponsorship, school plays, team coaching, tutoring, etc.?

- Yes (Recruit at least 6.)
 No (Go to question 9.)

8. What activities do you participate in? _____

9. Does your job include teaching selected students when they are released from their regular classes?

- Yes (Recruit 1–2.)
 No

10. Are both of the following statements true?

A) You teach more than one subject to the same group of students

AND

B_ At least one other teacher in your school teaches that SAME GROUP more than one subject.

- Yes (Recruit 1–2.)
 No

11. Do you teach special education or IEP students?

- Yes (Recruit 1–2.)
 No

12. What degree or degrees do you have and what subject or subjects did your major in? (Recruit a mix.)

Degree _____ Subject _____
Degree _____ Subject _____
Degree _____ Subject _____
Degree _____ Subject _____

NOTE: Try to include at least one who has a double major and at least one who majored in a subject they are not teaching.

13. Have you participated in a usability study, focus group or market research survey within the past 6 months?

- Yes (Terminate)
 No

14. Where will you be able to participate?

- Your school
 UserWorks facilities in Silver Spring
 A public location such as a library
 The Census Bureau in Suitland

15. The interview will be audiotaped. Only the team working on this project will use the tape and your name will not be associated with the tape or other data in any way. You will be asked to sign an informed consent form. Would you be willing to be audiotaped?

- Yes
- No (Terminate)

16. How would you like the directions to our office or to the Census Bureau sent to you?

- E-mail Address _____
- Fax Number _____
- Over Phone
- Not Needed

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Appendix F. Report on a Follow-up Cognitive Testing to the 2003–04 SASS Teacher Questionnaire

This appendix contains a report by the Census Bureau on follow-up research to the study described in appendix E. The following material is included here:

Background	F-2
Key Findings	F-2
Methods	F-2
Detailed Findings and Recommendations	F-3
Item 1c: Who Issued Degree	F-3
Item 1d: Codes for Major Field of Study	F-3
Item 3a: Additional Degrees	F-3
Item 4: Tests	F-3
Item 6: Coursework for Initial Certification	F-4
Form 1 Certification	F-4
Form 2 Certification	F-4
 Attachment F-1. Form 1 Protocol	 F-6
Attachment F-2. Certification Items from Form 2 Protocol	F-16

Background

A thorough study of critical items and proposed content for the teacher questionnaires was conducted between December 2002 and January 2003. (The study is described in “Appendix E. Report on SASS Cognitive Interviews of Teachers in Two Panels,” of the *Documentation for the 2003–04 Schools and Staffing Survey*.) The study recommended significant revisions to the certification and preparation for teaching items. In order to test these revisions, a small-scale cognitive test was conducted in March 2003. This report documents the methodology and findings from the test on the revised items that were proposed for inclusion in the teacher questionnaires.

Key Findings

Testing identified the following cognitive issues with the proposed certification items:

- Some respondents misunderstood the item on source of degree (i.e., “Was this degree awarded by a university’s College of Education or a college’s School of Education?”).
- Table 1 did not contain adequate codes for respondents who earned an associate’s degree in a general subject area.
- Testing questions (“Have you taken any of the following tests?”) suffered from recall issues for older teachers and redundancy issues for other teachers (i.e., the same test was reported in multiple items).
- The initial series on certification artificially distinguished between number of physical teaching certificates and number of areas in which a teacher is certified to teach. Additionally, the use of “endorsements” in this section confused many respondents.

Methods

Census Bureau analysts conducted this research from March 21 to 26, 2003, following a calling procedure. Schools were contacted by phone and asked to nominate a teacher to participate in the study. A questionnaire was then faxed to the school and an appointment was set for the researcher to call the teacher directly. A concurrent interview was conducted by phone following a structured protocol (attachment F-1). The probing questions used by the interviewer are listed on this protocol but were not included on the fax that was sent to the school. The interviewer was free to deviate from the protocol as required. The initial proposed certification questions were administered to three respondents. Form 1 was revised based on these interviews and an additional six interviews were conducted with Form 2 (attachment F-2). Interviews lasted 15 to 25 minutes. Characteristics of the participants can be found in table F-1. Teachers were offered a copy of *Schools and Staffing Survey, 1999–2000: Overview of the Data for Public, Private, Public Charter, and Bureau of Indian Affairs Elementary and Secondary Schools* (NCES 2002-313) as an incentive for participating in the study.

Table F-1. Characteristics of respondents in cognitive test on teacher questionnaire items: 2003

Respondent	State	Form	Respondent	State	Form
1	Pennsylvania	1	4	Kansas	2
2	Idaho	1	5	Washington	2
3	Louisiana	1	6	Utah	2
			7	Montana	2
			8	Wyoming	2
			9	West Virginia	2

SOURCE: *Follow-up Cognitive Testing to the 2003–04 SASS Teacher Questionnaire*, U.S. Census Bureau, 2003.

Detailed Findings and Recommendations

Item 1c: Who Issued Degree

The majority of respondents understood this item. The most common explanation was “did I get my degree in education?”

Respondent 1 was confused by “university’s college of education”—does this mean the department? She indicated that at the bachelor’s level the degree comes from the college, not the department.

Respondent 3 understood item “did I study in the college of education?” However, respondent 5 said “no” but she had taken education methods classes as part of her bachelor’s degree.

Respondent 9 had some confusion about this item. Partially due to the “or” statement—she thought it was asking if she got her degree from a college OR university in education. Despite this confusion she did answer correctly.

Recommendation: Add department of education to question stem.

Item 1d: Codes for Major Field of Study

Respondent 4 did not find general social science on list, and ended up choosing political science since that was the subject matter of many of his classes.

Item 3a: Additional Degrees

For three respondents (4, 6, and 9) the list did not have good matches for associate’s degree (general education and (2) associate of arts).

Recommendation: Add more general or other options for social science degrees.

Item 4: Tests

The testing section was problematic for many respondents. In some cases the same test was reported twice. The older respondents had difficulty recalling the name or nature of tests that they have taken.

Respondent 1 marked yes to state test (options a/b) because the Praxis was required by the state.

Respondent 2 almost marked yes because he took some tests (to teach Advanced Placement classes and basic technology skills), then he thought the question was interested in a test new teachers are now required to take in his state.

Respondent 3 took national teacher exam—once to become a teacher and once to become a principal. Did not see this option listed. (This may have been Praxis.)

Respondent 4 took a preprofessional basic skills test and a state subject matter test. Could not remember the names.

Respondent 5 took a test in 1991 in college before graduating that was required of people who wanted to become teachers. Did not know name of test.

Respondent 6 counted SAT as a test of basic skills in the state she is teaching in. She also had to take an aptitude test to continue in education program.

Respondent 7 took a test developed by the university and Office of Public Instruction (Department of Education). Initially, she was going to count this test but then decided not to, because it said “state” and the test was actually given by the university. She remembered taking the Praxis while in university and did not count this as the earlier test.

Respondent 8 marked yes to “a” because she had to take a test in college to pass. She thinks this was the CAT test (sounded like a department requirement).

Respondent 9 took a test senior year in college that she had to pass to go on to student teaching. The test was given by the university, but she thinks it was a state test.

Recommendation: Move Praxis test first.

Consider filtering out experienced teachers.

Revise state test options to be clearer (developed by state or required by state).

Item 6: Coursework for Initial Certification

Only one respondent had difficulty with this item.

Respondent 3 initially marked “-” through enrollment in individual courses. He realized it was part of a degree program and changed his response.

Form 1 Certification

Respondents 1 and 2 both had one physical certificate that covers two areas. They each handled reporting differently. One listed each as a separate certificate, while the other listed it as one certificate with an endorsement. Respondent 3 also had one certificate with three certification areas. He wanted to list all three in item c and then count his college minor (driver’s ed) as an endorsement. Both respondents who had a minor wanted to count that as an endorsement.

Recommendation: Revise to include more lines for certification areas and fewer certifications.

Form 2 Certification

Respondent 4—This form seemed to work well for this teacher. He has one certificate with many certifications. He mentioned that they have endorsements in Kansas but was not sure how they differ from certifications. He referred to his additional certifications as endorsements but listed them as certifications and said they were different from the endorsements we describe.

Respondent 5 had similar issues with certification and endorsement—at first she said that she would count English as an endorsement (it was her minor in college) but then as she thought about it, she considered the two equivalent. Essentially read question as—“what does it say on my certificate that I can teach?”

Respondent 7 thought that endorsement section was redundant—she had already told us about her certification. In her mind (and other respondents) they are similar to certification.

Respondent 8 had similar issues with endorsement.

Respondent 9 said she recently ran into problems because her endorsement did not enable her to teach certain levels because it was not the same as certification. However, she was unable to explain the difference.

Recommendation: Many certificates are endorsed with the teaching areas. In some states the endorsement is required for a minor area (for example, special education or elementary on top of any early childhood certification). Continue to ask the initial question as worded in Form 2, but change follow up to ask “in what content areas does this certificate enable you to teach.” Remove the endorsement item and add entry boxes for reporting additional areas of certification. Ask for one additional physical certificate to handle situations where someone has a waiver or other type of certificate, in addition to their first certificate. This will also allow for states where more than one certificate is issued to the same teacher.

Attachment F-1. Form 1 Protocol

Table 1. Major fields of study codes for questions 1, 2, and 3

<p style="text-align: center;">General Education</p> <p>Elementary Education 101 Early childhood/Pre-K, general 102 Elementary grades, general</p> <p>Secondary Education 103 Middle grades, general 104 Secondary grades, general</p> <p>Special Education 110 Special education, any</p> <p>Other Education 131 Administration 132 Counseling and guidance 133 Educational psychology 134 Policy studies 135 School psychology 136 Other non-subject matter specific education</p> <p style="text-align: center;">Subject Matter Specific</p> <p>Arts & Music 141 Art/Arts or crafts 142 Art history 143 Dance 144 Drama/Theater 145 Music</p> <p>English and Language Arts 151 Communications 152 Composition 153 English 154 Journalism 155 Language arts 156 Linguistics 157 Literature/Literary criticism 158 Reading 159 Speech</p> <p>English as a Second Language 160 ESL/Bilingual education: General 161 ESL/Bilingual education: Spanish 162 ESL/Bilingual education: Other languages</p> <p>Foreign Languages 171 French 172 German 173 Latin 174 Spanish 175 Other foreign language</p> <p>Health Education 181 Health education 182 Physical education</p> <p>Mathematics and Computer Science 190 Mathematics 197 Computer science</p>	<p>Natural Sciences 211 Biology/Life sciences 212 Chemistry 213 Earth sciences 214 Engineering 217 Physics</p> <p>Social Sciences 221 Anthropology 222 Area/Ethnic studies (excluding Native American Studies) 223 Criminal justice 224 Cultural studies 225 Economics 226 Geography 227 Government/Civics 228 History 229 International studies 230 Law 231 Native American studies 232 Political science 233 Psychology 234 Sociology</p> <p>Vocational/Technical Education 241 Agriculture and natural resources 242 Business/Office 243 Keyboarding 244 Marketing and distribution 245 Health occupations 246 Construction trades 247 Mechanics and repair 248 Drafting/Graphics/Printing 249 Metals/Woods/Plastics, and other precision production (electronics, leatherwork, meat cutting, etc.) 250 Communications and other technologies (not including computer science) 251 Culinary arts/Hospitality 252 Child care and education 253 Personal and other services (including cosmetology, custodial services, clothing and textiles, and interior design) 254 Family and consumer sciences education 255 Industrial arts/Technology education 256 Other vocational/Technical education</p> <p>Miscellaneous 261 Architecture 263 Humanities/Liberal studies 264 Library/Information science 265 Military science/ROTC 266 Philosophy 267 Religious studies/Theology/Divinity</p> <p>Other 268 Other</p>
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I. Educational Background Section: Items 1–7

This section asks about your academic degrees, preparation, and other formal training.

1a. Do you have a bachelor’s degree? If you have more than one bachelor’s degree, information about additional degrees will be asked in item 3.

Yes
 No → GO TO Item 2

1b. In what year did you receive your bachelor’s degree?

/ _ / _ / _ / _ / Year

1c. Was this degree awarded by a university’s College of Education or a college’s School of Education?

Yes
 No

What does this item mean in your own words? What degree did you receive?

1d. What was your major field of study? Record the field of study code and the field name from Table 1 on page 1.

Code / _ / _ / Major _____

Is the code on the list?

1e. What is the name of the college or university where you earned this degree?

a. Name of college or university

b. In what city and state is it located?

City _____

State _____

Located outside the United States?

2a. Do you have a master’s degree? If you have more than one master’s degree, information about additional degree’s will be asked in item 3.

Yes
 No → GO TO Item 3 on page 3

1. In what year did you receive your master’s degree?

/ _ / _ / _ / _ / Year

2. Was this degree awarded by a university's College of Education or a college's School of Education?

- Yes
- No

3. What was your major field of study?

Record the field of study code and the field name from Table 1 on page 1.
 Code / _ / _ / _ Major _____

3a. Have you earned any of the degrees listed below?

- Yes
- No → GO TO Item 4

a. Degree	b. What was your major field of study for each degree? *Record the field of study code and the field name from table 1 on page 1	c. Was this degree awarded by a university's College of Education or a college's School of Education?	d. In what year?
(1) Vocational Certificate	Code / _ / _ / _ Major field of study title _____		Year _____
(2) Associate's degree	Code / _ / _ / _ Major field of study title _____		Year _____
(3) SECOND Bachelor's degree	Code / _ / _ / _ Major field of study title _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	Year _____
(4) SECOND Master's degree	Code / _ / _ / _ Major field of study title _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	Year _____
(5) Educational specialist or professional diploma (at least one year beyond a master's level)	Code / _ / _ / _ Major field of study title _____		Year _____
(6) Certificate of Advanced Graduate Studies	Code / _ / _ / _ Major field of study title _____		Year _____
(7) Doctorate or first professional degree (Ph.D, Ed.D., M.D., L.L.B, J.D., D.D.S.)	Code / _ / _ / _ Major field of study title _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	Year _____

Anything missing here?

4. Have you taken any of the following tests? Mark (X) one box.

a. A state test of basic skills in the state you are currently teaching in?

- Taken and passed
- Taken and have not yet passed
- Not taken

b. A state test of subject knowledge in the state you are currently teaching in?

- Taken and passed
- Taken and have not yet passed
- Not taken

c. A local district test of basic skills or subject knowledge in the district you are currently teaching in?

- Taken and passed
- Taken and have not yet passed
- Not taken

d. The Praxis Series Core Battery Test of Professional Knowledge?

- Taken and passed
- Taken and have not yet passed
- Not taken

e. The Praxis II: Subject Assessment?

- Taken and passed
- Taken and have not yet passed
- Not taken

f. An exam for National Board for Professional Teaching Standards certification?

- Taken and passed
- Taken and have not yet passed
- Not taken

5. Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies? Include courses you are now taking as well as courses taken to earn a degree and courses taken outside a degree program. Do not include student teaching.

Yes → How many courses?

- 1 or 2 courses
- 3 or 4 courses
- 5 or more courses

No

Tell me how you came up with your answer. Were there any classes you were not sure whether or not to include?

6. Which of the following describes how you obtained (or how you are obtaining) the teaching methods or teaching strategies COURSEWORK needed for your INITIAL certification?

1__ Through an “alternative” program designed to expedite the transition of non-teachers to a teaching career (e.g., Teach for America, state or district alternative programs, or university alternative programs).

2__ Through enrollment in a bachelor’s degree granting program (B.A. or B.S.).

3__ Through enrollment in a master’s degree granting program (M.A., M.S., M.Ed., M.A.T.).

4__ Through enrollment in individual courses (not part of a program leading to a degree).

5__ No coursework in teaching methods or teaching strategies needed for my initial certification.

6__ Not currently certified or working towards certification. → GO TO item 8 on page 7

7__ Other, please specify: _____

In your own words what is this item asking? Tell me about the different response options.

7. Did you have ALL of the coursework needed for your INITIAL certification BEFORE you started teaching?

1__ Yes

2__ No

If a person received certification in a couple of states which would they report here?

Table 2. Certification content area codes for questions 8 through 11

<p style="text-align: center;">General Education</p> <p>Elementary Education 101 Early childhood/Pre-K, general 102 Elementary grades, general</p> <p>Secondary Education 103 Middle grades, general 104 Secondary grades, general</p> <p>Special Education 111 Special education, general 112 Autism 113 Deaf and hard-of-hearing 114 Developmentally delayed 115 Early childhood special education 116 Emotionally disturbed or behavior disorders 117 Learning disabilities 118 Mentally retarded 119 Mildly/moderately disabled 120 Orthopedically impaired 121 Severely/profoundly disabled 122 Speech/language impaired 123 Traumatically brain-injured 124 Visually impaired 125 Other special education</p> <p style="text-align: center;">Subject Matter Specific</p> <p>Arts & Music 141 Art/Arts or crafts 143 Dance 144 Drama/Theater 145 Music</p> <p>English and Language Arts 151 Communications 152 Composition 153 English 154 Journalism 155 Language arts 158 Reading 159 Speech</p> <p>English as a Second Language 160 ESL/Bilingual education: General 161 ESL/Bilingual education: Spanish 162 ESL/Bilingual education: Other languages</p> <p>Foreign Languages 171 French 172 German 173 Latin 174 Spanish 175 Other foreign language</p> <p>Health Education 181 Health education 182 Physical education</p>	<p>Mathematics and Computer Science 190 Mathematics 197 Computer science</p> <p>Natural Sciences 210 Science, general 211 Biology/Life sciences 212 Chemistry 213 Earth sciences 216 Physical science 217 Physics</p> <p>Social Sciences 220 Social studies, general 221 Anthropology 225 Economics 226 Geography 227 Government/Civics 228 History 231 Native American studies 233 Psychology 234 Sociology</p> <p>Vocational/Technical Education 241 Agriculture and natural resources 242 Business/Office 243 Keyboarding 244 Marketing and distribution 245 Health occupations 246 Construction trades 247 Mechanics and repair 248 Drafting/Graphics/Printing 249 Metals/Woods/Plastics, and other precision production (electronics, leatherwork, meat cutting, etc.) 250 Communications and other technologies (not including computer science) 251 Culinary arts/Hospitality 252 Child care and education 253 Personal and other services (including cosmetology, custodial services, clothing and textiles, and interior design) 254 Family and consumer sciences education 255 Industrial arts/Technology education 256 Other vocational/Technical education</p> <p>Miscellaneous 262 Driver education 263 Humanities/Liberal studies 264 Library/Information science 265 Military science/ROTC 266 Philosophy 267 Religious studies/Theology/Divinity</p> <p>Other 268 Other</p>
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II. Certification and Training: Items 8–12

This section asks you for information about your certification.

8a. Which of the following describes the teaching certificate you currently hold in this state? Mark (X) only one box

- Regular or standard state certificate or advanced professional certificate
- Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
- Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- Waiver or Emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)
- I do not have any of the above certifications in THIS state. → **GO to end**

8b. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
- Secondary grades (Including middle school)
- Ungraded
- Not applicable → Please explain:
- _____

8c. In what content area(s) is this certificate?

- For some teachers the content area may be the grade level (e.g., elementary general, secondary general, etc).
- Please record the content area code from Table 2 on page 6.

Code _____ Content Area _____

8d. In some states, a certificate may highlight separate endorsements that reflect coursework in specific content areas. Do you have any such endorsements attached to this specific certificate referred to in items 8a through c?

- Yes
- No → GO TO item 9

8e. What content areas have you earned endorsements?

Please record the content area code from Table 2 on page 6.

Code _____ Endorsement Content Area _____

Code _____ Endorsement Content Area _____

Code _____ Endorsement Content Area _____

9a. Do you currently have a second teaching certificate in this state?

- Yes
- No → Go to end

9b. Which of the following describes the teaching certificate you currently hold in this state? Mark (X) only one box

- Regular or standard state certificate or advanced professional certificate
- Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
- Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- Waiver or Emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)
- I do not have any of the above certifications in THIS state. → GO to end

9c. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool and kindergarten)
- Secondary grades (Including middle school)
- Ungraded
- Not applicable → Please explain:

9d. In what content area(s) is this certificate?

- For some teachers the content area may be the grade level (e.g., elementary general, secondary general, etc).
- Please record the content area code from Table 2 on page 6.

Code _____ Content Area _____

9e. In some states, a certificate may highlight separate endorsements that reflect coursework in specific content areas. Do you have any such endorsements attached to this specific certificate referred to in items 9a through c?

- Yes
- No → GO TO item 10

9f. What content areas have you earned endorsements?
Please record the content area code from Table 2 on page 6.

Code _____ Endorsement Content Area _____
Code _____ Endorsement Content Area _____
Code _____ Endorsement Content Area _____

10a. Do you currently have a third teaching certificate in this state?

- Yes
- No → Go to end

10b. Which of the following describes the teaching certificate you currently hold in this state? Mark (X) only one box.

- Regular or standard state certificate or advanced professional certificate
- Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
- Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- Waiver or Emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)
- I do not have any of the above certifications in THIS state. → GO to end

10c. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
- Secondary grades (Including middle school)
- Ungraded
- Not applicable → Please explain:

10d. In what content area(s) is this certificate?

- For some teachers the content area may be the grade level (e.g., elementary general, secondary general, etc).
- Please record the content area code from Table 2 on page 6.

Code _____ Content Area _____

10e. In some states, a certificate may highlight separate endorsements that reflect coursework in specific content areas. Do you have any such endorsements attached to this specific certificate referred to in items 10a through c?

- Yes
- No → GO TO item 11

10f. What content areas have you earned endorsements?
Please record the content area code from Table 2 on page 6.

Code _____ Endorsement Content Area _____
Code _____ Endorsement Content Area _____
Code _____ Endorsement Content Area _____

11a. Do you currently have a fourth teaching certificate in this state?

- Yes
- No → Go to end

11b. Which of the following describes the teaching certificate you currently hold in this state? Mark (X) only one box.

- Regular or standard state certificate or advanced professional certificate
- Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
- Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- Waiver or Emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)
- I do not have any of the above certifications in THIS state. → GO to end

11c. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
- Secondary grades (Including middle school)
- Ungraded
- Not applicable → Please explain:

11d. In what content area(s) is this certificate?

- For some teachers the content area may be the grade level (e.g., elementary general, secondary general, etc).
- Please record the content area code from Table 2 on page 6.

Code _____ Content Area _____

11e. In some states, a certificate may highlight separate endorsements that reflect coursework in specific content areas. Do you have any such endorsements attached to this specific certificate referred to in items 11a through c?

- Yes
- No → GO TO end

11f. What content areas have you earned endorsements?
Please record the content area code from Table 2 on page 6.

Code _____ Endorsement Content Area _____
Code _____ Endorsement Content Area _____
Code _____ Endorsement Content Area _____

12. Do you currently hold ANY ADDITIONAL regular or standard teaching state certificate(s) or advanced professional teaching certificate(s) in this state?

- Yes
- No → GO TO end

b. How many?
/ / / additional certificates

Attachment F-2. Certification Items from Form 2 Protocol

(This section contains only the revised certification items used on Form 2. All other items remained the same.)

This section asks you for information about your certification.

8a. Which of the following describes the teaching certificate you currently hold in this state? Mark (X) only one box.

- Regular or standard state certificate or advanced professional certificate
- Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
- Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- Waiver or Emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)
- I do not have any of the above certifications in THIS state. → **GO TO end**

8b. In what content area(s) is this certificate?

- For some teachers the content area may be the grade level (e.g., elementary general, secondary general, etc.).
- Please record the content area code from Table 2 on page 6.
- Report each content area for which you have full certification on the same certificate.
- Please report endorsements in item 12.

Code _____ Content Area _____

1. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
- Secondary grades (Including middle school)
- K–12 or Ungraded

Code _____ Content Area _____

2. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
- Secondary grades (Including middle school)
- K–12 or Ungraded

Code _____ Content Area _____

3. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
- Secondary grades (Including middle school)
- K–12 or Ungraded

Code _____ Content Area _____

4. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
- Secondary grades (Including middle school)
- K–12 or Ungraded

Are you familiar with the term endorsements?

Do the content areas on the table match with r's area of study?

Does content area item make sense?

9a. Do you currently have a SECOND teaching certificate in this state?

- Yes
- No → GO TO end

9b. Which of the following describes the teaching certificate you currently hold in this state? Mark (X) only one box

- Regular or standard state certificate or advanced professional certificate
- Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
- Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- Waiver or Emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

9c. In what content area(s) is this certificate?

- For some teachers the content area may be the grade level (e.g., elementary general, secondary general, etc).
- Please record the content area code from Table 2 on page 6.
- Report each content area for which you have full certification on the same certificate.
- Please report endorsements in item 12.

Code _____ Content Area _____

1. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
- Secondary grades (Including middle school)
- K–12 or Ungraded

Code _____ Content Area _____

2. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
- Secondary grades (Including middle school)
- K–12 or Ungraded

Code _____ Content Area _____

3. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
- Secondary grades (Including middle school)
- K–12 or Ungraded

Code _____ Content Area _____

4. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
- Secondary grades (Including middle school)
- K–12 or Ungraded

10a. Do you currently have a *THIRD* teaching certificate in this state?

- Yes
- No → GO TO end

10b. Which of the following describes the teaching certificate you currently hold in this state? Mark (X) only one box

- Regular or standard state certificate or advanced professional certificate
- Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
- Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
- Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- Waiver or Emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

10c. In what content area(s) is this certificate?

- For some teachers the content area may be the grade level (e.g., elementary general, secondary general, etc).
- Please record the content area code from Table 2 on page 6.
- Report each content area for which you have full certification on the same certificate.
- Please report endorsements in item 12.

Code _____ Content Area _____

1. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
 Secondary grades (Including middle school)
 K–12 or Ungraded

Code _____ Content Area _____

2. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
 Secondary grades (Including middle school)
 K–12 or Ungraded

Code _____ Content Area _____

3. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
 Secondary grades (Including middle school)
 K–12 or Ungraded

Code _____ Content Area _____

4. Which of the following grade ranges does this certificate apply to?

- Elementary grades (Including early childhood, preschool, and kindergarten)
 Secondary grades (Including middle school)
 K–12 or Ungraded

11a. Do you currently hold ANY ADDITIONAL regular or standard teaching state certificate(s) or advanced professional teaching certificate(s) in this state?

- Yes
 No → GO TO end

How many?

/ ___ / ___ / additional certificates

12a. In some states, a certificate may highlight separate endorsements that reflect coursework in specific content areas. Do you have any such endorsements attached to any of your current certificate(s) in this state?

- Yes
- No → GO TO end

12b. In what content areas have you earned endorsements? Please record the content area code from Table 2 on page 6.

Code	_____	Endorsement Content Area	_____
Code	_____	Endorsement Content Area	_____
Code	_____	Endorsement Content Area	_____

Appendix G. Report on SASS Focus Groups

This appendix contains a report by ORC Macro concerning focus groups it held with public school principals and other knowledgeable respondents on Schools and Staffing Survey (SASS) issues and question wording. The material is organized as follows.

Introduction	G-2
Recruitment	G-2
Development of the Discussion Guides	G-2
Composition of the Focus Groups	G-3
Strengths and Limitations of Qualitative Research	G-3
Findings	G-3
Gaining Participation in the Survey	G-3
Terminology	G-4
Overcrowding	G-5
Teacher Staffing	G-6
Principal Time Use	G-8
National School Lunch Program and Title I	G-9
Testing	G-9
Attachment G-1. Participant Screener for Focus Group Recruitment	G-11
Attachment G-2. Recruiting Results for Census Bureau Focus Groups	G-19
Attachment G-3. Moderator's Guides	G-20
Attachment G-4. Schools and Staffing Survey Pre-Focus Group Questionnaire [Principals]	G-33
Attachment G-5. Hand-out Sheets Distributed During Focus Groups	G-34

Introduction

ORC Macro contracted with the Census Bureau to conduct focus groups with public school principals and other knowledgeable respondents (primarily school secretaries). The purpose of the focus groups was to get respondent feedback on issues and the wording of questions that would be included in the Schools and Staffing Survey.

The specific tasks performed by ORC Macro under this contract with the Census Bureau included the following:

- assisted Census Bureau in development of a screener;
- recruited 48 respondents who met the requirements set out in the screener and were willing to participate in the groups (24 principals for two groups, majority from public schools, and 24 school employees who were knowledgeable about the school) for a “show rate” of 8 to 10 participants per group;
- assisted Census Bureau in development of a discussion guide;
- provided an experienced moderator to run the groups;
- conducted two groups at a focus group facility in Calverton, Maryland, and two groups at a facility in Towson, Maryland;
- paid principals \$150 and other knowledgeable respondents \$100 for participation in the groups; and
- provided an oral report and a top-line report that summarized the respondents’ recommendations for revisions to the questionnaire.

Following discussions between Census Bureau staff and ORC Macro project personnel, screeners were developed for both the Washington- and Baltimore-area groups to identify appropriate respondents. Participation was limited to public school principals and staff, and a mix of participants from different school districts was obtained. Copies of the screeners used for this project are provided in attachment G-1.

Recruitment

The initial contract suggested that respondents be recruited by offering incentives of \$50 per person. After a solid week of recruiting for both the Calverton and Towson sites, it was clear that full groups could not be recruited with such a low incentive. Thus, the incentive level needed be raised to the levels cited above. With the new incentive levels four groups were successfully recruited. (See attachment G-2.)

Unfortunately, the greater Washington/Baltimore area was hit by one of the largest snowstorms in history February 16 and 17, 2003, requiring the groups that originally had been scheduled for February 18 and 20 to be postponed. The rescheduled Baltimore group fell victim to yet another snowstorm, so the groups were eventually held on March 4 and 5.

Development of the Discussion Guides

The discussion guides were developed by the moderator Michael Long with the input and assistance of the Census Bureau client Andy Zukerberg. Copies of the discussion guides are included with this report in attachment G-3.

Composition of the Focus Groups

The focus groups were held in the Washington, DC metropolitan area and the Baltimore metropolitan area. Participants in the focus groups included principals and other knowledgeable respondents (secretaries, administrative assistants, and one assistant to the principal) from the following school districts:

Washington area

- District of Columbia
- Howard County
- Montgomery County
- Prince Georges County

Baltimore area

- Anne Arundel County
- Baltimore City
- Baltimore County
- Carroll County

Ten principals participated in the focus groups in each city, for a total of 20 principal respondents. Eleven people participated in the other knowledgeable respondent group in the Washington area, while 6 participated in the Baltimore area group for that population, for a total of 17 other knowledgeable respondents. Thus, the total number of persons involved in the focus groups was 37.

Strengths and Limitations of Qualitative Research

Focus groups are a qualitative research method useful for gaining individual perceptions and ideas which are difficult to obtain through quantitative research. Focus groups generate discussion that can lead to the expression of ideas and opinions which might not be expressed using other research methods. The selection of focus group participants is not based upon randomization or other population representative methods. Focus groups are not intended to provide quantifiable data, nor can data from focus groups be generalized to the entire population. The findings only reflect the ideas and beliefs of the focus group participants.

Within this context, an important point to consider is that in Maryland more power lies at the district level than it does in many other states. Therefore, some of the findings that come out of these focus groups regarding the relationship between schools and their districts may not be completely generalizable to the country as a whole. For example, principals in these focus groups reported that they have little control over the incentives that are used to recruit teachers to their school. This might be less true in other states where less power is centralized at the school district level.

Findings

Gaining Participation in the Survey

Participants in the “other knowledgeable respondent” sessions indicated that the most important information that they would consider in deciding whether to participate in the survey was the length of time it would require. Their second answer, which they said was nearly as important, was that they would want to know whether or not they were being required to do so by their district. Several participants were

confident that if their district did not require participation, their principals would not participate in the survey.

One participant indicated that she was more likely to participate in surveys in which some sort of incentive was provided. When asked how large the incentive would have to be, she commented that even a very small incentive would make her more likely to participate. Several other respondents agreed that even a small incentive would be an important gesture that showed that their time was valued.

Participants indicated that Mondays and Fridays were the days on which they and their principals would be least likely to be able to meet with a Census Bureau employee. Most also said, however, that their schedule was difficult to predict and that whether or not their principals would be available for a meeting depended on the events of that particular day.

Most participants suggested that the best time for a Census Bureau employee to come to their school would be in the late morning between 10:00 and 11:30 a.m. Again, however, most indicated that this was only a general pattern and that their principal's availability was difficult to predict.

Recommendations

If possible, try to garner support for the Schools and Staffing Survey at the district level; in many cases principals will be more likely to participate in the survey if they know that they are expected to do so by the district.

Try to schedule meetings with school personnel on Tuesdays, Wednesdays, and Thursdays in the late morning. However, be prepared for principals to occasionally be unavailable for these meetings because of unforeseen events.

Provide some sort of incentive (even one as small as a pen or pencil) for survey participants.

Terminology

When asked to define the word "paraprofessional" as it applies to a school setting, over half of respondents referred to someone who provides "support" or "assistance" for teaching personnel. The second most common answer was that a paraprofessional was someone who lacks the necessary certification, training, or college degree to be considered a professional.

Table G-1 shows participants' responses to a question that asked them to identify which school personnel were "paraprofessionals." The personnel that principals identified as paraprofessionals most often were teachers' assistants (18 of 19 respondents), special education aides (18), lunch aides (15), and administrative assistants (9). Very few principals identified guidance counselors, teachers, nurses, or librarians as paraprofessionals.

Table G-1. Are the following school personnel “paraprofessionals”?

School personnel	Staff who answered “yes”	
	Principals (n = 19)	Other knowledgeable respondents (n = 17)
Guidance counselors	0	2
Administrative assistants	9	8
Teachers’ assistants	18	16
Teachers	0	1
Special education aides	18	16
School nurses	2	4
Lunch aides	15	8
Librarians	0	2

SOURCE: *Report on SASS Focus Groups*, ORC Macro, 2003.

In the “other knowledgeable respondent” sessions, 16 of 17 participants identified teachers’ assistants and special education aides as paraprofessionals. Eight identified administrative assistants and lunch aides as paraprofessionals, while four or fewer said the same of nurses (4), guidance counselors (2), librarians (2), or teachers (1).

All participants indicated that the Average Daily Attendance of their school is a figure that is readily available to them. Most indicated that they could easily access this information on a computer, and that it could be calculated by week, month, quarter, or year.

Recommendations

Do not use the term “paraprofessionals” in the school or principal questionnaires without clarifying what is meant by the term.

Continue to ask about Average Daily Attendance in the school or principal questionnaires; participants will have little difficulty providing this information.

Overcrowding

When asked to brainstorm ways of measuring overcrowding in schools, the first method that was mentioned in all sessions was comparing school enrollment to building capacity. Some participants, however, warned that state and district officials have different methods of calculating building capacity.

Other measures of overcrowding that were brainstormed by participants were the number of teachers without their own classroom (“floating teachers”), the number of noninstructional areas that were used for instruction, the number of instructional areas that were used for instruction of a type other than what was intended (e.g., an art room used for a math class), the number of lunch periods in a day, student to teacher ratio, and average class size.

Many participants, particularly principals, did not feel that it was appropriate to use a school’s lunch schedule as a measure of overcrowding because too many other factors might dictate how the lunch schedule was structured. Principals disliked a proposed question that asked for an opinion as to whether a school was overcrowded; they felt that respondents to this question would be likely to overestimate overcrowding in the hope of securing more resources for their school.

After brainstorming their own measures of overcrowding, participants were given a list of proposed items from the survey and asked how well these items would measure overcrowding in schools. Participants felt that the best questions were those that asked about the number of nonacademic areas that were used for

instruction and the number of classroom spaces that were in portable facilities. They indicated that they would have no difficulty providing quantitative answers to these two questions.

Principals in the second session were given a question that asked how many teachers in the school did not have their own classrooms. Most felt that this would be a good measure of overcrowding, but felt that a better phrasing of the question would be to ask, “In this school, how many floating teachers are there who would otherwise have a classroom?” Principals indicated that “floating teacher” was a common term that everyone who worked in schools would understand. However, in the group of “other knowledgeable respondents” there was confusion among secretaries over the definition of a “floating teacher”; some thought that it referred to a substitute teacher that filled in for teachers who were sick.

Recommendations

When asking about overcrowding in schools, focus on questions that ask how many nonacademic areas are used for instruction, how many classroom spaces are in portable facilities, or how many teachers do not have their own classrooms.

When asking for the number of nonacademic areas that are used for instruction, also give participants the chance to report academic areas that are used for a type of instruction other than what is intended (e.g., an art room that is used for a math class.)

Do not attempt to infer information about overcrowding from data about the structure of lunch periods in a school.

Use the phrase “floating teacher” to refer to teachers that move from room to room. However, because this term is not understood by all school personnel, define it for respondents (e.g., “a teacher with a full-time course schedule who would normally have his or her own classroom but does not due to space limitations”).

Teacher Staffing

Principals were shown question 21 from the principal survey and asked whether they felt that the available six choices covered all of the possible barriers to dismissing a teacher. Overwhelmingly, principals felt that the biggest barriers to dismissal were the time that it takes to go through the dismissal process (which several indicated is over a year long) and the effort necessary to gather the necessary documentation about teacher performance. They did not feel that these barriers were clearly reflected in the six available choices.

A few principals felt that choice F (“dismissal is too stressful and uncomfortable for those involved”) was not a valid barrier to dismissal, since they believed that this stress and discomfort should never affect principals’ decisions. More, however, believed that this choice could indeed pose a barrier in some cases. Principals interpreted choice F in two ways. Some focused on the discomfort that might arise when they were forced to tell a hard-working teacher that he or she was incompetent. Others, however, referred to the stress that the dismissal of a teacher might place on the relationship between an administrator and the rest of the faculty. These two interpretations were sufficiently different that option F could probably be split into two choices.

Principals indicated that there were other factors that could constitute barriers to teacher dismissal that were not available as choices on question 21. One commented that a teacher shortage at a school might make it difficult to dismiss a teacher, while another suggested that teachers might have “political

connections” (e.g., with district officials) that would make them difficult to dismiss. Other principals mentioned that a teacher’s popularity among the student or parent body could be a barrier to dismissal.

When asked whether they would be able to answer questions about the incentives that were used to recruit teachers to their school, principals were divided. About half felt that because teacher contracts were handled at the district level, the district might use incentives of which they were unaware. Other principals were confident that they could identify all incentives that were being used by their district.

Principals were also shown question 42b from the school questionnaire, which asked which methods their school had used to cover teaching vacancies for the present school year. Most principals felt that the eight available choices covered all of the possible ways of covering vacancies. One pointed out that teachers could voluntarily opt to teach classes in another subject, which is not an available option on this item. Another mentioned that an increasingly common practice was hiring previously retired teachers; she agreed, however, that this practice could fall under choice A (“hiring a fully-qualified teacher”).

When asked whether they could answer a question about how difficult or easy it was to fill vacancies in different fields, principals overwhelmingly agreed that they could answer the question as it applied to their own school.

Secretaries who participated in the “other knowledgeable respondent” sessions were not able to answer very many questions about teacher staffing; for the most part they indicated that this was a part of school operations about which they did not know a great deal.

Recommendations

In question 21 on the principal questionnaire add another option: “Time and effort required to obtain necessary teacher assessment documentation.” Remove option C, as this will be covered under this new choice.

Also in question 21, divide option F into two choices: “Personal discomfort with dismissing a teacher” and “Resulting tension between principal and rest of faculty.”

Also in question 21, add two more options: “Shortage of teachers at school” and “Opposition from student and/or parent bodies.”

Ask questions about incentives used to recruit teachers on the district questionnaire, not the principal or school questionnaires.

Do not ask questions about teacher staffing on the school questionnaire; some of the personnel who are completing these questionnaires will not fully understand staffing issues.

Reword the stem for question 42b on the school questionnaire. The current stem defines a teaching vacancy as a position for which candidates are recruited or interviewed. However, principals in these groups indicated that their vacancies are often filled by teachers who are reassigned to them by the district. Since these teachers are neither recruited nor interviewed, none of these vacancies would be covered under the current wording of 42b.

Remove option F from question 42b. This option is out-of-place here, because having teachers teach classes in another subject would not necessarily “fill” a vacancy (unless these teachers’ courseloads were increased, which would be covered under option E.) The reason that option F is currently included, it seems, is to measure how often teachers are asked to teach outside of their specialty or area of

certification. However, this could be better measured in a different series of questions that did not relate to teacher hiring.

Principal Time Use

When principals were shown question 11 from the principal survey, they indicated that they found it very difficult to break the time they spent performing their job into different categories using percentages. The reason for this, they felt, was that so many of their activities could fall into more than one category; for example, walking around the halls could be considered both interacting with students and maintaining school safety. Some suggested that the question would be more informative if principals were asked to indicate both how their time was currently spent and how they would ideally like to spend their time.

Because principals in the first session had so much difficulty answering question 11 from the principal survey, in the second session principals were asked to evaluate different items relating to time use. When asked how many hours they spent on all school-related activities in the last full week of school, principals indicated that this question needed more clarification. For example, principals were unsure whether time at school should be counted if teachers or students were not present, or if time spent at school functions on weekends should be included. Principals agreed, however, that if the question were more explicit they would be able to answer it accurately.

Most principals were not able to answer a question that asked how many hours they were required to work to receive base pay; many indicated that no such figure was stipulated on their contract. Those principals that did answer the question calculated an answer by multiplying by five the number of benefit hours they receive for a sick or personal day. In general, however, principals indicated that this figure had no meaning for them.

When shown questions that asked them to give data from the “last full week of school,” principals in both sessions commented that at many points during the school year they could go a month or more without having a full week of school. Most indicated that their answers to these questions would likely be based on a “typical” week of school, rather than the last full week.

Principals found it very difficult to estimate the number of hours that they spent interacting with students because they were unsure what types of interaction to include. The biggest source of confusion was whether “informal” interaction, such as conversations that took place during lunch duty or in the halls, should be counted. Others remarked that because so many of their interactions with students last only one or two minutes (e.g., conversations in the halls) they found it difficult to aggregate these into a number of hours per week. However, principals agreed that it was important to include some measure of student interaction in the survey, and felt that if the question were clarified they would be able to answer fairly accurately.

Recommendations

Do not ask principals to estimate the percentage of their time they spend on different categories of activities, as was asked in the original question 11.

In order to get an estimate of the percentage of their work time that principals spend interacting with students, ask them (a) how many hours per week they spend on all school-related activities and (b) how many hours per week they spend interacting with students. However, provide further elaboration for both questions:

- In question (a) indicate that respondents should “include time spent outside of the school building, as well as time spent outside of school hours and on weekends.”
- In question (b) indicate that respondents should “include informal interactions with students, such as those that occur in the halls, during lunch periods, or at functions outside of normal school hours.”

Do not ask principals for the number of hours that they are required to work by contract; this figure seems to be meaningless to most principals.

National School Lunch Program and Title I

Participants in the other knowledgeable respondent sessions reported that the person who tracked the number of students who participated in the National School Lunch Program at their school was a cafeteria manager, an assistant principal, or a secretary. (In some cases, they reported that they kept these records themselves.) A large majority indicated that they could access this information easily, either from their computer system, a log, or by speaking to another person in the school.

Almost all participants reported that they would not be able to answer questions about how many students were eligible for free and reduced-price lunches. Most indicated that students’ eligibility was determined at the district level, so school personnel would have no way of knowing the students that were eligible but had not applied. As a result, some secretaries in these sessions did not even understand what was meant by “eligibility” for the lunch program; some suggested that all were eligible, since they could all fill out an application form.

Most participants who worked in Title I schools indicated that the person who tracked Title I information was a school administrator, such as an assistant principal. Most reported that if they needed Title I information to fill out a survey, they would be able to get it without difficulty. Because they could not access it directly by themselves, however, some secretaries commented that getting this information would be more difficult and would take more time than getting information about free and reduced-price lunches. Less than half of participants who worked in Title I schools understood the difference between targeted assistance and schoolwide Title I assistance.

Recommendations

Include on the school questionnaire questions about students who receive free or reduced-price lunches; the school personnel who will complete these questionnaires will have ready access to this information.

Do not use the school questionnaire to ask questions about the number of students that are eligible for free or reduced-price lunches; because student eligibility is often determined at the district level, school personnel will be unable to answer these questions.

Ask questions about Title I on the principal questionnaire rather than the school questionnaire; some personnel who fill out school questionnaires might not be knowledgeable about the program. In particular, at schools that receive schoolwide Title I services, administrative personnel who are not involved in school finances may not realize that the school is involved in the Title I program at all.

Testing

Participants in all sessions were very confident that their district knew about every assessment that takes place in their school (aside from assessments associated with an individual teacher’s class). In fact, most indicated that they received directions for how and when to conduct all assessments directly from their

district offices. However, several principals in the second group commented that while district officials would know which kinds of testing were taking place, they would not be knowledgeable about how these assessments were impacting the school program; questions about this impact would best be directed to the school or the principal.

Recommendations

Ask questions about the types of testing that take place either on the school questionnaire or on the district questionnaire; both groups will be able to provide the same information.

Ask questions about the effect of testing on school operations on the school questionnaire, rather than the district questionnaire.

Attachment G-1. Participant Screener for Focus Group Recruitment

The four screeners included here are those used in the original attempt to recruit participants.

Recruiting Goals—Office Staff (Washington area)

- The participant shall be a Secretary or Office Manager from a public school.
- Group shall be a mixture of age, gender, and ethnicity.
- Group shall be recruited from schools of various enrollment numbers.
- Group shall be recruited from various school districts.
- Group shall include office staff from elementary, middle, and high schools.

Scheduling

The schedule for the groups is as follows:

Date	Time	Participants	Location	Facility	Incentive
Wed., 2/12/03	6:00 p.m.	Secretaries	Calverton, Maryland	ORC Macro	\$50
Thurs., 2/13/03	8:00 p.m.	Secretaries	Towson, Maryland	AIM	\$50

- Participants will receive an incentive according to the chart above for their participation.
- Focus groups will last approximately 90 minutes each.
- Refreshments will be offered to participants in each group.
- The identity of the participants will remain confidential.

Hello Mr./Ms. _____, my name is _____, and I'm calling from ORC Macro, a research and consulting firm. We are presently working with the Census Bureau on a research project regarding schools. Could I ask you a few short questions for this survey?

1. (*Record gender*)

Male
Female

2. Are you currently the Secretary or Office Manager at school? (*If not, ask to speak to the Secretary or Office Manager*)

Yes --- **continue**
No --- **terminate**

3. Do you have a working knowledge of the various programs in your school such as the lunch program, Title I, attendance, content standards?

Yes --- **continue**
No --- **terminate**

4. (*Record estimated enrollment of school*) Would you say the enrollment of your school is:

- Less than 500 students
- 500–1,000 students
- 1,000–1,500 students
- 1,500–2,000 students
- More than 2,000 students

5. (*Record school district*) Is the school located in:

- Montgomery County
- Prince Georges County
- Howard County
- DC

The Census Bureau has asked us to get together with a select group of secretaries/office managers from schools in the greater Baltimore/Washington Metropolitan area to help them improve a survey instrument that they plan to use nationwide. We would like to invite you to participate in this select group if you are interested. The discussion will take place on Thursday, February 13, at 8:00 p.m. The discussion will last approximately 90 minutes and you will receive a \$50 incentive for your participation. Would you like to participate?

- Yes --- **continue**
- No --- **terminate**

I would like to send you a confirmation letter and directions to the facility. In order to do so, could you please tell me your mailing address and give me a phone number where you can be reached:

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

Phone: _____

We are inviting only a few people, so it is very important that you notify us as soon as possible if for some reason you are unable to attend. Please call me at _____ if this should happen. We look forward to seeing you on Thursday, February 13, at 6:00 p.m.

Recruiting Goals—Office Staff (Baltimore area)

- The participant shall be a Secretary or Office Manager from a public school.
- Group shall be a mixture of age, gender, and ethnicity.
- Group shall be recruited from schools of various enrollment numbers.
- Group shall be recruited from various school districts.
- Group shall include office staff from elementary, middle, and high schools.

Scheduling

The schedule for the groups is as follows:

Date	Time	Participants	Location	Facility	Incentive
Wed., 2/12/03	6:00 p.m.	Secretaries	Calverton, Maryland	ORC Macro	\$50
Thurs., 2/13/03	8:00 p.m.	Secretaries	Towson, Maryland	AIM	\$50

- Participants will receive an incentive according to the chart above for their participation.
- Focus groups will last approximately 90 minutes each.
- Refreshments will be offered to participants in each group.
- The identity of the participants will remain confidential.

Hello Mr./Ms. _____, my name is _____, and I'm calling from ORC Macro, a research and consulting firm. We are presently working with the Census Bureau on a research project regarding schools. Could I ask you a few short questions for this survey?

1. *(Record gender)*

Male
Female

2. Are you currently the Secretary or Office Manager at school? *(If not, ask to speak to the Secretary or Office Manager)*

Yes --- **continue**
No --- **terminate**

3. Do you have a working knowledge of the various programs in your school such as the lunch program, Title I, attendance, content standards?

Yes --- **continue**
No --- **terminate**

4. *(Record estimated enrollment of school)* Would you say the enrollment of your school is:

Less than 500 students
500–1,000 students
1,000–1,500 students
1,500–2,000 students
More than 2,000 students

5. (*Record school district*) Is the school located in:

- Baltimore County
- Carroll County
- Anne Arundel County
- Baltimore City

The Census Bureau has asked us to get together with a select group of secretaries/office managers from schools in the greater Baltimore/Washington Metropolitan area to help them improve a survey instrument that they plan to use nationwide. We would like to invite you to participate in this select group if you are interested. The discussion will take place on Thursday, February 13, at 8:00 p.m. The discussion will last approximately 90 minutes and you receive a \$50 incentive for your participation. Would you like to participate?

- Yes --- **continue**
- No --- **terminate**

I would like to send you a confirmation letter and directions to the facility. In order to do so, could you please tell me your mailing address and give me a phone number where you can be reached:

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

Phone: _____

We are inviting only a few people, so it is very important that you notify us as soon as possible if for some reason you are unable to attend. Please call me at _____ if this should happen. We look forward to seeing you on Thursday, February 13, at 8:00 p.m.

Recruiting Goals—Principals (Washington area)

- The participant shall be a Principal from a public school.
- Group shall be a mixture of age, gender, and ethnicity.
- Group shall be recruited from schools of various enrollment numbers. Group shall be recruited from various school districts.
- Group shall include office staff from elementary, middle, and high schools.

Scheduling

The schedule for the groups is as follows:

Date	Time	Participants	Location	Facility	Incentive
Wed., 2/12/03	8:00 p.m.	Principals	Calverton, Maryland	ORC Macro	\$50
Thurs., 2/13/03	6:00 p.m.	Principals	Towson, Maryland	AIM	\$50

- Participants will receive an incentive according to the chart above for their participation.
- Focus groups will last approximately 90 minutes each.
- Refreshments will be offered to participants in each group.
- The identity of the participants will remain confidential.

Hello Mr./Ms. _____, my name is _____ and I'm calling from ORC Macro, a research and consulting firm. We are presently working with the Census Bureau on a research project regarding schools. Could I ask you a few short questions for this survey?

1. *(Record gender)*

Male
Female

2. Are you currently the principal at school? *(If not, ask to speak to the Principal)*

Yes --- **continue**
No --- **terminate**

3. *(Record estimated enrollment of school)* Would you say the enrollment of your school is:

Less than 500 students
500–1,000 students
1,000–1,500 students
1,500–2,000 students
More than 2,000 students

4. *(Record school district)* Is the school located in:

Montgomery County
Prince Georges County
Howard County
DC

We would like you to participate in a group discussion on schools. The discussion will take place on Wednesday, February 12, at 8:00 p.m. The discussion will last approximately 90 minutes and you will receive \$50 incentive for your participation. Would you like to participate?

Yes --- **continue**

No --- **terminate**

I would like to send you a confirmation letter and directions to the facility. In order to do so, could you please tell me your mailing address and give me a phone number where you can be reached:

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

Phone: _____

We are inviting only a few people, so it is very important that you notify us as soon as possible if for some reason you are unable to attend. Please call me at _____ if this should happen. We look forward to seeing you on Wednesday, February 12, at 8:00 p.m.

Recruiting Goals—Principals (Baltimore area)

- The participant shall be a Principal from a public school.
- Group shall be a mixture of age, gender, and ethnicity.
- Group shall be recruited from schools of various enrollment numbers. Group shall be recruited from various school districts.
- Group shall include office staff from elementary, middle, and high schools.

Scheduling

The schedule for the groups is as follows:

Date	Time	Participants	Location	Facility	Incentive
Wed., 2/12/03	8:00 p.m.	Principals	Calverton, Maryland	ORC Macro	\$50
Thurs., 2/13/03	6:00 p.m.	Principals	Towson, Maryland	AIM	\$50

- Participants will receive an incentive according to the chart above for their participation.
- Focus groups will last approximately 90 minutes each.
- Refreshments will be offered to participants in each group.
- The identity of the participants will remain confidential.

Hello Mr./Ms., _____, my name is _____, and I'm calling from ORC Macro, a research and consulting firm. We are presently working with the Census Bureau on a research project regarding schools. Could I ask you a few short questions for this survey?

1. *(Record gender)*

Male
Female

2. Are you currently the principal at school? *(If not, ask to speak to the Principal)*

Yes --- **continue**
No --- **terminate**

3. *(Record estimated enrollment of school)* Would you say the enrollment of your school is:

Less than 500 students
500–1,000 students
1,000–1,500 students
1,500–2,000 students
More than 2000 students

4. *(Record school district)* Is the school located in:

Baltimore County
Carroll County
Anne Arundel County
Baltimore City

We would like you to participate in a group discussion on schools. The discussion will take place on Thursday, February 13, at 6:00 p.m. The discussion will last approximately 90 minutes and you will receive a \$50 incentive for your participation. Would you like to participate?

Yes --- **continue**

No --- **terminate**

I would like to send you a confirmation letter and directions to the facility. In order to do so, could you please tell me your mailing address and give me a phone number where you can be reached:

NAME: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

Phone: _____

We are inviting only a few people, so it is very important that you notify us as soon as possible if for some reason you are unable to attend. Please call me at _____ if this should happen. We look forward to seeing you on Thursday, February 13, at 8:00 p.m.

Attachment G-2. Recruiting Results for Census Bureau Focus Groups

Round 1 Recruiting: \$50 Incentive

Schools called	104
Principals recruited	2
Secretaries recruited	1

Round 2 Recruiting: \$100 Incentive for Secretaries
\$150 Incentive for Principals

Schools called	65
Principals recruited	11
Secretaries recruited	9

Once the incentive was changed, recruiting became much easier. The difficulty then became the date changes, making it necessary to call additional schools to fill the slots of those who could not make the new dates.

Attachment G-3. Moderator’s Guides

Moderator’s Guide: Schools and Staffing Survey (SASS) Focus Group of Other Knowledgeable Respondents (2/20/03)

[NOTE: Before the focus groups begin, participants will fill out the Pre-Focus Group Questionnaire, which will ask them about the terms “paraprofessional” and “Average Daily Attendance.”]

1. Introduction of Moderator

- Independent consultant hired to moderate these discussions
- No vested interest in receiving any particular point of view

2. Ground Rules

- You have been asked here to offer your views and opinions; everyone’s participation is important
- No right or wrong answers
- It’s OK to be critical; if you dislike something or disagree with something that is said, want to hear about it
- Audio and videotaping/observers
- All answers are confidential, so feel free to speak your mind
- Speak one at a time
- No side conversations
- Location of bathrooms

3. Introduction of Topic

“The purpose of this focus group is for you to provide information that will be used to fine-tune questions on a national survey of schools called the Schools and Staffing Survey. This survey is conducted every 4 years by the Census Bureau and the National Center for Education Statistics. The survey gathers national data on teacher demand and shortages, teacher and administrator characteristics, school programs, and general conditions in schools.

Each year that the survey is conducted, the questions it asks are reviewed and adjusted to make sure that they are relevant and appropriate. The information you give tonight will help the test designers as they go through that process.

There are several types of questionnaires that will be delivered to schools as part of the Schools and Staffing Survey. One of these is designed to be filled out by someone at the school who knows a great deal about the operations of the school. Often this person ends up being an administrative employee in the front office. For that reason, we’re excited to get your perspective on these topics related to the survey.”

4. Participant Introductions

“Before beginning our discussion, I’d like to have you go around the table and introduce yourselves. Please give your first name only, and the school and district where you work.”

5. Title I/School Lunch Program

“The survey asks several questions about students that participate in the National School Lunch Program, which is the program through which students can get free and reduced price lunches.”

- Who at your school tracks data on how many students participate in this program?
- How easily available to you is this data?

“The survey also asks questions about students that receive Title I services. Title I is a federally funded program that provides educational services to children who live in areas with high concentrations of low-income families.”

- Who at your school tracks data on how many students receive Title I services?
- How easily available to you is this data?

[Hand out Sheet 1: Questions on Free and Reduced-Price Lunches and Title I. This sheet would contain questions 55a–d, 56, 57a–b, 58a–b from the school survey.]

“These are the proposed questions for the survey that apply to these two programs.”

- How easily would you be able to answer these questions?
- Are any of these questions unclear or confusing?
- How clear to you is the distinction between students who are eligible for free or reduced-price lunches and those that are approved for these lunches?

6. Overcrowding

“One of the topics that this survey addresses is how crowded schools are.”

- How do you know if your school is overcrowded?
- If you were trying to convince someone that your school was overcrowded, what evidence would you use?

Probe: How easy or difficult would it be for you to collect this evidence?

[At this point, moderator will hand out Sheet 2: Proposed Questions about Overcrowding. This sheet will have on it questions 10a, 12, 13a–c, and 14 from the school survey.]

“The survey designers have been experimenting with different methods of measuring crowding in schools. Do you think that these questions would be good measures of overcrowding?”

*Probe: Which of these methods do you think would work best?
Would this information be easily available to you?
How easy or difficult would these questions be for you to answer?*

7. Terminology: Average Daily Attendance

[NOTE: Depending on the responses of participants to the pregroup questionnaire, this section possibly could be omitted.]

“Before this focus group began you all filled out a questionnaire. One of the questions asked you how you would measure the ‘average daily attendance’ of your school.”

- Is this figure readily available to you?
- If not, how you would you calculate this figure?

8. Hiring/Firing (if time is short, possibly skip to Section 9)

“The Schools and Staffing Survey asks a number of questions about teacher staffing. Because of this, the sponsors of the survey are interested in learning in more detail about the process through which teachers are hired and fired.”

“Let’s begin by walking through the process of hiring a teacher.”

- At what point in the year are openings for the next year identified?
- How are candidates recruited?
- On what criteria are candidates judged? Who determines these criteria?
- Who is responsible for making hiring decisions? What role does the district have in these decisions?

“Now I’d like to walk through the process of dismissing a teacher. We are not interested in teachers who are dismissed because of budget cuts or declining enrollment, but those that are dismissed due to poor performance.”

- Who makes the first determination that a teacher should be dismissed?
- On what information is this decision based?
- After this decision is made, what steps must take place before the dismissal is finalized?

9. Gaining Participation in the Survey

“Finally, I’d like to ask you about the factors that would make you more or less likely to participate in the survey.”

- What information would you want to know before deciding to complete the survey and send it in?

“The survey process will work in the following way: A Census Bureau employee will first call your school to make an appointment to come in. At the appointed time, the Census Bureau employee will then come to your school, meet with school personnel including the principal, and distribute the questionnaires.”

- On which days of the week would it be easiest for you to meet with the Census employee when he or she came in to collect the form and discuss the survey?
- At what times in the day would it be easiest for you to meet with the Census employee when he or she came in to collect the form and discuss the survey?
- On which days of the week would it be best for the Census employee to meet with the principal about the survey?
- At what times in the day would it be best for the Census employee to meet with the principal about the survey?

Moderator's Guide: Schools and Staffing Survey (SASS) Focus Group of Other Knowledgeable Respondents (3/5/03)

[NOTE: Before the focus groups begin, participants will fill out the Pre-Focus Group Questionnaire, which will ask them about the terms “paraprofessional” and “Average Daily Attendance.”]

1. Introduction of Moderator

- Independent consultant hired to moderate these discussions
- No vested interest in receiving any particular point of view

2. Ground Rules

- You have been asked here to offer your views and opinions; everyone's participation is important
- No right or wrong answers
- It's OK to be critical; if you dislike something or disagree with something that is said, I want to hear about it
- Audio and videotaping/observers
- All answers are confidential, so feel free to speak your mind
- Speak one at a time
- No side conversations
- Location of bathrooms

3. Introduction of Topic

“The purpose of this focus group is for you to provide information that will be used to fine-tune questions on a national survey of schools called the Schools and Staffing Survey. This survey is conducted every 4 years by the Census Bureau and the National Center for Education Statistics. The survey gathers national data on teacher demand and shortages, teacher and administrator characteristics, school programs, and general conditions in schools.

Each year that the survey is conducted, the questions it asks are reviewed and adjusted to make sure that they are relevant and appropriate. The information you give tonight will help the test designers as they go through that process.

There are several types of questionnaires that will be delivered to schools as part of the Schools and Staffing Survey. One of these is designed to be filled out by someone at the school who knows a great deal about the operations of the school. Often this person ends up being an administrative employee in the front office. For that reason, we're excited to get your perspective on these topics related to the survey.”

4. Participant Introductions

“Before beginning our discussion, I'd like to have you go around the table and introduce yourselves. Please give your first name only, and district where you work.”

5. Title I/School Lunch Program

“The survey asks several questions about students that participate in the National School Lunch Program, which is the program through which students can get free and reduced price lunches.”

- Who at your school tracks data on how many students participate in this program?
- How easily available to you is this data?

“The survey also asks questions about students that receive Title I services. Title I is a federally funded program that provides educational services to children who live in areas with high concentrations of low-income families.”

- Who at your school tracks data on how many students receive Title I services?
- How easily available to you is this data?

[Hand out Sheet 1: Questions on Free and Reduced-Price Lunches and Title I. This sheet would contain questions 55a–d, 56, 57a–b, 58a–b from the school survey.]

“These are the proposed questions for the survey that apply to these two programs.”

- How easily would you be able to answer these questions?
- Are any of these questions unclear or confusing?
- How clear to you is the distinction between students who are eligible for free or reduced-price lunches and those that are approved for these lunches?

6. Overcrowding

“One of the topics that this survey addresses is how crowded schools are.”

- How do you know if your school is overcrowded?
- If you were trying to convince someone that your school was overcrowded, what evidence would you use?

Probe: How easy or difficult would it be for you to collect this evidence?

[At this point, moderator will hand out Sheet 2: Proposed Questions about Overcrowding. This sheet will have on it newly drafted questions about overcrowding.]

- The survey designers have been experimenting with different methods of measuring crowding in schools. Do you think that these questions would be good measures of overcrowding?

7. Testing

“The next topic that I would like to discuss with you tonight is testing that takes place in your school.”

- Aside from tests and grades given by individual teachers to their own classes, what assessments are given in your school?
- What is the role of the district in administering state and national tests?
- Are there any assessments that take place in your school that the district does not know about?

8. Gaining Participation in the Survey

“Finally, I’d like to ask you about the factors that would make you more or less likely to participate in the survey.”

- What information would you want to know before deciding to complete the survey and send it in?

“The survey process will work in the following way: A Census Bureau employee will first call your school to make an appointment to come in. At the appointed time, the Census Bureau employee will then come to your school, meet briefly with school personnel including the principal, and distribute the questionnaires to be filled out at a later time...”

- On which days of the week would it be easiest for you to meet with the Census employee when he or she came in to collect the form and discuss the survey?
- At what times in the day would it be easiest for you to meet with the Census employee when he or she came in to collect the form and discuss the survey?
- On which days of the week would it be best for the Census employee to meet with the principal about the survey?
- At what times in the day would it be best for the Census employee to meet with the principal about the survey?

9. Terminology: Average Daily Attendance (if time allows)

“Before this focus group began you all filled out a questionnaire. One of the questions asked you how you would measure the ‘average daily attendance’ of your school.”

- Is this figure readily available to you?
- How would you calculate this figure?

Moderator’s Guide: Schools and Staffing Survey (SASS) Focus Group of Principals (3/4/03)

[NOTE: Before the focus groups begin, participants will fill out the Pre-Focus Group Questionnaire, which will ask them about the terms “paraprofessional” and “Average Daily Attendance.”]

1. Introduction of Moderator

- Independent consultant hired to moderate these discussions
- No vested interest in receiving any particular point of view

2. Ground Rules

- You have been asked here to offer your views and opinions; everyone’s participation is important
- No right or wrong answers
- It’s OK to be critical; if you dislike something or disagree with something that is said, I want to hear about it
- Audio and videotaping/observers
- All answers are confidential, so feel free to speak your mind
- Speak one at a time
- No side conversations
- Location of bathrooms

3. Introduction of Topic

“The purpose of this focus group is for you to provide information that will be used to fine-tune questions on a national survey of schools called the Schools and Staffing Survey. This survey is conducted every four years by the Census Bureau and the National Center for Education Statistics. The survey gathers national data on teacher demand and shortages, teacher and administrator characteristics, school programs, and general conditions in schools.

Each year that the survey is conducted, the questions it asks are reviewed and adjusted to make sure that they are relevant and appropriate. The information you give tonight will help the test designers as they go through that process.”

4. Participant Introductions

“Before beginning our discussion, I’d like to have you go around the table and introduce yourselves. Please give your first name only, and the school and district where you work.”

5. Overcrowding

“One of the topics that the survey measures is how crowded schools are.”

- How do you know if your school is overcrowded?
- If you were trying to convince someone on the district or state level that your school was overcrowded, what data would you use?

Probe: How easily available would this data be for you? Who else in the school would be able to access it?

[At this point, moderator will hand out Sheet 1: Proposed Questions about Overcrowding. This sheet will have on it questions 10a, 12, 13a–c, and 14 from the school survey.]

- The survey designers have been experimenting with different methods of measuring crowding in schools. Do you think that these questions would be good measures of overcrowding?

*Probe: Which of these methods do you think would work best?
Would this information be easily available to you? How easy or difficult would these questions be for you to answer?*

6. Time Use

[Hand out Sheet 2: Proposed Question on Principal Time Use. This sheet will have on it question 11 from the principals' survey.]

“On this sheet is a proposed version of an survey item. I’d like you to take a couple of minutes to complete the question right now.”

- How easy or difficult was it for you to break your time up in this way?
- Did you answer this question based on what you did in the last week specifically, or on what you do in an average week?
- How would your answer to this question depend on the time of year?
- There are five different categories offered (a through e) plus an “other” category. What additional categories should be offered that are not?
- Are any of these categories irrelevant or unnecessary?
- Are any of these categories unclear or poorly phrased?

7. Testing

“The next topic that I would like to discuss with you tonight is testing that takes place in your school.”

- Aside from tests and grades given by individual teachers to their own classes, what assessments are given in your school?
- What is the role of the district in administering state and national tests?
- Are there any assessments that take place in your school that the district does not know about?

8. Hiring/Firing

“The Schools and Staffing Survey asks a number of questions about teacher staffing. Because of this, the sponsors of the survey are interested in learning in more detail about the process through which teachers are hired and fired.”

“Let’s begin by walking through the process of hiring a teacher.”

- At what point in the year are openings for the next year identified?
- How are candidates recruited?
- On what criteria are candidates judged? Who determines these criteria?
- Who is responsible for making hiring decisions? What role does the district have in these decisions?

“Now I’d like to walk through the process of dismissing a teacher. We are not interested in teachers who are dismissed because of budget cuts or declining enrollment, but those that are dismissed due to poor performance.”

- Who makes the first determination that a teacher should be dismissed?
- On what information is this decision based?
- After this decision is made, what steps must take place before the dismissal is finalized?

[Hand out Sheet 3: Proposed Questions on Teacher Hiring and Firing. This front of this sheet will contain question 21 from the principals’ survey.]

“This question would ask principals whether or not each of the options is a barrier to dismissing poor or incompetent teachers.”

- What barriers are missing from this list?
- Are any of these options unclear or poorly phrased?
- Are any of these options irrelevant or unnecessary?

[On back of Sheet 3 will be question 23 from the district survey.]

“If you look at the back of this sheet, you will see another proposed question for the survey. This question asks which types of pay incentives, if any, a district uses to recruit or retain teachers.”

- What types of pay incentives are missing from this list?
- Are these incentives given at the school or district level? Are there incentives given by the district that you might not know about?
- Are any of these options unclear or poorly phrased?
- Are any of these options irrelevant or unnecessary?

9. *Gaining Participation in the Survey (if time permits)*

“Finally, I’d like to ask you about the factors that would make you more or less likely to participate in the survey.”

- What information would you want to know before deciding to complete the survey and send it in?

“The survey process will work in the following way: A Census Bureau employee will first call your school to make an appointment to come in. At the appointed time, the Census Bureau employee will then come to your school, meet with school personnel including the principal, and distribute the questionnaires.”

- On which days of the week would it be easiest for you to meet with the Census employee and receive your form?
- At what times during the day would it be easiest for you to meet with the Census employee and receive your form?
- At your school, who would be the most appropriate person to contact to set up this appointment?

Moderator’s Guide: Schools and Staffing Survey (SASS) Focus Group of Principals (3/5/03)

[NOTE: Before the focus groups begin, participants will fill out the Pre-Focus Group Questionnaire, which will ask them about the terms “paraprofessional” and “Average Daily Attendance.”]

1. Introduction of Moderator

- Independent consultant hired to moderate these discussions
- No vested interest in receiving any particular point of view

2. Ground Rules

- You have been asked here to offer your views and opinions; everyone’s participation is important
- No right or wrong answers
- It’s OK to be critical; if you dislike something or disagree with something that is said, I want to hear about it
- Audio and videotaping/observers
- All answers are confidential, so feel free to speak your mind
- Speak one at a time
- No side conversations
- Location of bathrooms

3. Introduction of Topic

“The purpose of this focus group is for you to provide information that will be used to fine-tune questions on a national survey of schools called the Schools and Staffing Survey. This survey is conducted every 4 years by the Census Bureau and the National Center for Education Statistics. The survey gathers national data on teacher demand and shortages, teacher and administrator characteristics, school programs, and general conditions in schools.

Each year that the survey is conducted, the questions it asks are reviewed and adjusted to make sure that they are relevant and appropriate. The information you give tonight will help the test designers as they go through that process.”

4. Participant Introductions

“Before beginning our discussion, I’d like to have you go around the table and introduce yourselves. Please give your first name only, and the school and district where you work.”

5. Overcrowding

“One of the topics that the survey measures is overcrowding in schools.”

- How do you know if your school is overcrowded?
- If you were trying to convince someone on the district or state level that your school was overcrowded, what data would you use?

Probe: How easily available would this data be for you? Who else in the school would be able to access it?

[At this point, moderator will hand out Sheet 1: Proposed Questions about Overcrowding. This sheet will have on it newly drafted questions about overcrowding.]

- The survey designers have been experimenting with different methods of measuring crowding in schools. Do you think that these questions would be good measures of overcrowding?

Probe: Would this information be easily available to you? How easy or difficult would these questions be for you to answer?

6. Time Use

[Hand out Sheet 2: Proposed Question on Principal Time Use. This sheet will have on it a newly drafted questions about the amount of time principals spend working per week, and the amount of time that they spend interacting with students.]

“On this sheet is a proposed version of an survey item. I’d like you to take a couple of minutes to complete the question right now.”

- How easy or difficult was it for you to answer this question?
- How would your answer to this question depend on the time of year?
- This question currently asks you how much time you spend interacting with students in any way. Do you think the question would be more informative if you reported separate amounts of time for different types of interaction with students?

7. Hiring/Firing

“The Schools and Staffing Survey asks a number of questions about teacher staffing. Because of this, the sponsors of the survey are interested in learning in more detail about the process through which teachers are hired and fired.”

[Hand out Sheet 3: Proposed Questions on Teacher Hiring and Firing. This front of this sheet will contain question 21 from the principals’ survey.]

“This question would ask principals whether or not each of the options is a barrier to dismissing poor or incompetent teachers.”

- What barriers are missing from this list?
- Are any of these options unclear or poorly phrased?
- Are any of these options irrelevant or unnecessary?

[On back of Sheet 3 will be question 23 from the district survey.]

“If you look at the back of this sheet, you will see another proposed question for the survey. This question asks which types of pay incentives, if any, a district uses to recruit or retain teachers.”

- Are these types of incentives given at the school or district level? Are there incentives given by the district that you might not know about?

[Hand out Sheet 4: More Proposed Questions on Teacher Staffing. This sheet will have on it a question about how open positions are filled.]

“This question asks principals to identify all the ways that teaching vacancies were filled at their school for the current school year.”

- Are there any methods of filling vacancies that should be included on this list but are not?
- Are any of these choices unclear or difficult to understand?

[On back of Sheet 4 will be a question about how difficult or easy it was to fill vacancies in different fields.]

“This question asks principals to identify how difficult or easy it was to fill vacancies in different fields for the current school year.”

- Would you be able to answer this question?
- Would your central district office be better able to answer this question than you?

“Now I’d like you to walk through with me the process of begin by walking through the process of dismissing a teacher. We are not interested in teachers who are dismissed because of budget cuts or declining enrollment, but those that are dismissed due to poor performance.”

- Who makes the first determination that a teacher should be dismissed?
- On what information is this decision based?
- After this decision is made, what steps must take place before the dismissal is finalized?

“Now let’s walk through the process of hiring a teacher.”

- At what point in the year are openings for the next year identified?
- How are candidates recruited?
- On what criteria are candidates judged? Who determines these criteria?
- Who is responsible for making hiring decisions? What role does the district have in these decisions?

8. Testing

“The next topic that I would like to discuss with you tonight is testing that takes place in your school.”

- Aside from tests and grades given by individual teachers to their own classes, what assessments are given in your school?
- What is the role of the district in administering state and national tests?
- Are there any assessments that take place in your school that the district does not know about?

9. Gaining Participation in the Survey

“Finally, I’d like to ask you about the factors that would make you more or less likely to participate in the survey.”

- What information would you want to know before deciding to complete the survey and send it in?

“The survey process will work in the following way: A Census Bureau employee will first call your school to make an appointment to come in. At the appointed time, the Census Bureau employee will come

to your school, have a brief meeting with school personnel including the principal, and distribute the questionnaires to be filled out at a later time.”

- On which days of the week would it be easiest for you to meet with the Census employee and receive your form?
- At what times during the day would it be easiest for you to meet with the Census employee and receive your form?
- At your school, who would be the most appropriate person to contact to set up this appointment?

Attachment G-5. Hand-out Sheets Distributed During Focus Groups

The sheets included here are as follows:

- Sheet 1: Questions on Free and Reduced-Price Lunches and Title I—This sheet was used in the other knowledgeable staff focus groups.
- Sheet 1: Proposed Questions about Overcrowding—This was sheet 2 in the other knowledgeable staff focus groups and sheet 1 in the first principal focus group. (The sheet used in the second principal focus group contained another question.)
- Sheet 2: Proposed Question on Principal Time Use—This sheet was used in the first principal focus group.
- Sheet 3: Proposed Questions on Teacher Hiring and Firing—This sheet was used in the principal focus groups.
- Sheet 4: More Proposed Questions on Teacher Staffing—This sheet was used in the second principal focus group.

Sheet 1: Questions on Free and Reduced-Price Lunches and Title I

- Question 1: Regardless of whether this school participates in the National School Lunch Program, around the first of October, were any students in this school ELIGIBLE for free or reduced-price lunches?
- Question 2: Around the first of October, about how many students in this school were ELIGIBLE for free or reduced-price lunches?
- Question 3: Does this school participate in the National School Lunch Program?
- Question 4: Around the first of October, how many applicants at this school were APPROVED for free or reduced-price lunches?
- Question 5: Around the first of October, did any students enrolled in this school receive Title I services at this school, or any other location? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)
- Question 6: Is this school operating a Title I targeted assistance or schoolwide program?
- Targeted assistance program
 - Schoolwide program
- Question 7: How many students participate in the Title I program?
- Question 8: At which grade levels are students receiving Title I services? Check all that apply.
- Prekindergarten
 - Kindergarten
 - 1st
 - 2nd
 - etc.
- Question 9: Are students receiving Title I services in...
- a. Reading/Language Arts?
 - b. Mathematics?
 - etc.

Sheet 1: Proposed Questions about Overcrowding

Question 1: When this school was built (and if applicable, most recently renovated) for how many students was it designed? (Do not count temporary buildings.)

_____ students

Question 2: Does this school use common areas such as the cafeteria, gymnasium, or other nonacademic areas for instructional purposes to accommodate for an overflow of students?

- Yes
- No

Question 3: a. At what time is the cafeteria open to serve lunch to the FIRST group of students?
b. At what time does the cafeteria stop serving lunch to the LAST group of students?
c. How long is each lunch period?

Question 4: Do teachers have planning time in their own classrooms?

- Yes
- No

Sheet 2: Proposed Question on Principal Time Use

Question 1: During the last full week of school, approximately what percent of your work hours did you spend on the following activities?

- a. Administrative activities (e.g., managing school budget and calendar, monitoring teacher and student absences, reporting school progress to district officials)

_____ percent of my work hours

- b. Interacting with students (e.g., discussing personal and/or academic issues, discipline)

_____ percent of my work hours

- c. Activities related to teacher assessment and curriculum development (e.g., observing classrooms, implementing curriculum guides, recommending professional training for teachers and staff)

_____ percent of my work hours

- d. Maintaining school safety and supervising facility management (e.g., reporting dangerous activities to the police, conducting fire drills, supervising student drop-off and pick-up, ensuring proper use and operation of school equipment and supplies, communicating with maintenance staff)

_____ percent of my work hours

- e. Maintaining relationships with parents and the larger community (e.g., building relationships with local businesses and organizations, parents, and community leaders)

_____ percent of my work hours

- f. Other

_____ percent of my work hours

Sheet 3: Proposed Questions on Teacher Hiring and Firing

Question 1: Are the following considerations barriers to the dismissal of poor or incompetent teachers in this school?

a. Personnel policies

Yes

No

b. Termination decisions not upheld by third-party adjudicators

Yes

No

c. Inadequate teacher assessment documentation

Yes

No

d. Tenure

Yes

No

e. Teacher associations and organizations

Yes

No

f. Dismissal is too stressful and uncomfortable for those involved

Yes

No

Question 2: Does this district use the following pay incentives to recruit or retain teachers?

a. Signing bonus

Yes

No

b. Bonus for teaching in the same school for multiple years

Yes

No

c. Tuition reimbursement

Yes

No

d. Student loan forgiveness

Yes

No

e. Relocation assistance

Yes

No

f. Housing subsidies or rent assistance

Yes

No

g. Finder's fee for new teacher referrals

Yes

No

h. Subsidized meals

Yes

No

i. Subsidized transportation

Yes

No

Sheet 4: More Proposed Questions on Teacher Staffing

Question 1: For this school year (2002–03), were there teaching vacancies in this school; that is, teaching positions for which teachers were recruited and interviewed?

Question 2: Did this school use the following methods to cover the vacancies?

a. Hired a fully qualified teacher

Yes

No

b. Hired a less-than-fully qualified teacher

Yes

No

c. Cancelled planned course offerings

Yes

No

d. Expanded some class sizes

Yes

No

e. Added sections to other teachers' normal teaching loads

Yes

No

f. Assigned a teacher of another subject or grade level to teach those classes

Yes

No

g. Assigned an administrator or counselor to teach those classes

Yes

No

h. Used long-term or short-term substitutes

Yes

No

Question 3: How difficult or easy was it to fill the vacancies for this school year in each of the following fields?

	Not applicable at this school	No vacancy in that field	Easy	Somewhat difficult	Very difficult	Could not fill the vacancy
General elementary						
Special education						
English/Language arts						
Social studies						
Computer science						
Mathematics						
Physical sciences						
Biology or life sciences						
English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), or bilingual education						
Foreign languages						
Music or art						
Vocational or technical education						

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Appendix H. Results of the Cognitive Pretest on SASS Public School Questions

This appendix contains a report by the U.S. Census Bureau’s Center for Survey Methods Research on cognitive interviews held with respondents on questions from the Public School Questionnaire. The material is organized as follows.

Background	H-2
Research Methods	H-2
Respondent Characteristics	H-3
General Findings	H-3
Question-by-Question Findings.....	H-3
I. General Information About This School.....	H-3
II. Admissions, Programs, and Performance	H-8
III. Students and Class Organization.....	H-17
IV. Staffing.....	H-24
V. Technology.....	H-27
VI. Special Programs and Services	H-29
VII. Charter School Information.....	H-37

Background

This report reflects the evaluation by the U.S. Census Bureau’s Center for Survey Methods Research (CSMR) of the 2003–04 Public School Questionnaire from the Schools and Staffing Survey (SASS). The purpose of this evaluation was to examine respondents’ reactions to both the new and revised questions, their ability to follow skip patterns in the self-administered form, and their knowledge of the requested information.

This evaluation followed a series of focus groups that were conducted by a contractor and are reported separately. (See “Appendix G. Report on SASS Focus Groups,” of the *Documentation for the 2003–04 Schools and Staffing Survey*.) Several changes to the questions were incorporated based on results from the focus group. These and further changes were investigated through cognitive testing. The following key concepts were examined through questions in the structured protocol:

- familiarity with the concept of Average Daily Attendance and ability to calculate;
- understanding and clarity of definitions for transitional kindergarten, transitional first grade, and library media center;
- quality of data gathered by new overcrowding questions;
- familiarity with special programs (e.g., International Baccalaureate and Specialized Career Academy) and understanding of American Indian and Alaska Native coursework;
- counts of substitute teachers as an indicator of teacher absenteeism;
- clarity of questions on technology;
- familiarity with the term Limited-English Proficiency;
- clarity of Title I and free and reduced-price lunch counts; and
- charter school identification.

In the next section, the methodology used to conduct the interviews is described. Following that, the results of the interviews are documented. The questions are presented in the order of their appearance in the questionnaire as it was tested.

Research Methods

In March and April of 2003, CSMR staff conducted cognitive interviews with 12 respondents in Maryland, Virginia, the District of Columbia, and West Virginia. An incentive of \$35 was provided.

Interviews ranged in duration from 45 minutes to an hour and a half and were audiotaped after gaining respondents’ consent. Since the form is self-administered, respondents were instructed to read aloud as well as think aloud while completing the questions. After each section, respondents were asked to stop and revisit earlier questions with the interviewer. Structured, as well as unstructured, probes were administered retrospectively, after each section. There were five sections, which ranged from 5 to 17 questions each. The interview was conducted in this manner to minimize disrupting the flow of the self-administered form while still gathering information on respondents’ answering techniques soon after the questions were answered.

A few questions were omitted from the cognitive test due to the fact that time was limited and these items were time-consuming and gathered administrative data. These were the counts of students and teachers by race and Hispanic origin and staffing counts. These questions have been used in the past and were not changed substantially (only formatting and the order of the questions had been changed at the time of the cognitive test) for the 2003–04 SASS. Respondents were simply told to skip these items during the

cognitive test. In the question-by-question review, the omitted questions are noted as missing items where they would have appeared.

A few questions in the survey were skipped by most respondents, thus were not tested as rigorously as the other items. These cases are noted. After discussing the concerns and recommendations with sponsors, some items were moved within the questionnaire or changed based on concerns that were out-of-scope for the cognitive test. These changes are not documented in this report because they were not a result of the cognitive testing.

Respondent Characteristics

Respondents from public schools in Maryland, the District of Columbia, Virginia, and West Virginia were interviewed. Six of the schools were elementary schools, four were middle schools, and two were high schools. One school was a public charter school; another was a magnet school. There was wide variety among the schools in terms of the student population, socioeconomic status, extent of English language fluency, number of students with Individual Education Plans (IEPs), and level of participation in the free or reduced-price lunch program.

Recruiting was conducted through school board offices and by contacting schools directly, and the interviews were conducted in the school offices. Ten of the respondents were school principals. Two were assistant principals.

General Findings

Both principals and assistant principals had no problems completing the items due to lack of access to information requested in the questionnaire. None of the respondents reported thinking that any of the questions were too difficult or sensitive.

One notable general problem was that respondents had difficulty with the skip patterns in the form. One respondent always took the skip, whether or not her answer corresponded to the skip pattern (e.g., whenever she saw the indication that a skip was available, she read it and skipped to that question). Other respondents answered questions that they were instructed to skip. Many respondents went back and read the instruction to skip only after they came to a question that did not logically follow their answer to the previous question. For this reason, it was recommended that careful attention be paid to any edits to the data. In all cases, respondents answered the first question in the series correctly; when they went on to answer questions that they should not have, these answers sometimes provided misleading data.

Question-by-Question Findings

I. General Information About This School

1. *Which of the following grades are offered in this school? Mark (X) all that apply. (Response options Kindergarten through 12th and ungraded)*

Concerns: None

Recommendation: None

Resolution: No change

2a. *Around the first of October, how many students in grades K–12 and comparable ungraded levels were enrolled in this school (e.g., in the grades checked above in item 1)? Do NOT include prekindergarten, postsecondary, or adult education students*

__ Students

Concerns: None

Recommendation: None

Resolution: No change

2b. *How many of these students were migrant students? (Migrant students are those who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.)*

___ Migrant Students

Concerns: None

Recommendation: None

Resolution: Changed to make consistent with Items 1, 3, and 4. Added note not to include prekindergarten, postsecondary, or adult education. This question was reworded as follows:

Around the first of October, how many migrant students attended this school?

* Do NOT include prekindergarten, postsecondary, or adult education students.

* Migrant students are those who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.

__ None OR / _ / _ / _ / _ / Migrant students

3. *Around the first of October, how many MALE students attended this school? * Do NOT include prekindergarten, postsecondary, or adult education students.*

___ Male Students

Concerns: None

Recommendation: None

Resolution: No change

Item 4 was not tested.

5. *For this school year (2003–2004), what is the Average Daily Attendance (ADA) at this school?*

___ Students

Concern: Most respondents had these data available as a percentage. They had to convert them back into number of students. Some respondents did this, but others simply reported the percentage in the response

boxes (e.g., 94, 94.6). This resulted in extremely low ADAs in some cases, and a higher number of students attending than enrolled in others (because one of these schools had 600 students and the other had only 88).

Recommendation: For this school year (2003–04), what is the percentage of Average Daily Attendance (ADA) at this school?

Resolution: The question was changed as follows to request percentages rather than numbers:

For this school year (2003–2004), what is the Average Daily Attendance (ADA) at this school? (expressed to the nearest whole percent)?

__ % Students

6. *How long is the school day for students in this school? * Report BOTH hours and minutes, e.g., 6 hours and 0 minutes, 5 hours and 45 minutes, etc. If the length of day varies by grade level, record the longest day.*

__ Hours AND __ Minutes

Concerns: None

Recommendation: None

Resolution: No change

7a. *Does this school have a kindergarten, transitional kindergarten, or transitional first grade? *Transitional (or readiness) kindergarten is an extra year of school for kindergarten-age children who are judged not ready for kindergarten. * Transitional first (or prefirst) grade is an extra year of school for children who have attended kindergarten but have been judged not ready for first grade.*

__ Yes

__ No → GO TO Item 8.

Concern: There is concern that kindergarten is being underreported, since the emphasis on transitional grades is very heavy. Several elementary school respondents, after reading the descriptions of transitional kindergarten and first grade marked “no,” even though they have kindergarten. They had forgotten that regular kindergarten is also included in the question.

Recommendation: These questions should be separated.

Resolution: This question was reworded as follows:

Does this school have a kindergarten?

*Include regular kindergarten as well as transitional kindergarten and transitional first grade.

7b. *How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student? * Mark (X) only one box.*

- Full day (4 hours or more per day)
- Half day (less than 4 hours per day)
- Both offered

Concerns: None

Recommendation: Make consistent with 7a.

Resolution: The question was revised to be consistent with 7a as follows:

How long is the school day for a kindergarten student?

7c. *How many days per week does a kindergarten, transitional kindergarten, or transitional first grade student attend? * If the number of days per week varies (e.g., some students attend 3 days per week and some attend 5 days per week), record the most days that a student would attend in a week.*

Days per week

Concerns: None

Recommendation: Make consistent with 7a.

Resolution: The question was revised to be consistent with 7a as follows:

How many days per week does a kindergarten student attend?

8. *When this school was built (and, if applicable, most recently renovated) for how many students was it designed? * Do not count temporary buildings.*

Students

Concern: This question asks for the building capacity when the school was built. Several respondents noted that the capacity had changed over time, even though the building itself had not changed. They reported receiving information from the facilities' manager, the board office, or other staff. Sometimes it was based on square footage, student/teacher ratios, or other factors. There are guidelines for determining building capacity that are subject to change.

Recommendation: Since this question invokes a possibly different aspect of capacity (e.g., historical capacity), this question should be revised. Given that there is a number for capacity that respondents can look up, it was decided to ask for the current capacity with the understanding that it may change from year to year.

Resolution: The question was revised to ask for current capacity as follows:

What is the current capacity of this school? * Do not count capacity of temporary buildings.

9a. *Does this school have one or more temporary buildings?*

- No → GO TO Item 10.
 Yes

Concern: This seems to be a good measure of overcrowding; however, it does not ask if the temporary buildings are currently being used for students. One school which had been overcrowded prior to redistricting still had a temporary building that was used for storage. The respondent reported this and gave a capacity for item 9b even though no students are housed there, and he stated that he is under capacity.

Recommendation: Does this school have one or more temporary buildings that are used as classrooms or office space?

Resolution: No change. This question does provide an indication of capacity. Temporary buildings, despite how they may be used, provide additional capacity for the school.

9b. *For how many students (was this/were these) temporary building(s) designed?*

- Students

Concern: Respondents almost always reported a typical class size (or the number of desks in the classroom) as the capacity for the temporary buildings. One respondent could not give an answer at all because one of the buildings is used for offices, Occupational Therapy, Physical Therapy, gifted, tech support, art and music, so students come and go but no students are housed there.

Recommendation: How many classrooms are located in the temporary buildings?

Resolution: Made the current question consistent with question 8. It is of interest how many students could be housed in the temporary buildings, not how many are currently housed there. This deals with giving an estimate of possible capacity to compare to enrollment. Revised question as follows:

What is the current capacity of the temporary building(s)?

10. *Does this school use common areas such as the cafeteria, gymnasium, or other nonacademic areas for instructional purposes to accommodate for an overflow of students?*

- Yes
 No

Concerns: None. This new question performed well. Respondents were able to discriminate between areas that were used intentionally and those that were used due to lack of space.

Recommendation: None

Resolution: No change

11. *Do you have any teachers who do not have their own classrooms due to a lack of space?*

- Yes
 No

Concern: This seemed to work pretty well. There was some disagreement among respondents as to whether special teachers and part-time teachers counted. However, it did work well to discriminate those schools with no overcrowding versus those schools with substantial overcrowding.

Recommendation: None

Resolution: No change

12. *Does this school have a library or library media center? (A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.) (A library media center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.)*

Yes

No

Concern: Very few of the respondents read the notes, because they felt comfortable answering without reading them. The one person who did read it thought that some of the terms (e.g., resource center, learning resource center) were specific to special education, rather than regular education.

Recommendation: None

Resolution: No change

II. Admissions, Programs, and Performance

13. *What type of school is this? * Mark (X) the box that best describes this school.*

REGULAR elementary or secondary

Elementary or secondary with a SPECIAL PROGRAM EMPHASIS (such as a science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.)

SPECIAL EDUCATION - primarily serves students with disabilities

VOCATIONAL/TECHNICAL - primarily serves students being trained for occupations

ALTERNATIVE - offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program, special education, or vocational school - Please describe.

Concern: The one charter school respondent did not know there were later questions about charter schools, and he wanted to note here that he was a charter school. He answered “alternative” and wrote in “public charter.”

Recommendation: Either add an alternative for charter schools or instruct respondent how to answer (e.g., give an example where it is intended).

Resolution: Schools can be charter schools and vary along these dimensions. The screener question for charter schools (62) will be inserted after this question to allow charter schools to express their uniqueness. It will still be asked again as a screener prior to the other charter school items.

In an effort to make the question more specific, the question was reworded as follows:

Which of the following best describes this school's major program emphasis? *Mark (X) one box.

14. *Is this ENTIRE SCHOOL specifically for students who have been suspended or expelled, who have dropped out, or who have been referred for behavioral or adjustment problems?*

Yes

No

Concerns: None

Recommendation: None

Resolution: No change

15a. *Does this school have a magnet program? (A magnet program offers enhancements such as special curricular themes or methods of instruction to attract students from outside their normal attendance area.)*

Yes

No → GO TO item 16 on page --.

Concern: One respondent thought that, by nature, charter schools offer special programs and should be included.

Recommendation: Instruct charter schools how to answer.

Resolution: See resolution to item 13. Charter schools are given the opportunity prior to this question to express their special programs.

15b. *Is this a school-wide magnet program in which all students in this school participate in the program?*

Yes

No

Concerns: None

Recommendation: None

Resolution: No change

15c. *Is this magnet program intended to encourage students of different racial or ethnic backgrounds to enroll in this school for the purposes of creating racial balance or reducing racial isolation?*

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

16. *Does this school have any special requirements for admission other than proof of immunization, age, or residence?*

Yes
 No → GO TO item 18 on page --.

Concerns: None

Recommendation: None

Resolution: No change

17. *Does this school use the following requirements for admission?*

a. *Admission test*

Yes
 No

b. *Standardized achievement test*

Yes
 No

c. *Academic record*

Yes
 No

d. *Special student needs (e.g., students “at risk” or with disabilities)*

Yes
 No

e. *Special student aptitudes, skills, or talents*

Yes
 No

f. *Personal interview*

- Yes
- No

g. *Recommendations*

- Yes
- No

Concern: Not all respondents skipped correctly after item 16. Some consequently had difficulty with this item. For example, schools without admissions requirements had difficulty answering questions about using academic records and personal interviews—which they do use as part of the admissions procedure, just not as a criterion. Do edits correct for the wrongly answered items?

Recommendation: Ensure that edits erase data for item 17 if item 16 is marked “no.”

Resolution: The National Center for Education Statistics is going to evaluate this.

18. *Does this school receive performance reports from the district that cover such things as students’ scores on achievement tests or graduation rates?*

- Yes → GO TO item 20.
- No → GO TO item 19.

Concerns: All respondents marked yes to this item. They receive performance reports from the district, region, and/or state.

Recommendation: None

Resolution: No change

19. *Regardless of source, does your school have performance reports?*

- Yes → GO TO item 20.
- No → GO TO item 21.

Concern: Almost everyone in the test skipped this item.

Recommendation: None

Resolution: No change

20. *Does this school use these performance reports to -*

a. *Evaluate the progress of students in this school?*

- Yes
- No

Concern: A few respondents mentioned that they were not sure how to interpret this question. One indicated that performance reports do not determine the child's progression to or retention in a grade level, but he still answered affirmatively. Another respondent said no because teachers, not the school, evaluate the progress of the students.

Recommendation: None

Resolution: No change

b. Determine the next year's instructional focus?

Yes

No

Concerns: None

Recommendation: None

Resolution: No change

c. Realign the curriculum, such as with content standards and/or other indicator criteria?

Yes

No

Concerns: None

Recommendation: None

Resolution: No change

d. Inform parents and the community of the school's progress?

Yes

No

Concerns: None

Recommendation: None

Resolution: No change

e. Prompt school-level initiatives for improvement?

Yes

No

Concern: Several respondents mentioned that they thought this was a repeat of a previously asked item (b or c).

Recommendation: Evaluate meaning and whether other questions gather the same data.

Resolution: No change

21. Does this school offer the following programs?

a. Programs with special instructional approaches (e.g., Montessori, self-paced instruction, open education, ungraded classrooms, etc.)

Yes
 No

Concern: This question was interpreted very broadly by respondents. There were “yes” answers for a multi-age (1st and 2nd grade) classroom, reading recovery, special education (use self-paced instruction).

Recommendation: Evaluate meaning of this question. “Special instructional approaches” is very broad.

Resolution: No change. It was determined that respondents could use their own judgment in how to interpret this.

b. Talented/gifted program (Designed for students with specifically identified talents or exceptional academic achievement)

Yes
 No

Concern: For high school, respondents wanted to know if honors or advanced placement (AP) classes counted, because that is their alternative for talented and gifted. Respondents were unsure whether a gifted resource teacher was sufficient to answer affirmatively.

Recommendation: Specify whether honors courses are included.

Resolution: These classes should be included. Revised wording to the following:

Talented/gifted program or honors courses

c. Immersion in a foreign language program (Curriculum is offered in a foreign language instead of English or in addition to English)

Yes
 No

Concern: Respondents from high schools counted their regular foreign language program as immersion (Spanish I–IV, etc.). An elementary school respondent marked “yes” because they use a video program that is in Spanish and teaches students a few words of Spanish. This is not immersion!

Recommendation: Program in which curriculum is taught in a foreign language.

Resolution: Changed wording to be more specific about what is intended, as follows:

Program in which at least half of the core subjects is taught in a foreign language

d. Advanced placement (AP) courses for college credit

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

e. International Baccalaureate (IB) (An international curriculum certified by the International Baccalaureate Organization)

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

f. Specialized career academy (Curriculum that integrates academic and vocational courses, organized around broad career areas)

Yes
 No

Concern: This may also over count. Schools with career programs sometimes marked yes, even though they did not have this type of academy.

Recommendation: In note, specify minimum requirements for a “program,” for example, how many courses or semesters, etc.

Resolution: This question was revised to be more specific about the fact that specialized career academies last over a period of years:

Specialized career academy (Multi-year curriculum that integrates academic and vocational courses, organized around broad career areas)

22a. Does this school offer any course(s) on American Indian or Alaska Native topics?

Yes
 No → GO TO item 23.

Concern: This item performed as intended. Respondents focused on entire courses offered in these topics. No one responded affirmatively, which is what was expected in the area under review.

Recommendation: None

Resolution: No change

22b. Which of the following courses are offered at this school?

a. American Indian or Alaska Native history

Yes
 No

b. American Indian or Alaska Native language

Yes
 No

c. American Indian or Alaska Native culture

Yes
 No

d. American Indian or Alaska Native arts and crafts

Yes
 No

e. American Indian tribal government or Alaska Native village government

Yes
 No

Concern: All respondents skipped this item.

Recommendation: None

Resolution: No change

23. Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K–12 or comparable ungraded levels, regardless of funding source?

a. A program for students with discipline or adjustment problems

Yes
 No

Concern: Respondents interpreted the term “program” with different levels of formality. Some states have a special education program for students with behavior and/or emotional disorders. Some respondents reported these programs here, and one did not (but mentioned it here). Other respondents were unsure whether a regular discipline program should be included.

Recommendation: Specify wording to reflect intended meaning.

Resolution: Changed wording to indicate that a very formal program is intended by the question:

A separate, self-contained program for students with discipline problems

b. Medical health care services (Services provided by trained professionals to diagnose and treat health problems of students)

Yes

No

Concern: This question was interpreted very differently by respondents, especially with respect to whether or not a school nurse counts. Seven respondents explicitly included school nurses and four explicitly excluded them. Several respondents noted that nurses do not really diagnose.

Recommendation: Add a note as to whether school nurses should be included or excluded (or criteria for inclusion).

Resolution: Changed the wording to reflect that only services beyond what is provided by a school nurse should be reported:

Medical health care services beyond those provided by a school nurse (Services to diagnose and/or treat health problems of students)

c. Extended day or before-school or after-school day care programs

Yes

No

Concern: This seems to ask about two different programs. Extended day was interpreted by respondents as instructional time beyond the normal school day, presumably for students who are falling behind or are at risk. After or before school day care is for child care and not instruction.

Recommendation: Separate this into two questions.

Resolution: Separated into two questions as follows:

c. Extended day program providing instruction beyond the normal school day for students needing academic assistance

d. Before or after school day care programs.

24a. Does this school currently have a drug, alcohol, or tobacco use prevention program?

Yes

No → GO TO Item 25a.

Concern: The term “program” in this question seems to have a different meaning than in previous questions. It can include much more informal activities. Respondents were inconsistent in whether or not they included guidance counselors or health classes that deal with drug abuse.

Recommendation: Specify what type of program is desired.

Resolution: Moved to the principal questionnaire, near the school crime section. No change to question. Allowed respondents to use their own judgment.

24b. Is there a formal procedure in place to assess the effectiveness of this prevention program?

Yes
 No

Concerns: None

Recommendation: None

Resolution: Moved to the principal questionnaire, near the school crime section. No change to question.

25a. Does this school currently have a violence prevention program?

Yes
 No → GO TO Section III on page --.

Concerns: The same issues occurred here as with question 24a. Respondents were inconsistent as to whether they should include guidance counselors that deal with violence prevention. Similarly they did not know whether to include peer mediation or bullying programs for violence prevention.

Recommendation: Specify what type of program is desired.

Resolution: Moved to the principal questionnaire, near the school crime section. No change to question. Allow respondents to use their own judgment.

25b. Is there a formal procedure in place to assess the effectiveness of this prevention program?

Yes
 No

Concerns: None

Recommendation: None

Resolution: Moved to the principal questionnaire, near the school crime section. No change to question.

III. Students and Class Organization

26. Does this school use the following methods to organize classes or student groups?

Concern: Respondents did not know what the reference period was for this question. Whether they were to report if these methods had ever been used or if they were current practices would sometimes make a difference in their answers.

Recommendation: Add a reference period.

Resolution: Revised the question to add a reference period as follows:

This school year (2003–2004), does this school use the following methods to organize classes or student groups?

a. Traditional grades or academic discipline-based departments

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

b. Grades subdivided into small groups such as “houses” or “families”

Yes
 No

Concern: Several people mentioned teams, and answered affirmatively. Teams were used in middle and high schools for the core teachers of a grade and their students. For example, in one school the sixth grade is comprised two teams. Each team consists of four core teachers (English, Math, Social Studies, and Science) and the half of the sixth grade students.

Recommendation: Specify whether teams should be included, or, if not, be clearer about what houses and families mean and why teams would not fit here.

Resolution: Teams are appropriately included, and need not be mentioned in the item. No change.

c. Student groups that remain two or more years with the same teacher (e.g., looping)

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

d. Interdisciplinary teaching (e.g., two or more teachers with different academic specializations collaborate to teach an interdisciplinary program to the same group of students)

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

e. Paired or team teaching (e.g., two or more teachers are jointly responsible for teaching a single group of students)

Yes
 No

Concern: This was sometimes misunderstood as the same thing as interdisciplinary teaching.

Recommendation: Revise wording to increase differentiation from interdisciplinary teaching.

Resolution: Revised wording as follows:

Paired or team teaching (e.g., two or more teachers in the same class at the same time are jointly responsible for teaching a single group of students)

27a. Are academic intersessions or summer school activities provided at this school for students who need extra assistance to meet academic expectations?

Yes → GO TO item 28a.
 No

Concerns/Recommendation/Resolution: See next item.

27b. Are these programs offered for students enrolled in this school at another public school location?

Yes
 No

Concern: Many of the schools that were contacted have summer school at a central location for the school district each summer. The location rotates and is sometimes at the respondent's school and sometimes not, regardless of how many of their students will be attending. So, answers to items a and b will depend on the year they are asked and not on anything about the school itself. Respondents had a hard time with the skips here and many skipped b although they should have answered it and would, indeed, have answered it affirmatively.

One respondent got confused about the meaning of academic intersessions and interpreted it as including any instruction provided beyond the normal school day.

Recommendation: By combining the two questions and concentrating on the existence of these activities rather than their location, more accurate data should be gathered. Respondents all knew whether or not their students could attend summer school, and this was not always conveyed in the questionnaire due to inadvertently skipping item b (or generalizing item a to include other locations).

Because summer school is the more common of the two, the order should be switched.

Resolution: Revised the question wording to specify a reference period. Listed summer school activities first, and deleted reference to the location of the activities. Replaced the second question in the series with one that asks about the location of the activities. Moved this question and question 28a and b at the end of Section II near other questions about school programs. The series is as follows:

27a. For the last school year and last summer (2002–2003), were summer school activities or academic intersessions provided for students enrolled in this school needing academic assistance?

27b. (IF YES) Are these activities provided . . .

- 1) At this school
- 2) At another school
- 3) At both this school and another school

28a. *Are academic intersessions or summer school activities provided at this school for students who seek academic advancement or acceleration?*

Yes → GO TO item 29.

No

Concerns/Recommendation/Resolution: See next item.

28b. *Are these programs offered for students enrolled in this school at another public school location?*

Yes

No

Concern: This question had similar issues to item 27a, and the form should be consistent.

Another issue here was that by academic advancement or acceleration it was sometimes understood that a student could earn course credits or skip a grade by taking summer school. It was not clear to all respondents that activities for enrichment should be included.

Recommendation: Make this item consistent with item 27 and replace “acceleration” with “enrichment.”

Resolution: Revised questions to be consistent with revisions to item 27. Also, replaced “acceleration” with “enrichment.” The series is as follows:

28a. For the last school year and last summer (2002–2003), were summer school activities or academic intersessions provided for students enrolled in this school seeking academic advancement or enrichment?

28b. (IF YES) Are these activities provided . . .

- 1) At this school
- 2) At another school
- 3) At both this school and another school

29. *Are class periods scheduled to create extended instructional blocks of time at this school? (e.g., block scheduling)*

Yes

No

Concern: This seems to be only for middle and high schools; however, an elementary principal marked yes. It is unclear what this would mean in an elementary setting, although some respondents mentioned a 90-minute block for reading, which is not the intent of the question.

Recommendation: Use edit for elementary schools that disregards these data.

Resolution: No change

30. *Does this school use a calendar where number of days for students exceeds mandatory days per year?*

Yes
 No

Concern: Respondents differed on how they answered this question pertaining to built in days for snow. When a school system, like DC, schedules a few extra days just in case there are snow days, respondents were unsure how to answer. Most respondents in this situation answered affirmatively.

Recommendation: Make this item clearer.

Resolution: Since the intent of the question is to identify schools with longer school calendars not counting snow days, added a note as follows:

*Do not consider days built in for weather-related closings.

31a. *Does this school use a year-round calendar to distribute school days across twelve months?*

Yes
 No → GO TO Item 32.

Concerns: None

Recommendation: None

Resolution: No change

31b. *Do all students attend on the same cycle?*

Yes
 No

Concerns: None. All respondents skipped this item.

Recommendation: None

Resolution: No change

32. *Are the following opportunities available for students in this school?*

Concern: Items a–d are of primary interest in the high school setting, but other respondents tried to interpret them in ways relevant to their own setting.

Resolution: Added a filter prior to items 32 and 33 asking if the school offers grades 9, 10, 11, or 12. Moved item e, revised the question wording, and allowed everyone to answer it.

a. College credits offered through community colleges, colleges, or distance learning providers

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

b. Work-based learning or internships, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

c. Career learning, as a course or part of a course in which students learn about possible careers

Yes
 No

Concern: Respondents were inconsistent in whether they included providing a career day as career learning.

Recommendation: Specify how detailed the program should be. Rather than using the term course (which is usually for middle or high school), use the term curriculum (as a course or part of the curriculum).

Resolution: This is only of interest in schools that offer 9th–12th grades. The filter will eliminate the problem in elementary schools.

d. Job shadowing, in which students learn about a job by following the schedule of a person who holds that job

Yes
 No

Concerns: There is some concern about respondents reporting “yes” to this item if they have one day per year where students do job shadowing.

Recommendation: None

Resolution: No change. This is less likely in a high school setting.

e. Distance learning, in which a course is taught primarily via television, satellite, Internet, or e-mail

Yes
 No

Concern: This item could apply to any age group.

Resolution: This item will be moved to Section II and reworded as follows:

Does this school offer any distance learning course(s), in which a course is primarily taught via television, satellite, Internet, or e-mail?

33a. LAST SCHOOL YEAR (2002–2003), were any students enrolled in 12th grade?

Yes
 No → GO TO Section IV on page --.

Concerns: None

Recommendation: None

Resolution: No change

*33b. What percentage graduated with a diploma? * Do not include certificates of completion or attendance.*

/ _ / _ / _ / %

Concerns: The one respondent who got this item could not answer, but thought the guidance counselor would have this information.

Recommendation: None

Resolution: No change

33c. Of those who graduated last year, approximately what percentage went to:

/ _ / _ / _ / % Four-year colleges?

/ _ / _ / _ / % Two-year colleges?

Concerns: The one respondent who got this item could not answer, but thought the guidance counselor would have these data.

Recommendation: None

Resolution: No change

IV. Staffing

Items 34–36 were not cognitively tested.

37. *On the most recent school day, how many SHORT-TERM substitute teachers were teaching at this school?*

Full-time	Part-time
/ ___ / ___ /	/ ___ /
___ None	___ None

Concern: The number of substitutes reported most often corresponded to number of teachers absent. Some respondents thought about the current school day in answering this question, and others referred to the last school day; however, no problems were anticipated. Most respondents indicated that a full-time substitute would be a substitute for a full-time teacher and a part-time substitute would substitute for a part-time teacher.

Recommendation: None

Resolution: No change

38a. *For this school year (2003–2004) were there teaching vacancies in this school—that is, teaching positions for which teachers were recruited and interviewed?*

___ Yes
___ No → GO TO item 40 on page --.

Concerns: None. Both principals and assistant principals felt comfortable answering this question.

Recommendation: None

Resolution: No change

38b. *Did this school use the following methods to cover vacancies?*

(1) *Hired a fully qualified teacher*

___ Yes
___ No

Concerns: None

Recommendation: None

Resolution: No change

(2) *Hired a less-than-fully qualified teacher*

___ Yes
___ No

Concerns: None

Recommendation: None

Resolution: No change

(3) Canceled planned course offerings

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

(4) Expanded some class sizes

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

(5) Added sections to other teachers' normal teaching loads

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

(6) Assigned a teacher of another subject or grade level to teach those classes

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

(7) Assigned an administrator or counselor to teach the class

- Yes
- No

Concerns: None

Recommendation: None

Resolution: No change

(8) Used long-term or short-term substitutes

- Yes
- No

Concern: At this point, there may be some overreporting of use of long-term substitutes to include positions for which posting and recruitment had not occurred.

Recommendation: Add note: (Only include permanent teaching vacancies that were covered by a substitute.)

Resolution: This item was moved up to item 3 so the stem of the question would be more salient when answering. It is also a more likely solution than some of the other options.

39. How difficult or easy was it to fill the vacancies for this school year in each of the following fields? Mark (X) one box on each line.

	Not applicable in this school	No vacancy in that field	Easy	Somewhat difficult	Very difficult	Could not fill the vacancy
a. General elementary						
b. Special education						
c. English/Language arts						
d. Social studies						
e. Computer science						
f. Mathematics						
g. Biology or life sciences						
h. Physical sciences						
i. English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), or bilingual education						
j. Foreign Languages						
k. Music or art						
l. Vocational or technical education						

Concern: Most respondents did not discriminate correctly between “Not applicable” and “No vacancy.” Many used “Not applicable” for all positions they did not fill this year, even when they had those positions.

ESL teachers are not always hired at the school level. Sometimes the ESL teacher serves several schools in the district.

Recommendation: Combine “Not applicable” and “No vacancy.”

Resolution: Reordered questions 38 and 39 to cue respondents to think of all possible vacancies prior to asking how they were filled. Revised the wording of the question stem to be consistent with the response categories, as follows:

How easy or difficult was it to fill the vacancies for this school year in each of the following fields?

Revised the “Not applicable at this school” heading as follows:

No positions at this school.

V. Technology

40. *What is the total number of computers in this school?*

_____/_____/_____/_____/ Number of computers

None → GO TO item 45 on page --.

Concern: Many respondents did not initially consider office computers. Some changed the total when they remembered, others just voiced that they had forgotten them.

Recommendation: Add a note to include office computers in the total: Please include all computers in the school, including those in the offices.

Resolution: Added note as follows:

*Include computers used for both instructional and administrative purposes.

41. *How many of these computers currently have access to the Internet?*

_____/_____/_____/_____/ Number of computers

None → GO TO item 43 below.

Concerns: None

Recommendation: None

Resolution: No change

42. *Do most students have access to the Internet through computers located at this school?*

___ Yes

___ No

Concerns: None

Recommendation: None

Resolution: No change

43. *Of the total number of computers in this school (e.g., those in question 40), how many are used for instructional purposes? * Do not include computers that are used exclusively for administrative purposes such as record keeping or communication.*

_____/_____/_____/_____/_____/ Number of computers

None → GO TO Section VI on page --.

Concern: Respondents were inconsistent in their handling of computers used only by teachers. Some people explicitly included them; others explicitly excluded them.

Recommendation: Evaluate whether this is an important aspect. Add note if deemed necessary.

Resolution: No change

44. *Which of the following statements best describes the person at this school who helps TEACHERS use technology for teaching students?*

- A district-level coordinator
- A principal or another school administrator
- A school-level coordinator who has no other responsibilities
- A full-time teacher
- A part-time teacher
- A library media specialist
- A parent, student, or other volunteer
- No one serves this function
- Another person, please describe

Concern: Some respondents marked more than one despite the instruction. One respondent mentioned that a contractor had this position and was not sure how to indicate this.

Resolution: One response category was altered and one was added. “A parent, student, or other volunteer” was changed to “A volunteer (parent, student, or other)” and “A contractor” was added. The wording was revised as follows to help emphasize that one answer is requested:

Which of the following best describes the ONE person who spends the most time helping teachers at this school use technology for teaching? *Mark (X) the one best description for that person.

- A district-level coordinator
- A principal or another school administrator
- A school-level coordinator who has no other responsibilities
- A full-time teacher
- A part-time teacher
- A library media specialist
- A volunteer (parent, student, or other)
- A contractor
- No one serves this function
- Another person, please describe

VI. Special Programs and Services

45. *Of students enrolled in this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students? *Do not include prekindergarten, postsecondary, or adult education students.*

Students

None → GO TO item 47a.

Concern: Some respondents included students with IEPs for speech, while others did not. One explicitly stated that he needed to know whether they should be included, but did not include them in the end because, although they have IEPs, they are not considered special ed students.

Recommendation: Add a note: Include (or Do not include) students with IEPs for speech.

Resolution: Took the focus away from special education. Reworded the question as follows:

Of students enrolled in this school, how many have an Individual Education Plan (IEP) because they have special needs?

46a. *Does this school primarily serve students with disabilities? * If you marked "SPECIAL EDUCATION school - primarily serves students with disabilities" for item 15, then please mark "Yes" below.*

Yes → GO TO item 47a.

No

Concerns: None

Recommendation: None

Resolution: No change

46b. *How many of these IEP students are in each of the following instructional settings? *The sum of entries in item 46b should equal the entry in item 45 above.*

All day in a regular classroom

Most of the day in a regular classroom (1–20 percent of the school day receiving special education and related services outside the regular classroom)

Some of the day in a regular classroom (21–60 percent of the school day receiving special education and related services outside the regular classroom)

Little or none of the day in a regular classroom (61–100 percent of the school day receiving special education and related services outside the regular classroom)

Concern: Respondents did not think in terms of the amount of time children spend in a regular classroom. This was a difficult question for most respondents. It was especially difficult to make this calculation because the percentages contained in the definitions are opposite of the wording contained in the categories. The percentages reflect time spent outside the regular classroom; the category wording reflects time spent inside the regular classroom. Students seem to spend all day in the class, spend most of the day but are taken out for 1–2 hours per week, are in the regular class for only a few subjects, are in the regular

class only for specialty classes (art, music, etc.) or spend no time in the regular class. Respondents used the categories differently as well.

Recommendation: Invert the example percentages to correspond with time in the regular class.

Resolution: Revised percentages as follows:

- All day in a regular classroom (100 percent of the school day)
- Most of the day in a regular classroom (80–99 percent of the school day)
- Some of the day in a regular classroom (40–79 percent of the school day)
- Little or none of the day in a regular classroom (0–39 percent of the school day)

47a. *Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient? (Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)*

- Yes
- No → GO TO the NOTE preceding item 55 on page --.

Concerns: None. All respondents were comfortable with the term LEP.

Recommendation: None

Resolution: No change

47b. *How many limited-English proficient students are enrolled in this school?*

Students

Concerns: None

Recommendation: None

Resolution: No change

48. *Are the following used to determine whether a student is limited-English proficient?*

a. *Information provided by parent*

- Yes
- No

b. *Teacher observation or referral*

- Yes
- No

c. Home language survey

Yes
 No

d. Student interview

Yes
 No

e. Student records

Yes
 No

f. Achievement test

Yes
 No

g. Language proficiency test

Yes
 No

Concern: Although placement is not always done at the school level, respondents generally had a good idea of what testing was done, or thought that the ESL teacher would have this information if they asked.

Recommendation: None

Resolution: No change

49. *Does this school have instruction specifically designed to address the needs of limited-English-proficient students?*

Yes
 No → GO TO the NOTE before 55 on page --.

Concerns: None

Recommendation : None

Resolution: No change

50. *Are limited-English-proficient students provided with the following types of language instruction?*

Concern: Due to issues with item B and in an attempt to make the item simpler and parallel to item 51, this series was reworded.

Resolution: Changed wording of the question as follows:

How are limited-English-proficient students taught English?

a. Instruction in English language using approaches such as ESL, structured immersion, or bilingual education

Yes
 No

Concerns: See above.

Resolution: Changed wording of the question as follows:

Using approaches such as ESL, structured immersion, or bilingual education

b. Instruction to maintain the students' fluency in his/her native language, such as Spanish lessons for Spanish speakers

Yes
 No

Concern: There is concern about overreporting in this question. Several respondents who have five or fewer limited-English-proficient students reported “yes” to instruction to maintain fluency, although this seems unlikely. Other respondents reported that Spanish students could take the regular Spanish courses in high school.

Recommendation: Make the item clearer.

Resolution: This item was deleted.

c. Instruction in regular English/language arts classrooms

Yes
 No

Concerns: See above.

Resolution: No change

51. *How are limited-English-proficient students taught subject matter courses such as mathematics, science, and social studies? Are they taught-*

a. In their native language?

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

b. Using ESL, bilingual, or immersion techniques?

Yes
 No

Concern: There are distinct differences among the terms ESL, bilingual, and immersion. The difference between immersion and item c is not clear.

Recommendation: Clarify what it means to mark item b for immersion rather than item c.

Resolution: No change

c. In regular English-speaking classrooms?

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

52. *Does this school require limited-English-proficient students to pass a test of English language proficiency to complete its limited-English-proficient program?*

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

53. *Does this school provide the following services for parents with limited-English skills?*

a. Interpreters for meetings or parent-teacher conferences

Yes
 No

b. Translations of printed materials, such as newsletters, school notices, or school signs

Yes
 No

c. Outreach or referral services for limited-English-proficient parents

Yes
 No

Concern: In some cases these services would be provided if necessary, but the need has never arisen. Since there is no reference period in the question, this caused confusion for several respondents. Some respondents thought they should respond affirmatively if the district provided these services, others did not think this counted.

There is a possibility that schools without LEP students could offer these services to LEP parents. This question is not in the path of a respondent who does not have LEP students.

Recommendation: Does this school have the resources to provide the following services for parents with limited English skills? OR Does this school currently provide . . .

Ask this question of all respondents.

Resolution: No change in question wording. Respondents should use their own judgment. However, this question will be moved to follow question 54 and asked of all respondents. In the question stem, PARENTS will be capped to stress that this question is not asking about services provided to students.

54. *Are limited-English-proficient students in this school administered assessments once or more per year to determine their level of English language proficiency?*

Yes
 No

Concerns: None

Recommendation: None

Resolution: No change

NOTE: Item 55 asks for the number of students enrolled in prekindergarten in this school. Previous items asking for student counts requested that prekindergarten students be excluded. Prekindergarten students are included here because they often receive National School Lunch Program and Title I services asked about in items 56–61.

55a. *Do you have any prekindergarten students?*

Yes
 No → GO TO Item 56.

55b. *How many prekindergarten students are enrolled in this school?*

/ _ / _ / _ /

Concern: Several respondents read the note, then skipped the item without answering “no” because it did not apply to them.

Recommendation: Place note after question in item 55, so that those to which it applies can read it, and it does not distract others.

Resolution: Revised the questions as follows, including the addition of a reference period to item b:
55a. Do you have any prekindergarten students? (Previous items asking for student counts

requested that prekindergarten students be excluded. Prekindergarten students are included here because they often receive National School Lunch Program and Title I services asked about in items 56–61.)

- Yes
- No → GO TO Item 56.

55b. Around the first of October, how many prekindergarten students were enrolled in this school?

56. *Does this school participate in the National School Lunch Program?*

- Yes
- No → GO TO Item 58.

Concern: One respondent misinterpreted this as a nutritional lunch program. There is concern that this could be an incorrect interpretation for those respondents who do not participate.

Recommendation: Add note: (e.g., the federal free and reduced-price lunch program)

Resolution: Revised question wording as follows:

Does this school participate in the National School Lunch Program (e.g., the federal free and reduced-price lunch program)?

57. *Around the first of October, how many applicants at this school were APPROVED for free or reduced-price lunches? *Report a separate count for prekindergarten students*

/ _ / _ / _ / _ / Prekindergarten students approved
 None

/ _ / _ / _ / _ / Other students approved (Kindergarten and higher)
 None

Concerns: None

Recommendation: None

Resolution: No change

58. *Around the first of October, did any students enrolled in this school receive Title I services at this school, or any other location? (Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families)*

- Yes
- No → GO TO Item 62.

Concerns: None

Recommendation: None

Resolution: No change

59. How many students participate in the Title I program?

/ ___ / ___ / ___ / ___ / Prekindergarten students participating
___ None

/ ___ / ___ / ___ / ___ / Other students participating (Kindergarten and higher)
___ None

Concerns: None

Recommendation: None

Resolution: No change

60. At which grade levels are students receiving Title I services? *Mark (X) all that apply. (Response options are from prekindergarten through 12th and ungraded)

Concerns: None

Recommendation: None

Resolution: No change

61. Are students receiving Title I services in-

(1) Reading/Language Arts?

___ Yes
___ No

(2) Mathematics?

___ Yes
___ No

(3) English as a Second Language (ESL)?

___ Yes
___ No

Concerns: None

Recommendation: None

Resolution: No change

VII. Charter School Information

62. *Is this school a public CHARTER school? (A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school.)*

Yes

No → GO TO item 68 on page X.

Concern: Only one charter school was interviewed for this test. There were no problems with the other respondents answering “no” to this item.

Recommendation: None

Resolution: No change

63a. *When was this school’s charter granted? * Report month as a number, e.g., 01 for January, 02 for February, etc.*

__ Month ____ Year

Concern: The one respondent from a charter school was not sure when the charter was signed. He gave an estimate.

Recommendation: None

Resolution: Item was deemed unnecessary and deleted.

63b. *Who granted the charter? *Mark (X) only one box.*

- A school district
- The state board of education
- Postsecondary institution
- A state charter-granting agency
- Other - What is the name of the chartering agency?

Concerns: None

Recommendation: None

Resolution: No change

64. *Is this charter school a newly created school or was it a pre-existing school? (Pre-existing means the charter school was originally a public or private school, or part of a public or private school.) *Mark (X) only one box.*

- A newly created school
- A pre-existing public school
- A pre-existing private school
- Don’t know

Concerns: None

Recommendation: None

Resolution: No change

65. *When did this school start providing instruction as a public charter school? * Report month as a number, e.g., 01 for January, 02 for February, etc.*

__ Month ____ Year

Concerns: None

Recommendation: None

Resolution: No change

66a. *Does this charter school provide support for home-based learning (homeschooling)? (Home-based learning or homeschooling is when parents or family choose to exercise the day-to-day monitoring of their children's education, which replaces full-time attendance at a campus school and is used to satisfy state compulsory education requirements.)*

Yes

No → GO TO item 67a.

Concerns: None

Recommendation: None

Resolution: No change

66b. *Approximately what percentage of students enrolled in this school are home-based learning (homeschooled) students?*

___ Percent

Concern: This question was not tested on any respondents because it did not apply to anyone in our test.

Recommendation: None

Resolution: No change

66c. *At which location(s) are home-based learning students instructed? *Mark (X) only one box.*

At students' homes only

Both at students' homes and at school site

Other- Describe -

Concern: This question was not tested on any respondents because it did not apply to anyone in our test.

Recommendation: None

Resolution: No change

67a. Is this public charter school operated by an organization or company, other than a public school district, that also manages other schools?

- Yes - What is the name of the organization or company?
- No

Concerns: None

Recommendation: None

Resolution: It was determined that regular public schools could be operated by an outside organization, so this question should be asked of all public schools, not just charter schools. It was reworded as follows and placed in Section II:

Is this school operated by an organization or company, other than a public school district, that also manages other schools?

- Yes - What is the name of the organization or company?
- No

67c. Is this public charter school part of another public school district or local education agency (LEA)?

- Yes - What is the name of the district or LEA?
- No

Concerns: This question does not make much sense without item 67b, which was deleted previously.

Recommendation/Resolution: This item was deleted.

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Appendix I. Report on a Follow-up Cognitive Testing to Select 2003–04 SASS Principal Items

This appendix contains the following material:

Background	I-2
Key Findings	I-2
Methods	I-2
Detailed Findings	I-2
Items on Time Use	I-2
Items on Professional Development	I-4
Items on Barriers to Dismissal	I-4
Items on Teacher and School Performance	I-4
Attachment. Principal Questionnaire Items Tested	I-7

Background

This research was conducted in order to test modifications to items on the Principal Questionnaire that were made based on previous research. The research included items on time use, professional development, and state and district performance standards.

Key Findings

- Instruction to include time away from school in calculation of hours worked needs to be more apparent.
- Respondents are including nonprofessional development activities when answering about methods for providing time for professional development.
- Respondents were able to understand and answer the items on state/district standards.

Methods

Researchers from the U.S. Census Bureau’s Demographic Surveys Division conducted this study on March 31, 2003, and April 1, 2003. Low and high performing schools were identified through state and district internet sites. The definition of low and high performing varied by state. Principals were contacted by phone and asked if they would be willing to participate in a brief telephone interview. Four principals participated in this study and made arrangements to speak with an interviewer. Information about the respondents can be found in table I-1. The study questions were faxed to the principals in advance of the interview. At the scheduled times, the interviewer contacted the principals and asked them to read aloud and think aloud as they answered each question. The interviewer probed following a protocol. A copy of the items can be found in the Attachment. Principals were sent a copy of the 1999–2000 SASS overview as an incentive for participating in the study. This is a small-scale qualitative study and caution should be used in interpreting the findings.

Table I-1. Characteristics of respondents in cognitive test on principal questionnaire items: 2003

Respondent	State	School type	Performance	Form
1	Ohio	Middle/High	Low	1
2	Missouri	Elementary	Low	1
3	Arizona	Elementary	High	1
4	Missouri	High	High	1

SOURCE: *Report on a Follow-Up Cognitive Testing to Select 2003–04 SASS Principal Items*, U.S. Census Bureau, 2003.

Detailed Findings

Items on Time Use

Hours per Week

Respondents tended to focus only on time spent at school, rather than including all time spent on school-related activities.

Respondent 1 included only time she is physically at the school. When probed she added in additional time.

Respondent 2 did not include work (contract) hours. She missed the note to include this time in the instruction. The note should be emphasized or incorporated into the item. She also included only time spent at work (although she indicated that she tries to avoid working from home).

Respondent 3 estimated her usual day, which is 11 hours, and then multiplied by 5 days a week and added time for the weekends to give her answer.

Respondent 4 underreported because he did not include time spent working at home.

Recommendation: Add instruction that respondents should include both time spent at school and time away from school.

Interacting with Students

This item captured formal and informal interactions with students as well as positive and negative (discipline) interactions. No changes are required for this item.

Respondent 1 included formal and informal time.

Respondent 2 included discipline problems, walking the hallways, lunch, and dismissal.

Respondent 3 included formal and informal: walking hallways, lunch duty, time in/out of classrooms, and discipline.

Respondent 4 included formal and informal: lunchroom, hallway, activities, running into kids, having kids come down to his office.

Recommendation: Use item as tested.

Contract Year

Respondents reported a variety of contract years. However, in a couple of cases this contract did not fully represent the number of months a principal works at a school.

Respondent 1 reported an 11-month contract, but when probed, reported working a full 12-month year.

Respondent 2 reported 10½ months for this item, but included a contract for summer school in the calculation which should not be counted here.

Respondent 3 reported a 10½ month contract but said that since this is her first year as a principal at this school, she expected to work a full 12 months getting ready for the upcoming year.

Respondent 4 reported working 12 months.

Recommendation: Clarify objective of this item—will it be used to calculate salary or time spent working at the school?

Items on Professional Development

Does Your School Have Its Own Budget...

Respondent 2 included funding from Title I and the district, which did not appear to be a specific professional development budget.

Are the Following Used to Provide Teachers in This School...

Common planning time for teachers?

Respondent 1 answered for school policies in general, not specifically thinking about time for professional development.

Respondent 2 included professional development activities here (long-term planning, vertical planning, etc.).

Reduced teacher workload

Respondent 1 was not thinking specifically about professional development. She answered for coaching and department head, not for general professional development activities.

Recommendation: Emphasize that each item needs to be directly related to professional development.

Items on Barriers to Dismissal

Respondent 1 seemed to understand this item well. She indicated that some items (a/f; c/d) sounded familiar, however, was still able to understand that each item was approaching the issue from a different angle.

Respondent 4 thought about these as considerations but not barriers. The respondent indicated that the only barrier is having enough paperwork that will stand up in court.

Personnel Policies

Respondent 3 initially indicated that she was not sure what this item was asking. When probed further she said “district policies.”

Recommendation: Use item as tested.

Items on Teacher and School Performance

Are These Standards Aligned With State Content Standards?

Respondent 1 answered “yes” because her district originally developed the standards, and then the state copied them for use statewide. It was not clear that there was a connection between content standards and the performance standards.

Respondent 2 asked if state and district performance standards are the same. She was not sure of the difference in her state.

Respondent 3 indicated that state academic standards and the test that assesses the standards are aligned. Three tests are used to satisfy the requirements: State, District, and Stanford 9 (national).

Respondent 4 interpreted the question as “Do we have a strategic plan for the district and then an individual plan for the school, and they all align with the state?” and indicated that this was the case.

Recommendation: Use item as tested.

Which of the Following Best Describes This School’s Performance Last School Year?

Respondent 2 chose b (passed most district and state performance standards) because the math requirement was not reached for certain minority groups. However, because this is the first year they are required to follow the standards, they have not been penalized or rewarded yet.

Respondent 4 indicated that in his state there are 12 standards. The score on the standards falls into three levels: accredited with distinction (11–12 standards met), accredited (7–10 met), and unacceptable (less than 7 met).

Recommendation: Use item as tested.

As a Result of Meeting These Goals Last School Year...

a. Receive cash bonus

Respondent 3’s school received cash for meeting the standards. Monies come from the state but are distributed by the school based on goals set by a school-site council.

As a Result of Not Meeting Standards Were You...

a. Required to write a school improvement plan

Respondent 2 answered “yes” but indicated that a written plan is required of the school for reasons unrelated to performance.

b. Put on an evaluation cycle

Respondent 1 indicated that all schools in her school’s city are required to be audited every 2 years. Even though this is not performance related, she answered “yes.”

c. Provided with additional resources...

Respondent 2 answered “yes,” but these resources came from Title I and federal grant administered through the state—21st century grant.

Recommendation: Use item as tested.

Do You Use Any of the Following to Assess the School's Progress on This Plan?

a. Student portfolios

Respondent 2 answered “yes” because her school uses a quarterly assessment of writing, math skills, comprehension, etc.; however, it is not referred to as a “portfolio.”

Recommendation: Use item as tested.

Attachment. Principal Questionnaire Items Tested

I. Time Use

These next items ask about the organization of your time at this school.

1. *How many total hours do you spend on ALL school-related activities during a typical FULL WEEK at this school?*

- Include time during school hours and time spent working before school, after school, and on weekends.

Total weekly hours / __ / __ / __ /

2. *How many total hours do you spend interacting with students during a typical FULL WEEK at this school? *Include both formal and informal interactions.*

Total weekly hours / __ / __ / __ /

3. *How many months is your contract year? Mark only one box.*

- Less than 9 months
- 9 months
- 9½ months
- 10 months
- 10½ months
- 11 months
- 11½ months
- 12 months

II. Teacher and Principal Professional Development

Items 4–6: This section asks about professional development opportunities and activities for teachers.

4. *Does your school have its own budget for professional development, that is, an amount of money that YOU control?*

- (0172) Yes
 No

5. *Does this school provide INSTRUCTIONAL AIDES with time for professional development during regular contract hours?*

**Instructional aides are sometimes called paraprofessionals.*

- (New) Yes
 No

6a. *Does this school provide TEACHERS with time for professional development during regular contract hours?*

- (0164) Yes
 No → GO TO item 7.

6b. *Are the following used to provide teachers in this school with time for professional development during regular contract hours?*

1) *Substitute teachers to cover teachers' classes*

- (0165) Yes
 No

2) *Early dismissal or late start for students*

- (0166) Yes
 No

3) *Professional days built in before the beginning of the students' school year*

- (0167) Yes
 No

4) *Professional days built in during the students' school year*

- (0168) Yes
 No

5) *Professional days built in after the students' school year*

- (0169) Yes
 No

6) *Common planning time for teachers*

- (0170) Yes
 No

7) *Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties)*

- (0171) Yes
 No

III. Teacher and School Performance

Items 7–12: This section asks about teacher performance, school performance, and district or state performance goals.

7. *Are the following considerations barriers to the dismissal of poor or incompetent teachers in this school?*

a. *Personnel policies*

- (0174) Yes
 No

b. *Termination decisions not upheld*

- (0175) Yes
 No

c. *Length of time required for termination process*

- (New) Yes
 No

d. *Effort required for documentation*

- (New) Yes
 No

e. *Tenure*

- (0177) Yes
 No

f. *Teacher associations or unions*

- (0178) Yes
 No

g. *Dismissal is too stressful and/or uncomfortable for you*

- (0179) Yes
 No

h. *Difficulty in obtaining suitable replacements*

- (New) Yes
 No

i. *Resistance from parents*

- (New) Yes
 No

8a. *Has either your district or state established school performance standards?*

- (0207) Yes
 No → GO TO Item 12.

8b. *Are these performance standards aligned with state content standards?*

- (New) Yes
 No

8c. *LAST SCHOOL YEAR (2001–02) was your school required to meet district or state performance standards?*

- (New) Yes
 No → GO TO Item 12 below.

9. *Which of the following best describes this school's performance last year--*

- a. *Passed all district and state performance standards. → GO TO Item 10.*
b. *Passed most district and state performance standards. → GO TO Item 11.*
c. *Passed some district and state performance standards. → GO TO Item 11.*
d. *Passed no district and state performance standards. → GO TO Item 11.*

10. *As a result of meeting these goals LAST SCHOOL YEAR (2001–02) did your school --*

a. *Receive cash bonuses or additional resources that support schoolwide activities?*

- (0210) Yes
 No

b. *Receive cash bonuses or additional resources to distribute to teachers?*

- (0211) Yes
 No

c. *Receive non-monetary forms of recognition?*

- (0212) Yes-- Please specify → 5212 _____
 No

STOP → GO TO END

11. *As a result of not meeting some or all of your state performance standards LAST SCHOOL YEAR (2001–02), was this school --*

a. *Required to write a school or program improvement plan?*

- (0214) 1 Yes
2 No

b. *Put on an evaluation cycle with required targeted improvement dates?*

- (0215) 1 Yes
2 No

c. *Provided with additional resources to support instructional improvement?*

- (0217) 1 Yes
2 No

d. *Penalized by a reduction in resources?*

- (0220) 1 Yes
2 No

e. *Required to replace the principal with a new principal, an administrative director, or a manager?*

- (0218) 1 Yes
2 No

f. *Subject to reconstitution or takeover regulations?*

- (0219) 1 Yes
2 No

g. *Required to provide supplemental educational services (e.g., extra classes or tutoring by an outside provider) to students at no cost to themselves or their families?*

- (New) 1 Yes
2 No

h. *Required to provide a school “choice” program in which students can attend other schools within the district, schools in other districts, or private schools at no tuition cost to themselves or their families?*

- (New) 1 Yes
2 No

12a. Does this school have a formal school improvement plan?

- (0221) 1 Yes
2 No → GO TO end.

12b. Do you use any of the following to assess this school's progress on this plan?

1) State or national tests

- (0222) 1 Yes
2 No

2) Parent or student surveys

- (0223) 1 Yes
2 No

3) Student portfolios

- (0224) 1 Yes
2 No

Appendix J. Results of the Cognitive Pretest on SASS School Library Media Center Questions

This appendix contains a report prepared by the U.S. Census Bureau, and it is organized as follows.

Background	J-2
Key Findings	J-2
Methods	J-2
Detailed Findings and Recommendations	J-3
Item 1a–c: Full- and Part-Time Paid Positions	J-3
Item 2: Skip Instruction	J-3
Item 3: Education Level	J-3
Item 4: Earned a Master’s Degree in Library-Related Field	J-3
Item 5a&b: Computer Workstations	J-4
Item 6a: Computer Hardware Budget	J-4
Item 7a&b: Audio-Visual Budget	J-4
Items 8a–f: Scheduling	J-4
Item 9: Formal Literacy Training to Librarians	J-5
Item 10: Formal Literacy Training to Teachers	J-5
Item 11: Content Standards in Information Literacy	J-5
Item 12: Information Literacy Curriculum	J-5
Item 13: Information Literacy in Standardized Testing	J-5
Item 14: Feedback on Information Literacy in Standardized Testing	J-6
Item 15: Library/Teacher Collaboration	J-6
Information Literacy Definitions	J-6
Attachment. Protocol	J-7

Background

In order to test proposed changes to the School Library Media Center Questionnaire, researchers conducted a small qualitative research study in March 2003. The test covered some items from the 1999–2000 School Library Media Center questionnaire as well as new items.

Key Findings

Testing identified the following cognitive issues with the proposed items:

- Some respondents misunderstood the term “information literacy.”
- All respondents had trouble answering budget questions for computer hardware and audio-visual equipment.
- Most respondents confused specific questions about information literacy in standardized testing with general standardized testing.
- Some items in the scheduling table were either not applicable or needed clarification.

Methods

Researchers from the U.S. Census Bureau’s Demographic Surveys Division conducted this research from March 20 to March 25, 2003. Schools were contacted by phone and asked if their librarian would participate in the study. When contact was established with the school librarians, they were asked the following questions:

- Are you familiar with the term information literacy?
- What does information literacy mean to you?

A questionnaire was then faxed to the school and an appointment was set for the researcher to call the librarian directly. A concurrent interview was conducted by phone following a structured protocol. (See attachment.) The interviewer was free to deviate from the protocol as required. Interviews lasted 25 to 98 minutes. Librarians were offered a copy of the *1999–2000 Overview of the Schools and Staffing Survey* as an incentive for participation.

Table J-1. Characteristics of respondents in cognitive test on school library media center questionnaire items: 2003

Respondent	State
1	South Carolina
2	Montana
3	Georgia
4	West Virginia
5	Maine
6	North Dakota
7	Washington

SOURCE: *Results of the Cognitive Pretest on SASS School Library Media Center Questions*, U.S. Census Bureau, 2003.

Detailed Findings and Recommendations

Item 1a–c: Full- and Part-Time Paid Positions

In three states (West Virginia, Washington, North Dakota), the respondents reported that the state does not certify Library Media Specialists. Instead the librarians reported that they have a teaching certificate and an endorsement from the American Library Association. These respondents marked “yes” to being full time. Respondent 6 stated that there is not a college that grants a degree in library science or a related field. The colleges do offer classes in library science and it is possible to obtain a minor in library science. (This respondent has a minor in library science.)

Recommendation: Clarify “state certified in library media” or question if the state has a certification process specific to library media.

Item 2: Skip Instruction

Respondents 1 and 7 both had trouble interpreting the skip instruction. They were unsure if both 1a and 1b had to be marked in order to skip.

Recommendation: Capitalize and bold “AND.”

Item 3: Education Level

Respondent 6 marked associate’s degree as his highest degree even though he actually had a bachelor of arts degree in English because he thought the question wanted to know about degrees in a library related field. His minor was library science, and he felt that the credits he had accumulated in library studies were the equivalent of an associate’s degree. He also commented that the word “particular” in the instructions was a bad wording choice that led him to believe that the question referred to library specific degrees. Respondent 4 commented that there should be a category for a master’s + degree. Respondent 5 kept emphasizing that she almost had a master’s degree as her highest degree, but she did check bachelor’s as her highest degree. She seemed very concerned that we know that she was close to achieving the master’s degree.

Recommendation: Eliminate the bullet “If no paid professional staff have a particular degree as their highest degree mark the ‘None’ box for that degree.” It is confusing and it seems that a respondent would not fill out an item that did not apply to them. Consider adding categories that account for degrees plus credits such as masters + 30.

Item 4: Earned a Master’s Degree in Library-Related Field

Respondents 3 and 1 thought this item was redundant and commented that they had already answered this in item 3. Respondents 4 and 7 answered that they had one paid professional staff member with a master’s in a library-related field even though they had master’s degrees in communications and English, respectively. In some states this degree does not exist (North Dakota and possibly others).

Recommendation: Change wording to, “Now thinking about all of the paid professional library media staff, how many have earned a master’s degree in a library-related education field?” or clarify example list.

Item 5a&b: Computer Workstations

All respondents reported computer workstations in the physical library with Internet access. Item seems to be reliable.

Item 6a: Computer Hardware Budget

All seven respondents reported that the school library media center did not have a budget for computer hardware. Many received a budget per pupil but this money generally went toward books. They all said the school or the school district has a technology budget in which they can put in requests for more computer equipment but that it is no guarantee of receiving the equipment.

Recommendation: Review the last Private School Universe Survey for reporting of this item. Consider changing the wording and adding a screener question such as: Does this library media center have a budget? What is included in this budget? A. Audio-visual, yes/no, how much? B. Computer hardware, yes/no, how much?, etc.

The current question may not result in responses that adequately reflect the expenditure on computer hardware. It may make sense to delete the question entirely.

Item 7a&b: Audio-Visual Budget

All seven respondents had the same comments for this question as they did for item 6a above. In all cases the library has a budget that could be used for whatever the librarian deemed necessary. Much of the audio-visual equipment received came from the technology budget for the school or school district. Respondent 5 commented that she was on the technology committee and is able to have more influence in getting audio-visual equipment for the library.

Recommendation: See comments for item 6a above.

Items 8a–f: Scheduling

Respondents 5, 2, and 4 were unsure if the question had to do with hours the library is open, daily schedule (lunch, etc.), or the usage of library space. Respondent 4 suggested trimming the wording in item f to “classroom teacher.” There were questions among all of the respondents as to what was meant by item f, was it teachers scheduling classes in the library, librarians teaching a class to a specific teacher’s class, or teachers letting children use the library for projects? Respondents 1, 5, and 4 did not understand what was meant by a site-based management team (item 8c).

Recommendations: Clarify stem to read, “How much influence do you think each group or person has on scheduling space in the library media center?” Change item f to “classroom teachers.”

We have removed school site council from some of the principal questions and probably should remove school site council from this questionnaire.

Many schools do not have unions. Consider substituting teacher union or association (as we have on other surveys). Also, respondent 6 recommends changing it to teacher union.

Add a “Not Applicable” column because respondents were hesitant to check off any of the categories if the item did not apply.

Respondents suggested adding parents, guidance staff, and public.

Item 9: Formal Literacy Training to Librarians

Six of the respondents said that formal literacy training was not supplied by the school, state, or district. Respondent 3 said that in-techs (training classes) are supplied, but he had not attended any in the last 12 months. Respondent 7 received some formal training sponsored by an association. Respondent 6 said that he is required to get formal training for his certification but must find it on his own.

Recommendation: Consider adding “library association” to the stem.

Item 10: Formal Literacy Training to Teachers

Six of the respondents answered “no” to this question. Respondent 1 commented that she gives her own informal version of information literacy training to teachers. Respondent 4 answered “yes” to this question. Respondent 4 seems to have misinterpreted what was meant by information literacy because she said that she helps kids in poverty with their vocabulary and showed the teachers how to use a digital camera.

Recommendation: Consider adding “library association” to the stem.

Item 11: Content Standards in Information Literacy

Respondents 5 and 7 were not sure if the school follows content standards. Respondent 3 follows state standards, one American Library Association information power, respondent 1 follows the Southern Association of Colleges and Schools (SACS) standards.

Recommendations: None. The question seems reliable.

Item 12: Information Literacy Curriculum

Respondents 1 and 3 said that information literacy is part of the curriculum as a whole. Respondent 1 commented that the schools in his state teach to the test because they are evaluated on the results of standardized tests. Respondent 3 had a similar comment to respondent 1 about the state tests, and he further said that the curriculum is developed to create lifelong learners. Respondent 6 was not sure what information literacy meant but said that the school does follow a library curriculum that teaches the students how to use the systems and look information up on the computer. Respondent 2 checked “no” and said that there is no formal curriculum, rather teachers and librarians collaborate.

Recommendation: Question seems to work; however, it may be better to phrase it in the following way: Is information literacy part of this school’s curriculum?

Item 13: Information Literacy in Standardized Testing

Six of the seven respondents answered “yes” and all that answered yes seemed to focus on standardized testing in general and commented that there may be a few questions on the test pertaining to library reference.

Recommendation: Since most of the respondents focused specifically on standardized testing it may be better to break the question into two parts: 1. Are students required to take standardized tests? 2. Do these standardized tests include questions or a section on information literacy skills?

Item 14: Feedback on Information Literacy in Standardized Testing

Five of the seven respondents answered “yes.” They all had the same general comments that they did not specifically get feedback but that anyone had access to this information if they wanted it. Respondent 3 answered “no” and said that he received verbal feedback from teachers. Respondent 5 said as the librarian she received very little feedback on anything.

Recommendations: None. The question seems reliable.

Item 15: Library/Teacher Collaboration

Respondent 5 answered 10 percent and said that last year she taught library skills classes but all were cut out of this year’s budget. Respondent 1 answered typically 50 percent, respondent 6 answered none, and respondent 2 answered 95 percent. Respondent 7 answered 25 percent and commented that library media skills are considered adjunct at best. Respondent 4 answered 75 percent and commented that all teachers bring classes to her to teach library skills. Respondent 3 answered 50 percent and commented that he usually goes to the teachers to see if he can help.

Recommendations: None. Question seems to work.

Respondents were asked to define information literacy before taking the survey.

Respondents 4 and 6 said they were not familiar with the term.

Information Literacy Definitions

The respondents defined “information literacy” in the following ways:

- “Access to databases, print, online materials, being able to access whatever resources you can” (respondent 5).
- “Being able to access information quickly and easily” (respondent 2).
- “Knowing how to access, comprehend, use, and understand what you read. Being literate about information” (respondent 1).
- “Being able to gather information, knowing where, when, and how to gather information” (respondent 3).
- “Everything I do all day long” (respondent 7).

Attachment. Protocol

School Name: _____

Phone Number: _____

City: _____ State: _____

**Hello. My name is (state name). I am calling from the U.S. Census Bureau in regards to a study we are conducting. Does this school have a library media center?
If no library, recruit for teacher.**

May I please speak with librarian? What is their name?

(when speaking with librarian)

Hello. My name is (state name). I am calling from the U.S. Census Bureau in regards to a short study that we are conducting on behalf of the National Center for Education Statistics (part of the Department of Education). Every 4 years the Census Bureau conducts the Schools and Staffing Survey for NCES. One of the surveys in SASS is aimed at Library Media Centers, and we would like your help in improving this questionnaire. This should only require around 15 minutes of your time, and I will be sending you booklet of results from the last SASS as a thank you for your time.

If respondent agrees:

I would like to fax you some of the questions that we are interested in studying and then arrange a time that is convenient for you to have a researcher to call you to go over the questions.

Could I have your fax number? _____

What time would be best to call you back? _____

What number should I reach you on? _____

So that I can send you the booklet, could I please have your mailing address?

(Verify spelling of name) _____

I'd like to ask you one quick question as well.

Are you familiar with the term information literacy?

yes

no

What does information literacy mean to you?

Thank you for your time today, (a representative) _____ will be calling you at _____ (appointment time) to go through the questionnaire that I am faxing to you. Please wait until he/she calls you to answer the questions. If you have any questions, I can be reached at 1.800.221.1204.

As we go through this questionnaire I would like for you to read the questions aloud. I would also like you to use a method called “thinking aloud.” What I mean by this is, as you go through the questions, please tell me what you are thinking about the question and what the question or specific words and/or phrases mean to you. I may interrupt periodically to ask questions or to remind you to “think aloud.”

I. Staffing

These questions ask about the number of professional, clerical, and volunteer staff in your library and the degrees held by the professional staff members.

1. Around the first of October, did any staff members hold FULL-TIME or PART-TIME paid positions or assignments in this library media center in each of the following categories:

- a. Paid state-certified library media specialists

	<u>FULL-TIME</u>	<u>PART-TIME</u>
<input type="checkbox"/> Yes → How many? -----	/ _ / _ /	/ _ / _ /
<input type="checkbox"/> No		

What is the process for state certification for library media specialists in your state? For this question, did you include library media specialists who were certified in other states but not this state? _____

- b. Paid professional staff who are NOT certified as library media specialists?

<input type="checkbox"/> Yes → How many? -----	/ _ / _ /	/ _ / _ /
<input type="checkbox"/> No		

- c. Paid library aides or clerical staff

<input type="checkbox"/> Yes → How many? -----	/ _ / _ /	/ _ / _ /
<input type="checkbox"/> No		

What is the minimum amount of hours a staff member has to work to be considered full time?

2. If you mark “NO” to items 1a and 1b then check here [] and go to item (5) on page 2.
3. For this item:
 - Count each paid professional staff member only ONCE. Report each person by his/her highest degree earned. If no paid professional staff have a particular degree as their highest degree, mark the “None” box for that degree.
 - If this library media center does not have any paid professional staff, skip to item 5 on page 2.
 - Do not include library aides or clerical staff.

How many of the paid professional library media center staff have earned the following as their highest degree:

- a. A doctoral degree as their highest degree?
/ ___ / ___ / ___ / paid professional staff members
___ None
- b. A master’s degree as their highest degree?
/ ___ / ___ / ___ / paid professional staff members
___ None
- c. A bachelor’s degree as their highest degree?
/ ___ / ___ / ___ / paid professional staff members
___ None
- d. An associate’s degree as their highest degree?
/ ___ / ___ / ___ / paid professional staff members
___ None

If the respondent has listed more staff members in question “3” than they have listed in question “1” be sure to ask if they counted staff members for more than one category. For example: If a staff member has a master’s degree, did they list that same staff member in items 3a–c?

4. How many of the paid professional library media staff have earned a master’s degree in a library-related education field such as librarianship, educational media, instructional design, instructional technology, library science, or information science?

/ ___ / ___ / ___ / paid professional staff members
___ None

What kind of library education related degree has this staff member earned?

II. Technology

These items ask about technology resources in your school library media center.

5a. How many computer workstations does the library media center have for student and staff use?

/ _ / _ / _ / _ / _ / Computer workstations
 ___ None → GO TO item 6a

Are these computer workstations located in the library facility? If they are located outside the library facility where are they located?

b. Of the computer workstations listed above, how many have access to the Internet?

/ _ / _ / _ / _ / _ / Computer workstations
 ___ None

6a. During the 2002–2003 school year, did this library media center have a budget for computer hardware?

___ Yes
 ___ No → GO TO Item 7a

b. What was the total expenditure for computer hardware for this library media center?

*Include expenditures for purchase, rental, and/or lease.
 Report the amount in whole dollars.*

\$ / _ / _ / _ / _ / _ / .00

7a. During the 2002–2003 school year, did this library media center have a budget for OTHER audio-visual equipment?

___ Yes
 ___ No → GO TO Item 8

b. What was the total expenditure for OTHER audio-visual equipment for this library media center?

*Include expenditures for purchase, rental, repair, and/or lease.
 Report the amount in whole dollars.*

\$ / _ / _ / _ / _ / _ / .00

What types of items are included in the budget?

Did you separate budget items according to computer hardware and other audio-visual equipment?

What do you consider as computer hardware?

What types of items are considered audio-visual equipment?

Who determines the budget?

How much control do you have over the budget?

Is there a specific budget allocated for the library or is it included with the school's overall budget?

III. Scheduling

We are interested in learning about the use of this library media center.

8. How much influence do you think each group or person has on making library media center scheduling decisions?

*Mark (X) for each line.

	No influence	Minor influence	Moderate influence	Major influence
a. Principal				
b. Library media center staff				
c. Site-based management team				
d. Union (through contract negotiations)				
e. School district				
f. Library media center staff collaborating with classroom teachers				

Are there any other groups or persons who are not listed above that have influence on making library media center scheduling decisions? If so, who are they?

IV. Information Literacy and Collaboration

The items in this section ask about information literacy skills. Information Literacy is the ability to recognize when information is needed, and the ability to locate, evaluate, and effectively use the needed information.

9. In the past TWELVE months, has the state, district, or school provided formal training on information literacy instruction to library media center staff?

Yes
 No

What do you consider formal training?

10. In the past TWELVE months, has the state, district, or school provided formal training on information literacy instruction to teachers?

Yes
 No

If yes: what type of training was supplied?

Was the training required?

11. Does this school follow state, district, or school content standards in information literacy?

Yes
 No

If yes: which standards does your school follow?

If no: is there a state, district, or school content standards in information literacy?

12. Does this school follow an information literacy curriculum?

Yes
 No

If answer is yes: who developed the curriculum?

13. Are students required to take standardized tests that include assessments on information literacy skills?

- Yes
 No

14. Does the library media center receive formal feedback on students' information literacy skills?

- Yes
 No

If yes: what type of feedback do you receive?

15. During the 2002–2003 school year, what percent of teachers in this school collaborated with the library media center staff to plan and deliver instruction?

- / / / / percent of teachers in this school
 None

Appendix K. Details of SASS Frame Creation and Sample Selection Procedures

The details in this appendix support on the discussion in chapter 4.

Using a Physical Location Definition for Schools	K-2
The Problem: Physical Reality vs. Administrative Reality.....	K-2
Differences between SASS and CCD Numbers	K-3
Differences between SASS and the Adjusted CCD Frame.....	K-4
Respondent Error	K-5
Processing/Editing Burden.....	K-6
Results of Using a Physical Location Definition for Schools in 2003–04 SASS.....	K-8
Collapsing Rules	K-9
Address Matching	K-9
Criteria Application to CCD Collapsing.....	K-9
Collapsing the Records	K-9
Collapsing Results from the 2003–04 Sampling Frame	K-13
2003–04 SASS School Allocation Procedure	K-15
Public Schools.....	K-15
Private Schools	K-16
Documentation of the Sort Selection for the 2003–04 SASS Public and Private School Sampling.....	K-16
Methodology	K-16
Results.....	K-17
Controlling the School Overlap with ELS.....	K-18
Terminology.....	K-18
Conditional Selection Probabilities.....	K-18
Investigation of School District Variances for 2003–04 SASS.....	K-19
Methodology	K-19
Results.....	K-19
References	K-19

This appendix contains the documentation for a number of topics related to the Schools and Staffing Survey (SASS) frame creation and sample selection procedures as discussed in chapter 4. The first topic discussed below is the decision to change from using the administrative definition of a public school to one based on the school’s physical location. The second issue involves the school sample allocation methodology for public and private schools. The third presents the research done to determine the sample sort order implemented to select public and private schools for the SASS sample. Fourth, a discussion of the methodology for controlling the overlap between SASS and the Education Longitudinal Study of 2002 (ELS:2002) is presented. Finally, research into the school district variances is discussed that investigates whether all districts should be sampled from particular states.

Using a Physical Location Definition for Schools

In an effort to maximize the quality of SASS data a new step was added to the public school frame building process that was intended to more accurately reflect the public schools’ physical realities as defined by SASS. SASS has used the Common Core of Data (CCD) definition of a public school since 1990–91 (the administrative reality as reported by the state) and specified this in the collection process. In most states, the physical reality of the school—the students, teachers, and administrators operating within a building as a single school—matched the administrative reality, but there were schools in a number of states where the data were inconsistent. Where this mismatch existed, there was a growing disparity between the respondents’ reported teacher and student counts and the CCD numbers because respondents often reported for more grades than were listed on CCD. The difference between the physical and administrative realities in the problematic states¹ significantly and negatively impacted the collection, processing, and measurement of SASS items. Changing the SASS frame to a physical reality would not negatively impact teacher and student counts in the states where there was little difference between the two, but would dramatically improve the quality of the data in the problem states.

This section of the appendix describes the problems resulting from using the CCD definition of schools as the basis for collecting SASS data from a number of perspectives, explains the approach used to collapse schools, and then discusses how this new approach impacted the 2003–04 SASS sample.

The Problem: Physical Reality vs. Administrative Reality

The problem can be understood most readily by highlighting the different definitions of “public school.” Schools are the primary sampling unit for SASS. In SASS, a public school is defined as having at least one teacher and serving at least one grade between 1 and 12. Schools that only teach kindergarten, prekindergarten, or adult education are not included in the sample. The SASS principal and teacher surveys administered in conjunction with the school survey ask principals and teachers a number of important questions that relate to the school environment. Responses from the school surveys provide important student and teacher counts, measures of programs and services, as well as a number of other measures of the school’s environment. These questions focus on the school—the building, students, and staff—as the respondents understand and experience its physical reality.

Since the 1990–91 administration, SASS has used CCD as the sampling frame. CCD is the Department of Education’s primary database on public elementary and secondary schools in the United States. CCD defines a public school as one that “provides educational services to students, has an assigned administrator, receives public funds as its primary support, and is operated by an educational agency” (Hoffman 2002, p. 24). Information is gathered annually on public schools through surveys sent to state

¹ The list of “problematic states” varies with each administration as the operational definition of “problematic state” has varied. There were 10 problem states in the 1990–91 administration, 6 in the 1993–94, and 16 in the 1999–2000 administration. Many of the same states are included on all three lists.

education departments. This information is largely based on administrative records maintained by state education agencies and reflects the school's administrative reality.

In most states, a school's physical reality matches its administrative reality. Some states, however, assign multiple administrative units to one physical location or have two principals operating within a single building. For example, a state may classify schools by elementary and secondary levels and report Smalltown High School and Smalltown Elementary School. In fact, the school that operates in Smalltown may be Smalltown K–12. Because CCD defines schools according to their administrative unit, the cover of the survey will say either Smalltown High School or Smalltown Elementary School. It is this mismatch between the administrative reality and physical reality that is responsible for a number of problems in the data collected from the school survey.

The three primary consequences of the mismatch between the physical and administrative definition of a school were visible in student enrollment and teacher overcounts, respondent error, and extensive data processing/editing of the raw data. The overcounting of students and teachers was identified as a problem when SASS estimates were compared to CCD estimates. Even after editing was completed, SASS estimates varied significantly from CCD numbers in several states. A more telling indicator, though, is the discrepancy between SASS estimates and CCD after it was adjusted to include only those schools meeting the SASS definition of school. SASS estimates should closely track those of its sampling frame. Diverging estimates point to recurring errors that can be addressed, at least in part, by better aligning the physical and administrative realities of schools.

Differences between SASS and CCD Numbers

For all administrations of the survey the SASS estimates have differed from CCD. Differences at the national level suggest that student counts were measured most accurately by SASS in 1987–88. The differences at the national level masked more dramatic variation occurring at the state level. For the most recent three administrations of SASS, the SASS estimates have been compared to the CCD numbers at the state level. As can be seen below, there are recurring problems in a number of states. The differences noted below remained after extensive editing of the responses.

1999–2000 SASS

- For four states, the SASS final estimate for teachers was more than 105 percent of the CCD number: Alabama, Massachusetts, Montana, and Pennsylvania. There were no states with estimates larger than 110 percent of CCD.
- For two states, the enrollment count exceeded the CCD number by more than 105 percent: Pennsylvania and South Dakota.

1993–94 SASS

- For 17 states, the CCD number of full-time-equivalent (FTE) teachers exceeded one standard error of the SASS estimate. Two of those states, Montana and Wyoming, were identified as problem states for that administration. A total of eight states appeared on the list of the problem states in the 1999–2000 SASS: Arkansas, Colorado, Minnesota, Montana, Nevada, Rhode Island, Wisconsin, and Wyoming.
- For eight states, the enrollment number on CCD was not within one standard error of the SASS estimate. These states included California, Florida, Illinois, Massachusetts, Minnesota, Missouri, Nevada, and Rhode Island.

1990–91 SASS

- For 16 states, the number of FTE teachers on CCD was not within one standard error of the SASS estimate. Three of these states, Montana, South Dakota, and Wisconsin, were considered problem states during this administration of SASS. A total of eight states were problem states again in the 1999–2000 SASS: Colorado, Iowa, Kansas, Montana, Rhode Island, South Dakota, Wisconsin, and Wyoming.
- For four states, the student enrollment number on CCD was not within one standard error of the SASS estimate: New Hampshire, New York, Pennsylvania, and South Dakota.

Differences between SASS and the Adjusted CCD Frame

In most states, benchmarking SASS estimates with CCD counts does make sense and is a useful way to evaluate the data. However, it is worth noting that there are reasons to expect SASS estimates to diverge from CCD estimates and for this reason SASS is not poststratified to match CCD. While SASS uses CCD as a sampling frame, the CCD frame is changed in a number of ways before drawing the SASS sample. Schools on the CCD frame that are excluded from SASS because they do not meet the SASS definition include: schools that are closed (they stay on CCD for a year after closing), schools not offering at least 1st grade, and homeschools. In addition, there are frame building activities in California and Pennsylvania where previous administrations have identified a number of administrative units that are operating as schools according to the SASS definition but are not included on the CCD frame. Consequently, the classification of specialized districts followed in CCD is disaggregated for SASS. Finally, the purpose of SASS also distinguishes it from CCD. SASS is designed to provide data about the school's functional reality, or its environment, while CCD focuses on administrative units and imposes this uniform definition of school from state to state. The notion that SASS should match CCD fails to acknowledge these differences.

The differences between the enrollment and teacher counts from CCD and from the adjusted CCD, as illustrated in table K-1, are the result of changes in the definition of public school as used for CCD. However, the final SASS estimates still deviated significantly from the adjusted frame in several states. In the 1999–2000 SASS, the extensive editing process to which the data were subjected did bring student counts much closer to the adjusted CCD counts—only one state had an enrollment count that was more than 10 percent of the adjusted CCD. However, the gap between the adjusted CCD and final SASS estimates for the number of teachers increased. In 10 states the final SASS weighted estimates of teachers exceeded the adjusted CCD counts by more than 15 percent. These states were: District of Columbia, Maine, Maryland, Massachusetts, Minnesota, Montana, New Jersey, Pennsylvania, South Dakota, and Virginia. An additional 16 states had edited weighted estimates of teachers that exceeded the adjusted CCD counts by more than 10 percent.

Notably, the SASS estimates were closer to CCD than they were to the sampling frame. It is expected that the CCD numbers and SASS estimates would differ because of the changes that were made to the CCD before schools were sampled from it. It is reasonable to expect, though, that the SASS estimates should be close to the sampling frame's counts. For several states, this expectation was not met. One cause of this error was the continuing mismatch in definition of a public school used by SASS and the sampling frame.

Table K-1. National teacher and student enrollment totals based on Schools and Staffing Survey (SASS), Common Core of Data (CCD), and adjusted CCD frame numbers, by survey administration: 1987–88, 1990–91, 1993–94, 1999–2000

Survey administration	Edited SASS final estimates	CCD	SASS as a percentage of CCD	Adjusted CCD frame	SASS as a percentage of adjusted CCD frame
1999–2000					
Teachers	2,889,275 ¹	2,906,554 ²	99.41	2,612,307 ³	110.60
Enrollment	45,099,507 ¹	46,857,321 ²	96.25	45,417,830 ³	99.30
1993–94					
Teachers	2,501,112 ⁴	2,505,074 ⁵	99.84	—	—
Enrollment	41,621,660 ⁶	43,476,268 ⁵	95.73	—	—
1990–91 ⁷					
Teachers	2,255,331	2,397,351	94.08	—	—
Enrollment	40,092,448	41,223,804	97.26	—	—
1987–88 ⁸					
Teachers	—	—	—	—	—
Enrollment	39,911,968	40,068,780	99.61	—	—

— Not available.

¹ U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “School Questionnaire” and “Teacher Questionnaire,” 1999–2000.

² U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1999–2000.

³ Analysis run by the Census Bureau for National Center for Education Statistics.

⁴ U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Teacher Demand and Shortage Questionnaire,” 1993–94.

⁵ U.S. Department of Education, National Center for Education Statistics. (1995, May). *Statistics in Brief: Public School Student, Staff, and Graduate Counts by State, School Year 1993–94* (NCES 95–213).

⁶ U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Questionnaire,” 1993–94.

⁷ U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Teacher Demand and Shortage Questionnaire,” 1990–91. U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Education Agency Universe,” 1990–91.

⁸ U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “School Questionnaire,” 1987–88.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Questionnaire,” 1993–94; “School Questionnaire,” 1987–88, 1999–2000; “Teacher Demand and Shortage Questionnaire,” 1990–91, 1993–94; “Teacher Questionnaire,” 1999–2000; Common Core of Data (CCD), “Public Education Agency Universe,” 1990–91; “State Nonfiscal Survey of Public Elementary/Secondary Education,” 1999–2000; *Statistics in Brief: Public School Student, Staff, and Graduate Counts by State, School Year 1993–94*, Common Core of Data (CCD), “State Nonfiscal Survey,” 1993–94.

Respondent Error

The most serious problem attributable to the mismatch between the sampling frame and the physical reality of the schools was respondent error. Typically, teachers and students were overcounted because the schools reported on all grades served, rather than the specific range of grades assigned to them by the sampling frame. Consider the example of Smalltown School, a school operating as a K–12 school in a problem state. CCD would list Smalltown Elementary and Smalltown High School as separate schools on the sampling frame. In many instances such as this, one of these two administrative units is sampled. When Smalltown K–12 receives the SASS school survey, the respondent might fill out the school survey reporting on Smalltown K–12 regardless of whether the survey is addressed to Smalltown Elementary or

Smalltown High School. The respondent error is identified when the student and teacher counts for a school differ significantly from the expected enrollment and teacher counts as reported on the frame.

In the 1999–2000 administration, there were nine states with unedited weighted teacher counts that were more than 115 percent of the adjusted CCD count for the state. These estimates ranged from 117.8 percent in Arkansas to 202.9 percent in Virginia.² An additional nine states had counts that were between 110 and 115 percent of the adjusted frame. Three states had unedited weighted student counts that were greater than 115 percent of the adjusted CCD counts and an additional five states had enrollment counts that were between 107 and 115 percent of the adjusted CCD. Census Bureau staff indicated that the evidence suggested that schools were reporting for the physical reality of the school rather than the administrative reality of the school or, in some instances, reporting the district counts rather than the school counts.

There is less detailed documentation of the pre-edit counts of teachers and students by state from earlier administrations, but there is documentation of similar problems.

1993–94 SASS

- Six hundred and sixty-two public school records, or 7.3 percent of the sample, were rejected because the number of teachers reported was at least 25 percent greater than expected.
- Three hundred and ninety-eight public school records, or 4.4 percent of the sample, were rejected because the number of students reported was at least 20 percent greater than expected.
- Five states and the District of Columbia had high edit rejection rates (the percentage of records rejected within each state is in parentheses): Montana (20.6 percent of records); New Jersey (8.2 percent of records); North Dakota (29.2 percent of records); South Dakota (25.7 percent of records); Wyoming (32.4 percent of records); District of Columbia (35.6 percent of records).

1990–91 SASS

- Nine states had full-time-equivalent teacher counts that were at least 15 percent greater than those reported on CCD: Arkansas, Iowa, Missouri, Montana, Nebraska, North Dakota, Oklahoma, South Dakota, and Wisconsin.
- Three hundred schools from 10 states were edited for consistency with CCD, including the nine states listed above plus Arizona. Thus, 16.2 percent of the sample from these 10 states were edited to match CCD.

1987–88 SASS

- There were significant overcounts for students and teachers.
- Respondents erroneously reported for physical reality of school rather than administrative reality and for districts rather than schools.
- Recollection of some data and significant editing resulted in processing delays.

Processing/Editing Burden

The failure of respondents to provide answers consistent with the CCD's definition of the school resulted in a lengthy editing process. These edits included some that were relatively straightforward and made corrections based upon frame information, which identified respondent "mistakes." These corrections, however, required consistency edits to variables when reasonable assumptions could be made and, finally,

² The discrepancy in Virginia was also attributable to the fact that the population count of teachers was based on an imputed count from CCD. (Virginia did not report its teacher counts to CCD for many years.) However, the next highest discrepancies were 141.7 percent in South Dakota and 140.5 in Montana.

edits to variables when the evidence was vague or ambiguous. Each SASS administration has required significant editing efforts to address problems related to this issue. The details of the 1999–2000 SASS processing operation are outlined below.

Schools that reported grade ranges inconsistent with CCD and that had teacher or student counts that varied by more than 30 percent from the frame were sent through a pre-editing process. Each of these cases was evaluated individually. The grade range of these schools was compared to the frame. If a school reported grade levels inconsistent with CCD, then those “extra” grade levels were deleted from the SASS file. Subsequently, teachers in those grades that were no longer considered a part of the school were reclassified as out-of-scope. The number of students and teachers was reduced proportionally based upon the appropriate grades listed on the frame. These two counts were the variables for which Census had accurate frame information.

The problem with the teacher count was magnified when there was a physical/administrative reality mismatch because of the way teachers were counted in SASS. If the actual school contained more grades than the sampled school, respondents to the Teacher Listing Form were asked to count teachers teaching part time within the expected grade range and part time outside the expected grade range as part-time teachers. Respondents often reported these full-time teachers at the physical school as full-time teachers at the administrative school. This process inflated the number of full-time teachers, especially in small schools.

After resolving the student and teacher counts on these first two items, Census staff then evaluated every other variable on the school file that included a teacher or student count and adjusted them as necessary. For teacher or student ethnicity, for example, the total would be altered to match the appropriate total and the entry for each category would be adjusted to the initial proportion for the new total. Other variables with counts required corrections that were not as transparent. The counts for limited-English-proficient students and the National Student Lunch Program did not have references to the grades served. If the reported numbers exceeded the adjusted enrollment, the counts were reduced proportionally based upon the proportion of students in the sampled school compared to the reported enrollment. If the reported numbers were less than the enrollment, a judgment needed to be made with respect to whether the count required a proportional reduction. Moving beyond the teacher and student count variables, attempts were made to make consistency edits when possible. For example, if the sampled school was an elementary school that erroneously reported for K–12, edits were made to make program offerings consistent with the appropriate grade range—an elementary school was not likely to offer Advanced Placement. These edits became somewhat subjective and called into question the validity of the remaining responses for these schools.

Once this pre-editing was complete, all surveys were processed through the edits, final interview status recode (ISR), imputation, final edits, and weighting. Consequently, the discrepancy between the school unit sampled from the frame and the actual school as experienced by respondents led to significant data problems in a number of states. After the pre-edit processing was complete, 17 states in the 1999–2000 SASS had an edit rejection rate³ of at least 25 percent—amounting to 1,083 cases, or schools. These states included Arkansas, Iowa, Kansas, Maine, Missouri, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Wisconsin, and Wyoming. In addition, 17 states had at least 6 percent of their sampled public schools, totaling 476 cases,

³ The edit rejection rate is the proportion of public schools failing one or more of the criteria outlined in the edit specifications and is specific to the grade range problem.

edited for corrections.⁴ These states included Arkansas, Colorado, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Oklahoma, Rhode Island, South Dakota, Vermont, Wisconsin, and Wyoming. (See table K-2 for details on editing.)

Table K-2. Indicators of grade range error for public school questionnaire, by selected states: 1999–2000

State	Edit rejections		Edit corrections		Pre-edit enrollment as percentage of CCD	Post-edit enrollment as percentage of CCD	Pre-edit number of teachers as percentage of CCD	Post-edit number of teachers as percentage of CCD
	Rate (%)	Number of cases	Rate (%)	Number of cases				
Total	†	†	†	†	108	99	117	112
South Dakota	55	118	30	65	134	102	142	123
North Dakota	51	92	23	42	108	97	121	113
Montana	48	88	27	50	115	97	141	116
Nebraska	40	65	25	41	109	98	119	111
Iowa	38	65	22	37	117	99	120	109
Arkansas	38	61	16	26	106	97	118	113
Oklahoma	35	127	16	58	107	98	111	108
Wisconsin	33	57	16	28	106	99	115	114
Missouri	28	51	14	25	104	98	112	110
New Hampshire	28	33	11	13	105	101	113	110
Wyoming	41	54	14	18	100	96	119	112
Vermont	33	39	6	7	99	98	109	111
Kansas	32	52	8	13	101	98	104	109
Rhode Island	26	26	9	9	103	101	103	109
Minnesota	20	—	10	18	108	102	114	116
Colorado	24	—	7	12	107	102	108	110

— Not available.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Processing Public School Data File," 1999–2000.

This was a lengthy process that required significant changes to the data at the pre-edit and edit processing stages. Some of these changes were based upon strong empirical evidence as to what the appropriate response should have been, while others required or made assumptions for which the evidence was sparse or nonexistent. The complexity, burden, and imprecision of this process argued for changing the sampling frame to better reflect the physical reality of the school.

Results of Using a Physical Location Definition for Schools in 2003–04 SASS

In implementing the collapsing of CCD records to reflect the physical reality, a replicable standard was implemented to the collapsing process. This collapsing process relied on software currently used for updating the Private School Universe Survey (PSS) list frame, modified to adhere to the standards described below. In general, this software matched records on certain criteria, including address, and

⁴ The edit correction rate is the proportion of public schools where data were corrected as a result of the edit process due to the grade range problem. This rate is substantially lower than the edit rejection rate because many records fail initially, but further inspection reveals that the records cannot be classified as definite misreporting.

resulted in a list of records matching on the defined criteria. This list of matches was reviewed clerically to verify the match status of the identified cases.

Collapsing Rules

Restricted Rules. Potential candidates for collapsing had to match on ZIP code, school type, public charter school flag, address, and phone number. Candidates had contiguous nonoverlapping grade ranges, meaning that there was no more than one grade overlapping or missing from the resulting grade range.

Relaxed Rules. Potential candidates for collapsing had to match on ZIP code, school type, public charter school flag, and two of the following three: phone number, address, and name of school. Candidates had contiguous nonoverlapping grade ranges, meaning there was no more than one grade overlapping or missing from the resulting grade range.

Address Matching

The software standardized addresses, parsing address fields into component parts such as street number, street name, directional suffix, street type, and ZIP code. Abbreviations were standardized and spacing was set consistently. The components were subsequently matched one by one. If all of the address components matched, the address was considered a match.

In collapsing CCD records, Census Bureau staff matched on standardized location address if the location address was available. In a few states, it was observed that physical address was not provided on CCD records, so matching on a standardized mailing address was used as an alternative.

Criteria Application to CCD Collapsing

The matching program used by Census Bureau staff was designed to identify collapsing records on standardized address, telephone number, school type, and public charter school status. Records matching on all of these criteria were output, with the output sorted on ZIP code for ease of review. The output was clerically reviewed to verify that grade ranges (rather than enrollment by grade) were either nonoverlapping or overlapping by no more than one grade and were consecutive. For example, K–6 could collapse with 6–8, however K–6 could not collapse with 9–12, and K–6 could not collapse with 4–8. Schools matching on all criteria were collapsed.

In certain states (e.g., Montana, Nebraska, Oklahoma), it was known from past experience that these criteria failed to identify all schools that viewed themselves as one physical entity. This was due to variations in address and telephone number reporting. In these states, an alternative standard was applied, whereby schools had to match on at least two of the following three: standardized address, telephone number, or keyword in the school's name. Keyword was defined as whatever remained after stripping off the word "school," "academy," etc. and any school grade level descriptors (e.g., elementary, high, senior, junior, middle, primary, upper, lower, intermediate). In the interest of time, this keyword standard was applied clerically. The school type, public charter school status, and grade range criteria also applied to the schools collapsed via the alternative standard.

Collapsing the Records

Once it was determined which records to collapse, the SASS sampling frame had one record per collapsed set of CCD records. Teacher counts, enrollment, and grade range were summed from the collapsed set of CCD records. The address and phone number of the first record in the set were arbitrarily chosen. Names

were generalized to avoid grade range descriptors. For example, “Spring Valley Elementary” and “Spring Valley Jr/Sr High” were collapsed to “Spring Valley School.” As a first step after sampling, field representatives contacted sampled schools to verify name and address, so if incorrect assumptions were made, they were corrected as a first step in the field data collection.

Application of Collapsing Rules to States

The relaxed collapsing rules were applied in nine states:

1. Nebraska;
2. Montana;
3. Oklahoma;
4. North Dakota;
5. South Dakota;
6. Arkansas;
7. Iowa;
8. Missouri; and
9. Minnesota.

Three states were excluded from the collapsing process:

1. New York;
2. Pennsylvania; and
3. New Jersey.

Census Bureau staff made the determination that the collapsing rules did not work well in these three states. It appeared the schools in these states did not need to collapse. The details of how this determination was made are provided in the following section.

The restricted rules were applied in all other states.

Justification

In determining what collapsing rules were optimum for a particular state, three pieces of information were considered: 1) results of calling some of the larger collapsed schools; 2) the amount of collapsing that would occur under the restricted and relaxed rules and the size distribution of these resulting schools; and 3) the results from the 1999–2000 SASS pre-edit review regarding schools that reported for the wrong grade range.

First, the Census Bureau called a total of 21 schools: 10 in New York, 5 in Pennsylvania, and 6 in Wisconsin. Of the 21 schools, 17 had a final collapsed enrollment of greater than 1,000 and 4 had a final collapsed enrollment of 750 to 999. Of the 21 collapsed schools, 20 had grade levels with separate administrators and thus should not have been collapsed, and one school was legitimately collapsed. Of the 15 schools in New York and Pennsylvania, all had appeared to collapse under the restricted rules (i.e., phone and address). In all cases the schools resided on one campus but were in separate buildings or separate wings. Phone numbers given on CCD were for either an automated menu system or for the district office. In Wisconsin, the six schools had been collapsed under the relaxed but not the restricted rules.

Second, the conclusion from the calling operation was that schools with a larger enrollment generally should not be collapsed. However, since the amount of calling was limited, it could not be determined

what the appropriate cut-off value would be for using enrollment as a collapsing criterion. It was decided that the size distribution of the schools that resulted from application of the collapsing rules within each state would be considered.

Third, for the 10 traditional problem states, the collapsing results were matched to the list of edit corrections from the 1999–2000 SASS that were supplied by Census Bureau processing staff. Table K-3 provides those results by state and by which criteria would cause the school to collapse.

Table K-3. SASS edit corrections for traditional problem states, by number of schools meeting collapsing criteria (weighted number of schools in parentheses): 1999–2000

State	Total edit corrections (self-identified as combined school)	Results when applying collapsing rules			
		Address and phone	Address and name	Phone and name	Schools not collapsed
Oklahoma	51	16	15	1	19
Montana	49	37	6	6	0
Nebraska	40	15	4	1	20
North Dakota	39	29	4 (10.0)	0	6
South Dakota	48	36	2 (8.7)	2 (17.2)	8
Arkansas	26	7	13 (81.8)	0	6
Iowa	37	9	6 (37.3)	2 (19.0)	20
Missouri	27	12	8 (88.5)	1 (11.9)	6
Minnesota	18	5	6 (53.1)	0	7
Wisconsin	27	14	1 (3.1)	0	12

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Processing Public School Data File,” 1999–2000.

The collapsing results for the 10 traditional problem states are listed in table K-4. Results are presented for the restricted as well as the relaxed criteria, along with the number of larger schools (enrollment 750–999 and 1,000 or more) that collapsed.

Table K-4. Collapsing results for traditional problem states, by matching criteria and enrollment: 2003–04

State	Total schools eligible for SASS	Schools collapsing by criteria:			Large schools collapsing by enrollment	
		Restricted option Address and phone	Relaxed option Address and name Phone and name		750–999	1,000 or more
Montana	870	215	56	18	10	4
Oklahoma	1,807	109	192	21	11	16
Nebraska	1,281	110	50	11	2	4
South Dakota	756	193	42	7	5	0
North Dakota	562	97	28	3	1	1
Iowa	1,499	82	86	8	10	5
Arkansas	1,144	48	137	11	18	25
Missouri	2,326	91	195	9	24	33
Minnesota	2,317	91	83	11	19	27
Wisconsin	2,157	113	88	23	32	21

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Sampling Frame and Adjusted Sampling Frame,” 2003–04.

Collapsing results for the remaining 41 states are presented in table K-5. Results are presented only for the restricted criteria along with a size distribution of the schools that collapsed.

Table K-5. Collapsing results using restricted criteria for nonproblem states, by enrollment distribution: 2003–04

Nonproblem state	Total schools	Schools lost due to collapsing	Large schools collapsing, by enrollment	
			750–999	1,000 or more
Alabama	1,527	8	2	2
Alaska	522	9	0	0
Arizona	1,863	25	0	3
California	8,907	32	6	2
Colorado	1,667	79	0	1
Connecticut	1,080	3	0	0
Delaware	199	1	0	1
Dist of Columbia	198	0	0	0
Florida	3,418	9	1	0
Georgia	1,979	6	3	1
Hawaii	279	0	0	0
Idaho	690	10	0	0
Illinois	4,348	123	3	4
Indiana	1,979	8	0	4
Kansas	1,432	41	1	0
Kentucky	1,475	22	1	2
Louisiana	1,541	3	2	0
Maine	714	2	0	0
Maryland	1,383	1	0	0
Massachusetts	1,908	6	2	2
Michigan	3,982	46	4	6
Mississippi	1,046	2	0	0
Nevada	530	12	0	0
New Hampshire	472	25	3	2
New Jersey	2,430	13	0	9
New Mexico	835	42	1	0
New York	4,353	114	25	40
North Carolina	2,253	3	0	0
Ohio	3,912	37	8	7
Oregon	1,301	7	0	1
Pennsylvania	3,251	60	11	21
Rhode Island	333	0	0	0
South Carolina	1,150	1	0	0
Tennessee	1,646	0	0	0
Texas	7,747	115	4	10
Utah	793	2	0	0
Vermont	392	1	1	0
Virginia	2,095	2	0	0
Washington	2,218	27	2	1
West Virginia	822	1	0	0
Wisconsin	2,157	113	4	2
Wyoming	389	31	0	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Sampling Frame and Adjusted Sampling Frame," 2003–04.

Weighted estimates of schools from table K-3 provide an estimate of the expected amount of collapsing. This was compared to table K-4 to determine which set of rules most closely reflected the expected amount of collapsing. Generally, it was determined that the relaxed rules provided a more accurate prediction of which schools were likely to need collapsing.

For the states in table K-5, no comparison to 1999–2000 SASS edit rejects was produced. Census Bureau staff simply compared the amount of collapsing with the size distribution to judge whether collapsing was likely to improve CCD as a sampling frame.

A comparison of tables K-3 and K-4 shows that application of the relaxed collapsing rules had a clear benefit in Montana, Oklahoma, Nebraska, North Dakota, South Dakota, Arkansas, Iowa, and Missouri. Additionally, in Minnesota, the expected “improvement” based on 1999–2000 SASS results was greater than the expected deterioration (i.e., the number of larger schools collapsing). Consequently, it was recommended to apply the relaxed rules to Minnesota as well. In Wisconsin, the expected deterioration was substantial and the expected improvement was minimal, so it was recommended to apply the restricted rules.

A review of table K-5 shows that more than half of the collapsed records in New York, New Jersey, and Pennsylvania had a student enrollment of 750 or more, so it was believed that they should not legitimately be collapsed. Since more than half were large schools, the expected amount of deterioration exceeded the expected amount of improvement, so no collapsing was implemented in these states. In several other states, the collapsing appeared to have been of dubious value, but the volume of collapsing was so small that the potential deterioration was minimal. As a result, it was recommended to apply the restricted rules to these states.

Collapsing Results from the 2003–04 Sampling Frame

Of the 2,344 collapsed schools remaining on the sampling frame, 576 were selected for sample. All sampled schools were asked about the grade range they provided. Using the check on grade range as a measure of whether the collapsing succeeded in correctly creating a school entity for which the respondent would recognize and report, it appeared the collapsing succeeded in 460 sampled schools and failed in 116 (79.9 percent success rate). In addition, there appeared to be 28 sampled schools that should have been collapsed but were not.

Schools where the collapsing was applied incorrectly were split into their component schools, as they appeared on CCD originally, and one component school was selected randomly to be the sampled school. The inverse of the probability of selection (base weight) was adjusted appropriately to reflect this subsampling. Schools that should have been collapsed but were not were allowed to report as they perceived themselves and their weights were adjusted for their multiple chances of selection.

A preliminary analysis of the 116 schools that should not have been collapsed revealed no clear pattern or cause for the collapsing failure. In some states where the relaxed rules for collapsing were applied, it appeared that the more restricted rules should have been applied. In most cases it appeared that the phone number match should have been a requirement. A detailed breakdown of the collapsing results by state is presented in table K-6.

Table K-6. Collapsing results, by state: 2003–04

State	Number of collapsed schools in sample	Number of schools erroneously collapsed in sample	Percentage failure	Number of collapsed schools missed	Number missed as a percentage of proper collapsing
Total	576	116	20.1	28	5.7
Alabama	1	1	100.0	1	100.0
Alaska	3	0	0.0	0	0.0
Arizona	7	5	71.4	2	50.0
Arkansas	36	21	58.3	0	0.0
California	5	1	20.0	0	0.0
Colorado	10	2	20.0	2	20.0
Connecticut	3	0	0.0	0	0.0
Delaware	1	0	0.0	0	0.0
Florida	1	0	0.0	0	0.0
Georgia	3	1	33.3	0	0.0
Idaho	6	0	0.0	1	14.3
Illinois	12	2	16.7	1	9.1
Indiana	2	1	50.0	0	0.0
Iowa	26	4	15.4	0	0.0
Kansas	17	1	5.9	1	5.9
Kentucky	8	0	0.0	0	0.0
Maine	2	0	0.0	0	0.0
Michigan	2	0	0.0	1	33.3
Minnesota	34	12	35.3	2	8.3
Missouri	29	12	41.4	0	0.0
Montana	57	5	8.8	1	1.9
Nebraska	35	5	14.3	3	9.1
Nevada	2	0	0.0	0	0.0
New Hampshire	13	2	15.4	0	0.0
New Mexico	22	3	13.6	2	9.5
New York	0	0	†	1	100.0
North Carolina	1	0	0.0	0	0.0
North Dakota	39	0	0.0	0	0.0
Ohio	4	2	50.0	1	33.3
Oklahoma	79	19	24.1	0	0.0
Oregon	3	0	0.0	0	0.0
Pennsylvania	0	0	†	3	100.0
South Carolina	1	0	0.0	0	0.0
South Dakota	61	4	6.6	2	3.4
Texas	12	7	58.3	1	16.7
Utah	1	0	0.0	0	0.0
Vermont	1	0	0.0	0	0.0
Washington	4	1	25.0	1	25.0
Wisconsin	18	3	16.7	2	11.8
Wyoming	15	2	13.3	0	0.0

† Not applicable.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Sampling Frame and Adjusted Sampling Frame," 2003–04.

2003–04 SASS School Allocation Procedure

This section discusses how the school sample was allocated to public and private school strata in SASS. Generally the allocation is done in a way that provides reasonable precision for all components of SASS while meeting a variety of estimation goals for each component. The estimation goals are described in chapter 1.

Public Schools

The public school allocation was done according to the following priorities:

1. The total public school sample size in the 2003–04 SASS contained 9,374 regular schools, 166 Bureau of Indian Affairs-funded schools, 450 high American Indian or Alaska Native enrollment schools, and 300 public charter schools.
2. There were 450 sampled schools allocated to the high American Indian or Alaska Native enrollment schools and 300 sample schools allocated to public charter schools proportional to the sum of the square root of the number of teachers per strata. Additional requirements of 150 elementary and secondary schools with high American Indian or Alaska Native enrollment and at least 80 public charter schools per grade level were imposed.
3. The remaining 9,374 schools were allocated to the regular schools in two different ways. This was done because of the increased number of combined schools in the sampling frame due to the collapsing procedure outlined in the section on defining public schools by their physical location in this appendix. The two methods used are listed below:
 - *Proportional to the 1999–2000 SASS unit standard error for the number of schools in each stratum by state.* This allocation method would achieve optimum results for national estimates.
 - *Proportional to the sum of the square root of the number of teachers per strata.* This allocation method allowed for an increase in the number of sampled combined schools to match the increase in the number of combined schools in the frame.
4. The following adjustments were made to the results of both allocation methods:
 - increased the combined school sample size in Alaska to approximate the sampling rate for schools with high American Indian or Alaska Native enrollment;
 - increased the combined sample size to approximate the overall state sampling rate;
 - compared the adjusted sample sizes against the minimums of 80 sampled schools for elementary and secondary and 20 for combined, and replaced the sample size with the minimum if necessary; and
 - compared the adjusted sample sizes against the total number of schools per strata. If the sample was more than 60 percent of the total, then it was adjusted down to 60 percent of the total.
5. Many of the original sample sizes were adjusted in the above steps; the ones that were not adjusted were reallocated according to the original allocation method.
6. The final results of the allocation methods were then compared and if there were major discrepancies between the two in a specific stratum, the average was determined and assigned as the final sample size.

Private Schools

The private school sample size selected from the list frame was 3,443 schools. The goal was to select an overall sample of 3,420 private sample schools from the list frame. The allocation process consisted of the steps below:

1. First, the sample was allocated at the affiliation level. The overall sample of 3,420 schools was allocated among 17 private school affiliations, proportional to the measure of size equal to the square root of the total number of teachers as the initial sample sizes. (NOTE: The 2003–04 SASS included 17 groups rather than the 20 used in the 1999–2000 administration, as described in chapter 4.)
2. Next, a sample size of 100 was assigned to all affiliations that were assigned an initial sample size less than 100, and the remaining sample was redistributed proportionally among the remaining affiliations.
3. Next, the sample was allocated at the stratum level. Within affiliation, the sample size was allocated at the stratum level proportional to the measure of size.
4. Finally, a sample size of two was assigned to all strata with initial sample sizes less than two, and the remaining sample was redistributed proportionally among the remaining strata.

Documentation of the Sort Selection for the 2003–04 SASS Public and Private School Sampling

As part of the 2003–04 SASS sample design process, it was determined that the current sample sort order for both public and private schools should be evaluated and possibly improved.

Methodology

Bootstrap variance programs developed by the National Center for Education Statistics (NCES) (discussed in greater detail in chapter 9) were used to generate the total covariance and finite population correction (FPC) factors of a particular sample using a specified sort order. The 1999–2000 SASS sample sort (sort #1) was used as a standard in both the public and private results. The 1999–2000 SASS sample sort with a serpentine sort in the enrollment portion for both the public and private schools (sort #2) was also tried. In theory, this serpentine sort should reduce the number of extreme covariances as well as the maximum FPC, since it should provide better control over the size distribution of the schools selected for the sample. The locally random FPC, which is the FPC computed across small increments of the sample, can be larger than one. As a result, it is important to design a survey in which this is not a problem with respect to the variance estimates, since this condition could result in the computation of negative variances. The following sample sort orders were tried:

For public schools—

1. stratum, state, urbanicity, ZIP code, LEA ID, descending high grade, percent minority, and descending enrollment;
2. stratum, state, urbanicity, ZIP code, LEA ID, descending high grade, percent minority, and enrollment in serpentine sort;
3. stratum, urbanicity, LEA ID, descending high grade, percent minority, and descending enrollment;

4. stratum, ZIP code, urbanicity, descending high grade, and descending enrollment; and
5. stratum, descending high grade, urbanicity, enrollment in serpentine sort, school ID.

For private schools—

1. stratum, state, descending high grade, urbanicity, ZIP code, descending enrollment, and school ID.
2. stratum, state, descending high grade, urbanicity, ZIP code, serpentine enrollment, and school ID.
3. stratum, typology, state, descending high grade, urbanicity, ZIP code, descending enrollment, and school ID. and
4. stratum, religious orientation, state, descending high grade, urbanicity, ZIP code, descending enrollment, and school ID.

Results

The various sorts were evaluated by determining a sample sort order that produced the smallest number of extreme positive and negative covariances and the lowest maximum FPC. Since the variance estimator for SASS assumes that the relative covariance is zero, a large positive covariance will considerably underestimate the variance, while a large negative covariance will overestimate it. These extremes also result in more unreliable estimates. The results shown in tables K-7 and K-8 were used in the determination of the 2003–04 SASS sample sort.

Table K-7. Results for sort research in SASS public school sampling: 2003–04

Sort	Maximum FPC	Number of negative extreme covariances (less than -20 percent)	Number of positive extreme covariances (greater than 20 percent)
#1	1.3333	45	3
#2	1.4444	45	3
#3	1.8125	50	2
#4	2.0555	53	2
#5	1.5714	54	3

NOTE: FPC refers to finite population correction.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Sampling Frame,” 2003–04.

It is not immediately clear from the results above which sort order is the best. For example, public school sorts #1 and #2 seemed to be almost identical, but there were certain states (Delaware and Hawaii) that had very large positive covariances using the first sort. The second sort reduced these covariances slightly without changing the overall effect. The last three public school sorts clearly produced much worse results than sort #2. The slightly larger maximum FPC produced by sort #2 was accepted in return for smaller covariances in Delaware and Hawaii.

Table K-8. Results for sort research in SASS private school sampling: 2003–04

Sort	Maximum FPC	Number of negative extreme covariances (less than -20 percent)	Number of positive extreme covariances (greater than 20 percent)
#1	1.1818	7	0
#2	1.3333	17	0
#3	1.3333	9	0
#4	1.2750	10	0

NOTE: FPC refers to finite population correction.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Private School Sampling Frame,” 2003–04.

From the results above, the first sort produced the best results. The third sort also generated reasonable results but since it used an outdated definition of typology as one of the sort keys, it was discarded.

Controlling the School Overlap with ELS

This section of the appendix describes how the original 2003–04 SASS selection probabilities were adjusted so that the expected number of schools overlapping between the 2003–04 SASS and the 2003–04 follow-up of ELS:2002 was minimized without changing a school’s overall selection probability for the 2003–04 SASS. To do this required knowledge of the 2003–04 SASS and ELS selection probabilities for all schools in the frame. The 2003–04 SASS school sampling selection was dependent upon ELS.

The details of this process are described below. The required terminology and sets of schools are defined first. Next, the various conditional selection probabilities are presented. Selecting the 2003–04 SASS sample with these conditional probabilities maintained the original 2003–04 SASS school selection probabilities, while controlling the expected overlap.

Terminology

EN : the ELS sample

S_2 : 2003–04 SASS sample

i : school

$P_{hi}(EN)$: probability of selecting school i from stratum h in ELS.

$P_{hi}(S_2)$: probability of selecting school i from stratum h in the 2003–04 SASS.

$P_{hi}(S_2 | EN)$: probability of selecting school i from stratum h in 2003–04 SASS given that this school was selected for ELS.

$P_{hi}(NEN)$: probability of not selecting school i from stratum h in ELS.

$P_{hi}(S_2 | NEN)$: probability of selecting school i from stratum h in the 2003–04 SASS given that this school was not selected for ELS.

Conditional Selection Probabilities

Since the goal was to minimize the overlap with ELS, conditional probabilities of selection for 2003–04 SASS could be defined according to the following formulae:

$$P_{hi}(S_2 | EN) = 0 \quad \text{if} \quad P_{hi}(EN) + P_{hi}(S_2) \leq 1$$

$$P_{hi}(S_2 | EN) = \frac{P_{hi}(EN) + P_{hi}(S_2) - 1}{P_{hi}(EN)}, \quad \text{if} \quad P_{hi}(EN) + P_{hi}(S_2) > 1$$

$$P_{hi}(S_2 | NEN) = \frac{P_{hi}(S_2)}{1 - P_{hi}(EN)}, \quad \text{if} \quad P_{hi}(EN) + P_{hi}(S_2) \leq 1$$

$$P_{hi}(S_2 | NEN) = 1 \quad \text{if} \quad P_{hi}(EN) + P_{hi}(S_2) > 1$$

It can be verified that these conditional selection probabilities preserved the original 2003–04 SASS selection probabilities, $P_{hi}(S_2)$, while the expected overlap between 2003–04 SASS schools and ELS was minimized.

Investigation of School District Variances for 2003–04 SASS

As part of the 1987–88 SASS, it was determined that the school district variances were unreasonably high for a few states where the sampling rate was close to, but just short of, one. Upon investigation, it was decided that in three states the school sampling procedure should be altered to force all districts in the state to fall into sample. These three states were Delaware, Nevada, and West Virginia. Based on the results of the 1999–2000 SASS, the school district variance investigation was repeated.

Methodology

The bootstrap variance estimation software as developed by NCES (as discussed in more detail in chapter 9) was used to generate variance estimates for a select group of states assuming the current school district sampling methodology as applied to all states excluding the three states mentioned above. Comparisons of these variances to simple random sample variances were made to try to determine how well each state performed as compared to the other states. From this, design effects could be calculated and comparisons of coefficients of variation (unadjusted for the finite population correction) were made.

The states examined were Alaska, Florida, Louisiana, Maryland, New Mexico, Rhode Island, Utah, and Wyoming.

Delaware, Nevada, West Virginia, Illinois, and Vermont were used as benchmark states. Delaware, Nevada, and West Virginia were already part of the special sampling operation, and their results helped to identify other states with high district sampling variances. Illinois and Vermont were chosen as benchmark states because they had many school districts and reasonable variances.

Variances were generated for estimates of the total number of districts in the state and the total enrollment in the state.

Results

West Virginia had the highest sampling variances for the examined estimates, with Delaware and Nevada a distant second and third. Maryland and Florida had only slightly lower variances than these three states. One of the benchmark states, Illinois, performed only slightly better than these five states. The other states of interest performed better than Illinois.

As a result, it was decided to continue the special sampling operation for Delaware, Nevada, and West Virginia and to add Florida and Maryland to the special sampling operation.

References

Hoffman, L.M. (2002). *Overview of Public Elementary and Secondary Schools and Districts: School Year 2000–01* (NCES 2002–356). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

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Appendix L. Report on Results of Special Contact Districts

Background

School districts can approve or reject the Schools and Staffing Survey (SASS) on behalf of the schools that they control. Therefore, securing the approval of these districts is essential to the success of SASS. In past years, many districts indicated that formal approval from the district was required before they would allow schools to participate in SASS. Often this approval process required months to complete, making it difficult to obtain approval during the SASS data collection period.

For the 2003–04 administration of SASS, the National Center for Education Statistics (NCES) and Education Statistics Services Institute (ESSI) attempted to identify and contact districts with a formal approval process well ahead of data collection in order to secure this approval. NCES and ESSI identified 77 sampled districts that required prior approval to conduct surveys with schools in their district based on past administrations of SASS and other NCES sponsored surveys. The districts were referred to as “special contact districts” for this administration of SASS. Thirty-one special contact districts were also deemed “critical” districts because they had a disproportionate impact on state-level estimates. Without participation from schools in these districts, state-level estimates would be in jeopardy. The 77 districts included a total of 850 schools that were considered in-scope for SASS.

Methods

NCES and ESSI began contacting districts in February 2003. The purpose of the initial contact was to identify a contact person at the district and to determine what requirements needed to be satisfied before the district would approve administration of SASS. Generally, districts required either research applications or research proposals. Often these applications requested background on the study, information on the sampling plan, instruments to be administered, school resources required, and a plan for protecting the confidentiality of data. For districts that had research requirements, applications and proposals were prepared by NCES and ESSI staff based on information obtained during the initial contact with the district. The applications were submitted directly to the district by NCES and ESSI.

NCES and ESSI staff developed a tracking sheet that listed each of the special contact districts and provided a description of their research requirements, contact names, and the initial and final outcome of contact with the district. This spreadsheet was updated and sent regularly to the Census Bureau to inform the field-based operation. When the SASS data collection began, field representatives did not attempt to contact schools within those special contact districts that had not yet agreed to participate in SASS. On October 16, 2003, NCES turned responsibility for gaining approval of the remaining 41 special contact districts to Census Bureau Regional Office staff. Since Regional Office staff members are physically closer to the districts, it was felt that they could attempt to meet with district staff in person and gain participation in SASS. For nonresponding districts, field representatives attempted to contact schools directly.

Findings

Forty-three of the special contact districts required a formal application in order to approve research at their schools. Among the remaining districts that did not have a formal application, most required a written proposal to the superintendent. These proposals generally needed to include the same information as the formal applications.

By October 16, 2003, some 29 districts approved their participation in SASS, 7 districts did not grant permission to conduct the survey, and the remaining 41 districts neither approved nor denied participation. Census Bureau Regional Office staff and field representatives began contacting the districts after this date. Staff utilized various resources including a Partnership Specialist (Regional Office staff trained to work with community leaders and researchers), letters from the Regional Census Director, and personal contacts to obtain permission for SASS in the special contact districts. By the end of the field period, only two special contact districts had no complete Teacher Listing Forms or complete public school questionnaires from sampled schools in their district. Neither of the refusal districts were critical districts, meaning that their nonresponse would not have a disproportionate impact on state estimates. Out of the 850 schools in special contact districts, 673 completed Teacher Listing Forms and 588 completed school questionnaires.

The response rate of schools in the special contact districts was lower than the overall public school response rate for the Teacher Listing Form and school questionnaire. This may be attributed to two factors:

- Field work on these cases began in late October rather than early October as it did for regular cases.
- Many of these districts were difficult responders during previous SASS administrations.

The response rate comparison is shown in table L-1.

Table L-1. Response rate comparison between in-scope schools in special contact districts and all in-scope public schools, by selected questionnaires: 2003–04

Questionnaire	Special contact response rate (percent)	Overall public school response rate (percent) ¹
Teacher Listing Form	79	89
School Questionnaire	69	82

¹ Overall response rate includes schools in special contact districts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Documentation Data Files,” 2003–04; *Documentation for the 2003–04 Schools and Staffing Survey*, Schools and Staffing Survey (SASS), 2003–04.

Recommendations

The special contact methodology was highly successful at gaining cooperation from districts that required formal permission to conduct surveys with their schools. Regional Office staff were able to obtain permission from the majority of districts to conduct SASS and should be brought into the process once the survey sample is selected.

Appendix M. School District Experiment Findings

An earlier version of the paper contained in this appendix was presented at the American Association for Public Opinion Research Conference on May 13, 2005. It provides details on a test embedded in this administration of SASS to better understand how districts respond to precontact operations and what implications this has on the cost and timing of the SASS. It is organized as follows.

Too Much of a Good Thing? Working Through Establishment Gatekeepers	M-2
Abstract	M-2
Background	M-2
Methods	M-3
Findings	M-5
Discussion	M-8
Attachment M-1. Telephone Scripts for Treatment Group Calls to Public School Districts	M-10
Attachment M-2. Telephone Script for Control Group Calls to Public School Districts	M-12
Attachment M-3. Prenotice Letter to Test Districts	M-13
Attachment M-4. Prenotice Letter to Control Districts	M-14
Attachment M-5. Prenotice Letter to Schools	M-15
Attachment M-6. Contact Log.....	M-16

Too Much of a Good Thing? Working Through Establishment Gatekeepers

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U.S. Bureau of the Census

Abstract

In establishment surveys, gatekeepers often prevent interviewers from reaching the sampled person. Many surveys have developed methods to get around gatekeepers or enlist them as agents in the survey process. Often these efforts target an individual. For the Schools and Staffing Survey (SASS), school districts function as gatekeepers for the schools under them. Three scenarios were anticipated for the 2003–04 SASS: (1) if a district was contacted before the school and gave permission to conduct SASS, it could increase overall response rates; (2) if a district was contacted before the school and refused to participate, it could lower overall response rates; and (3) if districts were not contacted before the school, schools could request district permission to participate, delaying completion of the survey and increasing costs. In order to determine the best way to handle district contacts, an experiment was conducted in three Census Bureau Regional Offices. Approximately half of the school districts in each office were contacted by phone several months before the survey was conducted to discuss the survey and any information they would need before approving the survey. If information or formal application was required, it was prepared and sent to the district shortly after the call. In the other half of districts, a standard prenotice letter was sent to the district at the start of data collection. This paper reports on the impact on school response under those scenarios and makes recommendations for handling establishment gatekeepers.

Background

The Schools and Staffing Survey (SASS) is the nation's largest sample survey of K–12 schools. It is sponsored by the National Center for Education Statistics (NCES) and conducted by the U.S. Census Bureau. SASS is unique in that it collects data from public and private schools, principals, and teachers as well as public school districts and libraries. SASS links these units, allowing researchers to gain a complete picture of K–12 education in the United States. Previous SASS surveys were conducted during the 1987–88, 1990–91, 1993–94, and 1999–2000 school years. In each of these years, SASS followed a relatively traditional mixed mode approach. Sampled schools and districts were sent a prenotice letter, followed by questionnaires. Nonresponders received reminder postcards and a second questionnaire. Next Census Bureau staff attempted to interview nonrespondents by telephone. Finally, field representatives were sent to interview any remaining nonresponders. The 2003–04 SASS consisted of nine self-administered questionnaires (School District Questionnaire, School Library Media Center Questionnaire, Principal Questionnaire, Private School Principal Questionnaire, School Questionnaire, Private School Questionnaire, Unified School Questionnaire, Teacher Questionnaire, and Private School Teacher Questionnaire) and one interviewer-administered questionnaire (Combined School Screener/Teacher Listing instrument).

¹ The authors wish to thank Kerry Gruber and Lynn Zhao at the National Center for Education Statistics and Deanna Lyter and Greg Strizek at the Education Statistics Services Institute for their assistance in this research. Additionally, the authors thank Zoe Dowling at the U.S. Census Bureau for reviewing drafts of the paper and providing insightful comments.

DISCLAIMER: This report is released to inform interested parties of ongoing research and to encourage discussion of work in progress. The views expressed are the authors' and not necessarily those of the U.S. Census Bureau.

School districts (Local Education Agencies) are critical to conducting SASS in public schools. Since districts typically have more than one school in SASS, a refusal at the district level can affect multiple school, principal, teacher, and library media center questionnaires as well as the district questionnaire response rate. In past SASS administrations, the district was informed about SASS by mail at the same time the schools were asked to participate. This had the unintended consequence of allowing schools to participate before the district refused or schools refusing before the district had a chance to support administration of the survey. In order to reduce the time required to collect and process SASS data, it was decided to pursue a field-based methodology for the 2003–04 collection of the school-level questionnaires. This methodology utilized field representatives to drop off and pick up the self-administered questionnaires rather than relying on a postal mailout. In addition, the Teacher Listing Form (used to collect the sample frame of teachers) was converted from a paper self-administered questionnaire to an interviewer-administered instrument. The district questionnaire remained a mailout/mailback questionnaire with in-person nonresponse follow-up. In switching to a field-based methodology, there were two concerns for district participation in SASS:

- impact on school participation; and
- response rate to the district questionnaire.

Three potential outcomes were anticipated as a result of switching to a field-based methodology:

- If a district was contacted before the school and gave permission to conduct SASS, it could increase overall response rates.
- If a district was contacted before the school and refused to participate, it could lower overall response rates.
- If districts were not contacted before the school, schools could request district permission to participate, delaying completion of the survey and increasing costs.

The primary goal of switching to a field-based methodology was to shorten the time required to conduct SASS. Given this goal, there was concern about the impact of districts giving schools approval to participate in SASS on the schedule and response rate. In order to understand the impact of precontacting districts on response rates, an experiment was conducted with a subsample of schools and districts during the 2003–04 SASS.

Methods

Three Census Bureau Regional Offices (Seattle, Chicago, and Boston) were selected to participate in this experiment. All of the districts in these offices, except those with known processes for survey approval, were assigned to either the test or control group. Table M-1 shows the number of districts and schools in each of the groups. Those in the test group were referred to as “Test Group Districts.” These districts were called during July 2003 from the Census Bureau’s Hagerstown Telephone Center. The telephone interviewers were provided background information on SASS but were not told the nature of the experiment. Telephone interviewers called the districts and followed a script (attachment M-1) to determine if they had any research requirements or paperwork that had to be completed before a field representative visited their schools. If the districts indicated that they had research requirements, they were asked for specific information regarding the type of requirement. NCES and its contractor, the Education Statistics Services Institute, prepared a package to address the requirements. Generally, this package contained blank SASS questionnaires, detailed information on the survey including sample design, methodology, and sample reports. At the end of the call, districts were asked for the name of a contact person to whom the district questionnaire should be addressed. The districts assigned to the control group were called by the Hagerstown Telephone Center during August 2003. These districts were

asked only for the name of a contact person for the district questionnaire. (Attachment M-2 is a sample interview script.)

Table M-1. Unweighted counts of schools and districts, by group: 2003–04

Group	District sample size	School sample size
Control	665	1,164
Treatment	667	1,122

SOURCE: *School District Experiment Findings*, U.S. Census Bureau, 2005.

In October 2003, districts were sent a prenotice letter regarding SASS. Test districts received a letter letting them know that data collection was starting. (See attachment M-3.) Districts in the control group (as well as those not in the experiment) received a prenotice letter informing them about SASS. (See attachment M-4.) At the same time, each of the sample schools received a standard prenotice letter. (See attachment M-5.)

All field representatives were told that the districts had been notified about SASS and in cases where the districts explicitly approved SASS, they were provided with the letter of approval from the district. Field representatives from Regional Offices participating in the study were instructed to keep a log (attachment M-6) of each contact with a sampled school related to the Teacher Listing instrument, School Questionnaire, and Private School Questionnaire. Even though the research questions related only to public schools, the field representatives were instructed to keep logs for public and private schools in order to keep the study “blind.” Field representatives were told that these logs would be used to look at the number and type of contacts required to complete SASS and that individual performance would not be evaluated based on the logs.

The 2003–04 SASS used a mixed mode approach to obtain information from schools. First, field representatives contacted schools by telephone and, utilizing a computerized instrument, administered a series of screening questions to verify that they had reached the correct institution and that the institution met the SASS criteria for a school. Once this information was verified, the interviewer followed a script to identify a contact person at the school and set up an appointment to visit the school. At this appointment, the field representative used the computerized instrument to enter a list of all teachers at the school. The instrument then selected a sample of teachers to complete the teacher questionnaire. At this time, the field representative distributed the remaining SASS questionnaires (school, teacher, and principal). The field representative’s log was used to monitor all contact with the school needed to complete both the computerized Teacher Listing instrument and the school questionnaire.

The final total weighted response rates for the treatment and control groups were calculated at the end of data collection. The formula used to calculate the weighted response rates (r) was:

$$r = \frac{\sum \text{interviews} * \text{basic weight}}{\sum \text{total number of respondents eligible for interview} * \text{basic weight}}$$

The variance associated with these response rates was calculated using the following formula:

$$\frac{1}{n} \sum_{i=1}^n (r_i - \bar{r})^2, \text{ where } r_i \text{ is the replicate weighted response rate.}$$

The replicates were formed using a bootstrap variance methodology. Also, two more estimates were computed for the treatment and control groups, as well as the interviews and noninterviews: the weighted

average number of visits and the weighted average time spent with each school. The variances associated with these estimates were calculated using the same basic formula as for the response rate variance with the appropriate averages and replicates used. The response rates, the average number of visits, and average time estimates for the treatment and control groups were compared against each other and tested at the 5 percent significance level.

Findings

Of the 667 districts in the treatment group, 3 refused any contact with the Census Bureau representative during the calling operation, and 2 districts could not be contacted. (These 2 were likely closed for the summer.) Four hundred fifty-six districts requested some type of follow-up prior to granting permission to conduct SASS in their schools. Of these, more than half (255) requested a formal proposal or detailed overview of the research. A smaller number (110) requested a brief description of the research. The remaining districts indicated that a representative from the Census Bureau need only contact them a couple of days before an interviewer visited schools in their district. NCES and Education Statistics Services Institute staff followed up with those districts requesting more information by sending a proposal to 255 districts, and a long letter describing SASS to 110 districts. The remaining districts received a standard prenotice letter that thanked them for agreeing to participate in SASS and provided a brief overview of the survey. After receiving the follow-up materials, eight districts responded to Census with a formal approval to conduct SASS in their schools. (This approval came in the form of a fax, letter, or e-mail.) Thirty-three districts did not approve SASS, and 415 districts did not respond to the materials that were sent.

Does Precontacting the District Impact Response to the District Questionnaire?

Table M-2 shows that efforts to precontact the district had no impact on the final response rate for the district questionnaire.

Table M-2. Comparison of weighted response rates for district questionnaire, by group: 2003–04

Group	District questionnaire response rate		P value
	Percent	Variance	
Control	79.3	0.001	.534
Treatment	76.1	0.001	

SOURCE: *School District Experiment Findings*, U.S. Census Bureau, 2005.

Table M-3 shows that the type of information requested by the district did not impact its response rate to the district questionnaire. So providing more information to the district did not improve the likelihood that it would respond to the district questionnaire.

Table M-3. Comparison of weighted response rates for district questionnaire, by type of follow-up required: 2003–04

Type of follow-up required	District questionnaire response rate		Comparison	P value
	Percent	Variance		
Proposal (1)	69.7	0.003	1 vs. 2	.182
Full letter (2)	81.6	0.004	1 vs. 3	.400
Prenotice letter (3)	78.2	0.006	1 vs. 4	.240
No follow-up required (4)	75.8	0.002	2 vs. 3	.739
			2 vs. 4	.699
			3 vs. 4	.966

SOURCE: *School District Experiment Findings*, U.S. Census Bureau, 2005.

Table M-4 shows that some response rate differences emerge within the treatment group. Not surprisingly, districts that approved schools under them participating in SASS were more likely to complete the district questionnaire than the districts that denied the request to conduct SASS. The response rates of the districts that approved SASS participation (80.2 percent) and those that did not respond to the request (76.9 percent) were significantly higher than those of the districts that denied participation (36.6 percent). NOTE: Districts that did not formally respond were treated as having approved participation in the follow-up materials.

Table M-4. Comparison of weighted response rates for district questionnaire, by outcome of request for permission to conduct SASS at district schools: 2003–04

Outcome of request	District questionnaire response rate		Comparison	P value
	Percent	Variance		
Approved SASS (1)	80.2	0.001	1 vs. 2	<.001 ¹
Denied SASS (2)	36.6	0.009	2 vs. 3	<.001 ¹
No response (3)	76.9	0.001	3 vs. 1	.581

¹ Significant at the 95 percent confidence interval.

SOURCE: *School District Experiment Findings*, U.S. Census Bureau, 2005.

Does Precontacting the District Impact Response Rates for Schools?

As mentioned before, response was tracked for two school-level forms: the initial Teacher Listing Form and the subsequent school questionnaire. Overall, the response rate was higher for the interviewer-administered Teacher Listing Form than the self-administered school questionnaire. However, table M-5 shows that there was no significant difference between the treatment and control groups on initial response rate.

Table M-5. Comparison of weighted response rates for Teacher Listing Form and school questionnaire, by group: 2003–04

Group	Teacher Listing Form response rate		P value	School questionnaire response rate		P value
	Percent	Variance		Percent	Variance	
Control	87.2	<0.001	.460	81.4	<0.001	.690
Treatment	88.6	<0.001		80.6	<0.001	

SOURCE: *School District Experiment Findings*, U.S. Census Bureau, 2005.

Table M-6 shows that the impact of the different types of follow-up (letter, proposal, etc.) from NCES on the school-level response rate was minimal. Districts that required no follow-up had a significantly higher response rate on the Teacher Listing Form than those requiring a proposal or a prenotice letter. The school response rate was only significantly lower for schools in districts that requested a proposal compared to those that had no follow-up required.

Table M-6. Comparison of weighted response rates for Teacher Listing Form and school questionnaire, by type of follow-up required: 2003–04

Type of follow-up required	Teacher Listing Form response rate		Comparison	P value	School questionnaire response rate		Comparison	P value
	Percent	Variance			Percent	Variance		
Proposal (1)	86.9	<0.001	1 vs. 2	.745	78.5	<0.001	1 vs. 2	.939
Full letter (2)	85.1	0.002	1 vs. 3	.694	78.1	0.003	1 vs. 3	.713
Prenotice letter (3)	88.2	<0.001	1 vs. 4	.002 ¹	80.2	0.001	1 vs. 4	.020 ¹
No follow-up required (4)	94.6	<0.001	2 vs. 3	.584	86.4	<0.001	2 vs. 3	.749
			2 vs. 4	.072			2 vs. 4	.167
			3 vs. 4	.027 ¹			3 vs. 4	.160

¹ Significant at the 95 percent confidence interval.

SOURCE: *School District Experiment Findings*, U.S. Census Bureau, 2005.

Table M-7 shows that within the treatment group, the response from the district had minimal impact on the schools’ decision to respond. In fact, the only significant difference in response occurs on the Teacher Listing Form when comparing schools in districts that approved SASS with schools in districts that did not respond to the follow-up materials.

Table M-7. Comparison of weighted response rates of treatment group cases for Teacher Listing Form and school questionnaire, by outcome of district precontact: 2003–04

Outcome of district precontact	Teacher Listing Form response rate		Comparison	P value	School questionnaire response rate		Comparison	P value
	Percent	Variance			Percent	Variance		
Approved (1)	94.5	<0.001	1 vs. 2	.206	86.2	<0.001	1 vs. 2	.664
Denied (2)	89.1	0.001	1 vs. 3	<.001 ¹	83.2	0.004	1 vs. 3	.009 ¹
No response (3)	86.5	<0.001	2 vs. 3	.976	78.3	<0.001	2 vs. 3	.956

¹ Significant at the 95 percent confidence interval.

SOURCE: *School District Experiment Findings*, U.S. Census Bureau, 2005.

Interestingly, the district’s decision to complete the district questionnaire seemed to have a greater impact on the school’s response rate. Table M-8 shows the response rate for the school questionnaire by the district’s response to the district questionnaire.

Table M-8. Comparison of weighted school response rates, by district response to district questionnaire: 2003–04

Status of district questionnaire	School response rate		P value
	Percent	Variance	
Completed	84.1	<0.001	<.001 ¹
Refused	71.2	<0.001	

¹ Significant at the 95 percent confidence interval.

SOURCE: *School District Experiment Findings*, U.S. Census Bureau, 2005.

Does Precontacting the District Reduce Time or Number of Contacts Required to Complete the School Questionnaire?

Interviewers in the three Regional Offices participating in the study were asked to keep a log of all contact they had with sampled schools and districts related to completing the Teacher Listing Form and school questionnaire. Compliance with this procedure was generally low. For schools in the experiment, 69.9 percent had logs. Many of the logs contained missing data on time and type of contact (phone vs. in

person). Analysis reported below is based on the schools from which contact logs were received. Where contact time data were missing (12 percent of contacts), it was imputed with the average for the type of contact (phone vs. in person). Where both contact type and time were missing (4 percent of cases), average contact time across both contact types was imputed.

Table M-9 shows that the number of contacts required to complete the two school-level forms was not impacted by precontacting an individual school's district office.

Table M-9. Comparison of weighted average number of field representative contacts with a school, by group: 2003–04

Group	Contacts with a school		P value
	Average number	Variance	
Control	7.11	0.177	.728
Treatment	6.91	0.153	

SOURCE: *School District Experiment Findings*, U.S. Census Bureau, 2005.

Table M-10 shows that the average amount of time spent by field representatives to complete the two school-level forms was equivalent for the treatment and control groups.

Table M-10. Comparison of weighted average minutes spent by field representatives contacting schools, by group: 2003–04

Group	Minutes spent contacting schools		P value
	Average number	Variance	
Control	273.74	263.57	.453
Treatment	293.02	398.13	

SOURCE: *School District Experiment Findings*, U.S. Census Bureau, 2005.

Discussion

Prior experience conducting SASS heightened our concern about the impact of the school district's decision on the school's response rate. Schools often cite district policies and research procedures as a reason not to participate in SASS. In this study we looked at the relative impact of providing more information to districts prior to the start of the survey. Our hope was that this would facilitate data collection by allowing field representatives to allay school respondent's concerns on their first contact. At the same time, we were concerned that increasing our contact with the districts would increase their opportunities to refuse the survey on behalf of their schools. Results of the study indicate that additional contacts had no impact on the overall response rates of schools or districts to the survey. At the same time, precontacting the districts and providing the additional information they requested required significant resources in time and money. A number of factors may explain the inability of this contact to change response patterns. During the call to district offices, the telephone interviewer asked to speak with someone who was knowledgeable about the district's research policies. It is possible that the person they spoke with was not the decisionmaker. This is supported by the fact that some districts that refused on the telephone completed the SASS questionnaire when it was mailed to the district office. Additionally, in many of the districts that reported having formal research requirements, the request had to be approved by a committee rather than an individual.

There were indications from the research that schools function somewhat autonomously from their districts. Schools will still make their own decision about participating even when the district refuses. Forty-nine schools in districts that denied our request to participate in SASS completed the questionnaire.

A total of 415 schools completed SASS in districts that refused to complete the district questionnaire. In past SASS surveys, the requirements for district approval were often given over the telephone. It is possible that this was a delaying tactic used by the school-level gatekeeper. However, it may be possible that when the interviewer was present at the school, this reason was no longer viable. Out of the entire SASS survey (across all Regional Offices) only 60 Teacher Listing Form cases were coded out as a district refusal. Of these, just over half (33) occurred in Regional Offices that were not part of the experiment. Only 18 of the district refusals came from the three regions involved in the study. This would seem to indicate that a school-level gatekeeper exerts more influence on the decision to participate than the school district. To more fully understand the role of the school gatekeeper, we will be conducting a study that focuses efforts on them. During the fall of 2005, Census Bureau staff will test the effectiveness of procedures to convert school-level gatekeepers into survey coordinators using incentives and other conversion techniques.

Attachment M-1. Telephone Scripts for Treatment Group Calls to Public School Districts

Hello, my name is _____ (interviewer name). I am calling from the U.S. Census Bureau.

Have I reached _____

During the upcoming school year we will be conducting the Schools and Staffing Survey (SASS) for the U.S. Department of Education. (*if necessary*: SASS is a series of integrated questionnaires that provide data on education to federal, state, and local policymakers as well as education researchers. The topics covered include teacher preparation and certification, professional development for administrators, and district-level policies and procedures).

As part of SASS we will be sending a questionnaire to your office. The questionnaire covers topics including student enrollment, staff professional development, and teacher hiring. Can you tell me the name of the best person in your district to address the questionnaire to? (*if necessary*: this is often the superintendent or head of the research office)

_____ (contact 1 name)
_____ (contact 1 title)

And could I have their direct phone line?

(____)- _____ - _____ (contact 1 direct phone)
_____ (contact 1 email address)

I would also like to verify the mailing address: **Corrections to Address:**

In addition to the district questionnaire that we will be sending to you, a Census Bureau representative will be contacting schools in your district to conduct part of the Schools and Staffing Survey.

Is there a research application or other paperwork that would need to be completed before visiting the school? (*If respondent is unsure - ask to be connected with someone who would know*)

YES NO

If no - thank and end call.

If Yes:

Who would be the contact person for these forms?

_____ (contact 2 name)
_____ (contact 2 phone number)
_____ (contact 2 fax)

*Ask to speak with the contact person, explain upcoming research and ask for their district requirements.
What requirements are these?*

*If paperwork is involved:
fax to 202-502-7475*

*mail to: Lynn Zhao
National Center for Education Statistics
1990 K Street NW
Washington, DC 20006*

If available on a website collect address _____

Attachment M-2. Telephone Script for Control Group Calls to Public School Districts

Hello, my name is _____ (interviewer name). I am calling from the U.S. Census Bureau.

Have I reached _____

During the upcoming school year we will be conducting the Schools and Staffing Survey (SASS) for the U.S. Department of Education. (*if necessary*: SASS is a series of integrated questionnaires that provide data on education to federal, state, and local policymakers as well as education researchers. The topics covered include teacher preparation and certification, professional development for administrators, and district-level policies and procedures).

As part of SASS we will be sending a questionnaire to your office. The questionnaire covers topics including student enrollment, staff professional development, and teacher hiring. Can you tell me the name of the best person in your district to address the questionnaire to? (*if necessary*: this is often the superintendent or head of the research office)

_____ (contact 1 name)

_____ (contact 1 title)

And could I have their direct phone line?

(____)- _____ - _____ (contact 1 direct phone)

_____ (contact 1 email address)

I would also like to verify the mailing address: **Corrections to Address:**

Attachment M-3. Prenotice Letter to Test Districts



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

I want to thank you for agreeing to participate in the Schools and Staffing Survey (SASS) and let you know that we will begin data collection soon.

In the next few weeks, the Census Bureau will be sending a questionnaire to your office. In addition, a Census Bureau field representative will contact the sampled school(s) to ask for a list of teachers in order to draw a sample that will average about five teachers per school. At that time, the field representative will deliver the principal, school, library media center, and teacher questionnaires.

The U.S. Census Bureau will conduct this survey for NCES by the authority of P.L. 107-279 Section 153(a)(1) of the Education Sciences Reform Act of 2002, as amended. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be used for any other purpose, unless otherwise compelled by law.

For more information about SASS, see our web site at: <http://nces.ed.gov/surveys/sass>. If you have any questions, please contact the Census Bureau at 1-800-221-1204 or by e-mail at: dod.sass@census.gov.

Thank you again for agreeing to participate in this important effort.

Sincerely,

A handwritten signature in black ink that reads "Jeffrey A. Owings".

JEFFREY A. OWINGS
Associate Commissioner
National Center for Education Statistics
Elementary/Secondary and Library Studies Division

Attachment M-4. Prenotice Letter to Control Districts



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

DEAR DISTRICT SUPERINTENDENT:

The National Center for Education Statistics (NCES), the statistical agency for the U.S. Department of Education, requests your district's participation in the 2003-04 Schools and Staffing Survey (SASS). The national sample includes 10,300 public schools and their associated school districts.

The Schools and Staffing Survey is an integrated set of surveys with questionnaires for schools, districts, principals, teachers, and library media centers. It is designed to measure critical aspects of schools and teaching, the composition of the principal and teacher work force, and conditions in schools. It provides both national and state-representative data on public school districts, schools, principals, and teachers, and national and affiliation-representative data for private schools, administrators, and teachers.

SASS was first conducted in school year 1987-88, again in 1990-91, in 1993-94, and in 1999-2000. From its beginning, this survey has been designed with input from state and local education agencies, school administrators, teachers, education policymakers, and researchers through the numerous organizations representing these various data providers and users.

The U.S. Census Bureau will conduct this survey for NCES by the authority of P.L. 107-279 Section 153(a)(1) of the Education Sciences Reform Act of 2002, as amended. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be used for any other purpose, unless otherwise compelled by law.

In the next few weeks, the Census Bureau will be sending a questionnaire to your office. The sample school(s) in your district will receive a letter from the Census Bureau describing this year's survey. In addition, a Census Bureau field representative will contact the sample school(s) to ask for a list of teachers in order to draw a sample that will average about five teachers per school. At that time, the field representative will deliver the principal, school, library media center, and teacher questionnaires.

We are conducting this voluntary survey with a sample of districts, schools, principals, and teachers in order to keep response burden to a minimum. Thus, the value of each survey response is critical to preserving the integrity of the national sample. I encourage you to participate in this survey, and I ask that you encourage your school colleagues to participate if they are contacted.

For more information about SASS, see our web site at: <http://nces.ed.gov/surveys/sass>. If you have any questions, please contact the Census Bureau at 1-800-221-1204 or by e-mail at: dcd.sass@cenus.gov.

Thank you for your participation in this important effort.

Sincerely,

Handwritten signature of Jeffrey A. Owings in black ink.

JEFFREY A. OWINGS
Associate Commissioner
National Center for Education Statistics
Elementary/Secondary and Library Studies Division

SASS-11(L)
(8-2003)

WASHINGTON, DC 20208-5652

Attachment M-5. Prenotice Letter to Schools



SASS-14(L)
(7-2003)

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

DEAR PRINCIPAL:

The National Center for Education Statistics (NCES), the statistical agency for the U.S. Department of Education, requests your school's participation in the 2003-04 Schools and Staffing Survey (SASS).

The Schools and Staffing Survey is an integrated set of surveys with questionnaires for schools, districts, principals, teachers, and library media centers. It is designed to measure critical aspects of schools and teaching, the composition of the principal and teacher work force, and conditions in schools. It provides both national and state-representative data on public school districts, schools, principals, and teachers, and national and affiliation-representative data for private schools, administrators, and teachers.

SASS was first conducted in school year 1987-88, again in 1990-91, in 1993-94, and in 1999-2000. From its beginning, this survey has been designed with input from state and local education agencies, school administrators, teachers, education policymakers, and researchers through the numerous organizations representing these various data providers and users.

The U.S. Census Bureau will conduct this survey for NCES by the authority of P.L. 107-279, Section 153(a)(1) of the Education Sciences Reform Act of 2002, as amended. All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be used for any other purpose, unless otherwise compelled by law.

In a few weeks, a Census Bureau field representative will call you to verify some information about your school and to request an appointed time to meet with you or your designated staff person regarding this survey. The field representative will ask for a list of people who teach at your school. A sample of teachers will be selected to complete a teacher questionnaire. The field representative will also deliver the Principal and the School Questionnaires. In addition, public schools with a library media center will receive a Library Media Center Questionnaire.

All of the schools selected for participation in the 2003-04 SASS will receive a CD version of the Statistical Abstract of the United States 2002. The Statistical Abstract contains thousands of facts and figures on the social, political, and economic organization of the United States.

We are conducting this voluntary survey with a sample of districts, schools, principals, and teachers in order to keep response burden to a minimum. Thus, the value of each survey response is critical to preserving the integrity of the national sample. I encourage you to participate in this survey, and I ask that you encourage your school colleagues to participate if they are contacted.

For more information about SASS, see our web site at: <http://nces.ed.gov/surveys/sass>. If you have any questions, please contact the Census Bureau at 1-800-221-1204 or by e-mail at: dsc.sass@census.gov.

Thank you for your participation in this important effort.

Sincerely,

JEFFREY A. OWINGS
Associate Commissioner
National Center for Education Statistics
Elementary/Secondary and Library Studies Division

WASHINGTON, DC 20206-5652

Attachment M-6. Contact Log

1. (S) FR Code: _____	4. Reassigned Case? (check <input type="checkbox"/> if yes) _____
2. Control Number: _____	5. Boston Seattle Chicago
3. School Name: _____	6. Page ___ of ___

7. (S) FR's Record of Contact With Case							
Date	Form? (Circle one or both)	Start Time (include drive time)	End Time (include drive time)	Personal Visit or Telephone?	Outcome code of Contact	Comments	
(a)	(b)	(c)	(d)	(e)	(f)	(g)	
1	C S	ap	ap	PV T			
2	C S	ap	ap	PV T			
3	C S	ap	ap	PV T			
4	C S	ap	ap	PV T			
5	C S	ap	ap	PV T			
6	C S	ap	ap	PV T			
7	C S	ap	ap	PV T			
8	C S	ap	ap	PV T			
9	C S	ap	ap	PV T			
10	C S	ap	ap	PV T			
11	C S	ap	ap	PV T			
12	C S	ap	ap	PV T			
13	C S	ap	ap	PV T			
14	C S	ap	ap	PV T			
15	C S	ap	ap	PV T			

Instructions for Completing the Contact Log			
Item	Specific Instruction	Item	Specific Instruction
1	Enter your Fr or SFR code	7b	Circle "C" if this contact is for the CAPI Teacher Listing Instrument; circle "S" if this contact is for the school questionnaire; and circle both "C" and "S" if the contact was to discuss both forms.
2	Enter the control number for this case	7c	Enter the time you left for the case or called the case (include drive time)
3	Enter the name of the school	7d	Enter the time you finished the contact or finished the call (include drive time)
4	Check this box if the case was reassigned to you (that is another FR had this case before you)	7e	Circle "PV" if this contact is a personal visit or "T" if you are contacting the respondent by telephone
5	Circle the regional office you are assigned to	7f	For each contact (other than the final contact) enter the two-digit code from the Interim code list that best describes the outcome of that contact. If this is the final outcome enter the two-digit Final outcome code.
6	Enter the page number and total number of pages for this case	7g	Describe the contact. If the contact requires follow-up, provide a detailed description of the follow up.
7a	Enter today's date Month/day/year		

INTERIM OUTCOME CODES (enter in box e – final outcome codes on other side)					
Code	Contact Description	Code	Contact Description	Code	Respondent Non-Contact Description
01	Partial interview, follow up required	09	Appointment broken – not rescheduled	20	Visited: School closed
02	Need district / Iea permission to conduct interview	10	Appointment broken – rescheduled	21	Telephoned: No answer
03	School has other procedures for conducting research (explain in box f)	11	Visited school; respondent not available	22	Telephoned: Busy signal
04	Respondent reluctant- follow up required	12	Contacted district / Iea for permission	23	Telephoned: Left message
05	Respondent refused- additional follow up required	13	Contacted district / Iea – not available	24	Telephoned: Disconnected or Wrong Number
06	Respondent too busy – set appointment	14	Gave to SFR or BO for district / Iea follow up	25	Other non contact (explain in box f)
07	Respondent too busy – unable to set appointment	15	Other Contact (explain in box f)		
08	Reminder call to respondent				

FINAL OUTCOME CODES (enter in box e)			
Code	Description	Code	Description
50	Completed interview	55	Reassigned (school moved out of area, or other reason)
51	Completed partial interview (form not complete)	56	Permission required from district & not enough time to get permission
52	Out of scope (school closed or other reason)	57	unable to contact / get in touch with school
53	District refusal	58	unable to contact / get in touch with district
54	School Refused	59	Other (explain in box f)

Appendix N. Results From the Quality Control Reinterview of the 2003–04 Schools and Staffing Survey

This appendix contains the following material.

Summary	N-2
Quality Assurance Design	N-2
Out-of-Scope Cases	N-3
Teacher Listing Forms Versus Roster Keyed	N-3
Completed Questionnaires	N-3
Field Representatives Not in the QC Reinterview	N-3
Detailed Findings	N-4
Out-of-Scope Cases	N-4
Teacher Listing Form Versus Roster Keyed	N-4
Completed Questionnaires	N-4
Non-QC Field Representatives	N-4
Problems in Original Survey That Impacted Reinterview	N-5
Recommendations and Suggestions for Future Quality Control Reinterviews.....	N-5
Attachment N-1. Sample Weekly Quality Control (QC) Summary Report	N-6
Attachment N-2. Out-of-Scope Telephone Scripts	N-7
Attachment N-3. Definitions of Out-of-Scope Situations.....	N-17
Attachment N-4. Completed Questionnaire Telephone Script	N-18
Attachment N-5. Comparison Between the Number of Teachers Listed on the Teacher Listing Form and the Number of Teachers Keyed in the CAPI Instrument	N-20
Attachment N-6. Quality Control Results, by Regional Office	N-22

Summary

The primary objective of the quality control (QC) reinterview was to detect and deter falsification by field representatives. The long-term goals of the QC reinterview were to identify the causes of falsification, to determine its impact on data quality, and to prevent it in the future. The QC reinterview sought to identify instances when

- the field representative purposefully misclassified a valid case as out-of-scope to avoid doing work;
- the field representative knowingly keyed fewer teachers into the computer-assisted personal interviewing (CAPI) instrument than were listed on the paper Teacher Listing Form in order to reduce keying workload; and
- the field representative completed a form that he/she never dropped off at the school or returned to pick up to avoid a low response rate (falsification).

A total of 150 field representatives, 94 experienced and 56 inexperienced, were checked in the QC reinterview. There were no cases of confirmed falsification.

Quality Assurance Design

The National Center for Education Statistics (NCES) and Census Bureau staff decided that 10 percent of experienced field representatives (1 or more years employment) and all inexperienced field representatives (less than 1 year of employment) would be selected for the QC reinterview. The Regional Offices trained 1,030 experienced and 109 inexperienced field representatives for the Schools and Staffing Survey (SASS). The plan was designed such that if eight cases were checked for a field representative, there was a 58.8 percent chance of detecting falsification if the field representative falsified at a 10 percent rate. If the field representative falsified at a higher rate, there was a greater chance of detection. If the field representative falsified at a lower rate, there was a lesser chance of detection.

NCES wanted each selected field representative's work monitored throughout the interview period. Therefore, the QC reinterview was done in two distinct phases. The first phase started on September 25, 2003, and ended on December 1, 2003. The second phase started on December 1, 2003, and finished May 28, 2004. Selected field representatives were to be checked in both Phase I and II.

There were four different strategies to check for field representative falsification, one to meet each of the following areas of potential falsification:

- validation of out-of-scope original cases;
- comparison of the number of teachers listed on the paper Teacher Listing Form to the number of teachers the field representative keyed into the CAPI instrument (Teacher Listing Form versus roster keyed);
- validation of completed teacher, school, principal, and school library media center questionnaires; and
- monitoring of field representatives not in the QC reinterview.

The Regional Offices prepared a Weekly QC Summary Report for the field representatives in reinterview and e-mailed a copy of that report to Census Bureau headquarters staff every Tuesday beginning on October 1, 2003. An example of the Weekly QC Summary Report is included as attachment N-1.

Out-of-Scope Cases

All out-of-scope cases for all field representatives were sent for Regional Office supervisory review. Using the appropriate out-of-scope telephone script (included in attachment N-2), the supervisor was to contact the respondent to verify that the school, principal, library, or teacher was out-of-scope. Valid out-of-scope situations were possible for all four types of respondents—schools, principals, school library media centers, and teachers. Definitions for out-of-scope situations can be found in attachment N-3. If the supervisor determined that the respondent was in-scope, the case was restarted. A field representative who had a case that was incorrectly classified as out-of-scope would be suspected of falsification.

Teacher Listing Forms Versus Roster Keyed

During each phase of the reinterview, the roster and corresponding Teacher Listing Form for one school with 20 or more teachers was to be checked for field representatives selected for the QC reinterview. The number of teachers keyed into the CAPI instrument was compared to the number of teachers on the Teacher Listing Form. If less than 80 percent of the number of teachers listed on the paper Teacher Listing Form were keyed into the CAPI instrument, then falsification was suspected.

Completed Questionnaires

During each phase of reinterview, one completed school, principal, teacher, and school library media center questionnaire was to be checked from each of the field representatives selected for the QC reinterview. Using the completed questionnaire telephone script (Form SASS FRCQ-5, included as attachment N-4), the respondent was called to verify (s)he had completed the questionnaire.

Field Representatives Not in the QC Reinterview

Field representatives not selected for the QC Reinterview were also monitored for suspicious behavior. A field representative's behavior was considered suspicious if

- the field representative did not send any Teacher Listing Forms back to the Regional Office; or
- the field representative keyed less than 65 percent of the expected number of teachers at a school for more than 50 percent of the schools that he or she was assigned. Only schools with 20 or more teachers were included. For most schools, the expected number of teachers was obtained from administrative data. However, for some schools the expected number of teachers was estimated.

The 35 percent tolerance level here is the same level that was used in the original CAPI instrument. When fewer teachers than the tolerance limit were keyed in the original CAPI instrument, the field representatives were prompted to explain why there were fewer teachers entered than expected.

If either of the above conditions were true, then falsification was suspected.

Detailed Findings

A total of 150 field representatives were checked for the QC reinterview. None were found to have falsified.

Out-of-Scope Cases

This report only includes the out-of-scope cases for field representatives selected for the QC reinterview. There were 88 occurrences of out-of-scope cases. None of the cases were confirmed of falsification. The Boston Regional Office did not report any cases as being out-of-scope for their selected field representatives. The majority of the out-of-scope cases came from two Regional Offices. Denver had 41 percent (36 cases) and Detroit had 25 percent (22 cases) of the out-of-scope cases.

Teacher Listing Form Versus Roster Keyed

In the QC reinterview, counts obtained from 302 Teacher Listing Forms were compared to counts from the CAPI instrument. Fourteen cases were found to have less than 80 percent of the names listed on the Teacher Listing Form keyed into the CAPI instrument. These cases were examined by their respective Regional Office and each was confirmed legitimate.

Attachment N-5 contains a comparison by Regional Office of the number of teachers listed on the Teacher Listing Form to the number keyed in the CAPI instrument.

Completed Questionnaires

In the QC reinterview, the Regional Offices attempted to contact 705 respondents nationally to ensure that the respondent completed the questionnaire. The Regional Offices contacted 678 respondents. The number of questionnaires checked by each type included

- 148 school library media center questionnaires;
- 183 principal questionnaires;
- 179 school questionnaires; and
- 168 teacher questionnaires.

There were no cases of confirmed falsification. However, it should be noted that the number of questionnaires checked was much lower than what the QC plan specified. Three hundred forms of each questionnaire type should have been checked. However, the volume of the workflow (discussed in the next section, “Problems in Original Survey That Impacted Reinterview”) and unclear procedures caused the low counts. The Charlotte Regional Office did not check any school library media center or school questionnaires. The Los Angeles Regional Office did not check any teacher questionnaires.

Non-QC Field Representatives

One field representative from the Boston Regional Office was flagged for possible falsification. Of that field representative’s eligible cases, all five had less than 65 percent of the expected number of teachers keyed. Further investigation showed these were probably cases where the field representative re-opened the roster to add new names. What was believed to be an updated roster only included the new names. Thus the differences were attributable to a glitch in the software. (See the next section, “Problems in Original Survey That Impacted Reinterview.”)

Attachment N-6 contains detailed QC results by Regional Office for each of the above items.

Problems in Original Survey That Impacted Reinterview

- The Regional Offices were supposed to check eight questionnaires from each selected field representative [four questionnaires (one of each type) during each phase]. However, this did not happen during production. Some field representatives did not have some types of questionnaires returned during Phase I and therefore did not have certain questionnaire types eligible for Phase I. Conversely, some field representatives did not have some types of questionnaires returned during Phase II and therefore did not have certain questionnaire types eligible for Phase II. This decreased the chances of detecting falsification.
- Completion of the paper Teacher Listing Form for each school was not required. Comparison of the Teacher Listing Form count to the CAPI instrument count could not be made if a paper Teacher Listing Form or school printout of teachers was not available. Of the schools with more than 20 teachers, 14 cases were excluded from the analysis for this reason.
- A problem with the CAPI instrument was identified and corrected during production. If a field representative re-opened the teacher roster to add or correct names, the CAPI instrument overwrote the original roster with only the new or corrected names.

Recommendations and Suggestions for Future Quality Control Reinterviews

- The QC reinterview for completed questionnaires could be incorporated into the response error questionnaire. The three questions in the Form SASS FRCQ-5 script can be added to the front of the response error questionnaire. This would also make the monitoring easier and lessen the burden on the Regional Offices. The sampling method would have to be changed if the response error and QC questionnaires were combined.
- Another option for future evaluations would be to use a focused reinterview approach. This approach targets cases for reinterview based on certain characteristics and not a preselected random sample of field representatives. This may be the preferred option since there was not one case of confirmed falsification using random reinterview.
- Modify the summary reports. The Weekly QC Summary report should be simplified by splitting it into two distinct reports. One report would be for the roster check, and the second report would be for the completed questionnaires. A summary report for out-of-scope cases should also be used to monitor progress.
- Investigate whether or not the Teacher Listing Form and roster counts can be evaluated at Census Bureau headquarters.
- The responses on the four out-of-scope scripts should be keyed at the Regional Offices or the National Processing Center in Jeffersonville, Indiana. For the 2003–04 SASS, these scripts were keyed at Census Bureau headquarters.

Attachment N-2. Out-of-Scope Telephone Scripts

Four scripts are included in this attachment:

- Form SASS OOSS-1, Out-of-Scope Teacher Listing Instrument (School);
- Form SASS OOSP-2, Out-of-Scope Principal;
- Form SASS OOSL-3, Out-of-Scope Library Media Center; and
- Form SASS OOST-4, Out-of-Scope Teacher.

Form SASS OOSS-1

SCRIPT # 1, Out-of-Scope Teacher Listing Instrument (School):

Fill in the information requested below before calling:

RO Code: _____
 FR Code: _____ FR Name: _____
 Control Number: _____
 School name: _____
 School address: _____

School Type: (circle one) Public Private Charter Indian

Telephone number: () - _____

Notes on case: _____

School Respondent's Name: _____

IMPORTANT: Before calling the school verify if this school has been classified as out-of-scope by headquarters. If the HQ has classified the case as out-of-scope. **DO NOT CALL.**

Use the script below when calling:

Hello. I'm [FILL: Caller's name], from the U.S. Census Bureau. May I speak to [FILL: school respondent's name].

Our records show that one of our interviewers recently contacted your school in regard to the 2003–2004 Schools and Staffing Survey. We're doing a short quality control check to make sure that our interviewers are following correct procedures.

I only need to ask you a few questions to do this.

Record callback attempts:

Callback #1: _____ (date & time)
 Callback #2: _____ (date & time)
 Callback #3: _____ (date & time)

Form SASS OOSS-1
SCRIPT # 1, Out-of-Scope Teacher Listing Instrument (School)—Continued

Continue with the questions below: (Circle the response given.)

1. Did one of our interviewers recently visit your school to obtain a list of your current teachers and to leave questionnaires for staff members to fill?

Yes No

2. Does this institution provide classroom instructions to students in any of the grades (1st through 12th) or the ungraded equivalent?

Yes No

3. Is [FILL: school name] the correct name for your school?

Yes No

4. Is the address of the school [FILL: school address]?

Yes No

5. Is this a Public or Private school?

Public Private

That's all the information I need at this time. Thanks for your assistance.

-----**THE SECTION BELOW IS RESERVED FOR THE CALLER**-----

Caller's Name: _____

Caller's (S)FR code: _____

Based on the information attainted above, is this school in-scope for SASS?

Yes No
(if yes **restart** the case)

Based on the factual information you have about this case, do you think the FR is guilty of falsification?
(Circle one)

Yes No Can't determine

Form SASS OOSS-1
SCRIPT # 1, Out-of-Scope Teacher Listing Instrument (School)—Continued

If Yes or Can't determine, fill a Form 11-163.

If No, please explain below:

Write additional comments below:

Mail this form when completed to:

U.S. Census Bureau
4700 Silver Hill Road
Suite 3725-3, Mailstop 8700
Washington, D.C. 20233

Attn: Geoffrey I. Jackson

Form SASS OOSP-2
SCRIPT # 2, Out-of-Scope Principal:

Fill in the information requested below before calling:

RO Code: _____
FR Code: _____ FR Name: _____
Control Number: _____
School name: _____
School address: _____

School Type: (circle one) Public Private Charter

Telephone number: () - _____

Notes on case: _____

School Respondent's or Principal's Name: _____

Use the script below when calling:

Hello. I'm [FILL: Caller's name], from the U.S. Census Bureau. May I speak to [FILL: school respondent's or principal's name].

Our records show that one of our interviewers recently contacted your school in regard to the 2003–2004 Schools and Staffing Survey. We're doing a short quality check to make sure that our interviewers are following correct procedures.

I only need to ask you one or two questions to do this.

Record callback attempts:

Callback #1: _____ (date & time)
Callback #2: _____ (date & time)
Callback #3: _____ (date & time)

Continue with the question below: (Circle the answer given)

1. According to our interviewer, your school does NOT have a principal. Is this correct?
Yes No

(If yes). Is there another person at the school who performs the role of the principal, but is called by some other name such as school head, director, headmaster, or headmistress?
[DO NOT INCLUDE A PERSON WHO IS TEMPORARILY THE "ACTING PRINCIPAL."]

Yes No

That's all the information I need at this time. Thanks for your assistance.

Form SASS OOSP-2
SCRIPT # 2, Out-of-Scope Principal—Continued

-----THE SECTION BELOW IS RESERVED FOR THE CALLER-----

Caller's Name: _____

Caller's (S)FR code: _____

Based on the factual information you have about the case, do you think the FR is guilty of falsification?
(Circle one)

Yes No Can't determine

If Yes or Can't determine, fill a Form 11-163.

If No, please explain below:

Write additional comments below:

Mail this form when completed to:

U.S. Census Bureau
4700 Silver Hill Road
Suite 3725-3, Mailstop 8700
Washington, D.C. 20233

Attn: Geoffrey I. Jackson

Form SASS OOSL-3
SCRIPT # 3, Out-of-Scope Library Media Center:

Fill in the information requested below before calling:

RO Code: _____
FR Code: _____ FR Name: _____
Control Number: _____
School name: _____
School address: _____

School Type: (circle one) Public Private Charter Indian

Telephone number: () - _____

Notes on case: _____

School Respondent's Name: _____

Use the script below when calling:

Hello. I'm [FILL: Caller's name], from the U.S. Census Bureau. May I speak to [FILL: school respondent's name].

Our records show that one of our interviewers recently contacted your school regarding the 2003–2004 Schools and Staffing Survey. We're doing a short quality control check to make sure that our interviewers are following the correct procedures.

I only need to ask you one question to do this.

Record callback attempts:

Callback #1: _____ (date & time)
Callback #2: _____ (date & time)
Callback #3: _____ (date & time)

Continue with the question below: (Circle the answer given)

According to our interviewer, your school does NOT have a Library Media Center. A Library Media Center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.

A Library Media Center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

Form SASS OOSL-3
SCRIPT # 3, Out-of-Scope Library Media Center—Continued

Does your school have a Library Media Center?

Yes No

That's all the information I need at this time. Thanks for your assistance.

-----**THE SECTION BELOW IS RESERVED FOR THE CALLER**-----

Caller's Name: _____

Caller's (S)FR code: _____

Based on the factual information you have about the case, do you think the FR is guilty of falsification?
(Circle one)

Yes No Can't determine

If Yes or Can't determine, fill a Form 11-163.

If No, please explain below:

Write additional comments below:

Mail this form when completed to:

U.S. Census Bureau
4700 Silver Hill Road
Suite 3725-3, Mailstop 8700
Washington, D.C. 20233

Attn: Geoffrey I. Jackson

Form SASS OOST-4
SCRIPT # 4, Out-of-Scope Teacher:

Fill in the information requested below before calling:

RO Code: _____
FR Code: _____ FR Name: _____
Control Number: _____
School name: _____
School address: _____

School Type: (circle one) Public Private Charter

Telephone number: () - _____

Notes on case: _____

Name of teacher: _____

Use the script below when calling:

Hello. I'm [FILL: Caller's name], from the U.S. Census Bureau. May I speak to [FILL: Name of teacher].

(If the teacher is not available at the school, ask the following question)

May I then speak to someone who is knowledgeable of [FILL: Name of teacher]'s activities?

Our records show that one of our interviewers recently contacted your school regarding the 2003–2004 Schools and Staffing Survey. We're doing a short quality control check to make sure that our interviewers are following correct procedures.

I only need to ask you one or two questions to do this.

Record callback attempts:

Callback #1: _____ (date & time)
Callback #2: _____ (date & time)
Callback #3: _____ (date & time)

Continue with the questions below: (Circle the answer given)

(I. If the respondent is [FILL: Name of teacher] then read them the following. If the respondent is not [FILL: Name of teacher] then skip to II)

Recently one of our interviewers visited your school to obtain a list of the current teachers. Even though you were listed on the teacher listing form/roster and selected for sample, our interviewer excluded you from the survey.

Form SASS OOST-4
SCRIPT # 4, Out-of-Scope Teacher—Continued

We want to make sure that our interviewer did not exclude you from the survey by mistake. As I read the reasons why we exclude certain teachers, let me know if one or more applies to you.

Do you teach regularly scheduled classes at [FILL: Name of school]?

Yes No

-Skip to closing

(II. If the respondent is NOT [FILL: Name of teacher] then read the following)

Recently one of our interviewers visited your school to obtain a list of the current teachers. Even though [FILL: Name of teacher] was listed on the teacher listing form/roster and selected for sample, our interviewer excluded [FILL: Name of teacher] from the survey.

We want to make sure that our interviewer did not exclude [FILL: Name of teacher] from the survey by mistake. As I read the reasons why we exclude certain teachers, let me know if one or more applies to him/her.

1. He/she was not there when our interviewer attempted to deliver the Teacher Questionnaire (e.g., on sabbatical, on maternity leave)
2. He/she transferred to another school
3. He/she retired
4. He/she was never employed as a teacher at this school
5. He/she did not teach a class
6. He/she teaches only prekindergarten, adult students, or postsecondary students
7. He/she is a short-term substitute only
8. **None** of the reasons above applies

Closing

That's all the information I need at this time. Thanks for your assistance.

Form SASS OOST-4
SCRIPT # 4, Out-of-Scope Teacher—Continued

-----THE SECTION BELOW IS RESERVED FOR THE CALLER-----

Caller's Name: _____

Caller's (S)FR code: _____

Based on the factual information you have about the case, do you think the FR is guilty of falsification?
(Circle one)

Yes No Can't determine

If Yes or Can't determine, fill a Form 11-163.

If No, please explain below:

Write additional comments below:

Mail this form when completed to:

U.S. Census Bureau
4700 Silver Hill Road
Suite 3725-3, Mailstop 8700
Washington, D.C. 20233

Attachment N-3. Definitions of Out-of-Scope Situations

School

A school is out-of-scope if it

1. is not operational (i.e., the school no longer exists or at least does not have any students, was supposed to open but didn't, or was closed during the school year);
2. does not have students in at least one grade between 1st and 12th;
3. is misclassified (e.g., a public school found at the address for a private school or a charter school found at the address for a private school, and vice versa);
4. is a duplicate school (more than one entry, such as variations in street address or name);
5. is not a school (e.g., an afterschool tutoring service for a public school or a preschool daycare program that is privately-operated at a public elementary school or an afterschool program in catechism or Hebrew study that is not part of the regular school day).

Principal or Head of School

A principal is out-of-scope if the school respondent states that there is no one filling that position in the current school year (an acting principal is not eligible).

Library Media Center

A library media center is out-of-scope if it does not have an organized collection of printed and/or audio/visual and/or computer resources which is administered as a unit, is not located in a designated place or places, and does not make resources available to students, teachers, and administrators. (This definition can be found in the library media center questionnaire as well as the public school questionnaire.)

Teacher

A teacher is out-of-scope if (s)he does not teach any of grades 1 through 12. This includes someone who is a therapist/counselor, student teacher, or tutor, or is out on indefinite leave, or is only a short-term substitute, or quit teaching after being sampled, or is deceased.

Attachment N-4. Completed Questionnaire Telephone Script

Form SASS FRCQ-5

SCRIPT # 5, Completed Questionnaires Returned by FR:

Circle questionnaire type: **Principal** **School** **Teacher**

Library Media Center

RO Code: _____

FR Code: _____ FR Name: _____

Control Number: _____

School name: _____

School address: _____

School Type: (circle one) Public Private Charter Indian

Telephone number: () - _____

Notes on case: _____

School Respondent's Name: _____

Use the script below when calling:

Hello. I'm [FILL: Caller's name], from the U.S. Census Bureau. May I speak to [FILL: school respondent's name].

Our records show that one of our interviewers recently contacted your school. We're doing a short quality check to make sure that our interviewers are following correct procedures.

I need only to ask you one or two questions to do this.

Record callback attempts:

Callback #1: _____ (date & time)

Callback #2: _____ (date & time)

Callback #3: _____ (date & time)

Continue with the questions below: (Circle the answer given)

1. Were you recently given a questionnaire to complete that asked questions about you and/or your school?

Yes No

Form SASS FRCQ-5
SCRIPT # 5, Completed Questionnaires Returned by FR—Continued

2. Did you complete and return your questionnaire to the interviewer or mail it back to the Census Bureau?

Yes
(SKIP 3 Go to closing)

No
(GO TO 3)

3. If you did not complete the form could someone else have?

Yes No

That’s all the information I need at this time. Thanks for your assistance.

-----THE SECTION BELOW IS RESERVED FOR THE CALLER-----

Caller’s Name: _____

Caller’s (S)FR code: _____

Based on the information you have, do you think the FR is guilty of falsification? (Circle one)

Yes No Can’t determine

If Yes or Can’t determine, fill a Form 11-163.

If No, please explain below:

Write additional comments below:

Mail this form when completed to:

U.S. Census Bureau
4700 Silver Hill Road
Suite 3725-3, Mailstop 8700
Washington, D.C. 20233

Attn: Geoffrey I. Jackson

Attachment N-5. Comparison Between the Number of Teachers Listed on the Teacher Listing Form and the Number of Teachers Keyed in the CAPI Instrument

The SAS procedure for a paired *t* test was used to determine the level of significant difference between the Teacher Listing Form and computer-assisted personal interviewing (CAPI) teacher listing counts. Using alpha of .05 the paired *t* test showed no statistically significant difference between the counts on the Teacher Listing Form and what was keyed into the CAPI instrument, except for Regional Office 27, as shown in table N-1.

The following formulas were used to test for significant difference:

$$t = \frac{\bar{d}}{s_d / \sqrt{n}}$$

$$\bar{d} = TLFcount_i - CAPIcount_i$$

n is the number of cases within the RO.

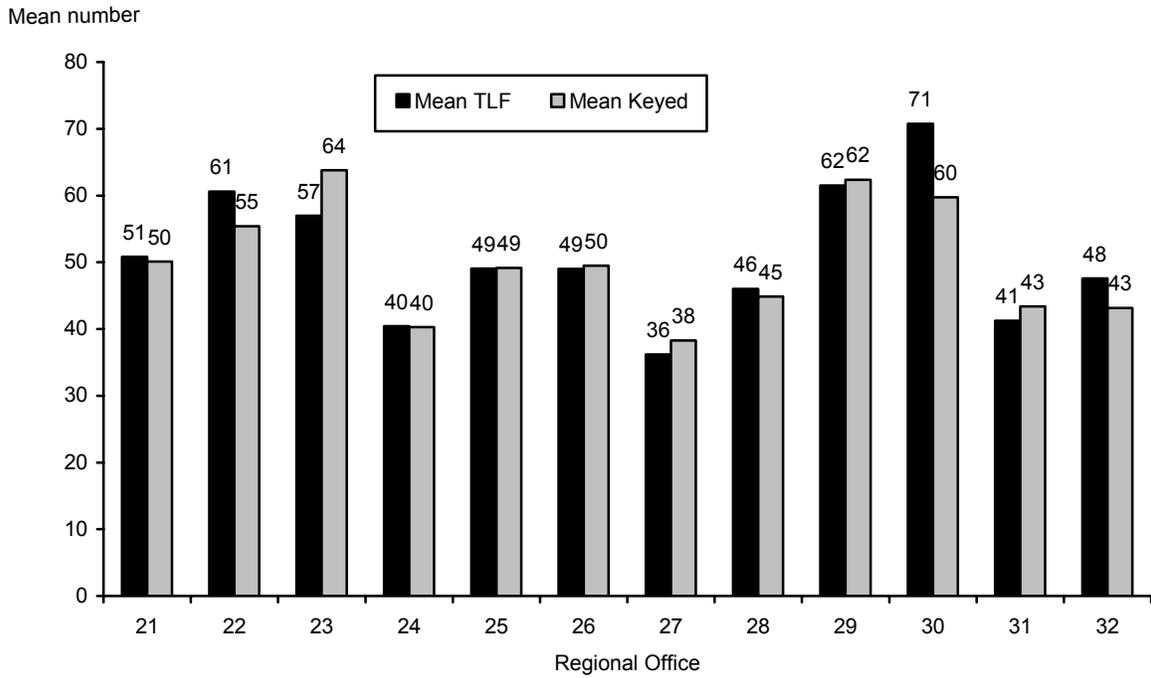
Table N-1. Analysis of discrepancy between number of teachers listed on the Teacher Listing Form and number of teachers keyed into CAPI instrument: 2003–04

Regional office	Number of cases	Mean difference between Teacher Listing Form and CAPI	Standard error	<i>t</i> value	<i>Pr</i> > <i>t</i>
21 (Boston)	43	-0.721	1.276	-0.56	0.575
22 (New York)	10	-5.200	5.099	-1.02	0.334
23 (Philadelphia)	25	6.720	3.650	1.84	0.078
24 (Detroit)	7	-0.143	0.261	-0.55	0.604
25 (Chicago)	24	0.042	0.042	1.00	0.328
26 (Kansas City)	107	0.495	0.370	1.34	0.184
27 (Seattle)	10	2.100	0.836	2.51	0.033
28 (Charlotte)	17	-1.118	1.721	-0.65	0.525
29 (Atlanta)	8	0.875	0.611	1.43	0.195
30 (Dallas)	4	-11.000	8.134	-1.35	0.269
31 (Denver)	35	2.143	1.307	1.64	0.110
32 (Los Angeles)	12	-4.417	2.398	-1.84	0.093

SOURCE: Results from the Quality Control Reinterview of the 2003–04 Schools and Staffing Survey, U.S. Census Bureau, 2005.

The mean number of teachers listed on the Teacher Listing Form is compared to the mean number of teachers keyed in CAPI instrument in exhibit N-1.

Exhibit N-1. Mean number of teachers listed on the Teacher Listing Form vs. mean number of teachers keyed in CAPI instrument: 2003–04



NOTE: TLF refers to the Teacher Listing Form. CAPI refers to computer-assisted personal interviewing.
 SOURCE: *Results from the Quality Control Reinterview of the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Attachment N-6. Quality Control Results, by Regional Office

SASS Reinterview Report for Boston

Results of quality assurance check				
	Regional Office 21		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	2/43	4.7	14/302	4.6
Out-of-scope				
Confirmed falsification	0/0	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/179	0.0	0/678	0.0
Library media center forms	0/45	0.0	0/148	0.0
Principal forms	0/45	0.0	0/183	0.0
School forms	0/43	0.0	0/179	0.0
Teacher forms	0/46	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	46		150	
Experienced field representatives	10		94	
Inexperienced field representatives	36		56	
Confirmed falsification rate	0/46	0.0	0/150	0.0

SASS Reinterview Report for New York

Results of quality assurance check				
	Regional Office 22		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	0/10	0.0	14/302	4.6
Out-of-scope				
Confirmed falsification	0/5	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/22	0.0	0/678	0.0
Library media center forms	0/3	0.0	0/148	0.0
Principal forms	0/5	0.0	0/183	0.0
School forms	0/7	0.0	0/179	0.0
Teacher forms	0/7	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	5		150	
Experienced field representatives	2		94	
Inexperienced field representatives	3		56	
Confirmed falsification rate	0/5	0.0	0/150	0.0

SASS Reinterview Report for Philadelphia

Results of quality assurance check				
	Regional Office 23		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	5/25	20.0	14/302	4.6
Out-of-scope				
Confirmed falsification	0/6	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/55	0.0	0/678	0.0
Library media center forms	0/11	0.0	0/148	0.0
Principal forms	0/15	0.0	0/183	0.0
School forms	0/15	0.0	0/179	0.0
Teacher forms	0/14	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	11		150	
Experienced field representatives	8		94	
Inexperienced field representatives	3		56	
Confirmed falsification rate	0/11	0.0	0/150	0.0

SASS Reinterview Report for Detroit

Results of quality assurance check				
	Regional Office 24		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	0/7	0.0	14/302	4.6
Out-of-scope				
Confirmed falsification	0/22	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/24	0.0	0/678	0.0
Library media center forms	0/4	0.0	0/148	0.0
Principal forms	0/6	0.0	0/183	0.0
School forms	0/7	0.0	0/179	0.0
Teacher forms	0/7	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	6		150	
Experienced field representatives	6		94	
Inexperienced field representatives	0		56	
Confirmed falsification rate	0/6	0.0	0/150	0.0

SASS Reinterview Report for Chicago

Results of quality assurance check				
	Regional Office 25		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	0/24	0.0	14/302	4.6
Out-of-scope				
Confirmed falsification	0/4	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/37	0.0	0/678	0.0
Library media center forms	0/9	0.0	0/148	0.0
Principal forms	0/10	0.0	0/183	0.0
School forms	0/10	0.0	0/179	0.0
Teacher forms	0/8	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	8		150	
Experienced field representatives	7		94	
Inexperienced field representatives	1		56	
Confirmed falsification rate	0/8	0.0	0/150	0.0

SASS Reinterview Report for Kansas City

Results of quality assurance check				
	Regional Office 26		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	2/107	1.9	14/302	4.6
Out-of-scope				
Confirmed falsification	0/3	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/116	0.0	0/678	0.0
Library media center forms	0/25	0.0	0/148	0.0
Principal forms	0/31	0.0	0/183	0.0
School forms	0/35	0.0	0/179	0.0
Teacher forms	0/25	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	20		150	
Experienced field representatives	9		94	
Inexperienced field representatives	11		56	
Confirmed falsification rate	0/20	0.0	0/150	0.0

SASS Reinterview Report for Seattle

Results of quality assurance check				
	Regional Office 27		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	1/10	10.0	14/302	4.6
Out-of-scope				
Confirmed falsification	0/7	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/67	0.0	0/678	0.0
Library media center forms	0/15	0.0	0/148	0.0
Principal forms	0/13	0.0	0/183	0.0
School forms	0/19	0.0	0/179	0.0
Teacher forms	0/20	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	11		150	
Experienced field representatives	9		94	
Inexperienced field representatives	2		56	
Confirmed falsification rate	0/11	0.0	0/150	0.0

SASS Reinterview Report for Charlotte

Results of quality assurance check				
	Regional Office 28		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	1/17	5.9	14/302	4.6
Out-of-scope				
Confirmed falsification	0/1	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/17	0.0	0/678	0.0
Library media center forms	0/0	0.0	0/148	0.0
Principal forms	0/15	0.0	0/183	0.0
School forms	0/0	0.0	0/179	0.0
Teacher forms	0/2	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	7		150	
Experienced field representatives	7		94	
Inexperienced field representatives	0		56	
Confirmed falsification rate	0/7	0.0	0/150	0.0

SASS Reinterview Report for Atlanta

Results of quality assurance check				
	Regional Office 29		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	0/8	0.0	14/302	4.6
Out-of-scope				
Confirmed falsification	0/1	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/40	0.0	0/678	0.0
Library media center forms	0/8	0.0	0/148	0.0
Principal forms	0/10	0.0	0/183	0.0
School forms	0/10	0.0	0/179	0.0
Teacher forms	0/12	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	11		150	
Experienced field representatives	11		94	
Inexperienced field representatives	0		56	
Confirmed falsification rate	0/11	0.0	0/150	0.0

SASS Reinterview Report for Dallas

Results of quality assurance check				
	Regional Office 30		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	0/4	0.0	14/302	4.6
Out-of-scope				
Confirmed falsification	0/2	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/16	0.0	0/678	0.0
Library media center forms	0/4	0.0	0/148	0.0
Principal forms	0/4	0.0	0/183	0.0
School forms	0/4	0.0	0/179	0.0
Teacher forms	0/4	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	4		150	
Experienced field representatives	4		94	
Inexperienced field representatives	0		56	
Confirmed falsification rate	0/4	0.0	0/150	0.0

SASS Reinterview Report for Denver

Results of quality assurance check				
	Regional Office 31		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	3/35	8.6	14/302	4.6
Out-of-scope				
Confirmed falsification	0/36	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/92	0.0	0/678	0.0
Library media center forms	0/21	0.0	0/148	0.0
Principal forms	0/24	0.0	0/183	0.0
School forms	0/24	0.0	0/179	0.0
Teacher forms	0/23	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	16		150	
Experienced field representatives	16		94	
Inexperienced field representatives	0		56	
Confirmed falsification rate	0/16	0.0	0/150	0.0

SASS Reinterview Report for Los Angeles

Results of quality assurance check				
	Regional Office 32		National	
	Number/Total	Percent	Number/Total	Percent
Teacher Listing Form/Roster keyed				
Roster count where teachers keyed in CAPI instrument was less than 80 percent of the Teacher Listing Form count	0/12	0.0	14/302	4.6
Out-of-scope				
Confirmed falsification	0/1	0.0	0/88	0.0
Completed questionnaires				
Total confirmed falsification	0/13	0.0	0/678	0.0
Library media center forms	0/3	0.0	0/148	0.0
Principal forms	0/5	0.0	0/183	0.0
School forms	0/5	0.0	0/179	0.0
Teacher forms	0/0	0.0	0/168	0.0
(S)FR information				
Number of (S)FRs checked	5		150	
Experienced field representatives	5		94	
Inexperienced field representatives	0		56	
Confirmed falsification rate	0/5	0.0	0/150	0.0

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Appendix O. Quality Assurance for Keying and Mailout Operations

The contents of this appendix are as follows:

Data Capture Operations	O-2
Quality Assurance and Verification Procedures for the Data Capture Operations.....	O-3
General Information on Quality Assurance Procedures.....	O-3
Definitions	O-4
Verification	O-6
Quality Assurance Adjudication	O-6
Keyer Control	O-6
Batch Control.....	O-7
Feedback	O-7
Rejected Batches.....	O-7
Quality Assurance Responsibilities	O-7
Error Codes (Fields Only).....	O-8
Data Entry Quality Assurance Decision Table for Batch Decisions.....	O-9
Cumulative Data Keying Verification Reports	O-10
Mailout Operations Quality Assurance Summary.....	O-16
Reinterview Mailout Operations and Quality Assurance Summary.....	O-23

This appendix details the 2003–04 Schools and Staffing Survey (SASS) quality assurance (QA) for both data keying and mailout operations. An overview of the data keying operations is provided in chapter 7, and the mailout procedures are covered in chapter 5. “Data keying” is the method by which the SASS data are captured and converted from paper to electronic format. The “mailout operations” include all procedures necessary for preparing SASS packages for distribution to respondents, including printing of all forms (such as letters, questionnaires, postcards, etc.), label imaging, assembly of packages for schools, training kits for the field representatives, and assembly of questionnaire packets and booklets.

The first section of this appendix describes the data capture operation procedures used by keying staff, and explains why different data capture procedures were used for the SASS teacher questionnaires. The second section describes the detailed procedures used for quality assurance and verification of the SASS questionnaire data capture. The third section provides results of the verification of the SASS questionnaire data capture. The fourth section describes the detailed procedures for quality assurance of the mailout operations (except for SASS reinterview questionnaires) and provides the results. The final section describes the detailed procedures for the quality assurance of the reinterview questionnaire mailout operations and provides the results.

Data Capture Operations

The 2003–04 SASS data were captured (converted from paper to electronic format) using a combination of manual data keying and imaging technology. Manual data keying, used for most of the SASS questionnaires, was accomplished using a Key from Paper (KFP) data capture system. The KFP system is programmed to present screens of questionnaire items to data keying staff, who page through each questionnaire and key any entries into the appropriate fields on the screens. The KFP system performs various edits as the data are keyed. Imaging technology differs from KFP by first capturing an electronic image of each questionnaire page. Along with the image capture, data can be captured using Optical Mark Recognition (OMR), which recognizes the marked box (next to precoded items) or the written alphanumeric entry, and enters the appropriate data into the OMR database for that questionnaire. Alternatively, the images can be presented to data keying staff, who capture the data by keying any entries into the appropriate fields on the screens (similar to the KFP process).

All of the SASS questionnaires except for the public and private teacher questionnaires (including all SASS reinterview questionnaires) were captured utilizing the KFP system.¹ Prior to keying, KFP programs were developed for each questionnaire. Images of these forms were captured after data entry was completed. The image files were used during subsequent steps of data processing to view the actual questionnaires online. All KFP entries were 100 percent verified by the keying staff, meaning that each field was keyed twice, and the results were compared automatically for discrepancies, and subsequently verified. The verification during this operation allowed up to a 1 percent error on a field-to-field basis. Unacceptable batches of questionnaires (where there was more than a 1 percent error) were 100 percent verified a second time by keying staff.

The data from SASS teacher questionnaires were captured using imaging technology and a combination of OMR and Key from Image (KFI). The precoded items (all items where the respondent answered by marking a box) on the SASS public and private teacher questionnaires (SASS-4A and -4B) were captured using OMR. All write-in fields (e.g., open-ended, numeric, and character fields) for these questionnaires were captured by the KFI process. OMR and KFI are both methods used by the Workflow and Image Processing System, an automated data capture system.

¹ Teacher Listing Form data were captured using the SASS Teacher Listing instrument.

The first step of data capture for the SASS public and private teacher questionnaires was for members of keying staff to disassemble and scan each duplex booklet page. Electronic images of each duplex page were created along with a data response file. The data response file was processed through imaging recognition software at a 99 percent confidence level. If the recognition software was 99 percent certain that the response field contained a valid mark, the entry was copied to an output file. If the response fell outside the confidence level, the imaged response was presented to a keying operator to interpret and key from the image. All of the open-ended items also were presented to a member of the keying staff. All nonblank write-in KFI entries were 100 percent verified, meaning that each field was keyed twice, and the results were compared automatically for discrepancies and subsequently verified. The fields that were read as blank by the KFI system were verified at a 5 percent rate. That is, of the total number of write-in fields that were read as blanks for each item, 5 percent were examined a second time to verify that they were blank. The sample verification during this operation allowed a 1 percent error on a field-to-field basis. Unacceptable batches of questionnaires where there was more than a 1 percent error were 100 percent reverified by keying staff by referring back to the original survey.

Once data capture verification was complete for all batches of SASS teacher questionnaires, it was time for the final step in this process—to identify any possible discrepancies within the data. This “adjudication” process was performed by a member of the Census Bureau QA staff. It entailed comparing the original dataset and the verification dataset to the dataset that was recorded by the data capture system. In cases where any of the fields did not match one another, QA staff looked at the data and determined what kind of error was occurring. If only one of the fields was incorrect, the error code assigned by the QA staff determined which piece of data to keep for that item. If both were incorrect, they were corrected in a separate module. Once this process was complete, the teacher dataset was ready to be released to Census analysts to begin the next step of data processing.

The automated OMR and KFI data capture methods were chosen for the teacher forms because of the large quantity of questionnaires, as compared to the other SASS forms. Generally, it takes more time to program the automated OMR and KFI programs than it takes to program the KFP method. But OMR captures data much faster than keying from paper, so the time savings from a large quantity of OMR data capture can offset the additional programming time for the operation.

Quality Assurance and Verification Procedures for the Data Capture Operations

This section provides details on the quality assurance and verification procedures that were performed in conjunction with the SASS questionnaire data capture. The first subsection, “General Information on Quality Assurance Procedures,” provides an overview of the procedures. The second subsection, “Definitions,” provides definitions of terms. The next seven subsections provide the detailed procedures that were used. Following the procedures are a list of the error codes that were used (exhibit O-1) and, in the final subsection, a QA decision table (exhibit O-2).

General Information on Quality Assurance Procedures

1. This QA plan provided a method of assuring the quality of the data capture operations for the 2003–04 SASS utilizing the Workflow and Image Processing System (WIPS) Optical Mark Recognition (OMR) and the Key From Paper (KFP) system (documentary purposes only). The method of data capture and the surveys and form types that were used with each method are as follows:
 - a. *OMR and KFI*. Teacher Questionnaire (SASS-4A) and Private School Teacher Questionnaire (SASS-4B); and

- b. *KFP*. School District Questionnaire (SASS-1A), Principal Questionnaire (SASS-2A), Private School Principal Questionnaire (SASS-2B), Principal Reinterview Questionnaire (SASS-2(R)), School Questionnaire (SASS-3A), Private School Questionnaire (SASS-3B), School Reinterview Questionnaire (SASS-3(R)), Unified School Questionnaire (SASS-3Y), Public Teacher Reinterview Questionnaire (SASS-4A(R)), Private Teacher Reinterview Questionnaire (SASS-4B(R)), and School Library Media Center Questionnaire (LS-1A).
2. For the teacher questionnaires, data were captured utilizing the OMR data capture system to perform the automated data capture for the checkboxes and the KFI process for all other fields. Batches normally consisted of 10 documents. All nonblank data fields were 100 percent KFI verified. Batches were subject to having fields designated by the system as blank sample verified at a 5 percent rate. The sample verification during this operation had an acceptable quality level of a 1 percent on a field basis. Unacceptable (sample verified) batches were reverified on a 100 percent basis.

For all other SASS form types, data were captured utilizing the KFP Data Capture System. Batches were 100 percent verified (no QA plan required).

3. Upon completion of data capture for OMR batches, copies of the images were sent for independent KFI verification.
4. Upon completion of the independent verification for each batch, the original dataset and the verification dataset were matched. Any discrepancies were identified and adjudicated by the Quality Assurance Data Analysis Unit.
5. Once adjudication was complete, accepted batches were released for subsequent transmission. Rejected batches underwent 100 percent reverification, were matched against the original dataset, adjudicated, and released.
6. Keying staff in Jeffersonville, Indiana, completed keyboarding and procedural training prior to commencing production keying.
7. Batch statistics were maintained by the system and utilized by the QA staff to generate summary reports. Reports were provided to the sponsor and data capture management regarding project quality and for feedback to data capture operators.
8. Error codes for error classification are provided in the subsection, “Error Codes (Fields Only),” of this QA plan.

Definitions

1. A **batch** consisted of 10 SASS teacher questionnaire forms with a cover sheet for scanning and data capture purposes. All other form types were batched in convenient lots to be determined jointly by clerical staff. The size of the batch was the number of forms in the batch.
2. A **zone** is synonymous with field and is the smallest denomination of defined captured data.
3. An **error** is defined as any incorrectly captured or omitted data field.
4. An **error** is assigned during the adjudication operation.

- a. **Charged errors** are errors determined to be the fault of the keyer and were used to determine the keyer's error rate.
 - b. **Noncharged errors** are keying errors that were not charged against the keyer.
 - c. Some discrepancies were considered **noncountable**. These were classified as verifier errors (VE) and verifier adjustments (VA). They did not affect the keyer or batch status and were not counted against either the keyer or the batch.
5. **Eligible sampling unit** is a field that was eligible to be selected for verification.
 6. A **field** is the smallest denomination of keyed data, as defined in the keying procedures.
 7. A **blank field** is a field where no data were detected by the system and a keyer did not see the field.
 8. **Census Batch Number** is a unique number created during the batching process.
 9. **WIPS Batch Number** is a unique eight-digit number created by the Workflow and Image Processing System (WIPS) during scanning.
 10. A field was considered to be **defective** if it contained one or more errors. This is synonymous with **field in error**.
 11. A **discrepancy** occurred when the verifier's entry for any field differed from its corresponding field in the original data capture process.
 12. **Adjudication** refers to the process of comparing the discrepancies to the data source to determine which entry was correct.
 13. **Flagged fields** are fields that were presented to the operator during the original data capture process.
 14. **Unflagged fields** are fields that were captured by the system and not presented to an operator during the original data capture process.
 15. **Key From Image (KFI)** is the process where an operator was NOT presented with the OMR interpretation of the captured data, and the operator entered the data using the snippet and/or full-page image.
 16. A **snippet** is the image of a zone that was presented to the operator during the data capture process.
 17. The **verifier** is the operator who independently keyed the data for the match to the original data to subsequently determine the quality of the batch.
 18. **Reverification** is the term used for performing 100 percent verification of rejected batches.
 19. **Excluded fields** are fields that were captured but not eligible for verification. These surveys have no such fields.

Verification

1. KFI verification
 - a. Upon completion of the initial data capture, independent KFI verification was performed. Eligible fields on the images were presented to a KFI operator for verification.
 - b. For batches subjected to sample verification for blank fields, a **5 percent** systematic sample utilizing a random start was drawn from the universe of fields where the system did not detect presence of data and the fields were not seen by a keyer.
 - c. The verification was performed in the following manner:
 - (1) independently keying all fields presented by the system using the snippet and full-page image; and
 - (2) using the same keying rules as used in the initial data capture.
 - d. All errors detected in the verification process were corrected.
 - e. If, during data capture, an image was determined to be illegible due to scanning problems, the batch was suspended and subsequently deleted and re-scanned.
2. KFP verification
 - a. Upon completion of the initial data capture, independent KFP verification was performed. The verifier keyed all fields on the documents except for those designated as “scan verify” in the keying procedures.
 - b. The same keying rules were used as in the initial data capture.
 - c. All errors detected in the verification process were corrected.

Quality Assurance Adjudication

1. Upon completion of the verification, the original dataset and the verification dataset for each batch were matched by the data capture system. Any discrepancies were identified and adjudicated by the Quality Assurance Data Analysis Unit staff.
2. If any fields within the batch did not match, the QA adjudicator determined if the production-captured data were in error. Assigned error codes determined the data field to be retained in the final dataset. If both fields were in error (error code 11), that field was routed to an OMR module for correction and returned to adjudication.
3. Once adjudication was completed, accepted batches were released for subsequent transmission. Rejected batches underwent 100 percent KFI, were matched against the original dataset, adjudicated, and released.

Keyer Control

1. All keyers were placed in the qualified status. Each keyer became familiar with the format of the forms to be keyed.
2. Keyers in the qualified stage did not make decisions. Batch decisions on blank fields **only** were made in this stage.
3. Keyers were only removed based on an administrative decision (restricted stage—keyer status = R). Restricted keyers were not eligible to perform verification.

Batch Control

1. Batch decisions for blank fields were sample verified and made.
2. All rejected batches were 100 percent reverified (KFI), matched against the original dataset, adjudicated, and released.
3. No batch decisions were made for nonblank data fields or KFP batches.
4. The system checked the keyer status of each verifier before allowing the verifier to verify a batch.

Feedback

Discrepancy listings were provided for all batches. Keyers were given feedback for all errors and all cases in which they had shown improvement.

Rejected Batches

1. All rejected batches were set by the system to be reverified.
2. Reverification of rejected batches occurred as soon as possible. This was considered part of the feedback to the keyer of the keying problems encountered.
3. Reverification required the verifier to independently reverify the batch on a 100 percent basis.

Quality Assurance Responsibilities

1. The Quality Assurance Data Analysis Unit performed QA adjudication on all batches processed through the OMR and KFP operations.
2. The Visual Basic system generated a discrepancy listing for each batch for feedback to the operators.
3. The QA staff audited all discrepancies using the discrepancy listing and the source data.
4. Batch statistics were maintained by the system and utilized to generate summary reports. The Quality Assurance Data Analysis Unit provided weekly summary reports of the results of the QA process.

Error Codes (Fields Only)

Exhibit O-1 provides a list of error codes and definitions.

Exhibit O-1. Error codes and definitions

Error code	Definition
1	Other—chargeable (explain in remarks)
2	Data omission
3	Data duplication
4	Auto/manual dupe error
5 ¹	Respondent error—data outside recognition zone
6 ¹	Recognition misread
7 ¹	Recognition omission
8	Finger error
9	Procedure error
10 ²	Indeterminable data error (nonchargeable)
11	Both capture and verifier data wrong (chargeable)
12 ¹	Code error
13 ¹	Machine error—keyer not at fault (supervisor initials)
14 ¹	Supervisor error—(supervisor initials)
15 ¹	Other—nonchargeable (explain in remarks)
16 ¹	Procedure modification/clarification
VA ³	Verifier adjustment
VE ³	Verifier error

¹ Nonchargeable errors.

² Error code 10 is for Quality Assurance use only.

³ Do not charge as errors—chargeable or nonchargeable.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Data Entry Quality Assurance Decision Table for Batch Decisions

Exhibit O-2 contains the quality assurance decision table that was used for batch decisions during data entry.

Exhibit O-2. Quality assurance decision rules: 2003–04

Number of fields verified	The decision is accept if the number of defective fields is equal to or less than:	The decision is reject if the number of defective fields is equal to or greater than:
Less than 10	0	1
10–36	1	2
37–82	2	3
83–138	3	4
139–199	4	5
200–263	5	6
264–331	6	7
332–401	7	8
402–473	8	9
474–545	9	10
546–619	10	11
620–695	11	12
696–771	12	13
772–848	13	14
849–927	14	15
928–1007	15	16
1,008–1,087	16	17
1,088–1,167	17	18
1,168–1,247	18	19
1,248–1,327	19	20
1,328–1,410	20	21
1,411–1,493	21	22
1,494–1,575	22	23
1,576–1,658	23	24
1,659–1,741	24	25
1,742–1,825	25	26
1,826–1,909	26	27
1,910–1,993	27	28
1,994–2,078	28	29
2,079–2,163	29	30
2,164–2,248	30	31
2,249–2,334	31	32
2,335–2,419	32	33
2,420–2,505	33	34
2,506 or more	34	(1)

¹ The number of defective fields required to reject a data entry batch increases as the number of fields being verified increases above the levels shown in this decision table.

NOTE: This decision table is to be used for sample verification only (not 100 percent). This decision table is based on probability of acceptance > .95 with an acceptable quality level of 1.0 percent on a field basis.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Cumulative Data Keying Verification Reports

This section details the results of verification of the data keying. Exhibits O-3 and O-4 provide results and distribution of error types for the key from paper (KFP) data capture used for all SASS questionnaires except the teacher questionnaires. Exhibits O-5 and O-6 provide results and distribution of error types for the key from image (KFI) data capture used for the SASS teacher questionnaires.

Exhibit O-3. Cumulative key from paper (KFP) data keying verification report, by form: 2003–04

KFP data keying verification	Total	SASS-1A 100 percent verified ¹	SASS-2, -2(R), -3, -3R, LS-1A 100 percent verified ²	SASS-4(R) 100 percent verified ³
Unit count (batches)	2,299	320	1,938	41
Accepted	0	0	0	0
Rejected	0	0	0	0
Keyed documents	37,295	4,474	31,769	1,052
Verified documents	37,295	4,474	31,769	1,052
Keyed records	642,633	85,876	547,315	9,442
Verified records	642,700	85,687	547,500	9,513
Keyed fields	11,104,547	1,607,572	9,422,039	74,936
Verified fields	11,099,044	1,606,335	9,417,725	74,984
Charge field errors	22,732	3,220	19,089	423
Charge error rate	0.20%	0.20%	0.20%	0.56%
Total errors	24,280	3,409	20,431	440
Total error rate	0.22%	0.21%	0.22%	0.59%

¹ SASS-1A refers to the School District Questionnaire.

² SASS-2 refers to the principal questionnaires and SASS-2(R) to the principal reinterview questionnaire, SASS-3 refers to the school questionnaires and SASS-3(R) to the school reinterview questionnaire, and LS-1A refers to the School Library Media Center Questionnaire.

³ SASS-4(R) to the teacher reinterview questionnaires.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Exhibit O-4. Distribution of key from paper (KFP) errors, by form and error: 2003–04

Error code and definition	SASS-1A 100 percent verified ¹		SASS-2, -2(R), -3, -3(R), LS-1A 100 percent verified ²		SASS-4(R) 100 percent verified ³	
	Number of errors	Percent	Number of errors	Percent	Number of errors	Percent
Total	3,409	100.00	20,431	100.00	440	100.00
1. Screening error	0	0.00	0	0.00	0	0.00
2. Data omission	1,735	50.89	11,957	58.52	231	52.50
3. Duplicate data	0	0.00	0	0.00	0	0.00
4. Did not hold down numeric shift	0	0.00	0	0.00	0	0.00
5. Did not hold down alpha shift	0	0.00	0	0.00	0	0.00
6. Manual duplication error	0	0.00	0	0.00	0	0.00
7. Auto duplication error	0	0.00	0	0.00	0	0.00
8. Finger error	625	18.33	3,466	16.96	30	6.82
9. Procedure error	860	25.23	3,666	17.94	162	36.82
10. Undeterminable data	0	0.00	0	0.00	0	0.00
11. Keyer/verifier in error	0	0.00	0	0.00	0	0.00
12. Code error	189	5.54	1,304	6.38	17	3.86
13. Machine error	0	0.00	0	0.00	0	0.00
14. Supervisor error	0	0.00	32	0.16	0	0.00
15. Explain in remarks	0	0.00	0	0.00	0	0.00
16. Procedure modification	0	0.00	6	0.03	0	0.00

¹ SASS-1A refers to the School District Questionnaire.

² SASS-2 refers to the principal questionnaires and SASS-2(R) to the principal reinterview questionnaire, SASS-3 refers to the school questionnaires and SASS-3(R) to the school reinterview questionnaire, and LS-1A refers to the School Library Media Center Questionnaire.

³ SASS-4(R) to the teacher reinterview questionnaires.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Exhibit O-5. Cumulative key from image (KFI) data keying verification report, by form: 2003–04

KFI data keying verification	Teacher Questionnaire (SASS-4A)			Private School Teacher Questionnaire (SASS-4B)		
	Total	100 percent verified	5 percent verified	Total	100 percent verified	5 percent verified
Unit count (batches)	4,556	4,556		846	846	
Accepted	4,544	4,544		845	845	
Rejected	12	12		1	1	
ALL FIELDS						
Total fields	18,302,431	15,733,045	2,569,386	3,554,084	2,993,039	561,045
Total fields verified	15,861,894	15,733,045	128,849	3,021,099	2,993,039	28,060
Total fields error	51,302	51,038	264	12,403	12,375	28
Total fields error rate	0.32%	0.32%	0.20%	0.41%	0.41%	0.10%
Detail Summary						
Nonblank fields	15,733,045	15,733,045	0	2,993,039	2,993,039	0
Nonblank fields verified	15,733,045	15,733,045	0	2,993,039	2,993,039	0
Fields in error	51,038	51,038	0	12,375	12,375	0
Fields error rate	0.32%	0.32%	0.00%	0.41%	0.41%	0.00%
Keyed fields	8,588,529	8,588,529	0	1,681,615	1,681,615	0
Keyed fields verified	8,588,529	8,588,529	0	1,681,615	1,681,615	0
Fields in error	49,799	49,799	0	12,168	12,168	0
Charge key fields error	44,400	44,400	0	10,425	10,425	0
Fields error rate	0.58%	0.58%	0.00%	0.72%	0.72%	0.00%
System fields	7,144,516	7,144,516	0	1,311,424	1,311,424	0
System fields verified	7,144,516	7,144,516	0	1,311,424	1,311,424	0
Fields in error	1,239	1,239	0	207	207	0
Fields error rate	0.02%	0.02%	0.00%	0.02%	0.02%	0.00%
Blank fields	2,569,386	0	2,569,386	561,045	0	561,045
Blank fields verified	128,849	0	128,849	28,060	0	28,060
Fields in error	264	0	264	28	0	28
Fields error rate	0.20%	0.00%	0.20%	0.10%	0.00%	0.10%
TOTALS						
Nonblank field error rate	0.32%	0.32%	0.00%	0.41%	0.41%	0.00%
Key field error rate	0.32%	0.32%	0.00%	0.41%	0.41%	0.00%
Key only field error rate	0.58%	0.58%	0.00%	0.72%	0.72%	0.00%
Charge key field error rate	0.52%	0.52%	0.00%	0.62%	0.62%	0.00%
System field error rate	0.01%	0.01%	0.00%	0.01%	0.01%	0.00%
System only field error rate	0.02%	0.02%	0.00%	0.02%	0.02%	0.00%
Blank field error rate	0.00%	0.00%	0.00%	0.10%	0.00%	0.10%

See notes at end of exhibit.

Exhibit O-5. Cumulative key from image (KFI) data keying verification report, by form: 2003–04—Continued

KFI data keying verification	Teacher Questionnaire (SASS-4A)			Private School Teacher Questionnaire (SASS-4B)		
	Total	100 percent verified	5 percent verified	Total	100 percent verified	5 percent verified
BARCODE (control number)						
Nonblank fields	45,266	45,266	0	8,422	8,422	0
Nonblank fields verified	45,266	45,266	0	8,422	8,422	0
Fields in error	39	39	0	14	14	0
Keyed fields	1,200	1,200	0	384	384	0
Keyed fields verified	1,200	1,200	0	384	384	0
Fields in error	22	22	0	7	7	0
Charge key fields error	19	19	0	7	7	0
System fields	44,066	44,066	0	8,038	8,038	0
System fields verified	44,066	44,066	0	8,038	8,038	0
Fields in error	17	17	0	7	7	0
Captured field error rate	0.09%	0.09%	0.00%	0.17%	0.17%	0.00%
Key field error rate	0.05%	0.05%	0.00%	0.08%	0.08%	0.00%
Key only field error rate	1.83%	1.83%	0.00%	1.82%	1.82%	0.00%
Charge key field error rate	1.58%	1.58%	0.00%	1.82%	1.82%	0.00%
System field error rate	0.04%	0.04%	0.00%	0.08%	0.08%	0.00%
System only field error rate	0.04%	0.04%	0.00%	0.09%	0.09%	0.00%
OPTICAL MARK RECOGNITION (OMR)						
Nonblank fields	7,127,796	7,127,796	0	1,308,639	1,308,639	0
Nonblank fields verified	7,127,796	7,127,796	0	1,308,639	1,308,639	0
Fields in error	2,879	2,879	0	685	685	0
Keyed fields	27,346	27,346	0	5,253	5,253	0
Keyed fields verified	27,346	27,346	0	5,253	5,253	0
Fields in error	1,657	1,657	0	485	485	0
Charge key fields error	1,574	1,574	0	456	456	0
System fields	7,100,450	7,100,450	0	1,303,386	1,303,386	0
System fields verified	7,100,450	7,100,450	0	1,303,386	1,303,386	0
Fields in error	1,222	1,222	0	200	200	0
Captured field error rate	0.04%	0.04%	0.00%	0.05%	0.05%	0.00%
Key field error rate	0.02%	0.02%	0.00%	0.04%	0.04%	0.00%
Key only field error rate	6.06%	6.06%	0.00%	9.23%	9.23%	0.00%
Charge key field error rate	5.76%	5.76%	0.00%	8.68%	8.68%	0.00%
System field error rate	0.02%	0.02%	0.00%	0.02%	0.02%	0.00%
System only field error rate	0.02%	0.02%	0.00%	0.02%	0.02%	0.00%

See notes at end of exhibit.

Exhibit O-5. Cumulative key from image (KFI) data keying verification report, by form: 2003–04—Continued

KFI data keying verification	Teacher Questionnaire (SASS-4A)			Private School Teacher Questionnaire (SASS-4B)		
	Total	100 percent verified	5 percent verified	Total	100 percent verified	5 percent verified
INTELLIGENT/OPTICAL CHARACTER RECOGNITION (ICR/OCR)						
Nonblank fields	8,559,983	8,559,983	0	1,675,978	1,675,978	0
Nonblank fields verified	8,559,983	8,559,983	0	1,675,978	1,675,978	0
Fields in error	48,121	48,121	0	11,676	11,676	0
Keyed fields	8,559,983	8,559,983	0	1,675,978	1,675,978	0
Keyed fields verified	8,559,983	8,559,983	0	1,675,978	1,675,978	0
Fields in error	48,119	48,119	0	11,676	11,676	0
Charge key fields error	42,806	42,806	0	9,964	9,964	0
System fields	0	0	0	0	0	0
System fields verified	0	0	0	0	0	0
Fields in error	0	0	0	0	0	0
Captured field error rate	0.56%	0.56%	0.00%	0.70%	0.70%	0.00%
Key field error rate	0.56%	0.56%	0.00%	0.70%	0.70%	0.00%
Key only field error rate	0.56%	0.56%	0.00%	0.70%	0.70%	0.00%
Charge key field error rate	0.50%	0.50%	0.00%	0.59%	0.59%	0.00%
System field error rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
System only field error rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Keyed documents	45,292	45,292	0	8,422	8,422	0
Verified documents	45,292	45,292	0	8,422	8,422	0

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Exhibit O-6. Distribution of key from image (KFI) errors, by form and error: 2003–04

Error code and definition	Teacher Questionnaire (SASS-4A)				Private School Teacher Questionnaire (SASS-4B)			
	100 percent verified		5 percent verified		100 percent verified		5 percent verified	
	Number of errors	Percent	Number of errors	Percent	Number of errors	Percent	Number of errors	Percent
Total	51,038	100.00	264	100.00	12,375	100.00	28	100.00
1. Other—chargeable	4	0.01	2	0.76	8	0.06	0	0.00
2. Data omission	13,547	26.54	0	0.00	3,766	30.43	0	0.00
3. Duplicate data	0	0.00	0	0.00	0	0.00	0	0.00
4. Auto/manual dupe error	0	0.00	0	0.00	0	0.00	0	0.00
5. Respondent error—data outside recognition	6	0.01	1	0.38	1	0.01	2	7.14
6. Recognition misread	1,212	2.37	0	0.00	193	1.56	0	0.00
7. Recognition omission	1	0.00	261	98.86	0	0.00	26	92.86
8. Finger error	18,393	36.04	0	0.00	3,960	32.00	0	0.00
9. Procedure error	12,460	24.41	0	0.00	2,699	21.81	0	0.00
10. Undeterminable data	4	0.01	0	0.00	2	0.02	0	0.00
11. Keyer/verifier in error	0	0.00	0	0.00	0	0.00	0	0.00
12. Code error	5,395	10.57	0	0.00	1,740	14.06	0	0.00
13. Machine error	0	0.00	0	0.00	0	0.00	0	0.00
14. Supervisor error	0	0.00	0	0.00	0	0.00	0	0.00
15. Explain in remarks	0	0.03	0	0.00	6	0.05	0	0.00
16. Procedure modification	0	0.00	0	0.00	0	0.00	0	0.00

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Mailout Operations Quality Assurance Summary

This section details the QA plan for the mailout operations for the 2003–04 SASS. All packages that were mailed to respondents and field representatives were mailed from Jeffersonville, Indiana, by the Census Bureau clerical processing staff.

Forms and questionnaires were printed by commercial vendors or custom produced on docuprint equipment. Commercial vendors produced blank questionnaires that subsequently went through a separate labeling process, or docuprinting, in Jeffersonville. All of the SASS questionnaires except the Private School Questionnaire, the Unified School Questionnaire, and the reinterview questionnaires were printed commercially.

The docuprint equipment allowed for printing labeled questionnaires in one operation. The system was loaded with images of each questionnaire page, and a file of variable data for each respondent. The system can be programmed to print variable data that is specific to that respondent on any page of the questionnaire. For the 2003–04 SASS, docuprint was used to print variable data—the name and address of the school, the school’s control number and associated barcode—on the cover page of the Private School Questionnaire, the Unified School Questionnaire, and reinterview questionnaires. It also printed identification barcodes on each questionnaire page. All blank questionnaires, peel-off labels (used along with blank questionnaires by field representatives as replacement questionnaires), letters, postcards, and other custom forms, such as District Contact Sheets, also were produced using the docuprint equipment.

For questionnaire booklets, the docuprint equipment loaded one 17-inch by 11-inch sheet at a time. Four questionnaire pages (8.5 x 11, front and back) were printed onto this sheet. Once all sheets for a questionnaire booklet were completed, a sample of the work was examined to ensure that no errors occurred. When an error was found, an expanded inspection examined the questionnaires that were produced before and after the detected questionnaire to determine if a systematic error had taken place. Once the quality assurance of the printing was completed, the sheets went through a binding operation using Duplo Booklet Maker equipment. The Booklet Maker read the barcode to determine when the designated number of sheets for a particular questionnaire were loaded into the machine, and then folded and stapled it twice in the spine, and trimmed the right-side vertical edge of the booklet. Booklets were subjected to sample inspections and, when defects were detected, to expanded inspections. The docuprinting of all letters, questionnaires, postcards, labels, etc. and label imaging also were inspected for damage and incorrect presentation.

Commercially printed blank questionnaires were loaded into an Ektajet high-speed printer for labeling. The variable data for each respondent was programmed into the machine, and printer heads labeled the front page of each questionnaire as it passed through the machine. Labeled questionnaires were subjected to sample inspections and, when defects were detected, to expanded inspections.

The assembly of packages for schools, training kits for field representatives, and questionnaire packets were all inspected to assure that nothing was damaged, missing, contained undisclosed information, or was incorrectly presented. The results of the mailout QA, including error remarks, for all initial mailout operations can be found in exhibits O-7 through O-12. The results of the mailout QA, including error remarks and operations for all reinterview mailout operations, can be found in the following section.

Exhibit O-7. Printing (Docuprint) quality assurance, by type of inspection and form: 2003–04

Form ¹	Mailout	Number printed	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
Printing total		275,705	5,335	7	0.13	15	12	80.00	
SASS-14(L)X	Advance letter	180	30	0	0.00	0	0	0.00	01/07/03
SASS-14(L)X	Advance letter	70	30	0	0.00	0	0	0.00	03/24/03
SASS-91(L)X	Follow-up	61	15	0	0.00	0	0	0.00	03/24/03
SASS-92(L)X	Follow-up	66	15	0	0.00	0	0	0.00	03/24/03
SASS form A	Telephone form	736	20	0	0.00	0	0	0.00	06/05/03
SASS form B	Telephone form	137	5	0	0.00	0	0	0.00	06/05/03
SASS form C	Telephone form	146	5	0	0.00	0	0	0.00	06/05/03
LEA contact	Telephone script	151	30	0	0.00	0	0	0.00	07/17/03
LEA control	Control list	2,001	30	0	0.00	0	0	0.00	07/17/03
Labels	Label	55	30	0	0.00	0	0	0.00	07/29/03
LS-1A	Questionnaire	55	30	0	0.00	0	0	0.00	07/29/03
SASS-2A	Questionnaire	55	30	0	0.00	0	0	0.00	07/29/03
SASS-3A	Questionnaire	55	30	0	0.00	0	0	0.00	07/29/03
SASS-4A	Questionnaire	55	30	0	0.00	0	0	0.00	07/29/03
SASS-11(L)	LEA letter	1,400	30	0	0.00	0	0	0.00	08/04/03
SASS-14(L)	School letter	1,400	30	0	0.00	0	0	0.00	08/04/03
SASS-11(L)	LEA letter	9,458	360	1 ²	0.28	0	0	0.00	08/15/03
SASS-14(L)	School letter	9,458	360	0	0.00	0	0	0.00	08/15/03
Labels	Label	1,124	27	2 ³	7.41	12	12 ³	100.00	08/13/03
SASS-11(L)	LEA letter	5,200	360	0	0.00	0	0	0.00	08/25/03
SASS-14(L)	School letter	7,050	360	0	0.00	0	0	0.00	08/26/03
SASS-11(L)	LEA letter	910	30	0	0.00	0	0	0.00	08/26/03
SASS-14(L)	School letter	910	30	0	0.00	0	0	0.00	08/26/03
SASS-14(L)	School letter	3,622	30	0	0.00	0	0	0.00	08/26/03
Labels-Y	Label	24,716	364	0	0.00	0	0	0.00	08/26/03
Labels-A	Label	10,056	428	0	0.00	0	0	0.00	09/02/03
Labels-A	Label	23	2	1 ⁴	50.00	0	0	0.00	09/02/03
Labels-B	Label	160,336	1,006	0	0.00	0	0	0.00	09/11/03
SASS-14(L)	School letter	14,200	90	0	0.00	0	0	0.00	09/12/03
SASS-3B	Questionnaire	3,637	366	0	0.00	0	0	0.00	09/11/03
SASS-3B	Blank questionnaire	1,900	30	0	0.00	0	0	0.00	09/15/03
SASS-20	Field representative manual	1,275	18	0	0.00	0	0	0.00	09/16/03
SASS-13(L)	LEA letter	34	30	0	0.00	0	0	0.00	09/18/03
SASS-11(L)	LEA letter	4,725	30	0	0.00	0	0	0.00	09/18/03
Labels-Y	Label	23	2	0	0.00	0	0	0.00	09/25/03

See notes at end of exhibit.

**Exhibit O-7. Printing (Docuprint) quality assurance, by type of inspection and form: 2003–04—
Continued**

Form ¹	Mailout	Number printed	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
SASS-10	Postcard—code 1	34	30	0	0.00	0	0	0.00	09/26/03
SASS-10	Postcard—code 3	56	30	0	0.00	0	0	0.00	09/26/03
SASS-10	Postcard—code 4	4,582	30	0	0.00	0	0	0.00	09/26/03
SASS-3Y	Questionnaire	915	302	2 ⁵	0.66	3	0	0.00	09/29/03
SASS-3Y	Blank questionnaire	457	120	0	0.00	0	0	0.00	09/29/03
SASS-3B	Blank questionnaire	535	30	0	0.00	0	0	0.00	10/07/03
SASS-3Y	Blank questionnaire	515	30	0	0.00	0	0	0.00	10/06/03
SASS-2(R)	Blank questionnaire	15	15	0	0.00	0	0	0.00	10/15/03
SASS-3(R)	Blank questionnaire	15	15	0	0.00	0	0	0.00	10/15/03
SASS-4A(R)	Blank questionnaire	15	15	1 ⁶	6.67	0	0	0.00	10/15/03
SASS-4B(R)	Blank questionnaire	15	15	0	0.00	0	0	0.00	10/15/03
SASS-3B	Blank questionnaire	3,136	30	0	0.00	0	0	0.00	11/07/03
SASS-3B	Blank questionnaire	100	330	0	0.00	0	0	0.00	03/03/04
SASS-3Y	Denver distribution	35	30	0	0.00	0	0	0.00	04/01/04

¹ LEA refers to local education agency, or school district. LS-1A refers to the School Library Media Center Questionnaire. SASS-2A refers to the Principal Questionnaire, and SASS-2(R) refers to the Principal Reinterview Questionnaire. SASS-3A refers to the School Questionnaire, SASS-3B to the Private School Questionnaire, SASS-3Y to the Unified School Questionnaire, and SASS-3(R) to the School Reinterview Questionnaire. SASS-4A refers to the Teacher Questionnaire, SASS-4A(R) to the Public Teacher Reinterview Questionnaire, and SASS-4B(R) to the Private Teacher Reinterview Questionnaire. SASS-10 refers to a postcard. SASS-11(L), SASS-13(L), and SASS-14(L) were used in the school district experiment that is described in “Appendix M. School District Experiment Findings.” SASS-11(L) refers to the prenotice letter sent to control districts. SASS-13(L) refers to the prenotice letter sent to test districts, and SASS-14(L) refers to the prenotice letter sent to schools. SASS-20 refers to the field representative manual. SASS-14(L)X refers to an advance letter, and SASS-91(L)X and SASS-92(L)X refer to follow-up letters.

² One form with extraneous marks.

³ Fourteen errors due to labels printed on wrong paper—rejected/reprinted.

⁴ One loss of information—Regional Office 25 file rejected due to sequence number obliterated.

⁵ One extraneous mark, one damaged/torn.

⁶ One extraneous mark.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Exhibit O-8. Package assembly quality assurance, by type of inspection and form: 2003

Form ¹	Mailout	Number received	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
Package assembly total		22,105	22,105	5	0.02	0	0	0.00	
SASS-14(L)X	Advance letter	180	180	0	0.00	0	0	0.00	01/02/03
SASS-91(L)X	Follow-up	61	61	0	0.00	0	0	0.00	03/25/03
SASS-92(L)X	Follow-up	66	66	0	0.00	0	0	0.00	03/25/03
SASS-14(L)X	Advance (A-public)	9,458	9,458	0	0.00	0	0	0.00	09/17/03
SASS-14(L)X	Advance (B-private)	3,622	3,622	0	0.00	0	0	0.00	09/17/03
SASS-14(L)X	Advance (Y-unified)	910	910	0	0.00	0	0	0.00	09/17/03
SASS-1A	Initial code 4	4,582	4,582	2 ²	0.04	0	0	0.00	09/19/03
SASS-13(L)	LEA letter ³	34	34	0	0.00	0	0	0.00	09/22/03
SASS-11(L)	LEA letter ³	56	56	0	0.00	0	0	0.00	09/19/03
SASS-1A	1 st follow-up	3,136	3,136	3 ⁴	0.10	0	0	0.00	11/07/03

¹ SASS-1A refers to the School District Questionnaire. SASS-11(L), SASS-13(L), and SASS-14(L) were used in the school district experiment that is described in “Appendix M. School District Experiment Findings.” SASS-11(L) refers to the prenotice letter sent to control districts. SASS-13(L) refers to the prenotice letter sent to test districts, and SASS-14(L) refers to the prenotice letter sent to schools. SASS-14(L)X refers to an advance letter, and SASS-91(L)X and SASS-92(L)X refer to follow-up letters.

² Regional office 29 missing sequence # 238 and 239.

³ LEA refers to Local Education Agency.

⁴ Two extra return envelopes, one sealed/unsealed.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Exhibit O-9. Kit assembly quality assurance, by type of inspection and form: 2003

Form	Mailout	Number received	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
Field representative training	Regional Office distribution and stock	210	38	1 ¹	2.63	0	0	0.00	09/04/03

¹ One extra questionnaire/form.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Exhibit O-10. Label imaging quality assurance, by type of inspection and form: 2003

Form ¹	Mailout	Number printed	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
Label imaging total		166,068	5,214	1	0.02	0	0	0.00	
LS-1A	Library questionnaire	1,384	30	0	0.00	0	0	0.00	08/07/03
SASS-2A	Principal questionnaire	1,384	30	0	0.00	0	0	0.00	08/07/03
SASS-3A	School questionnaire	1,384	30	0	0.00	0	0	0.00	08/07/03
SASS-4A	Teacher questionnaire	2,768	30	0	0.00	0	0	0.00	08/07/03
LS-1A	Library questionnaire	9,458	360	0	0.00	0	0	0.00	08/12/03
SASS-2A	Principal questionnaire	9,458	360	0	0.00	0	0	0.00	08/12/03
SASS-3A	School questionnaire	9,458	380	0	0.00	0	0	0.00	08/12/03
SASS-4A	Teacher questionnaire	82,303	1,090	1 ²	0.09	0	0	0.00	08/12/03
SASS-4A	Teacher questionnaire	8,718	420	0	0.00	0	0	0.00	08/22/03
LS-1A	Library questionnaire	910	297	0	0.00	0	0	0.00	08/22/03
SASS-2A	Principal questionnaire	910	297	0	0.00	0	0	0.00	08/25/03
SASS-4B	Teacher questionnaire	23,367	360	0	0.00	0	0	0.00	08/27/03
SASS-2B	Principal questionnaire	3,622	360	0	0.00	0	0	0.00	09/04/03
SASS-1A	Initial code 1	34	34	0	0.00	0	0	0.00	09/22/03
SASS-1A	Initial code 3	56	56	0	0.00	0	0	0.00	09/22/03
SASS-1A	Initial code 4	4,582	360	0	0.00	0	0	0.00	09/19/03
SASS-1A	1 st follow-up	3,136	360	0	0.00	0	0	0.00	11/07/03
SASS-1A	1 st follow-up	3,136	360	0	0.00	0	0	0.00	11/07/03

¹ LS-1A refers to the School Library Media Center Questionnaire. SASS-1A refers to the School District Questionnaire SASS-2A refers to the Principal Questionnaire, and SASS-2B refers to the Private School Principal Questionnaire. SASS-3A refers to the School Questionnaire. SASS-4A refers to the Teacher Questionnaire and SASS-4B to the Private School Teacher Questionnaire.

² One form with extraneous marks.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Exhibit O-11. Packet assembly quality assurance, by type of inspection and form: 2003

Form	Mailout	Number received	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
Public "A"	total	9,458	9,458	164	1.73	0	0	0.00	
Public "A"	Regional Office 21	983	983	36 ¹	3.66	0	0	0.00	08/22/03
Public "A"	Regional Office 22	211	211	4 ²	1.90	0	0	0.00	09/02/03
Public "A"	Regional Office 23	676	676	20 ³	2.96	0	0	0.00	08/22/03
Public "A"	Regional Office 24	578	578	2 ⁴	0.35	0	0	0.00	09/02/03
Public "A"	Regional Office 25	546	546	4 ⁵	0.73	0	0	0.00	09/02/03
Public "A"	Regional Office 26	1,320	1,320	11 ⁶	0.83	0	0	0.00	09/02/03
Public "A"	Regional Office 27	879	879	20 ⁷	2.28	0	0	0.00	08/22/03
Public "A"	Regional Office 28	966	966	7 ⁸	0.72	0	0	0.00	09/02/03
Public "A"	Regional Office 29	606	606	4 ⁹	0.66	0	0	0.00	09/02/03
Public "A"	Regional Office 30	663	663	20 ¹⁰	3.02	0	0	0.00	09/02/03
Public "A"	Regional Office 31	1,649	1,649	24 ¹¹	1.46	0	0	0.00	09/02/03
Public "A"	Regional Office 32	381	381	12 ¹²	3.15	0	0	0.00	09/02/03
Private "B"	total	3,622	3,622	72	1.99	0	0	0.00	
Private "B"	Regional Office 21	287	287	3 ¹³	1.05	0	0	0.00	09/11/03
Private "B"	Regional Office 22	272	272	3 ¹⁴	1.10	0	0	0.00	09/11/03
Private "B"	Regional Office 23	448	448	13 ¹⁵	2.90	0	0	0.00	09/11/03
Private "B"	Regional Office 24	258	258	9 ¹⁶	3.49	0	0	0.00	09/11/03
Private "B"	Regional Office 25	403	403	3 ¹⁷	0.74	0	0	0.00	09/11/03
Private "B"	Regional Office 26	267	267	2 ¹⁸	0.75	0	0	0.00	09/11/03
Private "B"	Regional Office 27	285	285	9 ¹⁹	3.16	0	0	0.00	09/11/03
Private "B"	Regional Office 28	289	289	2 ²⁰	0.69	0	0	0.00	09/11/03
Private "B"	Regional Office 29	358	358	0	0.00	0	0	0.00	09/11/03
Private "B"	Regional Office 30	274	274	5 ²¹	1.82	0	0	0.00	09/11/03
Private "B"	Regional Office 31	204	204	2 ²²	0.98	0	0	0.00	09/11/03
Private "B"	Regional Office 32	277	277	21 ²³	7.58	0	0	0.00	09/11/03
Unified "Y"	total	910	910	30	3.30	0	0	0.00	
Unified "Y"	Regional Office 21	75	75	2 ²⁴	2.67	0	0	0.00	09/29/03
Unified "Y"	Regional Office 22	14	14	0	0.00	0	0	0.00	09/29/03
Unified "Y"	Regional Office 23	37	37	0	0.00	0	0	0.00	09/29/03
Unified "Y"	Regional Office 24	59	59	0	0.00	0	0	0.00	09/29/03
Unified "Y"	Regional Office 25	35	35	3 ²⁵	8.57	0	0	0.00	09/29/03

See notes at end of exhibit.

Exhibit O-11. Packet assembly quality assurance, by type of inspection and form: 2003—Continued

Form	Mailout	Number received	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
Unified “Y”	Regional Office 26	161	161	12 ²⁶	7.45	0	0	0.00	09/29/03
Unified “Y”	Regional Office 27	41	41	1 ²⁷	2.44	0	0	0.00	09/29/03
Unified “Y”	Regional Office 28	27	27	6 ²⁸	22.22	0	0	0.00	09/29/03
Unified “Y”	Regional Office 29	12	12	0	0.00	0	0	0.00	09/29/03
Unified “Y”	Regional Office 30	63	63	0	0.00	0	0	0.00	09/29/03
Unified “Y”	Regional Office 31	382	382	6 ²⁹	1.57	0	0	0.00	09/29/03
Unified “Y”	Regional Office 32	4	4	0	0.00	0	0	0.00	09/29/03

¹ One extra questionnaire/form, 46 extra brochures/booklets, one omitted seq#/form seq, 18 omitted brochures/booklets, two disclosures, one incorrectly assemble, one blank envelope.

² One extra cover letter/flyer, three extra brochures/booklets, four omitted brochures/booklets.

³ One extra questionnaire/form, six extra brochures/booklets, eight omitted brochures/booklets, five disclosures, three omitted label sheets, three extra label sheets.

⁴ One extra cover letter/flyer, three omitted brochures/booklets.

⁵ One extra cover letter/flyer, one omitted cover letter/flyer, three omitted brochures/booklets, one omitted postcard.

⁶ Two extra questionnaires/forms, three extra brochures/booklets, four omitted brochures/booklets, three disclosures, two extra label sheets, two omitted label sheets, one omitted postcard.

⁷ Two extra cover letters/flyers, nine extra brochures/booklets, 12 omitted brochures/booklets, one extra postcard, one out of sequence, three brochures not stapled.

⁸ One extra seq#/form seq, four extra brochures/booklets, eight omitted brochures/booklets.

⁹ Four extra brochures/booklets, three omitted brochures/booklets, one disclosure, and one extra label sheet.

¹⁰ Two extra cover letters/flyers, nine extra brochures/booklets, 12 omitted brochures/booklets, three brochures not stapled, one extra postcard, one out of sequence.

¹¹ Four extra cover letters/flyers, 18 extra brochures/booklets, one omitted questionnaire/form, 11 omitted brochures/booklets.

¹² One extra questionnaire/form, three extra brochures/booklets, eight omitted brochures/booklets, one disclosure, one omitted postcard, one extra postcard.

¹³ One extra brochure/booklet, two extra postcards.

¹⁴ One extra postcard, two omitted postcard.

¹⁵ Two extra questionnaires/forms, two extra brochures/booklets, seven omitted brochures/booklets, four extra postcards, one omitted postcard.

¹⁶ Two extra cover letters/flyers, five extra brochures/booklets, one omitted brochure/booklet, one omitted postcard.

¹⁷ One extra brochure/booklet, two omitted cover letters/flyers.

¹⁸ One extra brochure/booklet, one omitted cover letter/flyer.

¹⁹ Six extra brochures/booklets, one omitted brochure/booklet, five extra postcards, and one omitted postcard.

²⁰ Three omitted brochures/booklets.

²¹ One extra brochure/booklet, one omitted questionnaire/form, one extra postcard, and two omitted postcards.

²² Two extra brochures/booklets.

²³ Fifteen extra questionnaires/forms, five extra brochures/booklets, one omitted brochure/booklet, two extra postcards.

²⁴ Two omitted brochures/booklets.

²⁵ Two omitted cover letters/flyers, one omitted brochure/booklet.

²⁶ One extra seq#/form seq, 10 omitted brochures/booklets, one omitted label sheet.

²⁷ One omitted brochure/booklet.

²⁸ Seven omitted cover letters/flyers, three omitted brochures/booklets.

²⁹ Three extra questionnaires/forms, one extra cover letter/flyer, two extra brochures/booklets, one omitted questionnaire/form, two omitted brochures/booklets.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Exhibit O-12. Duplo booklet maker inspection quality assurance, by type of inspection and form: 2003–04

Form ¹	Mailout	Number received	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
Duplo total		8,133	859	3	0.35	0	0	0.00	
SASS-3B	Regional Office distribution	3,636	365	1 ²	0.27	0	0	0.00	09/11/03
SASS-3B	Blank questionnaire	1,900	30	0	0.00	0	0	0.00	09/16/03
SASS-3Y	School questionnaire	912	299	2 ³	0.67	0	0	0.00	09/29/03
SASS-3Y	Blank questionnaire	559	30	0	0.00	0	0	0.00	09/30/03
SASS-3Y	Blank questionnaire	512	30	0	0.00	0	0	0.00	10/08/03
SASS-3B	Blank questionnaire	534	30	0	0.00	0	0	0.00	10/08/03
SASS-3(R)	Blank questionnaire	15	15	0	0.00	0	0	0.00	10/15/03
SASS-4A(R)	Blank questionnaire	15	15	0	0.00	0	0	0.00	10/15/03
SASS-4B(R)	Blank questionnaire	15	15	0	0.00	0	0	0.00	10/15/03
SASS-3Y	Denver distribution	35	30	0	0.00	0	0	0.00	04/01/04

¹ SASS-3B refers to the Private School Questionnaire, SASS-3Y to the Unified School Questionnaire, and SASS-3(R) to the School Reinterview Questionnaire. SASS-4A(R) refers to the Public Teacher Reinterview Questionnaire, and SASS-4B(R) to the Private Teacher Reinterview Questionnaire.

² One damaged/torn.

³ Two sequence numbers out of order.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Reinterview Mailout Operations and Quality Assurance Summary

This section details the QA plan for the reinterview mailout operations for the 2003–04 SASS. All packages that were mailed to respondents and field representatives were mailed from Jeffersonville, Indiana, by Census Bureau clerical processing staff. There were a number of details that were inspected for defects during the reinterview mailout phase of SASS. The printing of all forms (including letters, questionnaires, postcards, labels, etc.) was inspected for damage and incorrect presentation. The reinterview packages for schools were inspected to assure that nothing was damaged, missing, contained undisclosed information, or was incorrectly presented. Finally, the questionnaire booklets were inspected to assure that they were assembled and bound properly and were not damaged.

The results of the mailout quality assurance, including error remarks, for all reinterview mailout operations can be found in exhibits O-13 through O-15.

Exhibit O-13. Printing (Docuprint) quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04

Form ¹	Mailout	Number printed	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
Printing total		20,993	3,909	0	0.00	0	0	0.00	
SASS-2(R)	Reinterview	272	30	0	0.00	0	0	0.00	12/05/03
SASS-3(R)	Reinterview	285	30	0	0.00	0	0	0.00	12/05/03
SASS-17(L)R	Reinterview	285	30	0	0.00	0	0	0.00	12/05/03
SASS-18(L)R	Reinterview	25	25	0	0.00	0	0	0.00	12/05/03
SASS-19(L)R	Reinterview	272	30	0	0.00	0	0	0.00	12/05/03
SASS-2(R)	Reinterview	124	30	0	0.00	0	0	0.00	12/09/03
SASS-3(R)	Reinterview	85	30	0	0.00	0	0	0.00	12/09/03
SASS-4A(R)	Reinterview	23	23	0	0.00	0	0	0.00	12/09/03
SASS-4B(R)	Reinterview	2	2	0	0.00	0	0	0.00	12/09/03
SASS-17(L)R	Reinterview	85	30	0	0.00	0	0	0.00	12/10/03
SASS-19(L)R	Reinterview	124	30	0	0.00	0	0	0.00	12/10/03
SASS-17(L)R	Reinterview	214	30	0	0.00	0	0	0.00	12/12/03
SASS-18(L)R	Reinterview	578	30	0	0.00	0	0	0.00	12/12/03
SASS-19(L)R	Reinterview	573	30	0	0.00	0	0	0.00	12/12/03
SASS-10	Reminder	272	30	0	0.00	0	0	0.00	12/15/03
SASS-10	Reminder	285	30	0	0.00	0	0	0.00	12/15/03
SASS-10	Reminder	238	30	0	0.00	0	0	0.00	12/16/03
SASS-2(R)	Reinterview	573	30	0	0.00	0	0	0.00	12/19/03
SASS-3(R)	Reinterview	214	30	0	0.00	0	0	0.00	12/19/03
SASS-4A(R)	Reinterview	328	30	0	0.00	0	0	0.00	12/19/03
SASS-4B(R)	Reinterview	251	30	0	0.00	0	0	0.00	12/19/03
SASS-17(L)R	Reinterview	266	30	0	0.00	0	0	0.00	01/06/04
SASS-18(L)R	Reinterview	539	30	0	0.00	0	0	0.00	01/06/04
SASS-19(L)R	Reinterview	349	30	0	0.00	0	0	0.00	01/06/04
SASS-2(R)	Reinterview	349	30	0	0.00	0	0	0.00	01/08/04
SASS-3(R)	Reinterview	266	30	0	0.00	0	0	0.00	01/08/04
SASS-4A(R)	Reinterview	465	30	0	0.00	0	0	0.00	01/08/04
SASS-4B(R)	Reinterview	75	30	0	0.00	0	0	0.00	01/08/04
SASS-10	Reminder	1,365	60	0	0.00	0	0	0.00	01/08/04
SASS-17(L)R	Reinterview	30	30	0	0.00	0	0	0.00	01/08/04
SASS-18(L)R	Reinterview	53	30	0	0.00	0	0	0.00	01/08/04
SASS-19(L)R	Reinterview	40	30	0	0.00	0	0	0.00	01/08/04
SASS-2(R)	Reinterview	40	30	0	0.00	0	0	0.00	01/12/04
SASS-3(R)	Reinterview	30	30	0	0.00	0	0	0.00	01/12/04
SASS-4A(R)	Reinterview	43	30	0	0.00	0	0	0.00	01/12/04

See notes at end of exhibit.

Exhibit O-13. Printing (Docuprint) quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04—Continued

Form ¹	Mailout	Number printed	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
SASS-4B(R)	Reinterview	10	10	0	0.00	0	0	0.00	01/12/04
SASS-17(L)R	Reinterview	95	30	0	0.00	0	0	0.00	01/12/04
SASS-18(L)R	Reinterview	86	30	0	0.00	0	0	0.00	01/12/04
SASS-19(L)R	Reinterview	98	30	0	0.00	0	0	0.00	01/12/04
SASS-2(R)	Reinterview	98	30	0	0.00	0	0	0.00	01/13/04
SASS-3(R)	Reinterview	95	30	0	0.00	0	0	0.00	01/13/04
SASS-4A(R)	Reinterview	60	30	0	0.00	0	0	0.00	01/13/04
SASS-4B(R)	Reinterview	26	30	0	0.00	0	0	0.00	01/13/04
SASS-10	Reminder	1,154	60	0	0.00	0	0	0.00	01/13/04
SASS-10	Reminder	123	60	0	0.00	0	0	0.00	01/14/04
SASS-17(L)R	Reinterview	81	30	0	0.00	0	0	0.00	01/22/04
SASS-18(L)R	Reinterview	86	30	0	0.00	0	0	0.00	01/22/04
SASS-19(L)R	Reinterview	90	30	0	0.00	0	0	0.00	01/22/04
SASS-2(R)	Reinterview	90	30	0	0.00	0	0	0.00	01/22/04
SASS-3(R)	Reinterview	81	30	0	0.00	0	0	0.00	01/22/04
SASS-4A(R)	Reinterview	64	30	0	0.00	0	0	0.00	01/22/04
SASS-4B(R)	Reinterview	22	22	0	0.00	0	0	0.00	01/22/04
SASS-10	Reminder	279	60	0	0.00	0	0	0.00	01/22/04
SASS-17(L)R	Reinterview	70	30	0	0.00	0	0	0.00	01/27/04
SASS-18(L)R	Reinterview	53	30	0	0.00	0	0	0.00	01/27/04
SASS-19(L)R	Reinterview	78	30	0	0.00	0	0	0.00	01/27/04
SASS-2(R)	Reinterview	78	30	0	0.00	0	0	0.00	01/27/04
SASS-3(R)	Reinterview	70	30	0	0.00	0	0	0.00	01/27/04
SASS-4A(R)	Reinterview	34	30	0	0.00	0	0	0.00	01/27/04
SASS-4B(R)	Reinterview	19	19	0	0.00	0	0	0.00	01/27/04
SASS-10	Reminder	257	60	0	0.00	0	0	0.00	01/29/04
SASS-10	Reminder	201	60	0	0.00	0	0	0.00	02/03/04
SASS-17(L)R	Reinterview	69	30	0	0.00	0	0	0.00	02/03/04
SASS-18(L)R	Reinterview	38	30	0	0.00	0	0	0.00	02/03/04
SASS-19(L)R	Reinterview	80	30	0	0.00	0	0	0.00	02/03/04
SASS-2(R)	Reinterview	80	30	0	0.00	0	0	0.00	02/04/04
SASS-3(R)	Reinterview	69	30	0	0.00	0	0	0.00	02/04/04
SASS-4A(R)	Reinterview	31	30	0	0.00	0	0	0.00	02/04/04
SASS-4B(R)	Reinterview	7	7	0	0.00	0	0	0.00	02/04/04
SASS-17(L)R	Reinterview	75	30	0	0.00	0	0	0.00	02/09/04

See notes at end of exhibit.

Exhibit O-13. Printing (Docuprint) quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04—Continued

Form ¹	Mailout	Number printed	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
SASS-18(L)R	Reinterview	94	30	0	0.00	0	0	0.00	02/09/04
SASS-19(L)R	Reinterview	69	30	0	0.00	0	0	0.00	02/09/04
SASS-2(R)	Reinterview	70	31	0	0.00	0	0	0.00	02/10/04
SASS-3(R)	Reinterview	76	31	0	0.00	0	0	0.00	02/10/04
SASS-4A(R)	Reinterview	58	30	0	0.00	0	0	0.00	02/10/04
SASS-4B(R)	Reinterview	36	30	0	0.00	0	0	0.00	02/10/04
SASS-10	Reminder	187	60	0	0.00	0	0	0.00	02/11/04
SASS-10	Reminder	238	60	0	0.00	0	0	0.00	02/19/04
SASS-17(L)R	Reinterview	390	30	0	0.00	0	0	0.00	02/19/04
SASS-18(L)R	Reinterview	84	30	0	0.00	0	0	0.00	02/19/04
SASS-19(L)R	Reinterview	115	30	0	0.00	0	0	0.00	02/19/04
SASS-2(R)	Reinterview	115	30	0	0.00	0	0	0.00	02/22/04
SASS-3(R)	Reinterview	390	30	0	0.00	0	0	0.00	02/22/04
SASS-4A(R)	Reinterview	64	30	0	0.00	0	0	0.00	02/22/04
SASS-4B(R)	Reinterview	20	20	0	0.00	0	0	0.00	02/22/04
SASS-17(L)R	Reinterview	43	30	0	0.00	0	0	0.00	02/25/04
SASS-18(L)R	Reinterview	41	30	0	0.00	0	0	0.00	02/25/04
SASS-19(L)R	Reinterview	43	30	0	0.00	0	0	0.00	02/25/04
SASS-2(R)	Reinterview	43	30	0	0.00	0	0	0.00	02/25/04
SASS-3(R)	Reinterview	43	30	0	0.00	0	0	0.00	02/25/04
SASS-4A(R)	Reinterview	28	28	0	0.00	0	0	0.00	02/25/04
SASS-4B(R)	Reinterview	13	13	0	0.00	0	0	0.00	02/25/04
SASS-17(L)R	Reinterview	37	30	0	0.00	0	0	0.00	02/27/04
SASS-18(L)R	Reinterview	31	30	0	0.00	0	0	0.00	02/27/04
SASS-19(L)R	Reinterview	34	30	0	0.00	0	0	0.00	02/27/04
SASS-2(R)	Reinterview	34	30	0	0.00	0	0	0.00	03/01/04
SASS-3(R)	Reinterview	37	30	0	0.00	0	0	0.00	03/01/04
SASS-4A(R)	Reinterview	17	17	0	0.00	0	0	0.00	03/01/04
SASS-4B(R)	Reinterview	14	14	0	0.00	0	0	0.00	03/01/04
SASS-17(L)R	Reinterview	678	30	0	0.00	0	0	0.00	03/02/04
SASS-18(L)R	Reinterview	704	30	0	0.00	0	0	0.00	03/02/04
SASS-19(L)R	Reinterview	750	30	0	0.00	0	0	0.00	03/02/04
SASS-2(R)	Reinterview	752	32	0	0.00	0	0	0.00	03/03/04
SASS-3(R)	Reinterview	678	30	0	0.00	0	0	0.00	03/03/04
SASS-4A(R)	Reinterview	498	30	0	0.00	0	0	0.00	03/03/04

See notes at end of exhibit.

Exhibit O-13. Printing (Docuprint) quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04—Continued

Form ¹	Mailout	Number printed	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
SASS-4B(R)	Reinterview	210	34	0	0.00	0	0	0.00	03/03/04
SASS-10	Reminder	589	60	0	0.00	0	0	0.00	03/03/04
SASS-10	Reminder	127	60	0	0.00	0	0	0.00	03/04/04
SASS-10	Reminder	102	60	0	0.00	0	0	0.00	03/08/04
SASS-17(L)R	Reinterview	20	20	0	0.00	0	0	0.00	03/08/04
SASS-18(L)R	Reinterview	20	20	0	0.00	0	0	0.00	03/08/04
SASS-19(L)R	Reinterview	25	25	0	0.00	0	0	0.00	03/08/04
SASS-2(R)	Reinterview	25	25	0	0.00	0	0	0.00	03/08/04
SASS-3(R)	Reinterview	20	20	0	0.00	0	0	0.00	03/08/04
SASS-4A(R)	Reinterview	20	20	0	0.00	0	0	0.00	03/08/04
SASS-17(L)R	Reinterview	27	27	0	0.00	0	0	0.00	03/16/04
SASS-18(L)R	Reinterview	16	16	0	0.00	0	0	0.00	03/16/04
SASS-19(L)R	Reinterview	20	20	0	0.00	0	0	0.00	03/16/04
SASS-2(R)	Reinterview	20	20	0	0.00	0	0	0.00	03/16/04
SASS-3(R)	Reinterview	27	27	0	0.00	0	0	0.00	03/16/04
SASS-4A(R)	Reinterview	7	7	0	0.00	0	0	0.00	03/16/04
SASS-4B(R)	Reinterview	9	9	0	0.00	0	0	0.00	03/16/04
SASS-10	Reminder	65	50	0	0.00	0	0	0.00	03/16/04
SASS-17(L)R	Reinterview	3	3	0	0.00	0	0	0.00	03/22/04
SASS-18(L)R	Reinterview	1	1	0	0.00	0	0	0.00	03/22/04
SASS-3(R)	Reinterview	1	1	0	0.00	0	0	0.00	03/23/04
SASS-4A(R)	Reinterview	1	1	0	0.00	0	0	0.00	03/23/04
SASS-10	Reminder	63	63	0	0.00	0	0	0.00	03/23/04
SASS-2(R)	Reinterview	5	5	0	0.00	0	0	0.00	03/31/04
SASS-17(L)R	Reinterview	1	1	0	0.00	0	0	0.00	03/31/04
SASS-18(L)R	Reinterview	6	6	0	0.00	0	0	0.00	03/31/04
SASS-19(L)R	Reinterview	14	14	0	0.00	0	0	0.00	03/31/04
SASS-2(R)	Reinterview	9	9	0	0.00	0	0	0.00	03/31/04
SASS-3(R)	Reinterview	1	1	0	0.00	0	0	0.00	03/31/04
SASS-4A(R)	Reinterview	4	4	0	0.00	0	0	0.00	03/31/04
SASS-4B(R)	Reinterview	2	2	0	0.00	0	0	0.00	03/31/04
SASS-10	Reminder	4	4	0	0.00	0	0	0.00	03/31/04
SASS-18(L)R	Reinterview	1	1	0	0.00	0	0	0.00	04/06/04
SASS-10	Reminder	16	16	0	0.00	0	0	0.00	04/07/04
SASS-10	Reminder	5	5	0	0.00	0	0	0.00	04/07/04

See notes at end of exhibit.

Exhibit O-13. Printing (Docuprint) quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04—Continued

Form ¹	Mailout	Number printed	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
SASS-4B(R)	Reinterview	1	1	0	0.00	0	0	0.00	04/07/04
SASS-17(L)R	Reinterview	3	3	0	0.00	0	0	0.00	04/09/04
SASS-18(L)R	Reinterview	1	1	0	0.00	0	0	0.00	04/09/04
SASS-19(L)R	Reinterview	4	4	0	0.00	0	0	0.00	04/09/04
SASS-2(R)	Reinterview	4	4	0	0.00	0	0	0.00	04/13/04
SASS-3(R)	Reinterview	3	3	0	0.00	0	0	0.00	04/13/04
SASS-4B(R)	Reinterview	1	1	0	0.00	0	0	0.00	04/13/04
SASS-10	Reminder	1	1	0	0.00	0	0	0.00	04/16/04

¹ SASS-2(R) refers to the Principal Reinterview Questionnaire. SASS-3(R) refers to the School Reinterview Questionnaire. SASS-4A(R) refers to the Public Teacher Reinterview Questionnaire and SASS-4B(R) to the Private Teacher Reinterview Questionnaire. SASS-10 refers to a postcard. SASS-17(L)R, SASS-18(L)R, and SASS-19(L)R refer to letters.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Exhibit O-14. Duplo booklet maker inspection quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04

Form ¹	Mailout	Number received	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
Duplo total		8,000	1,720	5	0.29	0	0	0.00	
SASS-2(R)	Reinterview	272	30	0	0.00	0	0	0.00	12/08/03
SASS-3(R)	Reinterview	285	30	0	0.00	0	0	0.00	12/08/03
SASS-2(R)	Reinterview	124	30	0	0.00	0	0	0.00	12/09/03
SASS-3(R)	Reinterview	85	30	0	0.00	0	0	0.00	12/09/03
SASS-2(R)	Reinterview	124	30	0	0.00	0	0	0.00	12/09/03
SASS-3(R)	Reinterview	85	30	0	0.00	0	0	0.00	12/09/03
SASS-4A(R)	Reinterview	23	23	0	0.00	0	0	0.00	12/09/03
SASS-4B(R)	Reinterview	2	2	0	0.00	0	0	0.00	12/09/03
SASS-2(R)	Reinterview	573	30	0	0.00	0	0	0.00	12/17/03
SASS-3(R)	Reinterview	214	30	0	0.00	0	0	0.00	12/17/03
SASS-4A(R)	Reinterview	327	30	0	0.00	0	0	0.00	12/17/03
SASS-4B(R)	Reinterview	251	30	0	0.00	0	0	0.00	12/17/03
SASS-4B(R)	Reinterview	75	5	5 ²	100.00	0	0	0.00	01/07/04
SASS-2(R)	Reinterview	349	30	0	0.00	0	0	0.00	01/09/04
SASS-3(R)	Reinterview	266	30	0	0.00	0	0	0.00	01/09/04
SASS-4A(R)	Reinterview	465	31	0	0.00	0	0	0.00	01/09/04
SASS-4B(R)	Reinterview	75	30	0	0.00	0	0	0.00	01/09/04
SASS-2(R)	Reinterview	40	40	0	0.00	0	0	0.00	01/12/04
SASS-3(R)	Reinterview	30	30	0	0.00	0	0	0.00	01/12/04
SASS-4A(R)	Reinterview	43	43	0	0.00	0	0	0.00	01/12/04
SASS-4B(R)	Reinterview	10	10	0	0.00	0	0	0.00	01/12/04
SASS-2(R)	Reinterview	98	30	0	0.00	0	0	0.00	01/13/04
SASS-3(R)	Reinterview	95	30	0	0.00	0	0	0.00	01/13/04
SASS-4A(R)	Reinterview	60	30	0	0.00	0	0	0.00	01/13/04
SASS-4B(R)	Reinterview	26	26	0	0.00	0	0	0.00	01/13/04
SASS-2(R)	Reinterview	90	30	0	0.00	0	0	0.00	01/26/04
SASS-3(R)	Reinterview	81	30	0	0.00	0	0	0.00	01/26/04
SASS-4A(R)	Reinterview	64	30	0	0.00	0	0	0.00	01/26/04
SASS-4B(R)	Reinterview	22	22	0	0.00	0	0	0.00	01/26/04
SASS-2(R)	Reinterview	78	30	0	0.00	0	0	0.00	01/27/04
SASS-3(R)	Reinterview	70	30	0	0.00	0	0	0.00	01/27/04
SASS-4A(R)	Reinterview	34	30	0	0.00	0	0	0.00	01/27/04
SASS-4B(R)	Reinterview	19	19	0	0.00	0	0	0.00	01/27/04
SASS-2(R)	Reinterview	80	30	0	0.00	0	0	0.00	02/04/04
SASS-3(R)	Reinterview	69	30	0	0.00	0	0	0.00	02/04/04

See notes at end of exhibit.

Exhibit O-14. Duplo booklet maker inspection quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04—Continued

Form ¹	Mailout	Number received	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
SASS-4A(R)	Reinterview	31	30	0	0.00	0	0	0.00	02/04/04
SASS-4B(R)	Reinterview	7	7	0	0.00	0	0	0.00	02/04/04
SASS-2(R)	Reinterview	70	31	0	0.00	0	0	0.00	02/10/04
SASS-3(R)	Reinterview	76	31	0	0.00	0	0	0.00	02/10/04
SASS-4A(R)	Reinterview	58	30	0	0.00	0	0	0.00	02/10/04
SASS-4B(R)	Reinterview	36	30	0	0.00	0	0	0.00	02/10/04
SASS-2(R)	Reinterview	115	30	0	0.00	0	0	0.00	02/23/04
SASS-3(R)	Reinterview	390	30	0	0.00	0	0	0.00	02/23/04
SASS-4A(R)	Reinterview	64	30	0	0.00	0	0	0.00	02/23/04
SASS-4B(R)	Reinterview	20	20	0	0.00	0	0	0.00	02/23/04
SASS-2(R)	Reinterview	43	30	0	0.00	0	0	0.00	02/26/04
SASS-3(R)	Reinterview	43	30	0	0.00	0	0	0.00	02/26/04
SASS-4A(R)	Reinterview	28	28	0	0.00	0	0	0.00	02/26/04
SASS-4B(R)	Reinterview	13	13	0	0.00	0	0	0.00	02/26/04
SASS-2(R)	Reinterview	34	30	0	0.00	0	0	0.00	03/01/04
SASS-3(R)	Reinterview	37	30	0	0.00	0	0	0.00	03/01/04
SASS-4A(R)	Reinterview	17	17	0	0.00	0	0	0.00	03/01/04
SASS-4B(R)	Reinterview	14	14	0	0.00	0	0	0.00	03/01/04
SASS-2(R)	Reinterview	752	32	0	0.00	0	0	0.00	03/04/04
SASS-3(R)	Reinterview	678	30	0	0.00	0	0	0.00	03/04/04
SASS-4A(R)	Reinterview	498	30	0	0.00	0	0	0.00	03/04/04
SASS-4B(R)	Reinterview	210	34	0	0.00	0	0	0.00	03/04/04
SASS-2(R)	Reinterview	25	25	0	0.00	0	0	0.00	03/09/04
SASS-3(R)	Reinterview	20	20	0	0.00	0	0	0.00	03/09/04
SASS-4A(R)	Reinterview	20	20	0	0.00	0	0	0.00	03/09/04
SASS-2(R)	Reinterview	20	20	0	0.00	0	0	0.00	03/17/04
SASS-3(R)	Reinterview	27	27	0	0.00	0	0	0.00	03/17/04
SASS-4A(R)	Reinterview	7	7	0	0.00	0	0	0.00	03/17/04
SASS-4B(R)	Reinterview	9	9	0	0.00	0	0	0.00	03/17/04
SASS-3(R)	Reinterview	3	3	0	0.00	0	0	0.00	03/23/04
SASS-4A(R)	Reinterview	1	1	0	0.00	0	0	0.00	03/23/04
SASS-2(R)	Reinterview	5	5	0	0.00	0	0	0.00	04/01/04
SASS-2(R)	Reinterview	9	9	0	0.00	0	0	0.00	04/01/04
SASS-3(R)	Reinterview	1	1	0	0.00	0	0	0.00	04/01/04
SASS-4A(R)	Reinterview	4	4	0	0.00	0	0	0.00	04/01/04

See notes at end of exhibit.

Exhibit O-14. Duplo booklet maker inspection quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04—Continued

Form ¹	Mailout	Number received	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
SASS-4B(R)	Reinterview	2	2	0	0.00	0	0	0.00	04/01/04
SASS-4B(R)	Reinterview	1	1	0	0.00	0	0	0.00	04/08/04
SASS-2(R)	Reinterview	4	4	0	0.00	0	0	0.00	04/14/04
SASS-3(R)	Reinterview	3	3	0	0.00	0	0	0.00	04/14/04
SASS-4B(R)	Reinterview	1	1	0	0.00	0	0	0.00	04/14/04

¹ SASS-2(R) refers to the Principal Reinterview Questionnaire. SASS-3(R) refers to the School Reinterview Questionnaire. SASS-4A(R) refers to the Public Teacher Reinterview Questionnaire and SASS-4B(R) to the Private Teacher Reinterview Questionnaire.

² Rejected—Five inadequately/incorrectly bound pages (50 booklets had only one staple).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Exhibit O-15. Package assembly quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04

Form ¹	Mailout	Number received	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
Package assembly total		7,707	7,707	13	0.17	0	0	0.00	
SASS-2(R)	Reinterview	272	272	0	0.00	0	0	0.00	12/09/03
SASS-3(R)	Reinterview	285	285	0	0.00	0	0	0.00	12/09/03
SASS-4A(R)	Reinterview	23	23	0	0.00	0	0	0.00	12/09/03
SASS-4B(R)	Reinterview	2	2	0	0.00	0	0	0.00	12/09/03
SASS-2(R)	Reinterview	124	124	0	0.00	0	0	0.00	12/11/03
SASS-3(R)	Reinterview	85	85	0	0.00	0	0	0.00	12/11/03
SASS-2(R)	Reinterview	573	573	5 ²	0.87	0	0	0.00	12/19/03
SASS-3(R)	Reinterview	214	214	6 ³	2.80	0	0	0.00	12/19/03
SASS-4A(R)	Reinterview	327	327	0	0.00	0	0	0.00	12/19/03
SASS-4B(R)	Reinterview	251	251	2 ⁴	0.80	0	0	0.00	12/19/03
SASS-2(R)	Reinterview	349	349	0	0.00	0	0	0.00	01/08/04
SASS-3(R)	Reinterview	266	266	0	0.00	0	0	0.00	01/08/04
SASS-4A(R)	Reinterview	464	464	0	0.00	0	0	0.00	01/08/04
SASS-4B(R)	Reinterview	75	75	0	0.00	0	0	0.00	01/08/04
SASS-2(R)	Reinterview	40	40	0	0.00	0	0	0.00	01/13/04
SASS-3(R)	Reinterview	30	30	0	0.00	0	0	0.00	01/13/04
SASS-4A(R)	Reinterview	43	43	0	0.00	0	0	0.00	01/13/04
SASS-4B(R)	Reinterview	10	10	0	0.00	0	0	0.00	01/13/04
SASS-2(R)	Reinterview	98	98	0	0.00	0	0	0.00	01/14/04
SASS-3(R)	Reinterview	95	95	0	0.00	0	0	0.00	01/14/04
SASS-4A(R)	Reinterview	60	60	0	0.00	0	0	0.00	01/14/04
SASS-4B(R)	Reinterview	26	26	0	0.00	0	0	0.00	01/14/04
SASS-2(R)	Reinterview	90	90	0	0.00	0	0	0.00	01/26/04
SASS-3(R)	Reinterview	81	81	0	0.00	0	0	0.00	01/26/04
SASS-4A(R)	Reinterview	64	64	0	0.00	0	0	0.00	01/26/04
SASS-4B(R)	Reinterview	22	22	0	0.00	0	0	0.00	01/26/04
SASS-2(R)	Reinterview	78	78	0	0.00	0	0	0.00	01/28/04
SASS-3(R)	Reinterview	70	70	0	0.00	0	0	0.00	01/28/04
SASS-4A(R)	Reinterview	34	34	0	0.00	0	0	0.00	01/28/04
SASS-4B(R)	Reinterview	19	19	0	0.00	0	0	0.00	01/28/04
SASS-2(R)	Reinterview	80	80	0	0.00	0	0	0.00	02/05/04
SASS-3(R)	Reinterview	69	69	0	0.00	0	0	0.00	02/05/04
SASS-4A(R)	Reinterview	31	31	0	0.00	0	0	0.00	02/05/04
SASS-4B(R)	Reinterview	7	7	0	0.00	0	0	0.00	02/05/04
SASS-2(R)	Reinterview	69	69	0	0.00	0	0	0.00	02/10/04

See notes at end of exhibit.

Exhibit O-15. Package assembly quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04—Continued

Form ¹	Mailout	Number received	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
SASS-3(R)	Reinterview	75	75	0	0.00	0	0	0.00	02/10/04
SASS-4A(R)	Reinterview	58	58	0	0.00	0	0	0.00	02/10/04
SASS-4B(R)	Reinterview	36	36	0	0.00	0	0	0.00	02/10/04
SASS-2(R)	Reinterview	115	115	0	0.00	0	0	0.00	02/24/04
SASS-3(R)	Reinterview	390	390	0	0.00	0	0	0.00	02/24/04
SASS-4A(R)	Reinterview	64	64	0	0.00	0	0	0.00	02/24/04
SASS-4B(R)	Reinterview	20	20	0	0.00	0	0	0.00	02/24/04
SASS-2(R)	Reinterview	43	43	0	0.00	0	0	0.00	02/27/04
SASS-3(R)	Reinterview	43	43	0	0.00	0	0	0.00	02/27/04
SASS-4A(R)	Reinterview	28	28	0	0.00	0	0	0.00	02/27/04
SASS-4B(R)	Reinterview	13	13	0	0.00	0	0	0.00	02/27/04
SASS-2(R)	Reinterview	34	34	0	0.00	0	0	0.00	03/02/04
SASS-3(R)	Reinterview	37	37	0	0.00	0	0	0.00	03/02/04
SASS-4A(R)	Reinterview	17	17	0	0.00	0	0	0.00	03/02/04
SASS-4B(R)	Reinterview	14	14	0	0.00	0	0	0.00	03/02/04
SASS-2(R)	Reinterview	750	750	0	0.00	0	0	0.00	03/03/04
SASS-3(R)	Reinterview	678	678	0	0.00	0	0	0.00	03/03/04
SASS-4A(R)	Reinterview	498	498	0	0.00	0	0	0.00	03/03/04
SASS-4B(R)	Reinterview	206	206	0	0.00	0	0	0.00	03/03/04
SASS-2(R)	Reinterview	25	25	0	0.00	0	0	0.00	03/09/04
SASS-3(R)	Reinterview	20	20	0	0.00	0	0	0.00	03/09/04
SASS-4A(R)	Reinterview	20	20	0	0.00	0	0	0.00	03/09/04
SASS-2(R)	Reinterview	20	20	0	0.00	0	0	0.00	03/17/04
SASS-3(R)	Reinterview	27	27	0	0.00	0	0	0.00	03/17/04
SASS-4A(R)	Reinterview	7	7	0	0.00	0	0	0.00	03/17/04
SASS-4B(R)	Reinterview	9	9	0	0.00	0	0	0.00	03/17/04
SASS-3(R)	Reinterview	3	3	0	0.00	0	0	0.00	03/23/04
SASS-4A(R)	Reinterview	1	1	0	0.00	0	0	0.00	03/23/04
SASS-2(R)	Reinterview	5	5	0	0.00	0	0	0.00	04/01/04
SASS-2(R)	Reinterview	9	9	0	0.00	0	0	0.00	04/01/04
SASS-3(R)	Reinterview	1	1	0	0.00	0	0	0.00	04/01/04
SASS-4A(R)	Reinterview	4	4	0	0.00	0	0	0.00	04/01/04
SASS-4B(R)	Reinterview	2	2	0	0.00	0	0	0.00	04/01/04
SASS-4B(R)	Reinterview	1	1	0	0.00	0	0	0.00	04/08/04
SASS-2(R)	Reinterview	4	4	0	0.00	0	0	0.00	04/14/04

See notes at end of exhibit.

Exhibit O-15. Package assembly quality assurance for reinterview questionnaires, by type of inspection and form: 2003–04—Continued

Form ¹	Mailout	Number received	Sample inspection			Expanded inspection			Date
			Number inspected	Number defective	Percent defects	Number inspected	Number defective	Percent defects	
SASS-3(R)	Reinterview	3	3	0	0.00	0	0	0.00	04/14/04
SASS-4B(R)	Reinterview	1	1	0	0.00	0	0	0.00	04/14/04

¹ SASS-2(R) refers to the Principal Reinterview Questionnaire. SASS-3(R) refers to the School Reinterview Questionnaire. SASS-4A(R) refers to the Public Teacher Reinterview Questionnaire and SASS-4B(R) to the Private Teacher Reinterview Questionnaire.

² Nine extra cover letter/flyer.

³ Six extra cover letter/flyer.

⁴ Six extra cover letter/flyer.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Quality Assurance for Keying and Mailout Operations*, U.S. Census Bureau, 2005.

Appendix P. Changes Made to Variables During the Computer Edit, by Data File

The tables in this appendix show the number of edit changes made to responses for each of the variables within each data file during the computer edits. (See chapter 7 for more details about the computer edits.) The tables are as follows:

Table	Page
P-1. Number of changes and percentage of records affected during computer edit of the public school district data file, by variable: 2003–04.....	P-2
P-2. Number of changes and percentage of records affected during computer edit of the public school principal data file, by variable: 2003–04.....	P-6
P-3. Number of changes and percentage of records affected during computer edit of the private school principal data file, by variable: 2003–04	P-9
P-4. Number of changes and percentage of records affected during computer edit of the BIA school principal data file, by variable: 2003–04	P-12
P-5. Number of changes and percentage of records affected during computer edit of the public school data file, by variable: 2003–04.....	P-15
P-6. Number of changes and percentage of records affected during computer edit of the private school data file, by variable: 2003–04.....	P-18
P-7. Number of changes and percentage of records affected during computer edit of the BIA school data file, by variable: 2003–04.....	P-23
P-8. Number of changes and percentage of records affected during computer edit of the public school teacher data file, by variable: 2003–04	P-29
P-9. Number of changes and percentage of records affected during computer edit of the private school teacher data file, by variable: 2003–04	P-34
P-10. Number of changes and percentage of records affected during computer edit of the BIA school teacher data file, by variable: 2003–04	P-39
P-11. Number of changes and percentage of records affected during computer edit of the public school library media center data file, by variable: 2003–04.....	P-44
P-12. Number of changes and percentage of records affected during computer edit of the BIA school library media center data file, by variable: 2003–04.....	P-46

Table P-1. Number of changes and percentage of records affected during computer edit of the public school district data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
D0025	39	0.88	D0070	106	2.40
D0026	99	2.24	D0071	45	1.02
D0027	109	2.47	D0072	60	1.36
D0028	124	2.80	D0077	298	6.74
D0029	3,026	68.45	D0078	120	2.71
D0035	52	1.18	D0079	190	4.30
D0036	1,235	27.93	D0080	182	4.12
D0037	1,237	27.98	D0081	181	4.09
D0038	1,237	27.98	D0082	192	4.34
D0039	1,237	27.98	D0083	195	4.41
D0040	1,237	27.98	D0084	160	3.62
D0041	1,237	27.98	D0085	197	4.46
D0042	1,237	27.98	D0086	214	4.84
D0043	1,237	27.98	D0087	100	2.26
D0044	1,237	27.98	D0088	109	2.47
D0045	1,237	27.98	D0089	106	2.40
D0046	1,237	27.98	D0090	104	2.35
D0047	1,237	27.98	D0091	206	4.66
D0048	1,237	27.98	D0092	376	8.50
D0049	297	6.72	D0093	208	4.70
D0050	61	1.38	D0094	137	3.10
D0051	120	2.71	D0095	119	2.69
D0052	303	6.85	D0096	81	1.83
D0053	341	7.71	D0097	149	3.37
D0054	323	7.31	D0098	191	4.32
D0055	352	7.96	D0099	187	4.23
D0056	391	8.84	D0100	192	4.34
D0057	336	7.60	D0101	215	4.86
D0058	100	2.26	D0102	70	1.58
D0059	263	5.95	D0103	137	3.10
D0060	145	3.28	D0104	248	5.61
D0061	1,049	23.73	D0105	273	6.18
D0062	578	13.07	D0106	282	6.38
D0063	96	2.17	D0107	283	6.40
D0064	2	0.05	D0113	152	3.44
D0065	410	9.27	D0114	150	3.39
D0066	426	9.64	D0115	178	4.03
D0067	459	10.38	D0116	5	0.11
D0068	487	11.02	D0117	185	4.18
D0069	487	11.02	D0118	1	0.02

See notes at end of table.

Table P-1. Number of changes and percentage of records affected during computer edit of the public school district data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
D0119	182	4.12	D0164	262	5.93
D0120	3	0.07	D0165	263	5.95
D0121	187	4.23	D0166	257	5.81
D0122	1,441	32.59	D0167	282	6.38
D0123	1,437	32.50	D0168	207	4.68
D0124	85	1.92	D0169	173	3.91
D0125	93	2.10	D0170	248	5.61
D0126	118	2.67	D0171	249	5.63
D0127	101	2.28	D0172	251	5.68
D0128	119	2.69	D0173	257	5.81
D0129	100	2.26	D0174	258	5.84
D0130	102	2.31	D0175	264	5.97
D0131	107	2.42	D0176	260	5.88
D0137	38	0.86	D0177	260	5.88
D0138	46	1.04	D0178	265	5.99
D0139	49	1.11	D0179	258	5.84
D0140	49	1.11	D0180	259	5.86
D0141	141	3.19	D0181	258	5.84
D0142	73	1.65	D0182	251	5.68
D0143	113	2.56	D0183	293	6.63
D0144	121	2.74	D0184	209	4.73
D0145	89	2.01	D0185	221	5.00
D0146	93	2.10	D0186	255	5.77
D0147	87	1.97	D0187	255	5.77
D0148	100	2.26	D0188	258	5.84
D0149	108	2.44	D0189	262	5.93
D0150	91	2.06	D0190	262	5.93
D0151	115	2.60	D0191	270	6.11
D0152	134	3.03	D0192	264	5.97
D0153	155	3.51	D0193	266	6.02
D0154	253	5.72	D0194	274	6.20
D0155	254	5.75	D0195	262	5.93
D0156	255	5.77	D0196	265	5.99
D0157	258	5.84	D0197	266	6.02
D0158	256	5.79	D0198	259	5.86
D0159	263	5.95	D0199	279	6.31
D0160	260	5.88	D0200	250	5.65
D0161	260	5.88	D0201	212	4.80
D0162	265	5.99	D0202	272	6.15
D0163	257	5.81	D0203	272	6.15

See notes at end of table.

Table P-1. Number of changes and percentage of records affected during computer edit of the public school district data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
D0204	273	6.18	D0249	160	3.62
D0205	279	6.31	D0255	123	2.78
D0206	277	6.27	D0256	690	15.61
D0207	284	6.42	D0257	280	6.33
D0208	280	6.33	D0258	275	6.22
D0209	280	6.33	D0259	277	6.27
D0210	289	6.54	D0260	284	6.42
D0211	277	6.27	D0261	280	6.33
D0212	280	6.33	D0262	295	6.67
D0213	283	6.40	D0263	290	6.56
D0214	278	6.29	D0264	265	5.99
D0215	292	6.60	D0265	344	7.78
D0216	263	5.95	D0266	389	8.80
D0217	247	5.59	D0267	363	8.21
D0218	986	22.30	D0268	355	8.03
D0219	489	11.06	D0269	385	8.71
D0220	1,035	23.41	D0270	412	9.32
D0221	1,039	23.50	D0276	100	2.26
D0222	1,020	23.07	D0277	537	12.15
D0223	227	5.13	D0278	544	12.30
D0224	986	22.30	D0279	1,683	38.07
D0225	734	16.60	D0280	557	12.60
D0226	1,287	29.11	D0281	567	12.83
D0227	1,284	29.04	D0282	2,173	49.15
D0228	1,277	28.88	D0283	205	4.64
D0229	1,283	29.02	D0284	1,677	37.93
D0230	1,284	29.04	D0285	231	5.23
D0231	1,282	29.00	D0286	210	4.75
D0232	1,274	28.82	D0292	117	2.65
D0233	1,277	28.88	D0293	127	2.87
D0239	43	0.97	D0294	140	3.17
D0240	115	2.60	D0295	119	2.69
D0241	93	2.10	D0296	126	2.85
D0242	95	2.15	D0297	128	2.90
D0243	118	2.67	D0298	136	3.08
D0244	111	2.51	D0299	116	2.62
D0245	549	12.42	D0300	132	2.99
D0246	81	1.83	D0301	131	2.96
D0247	236	5.34	D0302	128	2.90
D0248	200	4.52	D0303	123	2.78

See notes at end of table.

Table P-1. Number of changes and percentage of records affected during computer edit of the public school district data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
D0304	176	3.98	D0334	357	8.08
D0305	183	4.14	D0335	365	8.26
D0306	193	4.37	D0336	368	8.32
D0307	128	2.90	D0337	368	8.32
D0308	234	5.29	D0338	364	8.23
D0309	231	5.23	D0339	365	8.26
D0310	253	5.72	D0340	372	8.41
D0311	270	6.11	D0341	359	8.12
D0312	219	4.95	D0342	366	8.28
D0313	252	5.70	D0343	369	8.35
D0314	313	7.08	D0344	368	8.32
D0315	184	4.16	D0350	147	3.33
D0316	205	4.64	D0351	319	7.22
D0317	207	4.68	D0352	520	11.76
D0318	141	3.19	D0353	497	11.24
D0319	278	6.29	D0354	475	10.74
D0320	926	20.95	D0355	475	10.74
D0321	908	20.54	D0356	189	4.28
D0322	904	20.45	D0357	360	8.14
D0323	905	20.47	D0358	518	11.72
D0324	1,031	23.32	D0359	585	13.23
D0325	1,018	23.03	D0360	292	6.60
D0326	1,037	23.46	D0361	352	7.96
D0327	1,031	23.32	D0362	536	12.12
D0328	1,032	23.34			
D0329	1,029	23.28			
D0330	1,032	23.34			
D0331	1,033	23.37			
D0332	272	6.15			
D0333	390	8.82			

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School District Documentation Data File," 2003–04.

Table P-2. Number of changes and percentage of records affected during computer edit of the public school principal data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
A0025	184	2.3	A0071	62	0.8
A0026	15	0.2	A0072	57	0.7
A0027	51	0.6	A0073	112	1.4
A0028	1,201	14.7	A0074	85	1.0
A0029	2,019	24.8	A0075	90	1.1
A0030	114	1.4	A0076	77	0.9
A0031	225	2.8	A0077	77	0.9
A0032	91	1.1	A0078	88	1.1
A0033	251	3.1	A0079	81	1.0
A0034	295	3.6	A0080	86	1.1
A0035	178	2.2	A0081	151	1.9
A0036	152	1.9	A0082	95	1.2
A0037	67	0.8	A0083	116	1.4
A0038	70	0.9	A0084	77	0.9
A0039	10	0.1	A0085	134	1.6
A0040	139	1.7	A0086	92	1.1
A0041	155	1.9	A0087	85	1.0
A0042	60	0.7	A0088	139	1.7
A0043	35	0.4	A0089	91	1.1
A0044	26	0.3	A0090	97	1.2
A0045	39	0.5	A0091	68	0.8
A0046	42	0.5	A0092	91	1.1
A0047	32	0.4	A0093	88	1.1
A0048	32	0.4	A0094	74	0.9
A0049	28	0.3	A0095	118	1.4
A0056	58	0.7	A0096	70	0.9
A0057	63	0.8	A0097	90	1.1
A0058	74	0.9	A0098	69	0.8
A0059	56	0.7	A0099	71	0.9
A0060	56	0.7	A0100	88	1.1
A0061	70	0.9	A0101	74	0.9
A0062	47	0.6	A0102	114	1.4
A0063	39	0.5	A0103	89	1.1
A0064	49	0.6	A0104	109	1.3
A0065	37	0.5	A0105	74	0.9
A0066	121	1.5	A0106	81	1.0
A0067	60	0.7	A0107	90	1.1
A0068	76	0.9	A0108	85	1.0
A0069	53	0.7	A0115	77	0.9
A0070	57	0.7	A0116	75	0.9

See notes at end of table.

Table P-2. Number of changes and percentage of records affected during computer edit of the public school principal data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
A0117	133	1.6	A0163	410	5.0
A0118	306	3.8	A0164	248	3.0
A0119	315	3.9	A0165	377	4.6
A0120	287	3.5	A0166	738	9.1
A0121	293	3.6	A0167	1,838	22.6
A0122	323	4.0	A0168	1,830	22.5
A0123	299	3.7	A0169	1,830	22.5
A0124	340	4.2	A0170	1,357	16.7
A0125	89	1.1	A0171	1,325	16.3
A0126	101	1.2	A0172	1,298	15.9
A0127	128	1.6	A0173	1,292	15.9
A0128	96	1.2	A0174	1,278	15.7
A0129	97	1.2	A0175	1,282	15.7
A0130	101	1.2	A0176	1,273	15.6
A0131	94	1.2	A0177	1,277	15.7
A0132	90	1.1	A0185	92	1.1
A0133	104	1.3	A0186	451	5.5
A0134	87	1.1	A0187	122	1.5
A0135	87	1.1	A0188	530	6.5
A0136	84	1.0	A0189	310	3.8
A0137	91	1.1	A0190	846	10.4
A0138	91	1.1	A0191	81	1.0
A0139	88	1.1	A0192	87	1.1
A0140	92	1.1	A0193	74	0.9
A0141	81	1.0	A0194	75	0.9
A0142	174	2.1	A0195	82	1.0
A0149	216	2.7	A0196	85	1.0
A0150	116	1.4	A0197	92	1.1
A0151	139	1.7	A0198	76	0.9
A0152	124	1.5	A0199	92	1.1
A0153	114	1.4	A0200	89	1.1
A0154	120	1.5	A0201	81	1.0
A0155	111	1.4	A0202	82	1.0
A0156	112	1.4	A0203	86	1.1
A0157	129	1.6	A0204	116	1.4
A0158	111	1.4	A0205	106	1.3
A0159	129	1.6	A0206	105	1.3
A0160	117	1.4	A0207	100	1.2
A0161	407	5.0	A0208	112	1.4
A0162	411	5.0	A0209	107	1.3

See notes at end of table.

Table P-2. Number of changes and percentage of records affected during computer edit of the public school principal data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
A0210	99	1.2	A0241	113	1.4
A0211	93	1.1	A0242	95	1.2
A0212	107	1.3	A0243	109	1.3
A0213	92	1.1	A0244	101	1.2
A0214	103	1.3	A0245	102	1.3
A0215	101	1.2	A0246	96	1.2
A0216	105	1.3	A0247	103	1.3
A0217	85	1.0	A0254	2	0.0
A0218	93	1.1	A0255	23	0.3
A0219	97	1.2	A0256	142	1.7
A0220	106	1.3	A0257	142	1.7
A0221	93	1.1	A0258	142	1.7
A0222	89	1.1	A0259	142	1.7
A0223	102	1.3	A0260	142	1.7
A0224	94	1.2	A0261	2,363	29.0
A0225	96	1.2	A0262	105	1.3
A0226	91	1.1	A0263	421	5.2
A0227	92	1.1			
A0234	156	1.9			
A0235	167	2.1			
A0236	177	2.2			
A0237	140	1.7			
A0238	147	1.8			
A0239	134	1.6			
A0240	105	1.3			

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Documentation Data File," 2003–04.

Table P-3. Number of changes and percentage of records affected during computer edit of the private school principal data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
A0025	117	4.9	A0079	45	1.9
A0026	8	0.3	A0080	45	1.9
A0027	27	1.1	A0082	47	2.0
A0028	384	16.2	A0084	37	1.6
A0029	375	15.8	A0085	67	2.8
A0030	23	1.0	A0086	57	2.4
A0031	55	2.3	A0087	46	1.9
A0032	31	1.3	A0089	44	1.9
A0033	67	2.8	A0091	30	1.3
A0034	76	3.2	A0092	52	2.2
A0035	58	2.4	A0093	49	2.1
A0036	47	2.0	A0094	50	2.1
A0037	20	0.8	A0096	52	2.2
A0039	10	0.4	A0098	34	1.4
A0040	56	2.4	A0099	36	1.5
A0041	53	2.2	A0100	50	2.1
A0042	48	2.0	A0101	45	1.9
A0043	24	1.0	A0103	46	1.9
A0044	17	0.7	A0105	34	1.4
A0046	26	1.1	A0106	50	2.1
A0047	20	0.8	A0107	52	2.2
A0048	20	0.8	A0108	44	1.9
A0049	21	0.9	A0115	29	1.2
A0056	32	1.3	A0116	41	1.7
A0057	39	1.6	A0117	51	2.1
A0058	41	1.7	A0118	77	3.2
A0060	34	1.4	A0119	85	3.6
A0062	24	1.0	A0120	69	2.9
A0063	20	0.8	A0121	74	3.1
A0064	46	1.9	A0122	81	3.4
A0065	27	1.1	A0123	81	3.4
A0067	42	1.8	A0124	85	3.6
A0069	27	1.1	A0125	45	1.9
A0070	29	1.2	A0127	50	2.1
A0071	49	2.1	A0128	49	2.1
A0072	35	1.5	A0129	48	2.0
A0074	48	2.0	A0130	48	2.0
A0076	38	1.6	A0131	48	2.0
A0077	45	1.9	A0132	46	1.9
A0078	57	2.4	A0133	49	2.1

See notes at end of table.

Table P-3. Number of changes and percentage of records affected during computer edit of the private school principal data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
A0134	17	0.7	A0205	28	1.2
A0135	17	0.7	A0206	26	1.1
A0136	26	1.1	A0207	21	0.9
A0137	25	1.1	A0208	21	0.9
A0138	24	1.0	A0209	21	0.9
A0139	20	0.8	A0210	19	0.8
A0140	20	0.8	A0211	19	0.8
A0141	24	1.0	A0212	21	0.9
A0142	34	1.4	A0213	19	0.8
A0149	70	2.9	A0214	22	0.9
A0150	43	1.8	A0215	24	1.0
A0151	53	2.2	A0216	19	0.8
A0152	48	2.0	A0217	18	0.8
A0153	42	1.8	A0218	22	0.9
A0154	45	1.9	A0219	21	0.9
A0155	49	2.1	A0220	23	1.0
A0156	46	1.9	A0221	18	0.8
A0157	51	2.1	A0222	18	0.8
A0158	43	1.8	A0223	21	0.9
A0159	48	2.0	A0224	18	0.8
A0185	19	0.8	A0225	24	1.0
A0186	137	5.8	A0226	19	0.8
A0187	49	2.1	A0227	18	0.8
A0188	165	6.9	A0234	36	1.5
A0189	41	1.7	A0235	41	1.7
A0190	74	3.1	A0236	43	1.8
A0191	13	0.5	A0237	39	1.6
A0192	20	0.8	A0238	43	1.8
A0193	15	0.6	A0239	36	1.5
A0194	15	0.6	A0240	39	1.6
A0195	19	0.8	A0241	36	1.5
A0196	14	0.6	A0242	31	1.3
A0197	17	0.7	A0243	33	1.4
A0198	18	0.8	A0244	33	1.4
A0199	19	0.8	A0245	36	1.5
A0200	18	0.8	A0246	35	1.5
A0201	20	0.8	A0247	34	1.4
A0202	19	0.8	A0254	0	0.0
A0203	20	0.8	A0255	6	0.3
A0204	30	1.3	A0256	33	1.4

See notes at end of table.

Table P-3. Number of changes and percentage of records affected during computer edit of the private school principal data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
A0257	33	1.4	A0262	38	1.6
A0258	33	1.4	A0263	292	12.3
A0259	33	1.4			
A0260	33	1.4			
A0261	544	22.9			

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Documentation Data File," 2003–04.

Table P-4. Number of changes and percentage of records affected during computer edit of the BIA school principal data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
A0025	7	4.8	A0071	1	0.7
A0026	1	0.7	A0072	0	0.0
A0027	2	1.4	A0073	2	1.4
A0028	30	20.5	A0074	1	0.7
A0029	35	24.0	A0075	1	0.7
A0030	4	2.7	A0076	1	0.7
A0031	2	1.4	A0077	1	0.7
A0032	1	0.7	A0078	2	1.4
A0033	4	2.7	A0079	1	0.7
A0034	3	2.1	A0080	1	0.7
A0035	3	2.1	A0081	1	0.7
A0036	5	3.4	A0082	1	0.7
A0037	8	5.5	A0083	1	0.7
A0038	10	6.8	A0084	1	0.7
A0039	1	0.7	A0085	1	0.7
A0040	1	0.7	A0086	2	1.4
A0041	4	2.7	A0087	1	0.7
A0042	4	2.7	A0088	1	0.7
A0043	0	0.0	A0089	1	0.7
A0044	0	0.0	A0090	3	2.1
A0045	0	0.0	A0091	1	0.7
A0046	0	0.0	A0092	1	0.7
A0047	0	0.0	A0093	1	0.7
A0048	0	0.0	A0094	1	0.7
A0049	0	0.0	A0095	1	0.7
A0056	4	2.7	A0096	1	0.7
A0057	4	2.7	A0097	3	2.1
A0058	4	2.7	A0098	1	0.7
A0059	1	0.7	A0099	1	0.7
A0060	0	0.0	A0100	3	2.1
A0061	2	1.4	A0101	1	0.7
A0062	0	0.0	A0102	1	0.7
A0063	0	0.0	A0103	1	0.7
A0064	1	0.7	A0104	2	1.4
A0065	0	0.0	A0105	0	0.0
A0066	0	0.0	A0106	0	0.0
A0067	0	0.0	A0107	1	0.7
A0068	1	0.7	A0108	0	0.0
A0069	0	0.0	A0115	11	7.5
A0070	1	0.7	A0116	10	6.8

See notes at end of table.

Table P-4. Number of changes and percentage of records affected during computer edit of the BIA school principal data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
A0117	12	8.2	A0163	18	12.3
A0118	15	10.3	A0164	16	11.0
A0119	15	10.3	A0165	18	12.3
A0120	15	10.3	A0166	28	19.2
A0121	14	9.6	A0167	54	37.0
A0122	16	11.0	A0168	54	37.0
A0123	15	10.3	A0169	54	37.0
A0124	17	11.6	A0170	47	32.2
A0125	11	7.5	A0171	46	31.5
A0126	12	8.2	A0172	46	31.5
A0127	11	7.5	A0173	46	31.5
A0128	11	7.5	A0174	46	31.5
A0129	11	7.5	A0175	46	31.5
A0130	12	8.2	A0176	46	31.5
A0131	11	7.5	A0177	45	30.8
A0132	11	7.5	A0185	9	6.2
A0133	11	7.5	A0186	21	14.4
A0134	12	8.2	A0187	10	6.8
A0135	12	8.2	A0188	25	17.1
A0136	12	8.2	A0189	16	11.0
A0137	12	8.2	A0190	30	20.5
A0138	12	8.2	A0191	11	7.5
A0139	13	8.9	A0192	11	7.5
A0140	12	8.2	A0193	11	7.5
A0141	13	8.9	A0194	11	7.5
A0142	17	11.6	A0195	11	7.5
A0149	12	8.2	A0196	12	8.2
A0150	12	8.2	A0197	11	7.5
A0151	12	8.2	A0198	11	7.5
A0152	12	8.2	A0199	11	7.5
A0153	12	8.2	A0200	11	7.5
A0154	12	8.2	A0201	11	7.5
A0155	12	8.2	A0202	11	7.5
A0156	12	8.2	A0203	11	7.5
A0157	13	8.9	A0204	11	7.5
A0158	12	8.2	A0205	11	7.5
A0159	12	8.2	A0206	12	8.2
A0160	12	8.2	A0207	12	8.2
A0161	18	12.3	A0208	11	7.5
A0162	18	12.3	A0209	11	7.5

See notes at end of table.

Table P-4. Number of changes and percentage of records affected during computer edit of the BIA school principal data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
A0210	11	7.5	A0241	10	6.8
A0211	11	7.5	A0242	10	6.8
A0212	11	7.5	A0243	10	6.8
A0213	11	7.5	A0244	10	6.8
A0214	12	8.2	A0245	10	6.8
A0215	11	7.5	A0246	10	6.8
A0216	11	7.5	A0247	10	6.8
A0217	11	7.5	A0254	0	0.0
A0218	11	7.5	A0255	0	0.0
A0219	11	7.5	A0256	7	4.8
A0220	13	8.9	A0257	7	4.8
A0221	11	7.5	A0258	7	4.8
A0222	12	8.2	A0259	7	4.8
A0223	12	8.2	A0260	7	4.8
A0224	11	7.5	A0261	34	23.3
A0225	11	7.5	A0262	1	0.7
A0226	11	7.5	A0263	9	6.2
A0227	11	7.5			
A0234	13	8.9			
A0235	13	8.9			
A0236	13	8.9			
A0237	16	11.0			
A0238	15	10.3			
A0239	15	10.3			
A0240	10	6.8			

NOTE: BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Principal Documentation Data File," 2003–04.

Table P-5. Number of changes and percentage of records affected during computer edit of the public school data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0400	4	0.1	S0446	360	4.5
S0401	4	0.1	S0447	345	4.3
S0402	4	0.1	S0448	793	9.9
S0403	4	0.1	S0449	726	9.1
S0404	4	0.1	S0450	675	8.4
S0405	4	0.1	S0451	674	8.4
S0406	4	0.1	S0452	690	8.6
S0407	4	0.1	S0453	681	8.5
S0408	4	0.1	S0454	678	8.5
S0409	4	0.1	S0455	161	2.0
S0410	4	0.1	S0456	1,299	16.3
S0411	4	0.1	S0457	246	3.1
S0412	4	0.1	S0458	281	3.5
S0413	4	0.1	S0459	335	4.2
S0414	656	8.2	S0460	269	3.4
S0415	382	4.8	S0461	318	4.0
S0416	709	8.9	S0462	186	2.3
S0417	680	8.5	S0463	159	2.0
S0418	760	9.5	S0464	145	1.8
S0419	747	9.3	S0465	163	2.0
S0420	753	9.4	S0466	158	2.0
S0421	801	10.0	S0467	203	2.5
S0422	1,359	17.0	S0468	172	2.2
S0423	1,116	14.0	S0469	219	2.7
S0424	169	2.1	S0470	793	9.9
S0425	879	11.0	S0471	761	9.5
S0426	186	2.3	S0472	725	9.1
S0427	240	3.0	S0473	725	9.1
S0428	245	3.1	S0474	725	9.1
S0429	1,207	15.1	S0475	219	2.7
S0430	249	3.1	S0476	182	2.3
S0431	445	5.6	S0477	208	2.6
S0432	156	2.0	S0478	182	2.3
S0433	153	1.9	S0479	176	2.2
S0434	78	1.0	S0480	348	4.4
S0441	37	0.5	S0481	263	3.3
S0442	92	1.2	S0482	253	3.2
S0443	55	0.7	S0489	218	2.7
S0444	68	0.9	S0490	248	3.1
S0445	486	6.1	S0491	202	2.5

See notes at end of table.

Table P-5. Number of changes and percentage of records affected during computer edit of the public school data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0492	237	3.0	S0538	2,002	25.1
S0493	221	2.8	S0539	1,692	21.2
S0494	172	2.2	S0540	2,773	34.7
S0495	218	2.7	S0541	701	8.8
S0496	130	1.6	S0542	2,459	30.8
S0497	1,037	13.0	S0543	709	8.9
S0498	618	7.7	S0544	2,272	28.4
S0499	683	8.5	S0545	603	7.5
S0500	658	8.2	S0546	2,563	32.1
S0501	650	8.1	S0547	717	9.0
S0502	647	8.1	S0548	2,535	31.7
S0503	1,094	13.7	S0549	579	7.2
S0504	619	7.7	S0550	2,401	30.0
S0505	776	9.7	S0551	580	7.3
S0506	798	10.0	S0552	2,429	30.4
S0513	100	1.3	S0553	668	8.4
S0514	544	6.8	S0554	2,481	31.0
S0515	478	6.0	S0555	728	9.1
S0516	533	6.7	S0556	2,500	31.3
S0517	582	7.3	S0557	316	4.0
S0518	668	8.4	S0558	2,567	32.1
S0519	707	8.8	S0559	723	9.0
S0520	660	8.3	S0560	2,441	30.5
S0521	247	3.1	S0561	411	5.1
S0522	3,036	38.0	S0562	2,534	31.7
S0523	342	4.3	S0563	1,427	17.9
S0524	2,786	34.9	S0564	2,906	36.4
S0525	683	8.5	S0565	362	4.5
S0526	2,743	34.3	S0566	632	7.9
S0527	463	5.8	S0567	857	10.7
S0528	2,777	34.8	S0568	709	8.9
S0529	490	6.1	S0569	781	9.8
S0530	2,646	33.1	S0570	817	10.2
S0531	947	11.9	S0571	865	10.8
S0532	2,330	29.2	S0572	762	9.5
S0533	861	10.8	S0573	813	10.2
S0534	2,417	30.2	S0574	845	10.6
S0535	1,255	15.7	S0575	864	10.8
S0536	2,070	25.9	S0576	821	10.3
S0537	1,359	17.0	S0577	774	9.7

See notes at end of table.

Table P-5. Number of changes and percentage of records affected during computer edit of the public school data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0578	823	10.3	S0630	190	2.4
S0579	327	4.1	S0631	446	5.6
S0580	512	6.4	S0632	332	4.2
S0581	490	6.1	S0633	2,716	34.0
S0582	504	6.3	S0634	1,298	16.2
S0583	493	6.2	S0635	957	12.0
S0584	500	6.3	S0636	2,337	29.2
S0585	508	6.4	S0637	1,751	21.9
S0586	498	6.2	S0638	471	5.9
S0593	612	7.7	S0639	706	8.8
S0594	636	8.0	S0640	789	9.9
S0595	358	4.5	S0641	795	9.9
S0596	673	8.4	S0642	791	9.9
S0597	332	4.2	S0643	793	9.9
S0604	662	8.3	S0644	785	9.8
S0605	394	4.9	S0645	742	9.3
S0606	2,744	34.3	S0646	645	8.1
S0607	2,370	29.7	S0647	633	7.9
S0608	2,846	35.6	S0648	574	7.2
S0609	3,029	37.9	S0649	572	7.2
S0610	776	9.7	S0650	558	7.0
S0611	822	10.3	S0651	553	6.9
S0612	1,022	12.8	S0652	465	5.8
S0613	1,030	12.9	S0653	1,219	15.3
S0614	1,041	13.0	S0654	1,247	15.6
S0615	1,050	13.1	S0655	1,306	16.3
S0616	1,027	12.9	S0656	1,366	17.1
S0617	1,093	13.7	S0661	278	3.5
S0618	1,034	12.9	S0662	289	3.6
S0619	1,336	16.7	S0663	297	3.7
S0620	666	8.3	S0664	296	3.7
S0621	741	9.3	S0665	532	6.7
S0622	671	8.4	S0666	533	6.7
S0623	684	8.6	S0667	499	6.2
S0624	680	8.5	S0668	769	9.6
S0625	733	9.2	S0669	432	5.4
S0626	1,156	14.5	S0670	481	6.0
S0627	547	6.8	S0671	884	11.1
S0628	599	7.5	S0950	49	0.6
S0629	661	8.3			

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Documentation Data File," 2003–04.

Table P-6. Number of changes and percentage of records affected during computer edit of the private school data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0700	237	9.6	S0420	1,745	71.1
S0701	118	4.8	S0421	1,741	70.9
S0702	172	7.0	S0422	530	21.6
S0703	47	1.9	S0423	336	13.7
S0704	188	7.7	S0424	101	4.1
S0705	49	2.0	S0425	343	14.0
S0706	215	8.8	S0063	181	7.4
S0707	94	3.8	S0426	173	7.0
S0708	248	10.1	S0427	149	6.1
S0709	120	4.9	S0428	159	6.5
S0710	163	6.6	S0429	197	8.0
S0711	68	2.8	S0430	67	2.7
S0712	195	7.9	S0431	109	4.4
S0713	71	2.9	S0432	66	2.7
S0714	201	8.2	S0433	65	2.6
S0715	70	2.9	S0434	51	2.1
S0716	214	8.7	S0441	164	6.7
S0717	66	2.7	S0736	53	2.2
S0718	218	8.9	S0737	55	2.2
S0719	62	2.5	S0738	67	2.7
S0720	234	9.5	S0739	244	9.9
S0721	76	3.1	S0740	137	5.6
S0722	255	10.4	S0741	196	8.0
S0723	75	3.1	S0742	339	13.8
S0724	263	10.7	S0743	105	4.3
S0725	72	2.9	S0744	105	4.3
S0726	370	15.1	S0745	106	4.3
S0727	97	3.9	S0746	105	4.3
S0728	383	15.6	S0747	106	4.3
S0729	96	3.9	S0748	105	4.3
S0730	397	16.2	S0749	105	4.3
S0731	101	4.1	S0750	105	4.3
S0732	407	16.6	S0751	105	4.3
S0733	101	4.1	S0752	105	4.3
S0734	682	27.8	S0753	105	4.3
S0735	48	2.0	S0754	105	4.3
S0416	383	15.6	S0755	105	4.3
S0417	323	13.2	S0756	105	4.3
S0418	393	16.0	S0757	105	4.3
S0419	350	14.3	S0758	105	4.3

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during computer edit of the private school data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0759	105	4.3	S0517	228	9.3
S0760	105	4.3	S0518	257	10.5
S0761	113	4.6	S0519	287	11.7
S0762	105	4.3	S0520	375	15.3
S0763	105	4.3	S0521	197	8.0
S0764	105	4.3	S0522	701	28.5
S0765	105	4.3	S0523	211	8.6
S0766	105	4.3	S0524	628	25.6
S0767	105	4.3	S0796	250	10.2
S0768	105	4.3	S0797	658	26.8
S0769	105	4.3	S0525	239	9.7
S0770	105	4.3	S0526	638	26.0
S0771	105	4.3	S0527	234	9.5
S0772	105	4.3	S0528	601	24.5
S0773	105	4.3	S0529	233	9.5
S0774	105	4.3	S0530	579	23.6
S0775	105	4.3	S0531	245	10.0
S0776	105	4.3	S0532	570	23.2
S0777	105	4.3	S0533	209	8.5
S0778	105	4.3	S0534	611	24.9
S0779	105	4.3	S0535	219	8.9
S0780	111	4.5	S0536	592	24.1
S0781	105	4.3	S0537	234	9.5
S0782	105	4.3	S0538	587	23.9
S0783	105	4.3	S0539	317	12.9
S0784	106	4.3	S0540	656	26.7
S0785	146	5.9	S0541	217	8.8
S0786	350	14.3	S0542	559	22.8
S0787	385	15.7	S0543	203	8.3
S0788	334	13.6	S0544	568	23.1
S0789	467	19.0	S0545	195	7.9
S0790	749	30.5	S0546	563	22.9
S0513	24	1.0	S0547	202	8.2
S0791	316	12.9	S0548	567	23.1
S0792	230	9.4	S0549	210	8.6
S0793	293	11.9	S0550	558	22.7
S0794	321	13.1	S0551	218	8.9
S0795	82	3.3	S0552	566	23.0
S0515	177	7.2	S0553	232	9.4
S0516	172	7.0	S0554	542	22.1

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during computer edit of the private school data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0555	239	9.7	S0453	176	7.2
S0556	589	24.0	S0454	199	8.1
S0557	179	7.3	S0807	191	7.8
S0558	586	23.9	S0489	107	4.4
S0559	247	10.1	S0490	145	5.9
S0560	546	22.2	S0491	132	5.4
S0561	216	8.8	S0492	136	5.5
S0562	589	24.0	S0493	132	5.4
S0563	364	14.8	S0494	120	4.9
S0564	691	28.1	S0496	96	3.9
S0565	100	4.1	S0497	302	12.3
S0276	114	4.6	S0498	204	8.3
S0277	274	11.2	S0499	178	7.2
S0278	271	11.0	S0500	172	7.0
S0279	444	18.1	S0501	170	6.9
S0280	271	11.0	S0502	170	6.9
S0281	275	11.2	S0462	93	3.8
S0282	385	15.7	S0463	96	3.9
S0283	132	5.4	S0464	93	3.8
S0284	279	11.4	S0465	100	4.1
S0285	103	4.2	S0466	104	4.2
S0503	198	8.1	S0467	103	4.2
S0798	135	5.5	S0468	96	3.9
S0799	220	9.0	S0475	89	3.6
S0505	147	6.0	S0476	89	3.6
S0506	269	11.0	S0477	100	4.1
S0800	62	2.5	S0478	89	3.6
S0801	7	0.3	S0479	94	3.8
S0802	125	5.1	S0481	91	3.7
S0803	77	3.1	S0077	129	5.3
S0804	136	5.5	S0078	123	5.0
S0805	391	15.9	S0808	138	5.6
S0806	194	7.9	S0079	145	5.9
S0443	84	3.4	S0080	138	5.6
S0447	230	9.4	S0081	135	5.5
S0448	205	8.3	S0082	146	5.9
S0449	217	8.8	S0083	142	5.8
S0450	192	7.8	S0084	142	5.8
S0451	230	9.4	S0085	144	5.9
S0452	232	9.4	S0086	146	5.9

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during computer edit of the private school data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0566	347	14.1	S0123	819	33.3
S0567	216	8.8	S0124	108	4.4
S0568	279	11.4	S0125	116	4.7
S0569	266	10.8	S0126	126	5.1
S0570	274	11.2	S0127	115	4.7
S0571	281	11.4	S0128	127	5.2
S0572	265	10.8	S0129	114	4.6
S0573	273	11.1	S0130	117	4.8
S0574	288	11.7	S0131	114	4.6
S0575	292	11.9	S0315	135	5.5
S0576	269	11.0	S0316	142	5.8
S0577	262	10.7	S0317	143	5.8
S0578	286	11.6	S0319	166	6.8
S0579	133	5.4	S0320	519	21.1
S0580	163	6.6	S0321	507	20.6
S0581	163	6.6	S0322	492	20.0
S0582	165	6.7	S0323	488	19.9
S0583	166	6.8	S0324	487	19.8
S0584	166	6.8	S0325	486	19.8
S0585	163	6.6	S0326	512	20.8
S0586	163	6.6	S0327	511	20.8
S0091	131	5.3	S0328	513	20.9
S0092	216	8.8	S0329	509	20.7
S0093	146	5.9	S0330	508	20.7
S0095	135	5.5	S0331	510	20.8
S0103	122	5.0	S0292	126	5.1
S0104	215	8.8	S0293	117	4.8
S0105	213	8.7	S0294	122	5.0
S0106	210	8.6	S0295	123	5.0
S0107	211	8.6	S0296	125	5.1
S0113	237	9.6	S0297	124	5.0
S0114	354	14.4	S0298	126	5.1
S0115	338	13.8	S0299	123	5.0
S0116	27	1.1	S0300	121	4.9
S0117	337	13.7	S0301	124	5.0
S0118	29	1.2	S0302	126	5.1
S0119	336	13.7	S0303	122	5.0
S0120	29	1.2	S0304	143	5.8
S0121	427	17.4	S0305	147	6.0
S0122	808	32.9	S0306	151	6.1

See notes at end of table.

Table P-6. Number of changes and percentage of records affected during computer edit of the private school data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0308	141	5.7	S0621	177	7.2
S0310	177	7.2	S0622	176	7.2
S0311	182	7.4	S0623	176	7.2
S0312	185	7.5	S0624	175	7.1
S0313	173	7.0	S0625	173	7.0
S0314	170	6.9	S0626	407	16.6
S0332	188	7.7	S0627	174	7.1
S0333	217	8.8	S0628	181	7.4
S0334	220	9.0	S0629	193	7.9
S0335	214	8.7	S0632	133	5.4
S0336	212	8.6	S0633	513	20.9
S0337	212	8.6	S0634	330	13.4
S0338	208	8.5	S0635	128	5.2
S0339	210	8.6	S0636	500	20.4
S0340	210	8.6	S0637	321	13.1
S0341	210	8.6	S0638	122	5.0
S0342	207	8.4	S0639	128	5.2
S0343	207	8.4	S0640	130	5.3
S0344	209	8.5	S0641	130	5.3
S0593	155	6.3	S0642	132	5.4
S0594	146	5.9	S0643	130	5.3
S0595	203	8.3	S0644	129	5.3
S0596	161	6.6	S0645	128	5.2
S0597	147	6.0	S0646	125	5.1
S0604	132	5.4	S0647	124	5.0
S0605	610	24.8	S0648	123	5.0
S0606	530	21.6	S0649	123	5.0
S0607	702	28.6	S0650	123	5.0
S0608	900	36.6	S0651	123	5.0
S0609	949	38.6	S0652	133	5.4
S0610	157	6.4	S0653	249	10.1
S0611	194	7.9	S0654	255	10.4
S0612	352	14.3	S0655	283	11.5
S0613	343	14.0	S0657	128	5.2
S0614	348	14.2	S0658	120	4.9
S0615	345	14.0	S0659	121	4.9
S0616	345	14.0	S0660	123	5.0
S0617	345	14.0	S0668	182	7.4
S0618	346	14.1	S0669	98	4.0
S0619	469	19.1	S0670	103	4.2
S0620	174	7.1	S0671	310	12.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Documentation Data File," 2003–04.

Table P-7. Number of changes and percentage of records affected during computer edit of the BIA school data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0400	0	0.0	S0445	9	6.2
S0401	0	0.0	S0446	9	6.2
S0402	0	0.0	S0447	7	4.8
S0403	0	0.0	S0448	9	6.2
S0404	0	0.0	S0449	11	7.6
S0405	0	0.0	S0450	8	5.5
S0406	0	0.0	S0451	9	6.2
S0407	0	0.0	S0452	9	6.2
S0408	0	0.0	S0453	8	5.5
S0409	0	0.0	S0454	9	6.2
S0410	0	0.0	S0950	5	3.4
S0411	0	0.0	S0455	15	10.3
S0412	0	0.0	S0457	14	9.7
S0413	0	0.0	S0458	14	9.7
S0414	5	3.4	S0459	14	9.7
S0415	12	8.3	S0460	14	9.7
S0416	48	33.1	S0461	14	9.7
S0417	31	21.4	S0152	23	15.9
S0418	25	17.2	S0153	23	15.9
S0419	27	18.6	S0154	20	13.8
S0420	26	17.9	S0155	20	13.8
S0421	23	15.9	S0156	21	14.5
S0422	23	15.9	S0157	22	15.2
S0423	20	13.8	S0158	22	15.2
S0424	8	5.5	S0159	22	15.2
S0425	27	18.6	S0160	22	15.2
S0063	5	3.4	S0161	21	14.5
S0426	5	3.4	S0162	21	14.5
S0427	11	7.6	S0163	21	14.5
S0428	11	7.6	S0164	21	14.5
S0429	16	11.0	S0165	21	14.5
S0430	7	4.8	S0166	21	14.5
S0431	13	9.0	S0167	20	13.8
S0432	8	5.5	S0168	23	15.9
S0433	8	5.5	S0169	25	17.2
S0434	2	1.4	S0170	22	15.2
S0441	1	0.7	S0171	22	15.2
S0442	12	8.3	S0172	22	15.2
S0443	0	0.0	S0173	23	15.9
S0444	3	2.1	S0174	23	15.9

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during computer edit of the BIA school data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0175	23	15.9	S0215	23	15.9
S0176	22	15.2	S0216	21	14.5
S0177	22	15.2	S0217	22	15.2
S0178	22	15.2	S0218	52	35.9
S0179	24	16.6	S0219	21	14.5
S0180	24	16.6	S0220	42	29.0
S0181	24	16.6	S0221	41	28.3
S0182	23	15.9	S0222	41	28.3
S0183	25	17.2	S0223	22	15.2
S0184	21	14.5	S0224	47	32.4
S0185	25	17.2	S0225	31	21.4
S0186	22	15.2	S0226	48	33.1
S0187	22	15.2	S0227	48	33.1
S0188	22	15.2	S0228	49	33.8
S0189	23	15.9	S0229	49	33.8
S0190	23	15.9	S0230	49	33.8
S0191	23	15.9	S0231	49	33.8
S0192	22	15.2	S0232	49	33.8
S0193	22	15.2	S0233	50	34.5
S0194	22	15.2	S0462	17	11.7
S0195	22	15.2	S0463	15	10.3
S0196	22	15.2	S0464	17	11.7
S0197	22	15.2	S0465	16	11.0
S0198	22	15.2	S0466	16	11.0
S0199	23	15.9	S0467	17	11.7
S0200	21	14.5	S0468	15	10.3
S0201	26	17.9	S0469	18	12.4
S0202	22	15.2	S0470	22	15.2
S0203	22	15.2	S0471	22	15.2
S0204	22	15.2	S0472	20	13.8
S0205	23	15.9	S0473	20	13.8
S0206	23	15.9	S0474	22	15.2
S0207	23	15.9	S0475	16	11.0
S0208	22	15.2	S0476	16	11.0
S0209	22	15.2	S0477	16	11.0
S0210	22	15.2	S0478	17	11.7
S0211	23	15.9	S0479	18	12.4
S0212	22	15.2	S0480	21	14.5
S0213	22	15.2	S0481	22	15.2
S0214	22	15.2	S0482	22	15.2

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during computer edit of the BIA school data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0489	12	8.3	S0523	4	2.8
S0490	13	9.0	S0524	49	33.8
S0491	14	9.7	S0525	7	4.8
S0492	13	9.0	S0526	50	34.5
S0493	13	9.0	S0527	8	5.5
S0494	15	10.3	S0528	46	31.7
S0495	12	8.3	S0529	5	3.4
S0496	11	7.6	S0530	50	34.5
S0497	27	18.6	S0531	10	6.9
S0498	18	12.4	S0532	46	31.7
S0499	17	11.7	S0533	8	5.5
S0500	14	9.7	S0534	48	33.1
S0501	14	9.7	S0535	15	10.3
S0502	14	9.7	S0536	42	29.0
S0248	21	14.5	S0537	17	11.7
S0276	5	3.4	S0538	41	28.3
S0277	11	7.6	S0539	25	17.2
S0278	11	7.6	S0540	57	39.3
S0279	17	11.7	S0541	12	8.3
S0280	11	7.6	S0542	49	33.8
S0281	11	7.6	S0543	11	7.6
S0282	17	11.7	S0544	49	33.8
S0283	8	5.5	S0545	4	2.8
S0284	28	19.3	S0546	52	35.9
S0285	3	2.1	S0547	9	6.2
S0286	7	4.8	S0548	50	34.5
S0503	17	11.7	S0549	6	4.1
S0504	25	17.2	S0550	48	33.1
S0505	25	17.2	S0551	7	4.8
S0506	28	19.3	S0552	51	35.2
S0513	4	2.8	S0553	10	6.9
S0514	11	7.6	S0554	52	35.9
S0515	15	10.3	S0555	11	7.6
S0516	18	12.4	S0556	50	34.5
S0517	20	13.8	S0557	4	2.8
S0518	24	16.6	S0558	50	34.5
S0519	17	11.7	S0559	7	4.8
S0520	17	11.7	S0560	54	37.2
S0521	7	4.8	S0561	5	3.4
S0522	53	36.6	S0562	49	33.8

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during computer edit of the BIA school data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0563	21	14.5	S0093	23	15.9
S0564	58	40.0	S0094	22	15.2
S0565	16	11.0	S0095	25	17.2
S0566	31	21.4	S0097	22	15.2
S0567	24	16.6	S0098	23	15.9
S0568	21	14.5	S0099	23	15.9
S0569	25	17.2	S0100	23	15.9
S0570	28	19.3	S0101	23	15.9
S0571	27	18.6	S0103	26	17.9
S0572	27	18.6	S0104	28	19.3
S0573	28	19.3	S0105	26	17.9
S0574	28	19.3	S0106	27	18.6
S0575	29	20.0	S0107	28	19.3
S0576	28	19.3	S0113	8	5.5
S0577	27	18.6	S0114	17	11.7
S0578	27	18.6	S0115	25	17.2
S0579	17	11.7	S0116	0	0.0
S0580	20	13.8	S0117	25	17.2
S0581	21	14.5	S0118	0	0.0
S0582	21	14.5	S0119	25	17.2
S0583	22	15.2	S0120	0	0.0
S0584	23	15.9	S0121	24	16.6
S0585	21	14.5	S0122	49	33.8
S0586	21	14.5	S0123	49	33.8
S0077	27	18.6	S0124	20	13.8
S0078	21	14.5	S0125	20	13.8
S0079	25	17.2	S0126	20	13.8
S0080	25	17.2	S0127	21	14.5
S0081	24	16.6	S0128	20	13.8
S0082	26	17.9	S0129	20	13.8
S0083	26	17.9	S0130	20	13.8
S0084	25	17.2	S0131	20	13.8
S0085	24	16.6	S0315	21	14.5
S0086	25	17.2	S0316	22	15.2
S0087	22	15.2	S0317	22	15.2
S0088	23	15.9	S0319	27	18.6
S0089	23	15.9	S0320	38	26.2
S0090	22	15.2	S0321	37	25.5
S0091	23	15.9	S0322	37	25.5
S0092	29	20.0	S0323	37	25.5

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during computer edit of the BIA school data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0324	37	25.5	S0608	69	47.6
S0325	37	25.5	S0609	68	46.9
S0326	41	28.3	S0610	20	13.8
S0327	41	28.3	S0611	24	16.6
S0328	41	28.3	S0612	25	17.2
S0329	40	27.6	S0613	25	17.2
S0330	40	27.6	S0614	23	15.9
S0331	40	27.6	S0615	25	17.2
S0304	20	13.8	S0616	25	17.2
S0305	20	13.8	S0617	26	17.9
S0306	20	13.8	S0618	23	15.9
S0308	27	18.6	S0619	32	22.1
S0309	28	19.3	S0620	27	18.6
S0310	28	19.3	S0621	25	17.2
S0311	30	20.7	S0622	26	17.9
S0312	28	19.3	S0623	28	19.3
S0313	29	20.0	S0624	26	17.9
S0314	28	19.3	S0625	25	17.2
S0332	29	20.0	S0626	25	17.2
S0333	35	24.1	S0627	22	15.2
S0334	31	21.4	S0628	23	15.9
S0335	31	21.4	S0629	25	17.2
S0336	31	21.4	S0630	3	2.1
S0337	31	21.4	S0631	6	4.1
S0338	31	21.4	S0632	16	11.0
S0339	32	22.1	S0633	60	41.4
S0340	32	22.1	S0634	37	25.5
S0341	31	21.4	S0635	101	69.7
S0342	31	21.4	S0636	71	49.0
S0343	31	21.4	S0637	86	59.3
S0344	31	21.4	S0638	10	6.9
S0593	27	18.6	S0639	65	44.8
S0594	29	20.0	S0640	68	46.9
S0595	20	13.8	S0641	68	46.9
S0596	30	20.7	S0642	70	48.3
S0597	20	13.8	S0643	68	46.9
S0604	13	9.0	S0644	66	45.5
S0605	4	2.8	S0645	65	44.8
S0606	62	42.8	S0646	59	40.7
S0607	46	31.7	S0647	58	40.0

See notes at end of table.

Table P-7. Number of changes and percentage of records affected during computer edit of the BIA school data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
S0648	30	20.7	S0261	12	8.3
S0649	29	20.0	S0262	13	9.0
S0650	29	20.0	S0263	12	8.3
S0651	29	20.0	S0264	12	8.3
S0652	14	9.7	S0265	14	9.7
S0653	88	60.7	S0266	10	6.9
S0654	86	59.3	S0267	15	10.3
S0655	81	55.9	S0268	12	8.3
S0656	82	56.6	S0269	20	13.8
S0661	2	1.4	S0270	11	7.6
S0662	3	2.1	S0668	25	17.2
S0663	1	0.7	S0669	16	11.0
S0664	1	0.7	S0670	16	11.0
S0665	9	6.2	S0671	32	22.1
S0666	13	9.0			
S0667	9	6.2			
S0257	11	7.6			
S0258	11	7.6			
S0259	11	7.6			
S0260	12	8.3			

NOTE: BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Documentation Data File," 2003–04.

Table P-8. Number of changes and percentage of records affected during computer edit of the public school teacher data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0026	139	0	T0076	3,140	7
T0027	6,020	14	T0077	1,988	5
T0028	1,078	2	T0079	2,740	6
T0029	1,978	5	T0080	2,435	6
T0030	66	0	T0082	3,080	7
T0031	4,567	11	T0083	2,904	7
T0032	730	2	T0085	3,459	8
T0033	5,073	12	T0086	3,175	7
T0034	574	1	T0088	3,667	8
T0035	458	1	T0089	2,951	7
T0036	4,116	10	T0091	3,388	8
T0037	7,219	17	T0092	2,050	5
T0038	323	1	T0094	2,333	5
T0039	3,633	8	T0095	1,139	3
T0040	3,348	8	T0097	1,226	3
T0051	0	0	T0098	978	2
T0052	0	0	T0100	1,028	2
T0053	0	0	T0101	874	2
T0054	0	0	T0103	930	2
T0055	0	0	T0104	834	2
T0056	0	0	T0106	883	2
T0057	0	0	T0116	184	0
T0058	0	0	T0117	723	2
T0059	0	0	T0118	666	2
T0060	0	0	T0119	628	1
T0061	0	0	T0120	2,675	6
T0062	0	0	T0121	2,438	6
T0063	0	0	T0122	1	0
T0064	0	0	T0123	679	2
T0065	0	0	T0124	850	2
T0066	407	1	T0125	731	2
T0067	4,277	10	T0126	750	2
T0068	855	2	T0127	4,051	9
T0069	810	2	T0128	1,537	4
T0070	1,530	4	T0129	1,677	4
T0071	1,685	4	T0130	1,675	4
T0072	1,243	3	T0131	1,793	4
T0073	1,380	3	T0132	2,595	6
T0074	1,377	3	T0133	2,531	6
T0075	1,991	5	T0134	2,716	6

See notes at end of table.

Table P-8. Number of changes and percentage of records affected during computer edit of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0135	1,942	4	T0181	743	2
T0136	1,834	4	T0182	547	1
T0137	1,994	5	T0183	151	0
T0138	1,535	4	T0184	181	0
T0139	1,670	4	T0185	217	1
T0140	1,531	4	T0186	148	0
T0141	1,600	4	T0187	1,621	4
T0142	1,632	4	T0188	2,629	6
T0143	1,542	4	T0189	2,385	6
T0144	1,647	4	T0190	2,305	5
T0145	5,128	12	T0191	2,374	5
T0146	6,077	14	T0192	2,008	5
T0147	6,161	14	T0193	174	0
T0148	5,306	12	T0194	151	0
T0149	7,404	17	T0195	189	0
T0150	5,713	13	T0196	87	0
T0151	646	1	T0197	495	1
T0152	657	2	T0198	278	1
T0153	610	1	T0199	352	1
T0154	816	2	T0200	91	0
T0155	640	1	T0201	85	0
T0156	1,786	4	T0202	65	0
T0157	823	2	T0203	84	0
T0158	805	2	T0204	38	0
T0159	958	2	T0205	35	0
T0166	371	1	T0206	31	0
T0167	1,787	4	T0207	34	0
T0168	2,090	5	T0208	13	0
T0169	2,090	5	T0209	2,178	5
T0170	2,087	5	T0210	5,244	12
T0171	556	1	T0211	5,229	12
T0172	677	2	T0212	5,207	12
T0173	679	2	T0213	5,144	12
T0174	678	2	T0214	5,203	12
T0175	2,453	6	T0215	5,208	12
T0176	1,849	4	T0216	5,348	12
T0177	1,975	5	T0217	5,293	12
T0178	739	2	T0218	5,293	12
T0179	397	1	T0219	5,287	12
T0180	649	2	T0220	5,281	12

See notes at end of table.

Table P-8. Number of changes and percentage of records affected during computer edit of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0221	5,293	12	T0267	808	2
T0222	5,272	12	T0268	856	2
T0223	5,290	12	T0269	924	2
T0224	5,273	12	T0270	1,130	3
T0225	5,297	12	T0271	1,403	3
T0226	5,347	12	T0279	1,653	4
T0227	2,431	6	T0280	1,298	3
T0228	2,484	6	T0281	1,713	4
T0235	1,932	4	T0282	1,363	3
T0236	2,274	5	T0283	831	2
T0237	2,725	6	T0284	1,347	3
T0238	3,011	7	T0285	5,944	14
T0239	2,576	6	T0286	1,383	3
T0240	2,889	7	T0287	2,500	6
T0241	1,813	4	T0288	2,385	6
T0242	2,775	6	T0289	2,337	5
T0243	1,351	3	T0290	1,183	3
T0244	1,419	3	T0297	2,313	5
T0245	1,377	3	T0298	3,019	7
T0246	951	2	T0299	7,800	18
T0247	861	2	T0300	548	1
T0248	921	2	T0301	664	2
T0249	902	2	T0302	716	2
T0250	801	2	T0303	835	2
T0251	837	2	T0304	675	2
T0252	842	2	T0311	864	2
T0253	721	2	T0312	830	2
T0254	807	2	T0313	978	2
T0255	2,656	6	T0314	923	2
T0256	1,249	3	T0315	867	2
T0257	1,385	3	T0316	884	2
T0258	1,591	4	T0317	842	2
T0259	2,163	5	T0318	721	2
T0260	1,748	4	T0319	702	2
T0261	1,768	4	T0320	754	2
T0262	1,126	3	T0321	756	2
T0263	1,282	3	T0322	698	2
T0264	1,421	3	T0323	778	2
T0265	810	2	T0330	499	1
T0266	805	2	T0331	539	1

See notes at end of table.

Table P-8. Number of changes and percentage of records affected during computer edit of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0332	511	1	T0372	916	2
T0333	514	1	T0373	847	2
T0334	525	1	T0374	940	2
T0335	488	1	T0375	967	2
T0336	529	1	T0376	851	2
T0337	544	1	T0377	961	2
T0338	511	1	T0378	936	2
T0339	585	1	T0379	889	2
T0340	514	1	T0380	796	2
T0341	500	1	T0381	794	2
T0342	550	1	T0382	690	2
T0343	621	1	T0383	643	1
T0344	842	2	T0384	496	1
T0345	529	1	T0385	5,857	14
T0346	657	2	T0386	1,044	2
T0347	614	1	T0387	565	1
T0348	587	1	T0388	5,990	14
T0349	602	1	T0389	683	2
T0350	602	1	T0393	1,255	3
T0351	768	2	T0394	1,419	3
T0352	832	2	T0395	2,696	6
T0353	820	2	T0396	2,871	7
T0354	1,021	2	T0397	3,173	7
T0355	1,015	2	T0398	3,455	8
T0356	1,065	2	T0399	3,215	7
T0357	893	2	T0400	1,794	4
T0358	887	2	T0401	1,631	4
T0359	834	2	T0402	1,647	4
T0360	804	2	T0403	1,666	4
T0361	908	2	T0404	1,306	3
T0362	750	2	T0405	1,931	4
T0363	1,067	2	T0406	1,698	4
T0364	800	2	T0407	759	2
T0365	838	2	T0408	570	1
T0366	878	2	T0409	832	2
T0367	958	2	T0410	1,428	3
T0368	936	2	T0411	1,428	3
T0369	961	2	T0412	1,428	3
T0370	1,158	3	T0413	1,428	3
T0371	819	2	T0414	1,509	3

See notes at end of table.

Table P-8. Number of changes and percentage of records affected during computer edit of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0415	11,024	25	T0420	2,989	7
T0416	879	2			
T0417	2,045	5			
T0418	1,694	4			
T0419	1,761	4			

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Documentation Data File," 2003–04.

Table P-9. Number of changes and percentage of records affected during computer edit of the private school teacher data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0026	54	1	T0076	613	8
T0027	1,151	14	T0077	369	5
T0028	228	3	T0079	484	6
T0029	395	5	T0080	393	5
T0030	26	0	T0082	490	6
T0031	861	11	T0083	434	5
T0032	197	2	T0085	520	7
T0033	1,033	13	T0086	471	6
T0034	148	2	T0088	558	7
T0035	171	2	T0089	477	6
T0036	807	10	T0091	549	7
T0037	1,093	14	T0092	382	5
T0038	94	1	T0094	432	5
T0039	531	7	T0095	254	3
T0040	603	8	T0097	285	4
T0051	0	0	T0098	217	3
T0052	0	0	T0100	252	3
T0053	0	0	T0101	179	2
T0054	0	0	T0103	219	3
T0055	0	0	T0104	181	2
T0056	0	0	T0106	221	3
T0057	0	0	T0116	37	0
T0058	0	0	T0117	100	1
T0059	0	0	T0118	118	1
T0060	0	0	T0119	97	1
T0061	0	0	T0120	469	6
T0062	0	0	T0121	378	5
T0063	0	0	T0122	4	0
T0064	0	0	T0123	266	3
T0065	0	0	T0124	115	1
T0066	132	2	T0125	134	2
T0067	806	10	T0126	114	1
T0068	133	2	T0127	673	8
T0069	142	2	T0128	263	3
T0070	312	4	T0129	278	3
T0071	364	5	T0130	276	3
T0072	230	3	T0131	298	4
T0073	257	3	T0132	432	5
T0074	256	3	T0133	422	5
T0075	469	6	T0134	453	6

See notes at end of table.

Table P-9. Number of changes and percentage of records affected during computer edit of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0135	314	4	T0436	12	0
T0136	298	4	T0437	13	0
T0137	319	4	T0438	3	0
T0138	257	3	T0439	4	0
T0139	268	3	T0440	4	0
T0140	258	3	T0441	5	0
T0141	265	3	T0442	117	1
T0142	274	3	T0443	208	3
T0143	261	3	T0444	399	5
T0144	277	3	T0445	427	5
T0145	919	12	T0446	419	5
T0146	1,045	13	T0447	411	5
T0147	1,042	13	T0448	43	1
T0148	969	12	T0449	65	1
T0149	1,125	14	T0450	67	1
T0150	1,022	13	T0451	66	1
T0151	192	2	T0452	34	0
T0152	197	2	T0453	45	1
T0153	167	2	T0454	46	1
T0154	220	3	T0455	35	0
T0155	183	2	T0456	11	0
T0156	285	4	T0457	27	0
T0157	221	3	T0458	29	0
T0158	267	3	T0459	24	0
T0159	279	3	T0460	3	0
T0421	174	2	T0461	5	0
T0422	467	6	T0462	5	0
T0423	416	5	T0463	6	0
T0424	339	4	T0187	416	5
T0425	232	3	T0188	266	3
T0426	117	1	T0189	261	3
T0427	82	1	T0190	269	3
T0428	89	1	T0191	265	3
T0429	35	0	T0192	258	3
T0430	43	1	T0193	7	0
T0431	40	1	T0194	8	0
T0432	33	0	T0195	9	0
T0433	17	0	T0196	6	0
T0434	16	0	T0197	4	0
T0435	16	0	T0198	5	0

See notes at end of table.

Table P-9. Number of changes and percentage of records affected during computer edit of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0199	4	0	T0245	204	3
T0200	3	0	T0246	177	2
T0201	2	0	T0247	125	2
T0202	2	0	T0248	135	2
T0203	2	0	T0249	145	2
T0204	2	0	T0250	130	2
T0205	1	0	T0251	136	2
T0206	1	0	T0252	141	2
T0207	1	0	T0253	113	1
T0208	2	0	T0254	134	2
T0209	484	6	T0255	442	6
T0210	977	12	T0256	536	7
T0211	984	12	T0257	568	7
T0212	982	12	T0258	628	8
T0213	1,014	13	T0259	713	9
T0214	985	12	T0260	606	8
T0215	980	12	T0261	605	8
T0216	997	12	T0262	520	7
T0217	974	12	T0263	535	7
T0218	979	12	T0264	575	7
T0219	982	12	T0265	188	2
T0220	979	12	T0266	190	2
T0221	982	12	T0267	177	2
T0222	980	12	T0268	200	3
T0223	980	12	T0269	225	3
T0224	981	12	T0270	259	3
T0225	981	12	T0271	331	4
T0226	989	12	T0279	283	4
T0227	560	7	T0280	382	5
T0228	550	7	T0281	399	5
T0235	331	4	T0282	380	5
T0236	365	5	T0283	213	3
T0237	398	5	T0284	197	2
T0238	474	6	T0285	1,378	17
T0239	441	6	T0286	188	2
T0240	489	6	T0287	424	5
T0241	278	3	T0288	387	5
T0242	397	5	T0289	387	5
T0243	260	3	T0290	227	3
T0244	200	3	T0297	320	4

See notes at end of table.

Table P-9. Number of changes and percentage of records affected during computer edit of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0298	968	12	T0350	117	1
T0299	1,645	21	T0351	145	2
T0300	77	1	T0352	141	2
T0301	96	1	T0353	139	2
T0302	108	1	T0354	146	2
T0303	134	2	T0355	154	2
T0304	105	1	T0356	134	2
T0311	177	2	T0357	118	1
T0312	164	2	T0358	133	2
T0313	220	3	T0359	127	2
T0314	209	3	T0360	132	2
T0315	187	2	T0361	150	2
T0316	176	2	T0362	134	2
T0317	176	2	T0363	136	2
T0318	116	1	T0364	129	2
T0319	108	1	T0365	145	2
T0320	110	1	T0366	143	2
T0321	114	1	T0367	148	2
T0322	106	1	T0368	134	2
T0323	164	2	T0369	134	2
T0330	119	1	T0370	186	2
T0331	112	1	T0371	128	2
T0332	133	2	T0372	145	2
T0333	104	1	T0373	140	2
T0334	94	1	T0374	148	2
T0335	83	1	T0375	164	2
T0336	91	1	T0376	125	2
T0337	119	1	T0377	148	2
T0338	92	1	T0378	151	2
T0339	102	1	T0379	141	2
T0340	127	2	T0380	132	2
T0341	93	1	T0381	128	2
T0342	111	1	T0382	182	2
T0343	141	2	T0383	120	2
T0344	318	4	T0384	88	1
T0345	81	1	T0385	979	12
T0346	316	4	T0386	116	1
T0347	170	2	T0387	111	1
T0348	133	2	T0388	887	11
T0349	130	2	T0389	123	2

See notes at end of table.

Table P-9. Number of changes and percentage of records affected during computer edit of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0393	306	4	T0407	133	2
T0394	338	4	T0408	79	1
T0395	560	7	T0409	129	2
T0396	608	8	T0410	254	3
T0397	663	8	T0411	254	3
T0398	742	9	T0412	254	3
T0399	805	10	T0413	254	3
T0400	326	4	T0414	262	3
T0401	313	4	T0415	1,907	24
T0402	278	3	T0416	257	3
T0403	287	4	T0417	408	5
T0404	259	3	T0418	361	5
T0405	404	5	T0419	380	5
T0406	305	4	T0420	575	7
T0464	193	2			

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Teacher Documentation Data File," 2003–04.

Table P-10. Number of changes and percentage of records affected during computer edit of the BIA school teacher data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0026	1	0	T0076	61	10
T0027	82	13	T0077	57	9
T0028	12	2	T0079	63	10
T0029	35	6	T0080	51	8
T0030	2	0	T0082	58	9
T0031	65	10	T0083	54	9
T0032	12	2	T0085	61	10
T0033	97	16	T0086	51	8
T0034	8	1	T0088	55	9
T0035	7	1	T0089	49	8
T0036	78	13	T0091	52	8
T0037	101	16	T0092	41	7
T0038	9	1	T0094	45	7
T0039	67	11	T0095	25	4
T0040	51	8	T0097	24	4
T0051	0	0	T0098	21	3
T0052	0	0	T0100	20	3
T0053	0	0	T0101	18	3
T0054	0	0	T0103	18	3
T0055	0	0	T0104	16	3
T0056	0	0	T0106	16	3
T0057	0	0	T0116	2	0
T0058	0	0	T0117	19	3
T0059	0	0	T0118	15	2
T0060	0	0	T0119	13	2
T0061	0	0	T0120	52	8
T0062	0	0	T0121	47	8
T0063	0	0	T0122	0	0
T0064	0	0	T0123	16	3
T0065	0	0	T0124	12	2
T0066	5	1	T0125	12	2
T0067	50	8	T0126	12	2
T0068	19	3	T0127	65	10
T0069	18	3	T0128	29	5
T0070	36	6	T0129	31	5
T0071	29	5	T0130	30	5
T0072	21	3	T0131	35	6
T0073	22	4	T0132	54	9
T0074	22	4	T0133	48	8
T0075	38	6	T0134	57	9

See notes at end of table.

Table P-10. Number of changes and percentage of records affected during computer edit of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0135	40	6	T0181	10	2
T0136	34	5	T0182	4	1
T0137	40	6	T0183	4	1
T0138	28	4	T0184	3	0
T0139	33	5	T0185	4	1
T0140	28	4	T0186	3	0
T0141	30	5	T0187	50	8
T0142	34	5	T0188	81	13
T0143	30	5	T0189	67	11
T0144	34	5	T0190	66	11
T0145	101	16	T0191	60	10
T0146	111	18	T0192	55	9
T0147	113	18	T0193	6	1
T0148	118	19	T0194	3	0
T0149	134	21	T0195	5	1
T0150	107	17	T0196	1	0
T0151	47	8	T0197	13	2
T0152	49	8	T0198	7	1
T0153	48	8	T0199	8	1
T0154	51	8	T0200	2	0
T0155	48	8	T0201	3	0
T0156	66	11	T0202	3	0
T0157	53	8	T0203	1	0
T0158	55	9	T0204	1	0
T0159	59	9	T0205	2	0
T0166	7	1	T0206	1	0
T0167	38	6	T0207	0	0
T0168	39	6	T0208	0	0
T0169	39	6	T0209	75	12
T0170	39	6	T0210	93	15
T0171	14	2	T0211	93	15
T0172	10	2	T0212	92	15
T0173	10	2	T0213	92	15
T0174	10	2	T0214	94	15
T0175	37	6	T0215	94	15
T0176	28	4	T0216	94	15
T0177	27	4	T0217	95	15
T0178	6	1	T0218	95	15
T0179	11	2	T0219	96	15
T0180	8	1	T0220	94	15

See notes at end of table.

Table P-10. Number of changes and percentage of records affected during computer edit of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0221	93	15	T0267	71	11
T0222	92	15	T0268	71	11
T0223	93	15	T0269	78	13
T0224	93	15	T0270	80	13
T0225	93	15	T0271	85	14
T0226	95	15	T0279	75	12
T0227	48	8	T0280	73	12
T0228	51	8	T0281	77	12
T0235	75	12	T0282	74	12
T0236	87	14	T0283	71	11
T0237	87	14	T0284	90	14
T0238	92	15	T0285	137	22
T0239	86	14	T0286	88	14
T0240	92	15	T0287	88	14
T0241	80	13	T0288	89	14
T0242	93	15	T0289	89	14
T0243	76	12	T0290	78	13
T0244	75	12	T0297	35	6
T0245	73	12	T0298	31	5
T0246	69	11	T0299	88	14
T0247	67	11	T0300	21	3
T0248	69	11	T0301	24	4
T0249	64	10	T0302	20	3
T0250	69	11	T0303	22	4
T0251	67	11	T0304	21	3
T0252	69	11	T0311	49	8
T0253	63	10	T0312	51	8
T0254	66	11	T0313	47	8
T0255	87	14	T0314	47	8
T0256	75	12	T0315	50	8
T0257	74	12	T0316	51	8
T0258	76	12	T0317	48	8
T0259	84	13	T0318	44	7
T0260	81	13	T0319	45	7
T0261	82	13	T0320	45	7
T0262	76	12	T0321	45	7
T0263	78	13	T0322	46	7
T0264	87	14	T0323	45	7
T0265	70	11	T0330	11	2
T0266	70	11	T0331	14	2

See notes at end of table.

Table P-10. Number of changes and percentage of records affected during computer edit of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0332	9	1	T0372	45	7
T0333	10	2	T0373	45	7
T0334	9	1	T0374	45	7
T0335	11	2	T0375	50	8
T0336	12	2	T0376	51	8
T0337	10	2	T0377	53	8
T0338	10	2	T0378	52	8
T0339	11	2	T0379	52	8
T0340	11	2	T0380	54	9
T0341	10	2	T0381	52	8
T0342	13	2	T0382	28	4
T0343	14	2	T0383	25	4
T0344	12	2	T0384	10	2
T0345	10	2	T0385	86	14
T0346	12	2	T0386	21	3
T0347	12	2	T0387	12	2
T0348	14	2	T0388	117	19
T0349	11	2	T0389	15	2
T0350	13	2	T0393	24	4
T0351	8	1	T0394	30	5
T0352	9	1	T0395	53	8
T0353	9	1	T0396	56	9
T0354	12	2	T0397	71	11
T0355	11	2	T0398	64	10
T0356	11	2	T0399	53	8
T0357	12	2	T0400	31	5
T0358	13	2	T0401	34	5
T0359	9	1	T0402	33	5
T0360	12	2	T0403	32	5
T0361	10	2	T0404	37	6
T0362	9	1	T0405	39	6
T0363	11	2	T0406	50	8
T0364	46	7	T0407	13	2
T0365	44	7	T0408	6	1
T0366	44	7	T0409	14	2
T0367	44	7	T0410	19	3
T0368	46	7	T0411	19	3
T0369	46	7	T0412	19	3
T0370	49	8	T0413	19	3
T0371	45	7	T0414	28	4

See notes at end of table.

Table P-10. Number of changes and percentage of records affected during computer edit of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
T0415	139	22	T0420	90	14
T0416	12	2			
T0417	83	13			
T0418	72	12			
T0419	72	12			

NOTE: BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Teacher Documentation Data File," 2003–04.

Table P-11. Number of changes and percentage of records affected during computer edit of the public school library media center data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
M0025	83	1.1	M0077	113	1.6
M0026	30	0.4	M0084	3	0.0
M0027	34	0.5	M0085	139	1.9
M0028	33	0.5	M0086	3	0.0
M0029	36	0.5	M0087	190	2.6
M0030	26	0.4	M0088	0	0.0
M0031	38	0.5	M0089	64	0.9
M0032	28	0.4	M0090	531	7.3
M0033	18	0.2	M0091	359	5.0
M0040	97	1.3	M0092	506	7.0
M0041	727	10.1	M0093	718	9.9
M0042	3,569	49.4	M0094	649	9.0
M0043	528	7.3	M0095	596	8.2
M0044	323	4.5	M0096	950	13.1
M0045	843	11.7	M0097	940	13.0
M0046	1,163	16.1	M0098	117	1.6
M0047	884	12.2	M0099	272	3.8
M0048	181	2.5	M0100	356	4.9
M0049	1,353	18.7	M0101	175	2.4
M0050	2,388	33.0	M0102	234	3.2
M0051	565	7.8	M0103	677	9.4
M0052	380	5.3	M0104	4,157	57.5
M0053	798	11.0	M0105	303	4.2
M0054	544	7.5	M0106	585	8.1
M0055	1,702	23.5	M0107	304	4.2
M0056	1,894	26.2	M0108	449	6.2
M0057	518	7.2	M0113	113	1.6
M0058	604	8.4	M0114	935	12.9
M0059	1,138	15.7	M0115	153	2.1
M0060	1,037	14.3	M0116	149	2.1
M0061	130	1.8	M0117	168	2.3
M0068	74	1.0	M0118	212	2.9
M0069	89	1.2	M0119	136	1.9
M0070	77	1.1	M0120	123	1.7
M0071	80	1.1	M0121	117	1.6
M0072	83	1.1	M0122	105	1.5
M0073	76	1.1	M0123	95	1.3
M0074	105	1.5	M0124	300	4.1
M0075	33	0.5	M0125	111	1.5
M0076	230	3.2	M0126	55	0.8

See notes at end of table.

Table P-11. Number of changes and percentage of records affected during computer edit of the public school library media center data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
M0127	63	0.9	M0137	194	2.7
M0128	70	1.0	M0138	143	2.0
M0129	66	0.9	M0145	264	3.7
M0130	82	1.1	M0146	298	4.1
M0131	66	0.9	M0147	1,613	22.3
M0132	101	1.4	M0148	358	5.0
M0133	99	1.4	M0149	1,438	19.9
M0134	110	1.5	M0150	209	2.9
M0135	112	1.5	M0151	233	3.2
M0136	166	2.3			

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Library Media Center Documentation Data File," 2003–04.

Table P-12. Number of changes and percentage of records affected during computer edit of the BIA school library media center data file, by variable: 2003–04

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
M0025	3	2.4	M0077	6	4.8
M0026	2	1.6	M0084	0	0.0
M0027	1	0.8	M0085	10	8.1
M0028	1	0.8	M0086	0	0.0
M0029	2	1.6	M0087	11	8.9
M0030	1	0.8	M0088	0	0.0
M0031	2	1.6	M0089	0	0.0
M0032	1	0.8	M0090	19	15.3
M0033	2	1.6	M0091	11	8.9
M0040	2	1.6	M0092	16	12.9
M0041	11	8.9	M0093	21	16.9
M0042	48	38.7	M0094	18	14.5
M0043	10	8.1	M0095	14	11.3
M0044	4	3.2	M0096	28	22.6
M0045	9	7.3	M0097	21	16.9
M0046	34	27.4	M0098	7	5.6
M0047	16	12.9	M0099	14	11.3
M0048	3	2.4	M0100	19	15.3
M0049	16	12.9	M0101	12	9.7
M0050	27	21.8	M0102	16	12.9
M0051	11	8.9	M0103	18	14.5
M0052	14	11.3	M0104	77	62.1
M0053	30	24.2	M0105	15	12.1
M0054	26	21.0	M0106	22	17.7
M0055	35	28.2	M0107	15	12.1
M0056	43	34.7	M0108	19	15.3
M0057	23	18.5	M0113	9	7.3
M0058	15	12.1	M0114	18	14.5
M0059	27	21.8	M0115	8	6.5
M0060	26	21.0	M0116	8	6.5
M0061	2	1.6	M0117	9	7.3
M0068	4	3.2	M0118	10	8.1
M0069	4	3.2	M0119	9	7.3
M0070	7	5.6	M0120	11	8.9
M0071	4	3.2	M0121	10	8.1
M0072	4	3.2	M0122	9	7.3
M0073	4	3.2	M0123	7	5.6
M0074	4	3.2	M0124	13	10.5
M0075	0	0.0	M0125	6	4.8
M0076	1	0.8	M0126	2	1.6

See notes at end of table.

Table P-12. Number of changes and percentage of records affected during computer edit of the BIA school library media center data file, by variable: 2003–04—Continued

Variable	Total number of changes	Percentage of records affected	Variable	Total number of changes	Percentage of records affected
M0127	3	2.4	M0137	11	8.9
M0128	1	0.8	M0138	7	5.6
M0129	1	0.8	M0145	10	8.1
M0130	2	1.6	M0146	14	11.3
M0131	2	1.6	M0147	31	25.0
M0132	4	3.2	M0148	16	12.9
M0133	4	3.2	M0149	30	24.2
M0134	4	3.2	M0150	12	9.7
M0135	8	6.5	M0151	11	8.9
M0136	9	7.3			

NOTE: BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Library Media Center Documentation Data File,” 2003–04.

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Appendix Q. Imputation Changes to Variables, by Data File

The tables of this appendix contain the total number of imputations applied at each of the three stages of imputation as well as the percent of all records affected by the imputation for each source code on each data file. (See chapter 8 for more details about imputation procedures.) The tables are as follows:

Table	Page
Q-1. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school district data file, by variable: 2003–04	Q-2
Q-2. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school principal data file, by variable: 2003–04	Q-10
Q-3. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school principal data file, by variable: 2003–04	Q-16
Q-4. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school principal data file, by variable: 2003–04	Q-22
Q-5. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school data file, by variable: 2003–04	Q-28
Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04	Q-34
Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04	Q-45
Q-8. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school teacher data file, by variable: 2003–04	Q-56
Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04	Q-65
Q-10. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school teacher data file, by variable: 2003–04	Q-77
Q-11. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school library media center data file, by variable: 2003–04	Q-86
Q-12. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school library media center data file, by variable: 2003–04	Q-89

Table Q-1. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school district data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
D0025	0	0.0	0	0.0	0	0.0	0	0.0
D0026	0	0.0	0	0.0	0	0.0	0	0.0
D0027	0	0.0	0	0.0	0	0.0	0	0.0
D0028	135	2.8	0	0.0	0	0.0	135	2.8
D0029	0	0.0	0	0.0	0	0.0	0	0.0
D0035	15	0.3	4	0.1	0	0.0	11	0.2
D0036	0	0.0	0	0.0	0	0.0	0	0.0
D0037	1	0.0	0	0.0	0	0.0	1	0.0
D0038	1	0.0	0	0.0	0	0.0	1	0.0
D0039	1	0.0	0	0.0	0	0.0	1	0.0
D0040	1	0.0	0	0.0	0	0.0	1	0.0
D0041	1	0.0	0	0.0	0	0.0	1	0.0
D0042	1	0.0	0	0.0	0	0.0	1	0.0
D0043	1	0.0	0	0.0	0	0.0	1	0.0
D0044	0	0.0	0	0.0	0	0.0	0	0.0
D0045	0	0.0	0	0.0	0	0.0	0	0.0
D0046	0	0.0	0	0.0	0	0.0	0	0.0
D0047	0	0.0	0	0.0	0	0.0	0	0.0
D0048	0	0.0	0	0.0	0	0.0	0	0.0
D0049	1	0.0	0	0.0	0	0.0	1	0.0
D0050	61	1.3	54	1.1	7	0.1	0	0.0
D0051	5	0.1	0	0.0	0	0.0	5	0.1
D0052	1,331	28.1	1,038	21.9	247	5.2	46	1.0
D0053	1,348	28.4	1,037	21.9	259	5.5	52	1.1
D0054	1,336	28.2	1,036	21.8	254	5.4	46	1.0
D0055	1,328	28.0	1,033	21.8	249	5.2	46	1.0
D0056	1,327	28.0	1,032	21.7	250	5.3	45	0.9
D0057	847	17.9	803	16.9	39	0.8	5	0.1
D0058	57	1.2	42	0.9	0	0.0	15	0.3
D0059	165	3.5	0	0.0	154	3.2	11	0.2
D0060	80	1.7	0	0.0	48	1.0	32	0.7
D0061	513	10.8	89	1.9	370	7.8	54	1.1
D0062	496	10.5	0	0.0	433	9.1	63	1.3
D0063	96	2.0	0	0.0	56	1.2	40	0.8
D0064	0	0.0	0	0.0	0	0.0	0	0.0
D0065	425	9.0	84	1.8	312	6.6	29	0.6
D0066	978	20.6	625	13.2	317	6.7	36	0.8
D0067	419	8.8	79	1.7	310	6.5	30	0.6
D0068	414	8.7	73	1.5	312	6.6	29	0.6
D0069	404	8.5	72	1.5	302	6.4	30	0.6

See notes at end of table.

Table Q-1. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school district data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
D0070	106	2.2	103	2.2	3	0.1	0	0.0
D0071	42	0.9	0	0.0	39	0.8	3	0.1
D0072	40	0.8	0	0.0	13	0.3	27	0.6
D0077	298	6.3	0	0.0	228	4.8	70	1.5
D0078	120	2.5	8	0.2	53	1.1	59	1.2
D0079	190	4.0	31	0.7	85	1.8	74	1.6
D0080	182	3.8	39	0.8	74	1.6	69	1.5
D0081	182	3.8	40	0.8	72	1.5	70	1.5
D0082	192	4.0	44	0.9	82	1.7	66	1.4
D0083	195	4.1	45	0.9	84	1.8	66	1.4
D0084	160	3.4	48	1.0	48	1.0	64	1.3
D0085	199	4.2	45	0.9	82	1.7	72	1.5
D0086	214	4.5	46	1.0	96	2.0	72	1.5
D0087	101	2.1	0	0.0	41	0.9	60	1.3
D0088	109	2.3	2	0.0	47	1.0	60	1.3
D0089	106	2.2	3	0.1	44	0.9	59	1.2
D0090	104	2.2	3	0.1	42	0.9	59	1.2
D0091	207	4.4	0	0.0	147	3.1	60	1.3
D0092	376	7.9	0	0.0	303	6.4	73	1.5
D0093	208	4.4	0	0.0	147	3.1	61	1.3
D0094	137	2.9	0	0.0	79	1.7	58	1.2
D0095	119	2.5	0	0.0	58	1.2	61	1.3
D0096	80	1.7	0	0.0	80	1.7	0	0.0
D0097	149	3.1	4	0.1	78	1.6	67	1.4
D0098	191	4.0	41	0.9	79	1.7	71	1.5
D0099	187	3.9	41	0.9	78	1.6	68	1.4
D0100	192	4.0	46	1.0	76	1.6	70	1.5
D0101	215	4.5	66	1.4	78	1.6	71	1.5
D0102	70	1.5	0	0.0	70	1.5	0	0.0
D0103	117	2.5	0	0.0	61	1.3	56	1.2
D0104	129	2.7	9	0.2	80	1.7	40	0.8
D0105	154	3.2	29	0.6	82	1.7	43	0.9
D0106	164	3.5	35	0.7	84	1.8	45	0.9
D0107	165	3.5	36	0.8	83	1.7	46	1.0
D0113	55	1.2	0	0.0	55	1.2	0	0.0
D0114	137	2.9	0	0.0	134	2.8	3	0.1
D0115	168	3.5	0	0.0	166	3.5	2	0.0
D0116	35	0.7	0	0.0	35	0.7	0	0.0
D0117	173	3.6	0	0.0	170	3.6	3	0.1
D0118	41	0.9	0	0.0	41	0.9	0	0.0

See notes at end of table.

Table Q-1. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school district data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
D0119	173	3.6	0	0.0	169	3.6	4	0.1
D0120	38	0.8	0	0.0	38	0.8	0	0.0
D0121	198	4.2	0	0.0	178	3.8	20	0.4
D0122	20	0.4	0	0.0	12	0.3	8	0.2
D0123	21	0.4	0	0.0	13	0.3	8	0.2
D0124	85	1.8	1	0.0	29	0.6	55	1.2
D0125	93	2.0	2	0.0	36	0.8	55	1.2
D0126	118	2.5	3	0.1	56	1.2	59	1.2
D0127	101	2.1	1	0.0	42	0.9	58	1.2
D0128	119	2.5	11	0.2	52	1.1	56	1.2
D0129	100	2.1	13	0.3	32	0.7	55	1.2
D0130	102	2.1	14	0.3	34	0.7	54	1.1
D0131	107	2.3	14	0.3	37	0.8	56	1.2
D0137	38	0.8	5	0.1	33	0.7	0	0.0
D0138	46	1.0	12	0.3	34	0.7	0	0.0
D0139	49	1.0	15	0.3	34	0.7	0	0.0
D0140	49	1.0	15	0.3	34	0.7	0	0.0
D0141	141	3.0	107	2.3	34	0.7	0	0.0
D0142	73	1.5	39	0.8	34	0.7	0	0.0
D0143	113	2.4	79	1.7	34	0.7	0	0.0
D0144	121	2.6	87	1.8	34	0.7	0	0.0
D0145	89	1.9	55	1.2	34	0.7	0	0.0
D0146	93	2.0	59	1.2	34	0.7	0	0.0
D0147	72	1.5	3	0.1	56	1.2	13	0.3
D0148	86	1.8	15	0.3	56	1.2	15	0.3
D0149	93	2.0	19	0.4	56	1.2	18	0.4
D0150	77	1.6	7	0.1	56	1.2	14	0.3
D0151	101	2.1	26	0.5	56	1.2	19	0.4
D0152	54	1.1	0	0.0	0	0.0	54	1.1
D0153	85	1.8	0	0.0	68	1.4	17	0.4
D0154	69	1.5	0	0.0	67	1.4	2	0.0
D0155	69	1.5	0	0.0	67	1.4	2	0.0
D0156	69	1.5	0	0.0	67	1.4	2	0.0
D0157	175	3.7	0	0.0	67	1.4	108	2.3
D0158	195	4.1	0	0.0	67	1.4	128	2.7
D0159	192	4.0	0	0.0	66	1.4	126	2.7
D0160	178	3.8	0	0.0	67	1.4	111	2.3
D0161	163	3.4	0	0.0	67	1.4	96	2.0
D0162	217	4.6	0	0.0	66	1.4	151	3.2
D0163	83	1.7	0	0.0	67	1.4	16	0.3

See notes at end of table.

Table Q-1. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school district data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
D0164	109	2.3	0	0.0	67	1.4	42	0.9
D0165	89	1.9	0	0.0	67	1.4	22	0.5
D0166	74	1.6	0	0.0	67	1.4	7	0.1
D0167	72	1.5	0	0.0	67	1.4	5	0.1
D0168	201	4.2	0	0.0	67	1.4	134	2.8
D0169	99	2.1	0	0.0	82	1.7	17	0.4
D0170	84	1.8	0	0.0	81	1.7	3	0.1
D0171	84	1.8	0	0.0	81	1.7	3	0.1
D0172	85	1.8	0	0.0	81	1.7	4	0.1
D0173	182	3.8	0	0.0	80	1.7	102	2.1
D0174	189	4.0	0	0.0	81	1.7	108	2.3
D0175	173	3.6	0	0.0	80	1.7	93	2.0
D0176	165	3.5	0	0.0	81	1.7	84	1.8
D0177	173	3.6	0	0.0	81	1.7	92	1.9
D0178	196	4.1	0	0.0	80	1.7	116	2.4
D0179	106	2.2	0	0.0	81	1.7	25	0.5
D0180	131	2.8	0	0.0	81	1.7	50	1.1
D0181	112	2.4	0	0.0	81	1.7	31	0.7
D0182	102	2.1	0	0.0	81	1.7	21	0.4
D0183	86	1.8	0	0.0	80	1.7	6	0.1
D0184	207	4.4	0	0.0	81	1.7	126	2.7
D0185	114	2.4	0	0.0	97	2.0	17	0.4
D0186	70	1.5	0	0.0	70	1.5	0	0.0
D0187	70	1.5	0	0.0	70	1.5	0	0.0
D0188	73	1.5	0	0.0	70	1.5	3	0.1
D0189	103	2.2	0	0.0	70	1.5	33	0.7
D0190	133	2.8	0	0.0	70	1.5	63	1.3
D0191	135	2.8	0	0.0	70	1.5	65	1.4
D0192	101	2.1	0	0.0	70	1.5	31	0.7
D0193	102	2.1	0	0.0	70	1.5	32	0.7
D0194	179	3.8	0	0.0	70	1.5	109	2.3
D0195	110	2.3	0	0.0	70	1.5	40	0.8
D0196	124	2.6	0	0.0	70	1.5	54	1.1
D0197	131	2.8	0	0.0	70	1.5	61	1.3
D0198	87	1.8	0	0.0	70	1.5	17	0.4
D0199	73	1.5	0	0.0	69	1.5	4	0.1
D0200	189	4.0	0	0.0	70	1.5	119	2.5
D0201	127	2.7	0	0.0	107	2.3	20	0.4
D0202	61	1.3	0	0.0	58	1.2	3	0.1
D0203	61	1.3	0	0.0	58	1.2	3	0.1

See notes at end of table.

Table Q-1. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school district data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
D0204	62	1.3	0	0.0	58	1.2	4	0.1
D0205	102	2.1	0	0.0	58	1.2	44	0.9
D0206	135	2.8	0	0.0	58	1.2	77	1.6
D0207	118	2.5	0	0.0	57	1.2	61	1.3
D0208	112	2.4	0	0.0	58	1.2	54	1.1
D0209	99	2.1	0	0.0	57	1.2	42	0.9
D0210	173	3.6	0	0.0	58	1.2	115	2.4
D0211	88	1.9	0	0.0	58	1.2	30	0.6
D0212	120	2.5	0	0.0	57	1.2	63	1.3
D0213	144	3.0	0	0.0	56	1.2	88	1.9
D0214	74	1.6	0	0.0	58	1.2	16	0.3
D0215	61	1.3	0	0.0	57	1.2	4	0.1
D0216	172	3.6	0	0.0	58	1.2	114	2.4
D0217	227	4.8	0	0.0	159	3.4	68	1.4
D0218	153	3.2	0	0.0	80	1.7	73	1.5
D0219	148	3.1	0	0.0	69	1.5	79	1.7
D0220	176	3.7	0	0.0	93	2.0	83	1.7
D0221	191	4.0	0	0.0	108	2.3	83	1.7
D0222	210	4.4	0	0.0	127	2.7	83	1.7
D0223	205	4.3	0	0.0	142	3.0	63	1.3
D0224	88	1.9	0	0.0	79	1.7	9	0.2
D0225	57	1.2	0	0.0	47	1.0	10	0.2
D0226	39	0.8	0	0.0	38	0.8	1	0.0
D0227	49	1.0	5	0.1	43	0.9	1	0.0
D0228	46	1.0	4	0.1	41	0.9	1	0.0
D0229	54	1.1	9	0.2	44	0.9	1	0.0
D0230	48	1.0	9	0.2	38	0.8	1	0.0
D0231	50	1.1	8	0.2	41	0.9	1	0.0
D0232	45	0.9	1	0.0	43	0.9	1	0.0
D0233	45	0.9	3	0.1	41	0.9	1	0.0
D0239	45	0.9	0	0.0	42	0.9	3	0.1
D0240	12	0.3	0	0.0	12	0.3	0	0.0
D0241	93	2.0	0	0.0	93	2.0	0	0.0
D0242	95	2.0	0	0.0	95	2.0	0	0.0
D0243	118	2.5	0	0.0	118	2.5	0	0.0
D0244	104	2.2	0	0.0	104	2.2	0	0.0
D0245	240	5.1	0	0.0	239	5.0	1	0.0
D0246	80	1.7	0	0.0	80	1.7	0	0.0
D0247	85	1.8	0	0.0	85	1.8	0	0.0
D0248	200	4.2	0	0.0	146	3.1	54	1.1

See notes at end of table.

Table Q-1. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school district data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
D0249	147	3.1	0	0.0	147	3.1	0	0.0
D0255	83	1.7	0	0.0	82	1.7	1	0.0
D0256	657	13.8	0	0.0	657	13.8	0	0.0
D0257	170	3.6	22	0.5	136	2.9	12	0.3
D0258	166	3.5	13	0.3	139	2.9	14	0.3
D0259	167	3.5	19	0.4	136	2.9	12	0.3
D0260	174	3.7	24	0.5	138	2.9	12	0.3
D0261	171	3.6	21	0.4	138	2.9	12	0.3
D0262	183	3.9	24	0.5	146	3.1	13	0.3
D0263	182	3.8	23	0.5	148	3.1	11	0.2
D0264	152	3.2	0	0.0	140	3.0	12	0.3
D0265	241	5.1	0	0.0	241	5.1	0	0.0
D0266	168	3.5	0	0.0	168	3.5	0	0.0
D0267	261	5.5	0	0.0	35	0.7	226	4.8
D0268	277	5.8	0	0.0	43	0.9	234	4.9
D0269	264	5.6	0	0.0	249	5.2	15	0.3
D0270	171	3.6	0	0.0	171	3.6	0	0.0
D0276	64	1.3	2	0.0	47	1.0	15	0.3
D0277	220	4.6	6	0.1	186	3.9	28	0.6
D0278	228	4.8	14	0.3	186	3.9	28	0.6
D0279	1,481	31.2	1,233	26.0	218	4.6	30	0.6
D0280	242	5.1	28	0.6	186	3.9	28	0.6
D0281	255	5.4	41	0.9	186	3.9	28	0.6
D0282	2,048	43.2	1,816	38.3	203	4.3	29	0.6
D0283	163	3.4	14	0.3	120	2.5	29	0.6
D0284	17	0.4	0	0.0	17	0.4	0	0.0
D0285	42	0.9	0	0.0	42	0.9	0	0.0
D0286	174	3.7	0	0.0	141	3.0	33	0.7
D0292	117	2.5	0	0.0	116	2.4	1	0.0
D0293	127	2.7	24	0.5	101	2.1	2	0.0
D0294	140	3.0	37	0.8	101	2.1	2	0.0
D0295	119	2.5	16	0.3	101	2.1	2	0.0
D0296	126	2.7	22	0.5	102	2.1	2	0.0
D0297	128	2.7	24	0.5	102	2.1	2	0.0
D0298	136	2.9	32	0.7	102	2.1	2	0.0
D0299	116	2.4	12	0.3	102	2.1	2	0.0
D0300	132	2.8	28	0.6	102	2.1	2	0.0
D0301	131	2.8	27	0.6	102	2.1	2	0.0
D0302	128	2.7	25	0.5	101	2.1	2	0.0
D0303	123	2.6	19	0.4	102	2.1	2	0.0

See notes at end of table.

Table Q-1. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school district data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
D0304	176	3.7	0	0.0	119	2.5	57	1.2
D0305	183	3.9	0	0.0	125	2.6	58	1.2
D0306	193	4.1	0	0.0	133	2.8	60	1.3
D0307	128	2.7	22	0.5	104	2.2	2	0.0
D0308	234	4.9	67	1.4	104	2.2	63	1.3
D0309	231	4.9	64	1.3	104	2.2	63	1.3
D0310	253	5.3	86	1.8	104	2.2	63	1.3
D0311	270	5.7	103	2.2	104	2.2	63	1.3
D0312	219	4.6	53	1.1	104	2.2	62	1.3
D0313	252	5.3	86	1.8	103	2.2	63	1.3
D0314	313	6.6	147	3.1	103	2.2	63	1.3
D0315	184	3.9	3	0.1	122	2.6	59	1.2
D0316	205	4.3	18	0.4	126	2.7	61	1.3
D0317	207	4.4	14	0.3	132	2.8	61	1.3
D0318	141	3.0	16	0.3	123	2.6	2	0.0
D0319	155	3.3	0	0.0	98	2.1	57	1.2
D0320	46	1.0	21	0.4	17	0.4	8	0.2
D0321	43	0.9	17	0.4	18	0.4	8	0.2
D0322	46	1.0	19	0.4	17	0.4	10	0.2
D0323	49	1.0	22	0.5	17	0.4	10	0.2
D0324	35	0.7	11	0.2	15	0.3	9	0.2
D0325	30	0.6	6	0.1	15	0.3	9	0.2
D0326	29	0.6	9	0.2	15	0.3	5	0.1
D0327	28	0.6	8	0.2	15	0.3	5	0.1
D0328	30	0.6	9	0.2	15	0.3	6	0.1
D0329	29	0.6	9	0.2	15	0.3	5	0.1
D0330	31	0.7	11	0.2	15	0.3	5	0.1
D0331	31	0.7	11	0.2	15	0.3	5	0.1
D0332	167	3.5	0	0.0	167	3.5	0	0.0
D0333	175	3.7	68	1.4	107	2.3	0	0.0
D0334	152	3.2	44	0.9	108	2.3	0	0.0
D0335	140	3.0	30	0.6	110	2.3	0	0.0
D0336	144	3.0	34	0.7	110	2.3	0	0.0
D0337	146	3.1	36	0.8	110	2.3	0	0.0
D0338	141	3.0	31	0.7	110	2.3	0	0.0
D0339	143	3.0	33	0.7	110	2.3	0	0.0
D0340	149	3.1	39	0.8	110	2.3	0	0.0
D0341	134	2.8	24	0.5	110	2.3	0	0.0
D0342	142	3.0	32	0.7	110	2.3	0	0.0
D0343	146	3.1	36	0.8	110	2.3	0	0.0

See notes at end of table.

Table Q-1. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school district data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
D0344	144	3.0	34	0.7	110	2.3	0	0.0
D0350	126	2.7	0	0.0	126	2.7	0	0.0
D0351	117	2.5	0	0.0	117	2.5	0	0.0
D0352	162	3.4	0	0.0	162	3.4	0	0.0
D0353	138	2.9	36	0.8	102	2.1	0	0.0
D0354	123	2.6	21	0.4	102	2.1	0	0.0
D0355	121	2.6	19	0.4	102	2.1	0	0.0
D0356	158	3.3	0	0.0	158	3.3	0	0.0
D0357	72	1.5	0	0.0	72	1.5	0	0.0
D0358	49	1.0	0	0.0	49	1.0	0	0.0
D0359	60	1.3	0	0.0	0	0.0	60	1.3
D0360	0	0.0	0	0.0	0	0.0	0	0.0
D0361	0	0.0	0	0.0	0	0.0	0	0.0
D0362	0	0.0	0	0.0	0	0.0	0	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School District Restricted Use Data File,” 2003–04.

Table Q-2. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school principal data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0025	11	0.1	2	0.0	4	0.0	5	0.1
A0026	11	0.1	0	0.0	10	0.1	1	0.0
A0027	51	0.6	11	0.1	39	0.5	1	0.0
A0028	1,066	13.1	940	11.5	118	1.4	8	0.1
A0029	75	0.9	68	0.8	6	0.1	1	0.0
A0030	114	1.4	96	1.2	17	0.2	1	0.0
A0031	225	2.8	207	2.5	17	0.2	1	0.0
A0032	91	1.1	71	0.9	19	0.2	1	0.0
A0033	251	3.1	233	2.9	17	0.2	1	0.0
A0034	295	3.6	279	3.4	15	0.2	1	0.0
A0035	178	2.2	162	2.0	15	0.2	1	0.0
A0036	152	1.9	136	1.7	15	0.2	1	0.0
A0037	67	0.8	0	0.0	66	0.8	1	0.0
A0038	70	0.9	0	0.0	70	0.9	0	0.0
A0039	10	0.1	0	0.0	0	0.0	10	0.1
A0040	139	1.7	0	0.0	101	1.2	38	0.5
A0041	155	1.9	0	0.0	152	1.9	3	0.0
A0042	60	0.7	0	0.0	59	0.7	1	0.0
A0043	35	0.4	0	0.0	35	0.4	0	0.0
A0044	26	0.3	0	0.0	26	0.3	0	0.0
A0045	39	0.5	0	0.0	39	0.5	0	0.0
A0046	42	0.5	0	0.0	42	0.5	0	0.0
A0047	32	0.4	0	0.0	32	0.4	0	0.0
A0048	32	0.4	0	0.0	32	0.4	0	0.0
A0049	28	0.3	0	0.0	28	0.3	0	0.0
A0056	58	0.7	0	0.0	55	0.7	3	0.0
A0057	62	0.8	0	0.0	60	0.7	2	0.0
A0058	74	0.9	0	0.0	72	0.9	2	0.0
A0059	56	0.7	0	0.0	56	0.7	0	0.0
A0060	56	0.7	0	0.0	56	0.7	0	0.0
A0061	70	0.9	0	0.0	70	0.9	0	0.0
A0062	47	0.6	0	0.0	47	0.6	0	0.0
A0063	39	0.5	0	0.0	39	0.5	0	0.0
A0064	49	0.6	25	0.3	24	0.3	0	0.0
A0065	37	0.5	0	0.0	37	0.5	0	0.0
A0066	121	1.5	0	0.0	121	1.5	0	0.0
A0067	60	0.7	0	0.0	60	0.7	0	0.0
A0068	76	0.9	0	0.0	76	0.9	0	0.0
A0069	53	0.7	0	0.0	53	0.7	0	0.0
A0070	57	0.7	0	0.0	57	0.7	0	0.0

See notes at end of table.

Table Q-2. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0071	62	0.8	35	0.4	27	0.3	0	0.0
A0072	57	0.7	0	0.0	57	0.7	0	0.0
A0073	112	1.4	0	0.0	112	1.4	0	0.0
A0074	85	1.0	0	0.0	85	1.0	0	0.0
A0075	90	1.1	0	0.0	90	1.1	0	0.0
A0076	77	0.9	0	0.0	77	0.9	0	0.0
A0077	77	0.9	0	0.0	77	0.9	0	0.0
A0078	88	1.1	46	0.6	42	0.5	0	0.0
A0079	81	1.0	0	0.0	81	1.0	0	0.0
A0080	86	1.1	0	0.0	86	1.1	0	0.0
A0081	151	1.9	0	0.0	151	1.9	0	0.0
A0082	95	1.2	0	0.0	95	1.2	0	0.0
A0083	116	1.4	0	0.0	116	1.4	0	0.0
A0084	77	0.9	0	0.0	77	0.9	0	0.0
A0085	134	1.6	0	0.0	134	1.6	0	0.0
A0086	92	1.1	46	0.6	46	0.6	0	0.0
A0087	85	1.0	0	0.0	85	1.0	0	0.0
A0088	139	1.7	0	0.0	139	1.7	0	0.0
A0089	91	1.1	0	0.0	91	1.1	0	0.0
A0090	97	1.2	0	0.0	97	1.2	0	0.0
A0091	68	0.8	0	0.0	68	0.8	0	0.0
A0092	91	1.1	0	0.0	91	1.1	0	0.0
A0093	88	1.1	46	0.6	42	0.5	0	0.0
A0094	74	0.9	0	0.0	74	0.9	0	0.0
A0095	118	1.4	0	0.0	118	1.4	0	0.0
A0096	70	0.9	0	0.0	70	0.9	0	0.0
A0097	90	1.1	0	0.0	90	1.1	0	0.0
A0098	69	0.8	0	0.0	69	0.8	0	0.0
A0099	71	0.9	0	0.0	71	0.9	0	0.0
A0100	88	1.1	42	0.5	46	0.6	0	0.0
A0101	74	0.9	0	0.0	74	0.9	0	0.0
A0102	114	1.4	0	0.0	114	1.4	0	0.0
A0103	89	1.1	0	0.0	89	1.1	0	0.0
A0104	109	1.3	0	0.0	109	1.3	0	0.0
A0105	74	0.9	0	0.0	74	0.9	0	0.0
A0106	81	1.0	0	0.0	81	1.0	0	0.0
A0107	90	1.1	45	0.6	45	0.6	0	0.0
A0108	85	1.0	0	0.0	85	1.0	0	0.0
A0115	77	0.9	0	0.0	77	0.9	0	0.0
A0116	75	0.9	0	0.0	75	0.9	0	0.0

See notes at end of table.

Table Q-2. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0117	67	0.8	0	0.0	67	0.8	0	0.0
A0118	298	3.7	23	0.3	275	3.4	0	0.0
A0119	308	3.8	33	0.4	275	3.4	0	0.0
A0120	280	3.4	5	0.1	275	3.4	0	0.0
A0121	286	3.5	11	0.1	275	3.4	0	0.0
A0122	316	3.9	41	0.5	275	3.4	0	0.0
A0123	292	3.6	17	0.2	275	3.4	0	0.0
A0124	333	4.1	58	0.7	275	3.4	0	0.0
A0125	89	1.1	3	0.0	86	1.1	0	0.0
A0126	101	1.2	15	0.2	86	1.1	0	0.0
A0127	128	1.6	42	0.5	86	1.1	0	0.0
A0128	96	1.2	10	0.1	86	1.1	0	0.0
A0129	97	1.2	11	0.1	86	1.1	0	0.0
A0130	101	1.2	15	0.2	86	1.1	0	0.0
A0131	94	1.2	8	0.1	86	1.1	0	0.0
A0132	90	1.1	4	0.0	86	1.1	0	0.0
A0133	104	1.3	18	0.2	86	1.1	0	0.0
A0134	87	1.1	12	0.1	75	0.9	0	0.0
A0135	87	1.1	12	0.1	75	0.9	0	0.0
A0136	84	1.0	9	0.1	75	0.9	0	0.0
A0137	91	1.1	16	0.2	75	0.9	0	0.0
A0138	91	1.1	16	0.2	75	0.9	0	0.0
A0139	88	1.1	13	0.2	75	0.9	0	0.0
A0140	92	1.1	17	0.2	75	0.9	0	0.0
A0141	81	1.0	0	0.0	81	1.0	0	0.0
A0142	174	2.1	0	0.0	174	2.1	0	0.0
A0149	216	2.7	0	0.0	212	2.6	4	0.0
A0150	116	1.4	18	0.2	98	1.2	0	0.0
A0151	139	1.7	40	0.5	99	1.2	0	0.0
A0152	124	1.5	23	0.3	101	1.2	0	0.0
A0153	114	1.4	14	0.2	100	1.2	0	0.0
A0154	120	1.5	20	0.2	100	1.2	0	0.0
A0155	111	1.4	10	0.1	101	1.2	0	0.0
A0156	112	1.4	12	0.1	100	1.2	0	0.0
A0157	129	1.6	27	0.3	102	1.3	0	0.0
A0158	111	1.4	10	0.1	101	1.2	0	0.0
A0159	129	1.6	28	0.3	101	1.2	0	0.0
A0160	95	1.2	0	0.0	95	1.2	0	0.0
A0161	365	4.5	5	0.1	360	4.4	0	0.0
A0162	369	4.5	10	0.1	359	4.4	0	0.0

See notes at end of table.

Table Q-2. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0163	368	4.5	9	0.1	359	4.4	0	0.0
A0164	104	1.3	4	0.0	100	1.2	0	0.0
A0165	348	4.3	4	0.0	341	4.2	3	0.0
A0166	228	2.8	0	0.0	220	2.7	8	0.1
A0167	112	1.4	3	0.0	109	1.3	0	0.0
A0168	116	1.4	4	0.0	112	1.4	0	0.0
A0169	102	1.3	15	0.2	87	1.1	0	0.0
A0170	379	4.7	4	0.0	375	4.6	0	0.0
A0171	395	4.9	14	0.2	381	4.7	0	0.0
A0172	393	4.8	9	0.1	384	4.7	0	0.0
A0173	395	4.9	9	0.1	386	4.7	0	0.0
A0174	386	4.7	1	0.0	385	4.7	0	0.0
A0175	391	4.8	7	0.1	384	4.7	0	0.0
A0176	390	4.8	6	0.1	384	4.7	0	0.0
A0177	391	4.8	6	0.1	385	4.7	0	0.0
A0185	90	1.1	0	0.0	90	1.1	0	0.0
A0186	327	4.0	0	0.0	327	4.0	0	0.0
A0187	111	1.4	0	0.0	111	1.4	0	0.0
A0188	290	3.6	0	0.0	290	3.6	0	0.0
A0189	315	3.9	0	0.0	304	3.7	11	0.1
A0190	851	10.5	0	0.0	841	10.3	10	0.1
A0191	81	1.0	14	0.2	67	0.8	0	0.0
A0192	87	1.1	20	0.2	67	0.8	0	0.0
A0193	74	0.9	7	0.1	67	0.8	0	0.0
A0194	75	0.9	8	0.1	67	0.8	0	0.0
A0195	82	1.0	14	0.2	68	0.8	0	0.0
A0196	85	1.0	18	0.2	67	0.8	0	0.0
A0197	92	1.1	25	0.3	67	0.8	0	0.0
A0198	76	0.9	9	0.1	67	0.8	0	0.0
A0199	92	1.1	25	0.3	67	0.8	0	0.0
A0200	89	1.1	22	0.3	67	0.8	0	0.0
A0201	81	1.0	16	0.2	65	0.8	0	0.0
A0202	82	1.0	17	0.2	65	0.8	0	0.0
A0203	86	1.1	20	0.2	66	0.8	0	0.0
A0204	116	1.4	30	0.4	86	1.1	0	0.0
A0205	106	1.3	20	0.2	86	1.1	0	0.0
A0206	105	1.3	19	0.2	86	1.1	0	0.0
A0207	100	1.2	15	0.2	85	1.0	0	0.0
A0208	112	1.4	27	0.3	85	1.0	0	0.0
A0209	107	1.3	22	0.3	85	1.0	0	0.0

See notes at end of table.

Table Q-2. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0210	99	1.2	14	0.2	85	1.0	0	0.0
A0211	93	1.1	8	0.1	85	1.0	0	0.0
A0212	107	1.3	21	0.3	86	1.1	0	0.0
A0213	92	1.1	6	0.1	86	1.1	0	0.0
A0214	103	1.3	17	0.2	86	1.1	0	0.0
A0215	101	1.2	15	0.2	86	1.1	0	0.0
A0216	105	1.3	20	0.2	85	1.0	0	0.0
A0217	85	1.0	3	0.0	82	1.0	0	0.0
A0218	93	1.1	10	0.1	83	1.0	0	0.0
A0219	97	1.2	16	0.2	81	1.0	0	0.0
A0220	106	1.3	24	0.3	82	1.0	0	0.0
A0221	93	1.1	12	0.1	81	1.0	0	0.0
A0222	89	1.1	8	0.1	81	1.0	0	0.0
A0223	102	1.3	20	0.2	82	1.0	0	0.0
A0224	94	1.2	12	0.1	82	1.0	0	0.0
A0225	96	1.2	14	0.2	82	1.0	0	0.0
A0226	91	1.1	9	0.1	82	1.0	0	0.0
A0227	92	1.1	10	0.1	82	1.0	0	0.0
A0234	156	1.9	0	0.0	156	1.9	0	0.0
A0235	167	2.1	0	0.0	167	2.1	0	0.0
A0236	177	2.2	0	0.0	177	2.2	0	0.0
A0237	140	1.7	19	0.2	121	1.5	0	0.0
A0238	147	1.8	25	0.3	122	1.5	0	0.0
A0239	134	1.6	8	0.1	126	1.5	0	0.0
A0240	105	1.3	15	0.2	90	1.1	0	0.0
A0241	113	1.4	22	0.3	91	1.1	0	0.0
A0242	95	1.2	4	0.0	91	1.1	0	0.0
A0243	109	1.3	16	0.2	93	1.1	0	0.0
A0244	101	1.2	10	0.1	91	1.1	0	0.0
A0245	102	1.3	11	0.1	91	1.1	0	0.0
A0246	96	1.2	5	0.1	91	1.1	0	0.0
A0247	103	1.3	12	0.1	91	1.1	0	0.0
A0254	2	0.0	0	0.0	2	0.0	0	0.0
A0255	23	0.3	0	0.0	23	0.3	0	0.0
A0256	115	1.4	0	0.0	111	1.4	4	0.0
A0257	18	0.2	0	0.0	17	0.2	1	0.0
A0258	1	0.0	0	0.0	1	0.0	0	0.0
A0259	0	0.0	0	0.0	0	0.0	0	0.0
A0260	11	0.1	0	0.0	11	0.1	0	0.0
A0261	12	0.1	0	0.0	12	0.1	0	0.0

See notes at end of table.

Table Q-2. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0262	105	1.3	0	0.0	105	1.3	0	0.0
A0263	421	5.2	0	0.0	401	4.9	20	0.2
A0264	0	0.0	0	0.0	0	0.0	0	0.0
A0265	0	0.0	0	0.0	0	0.0	0	0.0
A0266	0	0.0	0	0.0	0	0.0	0	0.0
A0267	0	0.0	0	0.0	0	0.0	0	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS) “Public School Principal Restricted Use Data File,” 2003–04.

Table Q-3. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school principal data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0025	4	0.2	1	0.0	3	0.1	0	0.0
A0026	6	0.3	0	0.0	0	0.0	6	0.3
A0027	27	1.1	12	0.5	14	0.6	1	0.0
A0028	326	13.7	142	6.0	173	7.3	11	0.5
A0029	21	0.9	11	0.5	10	0.4	0	0.0
A0030	23	1.0	15	0.6	8	0.3	0	0.0
A0031	55	2.3	46	1.9	9	0.4	0	0.0
A0032	31	1.3	21	0.9	10	0.4	0	0.0
A0033	67	2.8	58	2.4	9	0.4	0	0.0
A0034	76	3.2	67	2.8	9	0.4	0	0.0
A0035	58	2.4	48	2.0	10	0.4	0	0.0
A0036	47	2.0	36	1.5	11	0.5	0	0.0
A0037	20	0.8	0	0.0	20	0.8	0	0.0
A0038	0	0.0	0	0.0	0	0.0	0	0.0
A0039	10	0.4	0	0.0	0	0.0	10	0.4
A0040	56	2.4	0	0.0	51	2.1	5	0.2
A0041	66	2.8	0	0.0	49	2.1	17	0.7
A0042	48	2.0	0	0.0	40	1.7	8	0.3
A0043	24	1.0	0	0.0	24	1.0	0	0.0
A0044	17	0.7	0	0.0	17	0.7	0	0.0
A0045	0	0.0	0	0.0	0	0.0	0	0.0
A0046	26	1.1	0	0.0	26	1.1	0	0.0
A0047	20	0.8	0	0.0	20	0.8	0	0.0
A0048	20	0.8	0	0.0	20	0.8	0	0.0
A0049	21	0.9	0	0.0	21	0.9	0	0.0
A0056	32	1.3	0	0.0	32	1.3	0	0.0
A0057	39	1.6	0	0.0	39	1.6	0	0.0
A0058	41	1.7	0	0.0	41	1.7	0	0.0
A0059	0	0.0	0	0.0	0	0.0	0	0.0
A0060	34	1.4	0	0.0	34	1.4	0	0.0
A0061	0	0.0	0	0.0	0	0.0	0	0.0
A0062	24	1.0	0	0.0	24	1.0	0	0.0
A0063	20	0.8	0	0.0	20	0.8	0	0.0
A0064	46	1.9	33	1.4	13	0.5	0	0.0
A0065	27	1.1	0	0.0	27	1.1	0	0.0
A0066	0	0.0	0	0.0	0	0.0	0	0.0
A0067	42	1.8	0	0.0	42	1.8	0	0.0
A0068	0	0.0	0	0.0	0	0.0	0	0.0
A0069	27	1.1	0	0.0	27	1.1	0	0.0
A0070	29	1.2	0	0.0	29	1.2	0	0.0

See notes at end of table.

Table Q-3. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0071	49	2.1	38	1.6	11	0.5	0	0.0
A0072	35	1.5	0	0.0	35	1.5	0	0.0
A0073	0	0.0	0	0.0	0	0.0	0	0.0
A0074	48	2.0	0	0.0	48	2.0	0	0.0
A0075	0	0.0	0	0.0	0	0.0	0	0.0
A0076	38	1.6	0	0.0	38	1.6	0	0.0
A0077	45	1.9	0	0.0	45	1.9	0	0.0
A0078	57	2.4	45	1.9	12	0.5	0	0.0
A0079	45	1.9	0	0.0	45	1.9	0	0.0
A0080	45	1.9	0	0.0	45	1.9	0	0.0
A0081	0	0.0	0	0.0	0	0.0	0	0.0
A0082	47	2.0	0	0.0	47	2.0	0	0.0
A0083	0	0.0	0	0.0	0	0.0	0	0.0
A0084	37	1.6	0	0.0	37	1.6	0	0.0
A0085	67	2.8	0	0.0	67	2.8	0	0.0
A0086	57	2.4	44	1.9	13	0.5	0	0.0
A0087	46	1.9	0	0.0	46	1.9	0	0.0
A0088	0	0.0	0	0.0	0	0.0	0	0.0
A0089	44	1.9	0	0.0	44	1.9	0	0.0
A0090	0	0.0	0	0.0	0	0.0	0	0.0
A0091	30	1.3	0	0.0	30	1.3	0	0.0
A0092	52	2.2	0	0.0	52	2.2	0	0.0
A0093	49	2.1	38	1.6	11	0.5	0	0.0
A0094	50	2.1	0	0.0	50	2.1	0	0.0
A0095	0	0.0	0	0.0	0	0.0	0	0.0
A0096	52	2.2	0	0.0	52	2.2	0	0.0
A0097	0	0.0	0	0.0	0	0.0	0	0.0
A0098	34	1.4	0	0.0	34	1.4	0	0.0
A0099	36	1.5	0	0.0	36	1.5	0	0.0
A0100	50	2.1	38	1.6	12	0.5	0	0.0
A0101	45	1.9	0	0.0	45	1.9	0	0.0
A0102	0	0.0	0	0.0	0	0.0	0	0.0
A0103	46	1.9	0	0.0	46	1.9	0	0.0
A0104	0	0.0	0	0.0	0	0.0	0	0.0
A0105	34	1.4	0	0.0	34	1.4	0	0.0
A0106	50	2.1	0	0.0	50	2.1	0	0.0
A0107	52	2.2	39	1.6	13	0.5	0	0.0
A0108	44	1.9	0	0.0	44	1.9	0	0.0
A0115	29	1.2	0	0.0	29	1.2	0	0.0
A0116	41	1.7	0	0.0	40	1.7	1	0.0

See notes at end of table.

Table Q-3. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0117	16	0.7	0	0.0	16	0.7	0	0.0
A0118	65	2.7	11	0.5	54	2.3	0	0.0
A0119	74	3.1	20	0.8	54	2.3	0	0.0
A0120	58	2.4	4	0.2	54	2.3	0	0.0
A0121	63	2.7	9	0.4	54	2.3	0	0.0
A0122	70	2.9	16	0.7	54	2.3	0	0.0
A0123	70	2.9	16	0.7	54	2.3	0	0.0
A0124	74	3.1	20	0.8	54	2.3	0	0.0
A0125	45	1.9	2	0.1	43	1.8	0	0.0
A0126	0	0.0	0	0.0	0	0.0	0	0.0
A0127	50	2.1	7	0.3	43	1.8	0	0.0
A0128	49	2.1	6	0.3	43	1.8	0	0.0
A0129	48	2.0	5	0.2	43	1.8	0	0.0
A0130	48	2.0	5	0.2	43	1.8	0	0.0
A0131	48	2.0	5	0.2	43	1.8	0	0.0
A0132	46	1.9	3	0.1	43	1.8	0	0.0
A0133	49	2.1	6	0.3	43	1.8	0	0.0
A0134	17	0.7	4	0.2	13	0.5	0	0.0
A0135	17	0.7	3	0.1	14	0.6	0	0.0
A0136	26	1.1	9	0.4	17	0.7	0	0.0
A0137	25	1.1	8	0.3	17	0.7	0	0.0
A0138	24	1.0	7	0.3	17	0.7	0	0.0
A0139	20	0.8	3	0.1	17	0.7	0	0.0
A0140	20	0.8	3	0.1	17	0.7	0	0.0
A0141	24	1.0	0	0.0	24	1.0	0	0.0
A0142	34	1.4	0	0.0	34	1.4	0	0.0
A0149	70	2.9	0	0.0	69	2.9	1	0.0
A0150	43	1.8	6	0.3	37	1.6	0	0.0
A0151	53	2.2	12	0.5	41	1.7	0	0.0
A0152	48	2.0	9	0.4	39	1.6	0	0.0
A0153	42	1.8	2	0.1	40	1.7	0	0.0
A0154	45	1.9	6	0.3	39	1.6	0	0.0
A0155	49	2.1	9	0.4	40	1.7	0	0.0
A0156	46	1.9	9	0.4	37	1.6	0	0.0
A0157	51	2.1	11	0.5	40	1.7	0	0.0
A0158	43	1.8	4	0.2	39	1.6	0	0.0
A0159	48	2.0	9	0.4	39	1.6	0	0.0
A0160	0	0.0	0	0.0	0	0.0	0	0.0
A0161	0	0.0	0	0.0	0	0.0	0	0.0
A0162	0	0.0	0	0.0	0	0.0	0	0.0

See notes at end of table.

Table Q-3. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0163	0	0.0	0	0.0	0	0.0	0	0.0
A0164	0	0.0	0	0.0	0	0.0	0	0.0
A0165	0	0.0	0	0.0	0	0.0	0	0.0
A0166	0	0.0	0	0.0	0	0.0	0	0.0
A0167	0	0.0	0	0.0	0	0.0	0	0.0
A0168	0	0.0	0	0.0	0	0.0	0	0.0
A0169	0	0.0	0	0.0	0	0.0	0	0.0
A0170	0	0.0	0	0.0	0	0.0	0	0.0
A0171	0	0.0	0	0.0	0	0.0	0	0.0
A0172	0	0.0	0	0.0	0	0.0	0	0.0
A0173	0	0.0	0	0.0	0	0.0	0	0.0
A0174	0	0.0	0	0.0	0	0.0	0	0.0
A0175	0	0.0	0	0.0	0	0.0	0	0.0
A0176	0	0.0	0	0.0	0	0.0	0	0.0
A0177	0	0.0	0	0.0	0	0.0	0	0.0
A0185	17	0.7	0	0.0	17	0.7	0	0.0
A0186	72	3.0	0	0.0	72	3.0	0	0.0
A0187	45	1.9	0	0.0	45	1.9	0	0.0
A0188	65	2.7	0	0.0	65	2.7	0	0.0
A0189	42	1.8	0	0.0	35	1.5	7	0.3
A0190	74	3.1	0	0.0	68	2.9	6	0.3
A0191	13	0.5	0	0.0	13	0.5	0	0.0
A0192	20	0.8	5	0.2	15	0.6	0	0.0
A0193	15	0.6	1	0.0	14	0.6	0	0.0
A0194	15	0.6	0	0.0	15	0.6	0	0.0
A0195	19	0.8	5	0.2	14	0.6	0	0.0
A0196	14	0.6	0	0.0	14	0.6	0	0.0
A0197	17	0.7	3	0.1	14	0.6	0	0.0
A0198	18	0.8	3	0.1	15	0.6	0	0.0
A0199	19	0.8	5	0.2	14	0.6	0	0.0
A0200	18	0.8	4	0.2	14	0.6	0	0.0
A0201	20	0.8	8	0.3	12	0.5	0	0.0
A0202	19	0.8	7	0.3	12	0.5	0	0.0
A0203	20	0.8	8	0.3	12	0.5	0	0.0
A0204	30	1.3	13	0.5	17	0.7	0	0.0
A0205	28	1.2	10	0.4	18	0.8	0	0.0
A0206	26	1.1	8	0.3	18	0.8	0	0.0
A0207	21	0.9	3	0.1	18	0.8	0	0.0
A0208	21	0.9	3	0.1	18	0.8	0	0.0
A0209	21	0.9	3	0.1	18	0.8	0	0.0

See notes at end of table.

Table Q-3. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0210	19	0.8	1	0.0	18	0.8	0	0.0
A0211	19	0.8	1	0.0	18	0.8	0	0.0
A0212	21	0.9	3	0.1	18	0.8	0	0.0
A0213	19	0.8	1	0.0	18	0.8	0	0.0
A0214	22	0.9	4	0.2	18	0.8	0	0.0
A0215	24	1.0	6	0.3	18	0.8	0	0.0
A0216	19	0.8	1	0.0	18	0.8	0	0.0
A0217	18	0.8	1	0.0	17	0.7	0	0.0
A0218	22	0.9	5	0.2	17	0.7	0	0.0
A0219	21	0.9	4	0.2	17	0.7	0	0.0
A0220	23	1.0	6	0.3	17	0.7	0	0.0
A0221	18	0.8	1	0.0	17	0.7	0	0.0
A0222	18	0.8	1	0.0	17	0.7	0	0.0
A0223	21	0.9	4	0.2	17	0.7	0	0.0
A0224	18	0.8	1	0.0	17	0.7	0	0.0
A0225	24	1.0	7	0.3	17	0.7	0	0.0
A0226	19	0.8	2	0.1	17	0.7	0	0.0
A0227	18	0.8	1	0.0	17	0.7	0	0.0
A0234	36	1.5	0	0.0	36	1.5	0	0.0
A0235	41	1.7	0	0.0	41	1.7	0	0.0
A0236	43	1.8	0	0.0	43	1.8	0	0.0
A0237	39	1.6	5	0.2	34	1.4	0	0.0
A0238	43	1.8	10	0.4	33	1.4	0	0.0
A0239	36	1.5	2	0.1	34	1.4	0	0.0
A0240	39	1.6	11	0.5	28	1.2	0	0.0
A0241	36	1.5	6	0.3	30	1.3	0	0.0
A0242	31	1.3	1	0.0	30	1.3	0	0.0
A0243	33	1.4	3	0.1	30	1.3	0	0.0
A0244	33	1.4	3	0.1	30	1.3	0	0.0
A0245	36	1.5	6	0.3	30	1.3	0	0.0
A0246	35	1.5	5	0.2	30	1.3	0	0.0
A0247	34	1.4	4	0.2	30	1.3	0	0.0
A0254	0	0.0	0	0.0	0	0.0	0	0.0
A0255	6	0.3	0	0.0	4	0.2	2	0.1
A0256	33	1.4	0	0.0	29	1.2	4	0.2
A0257	29	1.2	0	0.0	29	1.2	0	0.0
A0258	29	1.2	0	0.0	29	1.2	0	0.0
A0259	29	1.2	0	0.0	29	1.2	0	0.0
A0260	29	1.2	0	0.0	29	1.2	0	0.0
A0261	1	0.0	0	0.0	0	0.0	1	0.0

See notes at end of table.

Table Q-3. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0262	38	1.6	0	0.0	38	1.6	0	0.0
A0263	293	12.3	0	0.0	263	11.1	30	1.3
A0264	0	0.0	0	0.0	0	0.0	0	0.0
A0265	0	0.0	0	0.0	0	0.0	0	0.0
A0266	0	0.0	0	0.0	0	0.0	0	0.0
A0267	0	0.0	0	0.0	0	0.0	0	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Restricted Use Data File," 2003–04.

Table Q-4. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school principal data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0025	0	0.0	0	0.0	0	0.0	0	0.0
A0026	1	0.7	0	0.0	1	0.7	0	0.0
A0027	2	1.4	0	0.0	2	1.4	0	0.0
A0028	27	18.5	17	11.6	10	6.8	0	0.0
A0029	1	0.7	1	0.7	0	0.0	0	0.0
A0030	4	2.7	3	2.1	1	0.7	0	0.0
A0031	2	1.4	1	0.7	1	0.7	0	0.0
A0032	1	0.7	0	0.0	1	0.7	0	0.0
A0033	4	2.7	4	2.7	0	0.0	0	0.0
A0034	3	2.1	3	2.1	0	0.0	0	0.0
A0035	3	2.1	3	2.1	0	0.0	0	0.0
A0036	5	3.4	4	2.7	1	0.7	0	0.0
A0037	8	5.5	0	0.0	8	5.5	0	0.0
A0038	10	6.8	0	0.0	10	6.8	0	0.0
A0039	1	0.7	0	0.0	0	0.0	1	0.7
A0040	1	0.7	0	0.0	1	0.7	0	0.0
A0041	4	2.7	0	0.0	4	2.7	0	0.0
A0042	4	2.7	0	0.0	4	2.7	0	0.0
A0043	0	0.0	0	0.0	0	0.0	0	0.0
A0044	0	0.0	0	0.0	0	0.0	0	0.0
A0045	0	0.0	0	0.0	0	0.0	0	0.0
A0046	0	0.0	0	0.0	0	0.0	0	0.0
A0047	0	0.0	0	0.0	0	0.0	0	0.0
A0048	0	0.0	0	0.0	0	0.0	0	0.0
A0049	0	0.0	0	0.0	0	0.0	0	0.0
A0056	4	2.7	0	0.0	4	2.7	0	0.0
A0057	4	2.7	0	0.0	4	2.7	0	0.0
A0058	4	2.7	0	0.0	4	2.7	0	0.0
A0059	1	0.7	0	0.0	1	0.7	0	0.0
A0060	0	0.0	0	0.0	0	0.0	0	0.0
A0061	2	1.4	0	0.0	2	1.4	0	0.0
A0062	0	0.0	0	0.0	0	0.0	0	0.0
A0063	0	0.0	0	0.0	0	0.0	0	0.0
A0064	1	0.7	0	0.0	1	0.7	0	0.0
A0065	0	0.0	0	0.0	0	0.0	0	0.0
A0066	0	0.0	0	0.0	0	0.0	0	0.0
A0067	0	0.0	0	0.0	0	0.0	0	0.0
A0068	1	0.7	0	0.0	1	0.7	0	0.0
A0069	0	0.0	0	0.0	0	0.0	0	0.0
A0070	1	0.7	0	0.0	1	0.7	0	0.0

See notes at end of table.

Table Q-4. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0071	1	0.7	0	0.0	1	0.7	0	0.0
A0072	0	0.0	0	0.0	0	0.0	0	0.0
A0073	2	1.4	0	0.0	2	1.4	0	0.0
A0074	1	0.7	0	0.0	1	0.7	0	0.0
A0075	1	0.7	0	0.0	1	0.7	0	0.0
A0076	1	0.7	0	0.0	1	0.7	0	0.0
A0077	1	0.7	0	0.0	1	0.7	0	0.0
A0078	2	1.4	1	0.7	1	0.7	0	0.0
A0079	1	0.7	0	0.0	1	0.7	0	0.0
A0080	1	0.7	0	0.0	1	0.7	0	0.0
A0081	1	0.7	0	0.0	1	0.7	0	0.0
A0082	1	0.7	0	0.0	1	0.7	0	0.0
A0083	1	0.7	0	0.0	1	0.7	0	0.0
A0084	1	0.7	0	0.0	1	0.7	0	0.0
A0085	1	0.7	0	0.0	1	0.7	0	0.0
A0086	2	1.4	2	1.4	0	0.0	0	0.0
A0087	1	0.7	0	0.0	1	0.7	0	0.0
A0088	1	0.7	0	0.0	1	0.7	0	0.0
A0089	1	0.7	0	0.0	1	0.7	0	0.0
A0090	3	2.1	0	0.0	3	2.1	0	0.0
A0091	1	0.7	0	0.0	1	0.7	0	0.0
A0092	1	0.7	0	0.0	1	0.7	0	0.0
A0093	1	0.7	1	0.7	0	0.0	0	0.0
A0094	1	0.7	0	0.0	1	0.7	0	0.0
A0095	1	0.7	0	0.0	1	0.7	0	0.0
A0096	1	0.7	0	0.0	1	0.7	0	0.0
A0097	3	2.1	0	0.0	3	2.1	0	0.0
A0098	1	0.7	0	0.0	1	0.7	0	0.0
A0099	1	0.7	0	0.0	1	0.7	0	0.0
A0100	3	2.1	3	2.1	0	0.0	0	0.0
A0101	1	0.7	0	0.0	1	0.7	0	0.0
A0102	1	0.7	0	0.0	1	0.7	0	0.0
A0103	1	0.7	0	0.0	1	0.7	0	0.0
A0104	2	1.4	0	0.0	2	1.4	0	0.0
A0105	0	0.0	0	0.0	0	0.0	0	0.0
A0106	0	0.0	0	0.0	0	0.0	0	0.0
A0107	1	0.7	0	0.0	1	0.7	0	0.0
A0108	0	0.0	0	0.0	0	0.0	0	0.0
A0115	11	7.5	0	0.0	11	7.5	0	0.0
A0116	10	6.8	0	0.0	10	6.8	0	0.0

See notes at end of table.

Table Q-4. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0117	10	6.8	0	0.0	10	6.8	0	0.0
A0118	12	8.2	1	0.7	11	7.5	0	0.0
A0119	12	8.2	1	0.7	11	7.5	0	0.0
A0120	12	8.2	1	0.7	11	7.5	0	0.0
A0121	11	7.5	0	0.0	11	7.5	0	0.0
A0122	13	8.9	2	1.4	11	7.5	0	0.0
A0123	12	8.2	1	0.7	11	7.5	0	0.0
A0124	14	9.6	3	2.1	11	7.5	0	0.0
A0125	11	7.5	0	0.0	11	7.5	0	0.0
A0126	12	8.2	1	0.7	11	7.5	0	0.0
A0127	11	7.5	0	0.0	11	7.5	0	0.0
A0128	11	7.5	0	0.0	11	7.5	0	0.0
A0129	11	7.5	0	0.0	11	7.5	0	0.0
A0130	12	8.2	1	0.7	11	7.5	0	0.0
A0131	11	7.5	0	0.0	11	7.5	0	0.0
A0132	11	7.5	0	0.0	11	7.5	0	0.0
A0133	11	7.5	0	0.0	11	7.5	0	0.0
A0134	12	8.2	0	0.0	12	8.2	0	0.0
A0135	12	8.2	0	0.0	12	8.2	0	0.0
A0136	12	8.2	0	0.0	12	8.2	0	0.0
A0137	12	8.2	0	0.0	12	8.2	0	0.0
A0138	12	8.2	0	0.0	12	8.2	0	0.0
A0139	13	8.9	1	0.7	12	8.2	0	0.0
A0140	12	8.2	0	0.0	12	8.2	0	0.0
A0141	13	8.9	0	0.0	13	8.9	0	0.0
A0142	17	11.6	0	0.0	17	11.6	0	0.0
A0149	12	8.2	0	0.0	11	7.5	1	0.7
A0150	12	8.2	0	0.0	12	8.2	0	0.0
A0151	12	8.2	0	0.0	12	8.2	0	0.0
A0152	12	8.2	0	0.0	12	8.2	0	0.0
A0153	12	8.2	0	0.0	12	8.2	0	0.0
A0154	12	8.2	0	0.0	12	8.2	0	0.0
A0155	12	8.2	0	0.0	12	8.2	0	0.0
A0156	12	8.2	0	0.0	12	8.2	0	0.0
A0157	13	8.9	1	0.7	12	8.2	0	0.0
A0158	12	8.2	0	0.0	12	8.2	0	0.0
A0159	12	8.2	0	0.0	12	8.2	0	0.0
A0160	12	8.2	0	0.0	12	8.2	0	0.0
A0161	17	11.6	0	0.0	17	11.6	0	0.0
A0162	17	11.6	0	0.0	17	11.6	0	0.0

See notes at end of table.

Table Q-4. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0163	17	11.6	0	0.0	17	11.6	0	0.0
A0164	12	8.2	0	0.0	12	8.2	0	0.0
A0165	16	11.0	0	0.0	16	11.0	0	0.0
A0166	13	8.9	0	0.0	13	8.9	0	0.0
A0167	4	2.7	0	0.0	4	2.7	0	0.0
A0168	4	2.7	0	0.0	4	2.7	0	0.0
A0169	4	2.7	0	0.0	4	2.7	0	0.0
A0170	18	12.3	0	0.0	18	12.3	0	0.0
A0171	18	12.3	0	0.0	18	12.3	0	0.0
A0172	18	12.3	0	0.0	18	12.3	0	0.0
A0173	18	12.3	0	0.0	18	12.3	0	0.0
A0174	18	12.3	0	0.0	18	12.3	0	0.0
A0175	18	12.3	0	0.0	18	12.3	0	0.0
A0176	18	12.3	0	0.0	18	12.3	0	0.0
A0177	18	12.3	0	0.0	18	12.3	0	0.0
A0185	9	6.2	0	0.0	9	6.2	0	0.0
A0186	14	9.6	0	0.0	14	9.6	0	0.0
A0187	9	6.2	0	0.0	9	6.2	0	0.0
A0188	10	6.8	0	0.0	10	6.8	0	0.0
A0189	16	11.0	0	0.0	15	10.3	1	0.7
A0190	30	20.5	0	0.0	30	20.5	0	0.0
A0191	11	7.5	0	0.0	11	7.5	0	0.0
A0192	11	7.5	0	0.0	11	7.5	0	0.0
A0193	11	7.5	0	0.0	11	7.5	0	0.0
A0194	11	7.5	0	0.0	11	7.5	0	0.0
A0195	11	7.5	0	0.0	11	7.5	0	0.0
A0196	12	8.2	1	0.7	11	7.5	0	0.0
A0197	11	7.5	0	0.0	11	7.5	0	0.0
A0198	11	7.5	0	0.0	11	7.5	0	0.0
A0199	11	7.5	0	0.0	11	7.5	0	0.0
A0200	11	7.5	0	0.0	11	7.5	0	0.0
A0201	11	7.5	0	0.0	11	7.5	0	0.0
A0202	11	7.5	0	0.0	11	7.5	0	0.0
A0203	11	7.5	0	0.0	11	7.5	0	0.0
A0204	11	7.5	0	0.0	11	7.5	0	0.0
A0205	11	7.5	0	0.0	11	7.5	0	0.0
A0206	12	8.2	1	0.7	11	7.5	0	0.0
A0207	12	8.2	1	0.7	11	7.5	0	0.0
A0208	11	7.5	0	0.0	11	7.5	0	0.0
A0209	11	7.5	0	0.0	11	7.5	0	0.0

See notes at end of table.

Table Q-4. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0210	11	7.5	0	0.0	11	7.5	0	0.0
A0211	11	7.5	0	0.0	11	7.5	0	0.0
A0212	11	7.5	0	0.0	11	7.5	0	0.0
A0213	11	7.5	0	0.0	11	7.5	0	0.0
A0214	12	8.2	1	0.7	11	7.5	0	0.0
A0215	11	7.5	0	0.0	11	7.5	0	0.0
A0216	11	7.5	0	0.0	11	7.5	0	0.0
A0217	11	7.5	0	0.0	11	7.5	0	0.0
A0218	11	7.5	0	0.0	11	7.5	0	0.0
A0219	11	7.5	0	0.0	11	7.5	0	0.0
A0220	13	8.9	2	1.4	11	7.5	0	0.0
A0221	11	7.5	0	0.0	11	7.5	0	0.0
A0222	12	8.2	1	0.7	11	7.5	0	0.0
A0223	12	8.2	1	0.7	11	7.5	0	0.0
A0224	11	7.5	0	0.0	11	7.5	0	0.0
A0225	11	7.5	0	0.0	11	7.5	0	0.0
A0226	11	7.5	0	0.0	11	7.5	0	0.0
A0227	11	7.5	0	0.0	11	7.5	0	0.0
A0234	13	8.9	0	0.0	13	8.9	0	0.0
A0235	13	8.9	0	0.0	13	8.9	0	0.0
A0236	13	8.9	0	0.0	13	8.9	0	0.0
A0237	16	11.0	1	0.7	15	10.3	0	0.0
A0238	15	10.3	0	0.0	15	10.3	0	0.0
A0239	15	10.3	0	0.0	15	10.3	0	0.0
A0240	10	6.8	0	0.0	10	6.8	0	0.0
A0241	10	6.8	0	0.0	10	6.8	0	0.0
A0242	10	6.8	0	0.0	10	6.8	0	0.0
A0243	10	6.8	0	0.0	10	6.8	0	0.0
A0244	10	6.8	0	0.0	10	6.8	0	0.0
A0245	10	6.8	0	0.0	10	6.8	0	0.0
A0246	10	6.8	0	0.0	10	6.8	0	0.0
A0247	10	6.8	0	0.0	10	6.8	0	0.0
A0254	0	0.0	0	0.0	0	0.0	0	0.0
A0255	0	0.0	0	0.0	0	0.0	0	0.0
A0256	5	3.4	0	0.0	5	3.4	0	0.0

See notes at end of table.

Table Q-4. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school principal data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
A0257	0	0.0	0	0.0	0	0.0	0	0.0
A0258	0	0.0	0	0.0	0	0.0	0	0.0
A0259	0	0.0	0	0.0	0	0.0	0	0.0
A0260	2	1.4	0	0.0	2	1.4	0	0.0
A0261	4	2.7	0	0.0	4	2.7	0	0.0
A0262	1	0.7	0	0.0	1	0.7	0	0.0
A0263	9	6.2	0	0.0	9	6.2	0	0.0
A0264	0	0.0	0	0.0	0	0.0	0	0.0
A0265	0	0.0	0	0.0	0	0.0	0	0.0
A0266	0	0.0	0	0.0	0	0.0	0	0.0
A0267	0	0.0	0	0.0	0	0.0	0	0.0

NOTE: BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Principal Restricted Use Data File,” 2003–04.

Table Q-5. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0400	2	0.0	2	0.0	0	0.0	0	0.0
S0401	3	0.0	2	0.0	0	0.0	1	0.0
S0402	3	0.0	2	0.0	0	0.0	1	0.0
S0403	2	0.0	2	0.0	0	0.0	0	0.0
S0404	2	0.0	2	0.0	0	0.0	0	0.0
S0405	2	0.0	2	0.0	0	0.0	0	0.0
S0406	3	0.0	2	0.0	0	0.0	1	0.0
S0407	3	0.0	1	0.0	0	0.0	2	0.0
S0408	3	0.0	1	0.0	0	0.0	2	0.0
S0409	2	0.0	2	0.0	0	0.0	0	0.0
S0410	2	0.0	2	0.0	0	0.0	0	0.0
S0411	2	0.0	2	0.0	0	0.0	0	0.0
S0412	2	0.0	2	0.0	0	0.0	0	0.0
S0413	1	0.0	0	0.0	0	0.0	1	0.0
S0414	72	0.9	0	0.0	0	0.0	72	0.9
S0415	402	5.0	109	1.4	244	3.1	49	0.6
S0416	771	9.6	0	0.0	632	7.9	139	1.7
S0417	6,613	82.8	6,449	80.7	60	0.8	104	1.3
S0418	7,243	90.6	7,056	88.3	66	0.8	121	1.5
S0419	6,704	83.9	6,539	81.8	69	0.9	96	1.2
S0420	5,781	72.3	5,632	70.5	56	0.7	93	1.2
S0421	5,064	63.4	4,920	61.6	53	0.7	91	1.1
S0422	77	1.0	4	0.1	0	0.0	73	0.9
S0423	1,116	14.0	0	0.0	1,017	12.7	99	1.2
S0424	169	2.1	0	0.0	150	1.9	19	0.2
S0425	169	2.1	0	0.0	150	1.9	19	0.2
S0426	88	1.1	0	0.0	0	0.0	88	1.1
S0427	155	1.9	0	0.0	134	1.7	21	0.3
S0428	160	2.0	0	0.0	139	1.7	21	0.3
S0429	1,207	15.1	0	0.0	1,132	14.2	75	0.9
S0430	153	1.9	0	0.0	144	1.8	9	0.1
S0431	336	4.2	0	0.0	320	4.0	16	0.2
S0432	156	2.0	0	0.0	135	1.7	21	0.3
S0433	153	1.9	0	0.0	132	1.7	21	0.3
S0434	8	0.1	0	0.0	8	0.1	0	0.0
S0441	34	0.4	29	0.4	0	0.0	5	0.1
S0442	92	1.2	0	0.0	0	0.0	92	1.2
S0443	55	0.7	43	0.5	5	0.1	7	0.1
S0444	62	0.8	45	0.6	6	0.1	11	0.1
S0445	9	0.1	0	0.0	6	0.1	3	0.0

See notes at end of table.

Table Q-5. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0446	13	0.2	0	0.0	10	0.1	3	0.0
S0447	36	0.5	31	0.4	2	0.0	3	0.0
S0448	89	1.1	71	0.9	12	0.2	6	0.1
S0449	92	1.2	76	1.0	11	0.1	5	0.1
S0450	75	0.9	57	0.7	11	0.1	7	0.1
S0451	58	0.7	43	0.5	11	0.1	4	0.1
S0452	98	1.2	77	1.0	12	0.2	9	0.1
S0453	87	1.1	69	0.9	11	0.1	7	0.1
S0454	84	1.1	66	0.8	11	0.1	7	0.1
S0455	156	2.0	0	0.0	126	1.6	30	0.4
S0456	86	1.1	83	1.0	0	0.0	3	0.0
S0457	222	2.8	10	0.1	191	2.4	21	0.3
S0458	258	3.2	42	0.5	193	2.4	23	0.3
S0459	311	3.9	92	1.2	193	2.4	26	0.3
S0460	246	3.1	31	0.4	193	2.4	22	0.3
S0461	295	3.7	74	0.9	194	2.4	27	0.3
S0462	186	2.3	47	0.6	107	1.3	32	0.4
S0463	159	2.0	17	0.2	109	1.4	33	0.4
S0464	145	1.8	22	0.3	92	1.2	31	0.4
S0465	73	0.9	15	0.2	39	0.5	19	0.2
S0466	79	1.0	20	0.3	38	0.5	21	0.3
S0467	117	1.5	55	0.7	43	0.5	19	0.2
S0468	172	2.2	100	1.3	45	0.6	27	0.3
S0469	169	2.1	0	0.0	141	1.8	28	0.4
S0470	48	0.6	8	0.1	35	0.4	5	0.1
S0471	55	0.7	16	0.2	34	0.4	5	0.1
S0472	44	0.6	4	0.1	35	0.4	5	0.1
S0473	51	0.6	11	0.1	35	0.4	5	0.1
S0474	56	0.7	16	0.2	35	0.4	5	0.1
S0475	219	2.7	11	0.1	177	2.2	31	0.4
S0476	182	2.3	14	0.2	141	1.8	27	0.3
S0477	208	2.6	3	0.0	174	2.2	31	0.4
S0478	133	1.7	36	0.5	74	0.9	23	0.3
S0479	148	1.9	0	0.0	120	1.5	28	0.4
S0480	303	3.8	0	0.0	290	3.6	13	0.2
S0481	192	2.4	0	0.0	160	2.0	32	0.4
S0482	122	1.5	0	0.0	115	1.4	7	0.1
S0489	219	2.7	46	0.6	143	1.8	30	0.4
S0490	248	3.1	103	1.3	117	1.5	28	0.4
S0491	203	2.5	62	0.8	114	1.4	27	0.3

See notes at end of table.

Table Q-5. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0492	238	3.0	92	1.2	119	1.5	27	0.3
S0493	222	2.8	76	1.0	119	1.5	27	0.3
S0494	172	2.2	0	0.0	143	1.8	29	0.4
S0495	218	2.7	0	0.0	191	2.4	27	0.3
S0496	130	1.6	0	0.0	105	1.3	25	0.3
S0497	29	0.4	0	0.0	25	0.3	4	0.1
S0498	0	0.0	0	0.0	0	0.0	0	0.0
S0499	412	5.2	8	0.1	323	4.0	81	1.0
S0500	418	5.2	12	0.2	324	4.1	82	1.0
S0501	418	5.2	11	0.1	325	4.1	82	1.0
S0502	413	5.2	7	0.1	324	4.1	82	1.0
S0503	285	3.6	270	3.4	0	0.0	15	0.2
S0504	502	6.3	0	0.0	439	5.5	63	0.8
S0505	717	9.0	35	0.4	620	7.8	62	0.8
S0506	737	9.2	40	0.5	627	7.8	70	0.9
S0513	146	1.8	92	1.2	5	0.1	49	0.6
S0514	116	1.5	73	0.9	5	0.1	38	0.5
S0515	1,428	17.9	1,098	13.7	293	3.7	37	0.5
S0516	1,890	23.7	1,463	18.3	343	4.3	84	1.1
S0517	1,471	18.4	1,158	14.5	278	3.5	35	0.4
S0518	1,353	16.9	1,051	13.2	269	3.4	33	0.4
S0519	1,400	17.5	1,097	13.7	263	3.3	40	0.5
S0520	1,097	13.7	1,049	13.1	0	0.0	48	0.6
S0521	189	2.4	25	0.3	144	1.8	20	0.3
S0522	2,269	28.4	2,080	26.0	166	2.1	23	0.3
S0523	253	3.2	73	0.9	151	1.9	29	0.4
S0524	2,526	31.6	2,120	26.5	360	4.5	46	0.6
S0525	579	7.2	240	3.0	318	4.0	21	0.3
S0526	2,473	30.9	1,611	20.2	793	9.9	69	0.9
S0527	153	1.9	119	1.5	25	0.3	9	0.1
S0528	1,130	14.1	1,024	12.8	86	1.1	20	0.3
S0529	330	4.1	254	3.2	51	0.6	25	0.3
S0530	1,322	16.5	1,056	13.2	222	2.8	44	0.6
S0531	80	1.0	0	0.0	59	0.7	21	0.3
S0532	445	5.6	0	0.0	394	4.9	51	0.6
S0533	83	1.0	0	0.0	62	0.8	21	0.3
S0534	886	11.1	0	0.0	807	10.1	79	1.0
S0535	77	1.0	0	0.0	57	0.7	20	0.3
S0536	792	9.9	0	0.0	722	9.0	70	0.9
S0537	78	1.0	0	0.0	59	0.7	19	0.2

See notes at end of table.

Table Q-5. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0538	538	6.7	0	0.0	480	6.0	58	0.7
S0539	104	1.3	0	0.0	76	1.0	28	0.4
S0540	941	11.8	0	0.0	874	10.9	67	0.8
S0541	187	2.3	0	0.0	180	2.3	7	0.1
S0542	1,136	14.2	0	0.0	1,050	13.1	86	1.1
S0543	203	2.5	0	0.0	176	2.2	27	0.3
S0544	1,174	14.7	0	0.0	1,053	13.2	121	1.5
S0545	204	2.6	0	0.0	178	2.2	26	0.3
S0546	534	6.7	0	0.0	464	5.8	70	0.9
S0547	214	2.7	0	0.0	187	2.3	27	0.3
S0548	1,260	15.8	0	0.0	1,135	14.2	125	1.6
S0549	138	1.7	0	0.0	125	1.6	13	0.2
S0550	520	6.5	0	0.0	466	5.8	54	0.7
S0551	138	1.7	0	0.0	124	1.6	14	0.2
S0552	791	9.9	0	0.0	722	9.0	69	0.9
S0553	210	2.6	0	0.0	184	2.3	26	0.3
S0554	1,118	14.0	0	0.0	1,018	12.7	100	1.3
S0555	218	2.7	0	0.0	189	2.4	29	0.4
S0556	1,382	17.3	0	0.0	1,244	15.6	138	1.7
S0557	206	2.6	8	0.1	178	2.2	20	0.3
S0558	246	3.1	0	0.0	221	2.8	25	0.3
S0559	206	2.6	0	0.0	182	2.3	24	0.3
S0560	441	5.5	0	0.0	398	5.0	43	0.5
S0561	207	2.6	0	0.0	183	2.3	24	0.3
S0562	304	3.8	0	0.0	269	3.4	35	0.4
S0563	285	3.6	15	0.2	184	2.3	86	1.1
S0564	1,339	16.8	0	0.0	1,323	16.6	16	0.2
S0565	395	4.9	0	0.0	326	4.1	69	0.9
S0566	188	2.4	0	0.0	169	2.1	19	0.2
S0567	466	5.8	53	0.7	388	4.9	25	0.3
S0568	630	7.9	0	0.0	586	7.3	44	0.6
S0569	703	8.8	0	0.0	651	8.1	52	0.7
S0570	739	9.2	0	0.0	684	8.6	55	0.7
S0571	787	9.8	0	0.0	728	9.1	59	0.7
S0572	684	8.6	0	0.0	625	7.8	59	0.7
S0573	735	9.2	0	0.0	662	8.3	73	0.9
S0574	767	9.6	0	0.0	695	8.7	72	0.9
S0575	793	9.9	273	3.4	479	6.0	41	0.5
S0576	744	9.3	0	0.0	674	8.4	70	0.9
S0577	696	8.7	0	0.0	630	7.9	66	0.8

See notes at end of table.

Table Q-5. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0578	551	6.9	73	0.9	427	5.3	51	0.6
S0579	258	3.2	36	0.5	218	2.7	4	0.1
S0580	443	5.5	221	2.8	217	2.7	5	0.1
S0581	421	5.3	199	2.5	217	2.7	5	0.1
S0582	436	5.5	215	2.7	216	2.7	5	0.1
S0583	425	5.3	202	2.5	218	2.7	5	0.1
S0584	432	5.4	211	2.6	216	2.7	5	0.1
S0585	440	5.5	219	2.7	216	2.7	5	0.1
S0586	429	5.4	211	2.6	213	2.7	5	0.1
S0593	612	7.7	0	0.0	561	7.0	51	0.6
S0594	614	7.7	0	0.0	559	7.0	55	0.7
S0595	605	7.6	0	0.0	550	6.9	55	0.7
S0596	659	8.2	0	0.0	598	7.5	61	0.8
S0597	316	4.0	0	0.0	258	3.2	58	0.7
S0604	605	7.6	49	0.6	450	5.6	106	1.3
S0605	329	4.1	302	3.8	19	0.2	8	0.1
S0606	1,613	20.2	453	5.7	1,026	12.8	134	1.7
S0607	1,656	20.7	519	6.5	993	12.4	144	1.8
S0608	1,654	20.7	466	5.8	1,047	13.1	141	1.8
S0609	1,610	20.1	404	5.1	1,075	13.5	131	1.6
S0610	413	5.2	183	2.3	201	2.5	29	0.4
S0611	489	6.1	6	0.1	442	5.5	41	0.5
S0612	245	3.1	34	0.4	203	2.5	8	0.1
S0613	276	3.5	63	0.8	205	2.6	8	0.1
S0614	293	3.7	80	1.0	205	2.6	8	0.1
S0615	311	3.9	96	1.2	205	2.6	10	0.1
S0616	278	3.5	64	0.8	205	2.6	9	0.1
S0617	364	4.6	150	1.9	205	2.6	9	0.1
S0618	296	3.7	82	1.0	205	2.6	9	0.1
S0619	209	2.6	61	0.8	145	1.8	3	0.0
S0620	292	3.7	57	0.7	230	2.9	5	0.1
S0621	367	4.6	132	1.7	230	2.9	5	0.1
S0622	289	3.6	63	0.8	221	2.8	5	0.1
S0623	310	3.9	72	0.9	233	2.9	5	0.1
S0624	297	3.7	60	0.8	232	2.9	5	0.1
S0625	343	4.3	1	0.0	335	4.2	7	0.1
S0626	378	4.7	1	0.0	368	4.6	9	0.1
S0627	547	6.8	18	0.2	460	5.8	69	0.9
S0628	599	7.5	42	0.5	476	6.0	81	1.0
S0629	661	8.3	89	1.1	491	6.1	81	1.0

See notes at end of table.

Table Q-5. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0630	171	2.1	124	1.6	29	0.4	18	0.2
S0631	144	1.8	0	0.0	131	1.6	13	0.2
S0632	219	2.7	141	1.8	43	0.5	35	0.4
S0633	285	3.6	45	0.6	185	2.3	55	0.7
S0634	1,198	15.0	3	0.0	1,051	13.2	144	1.8
S0635	358	4.5	65	0.8	272	3.4	21	0.3
S0636	292	3.7	78	1.0	202	2.5	12	0.2
S0637	662	8.3	0	0.0	581	7.3	81	1.0
S0638	4	0.1	0	0.0	0	0.0	4	0.1
S0639	84	1.1	3	0.0	69	0.9	12	0.2
S0640	94	1.2	3	0.0	79	1.0	12	0.2
S0641	92	1.2	3	0.0	77	1.0	12	0.2
S0642	86	1.1	3	0.0	71	0.9	12	0.2
S0643	82	1.0	3	0.0	66	0.8	13	0.2
S0644	83	1.0	4	0.1	66	0.8	13	0.2
S0645	59	0.7	6	0.1	42	0.5	11	0.1
S0646	52	0.7	12	0.2	30	0.4	10	0.1
S0647	52	0.7	12	0.2	30	0.4	10	0.1
S0648	75	0.9	15	0.2	55	0.7	5	0.1
S0649	75	0.9	19	0.2	51	0.6	5	0.1
S0650	72	0.9	19	0.2	48	0.6	5	0.1
S0651	68	0.9	19	0.2	44	0.6	5	0.1
S0652	3	0.0	0	0.0	0	0.0	3	0.0
S0653	207	2.6	0	0.0	115	1.4	92	1.2
S0654	252	3.2	0	0.0	141	1.8	111	1.4
S0655	331	4.1	0	0.0	187	2.3	144	1.8
S0656	342	4.3	0	0.0	168	2.1	174	2.2
S0661	278	3.5	278	3.5	0	0.0	0	0.0
S0662	18	0.2	0	0.0	0	0.0	18	0.2
S0663	24	0.3	2	0.0	0	0.0	22	0.3
S0664	15	0.2	0	0.0	0	0.0	15	0.2
S0665	190	2.4	161	2.0	0	0.0	29	0.4
S0666	17	0.2	0	0.0	0	0.0	17	0.2
S0667	9	0.1	0	0.0	0	0.0	9	0.1
S0668	60	0.8	0	0.0	0	0.0	60	0.8
S0669	0	0.0	0	0.0	0	0.0	0	0.0
S0670	0	0.0	0	0.0	0	0.0	0	0.0
S0671	0	0.0	0	0.0	0	0.0	0	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Restricted Use Data File," 2003–04.

Table Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0063	176	7.2	176	7.2	0	0.0	0	0.0
S0077	129	5.3	0	0.0	129	5.3	0	0.0
S0078	123	5.0	0	0.0	118	4.8	5	0.2
S0079	145	5.9	0	0.0	138	5.6	7	0.3
S0080	138	5.6	0	0.0	132	5.4	6	0.2
S0081	135	5.5	0	0.0	128	5.2	7	0.3
S0082	146	5.9	0	0.0	140	5.7	6	0.2
S0083	142	5.8	0	0.0	136	5.5	6	0.2
S0084	142	5.8	0	0.0	136	5.5	6	0.2
S0085	144	5.9	0	0.0	138	5.6	6	0.2
S0086	146	5.9	0	0.0	140	5.7	6	0.2
S0091	0	0.0	0	0.0	0	0.0	0	0.0
S0092	0	0.0	0	0.0	0	0.0	0	0.0
S0093	146	5.9	0	0.0	146	5.9	0	0.0
S0095	135	5.5	0	0.0	135	5.5	0	0.0
S0103	110	4.5	0	0.0	109	4.4	1	0.0
S0104	32	1.3	0	0.0	32	1.3	0	0.0
S0105	34	1.4	0	0.0	34	1.4	0	0.0
S0106	32	1.3	0	0.0	32	1.3	0	0.0
S0107	34	1.4	0	0.0	34	1.4	0	0.0
S0113	144	5.9	0	0.0	144	5.9	0	0.0
S0114	228	9.3	0	0.0	63	2.6	165	6.7
S0115	230	9.4	0	0.0	63	2.6	167	6.8
S0116	63	2.6	0	0.0	63	2.6	0	0.0
S0117	229	9.3	0	0.0	64	2.6	165	6.7
S0118	64	2.6	0	0.0	64	2.6	0	0.0
S0119	230	9.4	0	0.0	64	2.6	166	6.8
S0120	64	2.6	0	0.0	64	2.6	0	0.0
S0121	310	12.6	0	0.0	63	2.6	247	10.1
S0122	233	9.5	0	0.0	76	3.1	157	6.4
S0123	256	10.4	5	0.2	76	3.1	175	7.1
S0124	108	4.4	0	0.0	108	4.4	0	0.0
S0125	116	4.7	2	0.1	114	4.6	0	0.0
S0126	126	5.1	3	0.1	123	5.0	0	0.0
S0127	115	4.7	1	0.0	114	4.6	0	0.0
S0128	127	5.2	3	0.1	124	5.0	0	0.0
S0129	114	4.6	4	0.2	110	4.5	0	0.0
S0130	117	4.8	7	0.3	110	4.5	0	0.0
S0131	114	4.6	6	0.2	108	4.4	0	0.0
S0276	53	2.2	52	2.1	0	0.0	1	0.0

See notes at end of table.

Table Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0277	85	3.5	2	0.1	83	3.4	0	0.0
S0278	86	3.5	3	0.1	83	3.4	0	0.0
S0279	300	12.2	212	8.6	88	3.6	0	0.0
S0280	84	3.4	1	0.0	83	3.4	0	0.0
S0281	88	3.6	5	0.2	83	3.4	0	0.0
S0282	217	8.8	131	5.3	86	3.5	0	0.0
S0283	53	2.2	3	0.1	50	2.0	0	0.0
S0284	16	0.7	0	0.0	16	0.7	0	0.0
S0285	31	1.3	0	0.0	31	1.3	0	0.0
S0292	126	5.1	0	0.0	126	5.1	0	0.0
S0293	117	4.8	9	0.4	108	4.4	0	0.0
S0294	122	5.0	10	0.4	112	4.6	0	0.0
S0295	123	5.0	11	0.4	112	4.6	0	0.0
S0296	125	5.1	13	0.5	112	4.6	0	0.0
S0297	124	5.0	12	0.5	112	4.6	0	0.0
S0298	126	5.1	14	0.6	112	4.6	0	0.0
S0299	123	5.0	9	0.4	114	4.6	0	0.0
S0300	121	4.9	8	0.3	113	4.6	0	0.0
S0301	124	5.0	12	0.5	112	4.6	0	0.0
S0302	126	5.1	14	0.6	112	4.6	0	0.0
S0303	122	5.0	9	0.4	113	4.6	0	0.0
S0304	143	5.8	0	0.0	143	5.8	0	0.0
S0305	147	6.0	0	0.0	147	6.0	0	0.0
S0306	151	6.1	0	0.0	151	6.1	0	0.0
S0308	141	5.7	6	0.2	135	5.5	0	0.0
S0310	177	7.2	39	1.6	138	5.6	0	0.0
S0311	182	7.4	42	1.7	140	5.7	0	0.0
S0312	185	7.5	47	1.9	138	5.6	0	0.0
S0313	173	7.0	36	1.5	137	5.6	0	0.0
S0314	170	6.9	31	1.3	139	5.7	0	0.0
S0315	135	5.5	3	0.1	132	5.4	0	0.0
S0316	142	5.8	3	0.1	139	5.7	0	0.0
S0317	143	5.8	4	0.2	139	5.7	0	0.0
S0319	130	5.3	0	0.0	128	5.2	2	0.1
S0320	34	1.4	18	0.7	16	0.7	0	0.0
S0321	41	1.7	26	1.1	15	0.6	0	0.0
S0322	30	1.2	10	0.4	20	0.8	0	0.0
S0323	31	1.3	11	0.4	20	0.8	0	0.0
S0324	30	1.2	15	0.6	15	0.6	0	0.0
S0325	29	1.2	8	0.3	21	0.9	0	0.0

See notes at end of table.

Table Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0326	29	1.2	9	0.4	20	0.8	0	0.0
S0327	30	1.2	10	0.4	20	0.8	0	0.0
S0328	43	1.8	26	1.1	17	0.7	0	0.0
S0329	27	1.1	10	0.4	17	0.7	0	0.0
S0330	25	1.0	7	0.3	18	0.7	0	0.0
S0331	46	1.9	31	1.3	15	0.6	0	0.0
S0332	138	5.6	0	0.0	135	5.5	3	0.1
S0333	41	1.7	15	0.6	26	1.1	0	0.0
S0334	44	1.8	18	0.7	26	1.1	0	0.0
S0335	42	1.7	16	0.7	26	1.1	0	0.0
S0336	34	1.4	9	0.4	25	1.0	0	0.0
S0337	36	1.5	11	0.4	25	1.0	0	0.0
S0338	33	1.3	8	0.3	25	1.0	0	0.0
S0339	35	1.4	10	0.4	25	1.0	0	0.0
S0340	36	1.5	11	0.4	25	1.0	0	0.0
S0341	35	1.4	10	0.4	25	1.0	0	0.0
S0342	33	1.3	8	0.3	25	1.0	0	0.0
S0343	33	1.3	8	0.3	25	1.0	0	0.0
S0344	35	1.4	10	0.4	25	1.0	0	0.0
S0416	348	14.2	348	14.2	0	0.0	0	0.0
S0417	652	26.5	652	26.5	0	0.0	0	0.0
S0418	1,161	47.3	1,161	47.3	0	0.0	0	0.0
S0419	683	27.8	683	27.8	0	0.0	0	0.0
S0420	947	38.6	947	38.6	0	0.0	0	0.0
S0421	530	21.6	530	21.6	0	0.0	0	0.0
S0422	1,242	50.6	1,242	50.6	0	0.0	0	0.0
S0423	336	13.7	0	0.0	336	13.7	0	0.0
S0424	98	4.0	98	4.0	0	0.0	0	0.0
S0425	98	4.0	98	4.0	0	0.0	0	0.0
S0426	61	2.5	61	2.5	0	0.0	0	0.0
S0427	51	2.1	51	2.1	0	0.0	0	0.0
S0428	76	3.1	76	3.1	0	0.0	0	0.0
S0429	197	8.0	0	0.0	196	8.0	1	0.0
S0430	61	2.5	0	0.0	61	2.5	0	0.0
S0431	44	1.8	0	0.0	44	1.8	0	0.0
S0432	66	2.7	0	0.0	66	2.7	0	0.0
S0433	65	2.6	0	0.0	65	2.6	0	0.0
S0434	49	2.0	49	2.0	0	0.0	0	0.0
S0441	41	1.7	41	1.7	0	0.0	0	0.0
S0443	84	3.4	77	3.1	7	0.3	0	0.0

See notes at end of table.

Table Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0447	82	3.3	0	0.0	82	3.3	0	0.0
S0448	121	4.9	52	2.1	68	2.8	1	0.0
S0449	138	5.6	68	2.8	69	2.8	1	0.0
S0450	114	4.6	44	1.8	69	2.8	1	0.0
S0451	142	5.8	83	3.4	59	2.4	0	0.0
S0452	156	6.4	86	3.5	69	2.8	1	0.0
S0453	99	4.0	29	1.2	69	2.8	1	0.0
S0454	125	5.1	55	2.2	69	2.8	1	0.0
S0462	93	3.8	7	0.3	86	3.5	0	0.0
S0463	96	3.9	12	0.5	84	3.4	0	0.0
S0464	93	3.8	10	0.4	83	3.4	0	0.0
S0465	46	1.9	7	0.3	39	1.6	0	0.0
S0466	50	2.0	10	0.4	40	1.6	0	0.0
S0467	50	2.0	12	0.5	38	1.5	0	0.0
S0468	96	3.9	59	2.4	37	1.5	0	0.0
S0475	89	3.6	2	0.1	87	3.5	0	0.0
S0476	89	3.6	13	0.5	76	3.1	0	0.0
S0477	100	4.1	2	0.1	98	4.0	0	0.0
S0478	80	3.3	4	0.2	76	3.1	0	0.0
S0479	94	3.8	0	0.0	94	3.8	0	0.0
S0481	91	3.7	0	0.0	91	3.7	0	0.0
S0489	107	4.4	11	0.4	96	3.9	0	0.0
S0490	145	5.9	54	2.2	91	3.7	0	0.0
S0491	132	5.4	42	1.7	90	3.7	0	0.0
S0492	136	5.5	47	1.9	89	3.6	0	0.0
S0493	132	5.4	44	1.8	88	3.6	0	0.0
S0494	120	4.9	0	0.0	120	4.9	0	0.0
S0496	96	3.9	0	0.0	96	3.9	0	0.0
S0497	16	0.7	0	0.0	16	0.7	0	0.0
S0498	5	0.2	4	0.2	1	0.0	0	0.0
S0499	120	4.9	1	0.0	118	4.8	1	0.0
S0500	122	5.0	4	0.2	117	4.8	1	0.0
S0501	123	5.0	3	0.1	119	4.8	1	0.0
S0502	123	5.0	4	0.2	118	4.8	1	0.0
S0503	11	0.4	11	0.4	0	0.0	0	0.0
S0505	116	4.7	116	4.7	0	0.0	0	0.0
S0506	148	6.0	148	6.0	0	0.0	0	0.0
S0513	18	0.7	18	0.7	0	0.0	0	0.0
S0515	227	9.2	99	4.0	128	5.2	0	0.0
S0516	358	14.6	225	9.2	133	5.4	0	0.0

See notes at end of table.

Table Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0517	216	8.8	85	3.5	131	5.3	0	0.0
S0518	201	8.2	65	2.6	136	5.5	0	0.0
S0519	148	6.0	14	0.6	134	5.5	0	0.0
S0520	23	0.9	23	0.9	0	0.0	0	0.0
S0521	147	6.0	56	2.3	86	3.5	5	0.2
S0522	458	18.6	342	13.9	114	4.6	2	0.1
S0523	151	6.1	43	1.8	108	4.4	0	0.0
S0524	484	19.7	354	14.4	130	5.3	0	0.0
S0525	151	6.1	98	4.0	53	2.2	0	0.0
S0526	485	19.7	152	6.2	332	13.5	1	0.0
S0527	150	6.1	55	2.2	94	3.8	1	0.0
S0528	401	16.3	207	8.4	194	7.9	0	0.0
S0529	192	7.8	77	3.1	115	4.7	0	0.0
S0530	510	20.8	210	8.6	300	12.2	0	0.0
S0531	102	4.2	0	0.0	102	4.2	0	0.0
S0532	337	13.7	0	0.0	336	13.7	1	0.0
S0533	105	4.3	0	0.0	105	4.3	0	0.0
S0534	396	16.1	0	0.0	395	16.1	1	0.0
S0535	106	4.3	0	0.0	106	4.3	0	0.0
S0536	391	15.9	0	0.0	390	15.9	1	0.0
S0537	103	4.2	0	0.0	103	4.2	0	0.0
S0538	395	16.1	0	0.0	394	16.0	1	0.0
S0539	111	4.5	0	0.0	111	4.5	0	0.0
S0540	357	14.5	0	0.0	356	14.5	1	0.0
S0541	108	4.4	0	0.0	108	4.4	0	0.0
S0542	367	14.9	0	0.0	367	14.9	0	0.0
S0543	111	4.5	0	0.0	111	4.5	0	0.0
S0544	391	15.9	0	0.0	391	15.9	0	0.0
S0545	113	4.6	0	0.0	113	4.6	0	0.0
S0546	364	14.8	0	0.0	364	14.8	0	0.0
S0547	114	4.6	0	0.0	114	4.6	0	0.0
S0548	390	15.9	0	0.0	390	15.9	0	0.0
S0549	94	3.8	0	0.0	94	3.8	0	0.0
S0550	314	12.8	0	0.0	314	12.8	0	0.0
S0551	95	3.9	0	0.0	95	3.9	0	0.0
S0552	325	13.2	0	0.0	325	13.2	0	0.0
S0553	109	4.4	0	0.0	109	4.4	0	0.0
S0554	316	12.9	0	0.0	316	12.9	0	0.0
S0555	112	4.6	0	0.0	112	4.6	0	0.0
S0556	376	15.3	0	0.0	375	15.3	1	0.0

See notes at end of table.

Table Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0557	109	4.4	41	1.7	68	2.8	0	0.0
S0558	164	6.7	0	0.0	164	6.7	0	0.0
S0559	113	4.6	0	0.0	113	4.6	0	0.0
S0560	276	11.2	0	0.0	276	11.2	0	0.0
S0561	111	4.5	0	0.0	111	4.5	0	0.0
S0562	185	7.5	0	0.0	185	7.5	0	0.0
S0563	123	5.0	40	1.6	83	3.4	0	0.0
S0564	377	15.4	0	0.0	377	15.4	0	0.0
S0565	100	4.1	0	0.0	99	4.0	1	0.0
S0566	112	4.6	0	0.0	103	4.2	9	0.4
S0567	136	5.5	12	0.5	123	5.0	1	0.0
S0568	218	8.9	0	0.0	217	8.8	1	0.0
S0569	206	8.4	0	0.0	160	6.5	46	1.9
S0570	214	8.7	0	0.0	167	6.8	47	1.9
S0571	222	9.0	0	0.0	175	7.1	47	1.9
S0572	206	8.4	0	0.0	160	6.5	46	1.9
S0573	214	8.7	0	0.0	171	7.0	43	1.8
S0574	229	9.3	0	0.0	177	7.2	52	2.1
S0575	233	9.5	149	6.1	83	3.4	1	0.0
S0576	210	8.6	0	0.0	209	8.5	1	0.0
S0577	203	8.3	0	0.0	202	8.2	1	0.0
S0578	199	8.1	11	0.4	149	6.1	39	1.6
S0579	122	5.0	9	0.4	111	4.5	2	0.1
S0580	152	6.2	39	1.6	111	4.5	2	0.1
S0581	152	6.2	40	1.6	110	4.5	2	0.1
S0582	153	6.2	42	1.7	109	4.4	2	0.1
S0583	154	6.3	43	1.8	109	4.4	2	0.1
S0584	154	6.3	42	1.7	110	4.5	2	0.1
S0585	151	6.1	40	1.6	109	4.4	2	0.1
S0586	150	6.1	39	1.6	109	4.4	2	0.1
S0593	155	6.3	16	0.7	139	5.7	0	0.0
S0594	139	5.7	0	0.0	139	5.7	0	0.0
S0595	111	4.5	0	0.0	106	4.3	5	0.2
S0596	142	5.8	0	0.0	142	5.8	0	0.0
S0597	91	3.7	0	0.0	91	3.7	0	0.0
S0604	136	5.5	18	0.7	118	4.8	0	0.0
S0605	221	9.0	220	9.0	1	0.0	0	0.0
S0606	88	3.6	9	0.4	79	3.2	0	0.0
S0607	86	3.5	7	0.3	79	3.2	0	0.0
S0608	83	3.4	3	0.1	80	3.3	0	0.0

See notes at end of table.

Table Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0609	83	3.4	3	0.1	80	3.3	0	0.0
S0610	127	5.2	11	0.4	116	4.7	0	0.0
S0611	26	1.1	0	0.0	13	0.5	13	0.5
S0612	19	0.8	3	0.1	11	0.4	5	0.2
S0613	18	0.7	2	0.1	11	0.4	5	0.2
S0614	25	1.0	8	0.3	12	0.5	5	0.2
S0615	17	0.7	0	0.0	12	0.5	5	0.2
S0616	19	0.8	2	0.1	12	0.5	5	0.2
S0617	24	1.0	7	0.3	12	0.5	5	0.2
S0618	24	1.0	7	0.3	12	0.5	5	0.2
S0619	11	0.4	0	0.0	11	0.4	0	0.0
S0620	10	0.4	5	0.2	5	0.2	0	0.0
S0621	9	0.4	4	0.2	5	0.2	0	0.0
S0622	7	0.3	2	0.1	5	0.2	0	0.0
S0623	11	0.4	6	0.2	5	0.2	0	0.0
S0624	5	0.2	0	0.0	5	0.2	0	0.0
S0625	6	0.2	0	0.0	6	0.2	0	0.0
S0626	19	0.8	0	0.0	19	0.8	0	0.0
S0627	174	7.1	0	0.0	174	7.1	0	0.0
S0628	181	7.4	5	0.2	176	7.2	0	0.0
S0629	193	7.9	13	0.5	180	7.3	0	0.0
S0632	104	4.2	1	0.0	101	4.1	2	0.1
S0633	54	2.2	0	0.0	54	2.2	0	0.0
S0634	78	3.2	0	0.0	78	3.2	0	0.0
S0635	107	4.4	7	0.3	100	4.1	0	0.0
S0636	95	3.9	47	1.9	48	2.0	0	0.0
S0637	50	2.0	0	0.0	49	2.0	1	0.0
S0638	0	0.0	0	0.0	0	0.0	0	0.0
S0639	17	0.7	0	0.0	0	0.0	17	0.7
S0640	18	0.7	0	0.0	0	0.0	18	0.7
S0641	18	0.7	0	0.0	0	0.0	18	0.7
S0642	18	0.7	0	0.0	0	0.0	18	0.7
S0643	17	0.7	0	0.0	0	0.0	17	0.7
S0644	17	0.7	0	0.0	0	0.0	17	0.7
S0645	17	0.7	0	0.0	0	0.0	17	0.7
S0646	15	0.6	0	0.0	0	0.0	15	0.6
S0647	16	0.7	0	0.0	0	0.0	16	0.7
S0648	4	0.2	0	0.0	0	0.0	4	0.2
S0649	5	0.2	0	0.0	0	0.0	5	0.2
S0650	5	0.2	0	0.0	0	0.0	5	0.2

See notes at end of table.

Table Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0651	5	0.2	0	0.0	0	0.0	5	0.2
S0652	0	0.0	0	0.0	0	0.0	0	0.0
S0653	15	0.6	0	0.0	15	0.6	0	0.0
S0654	24	1.0	0	0.0	24	1.0	0	0.0
S0655	47	1.9	0	0.0	47	1.9	0	0.0
S0657	24	1.0	0	0.0	24	1.0	0	0.0
S0658	24	1.0	0	0.0	24	1.0	0	0.0
S0659	24	1.0	0	0.0	24	1.0	0	0.0
S0660	24	1.0	0	0.0	24	1.0	0	0.0
S0668	0	0.0	0	0.0	0	0.0	0	0.0
S0669	0	0.0	0	0.0	0	0.0	0	0.0
S0670	0	0.0	0	0.0	0	0.0	0	0.0
S0671	0	0.0	0	0.0	0	0.0	0	0.0
S0700	18	0.7	18	0.7	0	0.0	0	0.0
S0701	18	0.7	18	0.7	0	0.0	0	0.0
S0702	14	0.6	14	0.6	0	0.0	0	0.0
S0703	22	0.9	22	0.9	0	0.0	0	0.0
S0704	15	0.6	15	0.6	0	0.0	0	0.0
S0705	34	1.4	34	1.4	0	0.0	0	0.0
S0706	20	0.8	20	0.8	0	0.0	0	0.0
S0707	20	0.8	20	0.8	0	0.0	0	0.0
S0708	20	0.8	20	0.8	0	0.0	0	0.0
S0709	21	0.9	21	0.9	0	0.0	0	0.0
S0710	19	0.8	19	0.8	0	0.0	0	0.0
S0711	52	2.1	52	2.1	0	0.0	0	0.0
S0712	18	0.7	18	0.7	0	0.0	0	0.0
S0713	54	2.2	54	2.2	0	0.0	0	0.0
S0714	17	0.7	17	0.7	0	0.0	0	0.0
S0715	54	2.2	54	2.2	0	0.0	0	0.0
S0716	18	0.7	18	0.7	0	0.0	0	0.0
S0717	52	2.1	52	2.1	0	0.0	0	0.0
S0718	17	0.7	17	0.7	0	0.0	0	0.0
S0719	51	2.1	51	2.1	0	0.0	0	0.0
S0720	20	0.8	20	0.8	0	0.0	0	0.0
S0721	55	2.2	55	2.2	0	0.0	0	0.0
S0722	22	0.9	22	0.9	0	0.0	0	0.0
S0723	54	2.2	54	2.2	0	0.0	0	0.0
S0724	21	0.9	21	0.9	0	0.0	0	0.0
S0725	54	2.2	54	2.2	0	0.0	0	0.0
S0726	29	1.2	29	1.2	0	0.0	0	0.0

See notes at end of table.

Table Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0727	49	2.0	49	2.0	0	0.0	0	0.0
S0728	28	1.1	28	1.1	0	0.0	0	0.0
S0729	48	2.0	48	2.0	0	0.0	0	0.0
S0730	28	1.1	28	1.1	0	0.0	0	0.0
S0731	47	1.9	47	1.9	0	0.0	0	0.0
S0732	30	1.2	30	1.2	0	0.0	0	0.0
S0733	49	2.0	49	2.0	0	0.0	0	0.0
S0734	33	1.3	33	1.3	0	0.0	0	0.0
S0735	40	1.6	40	1.6	0	0.0	0	0.0
S0736	49	2.0	49	2.0	0	0.0	0	0.0
S0737	21	0.9	21	0.9	0	0.0	0	0.0
S0738	8	0.3	8	0.3	0	0.0	0	0.0
S0739	82	3.3	82	3.3	0	0.0	0	0.0
S0740	12	0.5	12	0.5	0	0.0	0	0.0
S0741	70	2.9	70	2.9	0	0.0	0	0.0
S0742	104	4.2	104	4.2	0	0.0	0	0.0
S0743	105	4.3	105	4.3	0	0.0	0	0.0
S0744	105	4.3	105	4.3	0	0.0	0	0.0
S0745	105	4.3	105	4.3	0	0.0	0	0.0
S0746	105	4.3	105	4.3	0	0.0	0	0.0
S0747	105	4.3	105	4.3	0	0.0	0	0.0
S0748	105	4.3	105	4.3	0	0.0	0	0.0
S0749	105	4.3	105	4.3	0	0.0	0	0.0
S0750	105	4.3	105	4.3	0	0.0	0	0.0
S0751	105	4.3	105	4.3	0	0.0	0	0.0
S0752	105	4.3	105	4.3	0	0.0	0	0.0
S0753	105	4.3	105	4.3	0	0.0	0	0.0
S0754	105	4.3	105	4.3	0	0.0	0	0.0
S0755	105	4.3	105	4.3	0	0.0	0	0.0
S0756	105	4.3	105	4.3	0	0.0	0	0.0
S0757	105	4.3	105	4.3	0	0.0	0	0.0
S0758	105	4.3	105	4.3	0	0.0	0	0.0
S0759	105	4.3	105	4.3	0	0.0	0	0.0
S0760	105	4.3	105	4.3	0	0.0	0	0.0
S0761	105	4.3	105	4.3	0	0.0	0	0.0
S0762	105	4.3	105	4.3	0	0.0	0	0.0
S0763	105	4.3	105	4.3	0	0.0	0	0.0
S0764	105	4.3	105	4.3	0	0.0	0	0.0
S0765	105	4.3	105	4.3	0	0.0	0	0.0
S0766	105	4.3	105	4.3	0	0.0	0	0.0

See notes at end of table.

Table Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0767	105	4.3	105	4.3	0	0.0	0	0.0
S0768	105	4.3	105	4.3	0	0.0	0	0.0
S0769	105	4.3	105	4.3	0	0.0	0	0.0
S0770	105	4.3	105	4.3	0	0.0	0	0.0
S0771	105	4.3	105	4.3	0	0.0	0	0.0
S0772	105	4.3	105	4.3	0	0.0	0	0.0
S0773	105	4.3	105	4.3	0	0.0	0	0.0
S0774	105	4.3	105	4.3	0	0.0	0	0.0
S0775	105	4.3	105	4.3	0	0.0	0	0.0
S0776	105	4.3	105	4.3	0	0.0	0	0.0
S0777	105	4.3	105	4.3	0	0.0	0	0.0
S0778	105	4.3	105	4.3	0	0.0	0	0.0
S0779	105	4.3	105	4.3	0	0.0	0	0.0
S0780	105	4.3	105	4.3	0	0.0	0	0.0
S0781	105	4.3	105	4.3	0	0.0	0	0.0
S0782	105	4.3	105	4.3	0	0.0	0	0.0
S0783	105	4.3	105	4.3	0	0.0	0	0.0
S0784	105	4.3	105	4.3	0	0.0	0	0.0
S0785	92	3.7	0	0.0	91	3.7	1	0.0
S0786	163	6.6	94	3.8	69	2.8	0	0.0
S0787	217	8.8	146	5.9	71	2.9	0	0.0
S0788	169	6.9	102	4.2	67	2.7	0	0.0
S0789	302	12.3	230	9.4	72	2.9	0	0.0
S0790	585	23.8	511	20.8	74	3.0	0	0.0
S0791	33	1.3	33	1.3	0	0.0	0	0.0
S0792	31	1.3	31	1.3	0	0.0	0	0.0
S0793	32	1.3	32	1.3	0	0.0	0	0.0
S0794	35	1.4	35	1.4	0	0.0	0	0.0
S0795	19	0.8	19	0.8	0	0.0	0	0.0
S0796	126	5.1	102	4.2	24	1.0	0	0.0
S0797	412	16.8	152	6.2	258	10.5	2	0.1
S0798	56	2.3	56	2.3	0	0.0	0	0.0
S0799	49	2.0	49	2.0	0	0.0	0	0.0
S0800	61	2.5	0	0.0	61	2.5	0	0.0
S0801	0	0.0	0	0.0	0	0.0	0	0.0
S0802	11	0.4	0	0.0	11	0.4	0	0.0
S0803	69	2.8	0	0.0	69	2.8	0	0.0
S0804	93	3.8	0	0.0	51	2.1	42	1.7
S0805	354	14.4	0	0.0	312	12.7	42	1.7
S0806	169	6.9	0	0.0	169	6.9	0	0.0

See notes at end of table.

Table Q-6. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0807	67	2.7	66	2.7	0	0.0	1	0.0
S0808	138	5.6	0	0.0	135	5.5	3	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Restricted Use Data File," 2003–04.

Table Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0063	5	3.4	0	0.0	0	0.0	5	3.4
S0077	27	18.6	0	0.0	0	0.0	27	18.6
S0078	21	14.5	0	0.0	0	0.0	21	14.5
S0079	25	17.2	0	0.0	0	0.0	25	17.2
S0080	25	17.2	0	0.0	0	0.0	25	17.2
S0081	24	16.6	0	0.0	0	0.0	24	16.6
S0082	26	17.9	0	0.0	0	0.0	26	17.9
S0083	26	17.9	0	0.0	0	0.0	26	17.9
S0084	25	17.2	0	0.0	0	0.0	25	17.2
S0085	25	17.2	0	0.0	0	0.0	25	17.2
S0086	25	17.2	0	0.0	0	0.0	25	17.2
S0087	23	15.9	0	0.0	0	0.0	23	15.9
S0088	23	15.9	0	0.0	0	0.0	23	15.9
S0089	23	15.9	1	0.7	0	0.0	22	15.2
S0090	22	15.2	0	0.0	0	0.0	22	15.2
S0091	23	15.9	0	0.0	0	0.0	23	15.9
S0092	29	20.0	0	0.0	0	0.0	29	20.0
S0093	23	15.9	0	0.0	0	0.0	23	15.9
S0094	22	15.2	0	0.0	0	0.0	22	15.2
S0095	25	17.2	0	0.0	0	0.0	25	17.2
S0097	22	15.2	0	0.0	0	0.0	22	15.2
S0098	23	15.9	0	0.0	0	0.0	23	15.9
S0099	23	15.9	0	0.0	0	0.0	23	15.9
S0100	23	15.9	0	0.0	0	0.0	23	15.9
S0101	23	15.9	0	0.0	0	0.0	23	15.9
S0103	23	15.9	0	0.0	0	0.0	23	15.9
S0104	25	17.2	0	0.0	0	0.0	25	17.2
S0105	23	15.9	0	0.0	0	0.0	23	15.9
S0106	24	16.6	0	0.0	0	0.0	24	16.6
S0107	25	17.2	0	0.0	0	0.0	25	17.2
S0113	4	2.8	0	0.0	4	2.8	0	0.0
S0114	17	11.7	0	0.0	17	11.7	0	0.0
S0115	24	16.6	0	0.0	24	16.6	0	0.0
S0116	0	0.0	0	0.0	0	0.0	0	0.0
S0117	24	16.6	0	0.0	24	16.6	0	0.0
S0118	0	0.0	0	0.0	0	0.0	0	0.0
S0119	24	16.6	0	0.0	24	16.6	0	0.0
S0120	0	0.0	0	0.0	0	0.0	0	0.0
S0121	26	17.9	0	0.0	23	15.9	3	2.1
S0122	1	0.7	0	0.0	1	0.7	0	0.0

See notes at end of table.

Table Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0123	1	0.7	0	0.0	1	0.7	0	0.0
S0124	20	13.8	0	0.0	0	0.0	20	13.8
S0125	20	13.8	0	0.0	0	0.0	20	13.8
S0126	20	13.8	0	0.0	0	0.0	20	13.8
S0127	21	14.5	0	0.0	0	0.0	21	14.5
S0128	20	13.8	0	0.0	0	0.0	20	13.8
S0129	20	13.8	0	0.0	0	0.0	20	13.8
S0130	20	13.8	0	0.0	0	0.0	20	13.8
S0131	20	13.8	0	0.0	0	0.0	20	13.8
S0152	26	17.9	0	0.0	0	0.0	26	17.9
S0153	11	7.6	0	0.0	0	0.0	11	7.6
S0154	0	0.0	0	0.0	0	0.0	0	0.0
S0155	0	0.0	0	0.0	0	0.0	0	0.0
S0156	0	0.0	0	0.0	0	0.0	0	0.0
S0157	17	11.7	0	0.0	0	0.0	17	11.7
S0158	18	12.4	0	0.0	0	0.0	18	12.4
S0159	14	9.7	0	0.0	0	0.0	14	9.7
S0160	18	12.4	0	0.0	0	0.0	18	12.4
S0161	14	9.7	0	0.0	0	0.0	14	9.7
S0162	17	11.7	0	0.0	0	0.0	17	11.7
S0163	3	2.1	0	0.0	0	0.0	3	2.1
S0164	3	2.1	0	0.0	0	0.0	3	2.1
S0165	3	2.1	0	0.0	0	0.0	3	2.1
S0166	1	0.7	0	0.0	0	0.0	1	0.7
S0167	0	0.0	0	0.0	0	0.0	0	0.0
S0168	24	16.6	0	0.0	0	0.0	24	16.6
S0169	11	7.6	0	0.0	0	0.0	11	7.6
S0170	0	0.0	0	0.0	0	0.0	0	0.0
S0171	0	0.0	0	0.0	0	0.0	0	0.0
S0172	0	0.0	0	0.0	0	0.0	0	0.0
S0173	19	13.1	0	0.0	0	0.0	19	13.1
S0174	19	13.1	0	0.0	0	0.0	19	13.1
S0175	16	11.0	0	0.0	0	0.0	16	11.0
S0176	19	13.1	0	0.0	0	0.0	19	13.1
S0177	13	9.0	0	0.0	0	0.0	13	9.0
S0178	16	11.0	0	0.0	0	0.0	16	11.0
S0179	4	2.8	0	0.0	0	0.0	4	2.8
S0180	4	2.8	0	0.0	0	0.0	4	2.8
S0181	4	2.8	0	0.0	0	0.0	4	2.8
S0182	4	2.8	0	0.0	0	0.0	4	2.8

See notes at end of table.

Table Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0183	0	0.0	0	0.0	0	0.0	0	0.0
S0184	24	16.6	0	0.0	0	0.0	24	16.6
S0185	11	7.6	0	0.0	0	0.0	11	7.6
S0186	0	0.0	0	0.0	0	0.0	0	0.0
S0187	0	0.0	0	0.0	0	0.0	0	0.0
S0188	0	0.0	0	0.0	0	0.0	0	0.0
S0189	15	10.3	0	0.0	0	0.0	15	10.3
S0190	16	11.0	0	0.0	0	0.0	16	11.0
S0191	13	9.0	0	0.0	0	0.0	13	9.0
S0192	16	11.0	0	0.0	0	0.0	16	11.0
S0193	12	8.3	0	0.0	0	0.0	12	8.3
S0194	16	11.0	0	0.0	0	0.0	16	11.0
S0195	2	1.4	0	0.0	0	0.0	2	1.4
S0196	4	2.8	0	0.0	0	0.0	4	2.8
S0197	3	2.1	0	0.0	0	0.0	3	2.1
S0198	2	1.4	0	0.0	0	0.0	2	1.4
S0199	0	0.0	0	0.0	0	0.0	0	0.0
S0200	24	16.6	0	0.0	0	0.0	24	16.6
S0201	11	7.6	0	0.0	0	0.0	11	7.6
S0202	0	0.0	0	0.0	0	0.0	0	0.0
S0203	0	0.0	0	0.0	0	0.0	0	0.0
S0204	0	0.0	0	0.0	0	0.0	0	0.0
S0205	15	10.3	0	0.0	0	0.0	15	10.3
S0206	16	11.0	0	0.0	0	0.0	16	11.0
S0207	15	10.3	0	0.0	0	0.0	15	10.3
S0208	15	10.3	0	0.0	0	0.0	15	10.3
S0209	13	9.0	0	0.0	0	0.0	13	9.0
S0210	14	9.7	0	0.0	0	0.0	14	9.7
S0211	5	3.4	0	0.0	0	0.0	5	3.4
S0212	5	3.4	0	0.0	0	0.0	5	3.4
S0213	4	2.8	0	0.0	0	0.0	4	2.8
S0214	4	2.8	0	0.0	0	0.0	4	2.8
S0215	0	0.0	0	0.0	0	0.0	0	0.0
S0216	24	16.6	0	0.0	0	0.0	24	16.6
S0217	22	15.2	0	0.0	0	0.0	22	15.2
S0218	22	15.2	0	0.0	0	0.0	22	15.2
S0219	22	15.2	0	0.0	0	0.0	22	15.2
S0220	22	15.2	0	0.0	0	0.0	22	15.2
S0221	22	15.2	0	0.0	0	0.0	22	15.2
S0222	22	15.2	0	0.0	0	0.0	22	15.2

See notes at end of table.

Table Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0223	20	13.8	0	0.0	0	0.0	20	13.8
S0224	5	3.4	0	0.0	0	0.0	5	3.4
S0225	4	2.8	0	0.0	0	0.0	4	2.8
S0226	0	0.0	0	0.0	0	0.0	0	0.0
S0227	0	0.0	0	0.0	0	0.0	0	0.0
S0228	1	0.7	0	0.0	0	0.0	1	0.7
S0229	1	0.7	0	0.0	0	0.0	1	0.7
S0230	1	0.7	0	0.0	0	0.0	1	0.7
S0231	1	0.7	0	0.0	0	0.0	1	0.7
S0232	1	0.7	0	0.0	0	0.0	1	0.7
S0233	2	1.4	0	0.0	0	0.0	2	1.4
S0248	21	14.5	0	0.0	0	0.0	21	14.5
S0257	7	4.8	0	0.0	3	2.1	4	2.8
S0258	7	4.8	0	0.0	3	2.1	4	2.8
S0259	7	4.8	0	0.0	3	2.1	4	2.8
S0260	8	5.5	0	0.0	3	2.1	5	3.4
S0261	8	5.5	0	0.0	3	2.1	5	3.4
S0262	8	5.5	0	0.0	3	2.1	5	3.4
S0263	8	5.5	0	0.0	3	2.1	5	3.4
S0264	7	4.8	0	0.0	3	2.1	4	2.8
S0265	9	6.2	0	0.0	9	6.2	0	0.0
S0266	9	6.2	0	0.0	8	5.5	1	0.7
S0267	10	6.9	0	0.0	4	2.8	6	4.1
S0268	11	7.6	0	0.0	10	6.9	1	0.7
S0269	11	7.6	0	0.0	4	2.8	7	4.8
S0270	11	7.6	0	0.0	11	7.6	0	0.0
S0276	0	0.0	0	0.0	0	0.0	0	0.0
S0277	3	2.1	1	0.7	0	0.0	2	1.4
S0278	3	2.1	1	0.7	0	0.0	2	1.4
S0279	11	7.6	9	6.2	0	0.0	2	1.4
S0280	3	2.1	0	0.0	0	0.0	3	2.1
S0281	3	2.1	1	0.7	0	0.0	2	1.4
S0282	11	7.6	9	6.2	0	0.0	2	1.4
S0283	3	2.1	0	0.0	0	0.0	3	2.1
S0284	0	0.0	0	0.0	0	0.0	0	0.0
S0285	0	0.0	0	0.0	0	0.0	0	0.0
S0286	3	2.1	0	0.0	0	0.0	3	2.1
S0304	20	13.8	0	0.0	0	0.0	20	13.8
S0305	20	13.8	0	0.0	0	0.0	20	13.8
S0306	20	13.8	0	0.0	0	0.0	20	13.8

See notes at end of table.

Table Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0308	27	18.6	1	0.7	0	0.0	26	17.9
S0309	28	19.3	2	1.4	0	0.0	26	17.9
S0310	28	19.3	2	1.4	0	0.0	26	17.9
S0311	30	20.7	3	2.1	0	0.0	27	18.6
S0312	28	19.3	2	1.4	0	0.0	26	17.9
S0313	29	20.0	3	2.1	0	0.0	26	17.9
S0314	28	19.3	2	1.4	0	0.0	26	17.9
S0315	21	14.5	0	0.0	0	0.0	21	14.5
S0316	22	15.2	0	0.0	0	0.0	22	15.2
S0317	22	15.2	0	0.0	0	0.0	22	15.2
S0319	21	14.5	0	0.0	0	0.0	21	14.5
S0320	8	5.5	0	0.0	0	0.0	8	5.5
S0321	8	5.5	0	0.0	0	0.0	8	5.5
S0322	8	5.5	0	0.0	0	0.0	8	5.5
S0323	8	5.5	0	0.0	0	0.0	8	5.5
S0324	8	5.5	0	0.0	0	0.0	8	5.5
S0325	8	5.5	0	0.0	0	0.0	8	5.5
S0326	5	3.4	0	0.0	0	0.0	5	3.4
S0327	5	3.4	0	0.0	0	0.0	5	3.4
S0328	5	3.4	0	0.0	0	0.0	5	3.4
S0329	5	3.4	0	0.0	0	0.0	5	3.4
S0330	5	3.4	0	0.0	0	0.0	5	3.4
S0331	5	3.4	0	0.0	0	0.0	5	3.4
S0332	26	17.9	0	0.0	26	17.9	0	0.0
S0333	33	22.8	5	3.4	28	19.3	0	0.0
S0334	29	20.0	1	0.7	28	19.3	0	0.0
S0335	30	20.7	2	1.4	28	19.3	0	0.0
S0336	30	20.7	2	1.4	28	19.3	0	0.0
S0337	30	20.7	2	1.4	28	19.3	0	0.0
S0338	30	20.7	2	1.4	28	19.3	0	0.0
S0339	31	21.4	3	2.1	28	19.3	0	0.0
S0340	31	21.4	3	2.1	28	19.3	0	0.0
S0341	30	20.7	2	1.4	28	19.3	0	0.0
S0342	30	20.7	2	1.4	28	19.3	0	0.0
S0343	30	20.7	2	1.4	28	19.3	0	0.0
S0344	30	20.7	2	1.4	28	19.3	0	0.0
S0400	0	0.0	0	0.0	0	0.0	0	0.0
S0401	0	0.0	0	0.0	0	0.0	0	0.0
S0402	0	0.0	0	0.0	0	0.0	0	0.0
S0403	0	0.0	0	0.0	0	0.0	0	0.0

See notes at end of table.

Table Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0404	0	0.0	0	0.0	0	0.0	0	0.0
S0405	0	0.0	0	0.0	0	0.0	0	0.0
S0406	0	0.0	0	0.0	0	0.0	0	0.0
S0407	0	0.0	0	0.0	0	0.0	0	0.0
S0408	0	0.0	0	0.0	0	0.0	0	0.0
S0409	0	0.0	0	0.0	0	0.0	0	0.0
S0410	0	0.0	0	0.0	0	0.0	0	0.0
S0411	0	0.0	0	0.0	0	0.0	0	0.0
S0412	0	0.0	0	0.0	0	0.0	0	0.0
S0413	0	0.0	0	0.0	0	0.0	0	0.0
S0414	0	0.0	0	0.0	0	0.0	0	0.0
S0415	12	8.3	0	0.0	0	0.0	12	8.3
S0416	48	33.1	0	0.0	0	0.0	48	33.1
S0417	23	15.9	0	0.0	0	0.0	23	15.9
S0418	21	14.5	0	0.0	0	0.0	21	14.5
S0419	22	15.2	0	0.0	0	0.0	22	15.2
S0420	22	15.2	0	0.0	0	0.0	22	15.2
S0421	22	15.2	0	0.0	0	0.0	22	15.2
S0422	0	0.0	0	0.0	0	0.0	0	0.0
S0423	20	13.8	0	0.0	0	0.0	20	13.8
S0424	8	5.5	0	0.0	0	0.0	8	5.5
S0425	8	5.5	0	0.0	0	0.0	8	5.5
S0426	0	0.0	0	0.0	0	0.0	0	0.0
S0427	11	7.6	0	0.0	0	0.0	11	7.6
S0428	11	7.6	0	0.0	0	0.0	11	7.6
S0429	16	11.0	0	0.0	0	0.0	16	11.0
S0430	3	2.1	0	0.0	0	0.0	3	2.1
S0431	9	6.2	0	0.0	0	0.0	9	6.2
S0432	8	5.5	0	0.0	0	0.0	8	5.5
S0433	8	5.5	0	0.0	0	0.0	8	5.5
S0434	0	0.0	0	0.0	0	0.0	0	0.0
S0441	0	0.0	0	0.0	0	0.0	0	0.0
S0442	10	6.9	0	0.0	0	0.0	10	6.9
S0443	0	0.0	0	0.0	0	0.0	0	0.0
S0444	2	1.4	0	0.0	0	0.0	2	1.4
S0445	0	0.0	0	0.0	0	0.0	0	0.0
S0446	0	0.0	0	0.0	0	0.0	0	0.0
S0447	0	0.0	0	0.0	0	0.0	0	0.0
S0448	6	4.1	0	0.0	0	0.0	6	4.1
S0449	8	5.5	0	0.0	0	0.0	8	5.5

See notes at end of table.

Table Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0450	5	3.4	0	0.0	0	0.0	5	3.4
S0451	6	4.1	0	0.0	0	0.0	6	4.1
S0452	6	4.1	0	0.0	0	0.0	6	4.1
S0453	5	3.4	0	0.0	0	0.0	5	3.4
S0454	6	4.1	0	0.0	0	0.0	6	4.1
S0455	9	6.2	0	0.0	0	0.0	9	6.2
S0457	5	3.4	0	0.0	0	0.0	5	3.4
S0458	5	3.4	0	0.0	0	0.0	5	3.4
S0459	5	3.4	0	0.0	0	0.0	5	3.4
S0460	5	3.4	0	0.0	0	0.0	5	3.4
S0461	5	3.4	0	0.0	0	0.0	5	3.4
S0462	17	11.7	0	0.0	0	0.0	17	11.7
S0463	15	10.3	0	0.0	0	0.0	15	10.3
S0464	17	11.7	0	0.0	0	0.0	17	11.7
S0465	2	1.4	0	0.0	0	0.0	2	1.4
S0466	2	1.4	0	0.0	0	0.0	2	1.4
S0467	3	2.1	0	0.0	0	0.0	3	2.1
S0468	15	10.3	0	0.0	0	0.0	15	10.3
S0469	18	12.4	0	0.0	0	0.0	18	12.4
S0470	19	13.1	2	1.4	0	0.0	17	11.7
S0471	19	13.1	2	1.4	0	0.0	17	11.7
S0472	17	11.7	0	0.0	0	0.0	17	11.7
S0473	17	11.7	0	0.0	0	0.0	17	11.7
S0474	19	13.1	2	1.4	0	0.0	17	11.7
S0475	16	11.0	0	0.0	0	0.0	16	11.0
S0476	16	11.0	5	3.4	0	0.0	11	7.6
S0477	16	11.0	0	0.0	0	0.0	16	11.0
S0478	16	11.0	0	0.0	0	0.0	16	11.0
S0479	18	12.4	0	0.0	0	0.0	18	12.4
S0480	3	2.1	0	0.0	0	0.0	3	2.1
S0481	21	14.5	0	0.0	0	0.0	21	14.5
S0482	1	0.7	0	0.0	0	0.0	1	0.7
S0489	12	8.3	0	0.0	0	0.0	12	8.3
S0490	13	9.0	1	0.7	0	0.0	12	8.3
S0491	14	9.7	1	0.7	0	0.0	13	9.0
S0492	13	9.0	1	0.7	0	0.0	12	8.3
S0493	13	9.0	1	0.7	0	0.0	12	8.3
S0494	15	10.3	0	0.0	0	0.0	15	10.3
S0495	12	8.3	0	0.0	0	0.0	12	8.3
S0496	11	7.6	0	0.0	0	0.0	11	7.6

See notes at end of table.

Table Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0497	0	0.0	0	0.0	0	0.0	0	0.0
S0498	0	0.0	0	0.0	0	0.0	0	0.0
S0499	11	7.6	1	0.7	0	0.0	10	6.9
S0500	10	6.9	0	0.0	0	0.0	10	6.9
S0501	10	6.9	0	0.0	0	0.0	10	6.9
S0502	10	6.9	0	0.0	0	0.0	10	6.9
S0503	14	9.7	14	9.7	0	0.0	0	0.0
S0504	8	5.5	0	0.0	0	0.0	8	5.5
S0505	10	6.9	0	0.0	0	0.0	10	6.9
S0506	13	9.0	3	2.1	0	0.0	10	6.9
S0513	4	2.8	3	2.1	0	0.0	1	0.7
S0514	2	1.4	1	0.7	0	0.0	1	0.7
S0515	25	17.2	10	6.9	0	0.0	15	10.3
S0516	33	22.8	16	11.0	0	0.0	17	11.7
S0517	26	17.9	10	6.9	0	0.0	16	11.0
S0518	25	17.2	9	6.2	0	0.0	16	11.0
S0519	31	21.4	15	10.3	0	0.0	16	11.0
S0520	15	10.3	15	10.3	0	0.0	0	0.0
S0521	3	2.1	1	0.7	0	0.0	2	1.4
S0522	35	24.1	31	21.4	0	0.0	4	2.8
S0523	3	2.1	2	1.4	0	0.0	1	0.7
S0524	36	24.8	22	15.2	0	0.0	14	9.7
S0525	2	1.4	2	1.4	0	0.0	0	0.0
S0526	37	25.5	17	11.7	0	0.0	20	13.8
S0527	0	0.0	0	0.0	0	0.0	0	0.0
S0528	22	15.2	20	13.8	0	0.0	2	1.4
S0529	3	2.1	0	0.0	0	0.0	3	2.1
S0530	26	17.9	19	13.1	0	0.0	7	4.8
S0531	3	2.1	0	0.0	0	0.0	3	2.1
S0532	14	9.7	0	0.0	0	0.0	14	9.7
S0533	3	2.1	0	0.0	0	0.0	3	2.1
S0534	20	13.8	0	0.0	0	0.0	20	13.8
S0535	3	2.1	0	0.0	0	0.0	3	2.1
S0536	19	13.1	0	0.0	0	0.0	19	13.1
S0537	2	1.4	0	0.0	0	0.0	2	1.4
S0538	15	10.3	0	0.0	0	0.0	15	10.3
S0539	3	2.1	0	0.0	0	0.0	3	2.1
S0540	21	14.5	0	0.0	0	0.0	21	14.5
S0541	0	0.0	0	0.0	0	0.0	0	0.0
S0542	16	11.0	0	0.0	0	0.0	16	11.0

See notes at end of table.

Table Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0543	3	2.1	0	0.0	0	0.0	3	2.1
S0544	26	17.9	0	0.0	0	0.0	26	17.9
S0545	3	2.1	0	0.0	0	0.0	3	2.1
S0546	6	4.1	0	0.0	0	0.0	6	4.1
S0547	3	2.1	0	0.0	0	0.0	3	2.1
S0548	30	20.7	0	0.0	0	0.0	30	20.7
S0549	0	0.0	0	0.0	0	0.0	0	0.0
S0550	5	3.4	0	0.0	0	0.0	5	3.4
S0551	0	0.0	0	0.0	0	0.0	0	0.0
S0552	13	9.0	0	0.0	0	0.0	13	9.0
S0553	3	2.1	0	0.0	0	0.0	3	2.1
S0554	29	20.0	0	0.0	0	0.0	29	20.0
S0555	3	2.1	0	0.0	0	0.0	3	2.1
S0556	36	24.8	0	0.0	0	0.0	36	24.8
S0557	3	2.1	0	0.0	0	0.0	3	2.1
S0558	5	3.4	0	0.0	0	0.0	5	3.4
S0559	3	2.1	0	0.0	0	0.0	3	2.1
S0560	4	2.8	0	0.0	0	0.0	4	2.8
S0561	3	2.1	0	0.0	0	0.0	3	2.1
S0562	4	2.8	0	0.0	0	0.0	4	2.8
S0563	23	15.9	0	0.0	0	0.0	23	15.9
S0564	0	0.0	0	0.0	0	0.0	0	0.0
S0565	16	11.0	0	0.0	0	0.0	16	11.0
S0566	15	10.3	0	0.0	0	0.0	15	10.3
S0567	10	6.9	2	1.4	0	0.0	8	5.5
S0568	6	4.1	0	0.0	0	0.0	6	4.1
S0569	10	6.9	0	0.0	0	0.0	10	6.9
S0570	13	9.0	0	0.0	0	0.0	13	9.0
S0571	12	8.3	0	0.0	0	0.0	12	8.3
S0572	12	8.3	0	0.0	0	0.0	12	8.3
S0573	13	9.0	0	0.0	0	0.0	13	9.0
S0574	13	9.0	0	0.0	0	0.0	13	9.0
S0575	14	9.7	3	2.1	0	0.0	11	7.6
S0576	13	9.0	0	0.0	0	0.0	13	9.0
S0577	12	8.3	0	0.0	0	0.0	12	8.3
S0578	8	5.5	2	1.4	0	0.0	6	4.1
S0579	2	1.4	0	0.0	0	0.0	2	1.4
S0580	5	3.4	3	2.1	0	0.0	2	1.4
S0581	6	4.1	4	2.8	0	0.0	2	1.4
S0582	6	4.1	4	2.8	0	0.0	2	1.4

See notes at end of table.

Table Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0583	7	4.8	5	3.4	0	0.0	2	1.4
S0584	8	5.5	6	4.1	0	0.0	2	1.4
S0585	6	4.1	4	2.8	0	0.0	2	1.4
S0586	6	4.1	4	2.8	0	0.0	2	1.4
S0593	27	18.6	0	0.0	0	0.0	27	18.6
S0594	29	20.0	0	0.0	0	0.0	29	20.0
S0595	29	20.0	0	0.0	0	0.0	29	20.0
S0596	33	22.8	0	0.0	0	0.0	33	22.8
S0597	30	20.7	0	0.0	0	0.0	30	20.7
S0604	10	6.9	4	2.8	0	0.0	6	4.1
S0605	4	2.8	4	2.8	0	0.0	0	0.0
S0606	27	18.6	8	5.5	0	0.0	19	13.1
S0607	25	17.2	5	3.4	0	0.0	20	13.8
S0608	29	20.0	5	3.4	0	0.0	24	16.6
S0609	28	19.3	7	4.8	0	0.0	21	14.5
S0610	14	9.7	6	4.1	0	0.0	8	5.5
S0611	16	11.0	8	5.5	0	0.0	8	5.5
S0612	13	9.0	3	2.1	0	0.0	10	6.9
S0613	13	9.0	3	2.1	0	0.0	10	6.9
S0614	13	9.0	3	2.1	0	0.0	10	6.9
S0615	14	9.7	3	2.1	0	0.0	11	7.6
S0616	14	9.7	4	2.8	0	0.0	10	6.9
S0617	15	10.3	5	3.4	0	0.0	10	6.9
S0618	12	8.3	2	1.4	0	0.0	10	6.9
S0619	12	8.3	7	4.8	0	0.0	5	3.4
S0620	13	9.0	3	2.1	0	0.0	10	6.9
S0621	12	8.3	2	1.4	0	0.0	10	6.9
S0622	13	9.0	2	1.4	0	0.0	11	7.6
S0623	15	10.3	3	2.1	0	0.0	12	8.3
S0624	13	9.0	1	0.7	0	0.0	12	8.3
S0625	12	8.3	0	0.0	0	0.0	12	8.3
S0626	13	9.0	0	0.0	0	0.0	13	9.0
S0627	22	15.2	0	0.0	0	0.0	22	15.2
S0628	23	15.9	0	0.0	0	0.0	23	15.9
S0629	25	17.2	2	1.4	0	0.0	23	15.9
S0630	2	1.4	0	0.0	0	0.0	2	1.4
S0631	4	2.8	0	0.0	0	0.0	4	2.8
S0632	14	9.7	0	0.0	0	0.0	14	9.7
S0633	24	16.6	0	0.0	0	0.0	24	16.6
S0634	19	13.1	0	0.0	0	0.0	19	13.1

See notes at end of table.

Table Q-7. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
S0635	6	4.1	1	0.7	0	0.0	5	3.4
S0636	13	9.0	8	5.5	0	0.0	5	3.4
S0637	8	5.5	0	0.0	0	0.0	8	5.5
S0638	0	0.0	0	0.0	0	0.0	0	0.0
S0639	3	2.1	0	0.0	0	0.0	3	2.1
S0640	3	2.1	0	0.0	0	0.0	3	2.1
S0641	3	2.1	0	0.0	0	0.0	3	2.1
S0642	3	2.1	0	0.0	0	0.0	3	2.1
S0643	3	2.1	0	0.0	0	0.0	3	2.1
S0644	3	2.1	0	0.0	0	0.0	3	2.1
S0645	3	2.1	0	0.0	0	0.0	3	2.1
S0646	2	1.4	0	0.0	0	0.0	2	1.4
S0647	2	1.4	0	0.0	0	0.0	2	1.4
S0648	2	1.4	0	0.0	0	0.0	2	1.4
S0649	2	1.4	0	0.0	0	0.0	2	1.4
S0650	2	1.4	0	0.0	0	0.0	2	1.4
S0651	2	1.4	0	0.0	0	0.0	2	1.4
S0652	1	0.7	0	0.0	0	0.0	1	0.7
S0653	3	2.1	0	0.0	0	0.0	3	2.1
S0654	2	1.4	0	0.0	0	0.0	2	1.4
S0655	1	0.7	0	0.0	0	0.0	1	0.7
S0656	4	2.8	0	0.0	0	0.0	4	2.8
S0661	2	1.4	2	1.4	0	0.0	0	0.0
S0662	1	0.7	0	0.0	0	0.0	1	0.7
S0663	0	0.0	0	0.0	0	0.0	0	0.0
S0664	0	0.0	0	0.0	0	0.0	0	0.0
S0665	7	4.8	0	0.0	0	0.0	7	4.8
S0666	2	1.4	0	0.0	0	0.0	2	1.4
S0667	2	1.4	0	0.0	0	0.0	2	1.4
S0668	25	17.2	0	0.0	0	0.0	25	17.2
S0669	0	0.0	0	0.0	0	0.0	0	0.0
S0670	0	0.0	0	0.0	0	0.0	0	0.0
S0671	0	0.0	0	0.0	0	0.0	0	0.0

NOTE: BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "BIA School Restricted Use Data File," 2003–04.

Table Q-8. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school teacher data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0026	40	0.1	0	0.0	40	0.1	0	0.0
T0027	0	0.0	0	0.0	0	0.0	0	0.0
T0028	7	0.0	7	0.0	0	0.0	0	0.0
T0029	501	1.2	45	0.1	453	1.0	3	0.0
T0030	11	0.0	0	0.0	11	0.0	0	0.0
T0031	0	0.0	0	0.0	0	0.0	0	0.0
T0032	77	0.2	0	0.0	77	0.2	0	0.0
T0033	27	0.1	0	0.0	27	0.1	0	0.0
T0034	576	1.3	0	0.0	571	1.3	5	0.0
T0035	458	1.1	138	0.3	301	0.7	19	0.0
T0036	3,496	8.1	553	1.3	2,904	6.7	39	0.1
T0037	5,001	11.6	2,581	6.0	2,402	5.6	18	0.0
T0038	894	2.1	2	0.0	892	2.1	0	0.0
T0039	229	0.5	103	0.2	105	0.2	21	0.0
T0040	372	0.9	312	0.7	45	0.1	15	0.0
T0051	0	0.0	0	0.0	0	0.0	0	0.0
T0052	0	0.0	0	0.0	0	0.0	0	0.0
T0053	0	0.0	0	0.0	0	0.0	0	0.0
T0054	0	0.0	0	0.0	0	0.0	0	0.0
T0055	0	0.0	0	0.0	0	0.0	0	0.0
T0056	0	0.0	0	0.0	0	0.0	0	0.0
T0057	0	0.0	0	0.0	0	0.0	0	0.0
T0058	0	0.0	0	0.0	0	0.0	0	0.0
T0059	0	0.0	0	0.0	0	0.0	0	0.0
T0060	0	0.0	0	0.0	0	0.0	0	0.0
T0061	0	0.0	0	0.0	0	0.0	0	0.0
T0062	0	0.0	0	0.0	0	0.0	0	0.0
T0063	0	0.0	0	0.0	0	0.0	0	0.0
T0064	0	0.0	0	0.0	0	0.0	0	0.0
T0065	0	0.0	0	0.0	0	0.0	0	0.0
T0066	129	0.3	91	0.2	38	0.1	0	0.0
T0067	127	0.3	89	0.2	38	0.1	0	0.0
T0068	300	0.7	0	0.0	300	0.7	0	0.0
T0069	30	0.1	30	0.1	0	0.0	0	0.0
T0070	1,518	3.5	699	1.6	819	1.9	0	0.0
T0071	1,384	3.2	85	0.2	1,299	3.0	0	0.0
T0072	831	1.9	324	0.7	507	1.2	0	0.0
T0073	876	2.0	308	0.7	568	1.3	0	0.0
T0074	879	2.0	308	0.7	571	1.3	0	0.0
T0075	31	0.1	30	0.1	0	0.0	1	0.0

See notes at end of table.

Table Q-8. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0076	4,512	10.4	4,360	10.1	152	0.4	0	0.0
T0077	823	1.9	819	1.9	3	0.0	1	0.0
T0078	1,247	2.9	1,247	2.9	0	0.0	0	0.0
T0079	1,955	4.5	415	1.0	1,540	3.6	0	0.0
T0080	1,818	4.2	1,812	4.2	5	0.0	1	0.0
T0081	2,174	5.0	2,174	5.0	0	0.0	0	0.0
T0082	2,510	5.8	922	2.1	1,588	3.7	0	0.0
T0083	3,333	7.7	3,326	7.7	6	0.0	1	0.0
T0084	3,708	8.6	3,708	8.6	0	0.0	0	0.0
T0085	3,933	9.1	1,593	3.7	2,340	5.4	0	0.0
T0086	3,736	8.6	3,723	8.6	11	0.0	2	0.0
T0087	4,038	9.3	4,038	9.3	0	0.0	0	0.0
T0088	4,268	9.9	2,356	5.4	1,911	4.4	1	0.0
T0089	2,127	4.9	2,113	4.9	12	0.0	2	0.0
T0090	2,435	5.6	2,434	5.6	0	0.0	1	0.0
T0091	2,597	6.0	1,122	2.6	1,474	3.4	1	0.0
T0092	1,491	3.4	1,427	3.3	62	0.1	2	0.0
T0093	1,689	3.9	1,688	3.9	0	0.0	1	0.0
T0094	1,804	4.2	741	1.7	1,062	2.5	1	0.0
T0095	766	1.8	697	1.6	68	0.2	1	0.0
T0096	851	2.0	851	2.0	0	0.0	0	0.0
T0097	887	2.1	369	0.9	518	1.2	0	0.0
T0098	651	1.5	632	1.5	14	0.0	5	0.0
T0099	694	1.6	694	1.6	0	0.0	0	0.0
T0100	713	1.6	383	0.9	325	0.8	5	0.0
T0101	596	1.4	586	1.4	6	0.0	4	0.0
T0102	624	1.4	624	1.4	0	0.0	0	0.0
T0103	654	1.5	367	0.8	283	0.7	4	0.0
T0104	577	1.3	575	1.3	0	0.0	2	0.0
T0105	607	1.4	607	1.4	0	0.0	0	0.0
T0106	628	1.5	381	0.9	247	0.6	0	0.0
T0116	21	0.0	20	0.0	0	0.0	1	0.0
T0117	705	1.6	0	0.0	537	1.2	168	0.4
T0118	638	1.5	0	0.0	634	1.5	4	0.0
T0119	601	1.4	0	0.0	596	1.4	5	0.0
T0120	1,668	3.9	1,663	3.8	3	0.0	2	0.0
T0121	198	0.5	0	0.0	198	0.5	0	0.0
T0122	0	0.0	0	0.0	0	0.0	0	0.0
T0123	379	0.9	378	0.9	1	0.0	0	0.0
T0124	391	0.9	277	0.6	49	0.1	65	0.2

See notes at end of table.

Table Q-8. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0125	165	0.4	0	0.0	163	0.4	2	0.0
T0126	198	0.5	0	0.0	196	0.5	2	0.0
T0127	1,384	3.2	1,366	3.2	18	0.0	0	0.0
T0128	58	0.1	0	0.0	58	0.1	0	0.0
T0129	199	0.5	191	0.4	6	0.0	2	0.0
T0130	220	0.5	0	0.0	220	0.5	0	0.0
T0131	338	0.8	324	0.7	11	0.0	3	0.0
T0132	176	0.4	0	0.0	176	0.4	0	0.0
T0133	157	0.4	3	0.0	154	0.4	0	0.0
T0134	295	0.7	276	0.6	15	0.0	4	0.0
T0135	152	0.4	0	0.0	152	0.4	0	0.0
T0136	68	0.2	2	0.0	66	0.2	0	0.0
T0137	156	0.4	151	0.3	2	0.0	3	0.0
T0138	32	0.1	0	0.0	32	0.1	0	0.0
T0139	167	0.4	138	0.3	5	0.0	24	0.1
T0140	18	0.0	0	0.0	18	0.0	0	0.0
T0141	86	0.2	61	0.1	1	0.0	24	0.1
T0142	119	0.3	0	0.0	119	0.3	0	0.0
T0143	31	0.1	2	0.0	29	0.1	0	0.0
T0144	134	0.3	110	0.3	2	0.0	22	0.1
T0145	5,128	11.9	41	0.1	5,087	11.8	0	0.0
T0146	6,077	14.1	59	0.1	6,018	13.9	0	0.0
T0147	6,161	14.2	60	0.1	6,101	14.1	0	0.0
T0148	5,306	12.3	46	0.1	5,260	12.2	0	0.0
T0149	7,404	17.1	61	0.1	7,343	17.0	0	0.0
T0150	5,713	13.2	65	0.2	5,648	13.1	0	0.0
T0151	646	1.5	132	0.3	514	1.2	0	0.0
T0152	657	1.5	139	0.3	518	1.2	0	0.0
T0153	610	1.4	92	0.2	518	1.2	0	0.0
T0154	816	1.9	251	0.6	565	1.3	0	0.0
T0155	640	1.5	0	0.0	640	1.5	0	0.0
T0156	423	1.0	0	0.0	423	1.0	0	0.0
T0157	766	1.8	0	0.0	766	1.8	0	0.0
T0158	601	1.4	0	0.0	601	1.4	0	0.0
T0159	767	1.8	0	0.0	767	1.8	0	0.0
T0166	371	0.9	0	0.0	371	0.9	0	0.0
T0167	1,765	4.1	0	0.0	1,765	4.1	0	0.0
T0168	1,046	2.4	923	2.1	123	0.3	0	0.0
T0169	1,155	2.7	1,032	2.4	123	0.3	0	0.0
T0170	127	0.3	4	0.0	123	0.3	0	0.0

See notes at end of table.

Table Q-8. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0171	553	1.3	0	0.0	553	1.3	0	0.0
T0172	252	0.6	211	0.5	41	0.1	0	0.0
T0173	464	1.1	423	1.0	41	0.1	0	0.0
T0174	42	0.1	1	0.0	41	0.1	0	0.0
T0175	228	0.5	0	0.0	228	0.5	0	0.0
T0176	207	0.5	166	0.4	40	0.1	1	0.0
T0177	431	1.0	390	0.9	40	0.1	1	0.0
T0178	44	0.1	3	0.0	41	0.1	0	0.0
T0179	85	0.2	0	0.0	85	0.2	0	0.0
T0180	146	0.3	103	0.2	43	0.1	0	0.0
T0181	423	1.0	380	0.9	43	0.1	0	0.0
T0182	44	0.1	1	0.0	43	0.1	0	0.0
T0183	47	0.1	0	0.0	47	0.1	0	0.0
T0184	31	0.1	20	0.0	11	0.0	0	0.0
T0185	114	0.3	103	0.2	11	0.0	0	0.0
T0186	11	0.0	0	0.0	11	0.0	0	0.0
T0187	18	0.0	0	0.0	18	0.0	0	0.0
T0188	1,673	3.9	0	0.0	1,673	3.9	0	0.0
T0189	1,759	4.1	0	0.0	1,759	4.1	0	0.0
T0190	779	1.8	608	1.4	171	0.4	0	0.0
T0191	1,354	3.1	1,182	2.7	172	0.4	0	0.0
T0192	179	0.4	7	0.0	172	0.4	0	0.0
T0193	23	0.1	0	0.0	23	0.1	0	0.0
T0194	27	0.1	21	0.0	6	0.0	0	0.0
T0195	53	0.1	47	0.1	5	0.0	1	0.0
T0196	6	0.0	0	0.0	6	0.0	0	0.0
T0197	8	0.0	0	0.0	8	0.0	0	0.0
T0198	19	0.0	13	0.0	6	0.0	0	0.0
T0199	28	0.1	22	0.1	6	0.0	0	0.0
T0200	6	0.0	0	0.0	6	0.0	0	0.0
T0201	6	0.0	0	0.0	6	0.0	0	0.0
T0202	11	0.0	9	0.0	2	0.0	0	0.0
T0203	19	0.0	17	0.0	2	0.0	0	0.0
T0204	2	0.0	0	0.0	2	0.0	0	0.0
T0205	4	0.0	0	0.0	4	0.0	0	0.0
T0206	4	0.0	3	0.0	1	0.0	0	0.0
T0207	6	0.0	5	0.0	1	0.0	0	0.0
T0208	1	0.0	0	0.0	1	0.0	0	0.0
T0209	21	0.0	0	0.0	21	0.0	0	0.0
T0210	609	1.4	0	0.0	609	1.4	0	0.0

See notes at end of table.

Table Q-8. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0211	616	1.4	0	0.0	616	1.4	0	0.0
T0212	637	1.5	0	0.0	637	1.5	0	0.0
T0213	651	1.5	0	0.0	651	1.5	0	0.0
T0214	640	1.5	0	0.0	640	1.5	0	0.0
T0215	637	1.5	0	0.0	637	1.5	0	0.0
T0216	648	1.5	0	0.0	648	1.5	0	0.0
T0217	578	1.3	37	0.1	541	1.3	0	0.0
T0218	607	1.4	64	0.1	543	1.3	0	0.0
T0219	573	1.3	30	0.1	543	1.3	0	0.0
T0220	570	1.3	29	0.1	541	1.3	0	0.0
T0221	567	1.3	24	0.1	543	1.3	0	0.0
T0222	566	1.3	20	0.0	546	1.3	0	0.0
T0223	567	1.3	11	0.0	556	1.3	0	0.0
T0224	580	1.3	28	0.1	552	1.3	0	0.0
T0225	589	1.4	21	0.0	568	1.3	0	0.0
T0226	554	1.3	0	0.0	554	1.3	0	0.0
T0227	490	1.1	0	0.0	490	1.1	0	0.0
T0228	402	0.9	0	0.0	402	0.9	0	0.0
T0235	1,879	4.3	1,184	2.7	695	1.6	0	0.0
T0236	668	1.5	0	0.0	668	1.5	0	0.0
T0237	2,664	6.2	1,816	4.2	848	2.0	0	0.0
T0238	544	1.3	0	0.0	544	1.3	0	0.0
T0239	2,413	5.6	1,438	3.3	975	2.3	0	0.0
T0240	730	1.7	0	0.0	730	1.7	0	0.0
T0241	1,415	3.3	469	1.1	946	2.2	0	0.0
T0242	2,212	5.1	0	0.0	2,212	5.1	0	0.0
T0243	650	1.5	0	0.0	650	1.5	0	0.0
T0244	1,272	2.9	0	0.0	1,272	2.9	0	0.0
T0245	1,230	2.8	0	0.0	1,230	2.8	0	0.0
T0246	535	1.2	0	0.0	535	1.2	0	0.0
T0247	658	1.5	0	0.0	658	1.5	0	0.0
T0248	718	1.7	0	0.0	718	1.7	0	0.0
T0249	591	1.4	0	0.0	591	1.4	0	0.0
T0250	726	1.7	0	0.0	726	1.7	0	0.0
T0251	762	1.8	0	0.0	762	1.8	0	0.0
T0252	550	1.3	0	0.0	550	1.3	0	0.0
T0253	396	0.9	0	0.0	396	0.9	0	0.0
T0254	482	1.1	0	0.0	482	1.1	0	0.0
T0255	2,604	6.0	0	0.0	2,604	6.0	0	0.0
T0256	1,249	2.9	314	0.7	935	2.2	0	0.0

See notes at end of table.

Table Q-8. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0257	1,385	3.2	407	0.9	978	2.3	0	0.0
T0258	1,591	3.7	633	1.5	958	2.2	0	0.0
T0259	2,163	5.0	1,199	2.8	964	2.2	0	0.0
T0260	1,748	4.0	771	1.8	977	2.3	0	0.0
T0261	1,768	4.1	798	1.8	970	2.2	0	0.0
T0262	1,126	2.6	31	0.1	1,095	2.5	0	0.0
T0263	1,282	3.0	216	0.5	1,066	2.5	0	0.0
T0264	1,421	3.3	314	0.7	1,107	2.6	0	0.0
T0265	810	1.9	88	0.2	722	1.7	0	0.0
T0266	805	1.9	51	0.1	754	1.7	0	0.0
T0267	808	1.9	52	0.1	756	1.7	0	0.0
T0268	856	2.0	82	0.2	774	1.8	0	0.0
T0269	924	2.1	0	0.0	924	2.1	0	0.0
T0270	1,130	2.6	0	0.0	1,130	2.6	0	0.0
T0271	1,403	3.2	0	0.0	1,402	3.2	1	0.0
T0279	1,653	3.8	11	0.0	1,642	3.8	0	0.0
T0280	894	2.1	193	0.4	701	1.6	0	0.0
T0281	1,323	3.1	449	1.0	874	2.0	0	0.0
T0282	978	2.3	163	0.4	815	1.9	0	0.0
T0283	831	1.9	0	0.0	831	1.9	0	0.0
T0284	1,347	3.1	335	0.8	1,012	2.3	0	0.0
T0285	388	0.9	0	0.0	388	0.9	0	0.0
T0286	840	1.9	16	0.0	824	1.9	0	0.0
T0287	1,639	3.8	0	0.0	1,639	3.8	0	0.0
T0288	1,545	3.6	0	0.0	1,545	3.6	0	0.0
T0289	1,502	3.5	0	0.0	1,502	3.5	0	0.0
T0290	1,183	2.7	0	0.0	1,183	2.7	0	0.0
T0297	2,319	5.4	0	0.0	2,319	5.4	0	0.0
T0298	3,082	7.1	0	0.0	3,076	7.1	6	0.0
T0299	8,007	18.5	0	0.0	8,000	18.5	7	0.0
T0300	548	1.3	90	0.2	458	1.1	0	0.0
T0301	664	1.5	175	0.4	489	1.1	0	0.0
T0302	716	1.7	245	0.6	471	1.1	0	0.0
T0303	835	1.9	353	0.8	482	1.1	0	0.0
T0304	675	1.6	177	0.4	498	1.2	0	0.0
T0311	864	2.0	0	0.0	864	2.0	0	0.0
T0312	830	1.9	0	0.0	830	1.9	0	0.0
T0313	978	2.3	0	0.0	978	2.3	0	0.0
T0314	923	2.1	0	0.0	923	2.1	0	0.0
T0315	867	2.0	0	0.0	867	2.0	0	0.0

See notes at end of table.

Table Q-8. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0316	884	2.0	0	0.0	884	2.0	0	0.0
T0317	842	1.9	0	0.0	842	1.9	0	0.0
T0318	721	1.7	0	0.0	721	1.7	0	0.0
T0319	702	1.6	0	0.0	702	1.6	0	0.0
T0320	754	1.7	0	0.0	754	1.7	0	0.0
T0321	756	1.7	0	0.0	756	1.7	0	0.0
T0322	698	1.6	0	0.0	698	1.6	0	0.0
T0323	778	1.8	0	0.0	778	1.8	0	0.0
T0330	499	1.2	0	0.0	499	1.2	0	0.0
T0331	539	1.2	0	0.0	539	1.2	0	0.0
T0332	511	1.2	0	0.0	511	1.2	0	0.0
T0333	514	1.2	0	0.0	514	1.2	0	0.0
T0334	525	1.2	0	0.0	525	1.2	0	0.0
T0335	488	1.1	0	0.0	488	1.1	0	0.0
T0336	529	1.2	0	0.0	529	1.2	0	0.0
T0337	544	1.3	0	0.0	544	1.3	0	0.0
T0338	511	1.2	0	0.0	511	1.2	0	0.0
T0339	585	1.4	0	0.0	585	1.4	0	0.0
T0340	514	1.2	0	0.0	514	1.2	0	0.0
T0341	500	1.2	0	0.0	500	1.2	0	0.0
T0342	550	1.3	0	0.0	550	1.3	0	0.0
T0343	621	1.4	0	0.0	621	1.4	0	0.0
T0344	842	1.9	0	0.0	842	1.9	0	0.0
T0345	529	1.2	0	0.0	529	1.2	0	0.0
T0346	657	1.5	0	0.0	657	1.5	0	0.0
T0347	614	1.4	0	0.0	614	1.4	0	0.0
T0348	587	1.4	0	0.0	587	1.4	0	0.0
T0349	602	1.4	0	0.0	602	1.4	0	0.0
T0350	602	1.4	0	0.0	602	1.4	0	0.0
T0351	768	1.8	0	0.0	768	1.8	0	0.0
T0352	832	1.9	0	0.0	832	1.9	0	0.0
T0353	820	1.9	0	0.0	820	1.9	0	0.0
T0354	1,021	2.4	0	0.0	1,021	2.4	0	0.0
T0355	1,015	2.3	0	0.0	1,015	2.3	0	0.0
T0356	1,065	2.5	0	0.0	1,065	2.5	0	0.0
T0357	893	2.1	0	0.0	893	2.1	0	0.0
T0358	887	2.1	0	0.0	887	2.1	0	0.0
T0359	834	1.9	0	0.0	834	1.9	0	0.0
T0360	804	1.9	0	0.0	804	1.9	0	0.0
T0361	908	2.1	0	0.0	908	2.1	0	0.0

See notes at end of table.

Table Q-8. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0362	750	1.7	0	0.0	750	1.7	0	0.0
T0363	1,067	2.5	0	0.0	1,067	2.5	0	0.0
T0364	800	1.8	0	0.0	800	1.8	0	0.0
T0365	838	1.9	0	0.0	838	1.9	0	0.0
T0366	878	2.0	0	0.0	878	2.0	0	0.0
T0367	958	2.2	0	0.0	958	2.2	0	0.0
T0368	936	2.2	0	0.0	936	2.2	0	0.0
T0369	961	2.2	0	0.0	961	2.2	0	0.0
T0370	1,158	2.7	0	0.0	1,158	2.7	0	0.0
T0371	819	1.9	0	0.0	819	1.9	0	0.0
T0372	916	2.1	0	0.0	916	2.1	0	0.0
T0373	847	2.0	0	0.0	847	2.0	0	0.0
T0374	940	2.2	0	0.0	940	2.2	0	0.0
T0375	967	2.2	0	0.0	967	2.2	0	0.0
T0376	851	2.0	0	0.0	851	2.0	0	0.0
T0377	961	2.2	0	0.0	961	2.2	0	0.0
T0378	936	2.2	0	0.0	936	2.2	0	0.0
T0379	889	2.1	0	0.0	889	2.1	0	0.0
T0380	796	1.8	0	0.0	796	1.8	0	0.0
T0381	794	1.8	0	0.0	794	1.8	0	0.0
T0382	690	1.6	0	0.0	690	1.6	0	0.0
T0383	643	1.5	0	0.0	643	1.5	0	0.0
T0384	492	1.1	0	0.0	492	1.1	0	0.0
T0385	402	0.9	0	0.0	402	0.9	0	0.0
T0386	265	0.6	0	0.0	265	0.6	0	0.0
T0387	562	1.3	0	0.0	562	1.3	0	0.0
T0388	125	0.3	0	0.0	125	0.3	0	0.0
T0389	84	0.2	0	0.0	84	0.2	0	0.0
T0393	1,027	2.4	63	0.1	964	2.2	0	0.0
T0394	431	1.0	0	0.0	431	1.0	0	0.0
T0395	2,535	5.9	109	0.3	2,426	5.6	0	0.0
T0396	385	0.9	0	0.0	385	0.9	0	0.0
T0397	2,888	6.7	98	0.2	2,790	6.5	0	0.0
T0398	979	2.3	0	0.0	979	2.3	0	0.0
T0399	3,211	7.4	0	0.0	3,211	7.4	0	0.0
T0400	974	2.3	54	0.1	920	2.1	0	0.0
T0401	999	2.3	0	0.0	999	2.3	0	0.0
T0402	1,384	3.2	81	0.2	1,303	3.0	0	0.0
T0403	413	1.0	0	0.0	413	1.0	0	0.0
T0404	1,088	2.5	28	0.1	1,060	2.5	0	0.0

See notes at end of table.

Table Q-8. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0405	1,000	2.3	0	0.0	1,000	2.3	0	0.0
T0406	343	0.8	0	0.0	343	0.8	0	0.0
T0407	759	1.8	0	0.0	759	1.8	0	0.0
T0408	570	1.3	0	0.0	91	0.2	479	1.1
T0409	832	1.9	0	0.0	808	1.9	24	0.1
T0410	1,292	3.0	0	0.0	1,286	3.0	6	0.0
T0411	623	1.4	0	0.0	621	1.4	2	0.0
T0412	610	1.4	0	0.0	610	1.4	0	0.0
T0413	573	1.3	0	0.0	573	1.3	0	0.0
T0414	599	1.4	0	0.0	599	1.4	0	0.0
T0415	619	1.4	0	0.0	603	1.4	16	0.0
T0416	879	2.0	0	0.0	860	2.0	19	0.0
T0417	0	0.0	0	0.0	0	0.0	0	0.0
T0418	0	0.0	0	0.0	0	0.0	0	0.0
T0419	0	0.0	0	0.0	0	0.0	0	0.0
T0420	0	0.0	0	0.0	0	0.0	0	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Restricted Use Data File,” 2003–04.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0025	0	0.0	0	0.0	0	0.0	0	0.0
T0026	14	0.2	0	0.0	14	0.2	0	0.0
T0027	0	0.0	0	0.0	0	0.0	0	0.0
T0028	2	0.0	2	0.0	0	0.0	0	0.0
T0029	111	1.4	29	0.4	81	1.0	1	0.0
T0030	9	0.1	0	0.0	9	0.1	0	0.0
T0031	1	0.0	1	0.0	0	0.0	0	0.0
T0032	47	0.6	0	0.0	47	0.6	0	0.0
T0033	12	0.2	0	0.0	12	0.2	0	0.0
T0034	148	1.9	0	0.0	140	1.8	8	0.1
T0035	171	2.1	57	0.7	96	1.2	18	0.2
T0036	659	8.3	106	1.3	506	6.3	47	0.6
T0037	848	10.6	357	4.5	453	5.7	38	0.5
T0038	157	2.0	2	0.0	155	1.9	0	0.0
T0039	107	1.3	37	0.5	48	0.6	22	0.3
T0040	192	2.4	143	1.8	34	0.4	15	0.2
T0041	0	0.0	0	0.0	0	0.0	0	0.0
T0042	0	0.0	0	0.0	0	0.0	0	0.0
T0043	0	0.0	0	0.0	0	0.0	0	0.0
T0044	0	0.0	0	0.0	0	0.0	0	0.0
T0045	0	0.0	0	0.0	0	0.0	0	0.0
T0046	0	0.0	0	0.0	0	0.0	0	0.0
T0047	0	0.0	0	0.0	0	0.0	0	0.0
T0048	0	0.0	0	0.0	0	0.0	0	0.0
T0049	0	0.0	0	0.0	0	0.0	0	0.0
T0050	0	0.0	0	0.0	0	0.0	0	0.0
T0051	0	0.0	0	0.0	0	0.0	0	0.0
T0052	0	0.0	0	0.0	0	0.0	0	0.0
T0053	0	0.0	0	0.0	0	0.0	0	0.0
T0054	0	0.0	0	0.0	0	0.0	0	0.0
T0055	0	0.0	0	0.0	0	0.0	0	0.0
T0056	0	0.0	0	0.0	0	0.0	0	0.0
T0057	0	0.0	0	0.0	0	0.0	0	0.0
T0058	0	0.0	0	0.0	0	0.0	0	0.0
T0059	0	0.0	0	0.0	0	0.0	0	0.0
T0060	0	0.0	0	0.0	0	0.0	0	0.0
T0061	0	0.0	0	0.0	0	0.0	0	0.0
T0062	0	0.0	0	0.0	0	0.0	0	0.0
T0063	0	0.0	0	0.0	0	0.0	0	0.0
T0064	0	0.0	0	0.0	0	0.0	0	0.0

See notes at end of table.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0065	0	0.0	0	0.0	0	0.0	0	0.0
T0066	32	0.4	26	0.3	6	0.1	0	0.0
T0067	32	0.4	26	0.3	6	0.1	0	0.0
T0068	35	0.4	0	0.0	35	0.4	0	0.0
T0069	2	0.0	2	0.0	0	0.0	0	0.0
T0070	328	4.1	150	1.9	178	2.2	0	0.0
T0071	308	3.9	12	0.2	296	3.7	0	0.0
T0072	177	2.2	66	0.8	111	1.4	0	0.0
T0073	190	2.4	60	0.8	130	1.6	0	0.0
T0074	185	2.3	54	0.7	131	1.6	0	0.0
T0075	3	0.0	2	0.0	0	0.0	1	0.0
T0076	1,075	13.5	1,051	13.2	24	0.3	0	0.0
T0077	79	1.0	69	0.9	10	0.1	0	0.0
T0078	154	1.9	154	1.9	0	0.0	0	0.0
T0079	229	2.9	31	0.4	198	2.5	0	0.0
T0080	171	2.1	154	1.9	17	0.2	0	0.0
T0081	228	2.9	228	2.9	0	0.0	0	0.0
T0082	278	3.5	80	1.0	198	2.5	0	0.0
T0083	305	3.8	286	3.6	19	0.2	0	0.0
T0084	342	4.3	342	4.3	0	0.0	0	0.0
T0085	399	5.0	132	1.7	267	3.3	0	0.0
T0086	362	4.5	336	4.2	25	0.3	1	0.0
T0087	402	5.0	401	5.0	0	0.0	1	0.0
T0088	456	5.7	210	2.6	245	3.1	1	0.0
T0089	275	3.4	246	3.1	27	0.3	2	0.0
T0090	301	3.8	299	3.7	0	0.0	2	0.0
T0091	354	4.4	128	1.6	224	2.8	2	0.0
T0092	215	2.7	188	2.4	26	0.3	1	0.0
T0093	232	2.9	231	2.9	0	0.0	1	0.0
T0094	270	3.4	95	1.2	174	2.2	1	0.0
T0095	128	1.6	117	1.5	11	0.1	0	0.0
T0096	136	1.7	136	1.7	0	0.0	0	0.0
T0097	167	2.1	64	0.8	102	1.3	1	0.0
T0098	122	1.5	108	1.4	13	0.2	1	0.0
T0099	131	1.6	130	1.6	0	0.0	1	0.0
T0100	161	2.0	74	0.9	86	1.1	1	0.0
T0101	119	1.5	109	1.4	10	0.1	0	0.0
T0102	131	1.6	131	1.6	0	0.0	0	0.0
T0103	158	2.0	71	0.9	87	1.1	0	0.0
T0104	141	1.8	130	1.6	11	0.1	0	0.0

See notes at end of table.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0105	166	2.1	166	2.1	0	0.0	0	0.0
T0106	180	2.3	99	1.2	81	1.0	0	0.0
T0107	0	0.0	0	0.0	0	0.0	0	0.0
T0108	0	0.0	0	0.0	0	0.0	0	0.0
T0109	0	0.0	0	0.0	0	0.0	0	0.0
T0110	0	0.0	0	0.0	0	0.0	0	0.0
T0111	0	0.0	0	0.0	0	0.0	0	0.0
T0112	0	0.0	0	0.0	0	0.0	0	0.0
T0113	0	0.0	0	0.0	0	0.0	0	0.0
T0114	0	0.0	0	0.0	0	0.0	0	0.0
T0115	0	0.0	0	0.0	0	0.0	0	0.0
T0116	11	0.1	11	0.1	0	0.0	0	0.0
T0117	92	1.2	0	0.0	68	0.9	24	0.3
T0118	102	1.3	0	0.0	99	1.2	3	0.0
T0119	76	1.0	0	0.0	73	0.9	3	0.0
T0120	260	3.3	257	3.2	3	0.0	0	0.0
T0121	32	0.4	0	0.0	32	0.4	0	0.0
T0122	0	0.0	0	0.0	0	0.0	0	0.0
T0123	71	0.9	70	0.9	1	0.0	0	0.0
T0124	47	0.6	0	0.0	29	0.4	18	0.2
T0125	30	0.4	0	0.0	28	0.4	2	0.0
T0126	17	0.2	0	0.0	15	0.2	2	0.0
T0127	232	2.9	231	2.9	1	0.0	0	0.0
T0128	11	0.1	0	0.0	11	0.1	0	0.0
T0129	26	0.3	21	0.3	2	0.0	3	0.0
T0130	33	0.4	0	0.0	33	0.4	0	0.0
T0131	55	0.7	49	0.6	2	0.0	4	0.1
T0132	33	0.4	0	0.0	33	0.4	0	0.0
T0133	35	0.4	0	0.0	35	0.4	0	0.0
T0134	53	0.7	41	0.5	6	0.1	6	0.1
T0135	24	0.3	0	0.0	24	0.3	0	0.0
T0136	15	0.2	0	0.0	15	0.2	0	0.0
T0137	17	0.2	10	0.1	4	0.1	3	0.0
T0138	5	0.1	0	0.0	5	0.1	0	0.0
T0139	16	0.2	10	0.1	1	0.0	5	0.1
T0140	5	0.1	0	0.0	5	0.1	0	0.0
T0141	11	0.1	3	0.0	1	0.0	7	0.1
T0142	20	0.3	0	0.0	20	0.3	0	0.0
T0143	7	0.1	0	0.0	7	0.1	0	0.0
T0144	23	0.3	15	0.2	1	0.0	7	0.1

See notes at end of table.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0145	919	11.5	4	0.1	915	11.5	0	0.0
T0146	1,045	13.1	5	0.1	1,040	13.0	0	0.0
T0147	1,042	13.1	4	0.1	1,038	13.0	0	0.0
T0148	969	12.1	7	0.1	962	12.1	0	0.0
T0149	1,125	14.1	7	0.1	1,118	14.0	0	0.0
T0150	1,022	12.8	16	0.2	1,006	12.6	0	0.0
T0151	192	2.4	56	0.7	136	1.7	0	0.0
T0152	197	2.5	55	0.7	142	1.8	0	0.0
T0153	167	2.1	25	0.3	142	1.8	0	0.0
T0154	220	2.8	63	0.8	157	2.0	0	0.0
T0155	183	2.3	0	0.0	183	2.3	0	0.0
T0156	122	1.5	0	0.0	122	1.5	0	0.0
T0157	193	2.4	0	0.0	193	2.4	0	0.0
T0158	135	1.7	0	0.0	135	1.7	0	0.0
T0159	178	2.2	0	0.0	178	2.2	0	0.0
T0187	227	2.8	0	0.0	227	2.8	0	0.0
T0188	243	3.0	0	0.0	243	3.0	0	0.0
T0189	244	3.1	0	0.0	243	3.0	1	0.0
T0190	183	2.3	132	1.7	50	0.6	1	0.0
T0191	121	1.5	69	0.9	51	0.6	1	0.0
T0192	51	0.6	0	0.0	51	0.6	0	0.0
T0193	3	0.0	0	0.0	3	0.0	0	0.0
T0194	2	0.0	1	0.0	1	0.0	0	0.0
T0195	2	0.0	2	0.0	0	0.0	0	0.0
T0196	1	0.0	0	0.0	1	0.0	0	0.0
T0197	1	0.0	0	0.0	0	0.0	1	0.0
T0198	0	0.0	0	0.0	0	0.0	0	0.0
T0199	1	0.0	1	0.0	0	0.0	0	0.0
T0200	1	0.0	0	0.0	1	0.0	0	0.0
T0201	1	0.0	0	0.0	0	0.0	1	0.0
T0202	0	0.0	0	0.0	0	0.0	0	0.0
T0203	1	0.0	1	0.0	0	0.0	0	0.0
T0204	0	0.0	0	0.0	0	0.0	0	0.0
T0205	1	0.0	0	0.0	0	0.0	1	0.0
T0206	0	0.0	0	0.0	0	0.0	0	0.0
T0207	1	0.0	1	0.0	0	0.0	0	0.0
T0208	0	0.0	0	0.0	0	0.0	0	0.0
T0209	7	0.1	0	0.0	7	0.1	0	0.0
T0210	278	3.5	0	0.0	277	3.5	1	0.0
T0211	287	3.6	0	0.0	286	3.6	1	0.0

See notes at end of table.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0212	294	3.7	0	0.0	293	3.7	1	0.0
T0213	341	4.3	0	0.0	340	4.3	1	0.0
T0214	293	3.7	0	0.0	292	3.7	1	0.0
T0215	290	3.6	0	0.0	289	3.6	1	0.0
T0216	296	3.7	0	0.0	295	3.7	1	0.0
T0217	274	3.4	14	0.2	259	3.2	1	0.0
T0218	282	3.5	22	0.3	259	3.2	1	0.0
T0219	277	3.5	15	0.2	261	3.3	1	0.0
T0220	270	3.4	8	0.1	261	3.3	1	0.0
T0221	268	3.4	5	0.1	262	3.3	1	0.0
T0222	272	3.4	3	0.0	268	3.4	1	0.0
T0223	274	3.4	6	0.1	267	3.3	1	0.0
T0224	274	3.4	11	0.1	262	3.3	1	0.0
T0225	272	3.4	4	0.1	267	3.3	1	0.0
T0226	259	3.2	0	0.0	258	3.2	1	0.0
T0227	178	2.2	0	0.0	177	2.2	1	0.0
T0228	160	2.0	0	0.0	159	2.0	1	0.0
T0229	0	0.0	0	0.0	0	0.0	0	0.0
T0230	0	0.0	0	0.0	0	0.0	0	0.0
T0231	0	0.0	0	0.0	0	0.0	0	0.0
T0232	0	0.0	0	0.0	0	0.0	0	0.0
T0233	0	0.0	0	0.0	0	0.0	0	0.0
T0234	0	0.0	0	0.0	0	0.0	0	0.0
T0235	323	4.0	197	2.5	126	1.6	0	0.0
T0236	73	0.9	0	0.0	73	0.9	0	0.0
T0237	382	4.8	239	3.0	143	1.8	0	0.0
T0238	126	1.6	0	0.0	126	1.6	0	0.0
T0239	405	5.1	213	2.7	192	2.4	0	0.0
T0240	112	1.4	0	0.0	112	1.4	0	0.0
T0241	202	2.5	53	0.7	149	1.9	0	0.0
T0242	309	3.9	0	0.0	309	3.9	0	0.0
T0243	124	1.6	0	0.0	124	1.6	0	0.0
T0244	147	1.8	0	0.0	147	1.8	0	0.0
T0245	151	1.9	0	0.0	151	1.9	0	0.0
T0246	97	1.2	0	0.0	97	1.2	0	0.0
T0247	70	0.9	0	0.0	70	0.9	0	0.0
T0248	80	1.0	0	0.0	80	1.0	0	0.0
T0249	107	1.3	0	0.0	107	1.3	0	0.0
T0250	59	0.7	0	0.0	59	0.7	0	0.0
T0251	65	0.8	0	0.0	65	0.8	0	0.0

See notes at end of table.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0252	94	1.2	0	0.0	94	1.2	0	0.0
T0253	62	0.8	0	0.0	62	0.8	0	0.0
T0254	83	1.0	0	0.0	83	1.0	0	0.0
T0255	430	5.4	0	0.0	430	5.4	0	0.0
T0256	536	6.7	72	0.9	464	5.8	0	0.0
T0257	568	7.1	92	1.2	476	6.0	0	0.0
T0258	628	7.9	154	1.9	474	5.9	0	0.0
T0259	713	8.9	242	3.0	471	5.9	0	0.0
T0260	606	7.6	132	1.7	474	5.9	0	0.0
T0261	605	7.6	135	1.7	470	5.9	0	0.0
T0262	520	6.5	12	0.2	508	6.4	0	0.0
T0263	535	6.7	42	0.5	493	6.2	0	0.0
T0264	575	7.2	48	0.6	527	6.6	0	0.0
T0265	188	2.4	27	0.3	161	2.0	0	0.0
T0266	190	2.4	20	0.3	170	2.1	0	0.0
T0267	177	2.2	8	0.1	169	2.1	0	0.0
T0268	200	2.5	20	0.3	180	2.3	0	0.0
T0269	225	2.8	0	0.0	225	2.8	0	0.0
T0270	259	3.2	0	0.0	259	3.2	0	0.0
T0271	331	4.1	0	0.0	330	4.1	1	0.0
T0272	0	0.0	0	0.0	0	0.0	0	0.0
T0273	0	0.0	0	0.0	0	0.0	0	0.0
T0274	0	0.0	0	0.0	0	0.0	0	0.0
T0275	0	0.0	0	0.0	0	0.0	0	0.0
T0276	0	0.0	0	0.0	0	0.0	0	0.0
T0277	0	0.0	0	0.0	0	0.0	0	0.0
T0278	0	0.0	0	0.0	0	0.0	0	0.0
T0279	283	3.5	105	1.3	178	2.2	0	0.0
T0280	63	0.8	19	0.2	44	0.6	0	0.0
T0281	94	1.2	36	0.5	58	0.7	0	0.0
T0282	75	0.9	10	0.1	65	0.8	0	0.0
T0283	213	2.7	0	0.0	213	2.7	0	0.0
T0284	197	2.5	132	1.7	65	0.8	0	0.0
T0285	17	0.2	0	0.0	17	0.2	0	0.0
T0286	147	1.8	1	0.0	146	1.8	0	0.0
T0287	295	3.7	0	0.0	295	3.7	0	0.0
T0288	262	3.3	0	0.0	262	3.3	0	0.0
T0289	263	3.3	0	0.0	263	3.3	0	0.0
T0290	227	2.8	0	0.0	227	2.8	0	0.0
T0291	0	0.0	0	0.0	0	0.0	0	0.0

See notes at end of table.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0292	0	0.0	0	0.0	0	0.0	0	0.0
T0293	0	0.0	0	0.0	0	0.0	0	0.0
T0294	0	0.0	0	0.0	0	0.0	0	0.0
T0295	0	0.0	0	0.0	0	0.0	0	0.0
T0296	0	0.0	0	0.0	0	0.0	0	0.0
T0297	320	4.0	0	0.0	320	4.0	0	0.0
T0298	977	12.2	0	0.0	962	12.1	15	0.2
T0299	1,689	21.2	0	0.0	1,685	21.1	4	0.1
T0300	77	1.0	21	0.3	56	0.7	0	0.0
T0301	96	1.2	30	0.4	66	0.8	0	0.0
T0302	108	1.4	41	0.5	67	0.8	0	0.0
T0303	134	1.7	66	0.8	68	0.9	0	0.0
T0304	105	1.3	33	0.4	72	0.9	0	0.0
T0305	0	0.0	0	0.0	0	0.0	0	0.0
T0306	0	0.0	0	0.0	0	0.0	0	0.0
T0307	0	0.0	0	0.0	0	0.0	0	0.0
T0308	0	0.0	0	0.0	0	0.0	0	0.0
T0309	0	0.0	0	0.0	0	0.0	0	0.0
T0310	0	0.0	0	0.0	0	0.0	0	0.0
T0311	177	2.2	0	0.0	177	2.2	0	0.0
T0312	164	2.1	0	0.0	164	2.1	0	0.0
T0313	220	2.8	0	0.0	220	2.8	0	0.0
T0314	209	2.6	0	0.0	209	2.6	0	0.0
T0315	187	2.3	0	0.0	187	2.3	0	0.0
T0316	176	2.2	0	0.0	176	2.2	0	0.0
T0317	176	2.2	0	0.0	176	2.2	0	0.0
T0318	116	1.5	0	0.0	116	1.5	0	0.0
T0319	108	1.4	0	0.0	108	1.4	0	0.0
T0320	110	1.4	0	0.0	110	1.4	0	0.0
T0321	114	1.4	0	0.0	114	1.4	0	0.0
T0322	106	1.3	0	0.0	106	1.3	0	0.0
T0323	164	2.1	0	0.0	164	2.1	0	0.0
T0324	0	0.0	0	0.0	0	0.0	0	0.0
T0325	0	0.0	0	0.0	0	0.0	0	0.0
T0326	0	0.0	0	0.0	0	0.0	0	0.0
T0327	0	0.0	0	0.0	0	0.0	0	0.0
T0328	0	0.0	0	0.0	0	0.0	0	0.0
T0329	0	0.0	0	0.0	0	0.0	0	0.0
T0330	119	1.5	0	0.0	119	1.5	0	0.0
T0331	112	1.4	0	0.0	112	1.4	0	0.0

See notes at end of table.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0332	133	1.7	0	0.0	133	1.7	0	0.0
T0333	104	1.3	0	0.0	104	1.3	0	0.0
T0334	94	1.2	0	0.0	94	1.2	0	0.0
T0335	83	1.0	0	0.0	83	1.0	0	0.0
T0336	91	1.1	0	0.0	91	1.1	0	0.0
T0337	119	1.5	0	0.0	119	1.5	0	0.0
T0338	92	1.2	0	0.0	92	1.2	0	0.0
T0339	102	1.3	0	0.0	102	1.3	0	0.0
T0340	127	1.6	0	0.0	127	1.6	0	0.0
T0341	93	1.2	0	0.0	93	1.2	0	0.0
T0342	111	1.4	0	0.0	111	1.4	0	0.0
T0343	141	1.8	0	0.0	141	1.8	0	0.0
T0344	318	4.0	0	0.0	318	4.0	0	0.0
T0345	81	1.0	0	0.0	81	1.0	0	0.0
T0346	316	4.0	0	0.0	316	4.0	0	0.0
T0347	170	2.1	0	0.0	170	2.1	0	0.0
T0348	133	1.7	0	0.0	133	1.7	0	0.0
T0349	130	1.6	0	0.0	130	1.6	0	0.0
T0350	117	1.5	0	0.0	117	1.5	0	0.0
T0351	145	1.8	0	0.0	145	1.8	0	0.0
T0352	141	1.8	0	0.0	141	1.8	0	0.0
T0353	139	1.7	0	0.0	139	1.7	0	0.0
T0354	146	1.8	0	0.0	146	1.8	0	0.0
T0355	154	1.9	0	0.0	154	1.9	0	0.0
T0356	134	1.7	0	0.0	134	1.7	0	0.0
T0357	118	1.5	0	0.0	118	1.5	0	0.0
T0358	133	1.7	0	0.0	133	1.7	0	0.0
T0359	127	1.6	0	0.0	127	1.6	0	0.0
T0360	132	1.7	0	0.0	132	1.7	0	0.0
T0361	150	1.9	0	0.0	150	1.9	0	0.0
T0362	134	1.7	0	0.0	134	1.7	0	0.0
T0363	136	1.7	0	0.0	136	1.7	0	0.0
T0364	129	1.6	0	0.0	129	1.6	0	0.0
T0365	145	1.8	0	0.0	145	1.8	0	0.0
T0366	143	1.8	0	0.0	143	1.8	0	0.0
T0367	148	1.9	0	0.0	148	1.9	0	0.0
T0368	134	1.7	0	0.0	134	1.7	0	0.0
T0369	134	1.7	0	0.0	134	1.7	0	0.0
T0370	186	2.3	0	0.0	186	2.3	0	0.0
T0371	128	1.6	0	0.0	128	1.6	0	0.0

See notes at end of table.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0372	145	1.8	0	0.0	145	1.8	0	0.0
T0373	140	1.8	0	0.0	140	1.8	0	0.0
T0374	148	1.9	0	0.0	148	1.9	0	0.0
T0375	164	2.1	0	0.0	164	2.1	0	0.0
T0376	125	1.6	0	0.0	125	1.6	0	0.0
T0377	148	1.9	0	0.0	148	1.9	0	0.0
T0378	151	1.9	0	0.0	151	1.9	0	0.0
T0379	141	1.8	0	0.0	141	1.8	0	0.0
T0380	132	1.7	0	0.0	132	1.7	0	0.0
T0381	128	1.6	0	0.0	128	1.6	0	0.0
T0382	182	2.3	0	0.0	182	2.3	0	0.0
T0383	120	1.5	0	0.0	120	1.5	0	0.0
T0384	88	1.1	0	0.0	88	1.1	0	0.0
T0385	17	0.2	0	0.0	17	0.2	0	0.0
T0386	14	0.2	0	0.0	14	0.2	0	0.0
T0387	110	1.4	0	0.0	110	1.4	0	0.0
T0388	7	0.1	0	0.0	7	0.1	0	0.0
T0389	12	0.2	0	0.0	12	0.2	0	0.0
T0390	0	0.0	0	0.0	0	0.0	0	0.0
T0391	0	0.0	0	0.0	0	0.0	0	0.0
T0392	0	0.0	0	0.0	0	0.0	0	0.0
T0393	257	3.2	18	0.2	239	3.0	0	0.0
T0394	110	1.4	0	0.0	110	1.4	0	0.0
T0395	522	6.5	21	0.3	501	6.3	0	0.0
T0396	124	1.6	0	0.0	124	1.6	0	0.0
T0397	615	7.7	19	0.2	596	7.5	0	0.0
T0398	233	2.9	0	0.0	233	2.9	0	0.0
T0399	803	10.1	0	0.0	803	10.1	0	0.0
T0400	239	3.0	16	0.2	223	2.8	0	0.0
T0401	102	1.3	0	0.0	102	1.3	0	0.0
T0402	259	3.2	18	0.2	241	3.0	0	0.0
T0403	30	0.4	0	0.0	30	0.4	0	0.0
T0404	199	2.5	3	0.0	196	2.5	0	0.0
T0405	240	3.0	0	0.0	240	3.0	0	0.0
T0406	64	0.8	0	0.0	64	0.8	0	0.0
T0407	133	1.7	0	0.0	133	1.7	0	0.0
T0408	79	1.0	0	0.0	14	0.2	65	0.8
T0409	129	1.6	0	0.0	122	1.5	7	0.1
T0410	234	2.9	0	0.0	224	2.8	10	0.1
T0411	94	1.2	0	0.0	88	1.1	6	0.1

See notes at end of table.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0412	86	1.1	0	0.0	86	1.1	0	0.0
T0413	83	1.0	0	0.0	83	1.0	0	0.0
T0414	85	1.1	0	0.0	85	1.1	0	0.0
T0415	88	1.1	0	0.0	85	1.1	3	0.0
T0416	257	3.2	0	0.0	231	2.9	26	0.3
T0417	0	0.0	0	0.0	0	0.0	0	0.0
T0418	0	0.0	0	0.0	0	0.0	0	0.0
T0419	0	0.0	0	0.0	0	0.0	0	0.0
T0420	0	0.0	0	0.0	0	0.0	0	0.0
T0421	174	2.2	0	0.0	174	2.2	0	0.0
T0422	93	1.2	0	0.0	93	1.2	0	0.0
T0423	131	1.6	116	1.5	15	0.2	0	0.0
T0424	70	0.9	54	0.7	16	0.2	0	0.0
T0425	15	0.2	0	0.0	15	0.2	0	0.0
T0426	33	0.4	0	0.0	33	0.4	0	0.0
T0427	13	0.2	11	0.1	2	0.0	0	0.0
T0428	19	0.2	17	0.2	2	0.0	0	0.0
T0429	2	0.0	0	0.0	2	0.0	0	0.0
T0430	2	0.0	0	0.0	2	0.0	0	0.0
T0431	5	0.1	4	0.1	1	0.0	0	0.0
T0432	7	0.1	6	0.1	1	0.0	0	0.0
T0433	1	0.0	0	0.0	1	0.0	0	0.0
T0434	2	0.0	0	0.0	2	0.0	0	0.0
T0435	4	0.1	2	0.0	2	0.0	0	0.0
T0436	4	0.1	2	0.0	2	0.0	0	0.0
T0437	2	0.0	0	0.0	2	0.0	0	0.0
T0438	1	0.0	0	0.0	1	0.0	0	0.0
T0439	1	0.0	1	0.0	0	0.0	0	0.0
T0440	1	0.0	1	0.0	0	0.0	0	0.0
T0441	0	0.0	0	0.0	0	0.0	0	0.0
T0442	12	0.2	0	0.0	12	0.2	0	0.0
T0443	175	2.2	0	0.0	175	2.2	0	0.0
T0444	373	4.7	0	0.0	373	4.7	0	0.0
T0445	298	3.7	227	2.8	71	0.9	0	0.0
T0446	176	2.2	103	1.3	72	0.9	1	0.0
T0447	69	0.9	0	0.0	69	0.9	0	0.0
T0448	37	0.5	0	0.0	37	0.5	0	0.0
T0449	29	0.4	21	0.3	8	0.1	0	0.0
T0450	43	0.5	35	0.4	8	0.1	0	0.0
T0451	8	0.1	0	0.0	8	0.1	0	0.0

See notes at end of table.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0452	8	0.1	0	0.0	8	0.1	0	0.0
T0453	11	0.1	7	0.1	4	0.1	0	0.0
T0454	23	0.3	19	0.2	4	0.1	0	0.0
T0455	4	0.1	0	0.0	4	0.1	0	0.0
T0456	3	0.0	0	0.0	3	0.0	0	0.0
T0457	10	0.1	4	0.1	5	0.1	1	0.0
T0458	18	0.2	12	0.2	4	0.1	2	0.0
T0459	5	0.1	0	0.0	5	0.1	0	0.0
T0460	3	0.0	0	0.0	3	0.0	0	0.0
T0461	1	0.0	0	0.0	1	0.0	0	0.0
T0462	3	0.0	3	0.0	0	0.0	0	0.0
T0463	0	0.0	0	0.0	0	0.0	0	0.0
T0464	193	2.4	0	0.0	193	2.4	0	0.0
T0465	0	0.0	0	0.0	0	0.0	0	0.0
T0466	0	0.0	0	0.0	0	0.0	0	0.0
T0467	0	0.0	0	0.0	0	0.0	0	0.0
T0468	0	0.0	0	0.0	0	0.0	0	0.0
T0469	0	0.0	0	0.0	0	0.0	0	0.0
T0470	0	0.0	0	0.0	0	0.0	0	0.0
T0471	0	0.0	0	0.0	0	0.0	0	0.0
T0472	0	0.0	0	0.0	0	0.0	0	0.0
T0473	0	0.0	0	0.0	0	0.0	0	0.0
T0474	0	0.0	0	0.0	0	0.0	0	0.0
T0475	0	0.0	0	0.0	0	0.0	0	0.0
T0476	0	0.0	0	0.0	0	0.0	0	0.0
T0477	0	0.0	0	0.0	0	0.0	0	0.0
T0478	0	0.0	0	0.0	0	0.0	0	0.0
T0479	0	0.0	0	0.0	0	0.0	0	0.0
T0480	0	0.0	0	0.0	0	0.0	0	0.0
T0481	0	0.0	0	0.0	0	0.0	0	0.0
T0482	0	0.0	0	0.0	0	0.0	0	0.0
T0483	0	0.0	0	0.0	0	0.0	0	0.0
T0484	0	0.0	0	0.0	0	0.0	0	0.0
T0485	0	0.0	0	0.0	0	0.0	0	0.0
T0486	0	0.0	0	0.0	0	0.0	0	0.0
T0487	0	0.0	0	0.0	0	0.0	0	0.0
T0488	0	0.0	0	0.0	0	0.0	0	0.0
T0489	0	0.0	0	0.0	0	0.0	0	0.0
T0490	0	0.0	0	0.0	0	0.0	0	0.0
T0491	0	0.0	0	0.0	0	0.0	0	0.0

See notes at end of table.

Table Q-9. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the private school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0492	0	0.0	0	0.0	0	0.0	0	0.0
T0493	0	0.0	0	0.0	0	0.0	0	0.0
T0494	0	0.0	0	0.0	0	0.0	0	0.0
T0495	0	0.0	0	0.0	0	0.0	0	0.0
T0496	0	0.0	0	0.0	0	0.0	0	0.0
T0497	0	0.0	0	0.0	0	0.0	0	0.0
T0498	0	0.0	0	0.0	0	0.0	0	0.0
T0499	0	0.0	0	0.0	0	0.0	0	0.0
T0500	0	0.0	0	0.0	0	0.0	0	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Teacher Restricted Use Data File," 2003–04.

Table Q-10. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school teacher data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0026	0	0.0	0	0.0	0	0.0	0	0.0
T0027	0	0.0	0	0.0	0	0.0	0	0.0
T0028	0	0.0	0	0.0	0	0.0	0	0.0
T0029	12	1.9	0	0.0	12	1.9	0	0.0
T0030	1	0.2	0	0.0	1	0.2	0	0.0
T0031	0	0.0	0	0.0	0	0.0	0	0.0
T0032	2	0.3	0	0.0	2	0.3	0	0.0
T0033	1	0.2	0	0.0	1	0.2	0	0.0
T0034	8	1.3	0	0.0	8	1.3	0	0.0
T0035	7	1.1	1	0.2	5	0.8	1	0.2
T0036	62	9.9	10	1.6	51	8.2	1	0.2
T0037	69	11.1	34	5.4	34	5.4	1	0.2
T0038	25	4.0	0	0.0	25	4.0	0	0.0
T0039	5	0.8	1	0.2	3	0.5	1	0.2
T0040	3	0.5	3	0.5	0	0.0	0	0.0
T0051	0	0.0	0	0.0	0	0.0	0	0.0
T0052	0	0.0	0	0.0	0	0.0	0	0.0
T0053	0	0.0	0	0.0	0	0.0	0	0.0
T0054	0	0.0	0	0.0	0	0.0	0	0.0
T0055	0	0.0	0	0.0	0	0.0	0	0.0
T0056	0	0.0	0	0.0	0	0.0	0	0.0
T0057	0	0.0	0	0.0	0	0.0	0	0.0
T0058	0	0.0	0	0.0	0	0.0	0	0.0
T0059	0	0.0	0	0.0	0	0.0	0	0.0
T0060	0	0.0	0	0.0	0	0.0	0	0.0
T0061	0	0.0	0	0.0	0	0.0	0	0.0
T0062	0	0.0	0	0.0	0	0.0	0	0.0
T0063	0	0.0	0	0.0	0	0.0	0	0.0
T0064	0	0.0	0	0.0	0	0.0	0	0.0
T0065	0	0.0	0	0.0	0	0.0	0	0.0
T0066	0	0.0	0	0.0	0	0.0	0	0.0
T0067	0	0.0	0	0.0	0	0.0	0	0.0
T0068	6	1.0	0	0.0	6	1.0	0	0.0
T0069	0	0.0	0	0.0	0	0.0	0	0.0
T0070	55	8.8	32	5.1	23	3.7	0	0.0
T0071	34	5.4	5	0.8	29	4.6	0	0.0
T0072	28	4.5	16	2.6	12	1.9	0	0.0
T0073	28	4.5	17	2.7	11	1.8	0	0.0
T0074	27	4.3	16	2.6	11	1.8	0	0.0
T0075	0	0.0	0	0.0	0	0.0	0	0.0

See notes at end of table.

Table Q-10. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0076	48	7.7	45	7.2	3	0.5	0	0.0
T0077	23	3.7	23	3.7	0	0.0	0	0.0
T0078	25	4.0	25	4.0	0	0.0	0	0.0
T0079	32	5.1	3	0.5	29	4.6	0	0.0
T0080	32	5.1	32	5.1	0	0.0	0	0.0
T0081	34	5.4	34	5.4	0	0.0	0	0.0
T0082	41	6.6	12	1.9	29	4.6	0	0.0
T0083	44	7.1	44	7.1	0	0.0	0	0.0
T0084	46	7.4	46	7.4	0	0.0	0	0.0
T0085	52	8.3	19	3.0	33	5.3	0	0.0
T0086	46	7.4	46	7.4	0	0.0	0	0.0
T0087	48	7.7	48	7.7	0	0.0	0	0.0
T0088	51	8.2	21	3.4	30	4.8	0	0.0
T0089	25	4.0	25	4.0	0	0.0	0	0.0
T0090	29	4.6	29	4.6	0	0.0	0	0.0
T0091	29	4.6	11	1.8	18	2.9	0	0.0
T0092	22	3.5	22	3.5	0	0.0	0	0.0
T0093	24	3.8	24	3.8	0	0.0	0	0.0
T0094	26	4.2	5	0.8	21	3.4	0	0.0
T0095	9	1.4	9	1.4	0	0.0	0	0.0
T0096	8	1.3	8	1.3	0	0.0	0	0.0
T0097	9	1.4	2	0.3	7	1.1	0	0.0
T0098	8	1.3	8	1.3	0	0.0	0	0.0
T0099	6	1.0	6	1.0	0	0.0	0	0.0
T0100	8	1.3	1	0.2	7	1.1	0	0.0
T0101	6	1.0	6	1.0	0	0.0	0	0.0
T0102	4	0.6	4	0.6	0	0.0	0	0.0
T0103	6	1.0	3	0.5	3	0.5	0	0.0
T0104	6	1.0	6	1.0	0	0.0	0	0.0
T0105	4	0.6	4	0.6	0	0.0	0	0.0
T0106	6	1.0	1	0.2	5	0.8	0	0.0
T0116	0	0.0	0	0.0	0	0.0	0	0.0
T0117	17	2.7	0	0.0	15	2.4	2	0.3
T0118	13	2.1	0	0.0	13	2.1	0	0.0
T0119	11	1.8	0	0.0	11	1.8	0	0.0
T0120	37	5.9	37	5.9	0	0.0	0	0.0
T0121	5	0.8	0	0.0	5	0.8	0	0.0
T0122	0	0.0	0	0.0	0	0.0	0	0.0
T0123	9	1.4	9	1.4	0	0.0	0	0.0
T0124	8	1.3	2	0.3	0	0.0	6	1.0

See notes at end of table.

Table Q-10. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0125	2	0.3	0	0.0	2	0.3	0	0.0
T0126	2	0.3	0	0.0	2	0.3	0	0.0
T0127	26	4.2	26	4.2	0	0.0	0	0.0
T0128	2	0.3	0	0.0	2	0.3	0	0.0
T0129	4	0.6	4	0.6	0	0.0	0	0.0
T0130	3	0.5	0	0.0	3	0.5	0	0.0
T0131	8	1.3	7	1.1	1	0.2	0	0.0
T0132	7	1.1	0	0.0	7	1.1	0	0.0
T0133	2	0.3	0	0.0	2	0.3	0	0.0
T0134	10	1.6	9	1.4	1	0.2	0	0.0
T0135	7	1.1	0	0.0	7	1.1	0	0.0
T0136	1	0.2	0	0.0	1	0.2	0	0.0
T0137	1	0.2	1	0.2	0	0.0	0	0.0
T0138	0	0.0	0	0.0	0	0.0	0	0.0
T0139	5	0.8	4	0.6	0	0.0	1	0.2
T0140	0	0.0	0	0.0	0	0.0	0	0.0
T0141	2	0.3	2	0.3	0	0.0	0	0.0
T0142	6	1.0	0	0.0	6	1.0	0	0.0
T0143	2	0.3	0	0.0	2	0.3	0	0.0
T0144	6	1.0	5	0.8	0	0.0	1	0.2
T0145	101	16.2	2	0.3	99	15.9	0	0.0
T0146	111	17.8	2	0.3	109	17.5	0	0.0
T0147	113	18.1	2	0.3	111	17.8	0	0.0
T0148	118	18.9	1	0.2	117	18.8	0	0.0
T0149	134	21.5	0	0.0	134	21.5	0	0.0
T0150	107	17.1	0	0.0	107	17.1	0	0.0
T0151	47	7.5	1	0.2	46	7.4	0	0.0
T0152	49	7.9	3	0.5	46	7.4	0	0.0
T0153	48	7.7	2	0.3	46	7.4	0	0.0
T0154	51	8.2	5	0.8	46	7.4	0	0.0
T0155	48	7.7	0	0.0	48	7.7	0	0.0
T0156	48	7.7	0	0.0	48	7.7	0	0.0
T0157	43	6.9	0	0.0	43	6.9	0	0.0
T0158	43	6.9	0	0.0	43	6.9	0	0.0
T0159	46	7.4	0	0.0	46	7.4	0	0.0
T0166	7	1.1	0	0.0	7	1.1	0	0.0
T0167	38	6.1	0	0.0	38	6.1	0	0.0
T0168	28	4.5	21	3.4	7	1.1	0	0.0
T0169	17	2.7	10	1.6	7	1.1	0	0.0
T0170	8	1.3	1	0.2	7	1.1	0	0.0

See notes at end of table.

Table Q-10. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0171	14	2.2	0	0.0	14	2.2	0	0.0
T0172	1	0.2	0	0.0	1	0.2	0	0.0
T0173	10	1.6	9	1.4	1	0.2	0	0.0
T0174	1	0.2	0	0.0	1	0.2	0	0.0
T0175	4	0.6	0	0.0	4	0.6	0	0.0
T0176	1	0.2	1	0.2	0	0.0	0	0.0
T0177	4	0.6	4	0.6	0	0.0	0	0.0
T0178	0	0.0	0	0.0	0	0.0	0	0.0
T0179	3	0.5	0	0.0	3	0.5	0	0.0
T0180	1	0.2	1	0.2	0	0.0	0	0.0
T0181	2	0.3	2	0.3	0	0.0	0	0.0
T0182	0	0.0	0	0.0	0	0.0	0	0.0
T0183	2	0.3	0	0.0	2	0.3	0	0.0
T0184	1	0.2	1	0.2	0	0.0	0	0.0
T0185	2	0.3	2	0.3	0	0.0	0	0.0
T0186	0	0.0	0	0.0	0	0.0	0	0.0
T0187	5	0.8	0	0.0	5	0.8	0	0.0
T0188	55	8.8	0	0.0	55	8.8	0	0.0
T0189	54	8.7	0	0.0	54	8.7	0	0.0
T0190	34	5.4	24	3.8	10	1.6	0	0.0
T0191	30	4.8	20	3.2	10	1.6	0	0.0
T0192	11	1.8	1	0.2	10	1.6	0	0.0
T0193	1	0.2	0	0.0	1	0.2	0	0.0
T0194	0	0.0	0	0.0	0	0.0	0	0.0
T0195	1	0.2	1	0.2	0	0.0	0	0.0
T0196	0	0.0	0	0.0	0	0.0	0	0.0
T0197	1	0.2	0	0.0	1	0.2	0	0.0
T0198	0	0.0	0	0.0	0	0.0	0	0.0
T0199	1	0.2	1	0.2	0	0.0	0	0.0
T0200	0	0.0	0	0.0	0	0.0	0	0.0
T0201	1	0.2	0	0.0	1	0.2	0	0.0
T0202	0	0.0	0	0.0	0	0.0	0	0.0
T0203	1	0.2	1	0.2	0	0.0	0	0.0
T0204	0	0.0	0	0.0	0	0.0	0	0.0
T0205	1	0.2	0	0.0	1	0.2	0	0.0
T0206	0	0.0	0	0.0	0	0.0	0	0.0
T0207	0	0.0	0	0.0	0	0.0	0	0.0
T0208	0	0.0	0	0.0	0	0.0	0	0.0
T0209	1	0.2	0	0.0	1	0.2	0	0.0
T0210	22	3.5	0	0.0	22	3.5	0	0.0

See notes at end of table.

Table Q-10. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0211	22	3.5	0	0.0	22	3.5	0	0.0
T0212	22	3.5	0	0.0	22	3.5	0	0.0
T0213	22	3.5	0	0.0	22	3.5	0	0.0
T0214	24	3.8	0	0.0	24	3.8	0	0.0
T0215	23	3.7	0	0.0	23	3.7	0	0.0
T0216	24	3.8	0	0.0	24	3.8	0	0.0
T0217	23	3.7	1	0.2	22	3.5	0	0.0
T0218	24	3.8	2	0.3	22	3.5	0	0.0
T0219	24	3.8	2	0.3	22	3.5	0	0.0
T0220	22	3.5	0	0.0	22	3.5	0	0.0
T0221	22	3.5	0	0.0	22	3.5	0	0.0
T0222	22	3.5	0	0.0	22	3.5	0	0.0
T0223	22	3.5	0	0.0	22	3.5	0	0.0
T0224	22	3.5	0	0.0	22	3.5	0	0.0
T0225	22	3.5	0	0.0	22	3.5	0	0.0
T0226	22	3.5	0	0.0	22	3.5	0	0.0
T0227	4	0.6	0	0.0	4	0.6	0	0.0
T0228	3	0.5	0	0.0	3	0.5	0	0.0
T0235	75	12.0	14	2.2	61	9.8	0	0.0
T0236	44	7.1	0	0.0	44	7.1	0	0.0
T0237	87	13.9	24	3.8	63	10.1	0	0.0
T0238	22	3.5	0	0.0	22	3.5	0	0.0
T0239	84	13.5	19	3.0	65	10.4	0	0.0
T0240	28	4.5	0	0.0	28	4.5	0	0.0
T0241	76	12.2	9	1.4	67	10.7	0	0.0
T0242	70	11.2	0	0.0	70	11.2	0	0.0
T0243	68	10.9	0	0.0	68	10.9	0	0.0
T0244	56	9.0	0	0.0	56	9.0	0	0.0
T0245	54	8.7	0	0.0	54	8.7	0	0.0
T0246	62	9.9	0	0.0	62	9.9	0	0.0
T0247	40	6.4	0	0.0	40	6.4	0	0.0
T0248	42	6.7	0	0.0	42	6.7	0	0.0
T0249	62	9.9	0	0.0	62	9.9	0	0.0
T0250	68	10.9	0	0.0	68	10.9	0	0.0
T0251	66	10.6	0	0.0	66	10.6	0	0.0
T0252	62	9.9	0	0.0	62	9.9	0	0.0
T0253	34	5.4	0	0.0	34	5.4	0	0.0
T0254	37	5.9	0	0.0	37	5.9	0	0.0
T0255	85	13.6	0	0.0	85	13.6	0	0.0
T0256	75	12.0	2	0.3	73	11.7	0	0.0

See notes at end of table.

Table Q-10. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0257	74	11.9	1	0.2	73	11.7	0	0.0
T0258	76	12.2	3	0.5	73	11.7	0	0.0
T0259	84	13.5	11	1.8	73	11.7	0	0.0
T0260	81	13.0	8	1.3	73	11.7	0	0.0
T0261	82	13.1	9	1.4	73	11.7	0	0.0
T0262	76	12.2	1	0.2	75	12.0	0	0.0
T0263	78	12.5	4	0.6	74	11.9	0	0.0
T0264	87	13.9	8	1.3	79	12.7	0	0.0
T0265	70	11.2	0	0.0	70	11.2	0	0.0
T0266	70	11.2	1	0.2	69	11.1	0	0.0
T0267	71	11.4	1	0.2	70	11.2	0	0.0
T0268	71	11.4	0	0.0	71	11.4	0	0.0
T0269	78	12.5	0	0.0	78	12.5	0	0.0
T0270	80	12.8	0	0.0	80	12.8	0	0.0
T0271	85	13.6	0	0.0	85	13.6	0	0.0
T0279	75	12.0	0	0.0	75	12.0	0	0.0
T0280	61	9.8	1	0.2	60	9.6	0	0.0
T0281	65	10.4	5	0.8	60	9.6	0	0.0
T0282	62	9.9	1	0.2	61	9.8	0	0.0
T0283	71	11.4	0	0.0	71	11.4	0	0.0
T0284	90	14.4	18	2.9	72	11.5	0	0.0
T0285	46	7.4	0	0.0	46	7.4	0	0.0
T0286	71	11.4	0	0.0	71	11.4	0	0.0
T0287	78	12.5	0	0.0	78	12.5	0	0.0
T0288	79	12.7	0	0.0	79	12.7	0	0.0
T0289	79	12.7	0	0.0	79	12.7	0	0.0
T0290	78	12.5	0	0.0	78	12.5	0	0.0
T0297	35	5.6	0	0.0	35	5.6	0	0.0
T0298	34	5.4	0	0.0	29	4.6	5	0.8
T0299	97	15.5	0	0.0	97	15.5	0	0.0
T0300	21	3.4	1	0.2	20	3.2	0	0.0
T0301	24	3.8	2	0.3	22	3.5	0	0.0
T0302	20	3.2	0	0.0	20	3.2	0	0.0
T0303	22	3.5	1	0.2	21	3.4	0	0.0
T0304	21	3.4	1	0.2	20	3.2	0	0.0
T0311	49	7.9	0	0.0	49	7.9	0	0.0
T0312	51	8.2	0	0.0	51	8.2	0	0.0
T0313	47	7.5	0	0.0	47	7.5	0	0.0
T0314	47	7.5	0	0.0	47	7.5	0	0.0
T0315	50	8.0	0	0.0	50	8.0	0	0.0

See notes at end of table.

Table Q-10. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0316	51	8.2	0	0.0	51	8.2	0	0.0
T0317	48	7.7	0	0.0	48	7.7	0	0.0
T0318	44	7.1	0	0.0	44	7.1	0	0.0
T0319	45	7.2	0	0.0	45	7.2	0	0.0
T0320	45	7.2	0	0.0	45	7.2	0	0.0
T0321	45	7.2	0	0.0	45	7.2	0	0.0
T0322	46	7.4	0	0.0	46	7.4	0	0.0
T0323	45	7.2	0	0.0	45	7.2	0	0.0
T0330	11	1.8	0	0.0	11	1.8	0	0.0
T0331	14	2.2	0	0.0	14	2.2	0	0.0
T0332	9	1.4	0	0.0	9	1.4	0	0.0
T0333	10	1.6	0	0.0	10	1.6	0	0.0
T0334	9	1.4	0	0.0	9	1.4	0	0.0
T0335	11	1.8	0	0.0	11	1.8	0	0.0
T0336	12	1.9	0	0.0	12	1.9	0	0.0
T0337	10	1.6	0	0.0	10	1.6	0	0.0
T0338	10	1.6	0	0.0	10	1.6	0	0.0
T0339	11	1.8	0	0.0	11	1.8	0	0.0
T0340	11	1.8	0	0.0	11	1.8	0	0.0
T0341	10	1.6	0	0.0	10	1.6	0	0.0
T0342	13	2.1	0	0.0	13	2.1	0	0.0
T0343	14	2.2	0	0.0	14	2.2	0	0.0
T0344	12	1.9	0	0.0	12	1.9	0	0.0
T0345	10	1.6	0	0.0	10	1.6	0	0.0
T0346	12	1.9	0	0.0	12	1.9	0	0.0
T0347	12	1.9	0	0.0	12	1.9	0	0.0
T0348	14	2.2	0	0.0	14	2.2	0	0.0
T0349	11	1.8	0	0.0	11	1.8	0	0.0
T0350	13	2.1	0	0.0	13	2.1	0	0.0
T0351	8	1.3	0	0.0	8	1.3	0	0.0
T0352	9	1.4	0	0.0	9	1.4	0	0.0
T0353	9	1.4	0	0.0	9	1.4	0	0.0
T0354	12	1.9	0	0.0	12	1.9	0	0.0
T0355	11	1.8	0	0.0	11	1.8	0	0.0
T0356	11	1.8	0	0.0	11	1.8	0	0.0
T0357	12	1.9	0	0.0	12	1.9	0	0.0
T0358	13	2.1	0	0.0	13	2.1	0	0.0
T0359	9	1.4	0	0.0	9	1.4	0	0.0
T0360	12	1.9	0	0.0	12	1.9	0	0.0
T0361	10	1.6	0	0.0	10	1.6	0	0.0

See notes at end of table.

Table Q-10. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0362	9	1.4	0	0.0	9	1.4	0	0.0
T0363	11	1.8	0	0.0	11	1.8	0	0.0
T0364	46	7.4	0	0.0	46	7.4	0	0.0
T0365	44	7.1	0	0.0	44	7.1	0	0.0
T0366	44	7.1	0	0.0	44	7.1	0	0.0
T0367	44	7.1	0	0.0	44	7.1	0	0.0
T0368	46	7.4	0	0.0	46	7.4	0	0.0
T0369	46	7.4	0	0.0	46	7.4	0	0.0
T0370	49	7.9	0	0.0	49	7.9	0	0.0
T0371	45	7.2	0	0.0	45	7.2	0	0.0
T0372	45	7.2	0	0.0	45	7.2	0	0.0
T0373	45	7.2	0	0.0	45	7.2	0	0.0
T0374	45	7.2	0	0.0	45	7.2	0	0.0
T0375	50	8.0	0	0.0	50	8.0	0	0.0
T0376	51	8.2	0	0.0	51	8.2	0	0.0
T0377	53	8.5	0	0.0	53	8.5	0	0.0
T0378	52	8.3	0	0.0	52	8.3	0	0.0
T0379	52	8.3	0	0.0	52	8.3	0	0.0
T0380	54	8.7	0	0.0	54	8.7	0	0.0
T0381	52	8.3	0	0.0	52	8.3	0	0.0
T0382	28	4.5	0	0.0	28	4.5	0	0.0
T0383	25	4.0	0	0.0	25	4.0	0	0.0
T0384	10	1.6	0	0.0	10	1.6	0	0.0
T0385	6	1.0	0	0.0	6	1.0	0	0.0
T0386	5	0.8	0	0.0	5	0.8	0	0.0
T0387	12	1.9	0	0.0	12	1.9	0	0.0
T0388	3	0.5	0	0.0	3	0.5	0	0.0
T0389	2	0.3	0	0.0	2	0.3	0	0.0
T0393	19	3.0	1	0.2	18	2.9	0	0.0
T0394	18	2.9	0	0.0	18	2.9	0	0.0
T0395	51	8.2	3	0.5	48	7.7	0	0.0
T0396	8	1.3	0	0.0	8	1.3	0	0.0
T0397	63	10.1	2	0.3	61	9.8	0	0.0
T0398	9	1.4	0	0.0	9	1.4	0	0.0
T0399	53	8.5	0	0.0	53	8.5	0	0.0
T0400	20	3.2	2	0.3	18	2.9	0	0.0
T0401	16	2.6	0	0.0	16	2.6	0	0.0
T0402	30	4.8	2	0.3	28	4.5	0	0.0
T0403	5	0.8	0	0.0	5	0.8	0	0.0
T0404	35	5.6	1	0.2	34	5.4	0	0.0

See notes at end of table.

Table Q-10. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school teacher data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
T0405	10	1.6	0	0.0	10	1.6	0	0.0
T0406	7	1.1	0	0.0	7	1.1	0	0.0
T0407	13	2.1	0	0.0	13	2.1	0	0.0
T0408	6	1.0	0	0.0	1	0.2	5	0.8
T0409	14	2.2	0	0.0	14	2.2	0	0.0
T0410	12	1.9	0	0.0	12	1.9	0	0.0
T0411	8	1.3	0	0.0	8	1.3	0	0.0
T0412	7	1.1	0	0.0	7	1.1	0	0.0
T0413	7	1.1	0	0.0	7	1.1	0	0.0
T0414	13	2.1	0	0.0	13	2.1	0	0.0
T0415	16	2.6	0	0.0	13	2.1	3	0.5
T0416	12	1.9	0	0.0	11	1.8	1	0.2
T0417	0	0.0	0	0.0	0	0.0	0	0.0
T0418	0	0.0	0	0.0	0	0.0	0	0.0
T0419	0	0.0	0	0.0	0	0.0	0	0.0
T0420	0	0.0	0	0.0	0	0.0	0	0.0

NOTE: BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Teacher Restricted Use Data File,” 2003–04.

Table Q-11. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school library media center data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
M0025	83	1.1	0	0.0	83	1.1	0	0.0
M0026	30	0.4	0	0.0	29	0.4	1	0.0
M0027	34	0.5	27	0.4	7	0.1	0	0.0
M0028	33	0.5	26	0.4	7	0.1	0	0.0
M0029	36	0.5	27	0.4	9	0.1	0	0.0
M0030	26	0.4	16	0.2	10	0.1	0	0.0
M0031	38	0.5	29	0.4	9	0.1	0	0.0
M0032	28	0.4	20	0.3	8	0.1	0	0.0
M0033	18	0.2	9	0.1	9	0.1	0	0.0
M0040	33	0.5	11	0.2	22	0.3	0	0.0
M0041	120	1.7	97	1.3	19	0.3	4	0.1
M0042	449	6.2	424	5.9	20	0.3	5	0.1
M0043	461	6.4	439	6.1	19	0.3	3	0.0
M0044	253	3.5	250	3.5	3	0.0	0	0.0
M0045	96	1.3	82	1.1	7	0.1	7	0.1
M0046	190	2.6	179	2.5	7	0.1	4	0.1
M0047	154	2.1	143	2.0	6	0.1	5	0.1
M0048	34	0.5	26	0.4	8	0.1	0	0.0
M0049	161	2.2	148	2.0	11	0.2	2	0.0
M0050	391	5.4	367	5.1	15	0.2	9	0.1
M0051	423	5.9	410	5.7	6	0.1	7	0.1
M0052	7	0.1	7	0.1	0	0.0	0	0.0
M0053	408	5.6	104	1.4	297	4.1	7	0.1
M0054	355	4.9	36	0.5	311	4.3	8	0.1
M0055	582	8.1	261	3.6	311	4.3	10	0.1
M0056	633	8.8	318	4.4	306	4.2	9	0.1
M0057	335	4.6	6	0.1	319	4.4	10	0.1
M0058	90	1.2	0	0.0	90	1.2	0	0.0
M0059	186	2.6	0	0.0	183	2.5	3	0.0
M0060	94	1.3	0	0.0	87	1.2	7	0.1
M0061	135	1.9	108	1.5	21	0.3	6	0.1
M0068	74	1.0	2	0.0	72	1.0	0	0.0
M0069	89	1.2	1	0.0	88	1.2	0	0.0
M0070	77	1.1	1	0.0	76	1.1	0	0.0
M0071	80	1.1	2	0.0	78	1.1	0	0.0
M0072	83	1.1	3	0.0	80	1.1	0	0.0
M0073	76	1.1	2	0.0	74	1.0	0	0.0
M0074	105	1.5	6	0.1	99	1.4	0	0.0
M0075	33	0.5	0	0.0	33	0.5	0	0.0
M0076	223	3.1	0	0.0	217	3.0	6	0.1

See notes at end of table.

Table Q-11. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school library media center data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
M0077	113	1.6	0	0.0	113	1.6	0	0.0
M0084	4	0.1	0	0.0	4	0.1	0	0.0
M0085	135	1.9	0	0.0	133	1.8	2	0.0
M0086	6	0.1	0	0.0	6	0.1	0	0.0
M0087	184	2.5	0	0.0	182	2.5	2	0.0
M0088	0	0.0	0	0.0	0	0.0	0	0.0
M0089	66	0.9	0	0.0	64	0.9	2	0.0
M0090	318	4.4	5	0.1	306	4.2	7	0.1
M0091	327	4.5	57	0.8	260	3.6	10	0.1
M0092	506	7.0	53	0.7	452	6.3	1	0.0
M0093	464	6.4	41	0.6	417	5.8	6	0.1
M0094	386	5.3	47	0.7	333	4.6	6	0.1
M0095	597	8.3	25	0.3	565	7.8	7	0.1
M0096	413	5.7	36	0.5	360	5.0	17	0.2
M0097	364	5.0	39	0.5	320	4.4	5	0.1
M0098	81	1.1	5	0.1	71	1.0	5	0.1
M0099	195	2.7	0	0.0	193	2.7	2	0.0
M0100	264	3.7	9	0.1	252	3.5	3	0.0
M0101	175	2.4	0	0.0	175	2.4	0	0.0
M0102	164	2.3	18	0.2	138	1.9	8	0.1
M0103	247	3.4	0	0.0	240	3.3	7	0.1
M0104	1,001	13.8	9	0.1	958	13.3	34	0.5
M0105	264	3.7	15	0.2	245	3.4	4	0.1
M0106	253	3.5	0	0.0	231	3.2	22	0.3
M0107	268	3.7	0	0.0	262	3.6	6	0.1
M0108	79	1.1	0	0.0	77	1.1	2	0.0
M0113	113	1.6	0	0.0	113	1.6	0	0.0
M0114	92	1.3	0	0.0	11	0.2	81	1.1
M0115	151	2.1	12	0.2	139	1.9	0	0.0
M0116	149	2.1	0	0.0	149	2.1	0	0.0
M0117	148	2.0	0	0.0	148	2.0	0	0.0
M0118	170	2.4	0	0.0	170	2.4	0	0.0
M0119	136	1.9	0	0.0	136	1.9	0	0.0
M0120	123	1.7	22	0.3	101	1.4	0	0.0
M0121	117	1.6	17	0.2	100	1.4	0	0.0
M0122	105	1.5	2	0.0	103	1.4	0	0.0
M0123	92	1.3	0	0.0	92	1.3	0	0.0
M0124	256	3.5	0	0.0	256	3.5	0	0.0
M0125	111	1.5	0	0.0	111	1.5	0	0.0
M0126	55	0.8	9	0.1	46	0.6	0	0.0

See notes at end of table.

Table Q-11. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the public school library media center data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
M0127	63	0.9	10	0.1	53	0.7	0	0.0
M0128	70	1.0	17	0.2	53	0.7	0	0.0
M0129	66	0.9	15	0.2	51	0.7	0	0.0
M0130	82	1.1	33	0.5	49	0.7	0	0.0
M0131	66	0.9	16	0.2	50	0.7	0	0.0
M0132	101	1.4	52	0.7	49	0.7	0	0.0
M0133	33	0.5	0	0.0	33	0.5	0	0.0
M0134	110	1.5	2	0.0	108	1.5	0	0.0
M0135	112	1.5	2	0.0	110	1.5	0	0.0
M0136	166	2.3	26	0.4	140	1.9	0	0.0
M0137	194	2.7	36	0.5	158	2.2	0	0.0
M0138	143	2.0	0	0.0	143	2.0	0	0.0
M0145	264	3.7	0	0.0	264	3.7	0	0.0
M0146	298	4.1	31	0.4	267	3.7	0	0.0
M0147	252	3.5	0	0.0	252	3.5	0	0.0
M0148	358	5.0	59	0.8	299	4.1	0	0.0
M0149	385	5.3	0	0.0	385	5.3	0	0.0
M0150	209	2.9	0	0.0	209	2.9	0	0.0
M0151	233	3.2	0	0.0	232	3.2	1	0.0
M0152	0	0.0	0	0.0	0	0.0	0	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Library Media Center Restricted Use Data File,” 2003–04.

Table Q-12. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school library media center data file, by variable: 2003–04

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
M0025	3	2.4	0	0.0	3	2.4	0	0.0
M0026	2	1.6	0	0.0	2	1.6	0	0.0
M0027	1	0.8	0	0.0	1	0.8	0	0.0
M0028	1	0.8	0	0.0	1	0.8	0	0.0
M0029	2	1.6	0	0.0	2	1.6	0	0.0
M0030	1	0.8	0	0.0	1	0.8	0	0.0
M0031	2	1.6	1	0.8	1	0.8	0	0.0
M0032	1	0.8	0	0.0	1	0.8	0	0.0
M0033	2	1.6	1	0.8	1	0.8	0	0.0
M0040	0	0.0	0	0.0	0	0.0	0	0.0
M0041	1	0.8	1	0.8	0	0.0	0	0.0
M0042	8	6.5	8	6.5	0	0.0	0	0.0
M0043	7	5.6	7	5.6	0	0.0	0	0.0
M0044	3	2.4	3	2.4	0	0.0	0	0.0
M0045	2	1.6	2	1.6	0	0.0	0	0.0
M0046	8	6.5	7	5.6	0	0.0	1	0.8
M0047	8	6.5	8	6.5	0	0.0	0	0.0
M0048	1	0.8	1	0.8	0	0.0	0	0.0
M0049	2	1.6	2	1.6	0	0.0	0	0.0
M0050	7	5.6	7	5.6	0	0.0	0	0.0
M0051	6	4.8	6	4.8	0	0.0	0	0.0
M0052	1	0.8	1	0.8	0	0.0	0	0.0
M0053	17	13.7	1	0.8	14	11.3	2	1.6
M0054	18	14.5	2	1.6	14	11.3	2	1.6
M0055	16	12.9	0	0.0	14	11.3	2	1.6
M0056	19	15.3	3	2.4	14	11.3	2	1.6
M0057	14	11.3	0	0.0	12	9.7	2	1.6
M0058	5	4.0	0	0.0	5	4.0	0	0.0
M0059	4	3.2	0	0.0	4	3.2	0	0.0
M0060	3	2.4	0	0.0	3	2.4	0	0.0
M0061	2	1.6	2	1.6	0	0.0	0	0.0
M0068	4	3.2	0	0.0	4	3.2	0	0.0
M0069	4	3.2	0	0.0	4	3.2	0	0.0
M0070	7	5.6	0	0.0	7	5.6	0	0.0
M0071	4	3.2	0	0.0	4	3.2	0	0.0
M0072	4	3.2	0	0.0	4	3.2	0	0.0
M0073	4	3.2	0	0.0	4	3.2	0	0.0
M0074	4	3.2	0	0.0	4	3.2	0	0.0
M0075	0	0.0	0	0.0	0	0.0	0	0.0
M0076	1	0.8	0	0.0	1	0.8	0	0.0

See notes at end of table.

Table Q-12. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school library media center data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
M0077	6	4.8	0	0.0	6	4.8	0	0.0
M0084	0	0.0	0	0.0	0	0.0	0	0.0
M0085	10	8.1	0	0.0	10	8.1	0	0.0
M0086	3	2.4	0	0.0	3	2.4	0	0.0
M0087	8	6.5	0	0.0	7	5.6	1	0.8
M0088	0	0.0	0	0.0	0	0.0	0	0.0
M0089	1	0.8	0	0.0	0	0.0	1	0.8
M0090	11	8.9	0	0.0	10	8.1	1	0.8
M0091	10	8.1	1	0.8	7	5.6	2	1.6
M0092	16	12.9	2	1.6	14	11.3	0	0.0
M0093	17	13.7	3	2.4	14	11.3	0	0.0
M0094	14	11.3	2	1.6	10	8.1	2	1.6
M0095	15	12.1	2	1.6	12	9.7	1	0.8
M0096	16	12.9	2	1.6	12	9.7	2	1.6
M0097	12	9.7	3	2.4	7	5.6	2	1.6
M0098	5	4.0	0	0.0	5	4.0	0	0.0
M0099	11	8.9	0	0.0	11	8.9	0	0.0
M0100	16	12.9	2	1.6	13	10.5	1	0.8
M0101	12	9.7	0	0.0	12	9.7	0	0.0
M0102	12	9.7	0	0.0	10	8.1	2	1.6
M0103	8	6.5	0	0.0	7	5.6	1	0.8
M0104	34	27.4	0	0.0	28	22.6	6	4.8
M0105	15	12.1	0	0.0	12	9.7	3	2.4
M0106	8	6.5	0	0.0	5	4.0	3	2.4
M0107	14	11.3	0	0.0	12	9.7	2	1.6
M0108	1	0.8	0	0.0	1	0.8	0	0.0
M0113	9	7.3	0	0.0	9	7.3	0	0.0
M0114	6	4.8	0	0.0	1	0.8	5	4.0
M0115	8	6.5	0	0.0	8	6.5	0	0.0
M0116	8	6.5	0	0.0	8	6.5	0	0.0
M0117	9	7.3	0	0.0	9	7.3	0	0.0
M0118	9	7.3	0	0.0	9	7.3	0	0.0
M0119	9	7.3	0	0.0	9	7.3	0	0.0
M0120	11	8.9	3	2.4	8	6.5	0	0.0
M0121	10	8.1	2	1.6	8	6.5	0	0.0

See notes at end of table.

Table Q-12. Number of changes and percentage of records affected during stage 1–stage 3 imputation of the BIA school library media center data file, by variable: 2003–04—Continued

Variable	Total		Stage 1		Stage 2		Stage 3	
	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected	Number of changes	Percentage of records affected
M0122	9	7.3	1	0.8	8	6.5	0	0.0
M0123	7	5.6	0	0.0	7	5.6	0	0.0
M0124	9	7.3	0	0.0	9	7.3	0	0.0
M0125	6	4.8	0	0.0	6	4.8	0	0.0
M0126	2	1.6	1	0.8	1	0.8	0	0.0
M0127	3	2.4	1	0.8	2	1.6	0	0.0
M0128	1	0.8	0	0.0	1	0.8	0	0.0
M0129	1	0.8	0	0.0	1	0.8	0	0.0
M0130	2	1.6	1	0.8	1	0.8	0	0.0
M0131	2	1.6	1	0.8	1	0.8	0	0.0
M0132	4	3.2	4	3.2	0	0.0	0	0.0
M0133	0	0.0	0	0.0	0	0.0	0	0.0
M0134	4	3.2	0	0.0	4	3.2	0	0.0
M0135	8	6.5	0	0.0	8	6.5	0	0.0
M0136	9	7.3	1	0.8	8	6.5	0	0.0
M0137	11	8.9	1	0.8	10	8.1	0	0.0
M0138	7	5.6	0	0.0	7	5.6	0	0.0
M0145	10	8.1	0	0.0	10	8.1	0	0.0
M0146	14	11.3	1	0.8	13	10.5	0	0.0
M0147	13	10.5	0	0.0	13	10.5	0	0.0
M0148	16	12.9	1	0.8	15	12.1	0	0.0
M0149	13	10.5	0	0.0	13	10.5	0	0.0
M0150	12	9.7	0	0.0	12	9.7	0	0.0
M0151	11	8.9	0	0.0	11	8.9	0	0.0
M0152	0	0.0	0	0.0	0	0.0	0	0.0

NOTE: BIA refers to the Bureau of Indian Affairs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “BIA School Library Media Center Restricted Use Data File,” 2003–04.

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Appendix R. Weighting Adjustment Cells

A detailed listing of the weighting classes, or cells, is contained in this appendix. Presented first are the public school, principal, and library media center level adjustments. Presented next are the public school district level adjustments, followed by the private school and principal level adjustments. The teacher level adjustments are presented last. Refer to chapter 9 on weighting for a more general description of the weighting procedure.

Bureau of Indian Affairs (BIA) Funded, Public Charter, and Other Public Schools, Principals, and Library Media Center Noninterview Adjustment Cells and BIA-Funded, Public Charter, and Other Public School Teacher Listing Form Nonresponse Adjustment Cells

Note: For many public school adjustments, certain states are used in combination with region. These states were chosen based on their sample size and potential ability to serve in defining weighting classes. Other states not specifically broken out from their respective regions did not have enough sample to avoid collapsing according to the collapsing rules defined in chapter 9.

Certainty Schools: State/Region by School Level by Enrollment

Northeast by Elementary:	No enrollment categories
Northeast by Combined:	No enrollment categories
Northeast by Secondary:	Less than 600, 600–1,000, 1,001–1,500, 1,501–2,000, 2,001–2,600, 2,601 or more
Midwest:	Same as Northeast
Florida:	Same as Northeast
Balance of South:	Same as Northeast
Nevada:	Same as Northeast
New Mexico:	Same as Northeast
Balance of West:	Same as Northeast

BIA-Funded Schools: State by School Level by Enrollment

Arizona by Elementary:	Less than 200, 200 or more
Arizona by Combined:	No enrollment categories
Arizona by Secondary:	No enrollment categories
New Mexico:	Same as Arizona
South Dakota:	Same as Arizona
All other states:	Same as Arizona

Public Charter Schools: State/Region by School Level

Pennsylvania:	No enrollment categories
Balance of Northeast:	No enrollment categories
Michigan:	No enrollment categories
Ohio:	No enrollment categories
Wisconsin:	No enrollment categories
Balance of Midwest:	No enrollment categories
Florida:	No enrollment categories

North Carolina:	No enrollment categories
Texas:	No enrollment categories
Balance of South:	No enrollment categories
Arizona:	No enrollment categories
California:	No enrollment categories
Balance of West:	No enrollment categories

High American Indian Enrollment Schools: State/Region by School Level by Enrollment

Minnesota by Elementary:	Less than 200, 200–350, 351–475, 476 or more
Minnesota by Combined:	Less than 300, 300–450, 451 or more
Minnesota by Secondary:	Less than 250, 250–350, 351–550, 551 or more
North Dakota:	Same as Minnesota
South Dakota:	Same as Minnesota
Balance of Midwest:	Same as Minnesota
North Carolina:	Same as Minnesota
Oklahoma:	Same as Minnesota
Balance of South:	Same as Minnesota
Arizona:	Same as Minnesota
California:	Same as Minnesota
Montana:	Same as Minnesota
New Mexico:	Same as Minnesota
Washington:	Same as Minnesota
Balance of West:	Same as Minnesota

All Other Public Schools: School Level by Enrollment by Urbanicity

Alabama:	Elementary:	Less than 325, 325–484, 485–625, 626 or more
	Combined:	Less than 600, 600 or more
	Secondary:	Less than 372, 372–557, 558–910, 911 or more
Alaska:	Elementary:	Less than 328, 328–413, 414–492, 493 or more
	Combined:	Less than 117, 117 or more
	Secondary:	Less than 196, 196–471, 472–636, 637 or more
Arizona:	Elementary:	Less than 467, 467–624, 625–835, 836 or more
	Combined:	Less than 156, 156 or more
	Secondary:	Less than 782, 782–1,314, 1,315–2,290, 2,291 or more
Arkansas:	Elementary:	Less than 320, 320–418, 419–550, 551 or more
	Combined:	Less than 791, 791 or more
	Secondary:	Less than 350, 350–514, 515–854, 855 or more
California:	Elementary:	Less than 469, 469–664, 665–890, 891 or more
	Combined:	Less than 245, 245 or more
	Secondary:	Less than 963, 963–1,445, 1,446–2,082, 2,083 or more
Colorado:	Elementary:	Less than 315, 315–478, 479–618, 619 or more
	Combined:	Less than 272, 272 or more
	Secondary:	Less than 463, 463–1,013, 1,014–1,576, 1,577 or more

Connecticut:	Elementary:	Less than 368, 368–463, 464–587, 588 or more
	Combined:	Less than 168, 168 or more
	Secondary:	Less than 668, 668–971, 972–1,351, 1352 or more
Delaware:	Elementary:	Less than 441, 441–541, 542–751, 752 or more
	Combined:	Less than 99, 99 or more
	Secondary:	Less than 867, 867–1,060, 1,061–1,423, 1,424 or more
District of Columbia:	Elementary:	Less than 331, 331–406, 407–489, 490 or more
	Combined:	Less than 92, 92 or more
	Secondary:	Less than 335, 335–663, 664–834, 835 or more
Florida:	Elementary:	Less than 643, 643–816, 817–1,094, 1,095 or more
	Combined:	Less than 118, 118 or more
	Secondary:	Less than 1,229, 1,229–1,905, 1,906–2,660, 2,661 or more
Georgia:	Elementary:	Less than 493, 493–660, 661–861, 862 or more
	Combined:	Less than 718, 718 or more
	Secondary:	Less than 894, 894–1,328, 1,329–1,738, 1,739 or more
Hawaii:	Elementary:	Less than 441, 441–626, 627–809, 810 or more
	Combined:	Less than 388, 388 or more
	Secondary:	Less than 986, 986–1,354, 1,355–1,845, 1,846 or more
Idaho:	Elementary:	Less than 313, 313–445, 446–561, 562 or more
	Combined:	Less than 194, 194 or more
	Secondary:	Less than 315, 315–573, 574–905, 906 or more
Illinois:	Elementary:	Less than 314, 314–447, 448–650, 651 or more
	Combined:	Less than 327, 327 or more
	Secondary:	Less than 315, 315–951, 952–1,651, 1652 or more
Indiana:	Elementary:	Less than 356, 356–600, 601–638, 639 or more
	Combined:	Less than 336, 336 or more
	Secondary:	Less than 466, 466–729, 730–1,308, 1,309 or more
Iowa:	Elementary:	Less than 238, 238–324, 325–454, 455 or more
	Combined:	Less than 405, 405 or more
	Secondary:	Less than 257, 257–478, 479–819, 820 or more
Kansas:	Elementary:	Less than 226, 226–333, 334–449, 450 or more
	Combined:	Less than 201, 201 or more
	Secondary:	Less than 203, 203–424, 425–1,039, 1,040 or more
Kentucky:	Elementary:	Less than 321, 321–443, 444–581, 582 or more
	Combined:	Less than 67, 67 or more
	Secondary:	Less than 566, 566–748, 749–1,118, 1,119 or more
Louisiana:	Elementary:	Less than 362, 362–475, 476–632, 633 or more
	Combined:	Less than 334, 334 or more
	Secondary:	Less than 429, 429–716, 717–1,139, 1,140 or more

Maine:	Elementary:	Less than 179, 179–270, 271–405, 406 or more
	Combined:	Less than 214, 214 or more
	Secondary:	Less than 366, 366–599, 600–813, 814 or more
Maryland:	Elementary:	Less than 436, 436–550, 551–696, 697 or more
	Combined:	Less than 107, 107 or more
	Secondary:	Less than 989, 989–1,337, 1,338–1,650, 1,651 or more
Massachusetts:	Elementary:	Less than 338, 338–467, 468–679, 680 or more
	Combined:	Less than 607, 607 or more
	Secondary:	Less than 663, 663–910, 911–1,257, 1,258 or more
Michigan:	Elementary:	Less than 326, 326–406, 407–506, 507 or more
	Combined:	Less than 150, 150 or more
	Secondary:	Less than 501, 501–744, 745–1,301, 1,302 or more
Minnesota:	Elementary:	Less than 356, 356–536, 537–697, 698 or more
	Combined:	Less than 210, 210 or more
	Secondary:	Less than 143, 143–457, 458–1,237, 1,238 or more
Mississippi:	Elementary:	Less than 379, 379–490, 491–697, 698 or more
	Combined:	Less than 578, 578 or more
	Secondary:	Less than 283, 283–461, 462–687, 688 or more
Missouri:	Elementary:	Less than 317, 317–412, 413–540, 541 or more
	Combined:	Less than 400, 400 or more
	Secondary:	Less than 306, 306–704, 705–1,350, 1,351 or more
Montana:	Elementary:	Less than 117, 117–273, 274–384, 385 or more
	Combined:	Less than 175, 175 or more
	Secondary:	Less than 189, 189–310, 311–553, 554 or more
Nebraska:	Elementary:	Less than 100, 100–264, 265–376, 377 or more
	Combined:	Less than 256, 256 or more
	Secondary:	Less than 200, 200–428, 429–1,028, 1,029 or more
Nevada:	Elementary:	Less than 492, 492–736, 737–927, 928 or more
	Combined:	Less than 194, 194 or more
	Secondary:	Less than 578, 578–807, 808–1,313, 1,314 or more
New Hampshire:	Elementary:	Less than 275, 275–407, 408–590, 591 or more
	Combined:	Less than 699, 699 or more
	Secondary:	Less than 636, 636–923, 924–1,349, 1,350 or more
New Jersey:	Elementary:	Less than 375, 375–540, 541–697, 698 or more
	Combined:	Less than 143, 143 or more
	Secondary:	Less than 655, 655–1,067, 1,068–1,376, 1,377 or more
New Mexico:	Elementary:	Less than 311, 311–464, 465–593, 594 or more
	Combined:	Less than 163, 164 or more
	Secondary:	Less than 225, 225–425, 426–741, 742 or more

New York:	Elementary:	Less than 449, 449–563, 564–758, 759 or more
	Combined:	Less than 394, 394 or more
	Secondary:	Less than 577, 577–1,087, 1,088–1,727, 1,728 or more
North Carolina:	Elementary:	Less than 391, 391–555, 556–793, 794 or more
	Combined:	Less than 78, 78 or more
	Secondary:	Less than 769, 769–1,162, 1,163–1,522, 1,523 or more
North Dakota:	Elementary:	Less than 129, 129–271, 272–380, 381 or more
	Combined:	Less than 185, 185 or more
	Secondary:	Less than 173, 173–358, 359–809, 810 or more
Ohio:	Elementary:	Less than 327, 327–436, 437–555, 556 or more
	Combined:	Less than 482, 482 or more
	Secondary:	Less than 445, 445–684, 685–1,096, 1,097 or more
Oklahoma:	Elementary:	Less than 317, 317–427, 428–569, 570 or more
	Combined:	Less than 353, 353 or more
	Secondary:	Less than 414, 414–792, 793–1,239, 1,240 or more
Oregon:	Elementary:	Less than 316, 316–447, 448–564, 565 or more
	Combined:	Less than 154, 154 or more
	Secondary:	Less than 399, 399–807, 808–1,511, 1,512 or more
Pennsylvania:	Elementary:	Less than 348, 348–485, 486–664, 665 or more
	Combined:	Less than 718, 718 or more
	Secondary:	Less than 593, 593–882, 883–1,260, 1,261 or more
Rhode Island:	Elementary:	Less than 310, 310–422, 423–607, 608 or more
	Combined:	Less than 124, 124 or more
	Secondary:	Less than 836, 836–897, 898–1,304, 1,305 or more
South Carolina:	Elementary:	Less than 490, 490–606, 607–721, 722 or more
	Combined:	Less than 276, 276 or more
	Secondary:	Less than 631, 631–949, 950–1,393, 1,394 or more
South Dakota:	Elementary:	Less than 179, 179–350, 351–493, 494 or more
	Combined:	Less than 261, 261 or more
	Secondary:	Less than 181, 181–294, 295–647, 648 or more
Tennessee:	Elementary:	Less than 397, 397–540, 541–687, 688 or more
	Combined:	Less than 446, 446 or more
	Secondary:	Less than 608, 608–936, 937–1,434, 1,435 or more
Texas:	Elementary:	Less than 396, 396–550, 551–826, 827 or more
	Combined:	Less than 193, 193 or more
	Secondary:	Less than 650, 650–923, 924–1,914, 1,915 or more
Utah:	Elementary:	Less than 464, 464–566, 567–717, 718 or more
	Combined:	Less than 102, 102 or more
	Secondary:	Less than 756, 756–1,120, 1,121–1,558, 1,559 or more

Vermont:	Elementary:	Less than 131, 131–257, 258–335, 336 or more
	Combined:	Less than 258, 258 or more
	Secondary:	Less than 404, 404–626, 627–869, 870 or more
Virginia:	Elementary:	Less than 396, 396–537, 538–707, 708 or more
	Combined:	Less than 321, 321 or more
	Secondary:	Less than 536, 536–1,196, 1,197–1,779, 1,780 or more
Washington:	Elementary:	Less than 411, 411–504, 505–571, 572 or more
	Combined:	Less than 161, 161 or more
	Secondary:	Less than 424, 424–784, 785–1,507, 1,508 or more
West Virginia:	Elementary:	Less than 236, 236–307, 308–422, 423 or more
	Combined:	Less than 91, 91 or more
	Secondary:	Less than 252, 252–532, 533–973, 974 or more
Wisconsin:	Elementary:	Less than 275, 275–417, 418–555, 556 or more
	Combined:	Less than 397, 397 or more
	Secondary:	Less than 429, 429–681, 682–1,447, 1,448 or more
Wyoming:	Elementary:	Less than 157, 157–267, 268–354, 355 or more
	Combined:	Less than 143, 143 or more
	Secondary:	Less than 177, 177–331, 332–671, 672 or more

**Public Charter, High American Indian Enrollment, and Other Public Schools,
Principals, Library Media Centers, and Public Teacher
First-Stage Ratio Adjustment Cells**

Public Charter Schools: State by School Level

Elementary:	No enrollment categories
Combined:	No enrollment categories
Secondary:	No enrollment categories

High American Indian Enrollment Schools: State by School Level by Enrollment

Elementary:	Less than 200, 200–350, 351–475, 476 or more
Combined:	Less than 300, 300–450, 451 or more
Secondary:	Less than 250, 250–350, 351–550, 551 or more

All Other Public Schools: School Level by Enrollment by Urbanicity

Alabama:	Elementary:	Less than 355, 355–556, 557 or more
	Combined:	Less than 599, 599 or more
	Secondary:	Less than 432, 432–746, 747 or more
Alaska:	Elementary:	Less than 364, 364–458, 459 or more
	Combined:	Less than 117, 117 or more
	Secondary:	Less than 235, 235–544, 545 or more

Arizona:	Elementary:	Less than 625, 625–900, 901 or more
	Combined:	Less than 157, 157 or more
	Secondary:	Less than 987, 987–1,863, 1,864 or more
Arkansas:	Elementary:	Less than 325, 325–435, 436 or more
	Combined:	Less than 791, 791 or more
	Secondary:	Less than 375, 375–560, 561 or more
California:	Elementary:	Less than 537, 537–804, 805 or more
	Combined:	Less than 200, 200 or more
	Secondary:	Less than 964, 964–1,815, 1,816 or more
Colorado:	Elementary:	Less than 450, 450–522, 523 or more
	Combined:	Less than 272, 272 or more
	Secondary:	Less than 750, 750–1,400, 1,401 or more
Connecticut:	Elementary:	Less than 393, 393–530, 531 or more
	Combined:	Less than 169, 169 or more
	Secondary:	Less than 756, 756–1,190, 1,191 or more
Delaware:	Elementary:	Less than 489, 489–667, 668 or more
	Combined:	Less than 99, 99 or more
	Secondary:	Less than 997, 997–1,340, 1,341 or more
District of Columbia:	Elementary:	Less than 362, 362–474, 475 or more
	Combined:	Less than 92, 92 or more
	Secondary:	Less than 391, 391–760, 761 or more
Florida:	Elementary:	Less than 677, 677–938, 939 or more
	Combined:	Less than 118, 118 or more
	Secondary:	Less than 1,485, 1,485–2,272, 2,273 or more
Georgia:	Elementary:	Less than 600, 600–800, 801 or more
	Combined:	Less than 718, 718 or more
	Secondary:	Less than 1,250, 1,250–1,775, 1,776 or more
Hawaii:	Elementary:	Less than 575, 575–715, 716 or more
	Combined:	Less than 388, 388 or more
	Secondary:	Less than 1,080, 1,080–1,667, 1,668 or more
Idaho:	Elementary:	Less than 359, 359–515, 516 or more
	Combined:	Less than 194, 194 or more
	Secondary:	Less than 427, 427–772, 773 or more
Illinois:	Elementary:	Less than 338, 338–583, 584 or more
	Combined:	Less than 327, 327 or more
	Secondary:	Less than 531, 531–1,382, 1,383 or more
Indiana:	Elementary:	Less than 410, 410–555, 556 or more
	Combined:	Less than 336, 336 or more
	Secondary:	Less than 650, 650–1,037, 1,038 or more

Iowa:	Elementary: Less than 267, 267–389, 390 or more Combined: Less than 405, 405 or more Secondary: Less than 302, 302–657, 658 or more
Kansas:	Elementary: Less than 273, 273–406, 407 or more Combined: Less than 201, 201 or more Secondary: Less than 254, 254–777, 778 or more
Kentucky:	Elementary: Less than 371, 371–526, 527 or more Combined: Less than 68, 68 or more Secondary: Less than 618, 618–989, 990 or more
Louisiana:	Elementary: Less than 406, 406–568, 569 or more Combined: Less than 335, 335 or more Secondary: Less than 577, 577–964, 965 or more
Maine:	Elementary: Less than 218, 218–364, 365 or more Combined: Less than 214, 214 or more Secondary: Less than 466, 466–728, 729 or more
Maryland:	Elementary: Less than 471, 471–608, 609 or more Combined: Less than 108, 108 or more Secondary: Less than 1,082, 1,082–1,565, 1,566 or more
Massachusetts:	Elementary: Less than 393, 393–506, 507 or more Combined: Less than 608, 608 or more Secondary: Less than 766, 766–1,138, 1,139 or more
Michigan:	Elementary: Less than 329, 329–470, 471 or more Combined: Less than 150, 150 or more Secondary: Less than 650, 650–1,100, 1,101 or more
Minnesota:	Elementary: Less than 406, 406–642, 643 or more Combined: Less than 210, 210 or more Secondary: Less than 185, 185–919, 920 or more
Mississippi:	Elementary: Less than 403, 403–613, 614 or more Combined: Less than 579, 579 or more Secondary: Less than 304, 304–628, 629 or more
Missouri:	Elementary: Less than 400, 400–515, 516 or more Combined: Less than 293, 293 or more Secondary: Less than 635, 635–900, 901 or more
Montana:	Elementary: Less than 190, 190–330, 331 or more Combined: Less than 175, 175 or more Secondary: Less than 215, 215–325, 326 or more
Nebraska:	Elementary: Less than 196, 196–341, 342 or more Combined: Less than 256, 256 or more Secondary: Less than 287, 287–755, 756 or more

Nevada:	Elementary: Less than 635, 635–900, 901 or more Combined: Less than 194, 194 or more Secondary: Less than 711, 711–1,254, 1,255 or more
New Hampshire:	Elementary: Less than 322, 322–493, 494 or more Combined: Less than 700, 700 or more Secondary: Less than 704, 704–1,261, 1,262 or more
New Jersey:	Elementary: Less than 433, 433–626, 627 or more Combined: Less than 144, 144 or more Secondary: Less than 912, 912–1,229, 1,230 or more
New Mexico:	Elementary: Less than 225, 225–360, 361 or more Combined: Less than 163, 163 or more Secondary: Less than 329, 329–612, 613 or more
New York:	Elementary: Less than 496, 496–654, 655 or more Combined: Less than 394, 394 or more Secondary: Less than 670, 670–1,342, 1,343 or more
North Carolina:	Elementary: Less than 300, 300–475, 476 or more Combined: Less than 78, 78 or more Secondary: Less than 910, 910–1,337, 1,338 or more
North Dakota:	Elementary: Less than 110, 110–275, 276 or more Combined: Less than 185, 185 or more Secondary: Less than 199, 199–663, 664 or more
Ohio:	Elementary: Less than 368, 368–522, 523 or more Combined: Less than 483, 483 or more Secondary: Less than 522, 522–920, 921 or more
Oklahoma:	Elementary: Less than 375, 375–550, 551 or more Combined: Less than 353, 353 or more Secondary: Less than 250, 250–700, 701 or more
Oregon:	Elementary: Less than 384, 384–503, 504 or more Combined: Less than 155, 155 or more Secondary: Less than 506, 506–1,213, 1,214 or more
Pennsylvania:	Elementary: Less than 400, 400–586, 587 or more Combined: Less than 719, 719 or more Secondary: Less than 726, 726–1,106, 1,107 or more
Rhode Island:	Elementary: Less than 334, 334–493, 494 or more Combined: Less than 124, 124 or more Secondary: Less than 851, 851–1,173, 1,174 or more
South Carolina:	Elementary: Less than 513, 513–671, 672 or more Combined: Less than 277, 277 or more Secondary: Less than 950, 950–1,380, 1,381 or more

South Dakota:	Elementary:	Less than 245, 245–431, 432 or more
	Combined:	Less than 261, 261 or more
	Secondary:	Less than 199, 199–457, 458 or more
Tennessee:	Elementary:	Less than 449, 449–626, 627 or more
	Combined:	Less than 446, 446 or more
	Secondary:	Less than 600, 600–1,000, 1,001 or more
Texas:	Elementary:	Less than 455, 455–677, 678 or more
	Combined:	Less than 193, 193 or more
	Secondary:	Less than 571, 571–1,522, 1,523 or more
Utah:	Elementary:	Less than 504, 504–663, 664 or more
	Combined:	Less than 102, 102 or more
	Secondary:	Less than 828, 828–1,334, 1,335 or more
Vermont:	Elementary:	Less than 167, 167–299, 300 or more
	Combined:	Less than 259, 259 or more
	Secondary:	Less than 499, 499–737, 738 or more
Virginia:	Elementary:	Less than 459, 459–618, 619 or more
	Combined:	Less than 322, 322 or more
	Secondary:	Less than 782, 782–1,563, 1,564 or more
Washington:	Elementary:	Less than 449, 449–542, 543 or more
	Combined:	Less than 161, 161 or more
	Secondary:	Less than 638, 638–1,301, 1,302 or more
West Virginia:	Elementary:	Less than 252, 252–369, 370 or more
	Combined:	Less than 91, 91 or more
	Secondary:	Less than 275, 275–600, 601 or more
Wisconsin:	Elementary:	Less than 319, 319–496, 497 or more
	Combined:	Less than 397, 397 or more
	Secondary:	Less than 504, 504–1,025, 1,026 or more
Wyoming:	Elementary:	Less than 188, 188–312, 313 or more
	Combined:	Less than 143, 143 or more
	Secondary:	Less than 245, 245–527, 528 or more

District Noninterview Adjustment Tables

All States: Enrollment by Metro Status Code

Delaware, District of Columbia, Maryland, Nevada, and Utah:	No enrollment categories
Alaska, Florida, Louisiana, and Rhode Island:	Less than 525, 525 or more

Colorado, New Hampshire, South Carolina, Tennessee, Vermont, West Virginia, and Wyoming:	Less than 650, 650–1,900, 1,901 or more
New Mexico, North Carolina, and Virginia:	Less than 400, 400–900, 901–3,000, 3,001 or more
Alabama, Georgia, Idaho, Kentucky, Maine, and Oregon:	Less than 2,300, 2,300–2,800, 2,801–3,900, 3,901–6,000, 6,001 or more
Arizona, Arkansas, Connecticut, Indiana, Mississippi, North Dakota, South Dakota, Washington, and Wisconsin:	Less than 400, 400–750, 751–2,000, 2,001–3,600, 3,601– 8,900, 8,901 or more
Illinois, Kansas, Nebraska, and New York:	Less than 75, 75–205, 206–290, 291–450, 451–700, 701– 1,250, 1,251 or more
Iowa, Massachusetts, Michigan, Missouri, Montana, Ohio, and Pennsylvania:	Less than 1,200, 1,200–2,025, 2,026–2,600, 2,601–3,440, 3,441–4,275, 4,276–5,800, 5,801–6,750, 6,751 or more
Minnesota and New Jersey:	Less than 600, 600–1,200, 1,201–1,675, 1,676–2,125, 2,126–2,700, 2,701–3,700, 3,701–4,650, 4,651–6,050, 6,051–8,700, 8,701 or more
California and Texas:	Less than 200, 200–360, 361–815, 816–1,600, 1,601–2,650, 2,651–3,100, 3,101–4,150, 4,151–6,935, 6,936–13,500, 13,501–15,000, 15,001 or more
Oklahoma:	Less than 175, 175–285, 286–370, 371–455, 456–650, 651– 795, 796–980, 981–1,250, 1,251–1,600, 1,601–2,350, 2,351–2,700, 2,701 or more

District First-Stage Tables

Alaska, Delaware, District of Columbia, Florida, Rhode Island, Utah, and Vermont:	All one enrollment category
Louisiana, South Carolina, and Wyoming:	Less than 3,800, 3,800 or more
Colorado, New Mexico, and Virginia:	Less than 650, 650–1,900, 1,901 or more

Alabama, Idaho, Maine, North Carolina, and Tennessee:	Less than 400, 400–800, 801–1,100, 1,101 or more
Arizona, Georgia, Kentucky, New Hampshire and Washington:	Less than 1,575, 1,575–2,650, 2,651–3,600, 3,601–6,200, 6,201 or more
Connecticut, Indiana, North Dakota, and Oregon:	Less than 1,000, 1,000–1,600, 1,601–2,500, 2,501–3,200, 3,201–4,200, 4,201 or more
Kansas, Minnesota, Mississippi, Missouri, Montana, New York, South Dakota, and Wisconsin:	Less than 375, 375–500, 501–640, 641–950, 951–1,400, 1,401–2,230, 2,231 or more
Arkansas, Illinois, Iowa, Michigan, Ohio and Pennsylvania:	Less than 410, 410–650, 651–800, 801–1,130, 1,131–1,650, 1,651–1,830, 1,831–2,750, 2,751 or more
Massachusetts and Nebraska:	Less than 1,125, 1,125–1,525, 1,526–2,225, 2,226–2,625, 2,626–3,400, 3,401–3,900, 3,901–4,575, 4,576–6,100, 6,101 or more
New Jersey:	Less than 600, 600–1,200, 1,201–1,675, 1,676–2,125, 2,126–2,700, 2,701–3,700, 3,701–4,650, 4,651–6,050, 6,051–8,700, 8,701 or more
California, Oklahoma, and Texas:	Less than 175, 175–275, 276–345, 346–425, 426–575, 576–730, 731–875, 876–1,100, 1,101–1,325, 1,326–1,675, 1,676 or more

**Private School Noninterview Cells and
Private School Teacher Listing Form Nonresponse Adjustment Cells**

Certainty Schools:

All schools in one category

Catholic—Parochial Schools: School Level by Census Region by Enrollment

Elementary by Northeast:	Less than 175, 175–224, 225–299, 300–449, 450 or more
Elementary by Midwest:	Less than 100, 100–149, 150–199, 200–249, 250–349, 350–449, 450 or more
Elementary by South:	Less than 225, 225–399, 400 or more
Elementary by West:	Less than 300, 300 or more
Combined:	No enrollment categories
Secondary:	Less than 300, 300–599, 600 or more

Catholic—Diocesan Schools: School Level by Enrollment

Elementary:	Less than 100, 100–149, 150–199, 200–224, 225–249, 250–299, 300–399, 400–499, 500 or more
Combined:	No enrollment categories
Secondary:	Less than 300, 300–599, 600–799, 800–999, 1,000 or more

Catholic—Private: School Level by Enrollment

Elementary:	Less than 250, 250 or more
Combined:	Less than 350, 350 or more
Secondary:	Less than 400, 400–599, 600–999, 1,000 or more

Amish: Region by Enrollment

Northeast:	Less than 25, 25–29, 30 or more
Midwest:	Less than 25, 25–34, 35 or more
South:	No enrollment categories
West:	No enrollment categories

Assembly of God, Episcopal, Jewish, Mennonite, and Seventh-Day Adventist: School Level by Enrollment

Elementary:	Less than 100, 100–199, 200 or more
Combined:	Less than 125, 125 or more
Secondary:	No enrollment categories

Baptist: School Level by Recoded Urbanicity by Enrollment

Elementary by All Urbanicity:	Less than 100, 100–199, 200 or more
Combined by Central City:	Less than 150, 150 or more
Combined by Suburban:	Less than 100, 100–299, 300 or more
Combined by Rural:	Less than 75, 75 or more
Secondary by All Urbanicity:	No enrollment categories

Pentecostal and Nonsectarian—Special Education: School Level by Enrollment

Elementary:	Less than 100, 100 or more
Combined:	Less than 30, 30–49, 50–174, 175 or more
Secondary:	No enrollment categories

Lutheran—Missouri Synod and Wisconsin Evangelical Lutheran Synod: School Level by Enrollment

Elementary:	Less than 100, 100–149, 150–199, 200 or more
Combined:	No enrollment categories
Secondary:	No enrollment categories

Other Religious: School Level by Region by Enrollment:

Elementary by Northeast:	Less than 100, 100 or more
Elementary by Midwest:	Less than 100, 100–199, 200 or more
Elementary by South:	Less than 50, 50–99, 100–149, 150 or more
Elementary by West:	Less than 100, 100–199, 200 or more
Combined by Northeast:	Less than 75, 75–199, 200 or more
Combined by Midwest:	Less than 75, 75–199, 200 or more
Combined by South:	Less than 25, 25–49, 50–74, 75–124, 125–169, 170–199, 200–299, 300–449, 450–649, 650 or more
Combined by West:	Less than 50, 50–149, 150–399, 400 or more
Secondary:	Less than 125, 125 or more

Nonsectarian—Regular: School Level by Region by Enrollment:

Elementary by Northeast:	Less than 125, 125 or more
Elementary by Midwest:	No enrollment categories
Elementary by South:	Less than 75, 75–224, 225 or more
Elementary by West:	Less than 75, 75–149, 150 or more
Combined by Northeast:	Less than 150, 150–399, 400 or more
Combined by Midwest:	Less than 300, 300 or more
Combined by South:	Less than 150, 150–299, 300–499, 500–899, 900 or more
Combined by West:	Less than 250, 250 or more
Secondary:	Less than 150, 150 or more

Nonsectarian—Special Emphasis: School Level by Enrollment:

Elementary:	Less than 25, 25–49, 50–99, 100 or more
Combined:	Less than 75, 75 or more
Secondary:	No enrollment categories

Noncertainty Area Frame: School Level by Typology by Enrollment

Elementary by Typology:	Less than 30, 30 or more
Combined by Typology:	Less than 30, 30 or more
Secondary by Typology:	No enrollment categories

Private School and Teacher First-Stage Cells (List Frame only)

All Affiliation Strata:	Affiliation stratum by school level
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Private School Second-Stage Cells

Catholic—Parochial: School Level by Enrollment by Urbanicity

Elementary by Urbanicity:	Less than 100, 100–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–449, 450– 549, 550 or more
Combined and Secondary:	Same as Elementary

Catholic—Diocesan: School Level by Enrollment by Urbanicity

Elementary by Urbanicity:	Less than 75, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–274, 275–299, 300–349, 350–399, 400–449, 450–499, 500–549, 550–649, 650–749, 750–849, 850–949, 950–1,149, 1,150 or more
Combined and Secondary:	Same as Elementary

Catholic—Private: School Level by Enrollment by Urbanicity

Elementary:	Less than 50, 50–99, 100–174, 175–249, 250–349, 350 or more
Combined:	Less than 200, 200–549, 550 or more
Secondary:	Less than 175, 175–274, 275–349, 350–449, 450–549, 550–749, 750–949, 950 or more

Amish: Region by School Level by Enrollment by Urbanicity

Northeast by Elementary:	Less than 25, 25–49, 50 or more
Northeast by Combined:	Less than 25, 25 or more
Northeast by Secondary:	No enrollment categories
Midwest:	Same as Northeast
South and West combined:	Same as Northeast

Assembly of God: School Level by Enrollment by Urbanicity

Elementary:	Less than 75, 75–124, 125–199, 200 or more
Combined:	Less than 35, 35–99, 100–249, 250 or more
Secondary:	No enrollment categories

Baptist: School Level by Enrollment by Urbanicity

Elementary:	Less than 25, 25–49, 50–99, 100–149, 150–224, 225 or more
Combined:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–249, 250–299, 300–349, 350–449, 450–549, 550 or more
Secondary:	No enrollment categories

Episcopal: School Level by Enrollment by Urbanicity

Elementary:	Less than 50, 50–99, 100–149, 150–199, 200–274, 275–449, 450 or more
Combined:	Less than 650, 650 or more
Secondary:	No enrollment categories

Jewish: School Level by Enrollment by Urbanicity

Elementary:	Less than 50, 50–99, 100–149, 150–199, 200–274, 275–449, 450 or more
Combined:	Less than 225, 225–349, 350–649, 650 or more
Secondary:	Less than 50, 50–99, 100–199, 200 or more

Lutheran—Missouri Synod: School Level by Enrollment by Urbanicity

Elementary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–249, 250–299, 300 or more
Combined:	No enrollment categories
Secondary:	Less than 200, 200 or more

Wisconsin Evangelical Lutheran Synod: School Level by Enrollment by Urbanicity

Elementary:	Less than 35, 35–69, 70–99, 100–149, 150 or more
Combined:	No enrollment categories
Secondary:	No enrollment categories

Mennonite: School Level by Enrollment by Urbanicity

Elementary:	Less than 25, 25–49, 50 or more
Combined:	Less than 25, 25–49, 50–74, 75 or more
Secondary:	No enrollment categories

Pentecostal: School Level by Enrollment by Urbanicity

Elementary:	Less than 75, 75 or more
Combined:	Less than 25, 25–49, 50–99, 100 or more
Secondary:	No enrollment categories

Seventh-Day Adventist: School Level by Enrollment by Urbanicity

Elementary:	Less than 25, 25–49, 50–99, 100 or more
Combined:	Less than 25, 25–49, 50–124, 125 or more
Secondary:	Less than 125, 125 or more

Other Religious: School Level by Enrollment by Urbanicity

Elementary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–224, 225–274, 275–324, 325–374, 375–449, 450–549, 550–749, 750 or more
Combined:	Same as Elementary
Secondary:	Same as Elementary

Nonsectarian—Regular: School Level by Enrollment by Urbanicity

Elementary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–184, 185–224, 225–274, 275–349, 350 or more
Combined:	Less than 25, 25–49, 50–74, 75–174, 175–267, 268–449, 450–649, 650–849, 850 or more
Secondary:	Less than 25, 25–49, 50–74, 75–124, 125–274, 275 or more

Nonsectarian—Special Emphasis: School Level by Enrollment by Urbanicity

Elementary:	Less than 25, 25–49, 50–74, 75–99, 100–124, 125–149, 150–199, 200 or more
Combined:	Same as Elementary
Secondary:	Same as Elementary

Nonsectarian—Special Education: School Level by Enrollment by Urbanicity

Elementary:	No enrollment categories
Combined:	Less than 50, 50–99, 100 or more
Secondary:	No enrollment categories

Teacher Within School Noninterview Adjustment Factor Cells

BIA-Funded School Teachers: Teacher Subject by Region by Enrollment by Teacher Stratum

Special Education by Region:	No enrollment categories
Elementary by Northeast:	No enrollment categories
Elementary by Midwest:	Less than 300, 300 or more
Elementary by South:	No enrollment categories
Elementary by West:	Less than 149, 150–224, 225–324, 325–399, 400–524, 525 or more
Math:	No enrollment categories
Science:	No enrollment categories
English:	No enrollment categories
Social Studies:	No enrollment categories
Vocational/Technical:	No enrollment categories
Other by Region:	No enrollment categories

Public Charter School Teachers: Teacher Subject by Region by Enrollment by Teacher Stratum

Special Education by Region:	No enrollment categories
Elementary by Northeast:	No enrollment categories
Elementary by Midwest:	Less than 350, 350–474, 475 or more
Elementary by South:	Less than 175, 175–449, 450 or more
Elementary by West:	Less than 150, 150–249, 250–349, 350–549, 550–849, 850 or more
Math by Northeast:	No enrollment categories
Math by Midwest:	No enrollment categories
Math by South:	No enrollment categories
Math by West:	Less than 300, 300 or more

Science by Region:	No enrollment categories
English by Northeast:	No enrollment categories
English by Midwest:	No enrollment categories
English by South:	No enrollment categories
English by West:	Less than 250, 250 or more
Social Studies by Region:	No enrollment categories
Vocational/Technical by Region:	No enrollment categories
Other by Northeast:	Less than 315, 315 or more
Other by Midwest:	Less than 250, 250 or more
Other by South:	Less than 250, 250 or more
Other by West:	Less than 200, 200–449, 450 or more

High American Indian Enrollment School Teachers: Teacher Stratum by Region by Enrollment by Teacher Subject

Experienced by Northeast:	No enrollment categories
Experienced by Midwest:	Less than 250, 250–349, 350 or more
Experienced by South:	Less than 200, 200–299, 300–399, 400–474, 475–599, 600 or more
Experienced by West:	Less than 200, 200–299, 300–399, 400–499, 500–799, 800 or more
New:	Less than 275, 275–399, 400 or more
American Indian/Alaska Native by Northeast:	No enrollment categories
American Indian/Alaska Native by Midwest:	Less than 500, 500 or more
American Indian/Alaska Native by South:	Less than 200, 200–399, 400–499, 500 or more
American Indian/Alaska Native by West:	Less than 225, 225–324, 325–374, 375–449, 450–474, 475–499, 500–624, 625 or more
Asian/Pacific Islander:	No enrollment categories

Remaining Public School Teachers: Teacher Subject by Teacher Stratum by Urbanicity

American Indian/Alaska Native by Teacher Subject:	No enrollment categories
Asian/Pacific Islander by Teacher Subject:	No enrollment categories
Experienced by Urbanicity by Teacher Subject:	No enrollment categories
New by Urbanicity by Teacher Subject:	No enrollment categories

Private School Listing Frame Teachers: Affiliation by Urbanicity by Teacher Subject by Region by Enrollment

Catholic—Parochial by Central City:	Less than 140, 140–199, 200–224, 225–274, 275–359, 360–474, 475–599, 600 or more
Catholic—Parochial by Suburban:	Less than 125, 125–214, 215–274, 275–324, 325–399, 400–499, 500–549, 550–699, 700 or more

Catholic—Parochial by Rural:	Less than 100, 100–149, 150–199, 200–298, 299 or more
Catholic—Diocesan by Central City:	Less than 250, 250–399, 400–599, 600–849, 850 or more
Catholic—Diocesan by Suburban:	Less than 175, 175–234, 235–299, 300–499, 500–699, 700–899, 900 or more
Catholic—Diocesan by Rural:	Less than 100, 100–174, 175 or more
Catholic—Private:	Less than 200, 200–299, 300–449, 450–549, 550–624, 625–849, 850 or more
Amish:	Less than 25, 25–34, 35 or more
Assembly of God:	Less than 75, 75–224, 225 or more
Baptist:	Less than 75, 75–149, 150–234, 235–349, 350–474, 475 or more
Episcopal:	Less than 150, 150–299, 300 or more
Jewish:	Less than 125, 125–274, 275–499, 500 or more
Lutheran—Missouri Synod:	Less than 100, 100–149, 150–199, 200–299, 300 or more
Wisconsin Evangelical Lutheran Synod:	Less than 50, 50–74, 75–99, 100–149, 150 or more
Mennonite:	Less than 50, 50–99, 100 or more
Pentecostal:	Less than 50, 50–149, 150 or more
Seventh-Day Adventist:	Less than 175, 175 or more
Other Religious:	Less than 50, 50–74, 75–99, 100–124, 125–149, 150–174, 175–199, 200–249, 250–324, 325–399, 400–499, 500–599, 600–799, 800 or more
Nonsectarian—Regular:	Less than 50, 50–99, 100–149, 150–199, 200–299, 300–399, 400–499, 500–599, 600–999, 1,000 or more
Nonsectarian—Special Emphasis:	Less than 50, 50–99, 100–199, 200 or more
Nonsectarian—Special Education:	Less than 50, 50–99, 100–199, 200 or more

Private Area Frame Teachers: Teacher Subject by Affiliation by Enrollment

Special Education:	No enrollment categories
Elementary:	Less than 27, 28–54, 55 or more
Math:	No enrollment categories
Science:	No enrollment categories
English:	No enrollment categories
Social Studies:	No enrollment categories
Vocational/Technical:	No enrollment categories
Other:	No enrollment categories

Teacher Adjustment Factor Cells

BIA-funded Teachers: Race/Ethnicity by School Level

American Indian or Alaska Native:	No enrollment categories
Other:	No enrollment categories

High American Indian Enrollment Teachers: State by Enrollment by Race/Ethnicity

Minnesota:	No enrollment categories
North Dakota:	No enrollment categories
South Dakota:	No enrollment categories
Balance Midwest:	No enrollment categories

North Carolina:	No enrollment categories
Oklahoma:	Less than 149, 149–249, 250–324, 325–449, 450 or more
Balance South:	No enrollment categories
Arizona:	No enrollment categories
California:	No enrollment categories
Montana:	No enrollment categories
New Mexico:	No enrollment categories
Washington:	No enrollment categories
Balance West:	No enrollment categories

Public Charter Teachers: State/Region by Race/Ethnicity by Enrollment by School Level

Pennsylvania by Asian/Pacific Islander, White, American Indian/ Alaska Native, Hispanic, or Black:	No enrollment categories
Balance Northeast by Asian/ Pacific Islander, American Indian/ Alaska Native, Hispanic, or Black:	No enrollment categories
Balance Northeast by White:	Less than 175, 175 or more
Michigan by Asian/Pacific Islander, American Indian/ Alaska Native, or Hispanic:	No enrollment categories
Michigan by White:	Less than 200, 200–399, 400 or more
Michigan by Black:	Less than 300, 300 or more
Ohio by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	No enrollment categories
Wisconsin by Asian/Pacific Islander, White, American Indian/ Alaska Native, Hispanic, or Black:	No enrollment categories
Balance Midwest by Asian/ Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	No enrollment categories
Florida by Asian/Pacific Islander, American Indian/Alaska Native, Hispanic, or Black:	No enrollment categories

Florida by White:	Less than 150, 150 or more
North Carolina by Asian/Pacific Islander, White, American Indian/ Alaska Native, Hispanic, or Black:	No enrollment categories
Texas by Asian/Pacific Islander, White, American Indian/Alaska Native, Hispanic, or Black:	No enrollment categories
Balance South by Asian/Pacific Islander, American Indian/ Alaska Native, Hispanic, or Black:	No enrollment categories
Balance South by White:	Less than 500, 500 or more
Arizona by Asian/Pacific Islander, American Indian/Alaska Native, Hispanic, or Black:	No enrollment categories
Arizona by White:	Less than 100, 100–199, 200 or more
California by Asia/Pacific Islander, American Indian/ Alaska Native, Hispanic, or Black:	No enrollment categories
California by White:	Less than 200, 200–599, 600 or more
Colorado by Asian/Pacific Islander, American Indian/Alaska Native, Hispanic, or Black:	No enrollment categories
Colorado by White:	Less than 250, 250 or more
Balance West by Asian/Pacific Islander, White, American Indian/ Alaska Native, Hispanic, or Black:	No enrollment categories

Remaining Public School Teachers: State by Race/Ethnicity by Enrollment by School Level

California or Georgia	
Asian/Pacific Islander:	Less than 500, 500–699, 700–899, 900–1,199, 1,200 or more
White:	Same as Asian/Pacific Islander
American Indian/Alaska Native:	No enrollment categories
Hispanic:	Same as Asian/Pacific Islander
Black:	Same as Asian/Pacific Islander

Texas

Asian/Pacific Islander:	Less than 500, 500–799, 800–1,799, 1,800–1,999, 2,000 or more
White:	Same as Asian/Pacific Islander
American Indian/Alaska Native:	No enrollment categories
Hispanic:	Same as Asian/Pacific Islander
Black:	Same as Asian/Pacific Islander

Arizona, Colorado, Connecticut,
New Mexico

Asian/Pacific Islander:	Less than 100, 100–199, 200–299, 300 or more
White:	Less than 349, 350–499, 500–599, 600 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	Less than 300, 300–449, 450–649, 650 or more
Black:	Less than 350, 350–699, 700–899, 900 or more

Alabama, Arkansas, Delaware,
District of Columbia, Florida, Louisiana,
Maryland, Mississippi, New York,
North Carolina, South Carolina,
Tennessee, Virginia

Asian/Pacific Islander:	Less than 100, 100–199, 200–299, 300 or more
White:	Less than 400, 400–549, 550–749, 750 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	Less than 350, 350–699, 700–899, 900 or more
Black:	Less than 450, 450–599, 600–799, 800 or more

All Remaining States

Asian/Pacific Islander:	Less than 100, 100–199, 200–299, 300 or more
White:	Less than 200, 200–99, 400–599, 600 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	Less than 350, 350–699, 700–899, 900 or more
Black:	Less than 350, 350–699, 700–899, 900 or more

**Catholic—Parochial, Catholic—Diocesan, and Other Religious Private School Teachers:
Race/Ethnicity by Enrollment by School Level**

Asian/Pacific Islander:	Less than 300, 300 or more
White:	Less than 150, 150–199, 200–249, 250–299, 300–349, 350–449, 450–549, 550–699, 700 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	Less than 230, 230–299, 300–399, 400–549, 550 or more
Black:	Less than 225, 225–349, 350 or more

Baptist Private School Teachers: Race/Ethnicity by Enrollment by School Level

Asian/Pacific Islander:	No enrollment categories
White:	Less than 100, 100–299, 300 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	No enrollment categories
Black:	No enrollment categories

Episcopal Private School Teachers: Race/Ethnicity by Enrollment by School Level

Asian/Pacific Islander:	No enrollment categories
White:	Less than 200, 200–499, 500 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	No enrollment categories
Black:	No enrollment categories

Seventh-Day Adventist Private School Teachers: Race/Ethnicity by Enrollment by School Level

Asian/Pacific Islander:	No enrollment categories
White:	Less than 20, 20–69, 70 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	No enrollment categories
Black:	No enrollment categories

Nonsectarian—Special Emphasis Private School Teachers: Race/Ethnicity by Enrollment by School Level

Asian/Pacific Islander:	No enrollment categories
White:	Less than 100, 100–299, 300 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	No enrollment categories
Black:	No enrollment categories

Jewish Private School Teachers: Race/Ethnicity by Enrollment by School Level

Asian/Pacific Islander:	No enrollment categories
White:	Less than 175, 175–349, 350 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	No enrollment categories
Black:	No enrollment categories

Lutheran Private School Teachers: Race/Ethnicity by Enrollment by School Level

Asian/Pacific Islander:	No enrollment categories
White:	Less than 125, 125–224, 225 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	No enrollment categories
Black:	No enrollment categories

Nonsectarian—Special Education Private School Teachers: Race/Ethnicity by Enrollment by School Level

Asian/Pacific Islander:	No enrollment categories
White:	Less than 40, 40–69, 70–99, 100–174, 175 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	No enrollment categories
Black:	Less than 100, 100 or more

Catholic—Private, Private School Teachers: Race/Ethnicity by Enrollment by School Level

Asian/Pacific Islander:	Less than 700, 700 or more
White:	Less than 188, 188–299, 300–499, 500–599, 600–799, 800 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	Less than 275, 275–549, 550–799, 800 or more
Black:	Less than 500, 500–799, 800 or more

Nonsectarian—Special Emphasis Private School Teachers: Race/Ethnicity by Enrollment by School Level

Asian/Pacific Islander:	Less than 750, 750 or more
White:	Less than 188, 188–299, 300–499, 500–599, 600–799, 800 or more
American Indian/Alaska Native:	No enrollment categories
Hispanic:	Less than 275, 275–549, 550–799, 800 or more
Black:	Less than 500, 500–799, 800 or more

Amish Private School Teachers: Region by Enrollment

Northeast:	Less than 25, 25–29, 30 or more
Midwest:	Less than 25, 25–29, 30 or more
South:	No enrollment categories
West:	No enrollment categories

Assembly of God Private School Teachers: School Level by Enrollment

Elementary:	Less than 75, 75–174, 175 or more
Combined:	Less than 150, 150 or more
Secondary:	No enrollment categories

Lutheran—Missouri Synod Private School Teachers: School Level by Enrollment

Elementary:	Less than 30, 30–59, 60 or more
Combined:	Less than 30, 30 or more
Secondary:	No enrollment categories

Wisconsin Evangelical Lutheran Synod Private School Teachers: School Level by Enrollment

Elementary:	Less than 45, 45–74, 75–114, 115 or more
Combined:	No enrollment categories
Secondary:	No enrollment categories

Pentecostal Private School Teachers: School Level by Enrollment

Elementary:	Less than 100, 100 or more
Combined:	Less than 25, 25–44, 45–174, 175 or more
Secondary:	No enrollment categories

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Appendix S. Response Variance in the 2003–04 Schools and Staffing Survey

This report, prepared by Robyn Sirkis from the Survey Response Analysis Branch of the Demographic Statistical Methods Division in the U.S. Bureau of the Census, contains the following material:

Summary	S-3
Major Findings.....	S-3
Methodology	S-7
Reinterview Procedures	S-7
Reinterview Sample Design.....	S-7
Reinterview Response Rates.....	S-9
Weighted Data	S-10
Reinterview Model Assumptions.....	S-10
Measures Used to Estimate Response Variance	S-11
Response Variance Measures for Rare Categories	S-13
Limitations.....	S-13
Detailed Results.....	S-14
Principal Reinterview Questionnaire—Private and Public School Principals.....	S-14
School Reinterview Questionnaire—Private and Public Schools.....	S-23
Private and Public Teacher Reinterview Questionnaires.....	S-28
Summary of Response Variance Levels by Question Number	S-39
Principal Reinterview Questionnaire—Private School Principals.....	S-39
Principal Reinterview Questionnaire—Public School Principals.....	S-40
School Reinterview Questionnaire—Private Schools.....	S-41
School Reinterview Questionnaire—Public Schools.....	S-42
Private Teacher Reinterview Questionnaire	S-43
Public Teacher Reinterview Questionnaire.....	S-44
Response Variance Formulas	S-45
Hui-Walter Method	S-46
Introduction.....	S-46
The Hui-Walter Method.....	S-46
Using the Results of the Hui-Walter Method to Estimate the Index of Inconsistency	S-47
How to Estimate the Hui-Walter Model Parameters.....	S-47
How Many Responses Are Necessary for Analysis?	S-48
Questions in Both the 1999–2000 and 2003–04 SASS—School Reinterview Questionnaires.....	S-49
Questions in Both the 1999–2000 and 2003–04 SASS—Private Teacher and Public Teacher Reinterview Questionnaires.....	S-54
Measures.....	S-56
Principal Reinterview Questionnaire—Private School Principals.....	S-57
Principal Reinterview Questionnaire—Public School Principals.....	S-62
School Reinterview Questionnaire—Private Schools.....	S-68
School Reinterview Questionnaire—Public Schools.....	S-73
Private Teacher Reinterview Questionnaire	S-80
Public Teacher Reinterview Questionnaire.....	S-98
References	S-116

Attachments:

S-1. Principal Reinterview Questionnaire	S-117
S-2. School Reinterview Questionnaire	S-123

S-3. Private Teacher Reinterview Questionnaire	S-132
S-4. Public Teacher Reinterview Questionnaire.....	S-148

Summary

The National Center for Education Statistics (NCES) sponsors the Schools and Staffing Survey (SASS) conducted by the U.S. Census Bureau. SASS is an integrated set of surveys including principal, school, and teacher surveys. The Census Bureau first conducted SASS during the 1987–1988 school year. This report describes the results of the reinterview program for the 2003–04 SASS. The purpose of the reinterview was to measure response variance for certain questions that NCES and the Census Bureau considered critical to the survey or suspected were problematic. Previous reports contain the reinterview results from the 1987–88 (Newbrough 1989), 1990–91 (Royce 1994), 1993–94 (Bushery, Schreiner, and Sebron 1998), and 1999–2000 (Ennis and Miller 2004) school years.

Reinterview programs allow for detecting problems in the questions, but usually they can neither identify causes of response error nor correct the problems. High response variance indicates a problematic question, and moderate response variance suggests some problems with reliability.

It is useful to note which questions were the same or were modified in the current SASS (2003–04) and the previous SASS (1999–2000). The School Reinterview Questionnaire for the 2003–04 SASS was compared with the Private School Reinterview Questionnaire and the Public School Reinterview Questionnaire for the 1999–2000 SASS. The table with the listing of the questions for the schools can be found in the section “Questions in Both the 1999–2000 SASS and the 2003–2004 SASS—School Reinterview Questionnaire.” The Private Teacher Reinterview Questionnaire and the Public Teacher Reinterview Questionnaire for the 2003–04 SASS were compared with the Teacher Reinterview Questionnaire for the 1999–2000 SASS. The table with the listing of the questions for the teachers can be found in the section “Questions in Both the 1999–2000 SASS and the 2003–04 SASS—Private Teacher and Public Teacher Reinterview Questionnaires.” There is not a table for the principals, because there was no principal reinterview questionnaire for the 1999–2000 SASS.

Major Findings

Principal Reinterview Questionnaire—Private and Public School Principals

The response variance was evaluated in 17 questions for the private school principals, and 20 questions for the public school principals from the 2003–04 SASS Principal Reinterview Questionnaire. The questions were divided into five groups according to the question topic. Tables S-1 and S-2 summarize the levels of response variance for each group of questions for the private and public school principals, respectively. A copy of the Principal Reinterview Questionnaire can be found in Attachment S-1.

The numbers in the percent columns in tables S-1 through S-6 are the percentage of questions that fall in that type of variance (high, moderate, or low).

Table S-1. Summary of response variance for the SASS Principal Reinterview Questionnaire—private school principals, by question group: 2003–04

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	17	100.0	7	41.2	8	47.1	2	11.8
Experience, training, and working conditions	10	100.0	6	60.0	3	30.0	1	10.0
Teacher and school performance	1	100.0	0	0.0	1	100.0	0	0.0
School climate and safety	2	100.0	0	0.0	2	100.0	0	0.0
Parent or guardian involvement	3	100.0	1	33.3	2	66.7	0	0.0
Demographic information	1	100.0	0	0.0	0	0.0	1	100.0

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the private school principals, 41 percent of the 17 questions evaluated displayed high response variance, suggesting problems with reliability. There was moderate response variance for 47 percent of the questions analyzed and low response variance for 12 percent.

Table S-2. Summary of response variance for the SASS Principal Reinterview Questionnaire—public school principals, by question group: 2003–04

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	20	100.0	13	65.0	6	30.0	1	5.0
Experience, training, and working conditions	8	100.0	5	62.5	3	37.5	0	0.0
Teacher and school performance	6	100.0	5	83.3	1	16.7	0	0.0
School climate and safety	2	100.0	1	50.0	1	50.0	0	0.0
Parent or guardian involvement	3	100.0	2	66.7	1	33.3	0	0.0
Demographic information	1	100.0	0	0.0	0	0.0	1	100.0

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the public school principals, 65 percent of the 20 questions evaluated displayed high response variance, 30 percent displayed moderate response variance, and 5 percent displayed low response variance.

School Reinterview Questionnaire—Private and Public Schools

The response variance was evaluated in 20 questions for the private schools and 38 questions for the public schools from the 2003–04 SASS School Reinterview Questionnaire. The questions were divided into three groups according to the question topic. Tables S-3 and S-4 summarize the levels of response variance for each group of questions for the private and public schools, respectively. A copy of the School Reinterview Questionnaire can be found in Attachment S-2.

Table S-3. Summary of response variance for the SASS School Reinterview Questionnaire—private schools, by question group: 2003–04

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	20	100.0	1	5.0	3	15.0	16	80.0
General information	9	100.0	1	11.1	1	11.1	7	77.8
Staffing	7	100.0	0	0.0	1	14.3	6	85.7
Special programs and services	4	100.0	0	0.0	1	25.0	3	75.0

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the private schools, 5 percent of the 20 questions evaluated displayed high response variance, suggesting problems with reliability. There was moderate response variance for 15 percent of the questions analyzed and low response variance for 80 percent.

Table S-4. Summary of response variance for the SASS School Reinterview Questionnaire—public schools, by question group: 2003–04

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	38	100.0	7	18.4	12	31.6	19	50.0
General information	14	100.0	6	42.9	3	21.4	5	35.7
Staffing	8	100.0	0	0.0	3	37.5	5	62.5
Special programs and services	16	100.0	1	6.3	6	37.5	9	56.3

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the public schools, 18 percent of the 38 questions evaluated displayed high response variance, suggesting problems with reliability. There was moderate response variance for 32 percent of the questions analyzed and low response variance for 50 percent.

Private Teacher and Public Teacher Reinterview Questionnaires

The response variance was evaluated in 24 questions from the 2003–04 SASS Private Teacher Reinterview Questionnaire and 26 questions from the 2003–04 SASS Public Teacher Reinterview Questionnaire.

The questions were divided into seven groups according to the question topic. Tables S-5 and S-6 summarize the levels of response variance for each group of questions for the private and public school teachers, respectively. Copies of the Private Teacher Reinterview Questionnaire and the Public Teacher Reinterview Questionnaire can be found in Attachments S-3 and S-4, respectively.

Table S-5. Summary of response variance for the SASS Private Teacher Reinterview Questionnaire, by question group: 2003–04

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	24	100.0	6	25.0	7	29.2	11	45.8
General information	1	100.0	0	0.0	0	0.0	1	100.0
Class organization	2	100.0	0	0.0	0	0.0	2	100.0
Educational background	9	100.0	1	11.1	3	33.3	5	55.6
Certification and training	4	100.0	1	25.0	2	50.0	1	25.0
Professional development	3	100.0	3	100.0	0	0.0	0	0.0
Resources and assessments of students	2	100.0	1	50.0	1	50.0	0	0
Working conditions	3	100.0	0	0.0	1	33.3	2	66.7

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the private school teachers, 25 percent of the 24 questions evaluated displayed high response variance, suggesting problems with reliability. There was moderate response variance for 29 percent of the questions analyzed and low response variance for 46 percent.

Table S-6. Summary of response variance for the SASS Public Teacher Reinterview Questionnaire, by question group: 2003–04

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	26	100.0	5	19.2	12	46.2	9	34.6
General information	1	100.0	0	0.0	0	0.0	2	100.0
Class organization	2	100.0	0	0.0	0	0.0	2	100.0
Educational background	9	100.0	0	0.0	4	44.4	5	55.6
Certification and training	8	100.0	0	0.0	7	87.5	1	12.5
Professional development	3	100.0	3	100.0	0	0.0	0	0.0
Resources and assessments of students	1	100.0	0	0.0	1	100.0	0	0.0
Working conditions	2	100.0	2	100.0	0	0.0	0	0.0

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the public school teachers, 19 percent of the 26 questions evaluated displayed high response variance, 46 percent displayed moderate response variance, and 35 percent displayed low response variance.

Methodology

Reinterview Procedures

For the original survey, questionnaires were delivered to respondents and were self-administered. The nonrespondents were contacted by Census Bureau field representatives for follow-up. Once the Census Bureau clerical staff received a completed original questionnaire from a respondent selected for reinterview, the staff then mailed out the proper reinterview questionnaire with a letter explaining the purpose of the reinterview to the respondent. The respondents would complete the reinterview questionnaires (self-administered) and then mail the questionnaires back to the Census Bureau clerical staff in the provided envelope. A second mailout was sent for people who did not respond by February 24, 2004.

Reinterview Sample Design

SASS is an integrated set of surveys including school, principal, and teacher surveys. Public and private schools each have their own unique surveys. The reinterview sample for each of the SASS surveys is a random subsample of that survey's full sample.

Private Schools and Principals Sampling

The final 2003–04 SASS private school sample (3,662) was used as the reinterview sample frame. With the 370 desired reinterviews there was a 90 percent certainty that a change of 5 percent in the respondents' answers between the original and reinterview could be detected. An oversample was taken to account for original survey and reinterview noninterviews. This brought the total number of cases selected for the private school sample to 686. The response rates were taken from the 1999–2000 SASS and its reinterview to calculate the reinterview sample. Exhibit S-1 documents how the private school reinterview sample size was computed.

Exhibit S-1. Computation of private school and principal reinterview sample size: 2003–04

Cases	Private schools and principals
Number of cases selected for reinterview	686
Original noninterview rate ¹	18.1%
Projected number of cases after removing original noninterviews	562
Out-of-scope rate ¹	7.9%
Projected number of cases eligible for reinterview	508
Completion rate ¹	72.8%
Projected number of completed reinterviews	370

¹ The original noninterview and reinterview response rates were taken from the 1999–2000 SASS.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Public Schools and Principals Reinterview Sampling

The final 2003–04 SASS public school sample (10,368) was used as the reinterview sample frame. With the 1,261 desired reinterviews there was a 90 percent certainty that a change of 5 percent in the respondents' answers between the original and reinterview could be detected. The sample was oversampled to account for original survey and reinterview noninterviews. That brought the total number of cases selected for the public school sample to 1,951. The response rates were taken from the 1999–2000 SASS and its reinterview to calculate the reinterview sample. Exhibit S-2 documents how the public school reinterview sample size was computed.

Exhibit S-2. Computation of public school and principal reinterview sample size: 2003–04

Cases	Public schools and principals
Number of cases selected for reinterview	1,951
Original noninterview rate ¹	11.0%
Projected number of cases after removing original noninterviews	1,736
Out-of-scope rate ¹	3.8%
Projected number of cases eligible for reinterview	1,662
Completion rate ¹	75.9%
Projected number of completed reinterview	1,261

¹ The original noninterview and reinterview response rates were taken from the 1999–2000 SASS.

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Public and Private School Teacher Sampling

The expected number of 2003–04 SASS public and private school teachers (67,200) was used as the reinterview sample frame. The public and private school teacher samples were chosen separately. For both the public and private school teacher desired reinterview samples there was a 90 percent certainty that a change of 5 percent in the respondents' answers between the original and reinterview could be detected. An oversample was taken to account for original survey and reinterview noninterviews. This brought the total number of cases selected for the teacher sample to 4,133. The response rates were taken from the 1999–2000 SASS and its reinterview to calculate the reinterview sample. Exhibit S-3 documents how the teacher reinterview sample size was computed.

Exhibit S-3. Computation of teacher reinterview sample size: 2003–04

Cases	Teachers	
	Public	Private
Number of cases selected for reinterview	2,758	1,375
Original noninterview rate ¹	16.7%	23.6%
Projected number of cases after removing original noninterviews	2,298	1,051
Out-of-scope rate ¹	7.8%	11.9%
Projected number of cases eligible for reinterview	2,082	887
Completion rate ¹	70.6%	70.0%
Projected number of completed reinterviews	1,470	621

¹ The original noninterview and reinterview response rates were taken from the 1999–2000 SASS.

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Reinterview Response Rates

Principal Reinterview Questionnaire—Private and Public School Principals

There were 1,333 completed principal reinterviews—278 private school principal cases and 1,055 public school principal cases. The reinterview response rate was 66.09 percent. Exhibit S-4 shows the reinterview sample sizes and response rates for the private and public school principals.

Exhibit S-4. SASS sample sizes and response rates for private and public school principal reinterviews: 2003–04

Cases	Total	Principals	
		Public	Private
Selected for reinterview	2,637	1,951	686
Noninterview in original	483	336	147
Out-of-scope	137	52	85
Original interview completed	2,017	1,563	454
Eligible for reinterview	2,017	1,563	454
Reinterview completed	1,333	1,055	278
Reinterview response rate	66.09%	67.50%	61.23%

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

The School Reinterview Questionnaire—Private and Public Schools

There were 911 completed school reinterviews—244 private school cases and 667 public school cases. The reinterview response rate was 45.53 percent. Exhibit S-5 shows the reinterview sample sizes and response rates for the private and public schools.

Exhibit S-5. SASS sample sizes and response rates for private and public school reinterviews: 2003–04

Cases	Total	Schools	
		Public	Private
Selected for reinterview	2,637	1,951	686
Noninterview in original	519	365	154
Out-of-scope	117	45	72
Original interview completed	2,001	1,541	460
Eligible for reinterview	2,001	1,541	460
Reinterview completed	911	667	244
Reinterview response rate	45.53%	43.28%	53.04%

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

The Private Teacher and Public Teacher Reinterview Questionnaires

There were 304 completed private school teacher reinterviews, and 763 public school teacher reinterviews. The reinterview response rate was 58.92 percent. Exhibit S-6 shows the reinterview sample sizes and response rates for the private and public school teachers.

Exhibit S-6. SASS sample size and response rates for public and private school teachers: 2003–04

Cases	Total	Teachers	
		Public	Private
Selected for reinterview	2,202	1,602	600
Noninterview in original	362	265	97
Out-of-scope	29	27	2
Original interview completed	1,811	1,310	501
Eligible for reinterview	1,811	1,310	501
Ineligible for reinterview	1,931	1,156	775
Reinterview completed	1,067	763	304
Reinterview response rate	58.92%	58.24%	60.68%

NOTE: Detail may not sum to totals because of rounding.

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Weighted Data

The reinterview data were weighted to reflect the sample design and to obtain an unbiased estimate. The response error reinterview is considered as a simple random sub-sample drawn from the original sample.

The data were weighted to account for reinterview sampling. After the reinterview data were weighted, the data were then reweighted back to the reinterview sample size. The purpose of the weighting was to obtain the correct distribution of the reinterview cases across the population. The reweight process is used to re-adjust the inflated size back to the actual sample size in reinterview. Therefore, each case in the reinterview sample has a weight of:

$$W_i^{RI} = W_i^{orig} * \frac{\sum W_i^{orig}}{\sum W_i^{orig}}_{reinterview}$$

Reinterview Model Assumptions

The response error reinterview model assumes the reinterview is an independent replication of the original interview.

Independence means that the response errors are not correlated between the original interview and the reinterview. If the respondents remembered their original answers and consciously repeated them in the reinterview, the independence assumption would be violated. Lack of independence generally results in underestimates of response variance.

Replication means that the reinterview was conducted under the same conditions as the original interview. If the reinterview replicates the original interview, the distribution of the original and reinterview responses will be the same. With quantitative data, the means and variances of the original and reinterview responses will be equal. With categorical data, the difference between the original proportion in-category and the reinterview proportion in-category, the net difference rate (NDR), will be zero.

Measures Used to Estimate Response Variance¹

Random errors of measurement in the survey process (nonsampling error) increase the mean square error (MSE) of the data collected. When the errors are not correlated with the answers or with each other, this variability is called “simple response variance.”

The **index of inconsistency (index)** and the **gross difference rate (GDR)** are the principal measures of response variance in categorical data. The index and GDR are estimated for each question category.

Overall estimates of the index and the GDR for a question, the **aggregate index** and the **aggregate GDR**, apply to questions with three or more answer categories.

This report provides 90 percent confidence intervals for these measures. See the section on “Response Variance Formulas” for the formulas used to calculate the reinterview measures and the confidence intervals.

Index of Inconsistency

The **index of inconsistency** estimates the ratio of simple response variance to total variance for a question answer. It is a relative measure of simple response variance.

The **aggregate index** is similar to the index of inconsistency, but it applies to the entire question rather than a specific answer category. It is an average index of inconsistency across all categories for the question. For questions with two categories (e.g., yes/no questions), the index of inconsistency and the aggregate index are equal.

An aggregate index of zero means responses were in perfect agreement, but an index of 100 does not mean that all of the respondents changed answers. Rather, this is what would be expected if there were no relationship between original and reinterview answers beyond chance agreement.

Use this rule of thumb to interpret the index of inconsistency and the aggregate index.

Index value	Response variance level	Interpretation
Less than 20	Low	Usually not a major problem
Between 20 and 50	Moderate	Somewhat problematic
Greater than 50	High	Very problematic

Any of these factors may cause high response variance:

- The methods used to collect the data may need improvement or the question may be unclearly written.
- The concept itself may not be measurable.
- Respondents may not be able to provide reliable information to the level of detail asked.

¹ See the following references: Hansen, Hurwitz, and Marks (1951); Hansen, Hurwitz, and Madow (1953); Lessler and Kalsbeek (1992); and U.S. Bureau of the Census (n.d.).

Gross Difference Rate

The **gross difference rate** (GDR) is the percentage of responses that fall in a category in the original interview but not in the reinterview, or vice versa. For a single category, one-half the GDR estimates the simple response variance.

The aggregate GDR applies to an entire question rather than to a specific answer category. For questions with more than two categories, the aggregate GDR is the percentage of responses that change between the original interview and the reinterview.

GDR is more difficult to interpret than the index of inconsistency. Large GDRs indicate serious response variance in the data. Unfortunately, a small GDR is no guarantee of good consistency. In a low-frequency category, even a small GDR can represent high response variance relative to total variance. If this is the case, the index of inconsistency will tell us.

Net Difference Rate

In categorical data, the **net difference rate** (NDR) helps indicate how well the reinterview meets some of the model assumptions. A statistically significant NDR (i.e., statistically different from zero) suggests that the reinterview may not replicate the original survey conditions as well as desired.

The McNemar Test for the Yes/No questions tests whether the NDR is significant. The Hui-Walter Method is used to calculate the index for the Yes/No questions if the NDR is found to be significant. More information about this method is available in the section titled “Hui-Walter Method.”

The Bowker Test is an extension of the McNemar Test and is used for the questions that have multiple categories.

For the quantitative questions, the mean difference between the paired responses was tested to see if it is significantly different from zero. This test provides information analogous to the NDR.

Cross-Tabulations

For a “yes/no” question, the cross-tabulation looks like this:

Reinterview response	Original response				
	Total	Not applicable	Subtotal	Yes	No
Total					
Not applicable					
Subtotal			n	$a + c$	$b + d$
Yes			$a + b$	a	b
No			$c + d$	c	d

where

- n = the number of respondents who answered the question in both the original and the reinterview;
- a = the number of respondents who answered “yes” both times;
- b = the number of respondents whose answer changed from “no” in the original to “yes” in the reinterview;

- c = the number of respondents whose answer changed from “yes” in the original to “no” in the reinterview; and
- d = the number of respondents who answered “no” both times.

Only cases where respondents answered the question in both the original interview and reinterview were used to compute the response variance measures.

In multicategory questions, these cross-tabulations show the movement among answer categories between the original interview and the reinterview. Patterns in this movement can provide clues to the reasons for inconsistent reporting. In some cases, such movement may even suggest question revisions to reduce response variance.

Response Variance Measures for Rare Categories

A rare characteristic is one that is not widely distributed among a population. From a response variance perspective a characteristic is called rare when a small percent of cases fall in the category represented by the characteristic. In this report, 5 percent is set as the cut-off point. The index of inconsistency may be substantially higher for rare categories when only a few individuals among the small number reporting the characteristic change their response (interview vs. reinterview). This may also be a problem for small sample sizes, even when they do not have rare characteristics.

A category which represents a rare characteristic will have small total variance. This makes the ratio of the simple response variance to total variance seem larger in comparison to that ratio for more common characteristics. High indexes were observed for rare categories in a distribution even though the gross difference rate (the proportion of individuals in the sample changing their responses) may be small. The problem with rare characteristics is that the point estimate (index) is highly biased. If the GDR is greater than 5 percent then the question is problematic. If the GDR is less than 5 percent then the question is not problematic.

Limitations

As is always a potential problem with response error reinterviews, not all reinterviews may have been independent, in that some respondents may have simply remembered and repeated their original answers. For some questions, the reinterview did not replicate the original interview. For the public school principals, private school teachers, and public school teachers, the proportion of questions in which the NDR was statistically significant was higher than the 10 percent that would be expected by chance. Specifically, 6.8 percent of the 59 response categories in questions evaluated for the private school principals, 22.7 percent of the 75 response categories in questions evaluated for the public school principals, 0 percent of the 24 response categories in questions evaluated for the private schools, 7.4 percent of the 54 response categories in questions evaluated for the public schools, 11.6 percent of the 86 response categories in questions evaluated for the private school teachers, and 15.4 percent of the 156 response categories in questions evaluated for the public school teachers were statistically significant for the Bowker Test or displayed statistically significant NDRs.

Operational constraints often make it difficult to conduct the reinterview as an exact replication of the original. When a reinterview does not replicate the original interview perfectly, the differences in methodology may cause an overestimation or underestimation of the response variance.

One reason the reinterview did not replicate the original interview is that the reinterview contains only a subset of questions from the original interview questionnaire.

Detailed Results

For ease in presentation, the questions were divided into groups based on content. In each group, the questions discussed are those that exhibited moderate response variance (indices between 20 and 50) or high response variance (indices greater than 50). The estimates of reliability are given with 90 percent confidence intervals. The questions were mentioned if the Bowker Test for symmetry or *t* test was found to be significant. The Yes/No questions are mentioned if the categories were found to be rare. Certain questions were not evaluated because there were not enough data. Questions where at least 138 respondents did not answer both the original interview and reinterview were not evaluated. The method used to find the sample size of 138 can be found in the section titled “How Many Responses Are Necessary for Analysis?” A listing of all the question numbers and their response variance levels (indexes) can be found in the section titled “Summary of Response Variance Levels by Question Number.”

Unless shown otherwise, categorical questions have “Yes” and “No” as possible responses. The “mark all that applies” questions were analyzed as individual “Yes or No” questions.

For the questions with high indexes, logistic regression was used to test a model for inconsistency with explanatory variables gender, age, race, and ethnicity for the principals and teachers. Significant explanatory variables contributed to the inconsistency of the responses between the original interview and the reinterview. The odds ratios produced by logistic regression were reported if they were greater than 1.5. Logistic regression was only used on the questions where the model fit the data. The data were not distributed properly for logistic regression to be appropriate for the categorical questions. Logistic regression was used for the quantitative questions where the *t* test did not fail. The indexes and GDRs for the questions can be found in the final section, “Measures.”

Principal Reinterview Questionnaire—Private and Public School Principals

Experience, Training, and Working Conditions

Question 1: What is the highest degree you have earned?

Mark (X) only one box.

- 1 Associate degree
- 2 Bachelor’s degree (B.A., B.S., B.E., etc.)
- 3 Master’s degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
- 4 Education specialist or professional diploma (at least one year beyond master’s level)
- 5 Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
- 6 Do not have a degree

For the public school principals, the question had a moderate response variance with an index of 32.09 (28.95, 35.91). Approximately 18.06 percent (16.11, 20.01) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Bachelor’s Degree” category was rare. Also, the NDR for the “Education specialist or professional diploma” category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Question 2: How many total hours do you spend on ALL school-related activities for this school during a typical FULL WEEK?

Include hours spent working during the school day, before school, and on weekends.

			Total weekly hours
--	--	--	-----------------------

For the private school principals, the question had a moderate response variance with an index of 38.25 (26.03, 50.48), which implies that this question is somewhat problematic.

For the public school principals, the question had a moderate response variance with an index of 44.16 (33.18, 55.14), which implies that this question is somewhat problematic.

Question 3: How many total hours do you spend interacting with students during a typical FULL WEEK at this school?

Include both formal and informal interactions.

			Total weekly hours
--	--	--	-----------------------

For the private school principals, the question had a moderate response variance with an index of 36.11 (30.23, 41.99), which implies that this question is somewhat problematic.

For the public school principals, the *t* test indicated that there is a significant difference in the means of the original interview and the reinterview. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 4: How many months is the contract year for your position as principal/school head of this school?

Mark (X) only one box.

- | | |
|---|--|
| 1 <input type="checkbox"/> Less than 9 months | 5 <input type="checkbox"/> 10-1/2 months |
| 2 <input type="checkbox"/> 9 months | 6 <input type="checkbox"/> 11 months |
| 3 <input type="checkbox"/> 9-1/2 months | 7 <input type="checkbox"/> 11-1/2 months |
| 4 <input type="checkbox"/> 10 months | 8 <input type="checkbox"/> 12 months |

The question had a moderate response variance for the private school principals with an index of 49.42 (41.99, 60.00). Approximately 23.16 percent (18.95, 27.37) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “9 months,” “9-1/2 months,” “10-1/2 months,” and “11-1/2 months” categories were rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

For the public school principals, the question had a moderate response variance with an index of 31.75 (28.79, 35.33). Approximately 19.79 percent (17.76, 21.82) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “9 months,”

“9-1/2 months,” and “11-1/2 months” categories were rare. Also, the NDRs for the “Less than 9 months” and “11 months” categories were statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Questions 5a–5f: Please indicate the extent to which you agree or disagree with each of the following statements.

Mark (X) ONE box on each line.

5a: The stress and disappointments involved in serving as principal/school head of this school aren’t really worth it.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

For the private school principals, the question had a high response variance with an index of 65.28 (57.54, 75.86). Approximately 33.45 percent (28.77, 38.13) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Strongly agree” category was rare. The index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 65.20 (61.34, 69.70). Approximately 38.92 percent (36.43, 41.41) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Strongly agree” category was rare. Also, the NDR for the “Somewhat agree” category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The two categories “Strongly agree” and “Somewhat agree” were combined into one category. The other two categories “Somewhat disagree” and “Strongly disagree” were combined into another category. The question still had a high response variance for the private and public school principals. However, the GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

5b: The faculty and staff at this school like being here; I would describe them as a satisfied group.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

For the private school principals, the question had a high response variance with an index of 72.44 (63.71, 84.39). Approximately 32.61 percent (27.97, 37.25) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Somewhat disagree” and “Strongly disagree” categories were rare. The Bowker Test for symmetry indicated that the original

interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 62.43 (58.35, 67.22). Approximately 34.13 percent (31.72, 36.55) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Somewhat disagree” and “Strongly disagree” categories were rare. Also, the NDR for the “Strongly agree” category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The two categories “Strongly agree” and “Somewhat agree” were combined into one category. The other two categories “Somewhat disagree” and “Strongly disagree” were combined into another category. The question still had a high response variance for the private and public school principals. However, the GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

5c: If I could get a higher paying job, I’d leave education as soon as possible.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

For the private school principals, the question had a high response variance with an index of 58.86 (50.80, 70.11). Approximately 26.81 percent (22.43, 31.20) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Strongly agree” category was rare. Also, the NDR for the “Strongly disagree” category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 63.59 (59.94, 67.84). Approximately 40.46 percent (37.96, 42.97) of the respondents changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The two categories “Strongly agree” and “Somewhat agree” were combined into one category. The other two categories “Somewhat disagree” and “Strongly disagree” were combined into another category. The question still had a high response variance for the private and public school principals. However, the GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

5d: I think about transferring to another school.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

For the private school principals, the question had a high response variance with an index of 51.24 (43.98, 61.43). Approximately 25.45 percent (21.13, 29.78) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Strongly agree” category was rare. Also, the NDR for the “Strongly disagree” category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 54.25 (50.39, 58.80). Approximately 30.41 percent (28.07, 32.76) of the respondents changed their answers from the original interview to the reinterview. The NDR for the “Strongly agree” category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The gender, age, races (Black or African-American, Asian, American Indian or Alaska Native) and ethnicity of the public school principal were found to be significant. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The two categories “Strongly agree” and “Somewhat agree” were combined into one category. The other two categories “Somewhat disagree” and “Strongly disagree” were combined into another category. Collapsing the categories reduced response variance from the high range to the moderate range for the private and public school principals. The GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

5e: I don’t seem to have as much enthusiasm now as I did when I began my career as a principal/school head.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

For the private school principals, the question had a high response variance with an index of 57.94 (51.65, 66.45). Approximately 37.68 percent (32.88, 42.48) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Strongly agree” category was rare. The index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

Approximately 41.31 percent (38.80, 43.82) of the public school principals changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicates that the original and reinterview did not have the same distribution. Therefore, the index of inconsistency should not be used to evaluate this question.

The four answer categories were collapsed into two categories. The two categories “Strongly agree” and “Somewhat agree” were combined into one category. The other two categories “Somewhat disagree” and “Strongly disagree” were combined into another category. Collapsing the categories reduced response variance from the high range to the moderate range for the private school principals. The question still had a high response variance for the public school principals. The GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

5f: I think about staying home from school because I’m just too tired to go.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

For the private school principals, the question had a high response variance with an index of 65.27 (57.02, 76.62). Approximately 30.43 percent (25.88, 34.99) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Strongly agree” category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 64.45 (59.49, 70.33). Approximately 26.97 percent (24.71, 29.23) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Strongly agree” category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The two categories “Strongly agree” and “Somewhat agree” were combined into one category. The other two categories “Somewhat disagree” and “Strongly disagree” were combined into another category. The question still had a high response variance for the private and public school principals. However, the GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

Teacher and School Performance

Question 6: In your opinion, what percentage of teachers in this school are presently teaching to high academic standards?

			Percent
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For the private school principals, the question had a moderate response variance with an index of 45.95 (18.82, 73.08), which implies that this question is somewhat problematic.

For the public school principals, the *t* test indicated that there is a significant difference in the means of the original interview and the reinterview. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 7a: Does this school have a formal school improvement plan?

The question had a moderate response variance for the public school principals with an index of 46.12 (38.90, 54.81), which implies that this question is somewhat problematic. Approximately 8.38 percent (7.01, 10.02) of the respondents changed their answers from the original interview to the reinterview.

Questions 7b(1)–7b(3): Do you use any of the following to assess this school’s progress on that plan?

7b(1): State or national tests

Approximately 3.52 percent (2.59, 4.77) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “No” category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is not problematic since less than 5 percent of the respondents were inconsistent with their responses between the two interviews.

7b(2): Parent or student surveys

Approximately 15.57 percent (13.66, 17.82) of the public school principals changed their answers from the original interview to the reinterview. The question had a high response variance with an index of 59.91 (55.85, 63.97). The index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

7b(3): Student portfolios

The question had a high response variance for the public school principals with an index of 54.54 (49.71, 60.04), which implies that this question is very problematic. Approximately 27.07 percent (24.69, 29.79) of the respondents changed their answers from the original interview to the reinterview.

Question 8a: Has either your district or state established school PERFORMANCE standards?

The question had a high response variance for the public school principals with an index of 70.04 (60.22, 81.69) which implies that this question is very problematic. Approximately 10.44 percent (8.99, 12.16) of the respondents changed their answers from the original interview to the reinterview.

Question 8b: LAST school year (2002–2003), was this school evaluated on district or state PERFORMANCE standards?

The question had a high response variance for the public school principals with an index of 91.33(77.25, 108.29) which implies that this question is very problematic. Approximately 10.05 percent (8.51, 11.90) of the respondents changed their answers from the original interview to the reinterview.

Question 9: Which of the following best describes this school’s performance last year?

Mark (X) only one box.

- 1 Passed all district and state performance standards
- 2 Passed most district and state performance standards
- 3 Passed some district and state performance standards
- 4 Passed no district and state performance standards

The question had a high response variance for the public school principals with an index of 50.38 (46.49, 55.02). Approximately 30.12 percent (27.58, 32.66) of the respondents changed their answers from the original interview to reinterview. The analysis of this question showed that the “Passed no district and state performance standards” category was rare. Also, the NDRs for the “Passed all district and state performance standards,” “Passed most district and state performance standards,” and “Passed some district and state performance standards” categories were statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

School Climate And Safety

Question 10: LAST school year (2002–03), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?

If none, please mark (X) the box.

0 None

				Students
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The question had a moderate response variance for the private school principals with an index of 39.87 (35.95, 43.79), which implies that this question is somewhat problematic.

The question had a high response variance for the public school principals with an index of 80.99 (51.52, 110.47), which implies that this question is very problematic. Logistic regression was not used since the model did not fit the data.

Question 11: What was the total number of suspensions during the LAST school year (2002–03)?

Include in-school and out-of-school suspensions. If none, please mark (X) the box.

0 None

				Suspensions
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For the private school principals, the question had a moderate response variance with an index of 21.57 (2.04, 41.10), which implies that this question is somewhat problematic.

For the public school principals, the question had a moderate response variance with an index of 28.30 (23.95, 32.64), which implies that this question is somewhat problematic.

Parent or Guardian Involvement

Questions 12a–12c: LAST school year (2002–03), what percentage of students had at least one parent or guardian participating in the following events?

Mark (X) ONE box for each line.

12a: Open house or back-to-school night

0–25%	26–50%	51–75%	76–100%	Not applicable
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

For the private school principals, the question had a moderate response variance with an index of 49.67 (43.05, 58.88). Approximately 28.21 percent (23.72, 32.69) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “0–25%” category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

For the public school principals, the question had a high response variance with an index of 53.66 (50.41, 57.45). Approximately 38.18 percent (35.69, 40.68) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Not applicable” category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

12b: All regularly scheduled schoolwide parent-teacher conferences

0–25%	26–50%	51–75%	76–100%	Not applicable
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

For the private school principals, the question had a moderate response variance with an index of 40.17 (33.51, 49.85). Approximately 19.41 percent (15.48, 23.35) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “0–25%” category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

For the public school principals, the question had a moderate response variance with an index of 45.14 (41.97, 48.87). Approximately 31.43 percent (29.04, 33.83) of the respondents changed their answers from the original interview to the reinterview. The NDR for the “76–100%” category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index implies that this question is somewhat problematic.

12c: One or more special subject-area events (e.g., science fair, concerts, etc.)

0–25%	26–50%	51–75%	76–100%	Not applicable
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

For the private school principals, the question had a high response variance with an index of 60.65 (53.96, 69.74). Approximately 37.27 percent (32.44, 42.10) of the respondents changed their answers from the original interview to the reinterview. The NDRs for the “0–25%” and “Not applicable” categories were statistically different from zero. The Bowker Test for symmetry indicates that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicated that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 69.56 (66.32, 73.34). Approximately 51.38 percent (48.80, 53.97) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Not applicable” category was rare. The NDR for the “0–25%” category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

School Reinterview Questionnaire—Private and Public Schools

General Information

Questions 1b, 1e, 1f: Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were—

Do NOT include prekindergarten, postsecondary, or adult education students. If none, please mark (X) the box.

1b: White, not of Hispanic origin?

0 None

			Students
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The question had a moderate response variance for the public schools with an index of 27.42 (10.08, 44.76), which implies that this question is somewhat problematic.

1e: American Indian or Alaska Native?

0 None

			Students
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The question had a high response variance for the public schools with an index of 89.68 (63.64, 115.72), which implies that this question is very problematic.

1f: Total students (*sum of entries in items 1a–e*)

0 None

				Total students
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The question had a moderate response variance for the public schools with an index of 23.34 (9.77, 36.90), which implies that this question is somewhat problematic.

Question 2: For this school year (2003–2004), what is the Average Daily Attendance (ADA) at this school?

Round to the nearest whole percent.

			Percent
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The question had a high response variance for the private schools with an index of 79.85 (44.54, 115.16), which implies that this question is very problematic.

The question had a high response variance for the public schools with an index of 80.60 (63.81, 97.38), which implies that this question is very problematic.

Question 4a: Does this school have one or more temporary buildings?

The question had a moderate response variance for the private schools with an index of 25.42 (16.81, 38.65), which implies that this question is somewhat problematic. Approximately 6.30 percent (4.13, 9.61) of the respondents changed their answers from the original interview to the reinterview.

Question 4b: What is the capacity of the temporary building(s)?

			Students
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The question had a moderate response variance for the public schools with an index of 23.15 (14.57, 31.73), which implies that this question is somewhat problematic.

Question 5: Does this school receive performance reports from the district that cover such things as students' scores on achievement tests or graduation rates?

The question had a high response variance for the public schools with an index of 65.75 (53.66, 80.87), which implies that this question is very problematic. Approximately 9.13 percent (7.38, 11.31) of the respondents changed their answers from the original interview to the reinterview.

Question 6: Regardless of source, does this school have performance reports?

The question had a high response variance for the public schools with an index of 64.86 (34.05, 125.11), which implies that this question is very problematic. Approximately 9.38 percent (4.85, 18.13) of the respondents changed their answers from the original interview to the reinterview.

Questions 7a–7f: Does this school use these performance reports to—

7a: Evaluate the progress of students in this school?

Approximately 1.90 percent (1.19, 3.05) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “No” category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is not problematic since less than 5 percent of the respondents were inconsistent with their responses between the two interviews.

7b: Determine the next year’s instructional focus?

Approximately 8.15 percent (6.47, 10.25) of the respondents for the public schools changed their answers from the original interview to the reinterview. The question had a high response variance for the public schools with an index of 90.10 (88.44, 91.76). This index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

7c: Realign the curriculum, such as with content standards and/or other indicator criteria?

Approximately 5.80 percent (4.41, 7.62) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “No” category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is problematic since more than 5 percent of the respondents were inconsistent with their responses between the two interviews.

7d: Inform parents and the community of the school’s progress?

Approximately 1.59 percent (0.95, 2.66) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “No” category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is not problematic since less than 5 percent of the respondents were inconsistent with their responses between the two interviews.

7e: Prompt school-level initiatives for improvement?

Approximately 5.31 percent (3.99, 7.06) of the respondents for the public schools changed their answers from the original interview to the reinterview. The question had a high response variance for the public schools with an index of 92.48 (89.26, 95.70). This index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

Staffing

Question 8: Around the first of October, how many TEACHERS held full-time or part-time positions or assignments around the school?

If none, please mark (X) the box.

Part time?

0 None

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The question had a moderate response variance for the public schools with an index of 23.00 (14.43, 31.58) which implies that this question is somewhat problematic. The other part of the question pertained to full-time teachers.

Questions 9a, 9e: Of the full-time and part-time TEACHERS in this school around the first of October, how many were—

If none, please mark (X) the box.

9a: Hispanic, regardless of race?

0 None

			Teachers
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The question had a moderate response variance for the private schools with an index of 45.37 (7.29, 83.44), which implies that this question is somewhat problematic.

The question had a moderate response variance for the public schools with an index of 43.53 (15.79, 71.27), which implies that this question is somewhat problematic.

9e: American Indian or Alaska Native?

0 None

			Teachers
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The question had a moderate response variance for the public schools with an index of 28.26 (0, 91.29), which implies that this question is somewhat problematic.

Special Programs and Services

Question 11a: Does this school primarily serve students with disabilities?

The question had a high response variance for the public schools with an index of 71.38 (58.29, 87.76), which implies that this question is very problematic. Approximately 9.55 percent (7.71, 11.82) of the respondents changed their answers from the original interview to the reinterview.

11b: How many IEP students are in each of the following instructional students?

The sum of entries in item 11b should equal the entry in item 10 above.

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All day in a regular classroom (100 percent of the school day)

The question had a moderate response variance for the public schools with an index of 43.95 (24.76, 63.15), which implies that this question is somewhat problematic.

				Most of the day in a regular classroom (80–99 percent of the school day)
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The question had a moderate response variance for the public schools with an index of 29.85 (11.79, 47.91), which implies that this question is somewhat problematic.

				Some of the day in a regular classroom (40–79 percent of the school day)
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The question had a moderate response variance for the public schools with an index of 38.43 (29.54, 47.32), which implies that this question is somewhat problematic.

				Little or none of the day in a regular classroom (0–39 percent of the school day)
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The question had a moderate response variance for the public schools with an index of 21.16 (9.19, 33.13), which implies that this question is somewhat problematic.

Question 12a: Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?

Do not include prekindergarten, postsecondary, or adult education students.

(Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

The question had a moderate response variance for the private schools with an index of 35.75 (25.44, 50.69) which implies that this question is somewhat problematic. Approximately 9.05 percent (6.33, 12.94) of the respondents changed their answers from the original interview to the reinterview.

Question 15: Around the first of October, how many students were APPROVED for free or reduced-price lunches?

Report a separate count for prekindergarten students.

If none, please mark (X) the box.

0 None

			Prekindergarten students approved
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The question had a moderate response variance for the public schools with an index of 47.78 (14.86, 80.71), which implies that this question is somewhat problematic.

The other part of the question, pertained to other students approved (kindergarten and higher).

Question 17: How many students participate in the Title I program?

Report a separate count for prekindergarten students.

If none, please mark (X) the box.

0 None

Prekindergarten students approved

The question had a moderate response variance for the public schools with an index of 27.13 (10.06, 44.20), which implies that this question is somewhat problematic.

The other part of the question, pertained to other students approved (kindergarten and higher).

Private and Public Teacher Reinterview Questionnaires

Educational Background

Question 4a: Do you have a bachelor's degree?

Approximately 1.34 percent (0.80, 2.24) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "No" category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is not problematic since less than 5 percent of the respondents were inconsistent with their responses between the two interviews.

Question 4c: Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

The question had a moderate response variance for the public school teachers with an index of 24.06 (19.42, 29.92), which implies that this question is somewhat problematic. Approximately 7.66 percent (6.13, 9.58) of the respondents changed their answers from the original interview to the reinterview.

Question 4e: Did you have a second major field of study?

For the private school teachers, the question had a moderate response variance with an index of 26.78 (20.30, 35.70), which implies that this question is somewhat problematic. Approximately 12.40 percent (9.47, 16.44) of the respondents changed their answers from the original interview to the reinterview.

For the public school teachers, the question had a moderate response variance with an index of 30.41 (25.77, 36.02), which implies that this question is somewhat problematic. Approximately 12.59 percent (10.69, 14.89) of the respondents changed their answers from the original interview to the reinterview.

Question 4f: What was your second major field of study?

Code

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 Major _____

There were too many categories, and not enough data in each of the response categories to evaluate this question. The collapsed categories can be found on table 2 on the questionnaires (attachments S-3 and S-4). The response categories of this question were collapsed to the following 15 categories:

- elementary education;
- secondary education;
- special education;
- other education;
- arts & music;
- English and language arts;
- English as a second language;
- foreign languages;
- mathematics and computer science;
- health education;
- natural sciences;
- social sciences;
- vocational/technical education;
- miscellaneous; and
- other.

For the public school teachers, the question had a moderate response variance with an index of 24.26 (19.87, 31.07). Approximately 21.74 percent (16.74, 26.74) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “secondary education,” “other education,” “arts and music,” “foreign languages,” “health education,” “vocational/technical education,” “miscellaneous,” and “other” categories were rare. Also, the NDR for the “social sciences” category was statistically significant from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Question 5c: Was this degree awarded by a university’s Department or College of Education, or a college’s Department or School of Education?

For the public school teachers, the question had a moderate response variance with an index of 25.53 (17.02, 38.39), which implies that this question is somewhat problematic. Approximately 4.80 percent (3.19, 7.23) of the respondents changed their answers from the original interview to the reinterview.

Question 6: How long did your practice teaching last?

Mark (X) only one box.

- 1 I had no practice teaching
- 2 4 weeks or less
- 3 5–7 weeks
- 4 8–11 weeks
- 5 12 weeks or more

The question had a moderate response variance for the private school teachers with an index of 36.19 (31.05, 43.36). Approximately 24.48 percent (20.33, 28.64) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “4 weeks or less” category was rare. Also, The NDR for the “I had no practice teaching” and “12 weeks or more” categories was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Approximately 21.40 percent (18.90, 23.90) of the public school teachers changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original and reinterview did not have the same distribution. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 7 (part 1): Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies?

Include courses you have taken to earn a degree and courses taken outside a degree program.

Do not include student teaching.

Approximately 12.90 percent (10.09, 16.69) of the private school teachers changed their answers from the original interview to the reinterview. The question had a moderate response variance for the private school teachers with an index of 46.45 (41.67, 51.23). The index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

Approximately 8.01 percent (6.43, 9.98) of the public school teachers changed their answers from the original interview to the reinterview. The analysis of this question showed that the “No” category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is problematic since more than 5 percent of the respondents were inconsistent with their responses between the two interviews.

Question 7 (part 2): How many courses?

Mark (X) only one box, then GO TO item 8 below.

- 1 1 to 2 courses
- 2 3 to 4 courses
- 3 5 to 9 courses
- 4 10 or more courses

The question had a high response variance for the private school teachers with an index of 57.07 (50.84, 65.80). Approximately 42.52 percent (36.96, 48.08) of the respondents changed their answers from the original interview to the reinterview. The NDR for the “1 to 2 courses” category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

Approximately 48.17 percent (44.95, 51.38) of the public school teachers changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original and reinterview did not have the same distribution. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 8: Which of the following describes how you obtained the teaching methods or teaching strategies coursework?

Mark (X) only one box.

- 1 Through an “alternative program designed to expedite the transition of non-teachers to a teaching career (e.g., a state, district or university alternative program)
- 2 Through a bachelor’s degree granting program (B.A. or B.S.)
- 3 Through a fifth year program (not leading to a master’s degree)
- 4 Through a master’s degree granting program (M.A., M.S., M.Ed., M.A.T.)
- 5 Through individual courses (not part of a program leading to a degree)
- 6 Other

Approximately 34.21 percent (29.04, 39.38) of the private school teachers changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original and reinterview did not have the same distribution. Therefore, the index of inconsistency should not be used to evaluate this question.

Approximately 32.98 percent (29.98, 35.98) of the public school teachers changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original and reinterview did not have the same distribution. Therefore, the index of inconsistency should not be used to evaluate this question.

Certification And Training

NOTE: Question 9a was different for the Private Teacher and Public Teacher Questionnaires.

Question 9a (Private School Teachers): Do you currently hold regular or full certification by an accrediting or certifying body OTHER THAN THE STATE?

Information about state-granted certification will be asked in item 10.

The question had a moderate response variance for the private school teachers with an index of 48.88 (38.52, 62.57) which implies that this question is somewhat problematic. Approximately 13.56 percent (10.74, 17.30) of the respondents changed their answers from the original interview to the reinterview.

Question 9a (Public School Teachers): Which of the following describes the teaching certificate you currently hold in this state?

Mark (X) only one box

If you currently hold more than one of the following, a second certificate may be listed in item 10.

- 1 Regular or standard state certificate or advanced professional certificate
- 2 Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)
- 3 Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program”
- 4 Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- 5 Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)
- 6 I do not have any of the above certifications in THIS state.

The question had a moderate response variance for the public school teachers with an index of 33.02 (27.06, 41.47). Approximately 7.18 percent (5.62, 8.74) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the categories “2,” “3,” “4,” and “5” were rare. Also, the NDRs for the “temporary certificate” and “I do not have any of the above certifications in THIS state” categories were statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Question 9b (part 1): Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked above allow you to teach in this state?

(For some teachers the content area may be the grade level [e.g., elementary general, secondary general, etc].)

Please record the content area code from Table 3 on page 9.

Code

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 Content Area _____

There were too many categories, and not enough data in each of the response categories to evaluate this question. The collapsed categories can be found on table 3 on the questionnaires (attachments S-3 and S-4). The response categories of this question were collapsed to the following 14 categories:

- elementary education;
- secondary education;
- special education;
- arts & music;
- English and language arts;
- English as a second language;
- foreign languages;
- mathematics and computer science;
- health education;

- natural sciences;
- social sciences;
- vocational/technical education;
- miscellaneous; and
- other.

NOTE: This question is helpful for understanding part two, even though there was a low index for the public schools.

Question 9b (part 2): Which of the following grade ranges does this certificate apply to?

Mark (X) all that apply.

- 1 Elementary grades (including early childhood, preschool and kindergarten)
- 2 Secondary grades (including middle school)
- 3 Ungraded

Approximately 10.39 percent (8.65, 12.54) of the public school teachers changed their answers from the original interview to the reinterview. The question had a moderate response variance for the public school teachers with an index of 22.27 (19.67, 24.86). The index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

The answer category “secondary grades” had a moderate response variance for the public school teachers with an index of 29.77 (25.47, 34.92), which implies that this question is somewhat problematic. Approximately 14.11 percent (12.10, 16.54) of the respondents changed their answers from the original interview to the reinterview.

Approximately 5.11 percent (3.85, 6.76) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Yes” category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is problematic since more than 5 percent of the respondents were inconsistent with their responses between the two interviews.

Question 9c (part 1): If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 10a.

Code

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 Content Area _____

There were too many categories, and not enough data in each of the response categories, to evaluate this question. The collapsed categories can be found on table 3 on the questionnaires (attachments S-3 and S-4). The response categories of this question were collapsed to the following 14 categories:

- elementary education;
- secondary education;
- special education;
- arts & music;
- English and language arts;
- English as a second language;
- foreign languages;

- mathematics and computer science;
- health education;
- natural sciences;
- social sciences;
- vocational/technical education;
- miscellaneous; and
- other.

The question had a moderate response variance for the public school teachers with an index of 22.81 (18.98, 28.47). Approximately 20.41 percent (16.17, 24.64) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “arts and music,” “foreign languages,” “health education,” “vocational/technical education,” “miscellaneous,” and “other” categories were rare. Also, the NDR for the “natural sciences” category was statistically significant from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Question 9c (part 2): Which of the following grade ranges does this certificate apply to?

Mark (X) all that apply.

- 1 Elementary grades (including early childhood, preschool and kindergarten)
2 Secondary grades (including middle school)
3 Ungraded

The answer category “Elementary grades” had a moderate response variance for the public school teachers with an index of 24.44 (18.43, 32.74), which implies that this question is somewhat problematic. Approximately 12.24 percent (9.31, 16.31) of the respondents changed their answers from the original interview to the reinterview.

The answer category “secondary grades” had a moderate response variance for the public school teachers with an index of 24.01 (17.23, 33.76), which implies that this question is somewhat problematic. Approximately 9.28 percent (6.55, 13.16) of the respondents changed their answers from the original interview to the reinterview.

Approximately 5.51 percent (3.50, 8.66) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “Yes” category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is problematic since more than 5 percent of the respondents were inconsistent with their responses between the two interviews.

Note: Question 10a was different for the Private and Public Teacher Questionnaires.

Question 10a (Public School Teachers): Do you have another current teaching certificate from this state?

The question had a moderate response variance for the public teachers with an index of 47.27 (38.07, 58.90), which implies that this question is somewhat problematic. Approximately 7.63 percent (6.09, 9.55) of the respondents changed their answers from the original interview to the reinterview.

Question 10b: Which of the following describes this current teaching certificate you hold from this state?

Mark (X) only one box.

- 1 Regular or standard state certificate or advanced professional certificate
- 2 Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)
- 3 Provisional or other type of certificate given to persons who are participating in what the state calls an “alternative certification program”
- 4 Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- 5 Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

The question had a moderate response variance for the private school teachers with an index of 39.27 (27.61, 65.21). Approximately 7.38 percent (3.86, 10.91) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that categories “2,” “3,” “4,” and “5” were rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Question 11a (Only Private School Teachers): Do you have another current teaching certificate from this state?

The question had a high response variance for the private school teachers with an index of 52.56 (34.02, 82.10), which implies that this question is very problematic. Approximately 8.67 percent (5.51, 13.62) of the respondents changed their answers from the original interview to the reinterview.

Professional Development

Question 12a (Private School Teachers) and Question 11a (Public School Teachers):

In the past 12 months, have you participated in any professional development activities specific to and concentrating on the content of the subject(s) you teach?

Approximately 24.57 percent (20.90, 29.17) of the private school teachers changed their answers from the original interview to the reinterview. The question had a high response variance for the private school teachers with an index of 54.66 (52.18, 57.13). The index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

Approximately 17.19 percent (15.08, 19.68) of the public school teachers changed their answers from the original interview to the reinterview. The question had a high response variance for the public school teachers with an index of 66.04 (62.04, 70.03). The question was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

Question 12b (Private School Teachers) and Question 11b (Public School Teachers):

In the past 12 months, how many hours did you spend on these activities?

Mark (X) only one box.

- 1 8 hours
- 2 9–16
- 3 17–32 hours
- 4 33 hours or more

The question had a high response variance for the private school teachers with an index of 67.73 (60.67, 78.17). Approximately 50.96 percent (44.39, 57.52) of the respondents changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The question had a high response variance for the public school teachers with an index of 68.07 (63.77, 73.38). Approximately 50.56 percent (47.00, 54.12) of the respondents changed their answers from the original interview to the reinterview. The NDRs for the “8 hours,” “17–32 hours,” and “33 hours or more” categories were statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

Question 12c (Private School Teachers) and Question 11c (Public School Teachers):

Overall, how useful were these activities to you?

Mark (X) only one box.

- 1 Not useful
- 2 Somewhat useful
- 3 Useful
- 4 Very useful

The question had a high response variance for the private school teachers with an index of 63.28 (55.39, 75.01). Approximately 41.77 percent (35.32, 48.23) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “not useful” category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The question had a high response variance for the public school teachers with an index of 56.29 (51.46, 62.31). Approximately 35.59 percent (32.18, 39.01) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the “not useful” category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The three categories “somewhat useful,” “useful,” and “very useful” were combined into one category. The other category was “not useful.” The question still had a high response variance for the private and public school teachers. However, the GDR was much lower for the private and public school teachers, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

Resources and Assessments of Students

Question 13 (Private School Teachers) and Question 12 (Public School Teachers):

Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

If none, please mark (X) the box.

0 None

			Students
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The question had a moderate response variance for the private school teachers with an index of 29.72 (8.78, 50.66), which implies that this question is somewhat problematic.

For the public school teachers, the *t* test indicated that there is a significant difference in the means of the original interview and the reinterview. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 14 (Private School Teachers) and Question 13 (Public School Teachers):

Of all the students you teach at this school, how many are of limited-English proficiency?

(Students of limited-English proficiency are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking only classroom.)

If none, please mark (X) the box.

0 None

			Students
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The question had a high response variance for the private school teachers with an index of 66.05 (57.34, 74.76), which implies that this question is very problematic. The gender and age of the private school teacher were found to be significant. The odds of being in the inconsistent group are 1.553 times more for a male private school teacher than for a female private school teacher. The odds of being in the inconsistent group are 1.892 times more for a private school teacher who is Asian than for a private school teacher who is White.

The question had a moderate response variance for the public school teachers with an index of 40.14 (31.53, 48.76), which implies that this question is somewhat problematic.

Working Conditions

Question 15 (Private School Teachers) and Question 14 (Public School Teachers):

How many total hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at this school?

Include hours spent working during the school day, before school, after school, and on weekends.

			Total weekly hours
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The question had a moderate response variance for the public school teachers with an index of 52.32 (31.53, 73.11), which implies that this question is somewhat problematic.

Question 16 (Private School Teachers) and Question 15 (Public School Teachers):

How many hours are you required to work to receive base pay during a typical FULL WEEK at this school?

(This would be base contract hours, or the equivalent.)

			Total weekly hours
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For the public teachers, the *t*-test indicated that there is a significant difference in the means of the original interview and the reinterview. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 17 (Private School Teachers) and Question 16 (Public School Teachers):

How many hours a week do you spend delivering instruction to a class of students?

If you are a pull-out teacher, please include the number of hours you instruct individual students or small groups of students.

			Total weekly hours
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The question had a moderate response variance for the private school teachers with an index of 33.73 (15.33, 52.13), which implies that this question is somewhat problematic.

The question had a high response variance for the public school teachers with an index of 65.64 (49.36, 81.92), which implies that this question is very problematic. The gender, age, races (Black or African-American, Asian, American Indian or Alaska Native) and ethnicity of the public school teacher were found to be significant. The odds of being in the inconsistent group are 1.751 times more for a female public school teacher than for a male public school teacher. The odds of being in the inconsistent group are 1.518 times more for a public school teacher who is Asian than for a public school teacher who is White.

Summary of Response Variance Levels by Question Number

Notes for tables S-7 through S-12:

H = Hui-Walter Method (evaluated index for Yes/No questions where NDR is significant).

B = Bowker Test (used for multiple categories to test if NDR is significant).

T = *t* test (used for continuous questions to test if the means of the original and reinterview follow the same distribution).

Principal Reinterview Questionnaire—Private School Principals

Table S-7. Response variance level for each question in the SASS Principal Reinterview Questionnaire for private school principals, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions not analyzed due to not enough data	Questions not answered due to skip patterns
Experience, training, and working conditions	5a	2	1		
	5b	3			
	5c	4			
	5d				
	5e				
	5f				
Teacher and school performance		6			7a 7b 8a 8b 9
School climate and safety			10 11		
Parent or guardian involvement	12c	12a 12b			
Demographic information			13		

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Principal Reinterview Questionnaire—Public School Principals

Table S-8. Response variance level for each question in the SASS Principal Reinterview Questionnaire for public school principals, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions where Bowker Test fails or <i>t</i> -test fails	Questions (Yes/No) with rare categories not problematic	Questions not analyzed due to not enough data
Experience, training, and working conditions	5a	1		3 (T)		
	5b	2		5e (B)		
	5c	4				
	5d					
	5e					
	5f					
Teacher and school performance	7b(2)(H)	7a		6 (T)		
	7b(3)					
	8a					
	8b					
	9					
School climate and safety	10	11				
Parent or guardian involvement	12a	12b				
	12c					
	Demographic information			13		

NOTE: H = Hui-Walter Method (evaluated index for Yes/No questions where NDR is significant).

B = Bowker Test (used for multiple categories to test if NDR is significant).

T = *t* test (used for continuous questions to test if the means of the original and reinterview follow the same distribution).

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

School Reinterview Questionnaire—Private Schools

Table S-9. Response variance level for each question in the SASS School Reinterview Questionnaire for private schools, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions analyzed due to not enough data	Questions not answered due to skip patterns	Questions not on original questionnaire
General information	2	4a	1a 1b 1c 1d 1e 1f 3	4b	5 6 7a 7b 7c 7d 7e	
Staffing		9a	8a 9b 9c 9d 9e 9f			8b
Special programs and services		12a	10 14 16	11a 11b 12b 15 17		13a 13b

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

School Reinterview Questionnaire—Public Schools

Table S-10. Response variance level for each question in the SASS School Reinterview Questionnaire for public schools, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions (Yes/No) with rare categories not problematic	Questions not analyzed due to not enough data
General information	1e	1b	1a	7a	
	2	1f	1c	7c	
	5	4b	1d	7d	
	6		3		
	7b(H)		4a		
	7e(H)				
Staffing		8b	8a		
		9a	9b		
		9e	9c		
			9d		
			9f		
Special program and services	11a	11b (all 4 parts) 15 (prekindergarten) 17 (prekindergarten)	10		
			12a		
			12b		
			13a		
			13b		
			14		
			15 (kindergarten and higher)		
			16		
			17 (kindergarten and higher)		

NOTE: H = Hui-Walter Method (evaluated index for Yes/No questions where NDR is significant).

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Private Teacher Reinterview Questionnaire

Table S-11. Response variance level for each question in the SASS Private Teacher Reinterview Questionnaire, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions where Bowker Test fails or <i>t</i> -test fails	Questions not analyzed due to not enough data
General information			1		
Class organization			2 3		
Educational background	7(part 2)	4e 6 7(part 1) (H)	4a 4b 4c 4d 5a (H)	8 (B)	4f 5b 5c 5d
Certification and training	11a	9a 10b	10a		9b–9f 10c–10g 11b 11c–11g
Professional development	12a (H) 12b 12c				
Resources and assessments of students	14	13			
Working conditions		17	15 16		

NOTE: H = Hui-Walter Method (evaluated index for Yes/No questions where NDR is significant).

B = Bowker Test (used for multiple categories to test if NDR is significant).

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Public Teacher Reinterview Questionnaire

Table S-12. Response variance level for each question in the SASS Public Teacher Reinterview Questionnaire, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions where Bowker Test fails or <i>t</i> -test fails	Questions (Yes/No) with rare categories not problematic	Questions not analyzed due to not enough data
General information			1			
Class organization			2 3			
Educational background		4c 4e 4f 5c	4b 4d 5a (H) 5b 5d	6 (B) 7(part 2) (B) 8 (B)	4a 7(part 1)	
Certification and training		9a 9b(part 2) (H) elementary grades 9b(part 2) secondary grades 9c(part 1) 9c(part 2) elementary grades 9c(part 2) secondary grades 10a	9b(part 1)		9b(part 2) ungraded 9c(part 2) ungraded	9d–9f 10b–10g
Professional development	11a (H) 11b 11c					
Resources and assessments of students		13		12 (T)		
Working conditions	14 16			15 (T)		

NOTE: H = Hui-Walter Method (evaluated index for Yes/No questions where NDR is significant).

B = Bowker Test (used for multiple categories to test if NDR is significant).

T = *t* test (used for continuous questions to test if the means of the original and reinterview follow the same distribution).

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Response Variance Formulas

Formulas for categorical questions use *a*, *b*, *c*, *d*, and *n* from the cross-tabulation table:

Reinterview response	Original response				
	Total	N/A	Subtotal	Yes	No
Total					
N/A					
Subtotal			<i>n</i>	<i>a + c</i>	<i>b + d</i>
Yes			<i>a + b</i>	<i>a</i>	<i>b</i>
No			<i>c + d</i>	<i>c</i>	<i>d</i>

(For multicategory questions, treat “in category” as *yes* and “not in category” as *no*.)

- *Original Percentage*—the percentage of original responses in a specific answer category. The formula is:

$$P_o = [(a + c)/n] \times 100$$

- *Reinterview Percentage*—the percentage of reinterview responses in a specific answer category. The formula is:

$$P_r = [(a + b)/n] \times 100$$

- *Net Difference Rate (NDR)*—the difference between the original percent in a specific answer category and the reinterview percent in that category. The net difference rate measures the net effect of responses changing into and out of that category. The formula is:

$$\begin{aligned} \text{NDR} &= P_o - P_r \\ &= [(a + c) - (a + b)]/n \times 100 \\ &= [(c - b)/n] \times 100 \end{aligned}$$

- *Gross Difference Rate (GDR)*—the percentage of the responses which change into or out of a specific answer category. The formula is:

$$\text{GDR} = [(b + c)/n] \times 100$$

- *Simple Response Variance*—the average variance of responses from the same units to the same question over repeated interviews. The simple response variance is estimated by half of the GDR (expressed as a proportion). The formula is:

$$\text{SRV} = (b + c)/2n$$

- *Index of Inconsistency*—the ratio (scaled as a percentage) of simple response variance to the total population variance for a characteristic. The index represents the proportion of the total population variance for a characteristic caused by simple response variance.

For categorical data, when $P = P_o = P_r$, the formula is:

$$\text{Index} = [\text{SRV}/P(1 - P)] \times 100 = [(b + c)/2n] / P(1 - P) \times 100$$

where the total population variance for the characteristic is $P(1 - P)$.

When $P_o \neq P_r$ and RI replicates the original, then the index is estimated by:

$$I = \frac{SRV}{\frac{1}{2}(p_1q_2 + p_2q_1)}$$

where $p_2 = \frac{a+b}{n}$, $q_1 = 1 - p_1$, $q_2 = 1 - p_2$

For quantitative data, the index is estimated as follows:

$$\hat{I} = \frac{\frac{1}{n} \sum_{i=1}^n \frac{(x_{1i} - x_{2i})^2}{2}}{\frac{1}{2n} \left(\sum_{i=1}^n (x_{1i} - \bar{x}_1)^2 + \sum_{i=1}^n (x_{2i} - \bar{x}_2)^2 \right)} = \frac{\frac{1}{n} \sum_{i=1}^n \frac{(x_{1i} - x_{2i})^2}{2}}{\frac{1}{2} (s_1^2 + s_2^2)}$$

where $s_1^2 = \frac{1}{n-1} \sum_{i=1}^n (x_{1i} - \bar{x}_1)^2$ and $s_2^2 = \frac{1}{n-1} \sum_{i=1}^n (x_{2i} - \bar{x}_2)^2$

- *Overall GDR (L-fold GDR)*—the percentage of people who change their answers to a question.
- *Aggregate Index of Inconsistency (L-fold Index)*—a weighted average of indices of inconsistency across all categories of the question.

Hui-Walter Method

Introduction

The Hui-Walter method is a kind of latent class analysis that can be applied to estimate false positive and false negative error probabilities. The results of the Hui-Walter can be used to estimate the index of inconsistency from interview and reinterview data, generally when the assumption of independence for the response error reinterview is not met.

The Hui-Walter Method

Assume that the population of interest is divided into multiple subpopulations index by the letter g . There will be two subpopulations for this discussion.

Let π_g be the prevalence rate of interest in the g^{th} subpopulation. Assume that $\pi_{g=1} \neq \pi_{g=2}$. The false positive and false negative error probabilities, denoted by $\alpha_{r,g}$ and $\beta_{r,g}$ respectively, are given below:

$$\alpha_{r,g} = Pr(\text{Observation} = \text{In category} | \text{Truth} = \text{Not in category}, r, \text{group} = g) \text{ and}$$

$$\beta_{r,g} = Pr(\text{Observation} = \text{Not in category} | \text{Truth} = \text{In category}, r, \text{group} = g),$$

where $r = 1$ for the original interview and $r = 2$ for the reinterview.

It is assumed that the reinterview is an independent replication of the original interview. It is also assumed that error probabilities are equal for both subgroups, but that $\pi_{g=1} \neq \pi_{g=2}$.

Based on the assumptions, $\beta_{r,1} = \beta_{r,2} = \beta_r$ and $\alpha_{r,1} = \alpha_{r,2} = \alpha_r$ ($r = 1, 2$). The Hui-Walter method splits the observed table into four 2×2 tables: two groups, two tables for each group. Given that the two 2×2 tables in each group provide six degrees of freedom, estimation is possible.

Using the Results of the Hui-Walter Method to Estimate the Index of Inconsistency

After using the Hui-Walter method, estimate the index as follows:

$$p = \frac{1}{2} \{Pr(G = 1)[\pi_{g=1}(1 - \beta_1) + (1 - \pi_1)\alpha_1] + Pr(G = 2)[\pi_{g=2}(1 - \beta_1) + (1 - \pi_2)\alpha_1]\} \\ + \frac{1}{2} \{Pr(G = 1)[\pi_{g=1}(1 - \beta_2) + (1 - \pi_1)\alpha_2] + Pr(G = 2)[\pi_{g=2}(1 - \beta_2) + (1 - \pi_2)\alpha_2]\},$$

$$GDR = Pr(G = 1)[\pi_{g=1}(\beta_1 + \beta_1 - 2\beta_1\beta_2) + (1 - \pi_{g=1})(\alpha_1 + \alpha_1 - 2\alpha_1\alpha_2)] + \\ Pr(G = 2)[\pi_{g=2}(\beta_1 + \beta_1 - 2\beta_1\beta_2) + (1 - \pi_{g=2})(\alpha_1 + \alpha_1 - 2\alpha_1\alpha_2)],$$

and

$$\text{Index of inconsistency} = (GDR/2)/[p(1 - p)].$$

How to Estimate the Hui-Walter Model Parameters

Shown below is how estimate the model parameters $\pi_{g=1}$, $\pi_{g=2}$, α_1 , α_2 , β_1 , and β_2 from the interview and reinterview data. The algorithm gives two sets of estimates, based on a determinant $s = \pm 1$. The most reasonable of the estimates was chosen. First the conventions are set as follows:

- $I = 1$ if the interview response is in category
- $I = 2$ if the interview response is not in category
- $R = 1$ if the reinterview response is in category
- $R = 2$ if the reinterview response is not in category
- $n_{ijk} = \# \{G = i, i = j, R = k\}$

Now define the following:

$$n_i = \# \{G = i\} = n_{i11} + n_{i12} + n_{i21} + n_{i22} \quad (i = 1, 2) \\ n = n_1 + n_2 \\ p_{ijk} = Pr(I = j, R = k | G = k) = n_{ijk}/n_i \quad (i, j, k = 1, 2) \\ p_{i\cdot k} = Pr(R = k | G = k) = p_{i1k} + p_{i2k} + p_{i3k} + p_{i4k} \quad (i, k = 1, 2) \\ p_{ij\cdot} = Pr(I = j | G = k) = p_{ij1} + p_{ij2} + p_{ij3} + p_{ij4} \quad (i, j = 1, 2) \\ D = s[(p_{11\cdot}p_{2\cdot 1} - p_{21\cdot}p_{1\cdot 1} + p_{111} - p_{211})(p_{11\cdot}p_{2\cdot 1} - p_{21\cdot}p_{1\cdot 1} + p_{111} - p_{211}) - 4(p_{11\cdot} - p_{21\cdot})(p_{111}p_{2\cdot 1} - p_{211}p_{1\cdot 1})] \\ E_1 = p_{2\cdot 1} - p_{1\cdot 1} \\ E_2 = p_{21\cdot} - p_{11\cdot}$$

From Hui,

$$\pi_{g=1} = Pr(\text{In category} | G = 1) = \frac{1}{2} + [p_{11\cdot}(p_{1\cdot 1} - p_{2\cdot 1}) + p_{1\cdot 1}(p_{11\cdot} - p_{21\cdot}) + p_{211} - p_{111}]/(2D) \\ \pi_{g=2} = Pr(\text{In category} | G = 2) = \frac{1}{2} + [p_{21\cdot}(p_{1\cdot 1} - p_{2\cdot 1}) + p_{2\cdot 1}(p_{11\cdot} - p_{21\cdot}) + p_{211} - p_{111}]/(2D)$$

With these definitions and conventions, $Pr(G = i) = n_i/n$ ($i = 1, 2$), and the false positive and false negative error probabilities are:

$$\alpha_1 = (p_{21}p_{1\cdot 1} - p_{2\cdot 1}p_{11\cdot} + p_{211} - p_{111} + D)/(2 E_2)$$

$$\alpha_2 = (p_{11}p_{2\cdot 1} - p_{1\cdot 1}p_{21\cdot} + p_{211} - p_{111} + D)/(2 E_1)$$

$$\beta_1 = (p_{2\cdot 2}p_{12\cdot} - p_{22}p_{1\cdot 2} + p_{122} - p_{222} + D)/(2 E_2)$$

$$\beta_2 = (p_{1\cdot 2}p_{22\cdot} - p_{12}p_{2\cdot 2} + p_{122} - p_{222} + D)/(2 E_1)$$

How Many Responses Are Necessary for Analysis?

In order to decide the sample size n , the reasonable values must be decided for e : marginal error, and α : the significant level. Both of them must satisfy the following equation:

$$P(|\bar{y} - \bar{y}_U| \leq e) = 1 - \alpha,$$

where \bar{y} and \bar{y}_U are the mean of the estimate and the mean of population quantity respectively. $\alpha = 0.1$ is usually used. The e has not been set yet so far. In this example, $e = 0.07$.

For a Simple Random Sample (SRS), e is calculated as follows:

$$e = z_{\alpha/2} \frac{S}{\sqrt{n}} \sqrt{\left(1 - \frac{n}{N}\right)}.$$

Solve for n :

$$n = \frac{n_0}{1 + \frac{n_0}{N}}, \text{ where } n_0 = \frac{z_{\alpha/2}^2 S^2}{e^2}.$$

For large populations, $S \cong p(1-p)$ where p is the proportion of the in-category of the variable of the interest.

S attains its maximal value when $p = 1/2$. So using $n_0 = \frac{1.65^2}{4e^2}$ will result in 90 percent confidence interval with width at most $2e$.

The n that is acceptable to estimate the index of inconsistency is as follows:

$$n_0 = 1.65^2/(4 \times 0.07^2) \cong 138 \text{ observations.}$$

Note: Determine the value of e is up to the analysts, and sponsors. If e is set too tight (e.g., $e = 0.05$), then there will not be enough data to analyze for many of the questions.

1999–2000 Question	2003–04 Question
<p>Question 5a</p> <p>Does this school receive performance reports from the district on such things as students' scores on achievement tests or graduation rates?</p> <p>Public schools: Index = 55.2 (46.9, 64.7); GDR = 8.5 (7.3, 10.0)</p>	<p>Question 5</p> <p>Does this school receive performance reports from the district that cover such things as students' scores on achievement tests or graduation rates?</p> <p>Public schools: Index = 65.75 (53.66, 80.87); GDR = 9.13 (7.38, 11.31)</p>
<p>Question 5b (used for (1)–(5))</p> <p>Does this school use these performance rates to—</p> <p>(1) Evaluate the progress of students in this school?</p> <p>Public schools: Index = 65.2 (49.4, 85.5); GDR = 3.7(2.8, 4.8)</p> <p>(2) Determine the next year's instructional focus?</p> <p>Public schools: Index - 68.3 (56.5, 82.3); GDR = 7.4(6.1, 8.9)</p> <p>(3) Realign the curriculum, such as with content standards and/or other indicator criteria?</p> <p>Public schools: Index = 67.0(55.5, 80.4); GDR = 7.6(6.3, 9.2)</p> <p>(4) Inform parents and the community of the school's progress?</p> <p>Public schools: Index = 69.6 (49.5, 96.9); GDR = 2.5(1.8, 3.5)</p> <p>The index could not be used to evaluate this question, since the NDR was significantly different from zero.</p> <p>(5) Prompt school-level initiatives for improvement?</p> <p>Public schools: Index = 71.0(56.2, 89.3); GDR = 5.1(4.0, 6.4)</p>	<p>Question 7 (used for a–e)</p> <p>Does this school use these performance reports to—</p> <p>a. Evaluate the progress of students in this school?</p> <p>Public schools: Index = 75.90 (46.77, 122.26); GDR = 1.90 (1.19, 3.05)</p> <p>The question is not problematic, since most of the respondents were consistent with their responses between the two interviews.</p> <p>b. Determine the next year's instructional focus?</p> <p>Public schools: Index = 90.10 (88.44, 91.76); GDR = 8.15 (6.47, 10.25)</p> <p>c. Realign the curriculum, such as with content standards and/or other indicator criteria?</p> <p>Public schools: Index = 61.00 (46.74, 79.87); GDR = 5.80 (4.41, 7.62)</p> <p>The question is not problematic, since most of the respondents were consistent with their responses between the two interviews.</p> <p>d. Inform parents and the community of the school's progress?</p> <p>Public schools: Index = 36.52 (21.37, 61.62); GDR = 1.59 (0.95, 2.66)</p> <p>The question is not problematic, since most of the respondents were consistent with their responses between the two interviews.</p> <p>e. Prompt school-level initiatives for improvement?</p> <p>Public schools: Index = 92.48 (89.26, 95.70); GDR = 5.31 (3.99, 7.06)</p>

1999–2000 Question Question 15b (Private schools) Question 16b (Public schools)	2003–04 Question Question 11b
<p>How many of these IEP students are in each of the following instructional settings?</p> <p>All day in a regular classroom (100% of the school day)</p> <p style="text-align: center;"> students</p> <p>Private schools: Index = 8.5 (-3.0, 20.0) Public schools: Index = 35.2(23.4, 47.1)</p> <p>Most of the day in a regular classroom (80–99% of the school day)</p> <p style="text-align: center;"> students</p> <p>Private schools: Index =36.8 (13.3, 60.3) Public schools: Index = 56.9 (44.4, 69.4)</p> <p>Some of the day in a regular classroom (40–79% of the school day)</p> <p style="text-align: center;"> students</p> <p>Private schools: Index = 1.9 (-1.1, 4.8) Public schools: Index = 38.5 (29.4, 47.5)</p> <p>Little or none of the day in a regular classroom (0–39% of the school day)</p> <p style="text-align: center;"> students</p> <p>Private schools: Index = 1.3 (-0.5, 3.1) Public schools: Index = 21.2 (13.5, 29.0)</p>	<p>How many IEP students are in each of the following instructional settings?</p> <p>All day in a regular classroom (100% of the school day)</p> <p style="text-align: center;"> students</p> <p>Private schools: There were not enough data to analyze this question for the private schools. Public schools: Index = 43.95 (24.76, 63.15)</p> <p>Most of the day in a regular classroom (80–99% of the school day)</p> <p style="text-align: center;"> students</p> <p>Private schools: There were not enough data to analyze this question for the private schools. Public schools: Index = 29.85 (11.79, 47.91)</p> <p>Some of the day in a regular classroom (40–79% of the school day)</p> <p style="text-align: center;"> students</p> <p>Private schools: There were not enough data to analyze this question for the private schools. Public schools: Index = 38.43 (29.54, 47.32)</p> <p>Little or none of the day in a regular classroom (0–39% of the school day)</p> <p style="text-align: center;"> students</p> <p>Private schools: There were not enough data to analyze this question for the private schools. Public schools: Index = 21.16 (9.19, 33.13)</p>

Questions in Both the 1999–2000 and 2003–04 SASS—Private Teacher and Public Teacher Reinterview Questionnaires

The left side of the table below lists the question and the response variance for that question as it appeared in the 1999–2000 SASS Teacher Reinterview Questionnaire. The question number refers to the 1999–2000 Teacher Reinterview Questionnaire. The 1999–2000 SASS reinterview report for the 1999–2000 was referred to for the response variance measures. The right side of the table lists the same information for the 2003–04 SASS Private Teacher Reinterview and the Public Teacher Reinterview Questionnaires.

1999–2000 Question	2003–04 Question
<p>Question 1</p> <p>THIS school year, which is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?</p> <p><i>Record the assignment field code and the assignment field name from Table 1 on page 5</i></p> <p>Code <input type="text"/> <input type="text"/> <input type="text"/> <i>Main assignment field</i></p> <p>Private school teachers: Index = 9.9 (7.3, 13.3); GDR = 7.1 (5.3, 9.6) Public school teachers: Index = 11.6 (9.9, 13.6); GDR = 9.2 (7.8, 10.7)</p>	<p>Question 3</p> <p>This school year, what is your MAIN teaching assignment field at this school?</p> <p><i>Record one of the assignment field codes listed in Table 1 on page 5.</i></p> <p>Code <input type="text"/> <input type="text"/> <input type="text"/> <i>Main Assignment</i></p> <p>Private school teachers: Index = 8.18 (5.71, 13.93); GDR = 7.25 (3.62, 10.88) Public school teachers: Index = 4.08 (2.94, 6.24); GDR = 3.56 (2.12, 4.99)</p>
<p>Question 3a</p> <p>In what year did you begin your first teaching position, either full-time or part-time, at the elementary or secondary level?</p> <p>Private school teachers: Index = 6.1 (3.1, 9.1) Public school teachers: Index = 3.6 (2.0, 5.3)</p>	<p>Question 1</p> <p>In what year did you begin teaching, either full-time or part-time, at the elementary or secondary level?</p> <p>Private school teachers: Index = 2.60 (0.46, 4.75) Public school teachers: Index = 0.73 (0.31, 1.14)</p>
<p>Question 4a</p> <p>In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your MAIN teaching assignment field?</p> <p>Private school teachers: Index = 55.7 (48.8, 63.2); GDR = 28.3 (24.8, 32.1) Public school teachers: Index = 62.7 (58.2, 67.3); GDR = 31.1 (28.8, 33.4)</p>	<p>Question 12a (Private school teachers) Question 11a (Public school teachers)</p> <p>In the past 12 months, have you participated in any professional development activities specific to and concentrating on the content of the subject(s) you teach?</p> <p>Private school teachers: Index = 54.66 (52.18, 57.13); GDR = 24.57 (20.90, 29.17) Public school teachers: Index = 66.04 (62.04, 70.03); GDR = 17.19 (15.08, 19.68)</p>

1999–2000 Question	2003–04 Question
<p style="text-align: center;">Question 4a(1)</p> <p>In the past 12 months, how many hours did you spend on the activities?</p> <p><i>Mark (X) only one box.</i></p> <p>1 <input type="checkbox"/> 8 hours 2 <input type="checkbox"/> 9–16 3 <input type="checkbox"/> 17–32 hours 4 <input type="checkbox"/> 33 hours or more</p> <p>Private school teachers: Index = 55.4 (46.6, 64.6); GDR = 41.1 (34.6, 48.0) Public school teachers: Index = 69.6 (64.5, 74.7); GDR = 51.4 (47.6, 55.1)</p>	<p style="text-align: center;">Question 12b (Private school teachers) Question 11b (Public school teachers)</p> <p>In the past 12 months, how many hours did you spend on these activities?</p> <p><i>Mark (X) only one box.</i></p> <p>1 <input type="checkbox"/> 8 hours 2 <input type="checkbox"/> 9–16 3 <input type="checkbox"/> 17–32 hours 4 <input type="checkbox"/> 33 hours or more</p> <p>Private school teachers: Index = 67.73 (60.67, 78.17); GDR = 50.96 (44.39, 57.52) Public school teachers: Index = 68.07 (63.77, 73.38); GDR = 50.56 (47.00, 54.12)</p>
<p style="text-align: center;">Question 4a(2)</p> <p>Overall, how useful were these activities to you?</p> <p>Not useful at all Very useful</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>Private school teachers: Index = 69.1 (58.7, 79.7); GDR = 45.2 (38.4, 52.1) Public school teachers: Index = 60.8 (55.4, 66.4); GDR = 41.2(37.5,45.0)</p>	<p style="text-align: center;">Question 12c (Private school teachers) Question 11c (Public school teachers)</p> <p>Overall, how useful were these activities to you?</p> <p><i>Mark (X) only one box.</i></p> <p>1 <input type="checkbox"/> Not useful 2 <input type="checkbox"/> Somewhat useful 3 <input type="checkbox"/> Useful 4 <input type="checkbox"/> Very useful</p> <p>Private school teachers: Index = 63.28 (55.39, 75.01); GDR = 41.77 (35.32, 48.23) Public school teachers: Index = 56.29 (51.46, 62.31); GDR = 35.59 (32.18, 39.01)</p>
<p style="text-align: center;">Question 6a</p> <p>Of all the students you teach at this school, how many have disabilities or are special education students, that is, how many have an Individual Education Plan (IEP)?</p> <p style="text-align: center;"> students </p> <p>Private school teachers: Index = 3.1 (0.1, 6.0) Public school teachers: Index = 29.5 (18.1, 40.8)</p>	<p style="text-align: center;">Question 13 (Private school teachers) Question 12 (Public school teachers)</p> <p>Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?</p> <p style="text-align: center;"> students </p> <p>Private school teachers: Index = 29.72 (10.03, 49.40) Public school teachers: Index = 14.99 (10.18, 19.80) [There is a significance difference in the means of the original interview and the reinterview for the public school teachers. Therefore, the index cannot be used to evaluate the question.]</p>

Principal Reinterview Questionnaire—Private School Principals

Question: 1

What is the highest degree you have earned?

Item: A0039

sample size = 274

1 = Associate Degree

2 = Bachelor's Degree (B.A., B.S., B.E., etc.)

3 = Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc)

4 = Education specialist or professional diploma (at least one year beyond master's level)

5 = Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)

6 = Do not have a degree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	14.74	11.44	20.15	10.22	7.21	13.23	low
1R				0.73	0.24	2.21	unreliable (not problematic)
2	4.96	2.41	10.22	1.82	0.89	3.75	low
3	13.92	9.67	20.17	6.93	4.76	10.09	low
4	28.70	19.94	41.58	6.93	4.76	10.09	moderate
5	18.45	9.65	34.41	2.55	1.39	4.71	low
6R				1.46	0.66	3.25	unreliable (not problematic)

Question: 2

How many total hours do you spend on ALL school-related activities for this school during a typical FULL WEEK?

Item: A0040

sample size = 268

Index	LCL	UCL	Interpretation
38.2531	26.0271	50.4791	moderate

Question: 3

How many total hours do you spend interacting with students during a typical FULL WEEK at this school?

Item: A0041

sample size = 269

Index	LCL	UCL	Interpretation
36.1098	30.2310	41.9886	moderate

Question: 4

How many months is the contract year for your position as principal/school head of this school?

Item: A0042

sample size = 272

1 = Less than 9 months

2 = 9 months

3 = 9-1/2 months

4 = 10 months

5 = 10-1/2 months

6 = 11 months

7 = 11-1/2 months

8 = 12 months

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	49.42	41.99	60.00	23.16	18.95	27.37	moderate
2R				3.68	2.20	6.15	unreliable (not problematic)
3R				2.21	1.14	4.27	unreliable (not problematic)
4	41.02	28.80	58.83	7.35	5.10	10.60	moderate
5R				4.78	3.04	7.51	unreliable (not problematic)
6	47.05	33.35	66.85	7.72	5.40	11.03	moderate
7R				2.57	1.40	4.75	unreliable (not problematic)
8	44.17	35.87	54.93	18.01	14.68	22.35	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Questions: 5a-5f

Please indicate the extent to which you agree or disagree with each of the following statements.

Question: 5a**The stress and disappointments involved in serving as principal/school head of this school aren't really worth it.**

Item: A0043

sample size = 275

- 1 = Strongly agree
 2 = Somewhat agree
 3 = Somewhat disagree
 4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	65.28	57.54	75.86	33.45	28.77	38.13	high
1R				1.82	0.88	3.74	unreliable (not problematic)
2	66.33	51.77	85.76	13.45	10.56	17.33	high
3	81.57	69.93	96.10	28.00	24.04	32.95	high
4	52.10	43.81	62.58	23.64	19.91	28.34	high

Question: 5b**The faculty and staff at this school like being here; I would describe them as a satisfied group.**

Item: A0044

sample size = 276

- 1 = Strongly agree
 2 = Somewhat agree
 3 = Somewhat disagree
 4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	72.44	63.71	84.39	32.61	27.97	37.25	high
1	69.84	60.20	81.82	29.35	25.33	34.35	high
2	69.68	59.09	82.98	25.36	21.54	30.16	high
3R				3.62	2.17	6.06	unreliable (not problematic)
4R				6.88	4.73	10.02	unreliable (problematic)

Question: 5c**If I could get a higher paying job, I'd leave education as soon as possible.**

Item: A0046

sample size = 276

- 1 = Strongly agree
 2 = Somewhat agree
 3 = Somewhat disagree
 4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	58.86	50.80	70.11	26.81	22.43	31.20	high
1R				1.81	0.88	3.72	unreliable (not problematic)
2	66.22	49.45	89.43	10.14	7.65	13.62	high
3	65.34	53.95	79.90	20.29	16.80	24.76	high
4N							unreliable (NDR sig)

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 5d
I think about transferring to another school.
 Item: A0047
 sample size = 275

- 1 = Strongly agree
- 2 = Somewhat agree
- 3 = Somewhat disagree
- 4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	51.24	43.98	61.43	25.45	21.13	29.78	high
1R				2.55	1.38	4.69	unreliable (not problematic)
2	41.30	31.68	54.32	12.00	9.27	15.72	moderate
3	83.74	68.16	103.88	18.18	14.85	22.50	high
4N							unreliable (NDR sig)

Question: 5e
I don't seem to have as much enthusiasm now as I did when I began my career as a principal/school head.
 Item: A0048
 sample size = 276

- 1 = Strongly agree
- 2 = Somewhat agree
- 3 = Somewhat disagree
- 4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	57.94	51.65	66.45	37.68	32.88	42.48	high
1R				6.16	4.14	9.16	unreliable (problematic)
2	58.29	48.83	70.28	22.83	19.16	27.47	high
3	72.96	61.45	87.48	23.91	20.18	28.63	high
4	44.81	37.47	54.13	22.46	18.82	27.09	moderate

Question: 5f
I think about staying home from school because I'm just too tired to go.
 Item: A0049
 sample size = 276

- 1 = Strongly agree
- 2 = Somewhat agree
- 3 = Somewhat disagree
- 4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	65.27	57.02	76.62	30.43	25.88	34.99	high
1R				1.45	0.65	3.23	unreliable (not problematic)
2	49.93	38.11	66.00	11.59	8.91	15.25	moderate
3	82.93	68.78	100.99	21.01	17.47	25.54	high
4	64.09	54.69	75.85	26.81	22.92	31.69	high

Question: 6
In your opinion, what percentage of teachers in this school are presently teaching to high academic standards?
 Item: A0149
 sample size = 271

Index	LCL	UCL	Interpretation
45.9482	18.8155	73.0808	moderate

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Questions: 7-9

Not for Private Principals

Question: 10

LAST school year (2002-03), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?

Item: A0189

sample size = 268

Index	LCL	UCL	Interpretation
39.8696	35.9537	43.7854	moderate

Question: 11

What was the total number of suspensions during the LAST school year (2003-03)?

Item: A0190

sample size = 261

Index	LCL	UCL	Interpretation
21.5744	2.0447	41.1041	moderate

Questions: 12a-12c

LAST school year (2002-03), what percentage of students had at least one parent or guardian participating in the following events?

Question: 12a

Open house or back-to-school night

Item: A0234

sample size = 273

- 1 = 0-25%
- 2 = 26-50%
- 3 = 51-75%
- 4 = 51-75%
- 5 = Not applicable

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	49.67	43.05	58.88	28.21	23.72	32.69	moderate
1R				5.13	3.32	7.93	unreliable (problematic)
2	51.90	35.21	76.90	6.23	4.19	9.26	high
3	59.09	47.58	74.10	16.85	13.62	21.07	high
4	43.59	36.01	53.30	20.51	16.99	25.03	moderate
5	43.84	31.07	62.29	7.69	5.38	10.99	moderate

Question: 12b

All regularly scheduled schoolwide parent-teacher conferences

Item: A0235

sample size = 273

- 1 = 0-25%
- 2 = 26-50%
- 3 = 51-75%
- 4 = 51-75%
- 5 = Not applicable

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	40.17	33.51	49.85	19.41	15.48	23.35	moderate
1R				3.30	1.92	5.67	unreliable (not problematic)
2	70.52	49.51	101.14	7.33	5.08	10.56	high
3	56.10	43.04	73.79	12.09	9.34	15.83	high
4	29.62	22.83	38.77	12.45	9.66	16.24	moderate
5	22.01	13.02	36.99	3.66	2.19	6.13	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 12c

One or more special subject-area events (e.g., science fair, concerts, etc.)

Item: A0236

sample size = 271

- 1 = 0-25%
- 2 = 26-50%
- 3 = 51-75%
- 4 = 51-75%
- 5 = Not applicable

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	60.65	53.96	69.74	37.27	32.44	42.10	high
1N							unreliable (NDR sig)
2	93.44	70.22	125.43	10.70	8.11	14.29	high
3	72.76	61.53	86.90	25.09	21.26	29.92	high
4	50.32	42.48	60.20	24.72	20.91	29.53	high
5N							unreliable (NDR sig)

Question: 13

What is your current ANNUAL salary for your position at this school before taxes and deductions?

Item: A0263

sample size = 238

Index	LCL	UCL	Interpretation
9.0324	-1.3120	19.3768	low

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Principal Reinterview Questionnaire—Public School Principals

Question: 1**What is the highest degree you have earned?**

Item: A0039

sample size = 1,052

- 1 = Associate Degree
 2 = Bachelor's Degree (B.A., B.S., B.E., etc.)
 3 = Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc)
 4 = Education specialist or professional diploma (at least one year beyond master's level)
 5 = Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
 6 = Do not have a degree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	32.09	28.95	35.91	18.06	16.11	20.01	moderate
2R				1.24	0.79	1.94	unreliable (not problematic)
3	33.21	29.65	37.29	16.44	14.69	18.45	moderate
4N							unreliable (NDR sig)
5	11.40	7.70	16.81	1.71	1.16	2.52	low

Question: 2**How many total hours do you spend on ALL school-related activities for this school during a typical FULL WEEK?**

Item: A0040

sample size = 1,015

Index	LCL	UCL	Interpretation
44.1596	33.1844	55.135	moderate

Question: 3**How many total hours do you spend interacting with students during a typical FULL WEEK at this school?**

Item: A0041

sample size = 1,035

Failed *t* test**Question: 4****How many months is the contract year for your position as principal/school head of this school?**

Item: A0042

sample size = 1,041

- 1 = Less than 9 months
 2 = 9 months
 3 = 9-1/2 months
 4 = 10 months
 5 = 10 -1/2 months
 6 = 11 months
 7 = 11-1/2 months
 8 = 12 months

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	31.75	28.79	35.33	19.79	17.76	21.82	moderate
1N							unreliable (NDR sig)
2R				0.86	0.50	1.49	unreliable (not problematic)
3R				1.06	0.65	1.73	unreliable (not problematic)
4	35.77	29.36	43.68	6.24	5.09	7.65	moderate
5	54.48	46.70	63.71	9.80	8.33	11.53	high
6N							unreliable (NDR sig)
7R				2.02	1.41	2.88	unreliable (not problematic)
8	15.83	13.29	18.91	7.78	6.48	9.34	low

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Questions: 5a-5f

Please indicate the extent to which you agree or disagree with each of the following statements.

Question: 5a

The stress and disappointments involved in serving as principal/school head of this school aren't really worth it.

Item: A0043

sample size = 1,038

- 1 = Strongly agree
- 2 = Somewhat agree
- 3 = Somewhat disagree
- 4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	65.20	61.34	69.70	38.92	36.43	41.41	high
1R				3.56	2.72	4.67	unreliable (not problematic)
2N							unreliable (NDR sig)
3	76.63	70.76	83.20	28.52	26.34	30.95	high
4	53.79	49.46	58.65	26.49	24.37	28.88	high

Question: 5b

The faculty and staff at this school like being here; I would describe them as a satisfied group.

Item: A0044

sample size = 1,040

- 1 = Strongly agree
- 2 = Somewhat agree
- 3 = Somewhat disagree
- 4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	62.43	58.35	67.22	34.13	31.72	36.55	high
1N							unreliable (NDR sig)
2	60.40	55.64	65.74	27.31	25.17	29.71	high
3R				8.27	6.93	9.87	unreliable (problematic)
4R				5.87	4.75	7.24	unreliable (problematic)

Question: 5c

If I could get a higher paying job, I'd leave education as soon as possible.

Item: A0046

sample size = 1,038

- 1 = Strongly agree
- 2 = Somewhat agree
- 3 = Somewhat disagree
- 4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	63.59	59.94	67.84	40.46	37.96	42.97	high
1	60.50	50.60	72.52	7.51	6.24	9.05	high
2	76.79	69.37	85.22	19.85	17.94	22.01	high
3	78.97	73.24	85.37	30.83	28.60	33.32	high
4	45.50	41.46	50.07	22.74	20.73	25.01	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 5d
I think about transferring to another school.Item: A0047
sample size = 1,039

- 1 = Strongly agree
 2 = Somewhat agree
 3 = Somewhat disagree
 4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	54.25	50.39	58.80	30.41	28.07	32.76	high
1N							unreliable (NDR sig)
2	59.01	53.04	65.81	18.38	16.54	20.49	high
3	72.22	64.96	80.49	18.58	16.72	20.69	high
4	40.02	36.05	44.54	18.96	17.09	21.09	moderate

Question: 5e**I don't seem to have as much enthusiasm now as I did when I began my career as a principal/school head.**Item: A0048
sample size = 1,041

- 1 = Strongly agree
 2 = Somewhat agree
 3 = Somewhat disagree
 4 = Strongly disagree

Failed Bowker Test**Question: 5f****I think about staying home from school because I'm just too tired to go.**Item: A0049
sample size = 1,042

- 1 = Strongly agree
 2 = Somewhat agree
 3 = Somewhat disagree
 4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	64.45	59.49	70.33	26.97	24.71	29.23	high
1R				3.84	2.96	4.98	unreliable (not problematic)
2	62.45	54.19	72.14	11.32	9.84	13.07	high
3	77.53	69.62	86.57	18.04	16.21	20.13	high
4	54.35	49.25	60.14	20.73	18.79	22.92	high

Question: 6**In your opinion, what percentage of teachers in this school are presently teaching to high academic standards?**Item: A0149
sample size = 1,026**Failed t test****Question: 7a****Does this school have a formal school improvement plan?**Item: A0160
sample size = 1,014

- 1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	46.12	38.90	54.81	8.38	7.01	10.02	moderate
1	46.12	38.90	54.81	8.38	7.01	10.02	moderate
2	46.12	38.90	54.81	8.38	7.01	10.02	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Questions: 7b(1) –7b(3)
Do you use any of the following to assess this school’s progress on that plan?

Question: 7b(1)
State or national tests

Item: A0161
 sample size = 825

1 = Yes
 2 = No

This question is not problematic. This is a Yes/No question that has a rare category and the GDR is less than 5 percent.

Category	GDR	LCL	UCL
Aggregate	3.52	2.59	4.77
1	3.52	2.59	4.77
2R	3.52	2.59	4.77

Question: 7b(2)
Parent or student surveys

Item: A0162
 sample size = 822

1 = Yes
 2 = No

Index calculated using Hui-Walter Method
 NDR was Significant (Yes/No question)

Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
59.91	55.8493	63.9677	15.57	13.66	17.82	high

Question: 7b(3)
Student portfolios

Item: A0163
 sample size = 820

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	54.54	49.71	60.04	27.07	24.69	29.79	high
1	54.54	49.71	60.04	27.07	24.69	29.79	high
2	54.54	49.71	60.04	27.07	24.69	29.79	high

Question: 8a
Has either your district or state established school PERFORMANCE standards?

Item: A0164
 sample size = 1,006

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	70.04	60.22	81.69	10.44	8.99	12.16	high
1	70.04	60.22	81.69	10.44	8.99	12.16	high
2	70.04	60.22	81.69	10.44	8.99	12.16	high

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 8b

LAST school year (2002–03), was this school evaluated on district or state PERFORMANCE standards?

Item: A0165

sample size = 856

1 = Yes

2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	91.33	77.25	108.29	10.05	8.51	11.90	high
1	91.33	77.25	108.29	10.05	8.51	11.90	high
2	91.33	77.25	108.29	10.05	8.51	11.90	high

Question: 9 - page 6

Which of the following best describes this school's performance last year?

Item: A0166

sample size = 883

1 = Passed all district and state performance standards

2 = Passed most district and state performance standards

3 = Passed some district and state performance standards

4 = Passed no district and state performance standards

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	50.38	46.49	55.02	30.12	27.58	32.66	high
1N							unreliable (NDR sig)
2N							unreliable (NDR sig)
3N							unreliable (NDR sig)
4R				0.79	0.43	1.46	unreliable (not problematic)

Question: 10

LAST school year (2002–03), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?

Item: A0189

sample size = 1,001

Index	LCL	UCL	Interpretation
80.9907	51.5164	110.465	high

Question: 11

What was the total number of suspensions during the LAST school year (2003–03)?

Item: A0190

sample size = 912

Index	LCL	UCL	Interpretation
28.2953	23.9523	32.638	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Questions: 12a-12c

LAST school year (2002–03), what percentage of students had at least one parent or guardian participating in the following events?

Question: 12a

Open house or back-to-school night

Item: A0234

sample size = 1,024

- 1 = 0–25%
- 2 = 26–50%
- 3 = 51–75%
- 4 = 51–75%
- 5 = Not applicable

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	53.66	50.41	57.45	38.18	35.69	40.68	high
1	63.47	54.33	74.34	9.77	8.29	11.51	high
2	60.50	54.60	67.21	19.73	17.81	21.90	high
3	70.78	64.87	77.43	25.29	23.19	27.66	high
4	35.71	31.97	40.00	17.48	15.66	19.57	moderate
5R				4.10	3.18	5.28	unreliable (not problematic)

Question: 12b

All regularly scheduled schoolwide parent-teacher conferences

Item: A0235

sample size = 1,018

- 1 = 0–25%
- 2 = 26–50%
- 3 = 51–75%
- 4 = 51–75%
- 5 = Not applicable

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	45.14	41.97	48.87	31.43	29.04	33.83	moderate
1	66.32	57.24	77.05	10.81	9.34	12.54	high
2	55.04	48.83	62.21	15.42	13.69	17.42	high
3	62.65	56.43	69.73	19.25	17.35	21.42	high
4N							unreliable (NDR sig)
5	37.05	29.79	46.18	5.30	4.24	6.63	moderate

Question: 12c

One or more special subject-area events (e.g., science fair, concerts, etc.)

Item: A0236

sample size = 1,012

- 1 = 0–25%
- 2 = 26–50%
- 3 = 51–75%
- 4 = 51–75%
- 5 = Not applicable

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	69.56	66.32	73.34	51.38	48.80	53.97	high
1N							unreliable (NDR sig)
2	80.87	74.30	88.26	26.58	24.43	29.00	high
3	83.38	77.67	89.74	33.99	31.68	36.58	high
4	50.98	46.47	56.08	23.32	21.27	25.64	high
5R				6.82	5.60	8.31	unreliable (problematic)

Question: 13

What is your current ANNUAL salary for your position at this school before taxes and deductions?

Item: A0263

sample size = 992

Index	LCL	UCL	Interpretation
9.5509	5.7974	13.304	low

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

School Reinterview Questionnaire—Private Schools**Questions: 1a-1f**

Around the first of October, how many students enrolled in grades K-12 and comparable ungraded levels were—

Question: 1a
Hispanic, regardless of race?

Item: S0417
 sample size = 226

Index	LCL	UCL	Interpretation
4.986	3.025	6.947	low

Question: 1b
White, not of Hispanic origin?

Item: S0418
 sample size = 222

Index	LCL	UCL	Interpretation
3.447	0.282	6.612	low

Question: 1c
Black, not of Hispanic origin?

Item: S0419
 sample size = 218

Index	LCL	UCL	Interpretation
0.410	0.034	0.786	low

Question: 1d
Asian or Pacific Islander?

Item: S0420
 sample size = 215

Index	LCL	UCL	Interpretation
2.293	-1.690	6.277	low

Question: 1e
American Indian or Alaska Native?

Item: S0421
 sample size = 207

Index	LCL	UCL	Interpretation
0.515	-0.039	1.068	low

Question: 1f
Total students

Item: S0422
 sample size = 218

Index	LCL	UCL	Interpretation
2.189	0.304	4.075	low

Question: 2
For this school year (2003-04), what is the Average Daily Attendance (ADA) at this school?

Item: S0423
 sample size = 201

Index	LCL	UCL	Interpretation
79.850	44.536	115.164	high

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 3
What is the current capacity of this school's building(s)?
 Item: S0429
 sample size = 225

Index	LCL	UCL	Variance
4.990	1.303	8.677	low

Question: 4a
Does this school have one or more temporary buildings?
 Item: S0430
 sample size = 238

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	25.42	16.81	38.65	6.30	4.13	9.61	moderate
1	25.42	16.81	38.65	6.30	4.13	9.61	moderate
2	25.42	16.81	38.65	6.30	4.13	9.61	moderate

Question: 4b
What is the capacity of the temporary building(s)?
 Item: S0431
 sample size = 25

Small sample size

Questions: 5-7

Not for the Private Schools

Question: 8
 Around the first of October, how many TEACHERS held full-time or part-time positions or assignment in this school?

Full-time
 Item: S0513
 sample size = 241

Index	LCL	UCL	Interpretation
2.801	1.056	4.547	low

Part-time
 Item: S0514

Not on original Private School Questionnaire

Questions: 9a-9f
 Of the full-time and part-time TEACHERS in this school around the first of October, how many were-

Question: 9a
Hispanic, regardless of race?
 Item: S0515
 sample size = 226

Index	LCL	UCL	Interpretation
45.366	7.288	83.443	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9b
White, not of Hispanic origin?

Item: S0516
 sample size = 225

Index	LCL	UCL	Interpretation
4.623	1.637	7.609	low

Question: 9c
Black, not of Hispanic origin?

Item: S0517
 sample size = 215

Index	LCL	UCL	Interpretation
7.759	1.527	13.990	low

Question: 9d
Asian or Pacific Islander?

Item: S0518
 sample size = 212

Index	LCL	UCL	Interpretation
0.191	0.005	0.376	low

Question: 9e
American Indian or Alaska Native?

Item: S0519
 sample size = 206

Index	LCL	UCL	Interpretation
5.015	1.153	8.877	low

Question: 9f
Total Teachers

Item: S0520
 sample size = 234

Index	LCL	UCL	Interpretation
2.724	1.133	4.316	low

Question: 10
Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have special needs?

Item: S0604
 sample size = 232

Index	LCL	UCL	Interpretation
5.685	0.583	10.786	low

Question: 11a
Does this school primarily serve students with disabilities?

Item: S0605
 sample size = 127

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	5.51	2.99	10.17
1	5.51	2.99	10.17
2	5.51	2.99	10.17

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 11b
How many IEP students are in each of the following settings?

All day in a regular classroom
 Item: S0606
 sample size = 52

Small sample size

Most of the day in a regular classroom
 Item: S0607
 sample size = 25

Small sample size

Some of the day in a regular classroom
 Item: S0608
 sample size = 8

Small sample size

Little or none of the day in a regular classroom
 Item: S0609
 sample size = 7

Small sample size

Question: 12a
Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient

Item: S0610
 sample size = 232

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	35.75	25.44	50.69	9.05	6.33	12.94	moderate
1	35.75	25.44	50.69	9.05	6.33	12.94	moderate
2	35.75	25.44	50.69	9.05	6.33	12.94	moderate

Question: 12b
How many limited-English proficient students are enrolled in this school?

Item: S0611
 sample size = 25

Small sample size

Question: 13a
Does this school have any prekindergarten students?
 Item: S0630

Not on original Private School Questionnaire

Question: 13b
Around the first of October, how many prekindergarten students were enrolled in this school?
 Item: S0631

Not on original Private School Questionnaire

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 14

Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?

Item: S0632
sample size = 241

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	1.08	0.24	4.86	0.41	0.09	1.86	low
1	1.08	0.24	4.86	0.41	0.09	1.86	low
2	1.08	0.24	4.86	0.41	0.09	1.86	low

Question: 15

Around the first of October, how many students at this school were APPROVED for free or reduced-price lunches?

Prekindergarten students approved
Item: S0633
sample size = 56

Small sample size

Other students approved (kindergarten and higher)

Item: S0634
sample size = 59

Small sample size

Question: 16

Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?

Item: S0635
sample size = 239

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	11.30	6.48	19.52	3.77	2.19	6.47	low
1	11.30	6.48	19.52	3.77	2.19	6.47	low
2	11.30	6.48	19.52	3.77	2.19	6.47	low

Question: 17

How many students participate in the Title I program?

Prekindergarten students participating
Item: S0636
sample size = 47

Small sample size

Other students participating (kindergarten and higher)

Item: S0637
sample size = 48

Small sample size

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

School Reinterview Questionnaire—Public Schools

Questions: 1a-1f

Around the first of October, how many students enrolled in grades K-12 and comparable ungraded levels were—

Question: 1a
Hispanic, regardless of race?

Item: S0417
 sample size = 633

Index	LCL	UCL	Interpretation
19.3464	3.1881	35.505	low

Question: 1b
White, not of Hispanic origin?

Item: S0418
 sample size = 621

Index	LCL	UCL	Interpretation
27.4223	10.0822	44.762	moderate

Question: 1c
Black, not of Hispanic origin?

Item: S0419
 sample size = 626

Index	LCL	UCL	Interpretation
3.6103	-14.3896	21.610	low

Question: 1d
Asian or Pacific Islander?

Item: S0420
 sample size = 614

Index	LCL	UCL	Interpretation
7.2098	4.6359	9.784	low

Question: 1e
American Indian or Alaska Native?

Item: S0421
 sample size = 603

Index	LCL	UCL	Interpretation
89.6797	63.6400	115.719	high

Question: 1f
Total students

Item: S0422
 sample size = 614

Index	LCL	UCL	Interpretation
23.3378	9.7729	36.903	moderate

Question: 2
For this school year (2003–04), what is the Average Daily Attendance (ADA) at this school?

Item: S0423
 sample size = 560

Index	LCL	UCL	Interpretation
80.5973	63.8118	97.383	high

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 3**What is the current capacity of this school's building(s)?**

Item: S0429

sample size = 563

Index	LCL	UCL	Interpretation
11.3031	1.8736	20.732	low

Question: 4a**Does this school have one or more temporary buildings?**

Item: S0430

sample size = 647

1 = Yes

2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	14.25	11.04	18.46	6.03	4.64	7.84	low
1	14.25	11.04	18.46	6.03	4.64	7.84	low
2	14.25	11.04	18.46	6.03	4.64	7.84	low

Question: 4b**What is the capacity of the temporary building(s)?**

Item: S0431

sample size = 147

Index	LCL	UCL	Interpretation
23.1475	14.5655	31.730	moderate

Question: 5**Does this school receive performance reports from the district that cover such things as students' scores on achievement tests or graduation rates?**

Item: S0455

sample size = 647

1 = Yes

2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	65.75	53.66	80.87	9.13	7.38	11.31	high
1	65.75	53.66	80.87	9.13	7.38	11.31	high
2	65.75	53.66	80.87	9.13	7.38	11.31	high

Question: 6**Regardless of source, does this school have performance reports?**

Item: S0456

sample size = 64

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	9.38	4.85	18.13
1	9.38	4.85	18.13
2	9.38	4.85	18.13

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Questions: 7a-7e
Does this school use these performance reports to-

Question: 7a
Evaluate the progress of students in this school?

Item: S0457
 sample size = 630

1 = Yes
 2 = No

This question is not problematic. This is a Yes/No question that has a rare category and the GDR is less than 5 percent.

Category	GDR	LCL	UCL
Aggregate	1.90	1.19	3.05
1	1.90	1.19	3.05
2R	1.90	1.19	3.05

Question: 7b
 Determine the next year's instructional focus?

Item: S0458
 sample size = 626

1 = Yes
 2 = No

Index calculated using Hui-walter Method
 NDR was Significant (Yes/No question)

Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
90.10	88.4421	91.7615	8.15	6.47	10.25	high

Question: 7c
Realign the curriculum, such as with content standards and/or other indicator criteria?

Item: S0459
 sample size = 621

1 = Yes
 2 = No

This question is problematic. This is a Yes/No question that has a rare category and the GDR is greater than 5 percent.

Category	GDR	LCL	UCL
Aggregate	5.80	4.41	7.62
1	5.80	4.41	7.62
2R	5.80	4.41	7.62

Question: 7d
Inform parents and the community of the school's progress?

Item: S0460
 sample size = 629

1 = Yes
 2 = No

This question is not problematic. This is a Yes/No question that has a rare category and the GDR is less than 5 percent.

Category	GDR	LCL	UCL
Aggregate	1.59	0.95	2.66
1	1.59	0.95	2.66
2R	1.59	0.95	2.66

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 7e
Prompt school-level initiatives for improvement?
 Item: S0461
 sample size = 622

1 = Yes
 2 = No

Index calculated using Hui-Walter Method
 NDR was Significant (Yes/No question)

Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
92.48	89.2626	95.6988	5.31	3.99	7.06	high

Question: 8
Around the first of October, how many TEACHERS held full-time or part-time positions or assignment in this school?

Full-time
 Item: S0513
 sample size = 656

Index	LCL	UCL	Interpretation
5.9598	0.3051	11.615	low

Part-time
 Item: S0514
 sample size = 579

Index	LCL	UCL	Interpretation
23.0014	14.4267	31.576	moderate

Questions: 9a–9f
Of the full-time and part-time TEACHERS in this school around the first of October, how many were—

Question: 9a
Hispanic, regardless of race?
 Item: S0515
 sample size = 637

Index	LCL	UCL	Interpretation
43.5287	15.7858	71.272	moderate

Question: 9b
White, not of Hispanic origin?
 Item: S0516
 sample size = 633

Index	LCL	UCL	Interpretation
9.8034	5.1893	14.417	low

Question: 9c
Black, not of Hispanic origin?
 Item: S0517
 sample size = 626

Index	LCL	UCL	Interpretation
0.5583	-0.0080	1.125	low

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9d
Asian or Pacific Islander?
 Item: S0518
 sample size = 608

Index	LCL	UCL	Interpretation
6.9949	-0.9236	14.913	low

Question: 9e
American Indian or Alaska Native?
 Item: S0519
 sample size = 601

Index	LCL	UCL	Interpretation
28.2615	-34.7632	91.286	moderate

Question: 9f
Total Teachers
 Item: S0520
 sample size = 627

Index	LCL	UCL	Interpretation
6.5703	3.3952	9.745	low

Question: 10
Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have special needs?
 Item: S0604
 sample size = 596

Index	LCL	UCL	Interpretation
8.6688	4.4957	12.842	low

Question: 11a
Does this school primarily serve students with disabilities?
 Item: S0605
 sample size = 618

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	71.38	58.29	87.76	9.55	7.71	11.82	high
1	71.38	58.29	87.76	9.55	7.71	11.82	high
2	71.38	58.29	87.76	9.55	7.71	11.82	high

Question: 11b How many IEP students are in each of the following settings?

All day in a regular classroom
 Item: S0606
 sample size = 351

Index	LCL	UCL	Interpretation
43.9531	24.7582	63.148	moderate

Most of the day in a regular classroom
 Item: S0607
 sample size = 392

Index	LCL	UCL	Interpretation
29.8459	11.7861	47.906	moderate

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Some of the day in a regular classroomItem: S0608
sample size = 346

Index	LCL	UCL	Interpretation
38.4295	29.5428	47.316	moderate

Little or none of the day in a regular classroomItem: S0609
sample size = 332

Index	LCL	UCL	Interpretation
21.1609	9.1916	33.130	moderate

Question: 12a**Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?**Item: S0610
sample size = 5781 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	15.48	12.20	19.71	7.61	5.94	9.75	low
1	15.48	12.20	19.71	7.61	5.94	9.75	low
2	15.48	12.20	19.71	7.61	5.94	9.75	low

Question: 12b**How many limited-English proficient students are enrolled in this school?**Item: S0611
sample size = 325

Index	LCL	UCL	Interpretation
3.7025	1.3593	6.046	low

Question: 13a**Does this school have any prekindergarten students?**Item: S0630
sample size = 6541 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	11.93	9.02	15.83	5.05	3.79	6.71	low
1	11.93	9.02	15.83	5.05	3.79	6.71	low
2	11.93	9.02	15.83	5.05	3.79	6.71	low

Question: 13b**Around the first of October, how many prekindergarten students were enrolled in this school?**Item: S0631
sample size = 139

Index	LCL	UCL	Interpretation
5.6240	0.9791	10.269	low

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 14
Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?

Item: S0632
 sample size = 652

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	8.27	4.48	15.28	1.07	0.58	1.98	low
1	8.27	4.48	15.28	1.07	0.58	1.98	low
2	8.27	4.48	15.28	1.07	0.58	1.98	low

Question: 15
Around the first of October, how many students at this school were APPROVED for free or reduced-price lunches?

Prekindergarten students approved
 Item: S0633
 sample size = 366

Index	LCL	UCL	Interpretation
47.7849	14.8565	80.713	moderate

Other students approved (kindergarten and higher)
 Item: S0634
 sample size = 519

Index	LCL	UCL	Interpretation
11.0196	-2.2353	24.274	low

Question: 16
Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?

Item: S0635
 sample size = 604

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	18.08	14.55	22.56	8.61	6.86	10.81	low
1	18.08	14.55	22.56	8.61	6.86	10.81	low
2	18.08	14.55	22.56	8.61	6.86	10.81	low

Question: 17
How many students participate in the Title I program?

Prekindergarten students participating
 Item: S0636
 sample size = 208

Index	LCL	UCL	Interpretation
27.1333	10.0624	44.204	moderate

Other students participating (kindergarten and higher)
 Item: S0637
 sample size = 268

Index	LCL	UCL	Interpretation
4.1270	-7.3591	15.613	low

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Private Teacher Reinterview Questionnaire

Question: 1

In what year did you begin teaching, either full-time or part-time, at the elementary or secondary level?

Item: T0035

sample size = 290

Index	LCL	UCL	Interpretation
2.6046	0.1863	5.0230	low

Question: 2

Which statement best describes the way YOUR classes at this school are organized?

Item: T0066

sample size = 293

- 1 = You instruct several classes of different student most or all of the day in one or more subjects (such as algebra, history, biology). (Departmentalized Instruction)
- 2 = You are an elementary school teacher who teaches only one subject (such as art, music, physical education or computer skills). *Elementary Enrichment Class)
- 3 = You instruct the same group of students all or most of the day in multiple subjects. (Self-Contained Class)
- 4 = You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching a single group of students. (Team Teaching)
- 5 = You instruct selected students released from their regular classes in specific skills or to address specific needs (such as gifted and talented, special education, reading, English as a Second Language). (Pull-Out" Class)

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	15.19	11.82	20.66	9.90	7.03	12.77	low
1	14.80	10.47	21.04	7.17	5.02	10.24	low
2	27.91	18.90	41.38	5.80	3.90	8.62	moderate
3	7.79	4.76	12.75	3.75	2.30	6.13	low
4R				2.39	1.30	4.41	unreliable (not problematic)
5R				0.68	0.23	2.06	unreliable (not problematic)

Question: 3

This school year, what is your MAIN teaching assignment field at this school?

Item: T0075

sample size = 138

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Special Education | 9 = Natural Sciences |
| 3 = Arts & Music | 10 = Social Sciences |
| 4 = English and Language Arts | 11 = Vocational/Technical Education |
| 5 = English as a Second Language | 12 = Miscellaneous |
| 6 = Foreign Languages | 13 = Other |
| 7 = Health Education | |

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	8.18	5.71	13.93	7.25	3.62	10.88	low
1R				2.90	1.30	6.46	unreliable (not problematic)
2R				0.72	0.16	3.25	unreliable (not problematic)
3	0.00	0.00	6.87	0.00	0.00	1.96	low
4	8.26	3.29	20.72	2.17	0.87	5.44	low
6	0.00	0.00	10.18	0.00	0.00	1.96	low
7	0.00	0.00	16.18	0.00	0.00	1.96	low
8	13.41	5.42	30.53	2.90	1.30	6.46	low
9	10.32	3.34	26.68	2.17	0.87	5.44	low
10	9.88	3.26	29.94	1.45	0.48	4.38	low
11R				1.45	0.48	4.38	unreliable (not problematic)
12	5.65	1.26	25.43	0.72	0.16	3.25	low
13R				0.00	0.00	1.96	unreliable (not problematic)

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 4a
Do you have a bachelor's degree?
 Item: T0116
 sample size = 299

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	8.14	3.65	18.18	1.34	0.60	2.98	low
1	8.14	3.65	18.18	1.34	0.60	2.98	low
2	8.14	3.65	18.18	1.34	0.60	2.98	low

Question: 4b
In what year did you receive your bachelor's degree?
 Item: T0117
 sample size = 257

Index	LCL	UCL	Interpretation
0.2321	0.0912	0.3729	low

Question: 4c
Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?
 Item: T0118
 sample size = 256

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	17.27	11.73	25.57	6.64	4.47	9.87	low
1	17.27	11.73	25.57	6.64	4.47	9.87	low
2	17.27	11.73	25.57	6.64	4.47	9.87	low

Question: 4d
What was your major field of study?
 Item: T0119
 sample size = 254

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 9 = Mathematics and Computer Science |
| 2 = Secondary Education | 10 = Health Education |
| 3 = Special Education | 11 = Natural Sciences |
| 4 = Other Education | 12 = Social Sciences |
| 5 = Arts & Music | 13 = Vocational/Technical Education |
| 6 = English and Language Arts | 14 = Miscellaneous |
| 7 = English as a Second Language | 15 = Other |
| 8 = Foreign Languages | |

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	10.91	8.28	15.43	9.06	6.09	12.02	low
1	7.72	4.49	13.30	3.54	2.06	6.09	low
2R				1.97	0.96	4.04	unreliable (not problematic)
3R				0.39	0.09	1.76	unreliable (not problematic)
4R				0.39	0.09	1.76	unreliable (not problematic)
5	7.03	2.80	17.65	1.18	0.47	2.96	low
6	14.34	7.05	28.14	2.36	1.22	4.57	low
8R				1.57	0.71	3.51	unreliable (not problematic)
9	0.00	0.00	9.08	0.00	0.00	1.07	low
10R				0.39	0.09	1.76	unreliable (not problematic)
11	7.56	2.49	22.92	0.79	0.26	2.38	low
12	4.28	1.41	12.99	0.79	0.26	2.38	low
13R				1.18	0.47	2.96	unreliable (not problematic)
14R				1.57	0.71	3.51	unreliable (not problematic)
15R				1.97	0.96	4.04	unreliable (not problematic)

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 4e
Did you have a second major field of study?
 Item: T0120
 sample size = 242

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	26.78	20.30	35.70	12.40	9.47	16.44	moderate
1	26.78	20.30	35.70	12.40	9.47	16.44	moderate
2	26.78	20.30	35.70	12.40	9.47	16.44	moderate

Question: 4f
What was your second major field of study?
 Item: T0121
 sample size = 72

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 9 = Mathematics and Computer Science |
| 2 = Secondary Education | 10 = Health Education |
| 3 = Special Education | 11 = Natural Sciences |
| 4 = Other Education | 12 = Social Sciences |
| 5 = Arts & Music | 13 = Vocational/Technical Education |
| 6 = English and Language Arts | 14 = Miscellaneous |
| 7 = English as a Second Language | 15 = Other |
| 8 = Foreign Languages | |

Category	GDR	LCL	UCL
Aggregate	22.22	14.16	30.28
1	6.94	3.38	14.27
2	4.17	1.67	10.43
3	2.78	0.92	8.39
4	2.78	0.92	8.39
5	5.56	2.49	12.38
6	4.17	1.67	10.43
8	5.56	2.49	12.38
9	0.00	0.00	3.76
10	1.39	0.31	6.23
11	1.39	0.31	6.23
12	5.56	2.49	12.38
13	1.39	0.31	6.23
14	1.39	0.31	6.23
15	1.39	0.31	6.23

Question: 5a
Do you have a master's degree?
 Item: T0123
 sample size = 259

- 1 = Yes
 2 = No

Index calculated using Hui-Walter Method
 NDR was Significant (Yes/No question)

Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
5.45	5.2524	5.6468	2.32	1.20	4.48	low

Question: 5b
In what year did you receive your master's degree?
 Item: T0124
 sample size = 78

Small sample size

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 5c
Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

Item: T0125
 sample size = 78

- 1 = Yes
- 2 = No

Category	GDR	LCL	UCL
Aggregate	5.13	2.30	11.42
1	5.13	2.30	11.42
2	5.13	2.30	11.42

Question: 5d
What was your major field of study?

Item: T0126
 sample size = 76

- 1 = Elementary Education
- 2 = Secondary Education
- 3 = Special Education
- 4 = Other Education
- 5 = Arts & Music
- 6 = English and Language Arts
- 7 = English as a Second Language
- 8 = Foreign Languages
- 9 = Mathematics and Computer Science
- 10 = Health Education
- 11 = Natural Sciences
- 12 = Social Sciences
- 13 = Vocational/Technical Education
- 14 = Miscellaneous
- 15 = Other

Category	GDR	LCL	UCL
Aggregate	13.16	6.78	19.54
1	5.26	2.36	11.72
2	2.63	0.87	7.95
3	1.32	0.29	5.90
4	3.95	1.58	9.88
5	0.00	0.00	3.56
6	0.00	0.00	3.56
8	0.00	0.00	3.56
9	0.00	0.00	3.56
10	0.00	0.00	3.56
11	0.00	0.00	3.56
12	0.00	0.00	3.56
13	1.32	0.29	5.90
14	3.95	1.58	9.88

Question: 6
How long did your practice teaching last?

Item: T0155
 sample size = 290

- 1 = I had no practice teaching
- 2 = 4 weeks or less
- 3 = 5-7 weeks
- 4 = 8-11 weeks
- 5 = 12 weeks or more

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	36.19	31.05	43.36	24.48	20.33	28.64	moderate
1N							unreliable (NDR sig)
2R				3.10	1.81	5.33	unreliable (not problematic)
3	69.84	50.31	97.65	7.93	5.64	11.16	high
4	49.56	40.28	61.54	17.24	14.06	21.36	moderate
5N							unreliable (NDR sig)

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 7 part 1

Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies?

Item: T0156

sample size = 279

1 = Yes

2 = No

Index calculated using Hui-Walter Method

NDR was Significant (Yes/No question)

Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
46.45	41.6672	51.2346	12.90	10.09	16.69	moderate

Question: 7 part 2

How many courses?

Item: T0157

sample size = 214

1 = 1 or 2 courses

2 = 3 to 4 courses

3 = 5 to 9 courses

4 = 10 or more courses

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	57.07	50.84	65.80	42.52	36.96	48.08	high
1N							unreliable (NDR sig)
2	58.40	47.95	72.03	23.36	19.24	28.76	high
3	67.86	57.06	81.75	28.04	23.62	33.72	high
4	45.48	35.77	58.53	17.29	13.67	22.17	moderate

Question: 8

Which of the following describes how you obtained the teaching methods or teaching strategies coursework?

Item: T0159

sample size = 228

1 = Through an alternative program designed to expedite the transition of non-teachers to a teaching career (e.g., a state, district or university alternative program)

2 = Through a bachelor's degree granting program (B.A. or B.S.)

3 = Through a fifth year program (not leading to a master's degree)

4 = Through a master's degree granting program (M.A., M.S., M.Ed., M.A.T.)

5 = Through individual courses (not part of a program leading to a degree)

6 = Other

Failed Bowker Test**Question: 9a**

Do you currently hold regular or full certification by an accrediting or certifying body OTHER THAN THE STATE?

Item: T0421

sample size = 295

1 = Yes

2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	48.88	38.52	62.57	13.56	10.74	17.30	moderate
1	48.88	38.52	62.57	13.56	10.74	17.30	moderate
2	48.88	38.52	62.57	13.56	10.74	17.30	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9b
Some certificates may allow you to teach in multiple content areas. In what content area(s) does this teaching certificate allow you to teach at this school?

Item: T0422
 sample size = 35

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	14.29	4.56	24.02
1	8.57	3.43	21.45
4	0.00	0.00	7.73
5	5.71	1.89	17.27
7	0.00	0.00	7.73
8	5.71	1.89	17.27
9	2.86	0.64	12.81
11	0.00	0.00	7.73
12	2.86	0.64	12.81
13	0.00	0.00	7.73
14	2.86	0.64	12.81

Question: 9b part 2
Which of the following grade ranges does this certification apply to?

Question: 9b. part 2 0423
Elementary grades (including early childhood, preschool and kindergarten)

Item: T0423
 sample size = 33

- 1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	6.06	2.01	18.32
1	6.06	2.01	18.32
2	6.06	2.01	18.32

Question: 9b part 2 0424
Secondary grades (including middle school)

Item: T0424
 sample size = 33

- 1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	18.18	11.24	33.33
1	18.18	11.24	33.33
2	18.18	11.24	33.33

Question: 9b part 2 0425
Ungraded

Item: T0425
 sample size = 33

- 1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	6.06	2.01	18.32
1	6.06	2.01	18.32
2	6.06	2.01	18.32

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9c part 1

If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 10a on page 11.

Item: T0427

sample size = 4

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	100.00	100.00	100.00
1	75.00	73.21	144.44
2	25.00	23.21	94.44
4	25.00	23.21	94.44
5	25.00	23.21	94.44
7	25.00	23.21	94.44
13	25.00	23.21	94.44

Question: 9c part 2

Which of the following grade ranges does this certification apply to?

Question: 9c. part 2 0427

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0427

sample size = 5

- 1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	54.12
1	0.00	0.00	54.12
2	0.00	0.00	54.12

Question 9c part 2

Which of the following grade ranges does this certification apply to?

Question: 9c. part 2 0428

Secondary grades (including middle school)

Item: T0428

sample size = 5

- 1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	54.12
1	0.00	0.00	54.12
2	0.00	0.00	54.12

Question: 9c part 2 0429

Ungraded

Item: T0429

sample size = 5

- 1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	54.12
1	0.00	0.00	54.12
2	0.00	0.00	54.12

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9d part 1

If there is an additional content area that the certificate described above allows you to teach please list it below. Otherwise, GO TO item 10a on page 11.

Item: T0430
sample size = 3

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	33.33	0.00	78.10
4	0.00	0.00	90.20
8	0.00	0.00	90.20
10	33.33	33.66	123.20
13	33.33	33.66	123.20

Question: 9d part 2

Which of the following grade ranges does this certification apply to?

Question: 9d part 2 0431

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0431
sample size = 3

- 1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	90.20
1	0.00	0.00	90.20
2	0.00	0.00	90.20

Question: 9d part 2 0432

Secondary grades (including middle school)

Item: T0432
sample size = 3

- 1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	90.20
1	0.00	0.00	90.20

Question: 9d part 2 0433

Ungraded

Item: T0433
sample size = 3

- 1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	90.20
1	0.00	0.00	90.20
2	0.00	0.00	90.20

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9e

If there is an additional content area that the certificate described in item 11b allows you to teach, please list it below. Otherwise GO TO item 12 on page 15.

Items: T0434, T0435, T0436, T0437

There were no respondents who answered this question.

Question: 9f

If there is an additional content area that the certificate described in item 11b allows you to teach, please list it below. Otherwise, GO TO item 12 on page 15.

Items: T0438, T0439, T0440, T0441

There were no respondents who answered this question.

Question: 10a

Do you have a current teaching certificate from this state?

Item: T0442

sample size = 283

1 = Yes

2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	5.06	2.74	9.35	2.47	1.34	4.56	low
1	5.06	2.74	9.35	2.47	1.34	4.56	low
2	5.06	2.74	9.35	2.47	1.34	4.56	low

Question: 10b - page 11

Which of the following describes this current teaching certificate you hold from this state?

Item: T0443

sample size = 149

1 = Regular or standard state certificate or advanced professional certificate

2 = Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)

3 = Provisional or other type of certificate given to persons who are still participating in what the state calls an alternative certification program

4 = Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)

5 = Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	39.27	27.61	65.21	7.38	3.86	10.91	moderate
1	36.90	22.20	61.65	6.71	4.01	11.23	moderate
2R				2.68	1.21	5.98	unreliable (not problematic)
3R				4.03	2.08	7.79	unreliable (not problematic)
4R				1.34	0.44	4.06	unreliable (not problematic)
5R				0.00	0.00	1.82	unreliable (not problematic)

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10c part 1

Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked in item 10b allow you to teach in this state?

Item: T0444
sample size = 130

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	6.92	3.26	10.59
1	2.31	0.92	5.77
2	1.54	0.51	4.65
3	0.00	0.00	2.08
4	0.77	0.17	3.45
5	1.54	0.51	4.65
7	0.00	0.00	2.08
8	2.31	0.92	5.77
9	1.54	0.51	4.65
10	0.77	0.17	3.45
11	2.31	0.92	5.77
12	0.00	0.00	2.08
14	0.77	0.17	3.45

Question: 10c part 2

Which of the following grade ranges does this certification apply to?

Question: 10c part 2 0445

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0445
sample size = 127

- 1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	7.87	4.71	13.17
1	7.87	4.71	13.17
2	7.87	4.71	13.17

Question: 10c part 2 0446

Secondary grades (including middle school)

Item: T0446
sample size = 126

- 1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	16.67	12.28	23.20
1	16.67	12.28	23.20
2	16.67	12.28	23.20

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10c part 2 0447

Ungraded

Item: T0447
sample size = 126

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	1.59	0.53	4.80
1	1.59	0.53	4.80
2	1.59	0.53	4.80

Question: 10d part 1

If there is an additional content area that the certificate described in item 10b allows you to teach, please list it below. Otherwise, GO TO item 11a on page 13.

Item: T0448
sample size = 33

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	27.27	14.52	40.03
1	6.06	2.01	18.32
2	6.06	2.01	18.32
3	0.00	0.00	8.20
5	18.18	11.24	33.33
7	0.00	0.00	8.20
8	3.03	0.68	13.58
9	6.06	2.01	18.32
10	3.03	0.68	13.58
12	3.03	0.68	13.58

Question: 10d part 2

Which of the following grade ranges does this certification apply to?

Question: 10d. part 2 0449

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0449
sample size = 31

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	16.13	9.63	31.36
1	16.13	9.63	31.36
2	16.13	9.63	31.36

Question: 10d part 2 0450

Secondary grades (including middle school)

Item: T0450
sample size = 31

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	12.90	7.36	27.17
1	12.90	7.36	27.17
2	12.90	7.36	27.17

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10d part 2 0451

Ungraded

Item: T0451
sample size = 30

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	10.00	4.00	25.02
1	10.00	4.00	25.02
2	10.00	4.00	25.02

Question: 10e part 1

If there is an additional content area that the certificate described in item 10b allows you to teach, please list it below. Otherwise, GO TO item 11a on page 13.

Item: T0452
sample size = 10

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	40.00	14.52	65.48
1	10.00	2.23	44.83
3	0.00	0.00	27.06
5	10.00	2.23	44.83
7	0.00	12.72	54.34
8	0.00	0.00	27.06
9	20.00	12.72	54.34
10	0.00	0.00	27.06
11	10.00	2.23	44.83
12	10.00	2.23	44.83

Question: 10e part 2

Which of the following grade ranges does this certification apply to?

Question: 10e part 2 0453

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0453
sample size = 6

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	45.10
1	0.00	0.00	45.10
2	0.00	0.00	45.10

Question: 10e part 2 0454

Secondary grades (including middle school)

Item: T0454
sample size = 6

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	45.10

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10e part 2 0455**Ungraded**

Item: T0455

sample size = 6

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	16.67	14.19	64.24
1	16.67	14.19	64.24
2	16.67	14.19	64.24

Question: 10f part 1

If there is an additional content area that the certificate described in item 10b allows you to teach, please list it below. Otherwise, GO TO item 11a on page 13.

Item: T0456

sample size = 4

1 = Elementary Education

2 = Secondary Education

3 = Special Education

4 = Arts & Music

5 = English and Language Arts

6 = English as a Second Language

7 = Foreign Languages

8 = Mathematics and Computer Science

9 = Health Education

10 = Natural Sciences

11 = Social Sciences

12 = Vocational/Technical Education

13 = Miscellaneous

14 = Other

Category	GDR	LCL	UCL
Aggregate	25.00	0.00	60.62
3	0.00	0.00	67.65
10	0.00	0.00	67.65
11	25.00	23.21	94.44
12	25.00	23.21	94.44

Question: 10f part 2

Which of the following grade ranges does this certification apply to?

Question: 10f part 2 0457

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0457

sample size = 4

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	25.00	23.21	94.44
1	25.00	23.21	94.44
2	25.00	23.21	94.44

Question: 10f part 2 0458

Secondary grades (including middle school)

Item: T0458

sample size = 4

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	67.65

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10f part 2 0459

Ungraded

Item: T0459

sample size = 4

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	25.00	23.21	94.44
1	25.00	23.21	94.44
2	25.00	23.21	94.44

Question: 10g part 1

If there is an additional content area that the certificate described in item 10b allows you to teach, please list it below. Otherwise, GO TO item 11a below.

Item: T0460

sample size = 2

1 = Elementary Education

2 = Secondary Education

3 = Special Education

4 = Arts & Music

5 = English and Language Arts

6 = English as a Second Language

7 = Foreign Languages

8 = Mathematics and Computer Science

9 = Health Education

10 = Natural Sciences

11 = Social Sciences

12 = Vocational/Technical Education

13 = Miscellaneous

14 = Other

Category	GDR	LCL	UCL
Aggregate	50.00	0.00	108.16
5	50.00	59.49	175.81
10	0.00	0.00	135.30
11	50.00	59.49	175.81

Question: 10g part 2

Which of the following grade ranges does this certification apply to?

Question: 10g part 2 0461

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0461

sample size = 2

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
2	0.00	0.00	135.30

Question: 10g part 2 0462

Secondary grades (including middle school)

Item: T0462

sample size = 2

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	135.30

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10g part 2 0463**Ungraded**

Item: T0463

sample size = 2

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
2	0.00	0.00	135.30

Question: 11a**Do you have another current teaching certificate from this state?**

Item: T0187

sample size = 150

1 = Yes

2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	52.56	34.02	82.10	8.67	5.51	13.62	high
1	52.56	34.02	82.10	8.67	5.51	13.62	high
2	52.56	34.02	82.10	8.67	5.51	13.62	high

Question: 11b**Which of the following describes this other current teaching certificate you hold from this state?**

Item: T0188

sample size = 6

1 = Regular or standard state certificate or advanced professional certificate

2 = Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)

3 = Provisional or other type of certificate given to persons who are still participating in what the state calls an alternative certification program

4 = Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)

5 = Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	45.10

Question: 11c part 1**In what content area(s) does this other current teaching certificate, marked in 11b above, allow you to teach in this state?**

Item: T0189

sample size = 8

1 = Elementary Education

2 = Secondary Education

3 = Special Education

4 = Arts & Music

5 = English and Language Arts

6 = English as a Second Language

7 = Foreign Languages

8 = Mathematics and Computer Science

9 = Health Education

10 = Natural Sciences

11 = Social Sciences

12 = Vocational/Technical Education

13 = Miscellaneous

14 = Other

Category	GDR	LCL	UCL
Aggregate	25.00	0.00	50.18
1	12.50	10.18	48.65
3	12.50	10.18	48.65
4	12.50	10.18	48.65
5	12.50	10.18	48.65
11	0.00	0.00	33.83

 “R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 11c part 2
Which of the following grade ranges does this certification apply to?

Question: 11c. part 2 0190
Elementary grades (including early childhood, preschool and kindergarten)

Item: T0190
 sample size = 7

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	14.29	11.86	55.37
1	14.29	11.86	55.37
2	14.29	11.86	55.37

Question: 11c part 2 0191
Secondary grades (including middle school)

Item: T0191
 sample size = 6

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	16.67	14.19	64.24
1	16.67	14.19	64.24
2	16.67	14.19	64.24

Question: 11c part 2 0192
Ungraded

Item: T0192
 sample size = 6

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	45.10
1	0.00	0.00	45.10
2	0.00	0.00	45.10

Question: 11d
If there is an additional content area that the certificate described in item 11b allows you to teach, please list it below. Otherwise GO TO item 12 on page 15.
 Items: T0193, T0194, T0195, T0196

There were no respondents who answered this question.

Question: 11e
If there is an additional content area that the certificate described in item 11b allows you to teach, please list it below. Otherwise, GO TO item 12 on page 15.
 Items: T0197, T0198, T0199, T0200

There were no respondents who answered this question.

Question: 11f
If there is an additional content area that the certificate described in item 11b allows you to teach, please list it below. Otherwise, GO TO item 12 on page 15.
 Items: T0201, T0202, T0203, T0204

There were no respondents who answered this question.

Question: 11g
If there is an additional content area that the certificate described in item 11b allows you to teach, please list it below. Otherwise, GO TO item 12 on page 15.
 Items: T0205, T0206, T0207, T0208

There were no respondents who answered this question.

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 12a

In the past 12 months, have you participated in any professional development activities specific to and concentrating on the content of the subject(s) you teach?

Item: T0243
sample size = 293

- 1 = Yes
- 2 = No

Index calculated using Hui-Walter Method
NDR was significant (Yes/No question)

Index	LCL	Index UCL	Index GDR	LCL	GDR UCL	GDR Interpretation
54.66	52.1837	57.1271	24.57	20.90	29.17	high

Question: 12b

In the past 12 months, how many hours did you spend on these activities?

Item: T0244
sample size = 157

- 1 = 8 hours or less
- 2 = 9–16 hours
- 3 = 17–32 hours
- 4 = 33 hours or more

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	67.73	60.67	78.17	50.96	44.39	57.52	high
1	55.45	43.38	72.11	21.02	16.53	27.23	high
2	72.77	59.11	91.14	26.75	21.80	33.42	high
3	81.04	66.72	100.15	29.30	24.19	36.14	high
4	62.65	50.32	79.35	24.84	20.03	31.38	high

Question: 12c

Overall, how useful were these activities to you?

Item: T0245
sample size = 158

- 1 = Not useful
- 2 = Somewhat useful
- 3 = Useful
- 4 = Very useful

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	63.28	55.39	75.01	41.77	35.32	48.23	high
1R				1.90	0.76	4.75	unreliable (not problematic)
2	64.51	51.38	82.39	23.42	18.73	29.82	high
3	75.36	63.93	90.40	36.08	30.65	43.22	high
4	48.20	38.05	62.09	22.15	17.57	28.44	moderate

Question: 13

Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

Item: T0279
sample size = 291

Index	LCL	UCL	Interpretation
29.7176	8.7764	50.6587	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 14**Of all the students you teach at this school, how many are of limited-English proficiency?**

Item: T0284

sample size = 291

Index	LCL	UCL	Interpretation
66.0494	57.3351	74.7637	high

Question: 15**How many total hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at this school?**

Item: T0297

sample size = 298

Index	LCL	UCL	Interpretation
14.9948	11.3170	18.6726	low

Question: 16**How many hours are you required to work to receive base pay during a typical FULL WEEK at this school?**

Item: T0298

sample size = 279

Index	LCL	UCL	Interpretation
16.1036	7.4842	24.7229	low

Question: 17**How many hours a week do you spend delivering instruction to a class of students?**

Item: T0299

sample size = 288

Index	LCL	UCL	Interpretation
33.7292	15.3275	52.1309	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Public Teacher Reinterview Questionnaire

Question: 1

In what year did you begin teaching, either full-time or part-time, at the elementary or secondary level?

Item: T0035

sample size = 735

Index	LCL	UCL	Interpretation
0.7279	0.3118	1.144	low

Question: 2

Which statement best describes the way YOUR classes at this school are organized?

Item: T0066

sample size = 738

- 1 = You instruct several classes of different student most or all of the day in one or more subjects (such as algebra, history, biology). (Departmentalized Instruction)
- 2 = You are an elementary school teacher who teaches only one subject (such as art, music, physical education or computer skills). *Elementary Enrichment Class)
- 3 = You instruct the same group of students all or most of the day in multiple subjects. (Self-Contained Class)
- 4 = You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching a single group of students. (Team Teaching)
- 5 = You instruct selected students released from their regular classes in specific skills or to address specific needs (such as gifted and talented, special education, reading, English as a Second Language). (Pull-Out" Class)

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	10.29	8.40	12.99	6.91	5.37	8.45	low
1	5.81	4.06	8.31	2.85	1.99	4.07	low
2	17.37	11.90	25.32	2.57	1.77	3.75	low
3	7.08	5.06	9.90	3.25	2.33	4.54	low
4R				2.30	1.55	3.42	unreliable (not problematic)
5	16.68	11.66	23.86	2.85	1.99	4.07	low

Question: 3

This school year, what is your MAIN teaching assignment field at this school?

Item: T0075

sample size = 450

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Special Education | 9 = Natural Sciences |
| 3 = Arts & Music | 10 = Social Sciences |
| 4 = English and Language Arts | 11 = Vocational/Technical Education |
| 5 = English as a Second Language | 12 = Miscellaneous |
| 6 = Foreign Languages | 13 = Other |
| 7 = Health Education | |

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	4.08	2.94	6.24	3.56	2.12	4.99	low
1R				0.67	0.27	1.67	unreliable (not problematic)
2R				0.67	0.27	1.67	unreliable (not problematic)
3	0.00	0.00	2.62	0.00	0.00	0.60	low
4	1.42	0.47	4.32	0.44	0.15	1.34	low
5R				0.00	0.00	0.60	unreliable (not problematic)
6R				0.00	0.00	0.60	unreliable (not problematic)
7	0.00	0.00	3.23	0.00	0.00	0.60	low
8	6.78	3.67	12.52	1.56	0.84	2.87	low
9	3.55	1.59	7.93	0.89	0.40	1.98	low
10	6.63	3.22	13.66	1.11	0.54	2.28	low
11	6.75	3.48	13.08	1.33	0.69	2.58	low
13R				0.44	0.15	1.34	unreliable (not problematic)

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 4a
Do you have a bachelor's degree?
 Item: T0116
 sample size = 748

1 = Yes
 2 = No

This question is not problematic. This is a Yes/No question that has a rare category and the GDR is less than 5 percent.

Category	GDR	LCL	UCL
Aggregate	1.34	0.80	2.24
1	1.34	0.80	2.24
2R	1.34	0.80	2.24

Question: 4b
In what year did you receive your bachelor's degree?
 Item: T0117
 sample size = 704

Index	LCL	UCL	Interpretation
0.7997	-0.0163	1.616	low

Question: 4c
Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?
 Item: T0118
 sample size = 705

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	24.06	19.42	29.92	7.66	6.13	9.58	moderate
1	24.06	19.42	29.92	7.66	6.13	9.58	moderate
2	24.06	19.42	29.92	7.66	6.13	9.58	moderate

Question: 4d
What was your major field of study?
 Item: T0119
 sample size = 686

- 1 = Elementary Education
- 2 = Secondary Education
- 3 = Special Education
- 4 = Other Education
- 5 = Arts & Music
- 6 = English and Language Arts
- 7 = English as a Second Language
- 8 = Foreign Languages
- 9 = Mathematics and Computer Science
- 10 = Health Education
- 11 = Natural Sciences
- 12 = Social Sciences
- 13 = Vocational/Technical Education
- 14 = Miscellaneous
- 15 = Other

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	14.39	12.27	17.22	11.81	9.78	13.83	low
1	5.91	4.06	8.62	2.77	1.90	4.03	low
2R				2.04	1.32	3.16	unreliable (not problematic)
3R				0.73	0.35	1.50	unreliable (not problematic)
4R				1.17	0.66	2.07	unreliable (not problematic)
5	0.76	0.17	3.43	0.15	0.03	0.65	low
6	10.59	5.99	18.40	1.31	0.76	2.26	low
7R				0.15	0.03	0.65	unreliable (not problematic)
8R				0.00	0.00	0.39	unreliable (not problematic)
9N							unreliable (NDR sig)
10R				1.46	0.87	2.44	unreliable (not problematic)
11	8.59	4.65	15.87	1.02	0.55	1.88	low
12	15.46	10.07	23.67	2.19	1.43	3.33	low
13	18.41	11.99	28.17	2.19	1.43	3.33	low
14R				0.73	0.35	1.50	unreliable (not problematic)
15	80.05	62.40	103.02	5.98	4.63	7.72	high

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 4e
Did you have a second major field of study?

Item: T0120
 sample size = 675

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	30.41	25.77	36.02	12.59	10.69	14.89	moderate
1	30.41	25.77	36.02	12.59	10.69	14.89	moderate
2	30.41	25.77	36.02	12.59	10.69	14.89	moderate

Question: 4f
What was your second major field of study?

Item: T0121
 sample size = 184

1 = Elementary Education
 2 = Secondary Education
 3 = Special Education
 4 = Other Education
 5 = Arts & Music
 6 = English and Language Arts
 7 = English as a Second Language
 8 = Foreign Languages
 9 = Mathematics and Computer Science
 10 = Health Education
 11 = Natural Sciences
 12 = Social Sciences
 13 = Vocational/Technical Education
 14 = Miscellaneous
 15 = Other

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	24.26	19.87	31.07	21.74	16.74	26.74	moderate
1	25.27	15.91	40.38	6.52	4.07	10.44	moderate
2R				7.07	4.49	11.11	unreliable (problematic)
3	16.55	6.61	37.75	2.17	0.98	4.84	low
4R				0.54	0.12	2.44	unreliable (not problematic)
5R				2.72	1.32	5.58	unreliable (not problematic)
6	26.74	16.43	43.68	5.98	3.66	9.77	moderate
7	11.22	3.58	29.04	1.63	0.65	4.08	low
8R				0.00	0.00	1.47	unreliable (not problematic)
9	3.16	0.70	14.21	0.54	0.12	2.44	low
10R				0.54	0.12	2.44	unreliable (not problematic)
11	22.09	11.67	41.09	3.80	2.06	7.02	moderate
12N							unreliable (NDR sig)
13R				1.63	0.65	4.08	unreliable (not problematic)
14R				0.00	0.00	1.47	unreliable (not problematic)
15R				6.52	4.07	10.44	unreliable (problematic)

Question: 5a
Do you have a master's degree?

Item: T0123
 sample size = 706

1 = Yes
 2 = No

Index calculated using Hui-Walter Method
 NDR was Significant (Yes/No question)

Index	LCL	Index UCL	Index GDR	GDR LCL	GDR UCL	Interpretation
3.29	3.1097	3.4733	1.70	1.06	2.72	low

Question: 5b
In what year did you receive your master's degree?

Item: T0124

Index	LCL	UCL	Interpretation
2.9071	0.6970	5.117	low

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 5c
Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

Item: T0125
 sample size = 333

- 1 = Yes
- 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	25.53	17.02	38.39	4.80	3.19	7.23	moderate
1	25.53	17.02	38.39	4.80	3.19	7.23	moderate
2	25.53	17.02	38.39	4.80	3.19	7.23	moderate

Question: 5d
What was your major field of study?

Item: T0126
 sample size = 324

- 1 = Elementary Education
- 2 = Secondary Education
- 3 = Special Education
- 4 = Other Education
- 5 = Arts & Music
- 6 = English and Language Arts
- 7 = English as a Second Language
- 8 = Foreign Languages
- 9 = Mathematics and Computer Science
- 10 = Health Education
- 11 = Natural Sciences
- 12 = Social Sciences
- 13 = Vocational/Technical Education
- 14 = Miscellaneous
- 15 = Other

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	14.59	11.76	18.89	12.35	9.34	15.35	low
1	2.15	0.86	5.40	0.93	0.37	2.32	low
2	23.49	14.91	37.00	4.01	2.55	6.31	moderate
3	7.05	3.43	14.52	1.54	0.75	3.17	low
4	29.39	21.12	41.14	7.10	5.05	9.99	moderate
5R				0.00	0.00	0.84	unreliable (not problematic)
6	7.47	2.98	18.74	0.93	0.37	2.32	low
7R				0.00	0.00	0.84	unreliable (not problematic)
8R				0.00	0.00	0.84	unreliable (not problematic)
9R				0.62	0.20	1.87	unreliable (not problematic)
10R				1.23	0.55	2.75	unreliable (not problematic)
11R				1.23	0.55	2.75	unreliable (not problematic)
12N							unreliable (NDR sig)
13R				0.00	0.00	0.84	unreliable (not problematic)
14R				0.93	0.37	2.32	unreliable (not problematic)
15	52.07	33.66	80.60	4.32	2.79	6.68	high

Question: 6
How long did your practice teaching last?

Item: T0155
 sample size = 729

- 1 = I had no practice teaching
- 2 = 4 weeks or less
- 3 = 5-7 weeks
- 4 = 8-11 weeks
- 5 = 12 weeks or more

Failed Bowker Test

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 7 part 1

Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies?

Item: T0156
sample size = 699

- 1 = Yes
- 2 = No

This question is problematic. This is a Yes/No question that has a rare category and the GDR is greater than 5 percent.

Category	GDR	LCL	UCL
Aggregate	8.01	6.43	9.98
1	8.01	6.43	9.98
2R	8.01	6.43	9.98

Question: 7 part 2

How many courses?

Item: T0157
sample size = 654

- 1 = 1 or 2 courses
- 2 = 3 to 4 courses
- 3 = 5 to 9 courses
- 4 = 10 or more courses

Failed Bowker Test

Question: 8

Which of the following describes how you obtained the teaching methods or teaching strategies coursework?

Item: T0159
sample size = 664

- 1 = Through an alternative program designed to expedite the transition of non-teachers to a teaching career (e.g., a state, district or university alternative program)
- 2 = Through a bachelor's degree granting program (B.A. or B.S.)
- 3 = Through a fifth year program (not leading to a master's degree)
- 4 = Through a master's degree granting program (M.A., M.S., M.Ed., M.A.T.)
- 5 = Through individual courses (not part of a program leading to a degree)
- 6 = Other

Failed Bowker Test

Question: 9a

Which of the following describes the teaching certificate you currently hold in this state?

Item: T0166
sample size = 738

- 1 = Regular or standard state certificate or advanced professional certificate
- 2 = Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)
- 3 = Provisional or other type of certificate given to persons who are still participating in what the state calls an alternative certification program
- 4 = Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- 5 = Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	33.02	27.06	41.47	7.18	5.62	8.74	moderate
1	21.61	16.32	28.68	4.47	3.36	5.95	moderate
2R				2.44	1.66	3.59	unreliable (not problematic)
3R				1.63	1.02	2.60	unreliable (not problematic)
4N							unreliable (NDR sig)
5R				0.14	0.03	0.61	unreliable (not problematic)
6N							unreliable (NDR sig)

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9b part 1

Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked above allow you to teach in this state?

Item: T0167
sample size = 671

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	12.52	10.45	15.36	9.54	7.67	11.40	low
1	7.82	5.66	10.79	3.87	2.81	5.34	low
2R				3.13	2.19	4.47	unreliable (not problematic)
3	14.34	9.19	22.28	2.09	1.35	3.23	low
4	3.54	1.41	8.87	0.45	0.18	1.12	low
5	16.68	11.02	25.17	2.38	1.58	3.59	low
6R				0.15	0.03	0.67	unreliable (not problematic)
7R				0.15	0.03	0.67	unreliable (not problematic)
8	7.24	3.52	14.91	0.75	0.36	1.53	low
9	18.09	11.14	29.14	1.79	1.12	2.86	low
10	12.16	7.11	20.52	1.49	0.89	2.49	low
11R				1.49	0.89	2.49	unreliable (not problematic)
12	7.24	3.52	14.91	0.75	0.36	1.53	low
14R				0.60	0.27	1.33	unreliable (not problematic)

Question: 9b part 2

Which of the following grade ranges does this certification apply to?

Question: 9b part 2 0168 - page 10

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0168
sample size = 664

- 1 = Yes
2 = No

Index calculated using Hui-Walter Method
NDR was Significant (Yes/No question)

Index	dex LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
22.27	19.6866	24.8587	10.39	8.65	12.54	moderate

Question: 9b part 2 0169

Secondary grades (including middle school)

Item: T0169
sample size = 666

- 1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	29.77	25.47	34.92	14.11	12.10	16.54	moderate
1	29.77	25.47	34.92	14.11	12.10	16.54	moderate
2	29.77	25.47	34.92	14.11	12.10	16.54	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9b part 2 0170

Ungraded

Item: T0170

sample size = 666

1 = Yes

2 = No

This question is problematic. This is a Yes/No question that has a rare category and the GDR is greater than 5 percent.

Category	GDR	LCL	UCL
Aggregate	5.11	3.85	6.76
1R	5.11	3.85	6.76
2	5.11	3.85	6.76

Question: 9c part 1

If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 10a on page 12.

Item: T0171

sample size = 245

1 = Elementary Education

2 = Secondary Education

3 = Special Education

4 = Arts & Music

5 = English and Language Arts

6 = English as a Second Language

7 = Foreign Languages

8 = Mathematics and Computer Science

9 = Health Education

10 = Natural Sciences

11 = Social Sciences

12 = Vocational/Technical Education

13 = Miscellaneous

14 = Other

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	22.81	18.98	28.47	20.41	16.17	24.64	moderate
1	28.78	17.98	46.12	4.90	3.06	7.84	moderate
2	40.62	24.09	68.20	4.08	2.44	6.83	moderate
3	9.11	4.42	18.75	2.04	0.99	4.19	low
4R				1.63	0.73	3.64	unreliable (not problematic)
5	30.10	20.47	44.55	6.94	4.67	10.31	moderate
6	0.00	0.00	9.67	0.00	0.00	1.10	low
7R				0.00	0.00	1.10	unreliable (not problematic)
8	17.13	8.99	31.93	2.86	1.55	5.27	low
9R				6.94	4.67	10.31	unreliable (problematic)
10N							unreliable (NDR sig)
11	17.69	10.79	28.97	4.49	2.75	7.34	low
12R				1.22	0.49	3.06	unreliable (not problematic)
13R				1.22	0.49	3.06	unreliable (not problematic)
14R				0.00	0.00	1.10	unreliable (not problematic)

Question: 9c part 2

Which of the following grade ranges does this certification apply to?

Question: 9c part 2 0172

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0172

sample size = 237

1 = Yes

2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	24.44	18.43	32.74	12.24	9.31	16.31	moderate
1	24.44	18.43	32.74	12.24	9.31	16.31	moderate
2	24.44	18.43	32.74	12.24	9.31	16.31	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9c part 2 0173
Secondary grades (including middle school)
 Item: T0173
 sample size = 237

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	24.01	17.23	33.76	9.28	6.55	13.16	moderate
1	24.01	17.23	33.76	9.28	6.55	13.16	moderate
2	24.01	17.23	33.76	9.28	6.55	13.16	moderate

Question: 9c part 2 0174
Ungraded
 Item: T0174
 sample size = 236

1 = Yes
 2 = No

This question is problematic. This is a Yes/No question that has a rare category and the GDR is greater than 5 percent.

Category	GDR	LCL	UCL
Aggregate	5.51	3.50	8.66
1R	5.51	3.50	8.66
2	5.51	3.50	8.66

Question: 9d part 1
Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked in 9a allow you to teach in this state?
 Item: T0175
 sample size = 105

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	22.86	16.12	29.60
1	9.52	5.69	15.93
2	2.86	1.14	7.15
3	1.90	0.63	5.76
4	0.95	0.21	4.27
5	15.24	10.76	22.30
6	0.00	0.00	2.58
7	0.95	0.21	4.27
8	0.95	0.21	4.27
9	1.90	0.63	5.76
10	0.95	0.21	4.27
11	4.76	2.32	9.78
12	0.95	0.21	4.27
13	4.76	2.32	9.78

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9d part 2

Which of the following grade ranges does this certification apply to?

Question: 9d. part 2 0176

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0176

sample size = 95

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	10.53	6.77	17.13
1	10.53	6.77	17.13
2	10.53	6.77	17.13

Question: 9d part 2 0177

Secondary grades (including middle school)

Item: T0177

sample size = 95

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	13.68	9.31	20.91
1	13.68	9.31	20.91
2	13.68	9.31	20.91

Question: 9d part 2 0178

Ungraded

Item: T0178

sample size = 95

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	7.37	4.00	13.59
1	7.37	4.00	13.59
2	7.37	4.00	13.59

Question: 9e part 1

If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 10a on page 12.

Item: T0179

sample size = 41

1 = Elementary Education

2 = Secondary Education

3 = Special Education

4 = Arts & Music

5 = English and Language Arts

6 = English as a Second Language

7 = Foreign Languages

8 = Mathematics and Computer Science

9 = Health Education

10 = Natural Sciences

11 = Social Sciences

12 = Vocational/Technical Education

13 = Miscellaneous

14 = Other

Category	GDR	LCL	UCL
Aggregate	19.51	9.33	29.69
1	9.76	4.38	21.73
2	7.32	2.92	18.31
3	2.44	0.54	10.93
5	7.32	2.92	18.31
6	0.00	0.00	6.60
7	2.44	0.54	10.93
8	2.44	0.54	10.93
10	0.00	0.00	6.60
11	2.44	0.54	10.93
13	4.88	1.61	14.74

 “R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9e part 2
Which of the following grade ranges does this certification apply to?

Question: 9e. part 2 0180
Elementary grades (including early childhood, preschool and kindergarten)

Item: T0180
 sample size = 26

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	3.85	0.86	17.24
1	3.85	0.86	17.24
2	3.85	0.86	17.24

Question: 9e part 2 0181
Secondary grades (including middle school)

Item: T0181
 sample size = 27

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	7.41	2.45	22.39
1	7.41	2.45	22.39
2	7.41	2.45	22.39

Question: 9e part 2 0182
Ungraded

Item: T0182
 sample size = 27

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	3.70	0.83	16.60
1	3.70	0.83	16.60
2	3.70	0.83	16.60

Question: 9f part 1
If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 10a on page 12.

Item: T0183
 sample size = 16

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
3	0.00	0.00	16.91
5	0.00	0.00	16.91
9	0.00	0.00	16.91
10	0.00	0.00	16.91
11	0.00	0.00	16.91

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9f part 2
Which of the following grade ranges does this certification apply to?

Question: 9f. part 2 0184
Elementary grades (including early childhood, preschool and kindergarten)

Item: T0184
 sample size = 12

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
2	0.00	0.00	22.55

Question: 9f part 2 0185
Secondary grades (including middle school)

Item: T0185
 sample size = 12

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	22.55

Question: 9f part 2 0186
Ungraded

Item: T0186
 sample size = 12

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
2	0.00	0.00	22.55

Question: 10a
Do you have another current teaching certificate in this state?

Item: T0187
 sample size = 695

1 = Yes
 2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	47.27	38.07	58.90	7.63	6.09	9.55	moderate
1	47.27	38.07	58.90	7.63	6.09	9.55	moderate
2	47.27	38.07	58.90	7.63	6.09	9.55	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10b

Which of the following describes this current teaching certificate you hold in this state?

Item: T0188

sample size = 31

- 1 = Regular or standard state certificate or advanced professional certificate
- 2 = Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)
- 3 = Provisional or other type of certificate given to persons who are still participating in what the state calls an alternative certification program
- 4 = Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
- 5 = Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

Category	GDR	LCL	UCL
Aggregate	9.68	0.94	18.41
1	9.68	3.87	24.22
2	9.68	3.87	24.22
3	0.00	0.00	8.73

Question: 10c part 1

In what content area(s) does this current teaching certificate, marked in 10b above, allow you to teach in this state?

Item: T0189

sample size = 29

- 1 = Elementary Education
- 2 = Secondary Education
- 3 = Special Education
- 4 = Arts & Music
- 5 = English and Language Arts
- 6 = English as a Second Language
- 7 = Foreign Languages
- 8 = Mathematics and Computer Science
- 9 = Health Education
- 10 = Natural Sciences
- 11 = Social Sciences
- 12 = Vocational/Technical Education
- 13 = Miscellaneous
- 14 = Other

Category	GDR	LCL	UCL
Aggregate	10.34	1.04	19.65
1	3.45	0.77	15.46
2	3.45	0.77	15.46
3	0.00	0.00	9.33
4	3.45	0.77	15.46
5	0.00	0.00	9.33
6	0.00	0.00	9.33
8	3.45	0.77	15.46
10	6.90	2.28	20.84
14	0.00	0.00	9.33

Question: 10c part 2

Which of the following grade ranges does this certification apply to?

Question: 10c. part 2 0190

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0190

sample size = 29

- 1 = Yes
- 2 = No

Category	GDR	LCL	UCL
Aggregate	20.69	12.98	37.73
1	20.69	12.98	37.73
2	20.69	12.98	37.73

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10c part 2 0191
Secondary grades (including middle school)

Item: T0191
 sample size = 29

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	31.03	21.57	49.83
1	31.03	21.57	49.83
2	31.03	21.57	49.83

Question: 10c part 2 0192
Ungraded

Item: T0192
 sample size = 29

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	9.33
1	0.00	0.00	9.33
2	0.00	0.00	9.33

Question: 10d part 1

If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 11a on page 14.

Item: T0193
 sample size = 5

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	20.00	0.00	49.43
3	20.00	17.63	76.49
7	0.00	0.00	54.12
11	20.00	17.63	76.49

Question: 10d part 2

Which of the following grade ranges does this certification apply to?

Question: 10d part 2 0194

Elementary grades (including early childhood, preschool and kindergarten)

Item: T0194
 sample size = 5

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	20.00	17.63	76.49
1	20.00	17.63	76.49
2	20.00	17.63	76.49

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10d part 2 0195
Secondary grades (including middle school)
 Item: T0195
 sample size = 5

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	54.12

Question: 10d part 2 0196
Ungraded
 Item: T0196
 sample size = 5

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	54.12
1	0.00	0.00	54.12
2	0.00	0.00	54.12

Question: 10e part 1
In what content area(s) does this current teaching certificate, marked in 10b, allow you to teach in this state?
 Item: T0197
 sample size = 4

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	75.00	39.38	110.62
1	50.00	42.70	124.95
3	0.00	0.00	67.65
6	50.00	42.70	124.95
8	25.00	23.21	94.44
10	25.00	23.21	94.44

Question: 10e part 2
Which of the following grade ranges does this certification apply to?

Question: 10e part 2 0198
Elementary grades (including early childhood, preschool and kindergarten)
 Item: T0198
 sample size = 3

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	66.67	67.00	156.54
1	66.67	67.00	156.54
2	66.67	67.00	156.54

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10e part 2 0199
Secondary grades (including middle school)
 Item: T0199
 sample size = 3

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	90.20

Question: 10e part 2 0200
Ungraded
 Item: T0200
 sample size = 3

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	90.20
1	0.00	0.00	90.20
2	0.00	0.00	90.20

Question: 10f part 1
If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 11a on page 14.
 Item: T0201
 sample size = 1

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
3	0.00	0.00	270.60

Question: 10f part 2
Which of the following grade ranges does this certification apply to?

Question: 10f part 2 0202
Elementary grades (including early childhood, preschool and kindergarten)
 Item: T0202
 sample size = 1

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	270.60

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10f part 2 0203
Secondary grades (including middle school)
 Item: T0203
 sample size = 1

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	270.60

Question: 10f part 2 0204
Ungraded
 Item: T0204
 sample size = 1

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	270.60

Question: 10g part 1
If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 11a on page 14.
 Item: T0205
 sample size = 1

- | | |
|----------------------------------|--------------------------------------|
| 1 = Elementary Education | 8 = Mathematics and Computer Science |
| 2 = Secondary Education | 9 = Health Education |
| 3 = Special Education | 10 = Natural Sciences |
| 4 = Arts & Music | 11 = Social Sciences |
| 5 = English and Language Arts | 12 = Vocational/Technical Education |
| 6 = English as a Second Language | 13 = Miscellaneous |
| 7 = Foreign Languages | 14 = Other |

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
3	0.00	0.00	270.60

Question: 10g part 2
Which of the following grade ranges does this certification apply to?

Question: 10g part 2 0206
Elementary grades (including early childhood, preschool and kindergarten)
 Item: T0206
 sample size = 1

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	270.60

Question: 10g part 2 0207
Secondary grades (including middle school)
 Item: T0207
 sample size = 1

1 = Yes
 2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	270.60

“R” next to the answer category = category is rare.
 “N” next to an answer category = NDR for that category is significant.
 Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.
 Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.
 Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10g part 2 0208

Ungraded

Item: T0208

sample size = 1

1 = Yes

2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	270.60

Question: 11a

In the past 12 months, have you participated in any professional development activities specific to and concentrating on the content of the subject(s) you teach?

Item: T0243

sample size = 727

1 = Yes

2 = No

Index calculated using Hui-Walter Method

NDR was Significant (Yes/No question)

Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
66.04	62.0447	70.0279	17.19	15.08	19.68	high

Question: 11b

In the past 12 months, how many hours did you spend on these activities?

Item: T0244

sample size = 534

1 = 8 hours or less

2 = 9–16 hours

3 = 17–32 hours

4 = 33 hours or more

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	68.07	63.77	73.38	50.56	47.00	54.12	high
1N							unreliable (NDR sig)
2	73.81	66.43	82.44	30.34	27.32	33.86	high
3N							unreliable (NDR sig)
4N							unreliable (NDR sig)

Question: 11c

Overall, how useful were these activities to you?

Item: T0245

sample size = 531

1 = Not useful

2 = Somewhat useful

3 = Useful

4 = Very useful

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	56.29	51.46	62.31	35.59	32.18	39.01	high
1R				2.45	1.56	3.85	unreliable (not problematic)
2	61.96	54.30	71.07	22.03	19.33	25.25	high
3	59.76	53.71	66.83	29.94	26.93	33.47	high
4	44.53	38.06	52.36	16.76	14.35	19.68	moderate

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Question: 13

Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

Item: T0279
sample size = 707

Failed t test

Question: 14

Of all the students you teach at this school, how many are of limited-English proficiency?

Item: T0284
sample size = 722

Index	LCL	UCL	Interpretation
40.1430	31.5286	48.758	moderate

Question: 15

How many total hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at this school?

Item: T0297
sample size = 738

Index	LCL	UCL	Interpretation
52.3196	31.5258	73.113	high

Question: 16

How many hours are you required to work to receive base pay during a typical FULL WEEK at this school?

Item: T0298
sample size = 723

Failed t test

Question: 17

How many hours a week do you spend delivering instruction to a class of students?

Item: T0299
sample size = 712

Index	LCL	UCL	Interpretation
65.6425	49.3645	81.921	high

“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

References

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“R” next to the answer category = category is rare.

“N” next to an answer category = NDR for that category is significant.

Interpretation “unreliable (not problematic)” = index for that category is unreliable, but answer category is not problematic.

Interpretation “unreliable (problematic)” = index for that category is unreliable, and answer category is problematic.

Interpretation “unreliable (NDR sig)” = index for that category is unreliable, because NDR is significant for that answer category.

Attachment S-1. Principal Reinterview Questionnaire

OMB No. 1850-0088: Approval Expires 08/31/2004

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

SPONSORED BY
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Census and Statistics Administration
U.S. CENSUS BUREAU

PRINCIPAL REINTERVIEW QUESTIONNAIRE SCHOOLS AND STAFFING SURVEY 2003–04 SCHOOL YEAR



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

THIS SURVEY HAS BEEN ENDORSED BY:

<p>American Counseling Association American Federation of Teachers American Montessori Society Association of Boarding Schools Association of Christian Schools International Association of Christian Teachers and Schools Association of Waldorf Schools of North America Christian Schools International Council for American Private Education Council of Chief State School Officers Council of Great City Schools Council of Islamic Schools in North America Evangelical Lutheran Church in America Islamic School League of America Jesuit Secondary Education Association Lutheran Church-Missouri Synod National Association of Elementary School Principals National Association of Episcopal Schools</p>	<p>National Association of Independent Schools National Association of Private Special Education Centers National Association of Secondary School Principals National Center for Improving Science Education National Catholic Education Association National Christian School Association National Coalition of Girls' Schools National Council of Private School Accreditation National Education Association National Independent Private Schools Association National Middle School Association North American Division of Seventh-Day Adventists Oral Roberts University Educational Fellowship Solomon Schechter Day School Association Toussaint Institute United States Conference of Catholic Bishops Wisconsin Evangelical Lutheran Synod</p>
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NOTICE

This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002.

Form **SASS-2(R)**
01-17-03

U.S. CENSUS BUREAU

230100

INSTRUCTIONS

- a.** It is important that this questionnaire be completed by the school PRINCIPAL/SCHOOL HEAD, not by anyone else.
- b.** Please use black ink to complete this questionnaire. Do not write any comments near the answer spaces.
- c.** The data you enter on this form will be captured through the use of imaging technology. Please print all information clearly in ordinary characters.

Correct marking example –
(Use care to keep characters in their designated spaces.)

E N G L I S H

- 1 Yes
- 2 No

Incorrect marking example –

e n g l i s h

- 1 Yes
 - 2 No
- or**
- 1 Yes
 - 2 No

- d.** If you are unsure about how to answer a question, please give the best answer you can rather than leave it blank.
- e.** If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). The Census Bureau is also available to answer your questions via e-mail at: dcd.sass@census.gov.

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 1850-0598. The time required to complete this information collection is estimated to average 10 to 15 minutes per response, including the time spent to review instructions, search existing data sources, 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 regarding the status of your individual submission of this form, e-mail: dcd.sass@census.gov, or write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., #901B, Washington, DC 20006.



1. What is the highest degree you have earned?
 ● Mark (X) only one box.

0009 1 Associate degree
 2 Bachelor's degree (B.A., B.S., B.E., etc.)
 3 Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
 4 Education specialist or professional diploma (at least one year beyond master's level)
 5 Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
 6 Do not have a degree

2. How many total hours do you spend on ALL school-related activities for this school during a typical FULL WEEK?
 ● Include hours spent working during the school day, before school, after school, and on weekends.

0049 Total weekly hours

3. How many total hours do you spend interacting with students during a typical FULL WEEK at this school?
 ● Include both formal and informal interactions.

0041 Total weekly hours

4. How many months is the contract year for your position as principal/school head of this school?
 ● Mark (X) only one box.

0048 1 Less than 9 months 5 10-1/2 months
 2 9 months 6 11 months
 3 9-1/2 months 7 11-1/2 months
 4 10 months 8 12 months

5. Please indicate the extent to which you agree or disagree with each of the following statements.
 ● Mark (X) ONE box on each line.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. The stress and disappointments involved in serving as principal/school head of this school aren't really worth it. (0043)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. The faculty and staff at this school like being here; I would describe them as a satisfied group. (0044)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. If I could get a higher paying job, I'd leave education as soon as possible. (0046)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. I think about transferring to another school. (0047)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. I don't seem to have as much enthusiasm now as I did when I began my career as a principal/school head. (0048)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. I think about staying home from school because I'm just too tired to go. (0049)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>



6. In your opinion, what percentage of teachers in this school are presently teaching to high academic standards?

0143 Percent

STOP → *If you are the principal/school head of a private school, please skip ahead to item 10.
If you are the principal of a public school, please continue with item 7a.*

7a. Does this school have a formal school improvement plan?

0149 1 Yes
2 No → GO TO item 8a below.

b. Do you use any of the following to assess this school's progress on that plan?

(1) State or national tests

0151 1 Yes
2 No

(2) Parent or student surveys

0152 1 Yes
2 No

(3) Student portfolios

0153 1 Yes
2 No

8a. Has either your district or state established school PERFORMANCE standards?

0154 1 Yes
2 No → GO TO item 10 on page 6.

b. LAST school year (2002–03), was this school evaluated on district or state PERFORMANCE standards?

0155 1 Yes
2 No



9. Which of the following best describes this school's performance last year?
 ● Mark (X) only one box.

0189 1 Passed all district and state performance standards
 2 Passed most district and state performance standards
 3 Passed some district and state performance standards
 4 Passed no district and state performance standards

10. LAST school year (2002-03), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?
 ● If none, please mark (X) the box.

0189 None
 Students

11. What was the total number of suspensions during the LAST school year (2002-03)?
 ● Include in-school and out-of-school suspensions. If none, please mark (X) the box.

0189 None
 Suspensions

12. LAST school year (2002-03), what percentage of students had at least one parent or guardian participating in the following events?
 ● Mark (X) ONE box for each line.

	0-25%	26-50%	51-75%	76-100%	Not applicable
a. Open house or back-to-school night 0204	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. All regularly scheduled schoolwide parent-teacher conferences 0205	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. One or more special subject-area events (e.g., science fair, concerts, etc.) 0206	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

13. What is your current ANNUAL salary for your position at this school before taxes and deductions?
 ● If your position includes multiple duties (e.g., you teach a class and serve as principal/school head at this school), please include your entire salary before taxes and deductions. Please report in whole dollars.

0207 \$, . Per year

14. Please enter the date you completed this questionnaire.
 Report month as a number, i.e., 01 for January, 02 for February, etc.

0208 Month Day Year



Please return this questionnaire in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

**U.S. Census Bureau
Attn: Econ Batchng Unit
Bldg 60 B, DCB
1201 E. 10th Street
Jeffersonville IN 47132**

Thank you very much for your participation in this survey.

To learn more about this survey and to access reports from earlier collections, see the Schools and Staffing Survey (SASS) web site at:

<http://nces.ed.gov/surveys/sass>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' web site at:

<http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

<http://www.fedstats.gov>



Attachment S-2. School Reinterview Questionnaire

OMB No. 1850-0002 Approval Expires 06/31/2004

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Developed by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

SCHOOL REINTERVIEW QUESTIONNAIRE SCHOOLS AND STAFFING SURVEY 2003–04 SCHOOL YEAR



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

THIS SURVEY HAS BEEN ENDORSED BY:

American Counseling Association	National Association of Private Special Education Centers
American Federation of Teachers	National Association of Secondary School Principals
American Montessori Society	National Center for Improving Science Education
Association of Christian Schools International	National Catholic Education Association
Association of Waldorf Schools of North America	National Christian School Association
Christian Schools International	National Coalition of Girls' Schools
Council for American Private Education	National Council for Private School Accreditation
Council of Chief State School Officers	National Education Association
Council of Great City Schools	National Independent Private Schools Association
Council of Islamic Schools in North America	National Middle School Association
Evangelical Lutheran Church in America	North American Division of Seventh-Day Adventists
Islamic School League of America	Oral Roberts University Educational Fellowship
Jesuit Secondary Education Association	Solomon Schechter Day Schools
Lutheran Church-Missouri Synod	The Association of Boarding Schools
National Association of Elementary School Principals	Toussaint Institute
National Association of Episcopal Schools	United States Conference of Catholic Bishops
National Association of Independent Schools	Wisconsin Evangelical Lutheran Synod

NOTICE

This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002.

Form **SASS-3(R)**
(11/20/03)

U.S. CENSUS BUREAU



340106

INSTRUCTIONS

- a.** Please use black ink to complete this questionnaire. Do not write any comments near the answer spaces.
- b.** If you are unsure about how to answer a question, please give the best answer you can rather than leave it blank.
- c.** If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). The Census Bureau is also available to answer your questions via e-mail at: dsd.sass@census.gov.

YOUR COMMENTS

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 1850-0598. The time required to complete this information collection is estimated to average 10 to 15 minutes per response, including the time spent to review instructions, search existing data sources, 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 regarding the status of your individual submission of this form, e-mail: dsd.sass@census.gov, or write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., #9018, Washington, DC 20006.



GENERAL INFORMATION ABOUT THIS SCHOOL

1. Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were -
 ● Do NOT include prekindergarten, postsecondary, or adult education students. If none, please mark (X) the box.

a. Hispanic, regardless of race?
 a None
 0417 , Students

b. White, not of Hispanic origin?
 a None
 0418 , Students

c. Black, not of Hispanic origin?
 a None
 0419 , Students

d. Asian or Pacific Islander?
 a None
 0420 , Students

e. American Indian or Alaska Native?
 a None
 0421 , Students

f. Total students (sum of entries in items 1a–e)
 0422 , Total students

2. For this school year (2003–04), what is the Average Daily Attendance (ADA) at this school?
 ● Round to the nearest whole percent.
 0423 Percent

3. What is the current capacity of this school's building(s)?
 ● Do not count the capacity of temporary buildings.
 0424 , Students



4a. Does this school have one or more temporary buildings?

4403 1 Yes
2 No → GO TO the "STOP" note following this item.

b. What is the capacity of the temporary building(s)?

4407 , Students

STOP → If this school is a private school, please GO TO Section II on page 6.
If this school is a public school, please continue with item 5.

5. Does this school receive performance reports from the district that cover such things as students' scores on achievement tests or graduation rates?

0407 1 Yes → GO TO item 7 below.
2 No

6. Regardless of source, does this school have performance reports?

0400 1 Yes
2 No → GO TO item 8 on page 6.

7. Does this school use these performance reports to -

a. Evaluate the progress of students in this school?

0407 1 Yes
2 No

b. Determine the next year's instructional focus?

0408 1 Yes
2 No

c. Realign the curriculum, such as with content standards and/or other indicator criteria?

0409 1 Yes
2 No

d. Inform parents and the community of the school's progress?

0410 1 Yes
2 No

e. Prompt school-level initiatives for improvement?

0411 1 Yes
2 No





STAFFING

For all teacher counts entered in items 8 and 9:

● **INCLUDE** these types of teachers:

- Regular classroom teachers
- Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
- Long-term substitute teachers

● **INCLUDE** as part-time teachers:

- Itinerant teachers who teach part-time at this school
- Employees reported in other items of this section if they also have a part-time teaching assignment at this school

● **DO NOT INCLUDE:**

- Student teachers
- Short-term substitute teachers
- Teachers who teach ONLY prekindergarten or adult education

8. Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school?

● If none, please mark (X) the box.

☐ None

1000 ☐ ☐ ☐ Full-time

☐ None

1000 ☐ ☐ ☐ Part-time

YOUR COMMENTS



9. Of the full-time and part-time TEACHERS in this school around the first of October, how many were –

☛ If none, please mark (X) the box.

a. Hispanic, regardless of race?

None

000 Teachers

b. White, not of Hispanic origin?

None

000 Teachers

c. Black, not of Hispanic origin?

None

000 Teachers

d. Asian or Pacific Islander?

None

000 Teachers

e. American Indian or Alaska Native?

None

000 Teachers

f. Total teachers (sum of entries in items 9a–e)

None

000 Teachers

NOTE: Sum of entries in items 9a–e should equal the sum of the entries in item 8 on page 6.

YOUR COMMENTS



SPECIAL PROGRAMS AND SERVICES

10. Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have special needs?
 Do not include prekindergarten, postsecondary, or adult education students. If none, please mark (X) the box.

1004 None → GO TO item 12a below.

1005 , Students

11a. Does this school primarily serve students with disabilities?

1104 Yes → GO TO item 12a below.

1105 No

b. How many IEP students are in each of the following instructional settings?
 The sum of entries in item 11b should equal the entry in item 10 above.

1106 , **All day in a regular classroom** (100 percent of the school day)

1107 , **Most of the day in a regular classroom** (80–99 percent of the school day)

1108 , **Some of the day in a regular classroom** (40–79 percent of the school day)

1109 , **Little or none of the day in a regular classroom** (0–39 percent of the school day)

12a. Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?
 Do not include prekindergarten, postsecondary, or adult education students.
 (Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

1200 Yes

1201 No → GO TO item 13a below.

b. How many limited-English proficient students are enrolled in this school?

1202 , Students

13a. Does this school have any prekindergarten students?
NOTE: Previous items asking for student counts requested that prekindergarten students be excluded. Prekindergarten students are included here because they often receive National School Lunch Program and Title I services asked about in items 14–17.

1300 Yes

1301 No → GO TO item 14 on page 8.

b. Around the first of October, how many prekindergarten students were enrolled in this school?

1302 Prekindergarten students



14. Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?

1 Yes
 2 No → **GO TO item 16 below.**

15. Around the first of October, how many students at this school were APPROVED for free or reduced-price lunches?

• Report a separate count for prekindergarten students.
 • If none, please mark (X) the box.

0 None
 0000 Prekindergarten students approved

0 None
 0004 , Other students approved (kindergarten and higher)

16. Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

1 Yes
 2 No → **GO TO item 18 below.**

17. How many students participate in the Title I program?

• Report a separate count for prekindergarten students.
 • If none, please mark (X) the box.

0 None
 0000 Prekindergarten students participating

0 None
 0007 , Other students participating (kindergarten and higher)

18. Please enter the date you completed this questionnaire.

• Report month as a number, i.e., 01 for January, 02 for February, etc.

Month Day Year
 0000 0000 0000 2000



Please return this questionnaire in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

**U.S. Census Bureau
Attn: Econ Batching Unit
Bldg 60 B, DCB
1201 E. 10th Street
Jeffersonville IN 47132**

Thank you very much for your participation in this survey.

To learn more about this survey and to access reports from earlier collections, see the Schools and Staffing Survey (SASS) web site at:

<http://nces.ed.gov/surveys/sass>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' web site at:

<http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

<http://www.fedstats.gov>



Attachment S-3. Private Teacher Reinterview Questionnaire

OMB No. 1850-0038; Approval Expires 08/31/2004

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

PRIVATE TEACHER REINTERVIEW QUESTIONNAIRE SCHOOLS AND STAFFING SURVEY 2003–04 SCHOOL YEAR

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

THIS SURVEY HAS BEEN ENDORSED BY:

American Montessori Society Association of Boarding Schools Association of Christian Schools International Association of Christian Teachers and Schools Association of Waldorf Schools of North America Christian Schools International Council for American Private Education Council of Islamic Schools in North America Evangelical Lutheran Church in America Islamic School League of America Jesuit Secondary Education Association Lutheran Church-Missouri Synod National Association of Episcopal Schools National Association of Independent Schools	National Association of Private Special Education Centers National Catholic Education Association National Christian School Association National Coalition of Girls' Schools National Council for Private School Accreditation National Independent Private Schools Association North American Division of Seventh-Day Adventists Oral Roberts University Educational Fellowship Solomon Schechter Day School Association Toussaint Institute Fund United States Conference of Catholic Bishops Wisconsin Evangelical Lutheran Synod
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NOTICE

This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107–279, the Education Sciences Reform Act of 2002.

Form **SASS-4B(R)**
(11-14-2003)



1. In what year did you begin teaching, either full-time or part-time, at the elementary or secondary level?
 ● Do not include time spent as a student teacher.

Year

2. Which statement best describes the way YOUR classes at this school are organized?
 ● Mark (X) only one box.

1 You instruct several classes of different students most or all of the day in one or more subjects (such as algebra, history, biology). (Departmentalized Instruction)

2 You are an elementary school teacher who teaches only one subject (such as art, music, physical education or computer skills). (Elementary Enrichment Class)

3 You instruct the same group of students all or most of the day in multiple subjects. (Self-Contained Class)

4 You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching a single group of students. (Team Teaching)

5 You instruct selected students released from their regular classes in specific skills or to address specific needs (such as gifted and talented, special education, reading, English as a Second Language). ("Pull-Out" Class)

Note: Item 3 is for teachers who marked box 1 or 2 for item 2. If you marked box 3, 4, or 5 for item 2, go to item 4a on page 6.

3. This school year, what is your MAIN teaching assignment field at this school?
 (Your main assignment is the field in which you teach the most classes.)
 ● Record one of the assignment field codes listed in Table 1 on page 5.

Code Main assignment

YOUR COMMENTS



**Table 1. Teaching Assignment Codes
For question 3**

General Education		Natural Sciences	
Elementary Education		210	Science, general
101	Early childhood/Pre-K, general	211	Biology/Life sciences
102	Elementary grades, general	212	Chemistry
Special Education		213	Earth sciences
110	Special education, any	215	Integrated science
Subject Matter Specific		216	Physical science
Arts & Music		217	Physics
141	Art/Arts or crafts	Social Sciences	
143	Dance	220	Social studies, general
144	Drama/Theater	221	Anthropology
145	Music	225	Economics
English and Language Arts		226	Geography
151	Communications	227	Government/Civics
152	Composition	228	History
153	English	231	Native American studies
154	Journalism	233	Psychology
155	Language arts	234	Sociology
158	Reading	Vocational/Technical Education	
159	Speech	241	Agriculture and natural resources
English as a Second Language		242	Business/Office
160	ESL/Bilingual education: General	243	Keyboarding
161	ESL/Bilingual education: Spanish	244	Marketing and distribution
162	ESL/Bilingual education: Other languages	245	Health occupations
Foreign Languages		246	Construction trades
171	French	247	Mechanics and repair
172	German	248	Drafting/Graphics/Printing
173	Latin	249	Metals/Woods/Plastics, and other precision production (electronics, leatherwork, metalcutting, etc.)
174	Spanish	250	Communications and other technologies (not including computer science)
175	Other foreign language	251	Culinary arts/Hospitality
Health Education		252	Child care and education
181	Health education	253	Personal and other services (including cosmetology, custodial services, clothing and textiles, and interior design)
182	Physical education	254	Family and consumer sciences education
Mathematics and Computer Science		255	Industrial arts/Technology education
191	Algebra, elementary	256	Other vocational/technical education
192	Algebra, intermediate	Miscellaneous	
193	Algebra, advanced	262	Driver education
194	Basic and general mathematics	264	Library/information science
195	Business and applied math	265	Military science/ROTC
196	Calculus and pre-calculus	266	Philosophy
197	Computer science	267	Religious studies/Theology/Divinity
198	Geometry	Other	
199	Pre-algebra	268	Other
200	Statistics and probability		
201	Trigonometry		



4a. Do you have a bachelor's degree?

0110 1 Yes
 2 No → **GO TO item 6 on page 8.**

b. In what year did you receive your bachelor's degree?

0117 Year

c. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

0118 1 Yes
 2 No

d. What was your major field of study?

● Record the field of study code and the field name from Table 2 on page 7.

Code Major

0119 0119

e. Did you have a second major field of study?

0120 1 Yes
 2 No → **GO TO item 5 below.**

f. What was your second major field of study?

Code Major

0121 0121

5a. Do you have a master's degree?

0122 1 Yes
 2 No → **GO TO item 6 on page 8.**

b. In what year did you receive your master's degree?

0123 Year

c. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

0124 1 Yes
 2 No

d. What was your major field of study?

● Record the field of study code and the field name from Table 2 on page 7.

Code Major

0125 0125



**Table 2. Major Field of Study Codes
For questions 4d, 4f, and 5d**

General Education	
Elementary Education	
101	Early childhood/Pre-K, general
102	Elementary grades, general
Secondary Education	
103	Middle grades, general
104	Secondary grades, general
Special Education	
110	Special education, any
Other Education	
131	Administration
132	Counseling and guidance
133	Educational psychology
134	Policy studies
135	School psychology
136	Other non-subject matter specific education
Subject Matter Specific	
Arts & Music	
141	Art/Arts or crafts
142	Art history
143	Dance
144	Drama/Theater
145	Music
English and Language Arts	
151	Communications
152	Composition
153	English
154	Journalism
155	Language arts
156	Linguistics
157	Literature/Literary criticism
158	Reading
159	Speech
English as a Second Language	
160	ESL/Bilingual education: General
161	ESL/Bilingual education: Spanish
162	ESL/Bilingual education: Other languages
Foreign Languages	
171	French
172	German
173	Latin
174	Spanish
175	Other foreign language
Health Education	
181	Health education
182	Physical education
Mathematics and Computer Science	
190	Mathematics
197	Computer science
Natural Sciences	
211	Biology/Life sciences
212	Chemistry
213	Earth sciences
214	Engineering
217	Physics
218	Other natural sciences
Social Sciences	
221	Anthropology
222	Area/Ethnic studies (excluding Native American studies)
223	Criminal justice
224	Cultural studies
225	Economics
226	Geography
227	Government/Civics
228	History
229	International studies
230	Law
231	Native American studies
232	Political science
233	Psychology
234	Sociology
235	Other social sciences
Vocational/Technical Education	
241	Agriculture and natural resources
242	Business/Office
243	Keyboarding
244	Marketing and distribution
245	Health occupations
246	Construction trades
247	Mechanics and repair
248	Drafting/Graphics/Printing
249	Metals/Woods/Plastics, and other precision production (electronics, leatherwork, metalworking, etc.)
250	Communications and other technologies (not including computer science)
251	Culinary arts/Hospitality
252	Child care and education
253	Personal and other services (including cosmetology, custodial services, clothing and textiles, and interior design)
254	Family and consumer sciences education
255	Industrial arts/Technology education
256	Other vocational/technical education
Miscellaneous	
261	Architecture
263	Humanities/Liberal studies
264	Library/Information science
265	Military science/POTC
266	Philosophy
267	Religious studies/Theology/Divinity
Other	
268	Other



6. How long did your practice teaching last?
 ● Mark (X) only one box.

1 I had no practice teaching

2 4 weeks or less

3 5-7 weeks

4 8-11 weeks

5 12 weeks or more

7. Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies?
 ● Include courses you have taken to earn a degree and courses taken outside a degree program.
 ● Do not include student teaching.

1 Yes → **If "Yes," How many courses?**
 ● Mark (X) only one box, then GO TO item 8 below.

2 No → **GO TO item 8 on page 10.**

1 1 or 2 courses

2 3 or 4 courses

3 5 to 9 courses

4 10 or more courses

8. Which of the following describes how you obtained the teaching methods or teaching strategies coursework?
 ● Mark (X) only one box.

1 Through an "alternative" program designed to expedite the transition of non-teachers to a teaching career (e.g., a state, district or university alternative program)

2 Through a bachelor's degree granting program (B.A. or B.S.)

3 Through a fifth year program (not leading to a master's degree)

4 Through a master's degree granting program (M.A., M.S., M.Ed., M.A.T.)

5 Through individual courses (not part of a program leading to a degree)

6 Other – Please specify _____



**Table 3. Certification Content Area Codes
For questions 9, 10, and 11**

General Education	
Elementary Education	
101	Early childhood/Pre-K, general
102	Elementary grades, general
Secondary Education	
103	Middle grades, general
104	Secondary grades, general
Special Education	
111	Special education, general
112	Autism
113	Deaf and hard-of-hearing
114	Developmentally delayed
115	Early childhood special education
116	Emotionally disturbed or behavior disorders
117	Learning disabilities
118	Mentally retarded
119	Mildly/Moderately disabled
120	Orthopedically impaired
121	Severely/Profoundly disabled
122	Speech/Language impaired
123	Traumatically brain-injured
124	Visually impaired
125	Other special education
Subject Matter Specific	
Arts & Music	
141	Art/Arts or crafts
143	Dance
144	Drama/Theater
145	Music
English and Language Arts	
151	Communications
152	Composition
153	English
154	Journalism
155	Language arts
156	Reading
159	Speech
English as a Second Language	
160	ESL/Bilingual education: General
161	ESL/Bilingual education: Spanish
162	ESL/Bilingual education: Other languages
Foreign Languages	
171	French
172	German
173	Latin
174	Spanish
175	Other foreign language
Health Education	
181	Health education
182	Physical education
Mathematics and Computer Science	
190	Mathematics
197	Computer science
Natural Sciences	
210	Science, general
211	Biology/Life sciences
212	Chemistry
213	Earth sciences
216	Physical science
217	Physics
218	Other natural sciences
Social Sciences	
220	Social studies, general
221	Anthropology
225	Economics
226	Geography
227	Government/Civics
228	History
231	Native American studies
233	Psychology
234	Sociology
235	Other social sciences
Vocational/Technical Education	
241	Agriculture and natural resources
242	Business/Office
243	Keyboarding
244	Marketing and distribution
245	Health occupations
246	Construction trades
247	Mechanics and repair
248	Drafting/Graphics/Printing
249	Metals/Woods/Plastics, and other precision production (electronics, leatherwork, meat cutting, etc.)
250	Communications and other technologies (not including computer science)
251	Culinary arts/Hospitality
252	Child care and education
253	Personal and other services (including cosmetology, custodial services, clothing and textiles, and interior design)
254	Family and consumer sciences education
255	Industrial arts/Technology education
256	Other vocational/technical education
Miscellaneous	
262	Driver education
263	Humanities/Liberal studies
264	Library/Information science
265	Military science/POTC
266	Philosophy
267	Religious studies/Theology/Divinity
Other	
268	Other



9a. Do you currently hold regular or full certification by an accrediting or certifying body OTHER THAN THE STATE?
 Information about state-granted certification will be asked in item 10.

1 Yes
 2 No → GO TO item 10a on page 11.

b. Some certificates may allow you to teach in multiple content areas. In what content area(s) does this teaching certificate allow you to teach at this school?
 (For some teachers the content area may be the grade level, e.g., elementary general, secondary general, etc).
 Please record the content area code from Table 3 on page 8.

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?
 Mark (X) all that apply.

0421 Elementary grades (including early childhood, preschool and kindergarten)
 0422 Secondary grades (including middle school)
 0423 Ungraded

c. If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 10a on page 11.

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?
 Mark (X) all that apply.

0421 Elementary grades (including early childhood, preschool and kindergarten)
 0422 Secondary grades (including middle school)
 0423 Ungraded

d. If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 10a on page 11.

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?
 Mark (X) all that apply.

0421 Elementary grades (including early childhood, preschool and kindergarten)
 0422 Secondary grades (including middle school)
 0423 Ungraded

If there is an additional content area that the certificate described above allows you to teach, please list it in 9e on page 11. Otherwise, GO TO item 10a on page 11.



9. Continued –

e. If there is an additional content area that the certificate described in item 9a allows you to teach, please list it below. Otherwise, GO TO item 10a below.
 (For some teachers the content area may be the grade level, e.g., elementary general, secondary general, etc.)

● Please record the content area code from Table 3 on page 9.

0434 0404

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?

● Mark (X) all that apply.

0435 Elementary grades (including early childhood, preschool and kindergarten)

0436 Secondary grades (including middle school)

0437 Ungraded

f. If there is an additional content area that the certificate described in item 9a allows you to teach, please list it below. Otherwise, GO TO item 10a below.

0438 0408

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?

● Mark (X) all that apply.

0438 Elementary grades (including early childhood, preschool and kindergarten)

0439 Secondary grades (including middle school)

0440 Ungraded

10a. Do you have a current teaching certificate from this state?

0440 1 Yes

2 No →

b. Which of the following describes this current teaching certificate you hold from this state?

● If you currently hold more than one of the following, a second certificate may be listed in item 11.

● Mark (X) only one box.

0440 1 Regular or standard state certificate or advanced professional certificate

2 Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)

3 Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program"

4 Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)

5 Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)



10. Continued –

c. Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked in item 10b allow you to teach in this state?

(For some teachers the content area may be the grade level, e.g., elementary general, secondary general, etc.)

☛ Please record the content area code from Table 3 on page 9.

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?

☛ Mark (X) all that apply.

- 0445 Elementary grades (including early childhood, preschool and kindergarten)
- 0446 Secondary grades (including middle school)
- 0447 Ungraded

d. If there is an additional content area that the certificate described in item 10b allows you to teach, please list it below. Otherwise, GO TO item 11a on page 13.

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?

☛ Mark (X) all that apply.

- 0448 Elementary grades (including early childhood, preschool and kindergarten)
- 0449 Secondary grades (including middle school)
- 0450 Ungraded

e. If there is an additional content area that the certificate described in item 10b allows you to teach, please list it below. Otherwise, GO TO item 11a on page 13.

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?

☛ Mark (X) all that apply.

- 0451 Elementary grades (including early childhood, preschool and kindergarten)
- 0452 Secondary grades (including middle school)
- 0453 Ungraded

f. If there is an additional content area that the certificate described in item 10b allows you to teach, please list it below. Otherwise, GO TO item 11a on page 13.

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?

☛ Mark (X) all that apply.

- 0454 Elementary grades (including early childhood, preschool and kindergarten)
- 0455 Secondary grades (including middle school)
- 0456 Ungraded

If there is an additional content area that the certificate described in item 10b allows you to teach, please list it in 10g on page 13. Otherwise, GO TO item 11a on page 13.



10. Continued –

g. If there is an additional content area that the certificate described in item 10b allows you to teach, please list it below. Otherwise, GO TO item 11a below.
 (For some teachers the content area may be the grade level, e.g., elementary general, secondary general, etc.)

☛ Please record the content area code from Table 3 on page 9.

0160 0160
1) Code **Content Area**

2) Which of the following grade ranges does this certificate apply to?
 ☛ Mark (X) all that apply.

0161 Elementary grades (including early childhood, preschool and kindergarten)

0162 Secondary grades (including middle school)

0163 Ungraded

11a. Do you have another current teaching certificate from this state?

0167 1 Yes

2 No → **GO TO item 12 on page 15.**

b. Which of the following describes this other current teaching certificate you hold from this state?
 ☛ Mark (X) only one box.

0168 1 Regular or standard state certificate or advanced professional certificate

2 Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)

3 Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program"

4 Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)

5 Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

c. In what content area(s) does this other current teaching certificate, marked in 11b above, allow you to teach in this state?
 (For some teachers the content area may be the grade level, e.g., elementary general, secondary general, etc.)

☛ Please record the content area code from Table 3 on page 9.

0169 0169
1) Code **Content Area**

2) Which of the following grade ranges does this certificate apply to?
 ☛ Mark (X) all that apply.

0170 Elementary grades (including early childhood, preschool and kindergarten)

0171 Secondary grades (including middle school)

0172 Ungraded

If there is an additional content area that the certificate described above allows you to teach, please list it in 11d on page 14. Otherwise, GO TO item 12 on page 15.



11. Continued –

d. If there is an additional content area that the certificate described in item 11b allows you to teach, please list it below. Otherwise, GO TO item 12 on page 15.

(For some teachers the content area may be the grade level, e.g., elementary general, secondary general, etc.)

☛ Please record the content area code from Table 3 on page 9.

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?

☛ Mark (X) all that apply.

- 0188 + Elementary grades (including early childhood, preschool and kindergarten)
- 0189 + Secondary grades (including middle school)
- 0190 + Ungraded

e. If there is an additional content area that the certificate described in item 11b allows you to teach, please list it below. Otherwise, GO TO item 12 on page 15.

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?

☛ Mark (X) all that apply.

- 0188 + Elementary grades (including early childhood, preschool and kindergarten)
- 0189 + Secondary grades (including middle school)
- 0190 + Ungraded

f. If there is an additional content area that the certificate described in item 11b allows you to teach, please list it below. Otherwise, GO TO item 12 on page 15.

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?

☛ Mark (X) all that apply.

- 0282 + Elementary grades (including early childhood, preschool and kindergarten)
- 0283 + Secondary grades (including middle school)
- 0284 + Ungraded

g. If there is an additional content area that the certificate described in item 11b allows you to teach, please list it below. Otherwise, GO TO item 12 on page 15.

1) Code Content Area

2) Which of the following grade ranges does this certificate apply to?

☛ Mark (X) all that apply.

- 0286 + Elementary grades (including early childhood, preschool and kindergarten)
- 0287 + Secondary grades (including middle school)
- 0288 + Ungraded



12a. In the past 12 months, have you participated in any professional development activities specific to and concentrating on the content of the subject(s) you teach?

1241 1 Yes
 2 No → **GO TO Item 13 below.**

b. In the past 12 months, how many hours did you spend on these activities?
 • Mark (X) only one box.

1244 1 8 hours or less
 2 9–16 hours
 3 17–32 hours
 4 33 hours or more

c. Overall, how useful were these activities to you?
 • Mark (X) only one box.

1246 1 Not useful
 2 Somewhat useful
 3 Useful
 4 Very useful

13. Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?
 • If none, please mark (X) the box.

1270 0 None
 Students

14. Of all the students you teach at this school, how many are of limited-English proficiency?
 (Students of limited-English proficiency are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)
 • If none, please mark (X) the box.

1274 0 None
 Students

15. How many total hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at this school?
 • Include hours spent working during the school day, before school, after school, and on weekends.

1227 Total weekly hours



16. How many hours are you required to work to receive base pay during a typical FULL WEEK at this school?

(This would be base contract hours, or the equivalent.)

0000 Total weekly hours

17. How many hours a week do you spend delivering instruction to a class of students?

• If you are a pull-out teacher, please include the number of hours you instruct individual students or small groups of students.

0000 Total weekly hours

18. Please enter the date you completed this questionnaire.

• Report month as a number, i.e., 01 for January, 02 for February, etc.

Month Day Year
0000 0000 **200**



Please return this questionnaire in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

**U.S. Census Bureau
Attn: Econ Batching Unit
Bldg 60 B, DCB
1201 E. 10th Street
Jeffersonville IN 47132**

Thank you very much for your participation in this survey.

To learn more about this survey and to access reports from earlier collections, see the Schools and Staffing Survey (SASS) web site at:

<http://nces.ed.gov/surveys/sass>

Additional education data collected by the National Center for Education Statistics on teachers, principals, schools, school finance, and many other topics are available from NCES' web site at:

<http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

<http://www.fedstats.gov>



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Appendix T. Frame and Created Variables

Variables were classified as frame variables if they were drawn from or based on the Schools and Staffing Survey (SASS) sampling frame, which was created from the Common Core of Data (CCD) for public and Bureau of Indian Affairs (BIA) funded schools and the Private School Universe Survey (PSS) for private schools. Frame variables may or may not have been used for sampling. Selected variables from these sources were included on the restricted-use data files if they provided potentially valuable information to the user that was not available on the survey.

Created variables are based on survey variables, frame variables, other created variables, or a combination of these. These variables are frequently used in National Center for Education Statistics (NCES) publications and have been added to the files to facilitate data analysis.

The frame and created variables included on the 2003–04 SASS data files are listed below along with a brief description. The code used to produce the created variables is also detailed.

Variable name	Description and specifications
AFFL_99	<p>1999–2000 Private school affiliation (no longer sampling stratum).</p> <p>1 = Roman Catholic; 2 = Friends; 3 = Episcopal; 4 = National Society of Hebrew Day Schools; 5 = Solomon Schechter Day Schools; 6 = Other Jewish; 7 = Lutheran Church—Missouri Synod; 8 = Wisconsin Evangelical Lutheran Synod; 9 = Evangelical Lutheran Church in America; 10 = Other Lutheran; 11 = Seventh-Day Adventist; 12 = Christian Schools International; 13 = American Association of Christian Schools; 14 = Association of Christian Schools International; 15 = National Association of Private Special Education Centers; 16 = Montessori; 17 = National Association of Independent Schools; 18 = National Independent Private Schools Association; 19 = Association of Military Colleges and Schools; 20 = All else.</p> <p>If s0764 = 1 then affl_99 = 19; else if s0740 = 1 then affl_99 = 1; else if s0740 = 14 then affl_99 = 2; else if s0740 = 13 then affl_99 = 3; else if s0757 = 1 then affl_99 = 4; else if s0759 = 1 then affl_99 = 5; else if s0740 = 17 then affl_99 = 6; else if s0740 = 19 then affl_99 = 7; else if s0740 = 21 then affl_99 = 8; else if s0740 = 20 then affl_99 = 9; else if s0740 = 22 then affl_99 = 10; else if s0740 = 27 then affl_99 = 11; else if s0747 = 1 then affl_99 = 12; else if s0744 = 1 then affl_99 = 13; else if s0745 = 1 then affl_99 = 14; else if s0769 = 1 then affl_99 = 15; else if s0762 = 1 or s0763 = 1 then affl_99 = 16; else if s0779 = 1 then affl_99 = 17; else if s0782 = 1 then affl_99 = 18; else affl_99 = 20;</p>

Variable name	Description and specifications
AG_MSC03	2000 Decennial Census Metro Status Code; classification of the district's service area relative to a Core Based Statistical Area. Micropolitan areas are new, smaller designated metropolitan areas with populations as low as 10,000 residents. For more information on Core Based Statistical Areas see http://www.census.gov/population/www/estimates/aboutmetro.html . Origin: MSC03 from the 2003–04 CCD. 1 = Primarily serves a principal city of a CBSA; 2 = Serves a CBSA but not primarily its principal city; 3 = Does not serve a CBSA.
AG_MSC99	1990 Decennial Census Metro Status Code; classification of the district's service area relative to a metropolitan statistical area. Code was assigned using 1990 Census data. Origin: MSC01 on the 2001–02 CCD. 1 = Primarily serves a central city of an MSA; 2 = Serves an MSA but not primarily its central city; 3 = Does not serve an MSA.
AG_NOSC2	Total number of schools in district, after frame school collapsing procedure.
AG_NOSCH	Number of schools in the district as assigned by CCD. Origin: SCH01 on 2001–02 CCD.
AG_ZIP	Five-digit ZIP code for the school district. Origin: LZIP01 on the 2001–02 CCD.
AGCBSA03	2000 Decennial Census Core Based Statistical Area or Consolidated Statistical Area measurement variable. Micropolitan areas are new, smaller designated metropolitan areas with populations as low as 10,000 residents. For more information on Core Based Statistical Areas see http://www.census.gov/population/www/estimates/aboutmetro.html . Origin: CBSA03 from 2003–04 CCD. A value in this field indicates that the district's address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus. These areas are designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the district is not in any type of metropolitan/micropolitan statistical area, then the field is zero.
AGCMSA99	1990 Decennial Census data; unique numeric code assigned by U.S. Office of Management and Budget, which identifies a geographic area consisting of a large population nucleus and social integration with that nucleus. If the district is not located within one of these areas the field will contain "000000." Origin: CMSA01 on 2001–02 CCD. Metropolitan Statistical Area (MSA): A core area containing a large population nucleus, together with adjacent communities that have a high degree of social and economic integration with that core. An area may be an MSA if it is in the MSA in the immediate area and it has a city of at least 50,000 population, or it is an urbanized area of at least 50,000 with a total metropolitan population of at least 100,000. PMSA: Primary Metropolitan Statistical Area—A metropolitan statistical area that is a component of a CMSA. Several adjacent PMSAs comprise a single CMSA. CMSA: Consolidated Metropolitan Statistical Area—Area of greater than 1 million population that is the totality of the PMSAs in a single area.
AGE_P	Age of principal. Calculated as follows: age_p = sum (2003, -a0262);
AGE_T	Age of teacher. Calculated as follows: age_t = sum (2003, -t0416);

Variable name	Description and specifications
AGTYPE	<p>District type code. Origin: TYPE01 on 2001–02 CCD.</p> <p>1 = Local school district that is not a component of a supervisory union. 2 = Local school district, component of a supervisory union sharing a superintendent and administrative services with other local school districts. 3 = Supervisory union administrative center, or a county superintendent serving the same purpose. 4 = Regional education services agency, or a county superintendent serving the same purpose. 5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special needs population. 6 = Federally-operated institution charged, at least in part, with providing elementary and/or secondary instruction services to a special needs population. 7 = Other education agencies that do not fit into the first six categories.</p>
AIFLAG	<p>Flag identifying BIA schools and proportion of American Indian students enrolled in non-BIA schools. Categories include: 1 = BIA-funded school; 2 = Non-BIA school, 20% or more American Indian enrollment; 3 = Non-BIA school, less than 20% American Indian enrollment.</p> <p>Coded as follows: If BIAFLAG = 1 then AIFLAG = 1; If BIAFLAG = 2 and S0421/ENRK12UG ge .2 then AIFLAG = 2; If BIAFLAG = 2 and S0421/ENRK12UG lt .2 then AIFLAG = 3;</p>
ASSIGN03	<p>General field of main teaching assignment. Categories include:</p> <p>1 = Early Childhood/General Elementary; 2 = Special Education; 3 = Arts/Music; 4 = English/Language Arts; 5 = ESL/Bilingual Education; 6 = Foreign Languages; 7 = Health/Physical Education; 8 = Mathematics; 9 = Natural Science; 10 = Social Sciences; 11 = Vocational/Technical Education; 12 = All Others;</p> <p>Coded as follows: if t0069 in (101,102) or t0075 in (101,102) then ASSIGN03 = 1; if t0069 = 110 or t0075 = 110 then ASSIGN03 = 2; if t0069 in (141, 143, 144, 145) or t0075 in (141, 143, 144, 145) then ASSIGN03 = 3; if t0069 in (151, 152, 153, 154, 155, 158, 159) or t0075 in (151, 152, 153, 154, 155, 158, 159) then ASSIGN03 = 4; if t0069 in (160, 161, 162) or t0075 in (160, 161, 162) then ASSIGN03 = 5; if 171 le t0069 le 175 or 171 le t0075 le 175 then ASSIGN03 = 6; if t0069 in (181, 182) or t0075 in (181, 182) then ASSIGN03 = 7; if t0069 in (191, 192, 193, 194, 195, 196, 198, 199, 200, 201) or t0075 in (191, 192, 193, 194, 195, 196, 198, 199, 200, 201) then ASSIGN03 = 8; if t0069 in (210, 211, 212, 213, 215, 216, 217) or t0075 in (210, 211, 212, 213, 215, 216, 217) then ASSIGN03 = 9; if t0069 in (220, 221, 225, 226, 227, 228, 231, 233, 234) or t0075 in (220, 221, 225, 226, 227, 228, 231, 233, 234) then ASSIGN03 = 10; if 241 le t0069 le 256 or 241 le t0075 le 256 then ASSIGN03 = 11; if t0069 in (197, 262, 264, 265, 266, 267, 268) or t0075 in (197, 262, 264, 265, 266, 267, 268) then ASSIGN03 = 12;</p>

Variable name	Description and specifications
BIAFLAG	Flag that indicates whether a school is operated or funded by the Bureau of Indian Affairs. Origin: GBIAFL on SASS sampling frame. Categories include: 1 = School is operated or funded by BIA. 2 = School is not operated or funded by BIA.
BIALEA	BIA District identifier. Origin: BIAREG on SASS sampling frame. 1 = BIA school in a regular district; 2 = BIA school, not in a regular district;
CCDIDLEA	Seven-digit NCES identification code for the district. Origin: GCLEAID on SASS sampling frame. Char 1–2: FIPS state code. Char 3–7: District code. For a complete list of FIPS codes, reference http://www.itl.nist.gov/fipspubs/fip5-2.htm . Note that this variable has been altered to reflect cases in New England where the CCD definition of a school district did not match the SASS definition of a school district. For some New England schools, district level data were collected from supervisory unions.
CHARFLAG	Flag that indicates whether or not a school is a public charter school; a public charter school provides free elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority. Copied from S0661 on the public school and BIA school files. 1 = School is a public charter school 2 = School is not a public charter school
CLASSZ_D	Average size of the classes taught by the teacher, if the teacher had departmental classes; i.e., he/she taught subject matter courses to several classes of different students all or most of the day. Calculated as follows: ARRAY t(79:106) t0079-t0106; do i = 79 to 106; if t(i) = -8 then t(i) = .; end; if t0066 = 1 then classz_d = round (mean(t0079, t0082, t0085, t0088, t0091, t0094, t0097, t0100, t0103, t0106),.0001); else classz_d = -8; ARRAY t(79:106) t0079-t0106; do i = 79 to 106; if t(i) = . then t(i) = -8; end;
CLASSZ_S	Average size of the classes taught by the teacher, if the teacher had self-contained classes; i.e., he/she taught multiple subjects to the same class of students all or most of the day. Teachers who had 2 or more self-contained classes (e.g., a kindergarten teacher who teaches 2 half-day sessions each day) were asked to report the average class size. Coded as follows: if t0068 = -8 then t0068 = .; if t0066 = 3 then classz_s = t0068; else classz_s = -8; if t0068 = . then t0068 = -8;
CNTLNUMD	District control number. Digit 1–2: State FIPS code. Digit 3–5: District number (000 for private schools, 101–899—All public schools except public schools with no districts, state run schools, one school districts, and some charter schools, 901–999—Public schools with no districts, state run schools, one school districts, and some charter schools). Digit 6: Check digit—Computed from other parts of control number.

Variable name	Description and specifications
CNTLNUML	<p>Library media center control number. Digits 1–2: State FIPS code. Digits 3–5: District number (101–899—All public schools except public schools with no districts, state run schools, one school districts, and some charter schools, 901–999—Public schools with no districts, state run schools, one school districts, and some charter schools). Digit 6: Type of school (1 = Regular public school; 2 = DoD school; 3 = BIA school; 7 = One school districts; 8 = Charter school operated by regular District; 9 = Charter school operated by an entity other than a school district; 0 = Independent charter school). Digits 7–9: School number (101–999—Schools are numbered sequentially starting with “101” within each state and each district). Digit 10: Split school indicator (“0” for all schools). Digit 11: Questionnaire identifier (5 = Library media center). Digit 12: Check digit—Computed from other parts of control number.</p>
CNTLNUMP	<p>Principal control number. Digits 1–2: State FIPS code. Digits 3–5: District number (101–899—All public schools except public schools with no districts, state run schools, one school districts, and some charter schools, 901–999—Public schools with no districts state run schools, one school districts, and some charter schools). Digit 6: Type of school (1 = Regular public school; 2 = DoD school; 3 = BIA school; 7 = One school districts; 8 = Charter school operated by regular District; 9 = Charter school operated by an entity other than a school district; 0 = Independent charter school). Digits 7–9: School number (101–999—Schools are numbered sequentially starting with “101” within each state and each District). Digit 10: Split school indicator (“0” for all schools). Digit 11: Questionnaire identifier (2 = principal). Digit 12: Check digit—Computed from other parts of control number.</p> <p>Private principal control number. Digit 1–2: State FIPS code. Digit 3–5: District number—“000” for all private schools. Digit 6: Type of school (4 = Catholic list frame private school; 5 = Non-Catholic list frame private school; 6 = Area frame private school). Digit 7–9: School number (101–999—Schools are numbered sequentially starting with “101” within each state and school type). Digit 10: Split school indicator (“0” for all schools). Digit 11: Questionnaire identifier (2 = principal). Digit 12: Check digit—Computed from other parts of control number.</p>
CNTLNUMS	<p>School control number. Use this number to merge school, principal, teacher, and library records. Digits 1–2: State FIPS code. Digits 3–5: District number (101–899—All public schools except public schools with no districts, state run schools, one school districts, and some charter schools, 901–999—Public schools with no districts, state run schools, one school districts, and some charter schools). Digit 6: Type of school (1 = Regular public school; 2 = DoD school; 3 = BIA school; 7 = One school districts; 8 = Charter school operated by regular district; 9 = Charter school operated by an entity other than a school district; 0 = Independent charter school). Digits 7–9: School number (101–999—Schools are numbered sequentially starting with “101” within each state and each District). Digit 10: Split school indicator (“0” for all schools). Digit 11: Questionnaire identifier (3 = school). Digit 12: Check digit—Computed from other parts of control number.</p> <p>Private school control number. Digit 1–2: State FIPS code. Digit 3–5: District number—“000” for all private schools. Digit 6: Type of school (4 = Catholic list frame private school; 5 = Non-Catholic list frame private school; 6 = Area frame private school). Digit 7–9: School number (101–999—Schools are numbered sequentially starting with “101” within each state and school type). Digit 10: Split school indicator (“0” for all schools). Digit 11: Questionnaire identifier (3 = school). Digit 12: Check digit—Computed from other parts of control number.</p>

Variable name	Description and specifications
CNTLNUMT	<p>Teacher control number. Digits 1–2: State FIPS code. Digits 3–5: District number (101–899—All public schools except public schools with no districts, state run schools, one school districts, and some charter schools, 901–999—Public schools with no districts, state run schools, one school districts, and some charter schools). Digit 6: (1 = Regular public school; 2 = DoD school; 3 = BIA school; 7 = One school districts; 8 = Charter school operated by a regular district; 9 = Charter school operated by an entity other than a school district; 0 = Independent charter school). Digits 7–9: School number (101–999—Schools are numbered sequentially starting with “101” within each state and each district). Digit 10: Split school indicator (“0” for all schools). Digit 11–13: Teacher number (Teachers are numbered sequentially from “101” to “120” within each school). Digit 14: Check digit—Computed from other parts of control number.</p> <p>Private teacher control number: Digit 1–2: State FIPS code. Digit 3–5: District number – “000” for all private schools. Digit 6: Type of school (4 = Catholic list frame private school; 5 = Non-Catholic list frame private school; 6 = Area frame private school). Digit 7–9: School number (101–999—Schools are numbered sequentially starting with “101” within each type of school and each state). Digit 10: Split school indicator (“0” for all schools). Digit 11–13: Teacher number (Teachers are numbered sequentially from “101” to “120” within each school). Digit 14: Check digit—Computed from other parts of control number.</p>
CONTEA	<p>Number of continuing teachers (i.e., not new hires). Calculated as follows: $contea = \text{sum}(d0065, d0066, d0067, d0068, d0069, -d0077)$;</p>
CONTEA_S	<p>Number of continuing teachers (i.e., not new hires). Calculated as follows on the BIA school file: $contea_s = \text{sum}(s0515, s0516, s0517, s0518, s0519, -s0077)$;</p>
CREATE	<p>Method by which the public charter school was created. Copied from S0664 on the SASS public school and BIA school files. Categories include: 1 = A newly created school; 2 = A pre-existing public school; 3 = A pre-existing Indian/Bureau of Indian Affairs (BIA) school; 4 = A pre-existing private school; 5 = Don’t know.</p>
CSCCDID1	<p>CCD ID of first school when multiple CCD schools collapsed into single (parent) school per SASS school definition. Always filled for a school that has other schools collapsed into it. Origin: CGCCDID1 from SASS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.</p>
CSCCDID2	<p>CCD ID of second school when multiple CCD schools collapsed into single (parent) school per SASS school definition.. May be filled for a school that has other schools collapsed into it. Origin: CGCCDID2 from SASS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.</p>
CSCCDID3	<p>CCD ID of third school when multiple CCD schools collapsed into single (parent) school per SASS school definition. May be filled for a school that has other schools collapsed into it. Origin: CGCCDID3 from SASS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.</p>
CSCCDID4	<p>CD ID of fourth school when multiple CCD schools collapsed into single (parent) school per SASS school definition. May be filled for a school that has other schools collapsed into it. Origin: CGCCDID4 from SASS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.</p>

Variable name	Description and specifications
CSCCDID5	<p>CCD ID of fifth school when multiple CCD schools collapsed into single (parent) school per SASS school definition. May be filled for a school that has other schools collapsed into it. Origin: CGCCDID5 from SASS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.</p>
DLOCP_03	<p>2000 Decennial Census locale code from the 2003–04 CCD LEA file. The district locale codes were assigned primarily through the use of school locale codes. It is based upon the location of the school buildings of the district, and in some cases may not reflect the entire attendance area or residences of enrolled students. Micropolitan areas are new, smaller designated metropolitan areas with populations as low as 10,000 residents. For more information on Core Based Statistical Areas see http://www.census.gov/population/www/estimates/aboutmetro.html. Origin: LOCALE03 from 2003–04 CCD.</p> <p>1 = Large City: A central city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA), with the city having a population greater than or equal to 250,000.</p> <p>2 = Mid-size City: A central city of a CBSA or CSA, with the city having a population less than 250,000.</p> <p>3 = Urban Fringe of a Large City: Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large City and defined as urban by the Census Bureau.</p> <p>4 = Urban Fringe of a Mid-size City: Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Mid-size City and defined as urban by the Census Bureau.</p> <p>5 = Large Town: An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CBSA or CSA.</p> <p>6 = Small Town: An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA.</p> <p>7 = Rural, outside CBSA: Any incorporated place, Census designated place, or non-place territory not within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.</p> <p>8 = Rural, inside CBSA: Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.</p>
DLOCP_99	<p>1990 Decennial Census locale code from the school file. Origin: GLOCALE from SASS sampling frame. The district locale codes were assigned primarily through the use of school locale codes. It is based upon the location of the school buildings of the district, and in some cases may not reflect the entire attendance area or residences of enrolled students.</p> <p>Categories include:</p> <p>1 = Large central city,</p> <p>2 = Mid-size central city,</p> <p>3 = Urban fringe of large city,</p> <p>4 = Urban fringe of mid-size city,</p> <p>5 = Large town,</p> <p>6 = Small town,</p> <p>7 = Rural, outside MSA,</p> <p>8 = Rural, in MSA.</p>

Variable name	Description and specifications
EARNALL	Teacher’s total earnings for 12 months from end of 2002–03 school year to end of 2003–04 school year. Includes base salary for 2003–04 school year, additional compensation from the school district, earned income from other school sources, and any pay for teaching summer school, working in a non-teaching job in a school, or working at any non-school job. Calculated as follows: ARRAY t(394:405) t0394-t0405; do i = 394 to 405; if t(i) = -8 then t(i) = .; end; earnall = sum(t0394, t0396, t0398, t0399, t0401, t0403, t0405); ARRAY t(394:405) t0394-t0405; do i = 394 to 405; if t(i) = . then t(i) = -8; end;
EARNSCH	Teacher’s total yearly earnings from all school-related jobs. Calculated as follows: ARRAY t(394:403) t0394-t0403; do i = 394 to 403; if t(i) = -8 then t(i) = .; end; earnsch = sum(t0394, t0396, t0399, t0401, t0403); ARRAY t(394:403) t0394-t0403; do i = 394 to 403; if t(i) = . then t(i) = -8; end;
ENRK12UG	Total K–12 and ungraded student enrollment in the school. Copied from S0414 from SASS public school and BIA school files and from S0422 from SASS private school file.
ENRLEA	Total K–12 and ungraded student enrollment in the district. Copied from D0051 on the district file.
FILE	Data file population. Categories include the following: 1 = Public school district, 2 = Public school, 3 = Private school, 4 = BIA school, 5 = Public school principal, 6 = Private school principal, 7 = BIA school principal, 8 = Public school teacher 9 = Private school teacher, 10 = BIA school teacher, 11 = Public school library media center, 12 = BIA school library media center.
IEP	Percentage of students enrolled in the school who have an Individual Education Plan (IEP). Calculated as follows: IEP = ROUND (((S0604/ENRK12UG)*100),.0001);
IEP_T	Percentage of students taught in most recent full week who had an Individual Education Plan (IEP), for teachers with self-contained or departmentalized classes. Calculated as follows: if t0066 = 1 then iep_t = round ((100*(t0279/pupils_d)),.0001); if t0066 = 3 then iep_t = round ((100*(t0279/pupils_s)),.0001); if iep_t gt 100 then iep_t = 100; if t0066 not in (1,3) then iep_t = -8;
IEPREG	Percentage of students with an Individual Education Plan (IEP) who spent all day in a regular classroom. Calculated as follows: if s0604 = 0 or s0605 = 1 then IEPREG = -8; else if s0605 = 2 then do; IEPREG = ROUND (((S0606/S0604)*100),.0001); end;

Variable name	Description and specifications
LEP	Percentage of students enrolled in the school who were of limited-English proficiency. Calculated as follows: LEP = ROUND (((S0611/ENRK12UG)*100),.0001); If S0610 = 2 then LEP = 0;
LEP_T	Percentage of students taught by teachers of self-contained or departmentalized classes who have limited-English proficiency. Calculated as follows: if t0066 = 1 then lep_t = round ((100*(t0284/pupils_d),.0001); if t0066 = 3 then lep_t = round ((100*(t0284/pupils_s),.0001); if lep_t gt 100 then lep_t = 100; if t0066 not in (1, 3) then lep_t = -8;
MINENR	Percentage of enrolled students who are of a racial/ethnic minority. Calculated as follows: MINENR = round (((NMINST_S/ENRK12UG)*100), .0001);
MINTCH	Percentage of teachers at the school who are of a racial/ethnic minority. Calculated as follows: MINTCH = round (((sum(S0515, S0517, S0518, S0519)/S0520)*100), .0001);
NEWTCH	Teacher has taught a total of 3 years or less, including part-time and full-time teaching. Coded as follows: if totexper le 3 then newtch = 1; else newtch = 2;
NMINST_D	Number of students in the district who are of a racial/ethnic minority. Calculated as follows: NMINST_D = sum (d0052, d0054, d0055, d0056);
NMINST_S	Number of students in the school who are of a racial/ethnic minority. Calculated as follows: NMINST_S = sum(S0417, S0419, S0420, S0421);
NMINTCH	Number of teachers in the district who are of a racial/ethnic minority. Calculated as follows: nmintch = sum (d0065, d0067, d0068, d0069);
NSLAPP_D	Of districts that participate in National School Lunch Program, percentage of their K–12 enrollment that was approved for free or reduced-price lunches. Calculated as follows: if d0060 = 2 then nslapp_d = -8 (Valid skip, District does not participate in NSLP); else nslapp_d = round(((d0062/d0051)*100), .0001);
NSLAPP_S	Of schools that participate in the National School Lunch Program, the percentage of their K–12 enrollment that was approved for free or reduced-price lunches. Calculated as follows: if S0632 = 2 then nslapp_s = -8 (Valid skip, School does not participate in NSLP); else nslapp_s = round(((S0634/ENRK12UG)*100), .0001); if nslapp_s gt 100 then nslapp_s = 100;
NUMTCH	Estimated number of full-time equivalent teachers in the school. This variable uses an estimate of the average percentage of time part-time teachers taught in the SASS school (.5272); public school and BIA school calculation is based on preliminary 2003–04 SASS data using the teacher basic weight. Calculated as follows: for public and BIA school files, NUMTCH = round(sum(s0513, (.5272 *s0514)), .0001); for private school file, NUMTCH = round(sum(s0513, (s0791*.875), (s0792*.625), (s0793*.375), (s0794*.125)), .0001);
OCC_CODE	2002 NAICS Occupation Classification. Origin: T5031 on the Teacher Questionnaire and Private School Teacher Questionnaire. For details on the occupation descriptions and groupings see Appendix B: Occupation Classification at http://www.census.gov/apsd/techdoc/cps/cpsmar05.pdf

Variable name	Description and specifications
OP_YRS	Number of years school has operated as a public charter school. Calculated as follows: if charflag = 2 then op_yrs = -8; else OP_YRS = sum(2003, -S0662);
PGMTYPE	School program type. Categories include: 1 = Regular; 2 = Montessori; 3 = Special program emphasis; 4 = Special Education; 5 = Vocational Education; 6 = Alternative; 7 = Early Childhood Program/Daycare Center. Copied from variable S0441 on SASS public, BIA, and private school files.
PSFRAME	Universe frame for private schools. The 2003–04 SASS private school sample consists of schools selected from a list frame and an area frame. For more information on sampling see chapter 4. Origin: HFRAME from the SASS sampling frame. 1 = List frame 2 = Area frame
PSSTRATM	Private school stratum. Origin: HSTRATUM from SASS sampling frame. For List frame schools: Digit 1 = “0.” Digits 2–3: HSTRAFF (Private school religious association membership: 01 = Catholic—Parochial, 02 = Catholic—Diocesan, 03 = Catholic—Private, 04 = Amish, 05 = Assembly of God, 06 = Baptist, 07 = Episcopal, 08 = Jewish, 09 = Lutheran Church—Missouri Synod, 10 = Wisconsin Evangelical Lutheran Synod, 11 = Mennonite, 12 = Pentecostal, 13 = Seventh—Day Adventist, 14 = Other Religious, 15 = Nonsectarian—Regular, 16 = Nonsectarian—Special Emphasis, 17 = Nonsectarian—Special Education). Digit 4 = Grade level (1 = elementary, 2 = secondary, 3 = combined). Digit 5 = HREGION (Census region: 1 = Northeast, 2 = Midwest, 3 = South, 4 = West). For Area frame schools: Digit 1 = “9.” Digits 2–4: PSS Primary Sampling Units code. Digit 5 = Grade level (1 = elementary, 2 = secondary, 3 = combined).
PUPILS_D	Total number of students taught by the teacher, for teachers of departmentalized classes. Calculated as follows: ARRAY t(79:106) t0079-t0106; do i = 79 to 106; if t(i) = -8 then t(i) = .; end; if t0066 = 1 then pupils_d = sum(t0079, t0082, t0085, t0088, t0091, t0094, t0097, t0100, t0103, t0106); else pupils_d = -8; ARRAY t(79:106) t0079-t0106; do i = 79 to 106; if t(i) = . then t(i) = -8; end;
PUPILS_S	Number of students taught by the teacher, for teachers of self-contained classes. Coded as follows: if t0066 = 3 then pupils_s = t0068; else pupils_s = -8;
RACETH_P	Principal’s race/ethnicity. Coded as follows: Array Races (5) A0260 A0259 A0258 A0257 A0256; Racenum = 0; Do i = 1 to 5; If Races(i) = 1 then Racenum = Racenum + 10**(i-1); End; If A0255 = 1 and Racenum = 1 then RACETH_P = 1; /* Hispanic, American Indian */ If A0255 = 1 and Racenum = 10 then RACETH_P = 2; /* Hispanic, Hawaiian Native */ If A0255 = 1 and Racenum = 11 then RACETH_P = 3; /* Hispanic, Hawaiian Native, American Indian */ If A0255 = 1 and Racenum = 100 then RACETH_P = 4; /* Hispanic, Asian */ If A0255 = 1 and Racenum = 101 then RACETH_P = 5; /* Hispanic, Asian, American Indian */ */

Variable name	Description and specifications
	If A0255 = 1 and Racenum = 110 then RACETH_P = 6; /* Hispanic, Asian, Hawaiian Native */
	If A0255 = 1 and Racenum = 111 then RACETH_P = 7; /* Hispanic, Asian, Hawaiian Native, American Indian */
	If A0255 = 1 and Racenum = 1000 then RACETH_P = 8; /* Hispanic, Black */
	If A0255 = 1 and Racenum = 1001 then RACETH_P = 9; /* Hispanic, Black, American Indian */
	If A0255 = 1 and Racenum = 1010 then RACETH_P = 10; /* Hispanic, Black, Hawaiian Native */
	If A0255 = 1 and Racenum = 1011 then RACETH_P = 11; /* Hispanic, Black, Hawaiian Native, American Indian */
	If A0255 = 1 and Racenum = 1100 then RACETH_P = 12; /* Hispanic, Black, Asian */
	If A0255 = 1 and Racenum = 1101 then RACETH_P = 13; /* Hispanic, Black, Asian, American Indian */
	If A0255 = 1 and Racenum = 1110 then RACETH_P = 14; /* Hispanic, Black, Asian, Hawaiian Native */
	If A0255 = 1 and Racenum = 1111 then RACETH_P = 15; /* Hispanic, Black, Asian, Hawaiian Native, American Indian */
	If A0255 = 1 and Racenum = 10000 then RACETH_P = 16; /* Hispanic, White */
	If A0255 = 1 and Racenum = 10001 then RACETH_P = 17; /* Hispanic, White, American Indian */
	If A0255 = 1 and Racenum = 10010 then RACETH_P = 18; /* Hispanic, White, Hawaiian Native */
	If A0255 = 1 and Racenum = 10011 then RACETH_P = 19; /* Hispanic, White, Hawaiian Native, American Indian */
	If A0255 = 1 and Racenum = 10100 then RACETH_P = 20; /* Hispanic, White, Asian */
	If A0255 = 1 and Racenum = 10101 then RACETH_P = 21; /* Hispanic, White, Asian, American Indian */
	If A0255 = 1 and Racenum = 10110 then RACETH_P = 22; /* Hispanic, White, Asian, Hawaiian Native */
	If A0255 = 1 and Racenum = 10111 then RACETH_P = 23; /* Hispanic, White, Asian, Hawaiian Native, American Indian */
	If A0255 = 1 and Racenum = 11000 then RACETH_P = 24; /* Hispanic, White, Black */
	If A0255 = 1 and Racenum = 11001 then RACETH_P = 25; /* Hispanic, White, Black, American Indian */
	If A0255 = 1 and Racenum = 11010 then RACETH_P = 26; /* Hispanic, White, Black, Hawaiian Native */
	If A0255 = 1 and Racenum = 11011 then RACETH_P = 27; /* Hispanic, White, Black, Hawaiian Native, American Indian */
	If A0255 = 1 and Racenum = 11100 then RACETH_P = 28; /* Hispanic, White, Black, Asian */
	If A0255 = 1 and Racenum = 11101 then RACETH_P = 29; /* Hispanic, White, Black, Asian, American Indian */
	If A0255 = 1 and Racenum = 11110 then RACETH_P = 30; /* Hispanic, White, Black, Asian, Hawaiian Native */
	If A0255 = 1 and Racenum = 11111 then RACETH_P = 31; /* Hispanic, White, Black, Asian, Hawaiian Native, American Indian */
	If A0255 = 2 and Racenum = 1 then RACETH_P = 32; /* non-Hispanic, American Indian */
	If A0255 = 2 and Racenum = 10 then RACETH_P = 33; /* non-Hispanic, Hawaiian Native */
	If A0255 = 2 and Racenum = 11 then RACETH_P = 34; /* non-Hispanic, Hawaiian Native, American Indian */
	If A0255 = 2 and Racenum = 100 then RACETH_P = 35; /* non-Hispanic, Asian */
	If A0255 = 2 and Racenum = 101 then RACETH_P = 36; /* non-Hispanic, Asian, American Indian */
	If A0255 = 2 and Racenum = 110 then RACETH_P = 37; /* non-Hispanic, Asian, Hawaiian

Variable name	Description and specifications
	<p>Native */</p> <p>If A0255 = 2 and Racenum = 111 then RACETH_P = 38; /* non-Hispanic, Asian, Hawaiian Native, American Indian */</p> <p>If A0255 = 2 and Racenum = 1000 then RACETH_P = 39; /* non-Hispanic, Black */</p> <p>If A0255 = 2 and Racenum = 1001 then RACETH_P = 40; /* non-Hispanic, Black, American Indian */</p> <p>If A0255 = 2 and Racenum = 1010 then RACETH_P = 41; /* non-Hispanic, Black, Hawaiian Native */</p> <p>If A0255 = 2 and Racenum = 1011 then RACETH_P = 42; /* non-Hispanic, Black, Hawaiian Native, American Indian */</p> <p>If A0255 = 2 and Racenum = 1100 then RACETH_P = 43; /* non-Hispanic, Black, Asian */</p> <p>If A0255 = 2 and Racenum = 1101 then RACETH_P = 44; /* non-Hispanic, Black, Asian, American Indian */</p> <p>If A0255 = 2 and Racenum = 1110 then RACETH_P = 45; /* non-Hispanic, Black, Asian, Hawaiian Native */</p> <p>If A0255 = 2 and Racenum = 1111 then RACETH_P = 46; /* non-Hispanic, Black, Asian, Hawaiian Native, American Indian */</p> <p>If A0255 = 2 and Racenum = 10000 then RACETH_P = 47; /* non-Hispanic, White */</p> <p>If A0255 = 2 and Racenum = 10001 then RACETH_P = 48; /* non-Hispanic, White, American Indian */</p> <p>If A0255 = 2 and Racenum = 10010 then RACETH_P = 49; /* non-Hispanic, White, Hawaiian Native */</p> <p>If A0255 = 2 and Racenum = 10011 then RACETH_P = 50; /* non-Hispanic, White, Hawaiian Native, American Indian */</p> <p>If A0255 = 2 and Racenum = 10100 then RACETH_P = 51; /* non-Hispanic, White, Asian */</p> <p>If A0255 = 2 and Racenum = 10101 then RACETH_P = 52; /* non-Hispanic, White, Asian, American Indian */</p> <p>If A0255 = 2 and Racenum = 10110 then RACETH_P = 53; /* non-Hispanic, White, Asian, Hawaiian Native */</p> <p>If A0255 = 2 and Racenum = 10111 then RACETH_P = 54; /* non-Hispanic, White, Asian, Hawaiian Native, American Indian */</p> <p>If A0255 = 2 and Racenum = 11000 then RACETH_P = 55; /* non-Hispanic, White, Black */</p> <p>If A0255 = 2 and Racenum = 11001 then RACETH_P = 56; /* non-Hispanic, White, Black, American Indian */</p> <p>If A0255 = 2 and Racenum = 11010 then RACETH_P = 57; /* non-Hispanic, White, Black, Hawaiian Native */</p> <p>If A0255 = 2 and Racenum = 11011 then RACETH_P = 58; /* non-Hispanic, White, Black, Hawaiian Native, American Indian */</p> <p>If A0255 = 2 and Racenum = 11100 then RACETH_P = 59; /* non-Hispanic, White, Black, Asian */</p> <p>If A0255 = 2 and Racenum = 11101 then RACETH_P = 60; /* non-Hispanic, White, Black, Asian, American Indian */</p> <p>If A0255 = 2 and Racenum = 11110 then RACETH_P = 61; /* non-Hispanic, White, Black, Asian, Hawaiian Native */</p> <p>If A0255 = 2 and Racenum = 11111 then RACETH_P = 62; /* non-Hispanic, White, Black, Asian, Hawaiian Native, American Indian */</p> <p>drop i;</p> <p>drop racenum;</p>
RACETH_T	<p>Teacher's race/ethnicity.</p> <p>Coded as follows:</p> <p>Array Races (5) T0414 T0413 T0412 T0411 T0410;</p> <p>Racenum = 0;</p> <p>Do i = 1 to 5;</p> <p>If Races(i) = 1 then Racenum = Racenum + 10**(i-1);</p>

Variable name	Description and specifications
	End;
	If T0409 = 1 and Racenum = 1 then RACETH_T = 1; /* Hispanic, American Indian */
	If T0409 = 1 and Racenum = 10 then RACETH_T = 2; /* Hispanic, Hawaiian Native */
	If T0409 = 1 and Racenum = 11 then RACETH_T = 3; /* Hispanic, Hawaiian Native, American Indian */
	If T0409 = 1 and Racenum = 100 then RACETH_T = 4; /* Hispanic, Asian */
	If T0409 = 1 and Racenum = 101 then RACETH_T = 5; /* Hispanic, Asian, American Indian */
	If T0409 = 1 and Racenum = 110 then RACETH_T = 6; /* Hispanic, Asian, Hawaiian Native */
	If T0409 = 1 and Racenum = 111 then RACETH_T = 7; /* Hispanic, Asian, Hawaiian Native, American Indian */
	If T0409 = 1 and Racenum = 1000 then RACETH_T = 8; /* Hispanic, Black */
	If T0409 = 1 and Racenum = 1001 then RACETH_T = 9; /* Hispanic, Black, American Indian */
	If T0409 = 1 and Racenum = 1010 then RACETH_T = 10; /* Hispanic, Black, Hawaiian Native */
	If T0409 = 1 and Racenum = 1011 then RACETH_T = 11; /* Hispanic, Black, Hawaiian Native, American Indian */
	If T0409 = 1 and Racenum = 1100 then RACETH_T = 12; /* Hispanic, Black, Asian */
	If T0409 = 1 and Racenum = 1101 then RACETH_T = 13; /* Hispanic, Black, Asian, American Indian */
	If T0409 = 1 and Racenum = 1110 then RACETH_T = 14; /* Hispanic, Black, Asian, Hawaiian Native */
	If T0409 = 1 and Racenum = 1111 then RACETH_T = 15; /* Hispanic, Black, Asian, Hawaiian Native, American Indian */
	If T0409 = 1 and Racenum = 10000 then RACETH_T = 16; /* Hispanic, White */
	If T0409 = 1 and Racenum = 10001 then RACETH_T = 17; /* Hispanic, White, American Indian */
	If T0409 = 1 and Racenum = 10010 then RACETH_T = 18; /* Hispanic, White, Hawaiian Native */
	If T0409 = 1 and Racenum = 10011 then RACETH_T = 19; /* Hispanic, White, Hawaiian Native, American Indian */
	If T0409 = 1 and Racenum = 10100 then RACETH_T = 20; /* Hispanic, White, Asian */
	If T0409 = 1 and Racenum = 10101 then RACETH_T = 21; /* Hispanic, White, Asian, American Indian */
	If T0409 = 1 and Racenum = 10110 then RACETH_T = 22; /* Hispanic, White, Asian, Hawaiian Native */
	If T0409 = 1 and Racenum = 10111 then RACETH_T = 23; /* Hispanic, White, Asian, Hawaiian Native, American Indian */
	If T0409 = 1 and Racenum = 11000 then RACETH_T = 24; /* Hispanic, White, Black */
	If T0409 = 1 and Racenum = 11001 then RACETH_T = 25; /* Hispanic, White, Black, American Indian */
	If T0409 = 1 and Racenum = 11010 then RACETH_T = 26; /* Hispanic, White, Black, Hawaiian Native */
	If T0409 = 1 and Racenum = 11011 then RACETH_T = 27; /* Hispanic, White, Black, Hawaiian Native, American Indian */
	If T0409 = 1 and Racenum = 11100 then RACETH_T = 28; /* Hispanic, White, Black, Asian */
	If T0409 = 1 and Racenum = 11101 then RACETH_T = 29; /* Hispanic, White, Black, Asian, American Indian */
	If T0409 = 1 and Racenum = 11110 then RACETH_T = 30; /* Hispanic, White, Black, Asian, Hawaiian Native */
	If T0409 = 1 and Racenum = 11111 then RACETH_T = 31; /* Hispanic, White, Black, Asian, Hawaiian Native, American Indian */

Variable name	Description and specifications
	If T0409 = 2 and Racenum = 1 then RACETH_T = 32; /* non-Hispanic, American Indian */
	If T0409 = 2 and Racenum = 10 then RACETH_T = 33; /* non-Hispanic, Hawaiian Native */
	If T0409 = 2 and Racenum = 11 then RACETH_T = 34; /* non-Hispanic, Hawaiian Native, American Indian */
	If T0409 = 2 and Racenum = 100 then RACETH_T = 35; /* non-Hispanic, Asian */
	If T0409 = 2 and Racenum = 101 then RACETH_T = 36; /* non-Hispanic, Asian, American Indian */
	If T0409 = 2 and Racenum = 110 then RACETH_T = 37; /* non-Hispanic, Asian, Hawaiian Native */
	If T0409 = 2 and Racenum = 111 then RACETH_T = 38; /* non-Hispanic, Asian, Hawaiian Native, American Indian */
	If T0409 = 2 and Racenum = 1000 then RACETH_T = 39; /* non-Hispanic, Black */
	If T0409 = 2 and Racenum = 1001 then RACETH_T = 40; /* non-Hispanic, Black, American Indian */
	If T0409 = 2 and Racenum = 1010 then RACETH_T = 41; /* non-Hispanic, Black, Hawaiian Native */
	If T0409 = 2 and Racenum = 1011 then RACETH_T = 42; /* non-Hispanic, Black, Hawaiian Native, American Indian */
	If T0409 = 2 and Racenum = 1100 then RACETH_T = 43; /* non-Hispanic, Black, Asian */
	If T0409 = 2 and Racenum = 1101 then RACETH_T = 44; /* non-Hispanic, Black, Asian, American Indian */
	If T0409 = 2 and Racenum = 1110 then RACETH_T = 45; /* non-Hispanic, Black, Asian, Hawaiian Native */
	If T0409 = 2 and Racenum = 1111 then RACETH_T = 46; /* non-Hispanic, Black, Asian, Hawaiian Native, American Indian */
	If T0409 = 2 and Racenum = 10000 then RACETH_T = 47; /* non-Hispanic, White */
	If T0409 = 2 and Racenum = 10001 then RACETH_T = 48; /* non-Hispanic, White, American Indian */
	If T0409 = 2 and Racenum = 111 then RACETH_T = 38; /* non-Hispanic, Asian, Hawaiian Native, American Indian */
	If T0409 = 2 and Racenum = 1000 then RACETH_T = 39; /* non-Hispanic, Black */
	If T0409 = 2 and Racenum = 1001 then RACETH_T = 40; /* non-Hispanic, Black, American Indian */
	If T0409 = 2 and Racenum = 1010 then RACETH_T = 41; /* non-Hispanic, Black, Hawaiian Native */
	If T0409 = 2 and Racenum = 1011 then RACETH_T = 42; /* non-Hispanic, Black, Hawaiian Native, American Indian */
	If T0409 = 2 and Racenum = 111 then RACETH_T = 38; /* non-Hispanic, Asian, Hawaiian Native, American Indian */
	If T0409 = 2 and Racenum = 1000 then RACETH_T = 39; /* non-Hispanic, Black */
	If T0409 = 2 and Racenum = 1001 then RACETH_T = 40; /* non-Hispanic, Black, American Indian */
	If T0409 = 2 and Racenum = 1010 then RACETH_T = 41; /* non-Hispanic, Black, Hawaiian Native */
	If T0409 = 2 and Racenum = 1011 then RACETH_T = 42; /* non-Hispanic, Black, Hawaiian Native, American Indian */
	If T0409 = 2 and Racenum = 1100 then RACETH_T = 43; /* non-Hispanic, Black, Asian */
	If T0409 = 2 and Racenum = 1101 then RACETH_T = 44; /* non-Hispanic, Black, Asian, American Indian */
	If T0409 = 2 and Racenum = 1110 then RACETH_T = 45; /* non-Hispanic, Black, Asian, Hawaiian Native */
	If T0409 = 2 and Racenum = 1111 then RACETH_T = 46; /* non-Hispanic, Black, Asian, Hawaiian Native, American Indian */
	If T0409 = 2 and Racenum = 10000 then RACETH_T = 47; /* non-Hispanic, White */
	If T0409 = 2 and Racenum = 10001 then RACETH_T = 48; /* non-Hispanic, White, American Indian */

Variable name	Description and specifications
	<p>American Indian */</p> <p>If T0409 = 2 and Racenum = 10010 then RACETH_T = 49; /* non-Hispanic, White, Hawaiian Native */</p> <p>If T0409 = 2 and Racenum = 10011 then RACETH_T = 50; /* non-Hispanic, White, Hawaiian Native, American Indian */</p> <p>If T0409 = 2 and Racenum = 10100 then RACETH_T = 51; /* non-Hispanic, White, Asian */</p> <p>If T0409 = 2 and Racenum = 10101 then RACETH_T = 52; /* non-Hispanic, White, Asian, American Indian */</p> <p>If T0409 = 2 and Racenum = 10110 then RACETH_T = 53; /* non-Hispanic, White, Asian, Hawaiian Native */</p> <p>If T0409 = 2 and Racenum = 10111 then RACETH_T = 54; /* non-Hispanic, White, Asian, Hawaiian Native, American Indian */</p> <p>If T0409 = 2 and Racenum = 11000 then RACETH_T = 55; /* non-Hispanic, White, Black */</p> <p>If T0409 = 2 and Racenum = 11001 then RACETH_T = 56; /* non-Hispanic, White, Black, American Indian */</p> <p>If T0409 = 2 and Racenum = 11010 then RACETH_T = 57; /* non-Hispanic, White, Black, Hawaiian Native */</p> <p>If T0409 = 2 and Racenum = 11011 then RACETH_T = 58; /* non-Hispanic, White, Black, Hawaiian Native, American Indian */</p> <p>If T0409 = 2 and Racenum = 11100 then RACETH_T = 59; /* non-Hispanic, White, Black, Asian */</p> <p>If T0409 = 2 and Racenum = 11101 then RACETH_T = 60; /* non-Hispanic, White, Black, Asian, American Indian */</p> <p>If T0409 = 2 and Racenum = 11110 then RACETH_T = 61; /* non-Hispanic, White, Black, Asian, Hawaiian Native */</p> <p>If T0409 = 2 and Racenum = 11111 then RACETH_T = 62; /* non-Hispanic, White, Black, Asian, Hawaiian Native, American Indian */</p> <p>drop i;</p> <p>drop racenum;</p>
RECSRCE	<p>Source of school record. For more information on the California and Pennsylvania additions to the SASS sampling frame, see chapter 4 on sampling. Origin: GSORCE from SASS sampling frame.</p> <p>1 = 2001–02 School CCD file;</p> <p>2 = 2001–02 LEA CCD file;</p> <p>3 = California sub-district addition to the SASS sampling frame;</p> <p>4 = Pennsylvania Intermediate Unit addition to the SASS sampling frame.</p>
REGION	<p>Census Region where district is located. Origin: for public and BIA sector, GCENRG from the SASS sampling frame and for the private sector, HREGION from the SASS sampling frame. Categories include:</p> <p>1 = Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont;</p> <p>2 = Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin;</p> <p>3 = South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia;</p> <p>4 = West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.</p>

Variable name	Description and specifications
RELIG	Three-level private school typology. Categories include: 1 = Catholic; 2 = Other religious; 3 = Nonsectarian. Coded as follows: if typology in (1, 2, 3) then relig = 1; if typology in (4, 5, 6) then relig = 2; if typology gt 6 then relig = 3; For cases where the school was a noninterview, sample file data were used, if available.
SC_NCSID	NCES school identification number. Origin: for public and BIA schools, GCCDID on the SASS sampling frame. Char 1–2: FIPS state code. Char 3–7: District code. Char 8–12: School code. The district code reflects cases in New England where the CCD definition of a school district did not match the SASS definition of a school district. For some New England schools, district level data were collected from supervisory unions. For a complete list of FIPS codes, reference http://www.itl.nist.gov/fipspubs/fip5-2.htm . Origin: for private schools, SCHOOLID on the 2001–02 PSS.
SC_NEID	Original NCES school ID for select New England schools. Digits 1–7 refer to the district as identified by the CCD rather than the supervisory union interviewed in SASS. A valid skip (-8) is applied if no changes were made to the NCES ID. Origin: NCESSCH on 2001–02 CCD. Char 1–2: FIPS state code. Char 3–7: District code. Char 8–12: School code.
SC_ZIP	Five-digit ZIP code for the school. Origin: for public schools and BIA schools, GCLZIP on SASS sampling frame; for private schools, ZIP5 on the Teacher Listing Form computer-assisted personal interviewing instrument (Blaise/CAPI).
SCDISTID	Identifies single-school districts that received the Unified School Questionnaire. Origin: SCHDIST from SASS sampling frame. 1 = Single-school district 2 = Not a single-school district
SCH_ISR	Interview status of school where principal/teacher/library was selected for sample. Categories include: 1 = Interview; 2 = Noninterview; 3 = Out-of-scope.
SCHLEVE2	Four-category level of school based on grade levels offered as reported by the school. Categories include: 1 = primary: schools with at least one grade lower than 5 and no grade higher than 8; 2 = middle: schools with no grade lower than 5 and no grade higher than 8; 3 = high: schools with no grade lower than 7 and at least one grade higher than 8; and 4 = combined: schools with at least one grade lower than 7 and at least one grade higher than 8. Schools with only ungraded classes were included with combined schools. Coded as follows: SCHLEVE2 = 1 if the lowest grade is any of grades K–4 and the highest grade is any of grades 1–8; SCHLEVE2 = 2 if the lowest grade is any of grades 5–8 and the highest is any of grades 5–8; SCHLEVE2 = 3 if the lowest grade is any of grades 7–12 and the highest grade is any of grades 9–12; SCHLEVE2 = 4 for all other cases (e.g., all ungraded, K–12, 5–12, etc.). Coded as follows. Public and BIA Code: if S0412 = 1 then LOWEST = 12; if S0411 = 1 then LOWEST = 11; if S0410 = 1 then LOWEST = 10; if S0409 = 1 then LOWEST = 9; if S0408 = 1 then LOWEST = 8; if S0407 = 1 then LOWEST = 7; if S0406 = 1 then LOWEST = 6;

Variable name	Description and specifications
	if S0405 = 1 then LOWEST = 5; if S0404 = 1 then LOWEST = 4; if S0403 = 1 then LOWEST = 3; if S0402 = 1 then LOWEST = 2; if S0401 = 1 then LOWEST = 1; if S0400 = 1 then LOWEST = 0; if S0400 = 1 then HIGHEST = 0; if S0401 = 1 then HIGHEST = 1; if S0402 = 1 then HIGHEST = 2; if S0403 = 1 then HIGHEST = 3; if S0404 = 1 then HIGHEST = 4; if S0405 = 1 then HIGHEST = 5; if S0406 = 1 then HIGHEST = 6; if S0407 = 1 then HIGHEST = 7; if S0408 = 1 then HIGHEST = 8; if S0409 = 1 then HIGHEST = 9; if S0410 = 1 then HIGHEST = 10; if S0411 = 1 then HIGHEST = 11; if S0412 = 1 then HIGHEST = 12; If LOWEST le 4 and HIGHEST le 8 then SCHLEVE2 = 1; If LOWEST ge 7 and HIGHEST ge 9 then SCHLEVE2 = 3; If LOWEST ge 5 and HIGHEST le 8 then SCHLEVE2 = 2; If LOWEST le 6 and HIGHEST ge 9 then SCHLEVE2 = 4; if S0413 = 1 and LOWEST lt 1 and HIGHEST lt 1 then SCHLEVE2 = 4;
	Private Code: if S0732 = 1 then LOWEST = 12; if S0730 = 1 then LOWEST = 11; if S0728 = 1 then LOWEST = 10; if S0726 = 1 then LOWEST = 9; if S0724 = 1 then LOWEST = 8; if S0722 = 1 then LOWEST = 7; if S0720 = 1 then LOWEST = 6; if S0718 = 1 then LOWEST = 5; if S0716 = 1 then LOWEST = 4; if S0714 = 1 then LOWEST = 3; if S0712 = 1 then LOWEST = 2; if S0710 = 1 or S0708 = 1 then LOWEST = 1; if S0704 = 1 or S0706 = 1 then LOWEST = 0; if S0704 = 1 or S0706 = 1 then HIGHEST = 0; if S0710 = 1 or s0708 = 1 then HIGHEST = 1; if S0712 = 1 then HIGHEST = 2; if S0714 = 1 then HIGHEST = 3; if S0716 = 1 then HIGHEST = 4; if S0718 = 1 then HIGHEST = 5; if S0720 = 1 then HIGHEST = 6; if S0722 = 1 then HIGHEST = 7; if S0724 = 1 then HIGHEST = 8; if S0726 = 1 then HIGHEST = 9; if S0728 = 1 then HIGHEST = 10; if S0730 = 1 then HIGHEST = 11; if S0732 = 1 then HIGHEST = 12; If LOWEST le 4 and HIGHEST le 8 then SCHLEVE2 = 1; If LOWEST ge 7 and HIGHEST ge 9 then SCHLEVE2 = 3; If LOWEST ge 5 and HIGHEST le 8 then SCHLEVE2 = 2;

Variable name	Description and specifications
SCHLEVEL	<p data-bbox="418 222 1203 285">If LOWEST le 6 and HIGHEST ge 9 then SCHLEVE2 = 4; if S0700 = 1 and LOWEST lt 1 and HIGHEST lt 1 then SCHLEVE2 = 4;</p> <p data-bbox="418 317 1360 495">Three-category level of school based on grade levels offered as reported by the school. Categories include: 1 = Elementary, 2 = Secondary, 3 = Combined. Coded as follows: SCHLEVEL = 1 if school has any of grades K–6 and none of grades 9–12 (elementary); SCHLEVEL = 2 if school has any of grades 7–12 and none of grades K–6 (secondary); SCHLEVEL = 3 for all other cases (combined). For cases where the school was a non-interview, the sample file information was used.</p> <p data-bbox="418 499 1305 863">Public and BIA schools: ARRAY t(400:413) s0400-s0413; do i = 400 to 413; if t(i) = -8 then t(i) = .; end; EDKG6 = SUM(OF s0400 S0401 S0402 S0403 S0404 S0405 S0406); ED912 = SUM(OF s0409 s0410 s0411 s0412); ED712 = SUM(OF s0407 s0408 s0409 s0410 s0411 s0412); IF EDKG6 >= 1 AND ED912 < 1 AND S0413 < 1 THEN SCHLEVEL = 1; *ELEMENTARY; ELSE IF S0413 = 1 AND EDKG6 >= 1 AND ED912 < 1 THEN SCHLEVEL = 1; ELSE IF S0413 < 1 AND EDKG6 < 1 THEN SCHLEVEL = 2; *SECONDARY; ELSE IF S0413 = 1 AND EDKG6 < 1 AND ED712 >= 1 THEN SCHLEVEL = 2; ELSE SCHLEVEL = 3; *COMBINED; ARRAY t(400:413) s0400-s0413; do i = 400 to 413; if t(i) = . then t(i) = -8; end;</p> <p data-bbox="418 894 1214 1684">Private schools: edkg6 = 0; ed912 = 0; ed712 = 0; Array elem[9] s0704 s0706 s0708 s0710 s0712 s0714 s0716 s0718 s0720; do i = 1 to 9; If elem [i] = 1 then edkg6 + 1; drop i; end; Array sec[4] s0726 s0728 s0730 s0732; do i= 1 to 4; if sec[i] = 1 then ed912+1; drop i; end; Array comb[6] s0722 s0724 s0726 s0728 s0730 s0732; do i = 1 to 6; if comb[i] = 1 then ed712+1; drop i; end; IF EDKG6 >= 1 AND ED912 < 1 AND s0700 = 2 THEN SCHLEVEL = 1; *ELEMENTARY; ELSE IF s0700 = 1 AND EDKG6 >= 1 AND ED912 < 1 THEN SCHLEVEL = 1; ELSE IF s0700 = 2 AND EDKG6 < 1 THEN SCHLEVEL = 2; *SECONDARY; ELSE IF s0700 = 1 AND EDKG6 < 1 AND ED712 >= 1 THEN SCHLEVEL = 2; ELSE SCHLEVEL = 3; *COMBINED; End;</p>

Variable name	Description and specifications
SCHSIZE	<p>Categorical measure of the total K–12 and ungraded enrollment in the school. Categories include:</p> <ul style="list-style-type: none"> 1 = 1–49; 2 = 50–99; 3 = 100–149; 4 = 150–199; 5 = 200–349; 6 = 350–499; 7 = 500–749; 8 = 750–999; 9 = 1,000–1,199; 10 = 1,200–1,499; 11 = 1,500–1,999; 12 = 2,000 or more. <p>For cases where the school was a noninterview, sample file information was used. Coded as follows:</p> <ul style="list-style-type: none"> if 1 le ENRK12UG lt 50 then SCHSIZE = 1; if 50 le ENRK12UG le 99 then SCHSIZE = 2; if 100 le ENRK12UG le 149 then SCHSIZE = 3; if 150 le ENRK12UG le 199 then SCHSIZE = 4; if 200 le ENRK12UG le 349 then SCHSIZE = 5; if 350 le ENRK12UG le 499 then SCHSIZE = 6; if 500 le ENRK12UG le 749 then SCHSIZE = 7; if 750 le ENRK12UG le 999 then SCHSIZE = 8; if 1000 le ENRK12UG le 1199 then SCHSIZE = 9; if 1200 le ENRK12UG le 1499 then SCHSIZE = 10; if 1500 le ENRK12UG le 1999 then SCHSIZE = 11; if ENRK12UG ge 2000 then SCHSIZE = 12;
SCHSTRAT	<p>Six-digit sampling stratum code for public schools. Origin: GSTRM4 from SASS sampling frame.</p> <p>Digit 1: School type (1 = Schools with American Indian or Alaskan Native enrollment of at least 19.5%, 2 = Bureau of Indian Affairs schools, 3 = Schools with GSBSTR filled (GSBSTR is the substratum code, filled for schools in Delaware, Florida, Maryland, Nevada and West Virginia), 4 = Charter schools, 5 = Remaining public schools). Digits 2–3: Stratum state. Not the same as FIPS state for Native American Indian, Bureau of Indian Affairs, and charter schools. Digits 4–5: “00.” Digit 6: Grade level (1 = Elementary, 2 = Secondary, 3 = Combined).</p>
SCWT1FLG	<p>Schoolwide Title I program eligibility identifier. A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103–382. Origin: STITLI01 from 2001–02 CCD.</p> <ul style="list-style-type: none"> 1 = School is eligible for schoolwide Title I program 2 = School is not eligible for schoolwide Title I program
SECTOR	<p>School sector (1 = Public, 2 = Private, 3 = BIA). Determined by classification on sampling frames and/or survey data.</p>

Variable name	Description and specifications
SLOCP_03	<p>2000 Decennial Census school locale code based on school’s physical location relative to a populous area. Micropolitan areas are new, smaller designated metropolitan areas with populations as low as 10,000 residents. For more information on Core Based Statistical Areas see http://www.census.gov/population/www/estimates/aboutmetro.html. Origin: LOCALE03 from 2003–04 CCD.</p> <p>1 = Large City: A central city of a Core Based Statistical Area (CBSA) or Consolidated Statistical Area (CSA), with the city having a population greater than or equal to 250,000.</p> <p>2 = Mid-size City: A central city of a CBSA or CSA, with the city having a population less than 250,000.</p> <p>3 = Urban Fringe of a Large City: Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large City and defined as urban by the Census Bureau.</p> <p>4 = Urban Fringe of a Mid-size City: Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Mid-size City and defined as urban by the Census Bureau.</p> <p>5 = Large Town: An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CBSA or CSA.</p> <p>6 = Small Town: An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CBSA or CSA.</p> <p>7 = Rural, outside CBSA: Any incorporated place, Census designated place, or non-place territory not within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.</p> <p>8 = Rural, inside CBSA: Any incorporated place, Census designated place, or non-place territory within a CBSA or CSA of a Large or Mid-size City and defined as rural by the Census Bureau.</p>
SLOCP_99	<p>1990 Decennial Census locale code; physical location relative to a populous area. Origin: for public and BIA schools, GLOCALE on the SASS sampling frame; for private schools, HLOCALE on the SASS sampling frame. Categories include:</p> <p>1 = Large central city,</p> <p>2 = Mid-size central city,</p> <p>3 = Urban fringe of large city,</p> <p>4 = Urban fringe of mid-size city,</p> <p>5 = Large town,</p> <p>6 = Small town,</p> <p>7 = Rural, outside MSA,</p> <p>8 = Rural, in MSA.</p>
STAGID	<p>State’s own ID for the district. Origin: STID01 on 2001–02 CCD.</p>

STAT_ABB Two-letter state abbreviation that identifies the state with administrative control over the district and the schools within that district. Identical to STATE variable. Origin: for public and BIA-funded schools, GFIPST from SASS sampling frame; for private school, FIPS from 2001–02 PSS.

Alabama	AL	Kentucky	KY	North Dakota	ND
Alaska	AK	Louisiana	LA	Ohio	OH
Arizona	AZ	Maine	ME	Oklahoma	OK
Arkansas	AR	Maryland	MD	Oregon	OR
California	CA	Massachusetts	MA	Pennsylvania	PA
Colorado	CO	Michigan	MI	Rhode Island	RI
Connecticut	CT	Minnesota	MN	South Carolina	SC
Delaware	DE	Mississippi	MS	South Dakota	SD
District of Columbia	DC	Missouri	MO	Tennessee	TN
Florida	FL	Montana	MT	Texas	TX
Georgia	GA	Nebraska	NE	Utah	UT
Hawaii	HI	Nevada	NV	Vermont	VT
Idaho	ID	New Hampshire	NH	Virginia	VA
Illinois	IL	New Jersey	NJ	Washington	WA
Indiana	IN	New Mexico	NM	West Virginia	WV
Iowa	IA	New York	NY	Wisconsin	WI
Kansas	KS	North Carolina	NC	Wyoming	WY

STATE FIPS state code that identifies the state with administrative control over the district and the schools within that district. Origin: for public and BIA-funded schools, GFIPST on the SASS sampling frame; for private schools, FIPS on the 2001–02 PSS. Department of Defense (DoD) and BIA-funded school locations are based on the physical location of the school. For a complete list of FIPS codes, reference

<http://www.itl.nist.gov/fipspubs/fip5-2.htm>.

Alabama	AL	Kentucky	KY	North Dakota	ND
Alaska	AK	Louisiana	LA	Ohio	OH
Arizona	AZ	Maine	ME	Oklahoma	OK
Arkansas	AR	Maryland	MD	Oregon	OR
California	CA	Massachusetts	MA	Pennsylvania	PA
Colorado	CO	Michigan	MI	Rhode Island	RI
Connecticut	CT	Minnesota	MN	South Carolina	SC
Delaware	DE	Mississippi	MS	South Dakota	SD
District of Columbia	DC	Missouri	MO	Tennessee	TN
Florida	FL	Montana	MT	Texas	TX
Georgia	GA	Nebraska	NE	Utah	UT
Hawaii	HI	Nevada	NV	Vermont	VT
Idaho	ID	New Hampshire	NH	Virginia	VA
Illinois	IL	New Jersey	NJ	Washington	WA
Indiana	IN	New Mexico	NM	West Virginia	WV
Iowa	IA	New York	NY	Wisconsin	WI
Kansas	KS	North Carolina	NC	Wyoming	WY

STCNTY FIPS state/county code for county where district (LEA) is located. Origin: CONUM01 on SASS sampling frame. Char 1–2: FIPS State code. Char 3–5: FIPS number for County within state.

STRATA	<p>Private school orientation stratum. Categories include:</p> <ul style="list-style-type: none"> 1 = Catholic—Parochial; 2 = Catholic—Diocesan; 3 = Catholic—Private; 4 = Amish; 5 = Assembly of God; 6 = Baptist; 7 = Episcopal; 8 = Jewish; 9 = Lutheran Church—Missouri Synod; 10 = Wisconsin Evangelical Lutheran Synod; 11 = Mennonite; 12 = Pentecostal; 13 = Seventh-Day Adventist; 14 = Other Religious; 15 = Nonsectarian—Regular; 16 = Nonsectarian—Special Emphasis; 17 = Nonsectarian—Special Education; <p>Coded as follows: If typology = 1 then strata = 1; else if typology = 2 then strata = 2; else if typology = 3 then strata = 3; else if s0740 = 3 then strata = 4; else if s0740 = 4 then strata = 5; else if s0740 = 5 then strata = 6; else if s0740 = 13 then strata = 7; else if s0740 = 17 then strata = 8; else if s0740 = 19 then strata = 9; else if s0740 = 21 then strata = 10; else if s0740 = 23 then strata = 11; else if s0740 = 25 then strata = 12; else if s0740 = 27 then strata = 13; else if s0740 in (2, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 20, 22, 24, 26, 28) then strata = 14; else if typology = 7 then strata = 15; else if typology = 8 then strata = 16; else if typology = 9 then strata = 17;</p>
STU_TCH	<p>Estimated number of students per full-time equivalent teacher in the school. Calculated as follows: STU_TCH = ROUND((ENRK12UG/NUMTCH),.0001);</p>
SURVEY	<p>Name of questionnaire. District information collected on School District Questionnaire (1A) and Unified School Questionnaire (3Y). Categories include:</p> <ul style="list-style-type: none"> 1 = School District Questionnaire (1A), 2 = Principal Questionnaire (2A), 3 = Private School Principal Questionnaire (2B), 4 = School Questionnaire (3A), 5 = Private School Questionnaire (3B), 6 = Unified School Questionnaire (3Y), 7 = Teacher Questionnaire (4A), 8 = Private School Teacher Questionnaire (4B), 9 = School Library Media Center Questionnaire (LS-1A).
TCHEXPER	<p>Total years of the principal's experience as a teacher. Calculated as follows: TCHEXPER = sum (a0027, a0028);</p>

TEALEV	<p>Grade level of students taught by teacher. Used to calculate out-of-field teaching variables. Teachers are grouped into four categories based on the grade levels of students taught and the teachers' main assignments. Categories include:</p> <p>1 = primary, 2 = middle, 3 = high, 4 = combined;</p> <p>Coded as follows: ARRAY t(52:65) t0052-t0065; do i = 52 to 65; if t(i) = -8 then t(i) = .; end; if T0069 in (101, 102) or T0075 in (101, 102) then e1 = 1; else if T0069 = 110 and T0066 = 3 then sp = 1; if n(of T0052-T0064) > 0 then do; if n(of T0062-T0064) > 0 then tealev = 3; else if T0061 = 1 and n(of T0052-T0060 T0062-T0064) = 0 then tealev = 3; else if n(of T0052-T0056) > 0 and n(of T0057-T0064) = 0 then tealev = 1; else if e1 = 1 then tealev = 1; else if sp = 1 then tealev = 1; else tealev = 2; end; else do; tealev = 4; end; ARRAY t(52:65) T0052-T0065; do i = 52 to 65; if t(i) = . then t(i) = -8; end;</p>
TLEV2_03	<p>Divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of their classes. Those with only ungraded classes are categorized as elementary level teachers if their main assignment is Early childhood/Prekindergarten or elementary, or they teach either special education in a self-contained classroom or an elementary enrichment class. All other teachers with ungraded classes are classified as secondary level. Among teachers with regularly graded classes, in general, elementary level teachers teach any of grades prekindergarten through 5th; report an Early childhood/Prekindergarten, Elementary, Self-contained special education, or Elementary enrichment main assignment; or teachers whose preponderance of grades taught are Kindergarten through 6th. In general, secondary level teachers instruct any of grades 7 through 12 but usually no grade lower than 5th. They also teach more of grades 7 through 12 than lower level grades.</p> <p>Categories include: 1 = elementary, 2 = secondary.</p> <p>Coded as follows: ARRAY t(51:75) t0051-t0075; do i = 51 to 75; if t(i) = -8 then t(i) = .; end; IF T0065 = 1 AND SUM(OF T0051-T0064) < 1 THEN DO; /* UNGRADED, AND NO PRE-K - 12 */ if ((T0069 = 110 or T0075 = 110) and T0066 = 3) or T0069 in (101,102) or T0075 in (101,102) or t0066 = 2 THEN TLEV2_03 = 1; /*ELEMENTARY*/ ELSE TLEV2_03 = 2; /*SECONDARY*/ END; ELSE IF SUM(OF T0051-T0057) > 0 AND /*PRE-K-5TH*/ SUM(OF T0062--T0064) < 1 /*NO 10TH-12TH*/ THEN TLEV2_03 = 1; ELSE IF SUM(OF T0051-T0057) < 1 AND /*NO PRE-K-5TH*/ SUM(OF T0061-T0064) > 0 /*9TH-12TH*/</p>

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THEN TLEV2_03 = 2;
ELSE IF T0059 >= 1 OR T0060 >= 1 OR /*7TH OR 8TH*/
(SUM(OF T0051-T0058)>0 AND /*OR PRE-K-6TH AND 9TH-12TH*/
SUM(OF T0061-T0064)>0) THEN DO;
IF T0069 in (101,102) or T0075 in (101,102) or T0066 = 2 THEN TLEV2_03 = 1;
/*PRE-K,KG,GEN.ELEM or ELEM ENRICH*/
ELSE IF T0069 = 110 or T0075 = 110 THEN DO; /*SPECIAL ED*/
IF T0066 = 3 THEN TLEV2_03 = 1; /*IF SELF-CONTAINED, THEN ELEMENTARY*/
ELSE TLEV2_03 = 2; /*ALL OTHERS, SECONDARY*/
END;
ELSE IF SUM(OF T0057-T0061)>0 AND /*5TH-9TH*/
SUM(OF T0065,T0051-T0056)<1 THEN TLEV2_03 = 2; /*UG-4TH*/
ELSE IF T0066 = 2 THEN TLEV2_03 = 1; /*ELEM ENRICHMENT*/
ELSE IF SUM(OF T0059-T0064) = 6 AND /*7TH-12TH*/
(T0069 >= 141 or T0075 >= 141) THEN TLEV2_03 = 2;
ELSE IF SUM(OF T0053-T0058) = 6 AND /*1ST-6TH*/
(T0069 in (101,102) or T0075 in (101,102)) THEN TLEV2_03 = 1;
ELSE IF SUM(OF T0053--T0058) > /*1ST-6TH*/
SUM(OF T0059-T0064) THEN TLEV2_03 = 1; /*7TH-12TH*/
ELSE IF SUM(OF T0053-T0058) < /*1ST-6TH*/
SUM(OF T0059-T0064) THEN TLEV2_03 = 2; /*7TH-12TH*/
ELSE IF SUM(OF T0053-T0058) = /*1ST-6TH*/
SUM(OF T0059-T0064) THEN DO; /*7TH-12TH*/
IF T0069 in (101,102,110) or T0075 in (101,102,110) or t0066 = 2 THEN TLEV2_03 = 1;
/*ELEMENTARY*/
ELSE TLEV2_03 = 2; /*SECONDARY*/
END;
End;
ELSE IF SUM(OF T0052-T0057) > /*K-5TH*/
SUM(OF T0059-T0064) THEN TLEV2_03 = 1; /*7TH-12TH*/
ELSE IF SUM(OF T0052-T0057) < /*K-5TH*/
SUM(OF T0059-T0064) THEN TLEV2_03 = 2; /*7TH-12TH*/
ELSE IF T0069 = 102 or T0075 = 102 THEN TLEV2_03 = 1; /*KG & GENL ELEM*/
ELSE IF (T0069 = 110 or T0075 = 110) and /*special ed*/
T0066 = 3 then TLEV2_03 = 1; /*self-cont*/
Else if T0066 = 2 then TLEV2_03 = 1; /*elem enrich*/
Else TLEV2_03 = 2;
ARRAY t(51:75) t0051-t0075; do i = 51 to 75; if t(i) = . then t(i) = -8; end;

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TOTEXPER Teacher's total number of years teaching full- or part-time in public, BIA-funded, and private schools.
 Calculated as follows: ARRAY t(36:40) t0036-t0040; do i = 36 to 40; if t(i) = -8 then t(i) = .; end; totexper = sum (t0036, t0037, t0039, t0040); ARRAY t(36:40) t0036-t0040; do i = 36 to 40; if t(i) = . then t(i) = -8; end;

TUITIN Highest tuition charged by private school.
 Coded as follows: if s0803 = 2 then tuitin = 0; else tuitin = s0806;

TYPOLOGY	<p>Nine-level private school typology. Categories include: 1 = Catholic—Parochial 2 = Catholic—Diocesan 3 = Catholic—Private 4 = Other religious, Conservative Christian 5 = Other religious, Affiliated with a Religious School Association 6 = Other religious, Not Affiliated with a Religious School Association 7 = Nonsectarian—Regular 8 = Nonsectarian—Special Emphasis 9 = Nonsectarian—Special Education Coded as follows: if s0740 = 1 then do; if s0741 = 1 then typology = 1; else if s0741 = 2 then typology = 2; else if s0741 = 3 then typology = 3; end; else if s0738 = 1 then do; if s0743 = 1 or s0744 = 1 or s0745 = 1 or s0758 = 1 then typology = 4; else if s0746 = 1 or s0747 = 1 or s0748 = 1 or s0749 = 1 or s0750 = 1 or s0751 = 1 or s0752 = 1 or s0754 = 1 or s0756 = 1 or s0757 = 1 or s0759 = 1 or s0760 = 1 or s0761 = 1 then typology = 5; else typology = 6; end; else if s0441 in (1, 7) then typology = 7; else if s0441 in (2, 3, 5, 6) then typology = 8; else if s0441 in (4) then typology = 9;</p>
URBAND03	<p>This is a 3-level collapse of DLOCP_03 (district locale code). Code was assigned using 2000 Decennial Census data. Categories include: 1 = Large or mid-size central city, 2 = Urban fringe of large or mid-size central city, 3 = Small town/rural; Coded as follows: if dlocp_03 in (1, 2) then urband03 = 1; if dlocp_03 in (3, 4, 5, 8) then urband03 = 2; if dlocp_03 in (6, 7) then urband03 = 3.</p>
URBANS03	<p>This is a 3-level collapse of SLOCP_03 (school locale code). Code was assigned using 2000 Decennial Census data. Categories include: 1 = Large or mid-size central city, 2 = Urban fringe of large or mid-size central city, 3 = Small town/rural. Coded as follows: if slocp_03 in (1, 2) then urbans03 = 1; if slocp_03 in (3, 4, 5, 8) then urbans03 = 2; if slocp_03 in (6, 7) then urbans03 = 3.</p>
UNITID	<p>NCES identification number for the school where the respondent received his/her bachelor's degree. This variable is provided so that data can be linked to the Integrated Postsecondary Education Data System (IPEDS) or other data sources that use the postsecondary institution identifier UNITID. Copied from IPEDS variable "ID" and matched to the name of the college or university where the teacher reported receiving their bachelor's degree (T9002). For more information on UNITID codes see http://nces.ed.gov/ipeds/.</p>

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Appendix U. Crosswalk Among Items in the 1987–88, 1990–91, 1993–94, 1999–2000, and 2003–04 SASS

Crosswalks linking items across questionnaires in each Schools and Staffing Survey (SASS) administration are presented in this appendix. The SASS variable crosswalks are presented in the following order:

School District Questionnaire (SASS-1A): 1987–88 through 2003–04.....	U-2
Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2003–04.....	U-12
Principal Questionnaire (SASS-2A) for Bureau of Indian Affairs (BIA) funded school principals: 1993–94 through 2003–04	U-19
Private School Principal Questionnaire (SASS-2B): 1987–88 through 2003–04	U-24
School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04	U-30
Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04	U-44
Private School Questionnaire (SASS-3B): 1987–88 through 2003–04.....	U-55
Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2003–04.....	U-74
Teacher Questionnaire (SASS-4A) for Bureau of Indian Affairs (BIA) funded school teachers: 1993–94 through 2003–04	U-83
Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2003–04.....	U-90
School Library Media Center Questionnaire (LS-1A) for public school libraries: 1993–94 through 2003–04	U-99
School Library Media Center Questionnaire (LS-1A) for Bureau of Indian Affairs (BIA) funded school libraries: 1993–94 through 2003–04.....	U-102

Within each questionnaire crosswalk, variables are listed in 2003–04 item order. If there is a blank in the variable’s name for 1987–88, 1990–91, 1993–94, or 1999–2000, then that particular 2003–04 item did not have an equivalent item in earlier years. Variables from 1987–88, 1990–91, 1993–94, and 1999–2000 are graded for how closely they “match” the corresponding variable in the 2003–04 questionnaire:

- *Exact.* The question wording and format are exactly the same.
- *Near.* The question content is the same, but there have been minor changes to the question wording or format.
- *Content.* The general content of or subject addressed by the item is the same, but the question wording or format has been changed significantly.

In addition, there are four crosswalks that compare similarities and differences across the 2003–04 SASS questionnaires given to each type of respondent (i.e., public school district, principal, school, or teacher). The first crosswalk presents items from the District Questionnaire that are also included on the Unified School or Private School Questionnaires (pages U-105 through U-110). The second crosswalk compares items that are found on the three school questionnaires: School Questionnaire, Unified School Questionnaire, and Private School Questionnaire (pages U-111 through U-114). The third crosswalk compares items found on the Principal and Private School Principal Questionnaires (pages U-115 through U-140), and the fourth crosswalk compares items found on the Teacher and Private School Teacher Questionnaires (pages U-141 through U-148). Comparisons are graded on how well the item matches across surveys on the same scale as described above. Items that are found on only one questionnaire within a respondent set are noted as being “Unique.” For example, an item that appears on the Private School Teacher Questionnaire but not on the Teacher Questionnaire is marked as being unique for private school teachers.

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
D0025												
D0026	D0451	Exact		D0070	Content	Options are mark all that apply	EXISTS	Content	Options are mark all that apply			
D0027	D0452	Exact										
D0028	D0453	Exact		D0065	Content	Options are mark all that apply						
D0029	D0455	Near										
D5029	D5455	Near										
D9001	D5455	Near										
D9002	D5455	Near										
D9003	D5455	Near										
D0035												
D0036												
D0037												
D0038												
D0039												
D0040												
D0041												
D0042												
D0043												
D0044												
D0045												
D0046												
D0047												
D0048												
D0049												
D0050	D0456	Exact										
D0051	D0457	Exact		D0255	Near							
D0052	D0458	Near		D0415	Near		HISPDIST	Near		DSC151	Near	
D0053	D0459	Exact		D0425	Near		WHTDIST	Near		DSC153	Near	
D0054	D0460	Exact		D0420	Near		BLKDIST	Near		DSC152	Near	
D0055	D0462	Near		D0410	Near		ASIADIST	Near		DSC150	Near	
D0056	D0461	Near		D0405	Near		AMINDIST	Near		DSC149	Near	
D0057	D0463	Exact										
D0058												
D0059												
D0060	D0467	Exact		D1645	Exact							
D0061	D0468	Near		D1655	Exact					DSC148	Content	Combines two questions into one
D0062	D0469	Near		D1660	Exact					DSC148	Content	Combines two questions into one
D0063	D0470	Exact		D0465	Exact							
D0064	D0476	Exact		D1010	Content	Sum of number of teachers for each grade	TTOTK_12	Content	Sum of number of teachers for each grade	DSC047	Content	Sum of number of teachers for each grade
D0065	D0471	Near		D1085	Near		TCHISPNC	Near		DSC156	Near	

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
D0244	D0559	Near		D1730	Content	Specifies no justification is needed for choice; only asked of those with a choice program; does not specify no tuition cost						
D0245	D0560	Near		D1735	Content	Specifies no justification is needed for choice; only asked of those with a choice program; does not specify no tuition cost						
D0246	D0561	Exact		D1700	Content	Specifies no justification is needed for choice; only asked of those with a choice program						
D0247	D0562	Exact										
D0248												
D0249												
D0255												
D0256												
D0257												
D0258												
D0259												
D0260												
D0261												
D0262												
D0263												
D0264	D0566	Exact										
D0265	D0568	Exact										
D0266	D0569	Exact										
D0267	D0570	Near										
D0268	D0571	Near										
D0269	D0572	Exact										
D0270	D0573	Exact										
D0276	D0574	Exact		D1760	Near							
D0277	D0575	Near		D1765	Near		YRSENGL	Near		DSC132	Near	
D0278	D0576	Near		D1770	Near		YRSMATH, YRSCOMP	Content	Combines two questions into one	DSC134	Content	Combines two questions into one

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
D0279	D0577	Near		D1775	Near		YRSMATH, YRSCOMP	Content	Combines two questions into one	DSC134	Content	Combines two questions into one
D0280	D0578	Near		D1780	Near		YRSSOC	Near		DSC136	Near	
D0281	D0579	Near		D1785	Near		YRSSCI	Near		DSC138	Near	
D0282	D0580	Near		D1790	Near		YRSLANG	Near		DSC140	Near	
D0283	D0583	Near		D1805	Near							
D0284	D0584	Exact		D1810	Exact							
D0285	D0585	Exact		D1815	Near							
D0286	D0586	Near										
D0292	D0587	Exact		D2350	Near		ADMINRGM	Near				
D0293	D0588	Exact										
D0294	D0589	Exact										
D0295	D0590	Near										
D0296	D0591	Near										
D0297	D0592	Near										
D0298	D0593	Exact										
D0299	D0594	Near										
D0300	D0595	Exact										
D0301	D0596	Exact										
D0302	D0597	Exact										
D0303	D0598	Near										
D0304	D0599	Exact										
D0305	D0600	Near										
D0306	D0601	Exact										
D0307	D0602	Exact										
D0308	D0603	Exact										
D0309	D0604	Exact										
D0310	D0605	Near										
D0311	D0606	Exact										
D0312	D0607	Exact										
D0313	D0609	Exact										
D0314	D0610	Exact										
D0315	D0611	Exact		D2295	Content	Asks about pay incentives for “other” purposes						
D0316	D0612	Exact		D2295	Content	Asks about pay incentives for “other” purposes						
D0317	D0613	Exact		D2275	Content	Asks about in-service training or college credits						

SASS Variable Crosswalk—School District Questionnaire (SASS-1A): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
D0352	D0644	Near										
D0353	D0652	Near										
D0354	D0653	Near										
D0355	D0654	Near										
D0356	D0642	Near										
D0357	D0643	Content	D0643 is combined total enrollment of migrant students during regular school year & summer session									
D0358	D0657	Exact										
D0359	D0668	Near		D2360	Near		SRVYMIN3	Near				
D0360	D0669	Near		D2365	Near							
D0361	D0669	Near		D2365	Near							
D0362	D0669	Near		D2365	Near							

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0025	A0053, A0054	Content	A0053 & A0054 show total years as principal at current & previous schools separately	A325, A330	Content	A325 & A330 show total years as principal at current & previous schools separately	ASC044, ASC045	Content	ASC044 & ASC045 show total years as principal at current & previous schools separately	ASC051, ASC052	Content	ASC051 & ASC052 show total years as principal at current & previous schools separately
A0026	A0053	Near		A325	Near		ASC044	Near		ASC051	Near	
A0027	A0055	Near		A205	Near		ASC030	Near		ASC039	Near	
A0028	A0056	Exact		A210	Near		ASC031	Near				
A0029	A0057	Near		A220	Near							
A0030	A0058	Exact		A230	Content	Asked only of those who held a school position before becoming principal	ASC034	Content	Asked only of those who held a school position before becoming principal	ASC045	Content	Asked only of those who held a school position before becoming principal
A0031	A0059	Exact		A240	Content	Asked only of those who held a school position before becoming principal	ASC034	Content	Asked only of those who held a school position before becoming principal	ASC045	Content	Asked only of those who held a school position before becoming principal
A0032	A0060	Exact		A250	Content	Asked only of those who held a school position before becoming principal	ASC035	Content	Asked only of those who held a school position before becoming principal	ASC046	Content	Asked only of those who held a school position before becoming principal
A0033	A0061	Exact		A260	Content	Asked only of those who held a school position before becoming principal	ASC036	Content	Asked only of those who held a school position before becoming principal	ASC047	Content	Asked only of those who held a school position before becoming principal
A0034	A0062	Exact		A270	Content	Asked only of those who held a school position before becoming principal						
A0035	A0063	Exact		A280	Content	Asked only of those who held a school position before becoming principal	ASC037	Content	Asked only of those who held a school position before becoming principal	ASC048	Content	Asked only of those who held a school position before becoming principal

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0036	A0064	Exact		A290	Content	Asked only of those who held a school position before becoming principal	ASC038	Content	Asked only of those who held a school position before becoming principal	ASC049	Content	Asked only of those who held a school position before becoming principal
A0037	A0065	Exact		A310	Exact		ASPIRING	Exact				
A0038	A0066	Exact		A315	Exact		TRAININD	Exact				
A0039	A0225	Exact		A060-A0190	Content	Asks a set a questions about degrees earned	ASC012–ASC027	Content	Asks a set a questions about degrees earned	ASC012–ASC030, ASC033	Content	Asks a set a questions about degrees earned
A0040												
A0041												
A0042												
A0043												
A0044												
A0045												
A0046												
A0047												
A0048												
A0049												
A0056	A0067	Near		A875	Near		ASC115	Near				
A0057	A0068	Near		A880	Near		ASC116	Near				
A0058	A0069	Near		A885	Near		ASC117	Near				
A0059	A0076	Near										
A0060	A0077	Near										
A0061	A0078	Near										
A0062	A0079	Near										
A0063	A0081	Near										
A0064	A0080	Near										
A0065	A0083	Near										
A0066	A0084	Near		A680	Content	Rated on a 6-point scale	SEACURRC	Content	Rated on a 6-point scale			
A0067	A0085	Near		A690	Content	Rated on a 6-point scale	BRDCURRC	Content	Rated on a 6-point scale	ASC102	Content	Combines school district & governing board; rated on a 6-point scale
A0068	A0086	Near		A685	Content	Rated on a 6-point scale				ASC102	Content	Combines school district & governing board; rated on a 6-point scale
A0069	A0087	Near		A695	Content	Rated on a 6-point scale	PRNCURRC	Content	Rated on a 6-point scale	ASC103	Content	Rated on a 6-point scale
A0070	A0089	Near		A700	Content	Rated on a 6-point scale	TEACURRC	Content	Rated on a 6-point scale	ASC104	Content	Rated on a 6-point scale
A0071	A0088	Near		A705	Content	Rated on a 6-point scale						

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0072	A0091	Near		A715	Content	Rated on a 6-point scale	PARCURRC	Content	Rated on a 6-point scale			
A0073	A0092	Near		A815	Content	Rated on a 6-point scale						
A0074	A0093	Near		A825	Content	Rated on a 6-point scale						
A0075	A0094	Near		A820	Content	Rated on a 6-point scale						
A0076	A0095	Near		A830	Content	Rated on a 6-point scale						
A0077	A0097	Near			Content	Rated on a 6-point scale						
A0078	A0096	Near		A835	Content	Rated on a 6-point scale						
A0079	A0100	Near		A840	Content	Rated on a 6-point scale						
A0080	A0098	Near										
A0081	A0101	Near		A845	Content	Rated on a 6-point scale						
A0082	A0102	Near		A855	Content	Rated on a 6-point scale						
A0083	A0103	Near		A850	Content	Rated on a 6-point scale						
A0084	A0104	Near		A860	Content	Rated on a 6-point scale						
A0085	A0105	Near		A865	Content	Rated on a 6-point scale						
A0086												
A0087	A0107	Near		A870	Content	Rated on a 6-point scale						
A0088	A0108	Near		A720	Content	Rated on a 6-point scale						
A0089	A0109	Near		A730	Content	Rated on a 6-point scale	BRDHIRNG	Content	Rated on a 6-point scale	ASC105	Content	Combines school district & governing board; rated on a 6-point scale
A0090	A0110	Near		A725	Content	Rated on a 6-point scale				ASC105	Content	Combines school district & governing board; rated on a 6-point scale
A0091	A0111	Near		A735	Content	Rated on a 6-point scale	PRNHIRNG	Content	Rated on a 6-point scale	ASC106	Content	Rated on a 6-point scale
A0092	A0112	Near		A740	Content	Rated on a 6-point scale	TEAHIRNG	Content	Rated on a 6-point scale	ASC107	Content	Rated on a 6-point scale
A0093												
A0094	A0114	Near		A745	Content	Rated on a 6-point scale	PARHIRNG	Content	Rated on a 6-point scale			
A0095	A0115	Near		A750	Content	Rated on a 6-point scale	SEADISPL	Content	Rated on a 6-point scale			

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for public school principals: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0201												
A0202												
A0203												
A0204	A0134	Content	4-point rating scale; question phrased differently	A580	Content	4-point rating scale; question phrased differently	ASC073	Content	4-point rating scale; question phrased differently	ASC091	Content	4-point rating scale; question phrased differently
A0205	A0135	Content	4-point rating scale; question phrased differently	A585	Content	4-point rating scale; question phrased differently	ASC074	Content	4-point rating scale; question phrased differently	ASC092	Content	4-point rating scale; question phrased differently
A0206	A0136	Content	4-point rating scale; question phrased differently	A590	Content	4-point rating scale; question phrased differently	ASC075	Content	4-point rating scale; question phrased differently	ASC093	Content	4-point rating scale; question phrased differently
A0207	A0138	Content	4-point rating scale; question phrased differently	A600	Content	4-point rating scale; question phrased differently	ASC077	Content	4-point rating scale; question phrased differently	ASC095	Content	4-point rating scale; question phrased differently
A0208	A0139	Content	4-point rating scale; question phrased differently	A605	Content	4-point rating scale; question phrased differently	ASC078	Content	4-point rating scale; question phrased differently	ASC096	Content	4-point rating scale; question phrased differently
A0209	A0140	Content	4-point rating scale; question phrased differently	A610	Content	4-point rating scale; question phrased differently	ASC079	Content	4-point rating scale; question phrased differently	ASC097	Content	4-point rating scale; question phrased differently
A0210												
A0211												
A0212												
A0213												
A0214												
A0215	A0141	Content	4-point rating scale; question phrased differently	A620	Content	4-point rating scale; question phrased differently	ASC080	Content	4-point rating scale; question phrased differently			
A0216												
A0217	A0130	Near		A560	Near		ASC068	Near		ASC087	Near	
A0218	A0131	Near		A565	Near		ASC069	Near		ASC088	Near	
A0219	A0133	Near		A575	Near		ASC070	Near		ASC090	Near	
A0220	A0132	Near		A570	Near		ASC067	Near		ASC089	Near	
A0221	A0137	Near		A595	Near		ASC076	Near		ASC094	Near	
A0222	A0142	Near		A625	Near		ASC071	Near				
A0223	A0143	Near		A630	Near		ASC072	Near				
A0224	A0144	Near		A640	Near		ASC084	Near				
A0225	A0145	Near		A650	Near		ASC086	Near				
A0226	A0146	Near		A660	Near							
A0227	A0147	Near		A670	Near							

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for Bureau of Indian Affairs (BIA) funded school principals: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
A0025	A0053, A0054	Content	A0053 & A0054 show total years as principal at current & previous schools separately	A325, A330	Content	A325 & A330 show total years as principal at current & previous schools separately
A0026	A0053	Near		A325	Near	
A0027	A0055	Near		A205	Near	
A0028	A0056	Exact		A210	Near	
A0029	A0057	Near		A220	Near	
A0030	A0058	Exact		A230	Content	Asked only of those who held a school position before becoming principal
A0031	A0059	Exact		A240	Content	Asked only of those who held a school position before becoming principal
A0032	A0060	Exact		A250	Content	Asked only of those who held a school position before becoming principal
A0033	A0061	Exact		A260	Content	Asked only of those who held a school position before becoming principal
A0034	A0062	Exact		A270	Content	Asked only of those who held a school position before becoming principal
A0035	A0063	Exact		A280	Content	Asked only of those who held a school position before becoming principal
A0036	A0064	Exact		A290	Content	Asked only of those who held a school position before becoming principal
A0037	A0065	Exact		A310	Exact	
A0038	A0066	Exact		A315	Exact	
A0039	A0225	Exact		A060–A0190	Content	Asks a set a questions about degrees earned
A0040						
A0041						
A0042						
A0043						
A0044						
A0045						
A0046						
A0047						
A0048						
A0049						
A0056	A0067	Near		A875	Near	
A0057	A0068	Near		A880	Near	
A0058	A0069	Near		A885	Near	
A0059						
A0060	A0077	Near				
A0061						
A0062	A0079	Near				
A0063	A0081	Near				
A0064	A0080	Near				
A0065	A0083	Near				
A0066						

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for Bureau of Indian Affairs (BIA) funded school principals: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
A0067	A0085	Near		A690	Content	Rated on a 6-point scale
A0068						
A0069	A0087	Near		A695	Content	Rated on a 6-point scale
A0070	A0089	Near		A700	Content	Rated on a 6-point scale
A0071	A0088	Near		A705	Content	Rated on a 6-point scale
A0072	A0091	Near		A715	Content	Rated on a 6-point scale
A0073						
A0074	A0093	Near		A825	Content	Rated on a 6-point scale
A0075						
A0076	A0095	Near		A830	Content	Rated on a 6-point scale
A0077	A0097	Near			Content	Rated on a 6-point scale
A0078	A0096	Near		A835	Content	Rated on a 6-point scale
A0079	A0100	Near		A840	Content	Rated on a 6-point scale
A0080	A0098	Near				
A0081						
A0082	A0102	Near		A855	Content	Rated on a 6-point scale
A0083						
A0084	A0104	Near		A860	Content	Rated on a 6-point scale
A0085	A0105	Near		A865	Content	Rated on a 6-point scale
A0086						
A0087	A0107	Near		A870	Content	Rated on a 6-point scale
A0088						
A0089	A0109	Near		A730	Content	Rated on a 6-point scale
A0090						
A0091	A0111	Near		A735	Content	Rated on a 6-point scale
A0092	A0112	Near		A740	Content	Rated on a 6-point scale
A0093						
A0094	A0114	Near		A745	Content	Rated on a 6-point scale
A0095						
A0096	A0116	Near		A760	Content	Rated on a 6-point scale
A0097						
A0098	A0118	Near		A765	Content	Rated on a 6-point scale
A0099	A0119	Near		A770	Content	Rated on a 6-point scale
A0100						
A0101	A0121	Near		A775	Content	Rated on a 6-point scale
A0102						
A0103	A0123	Near		A790	Content	Rated on a 6-point scale
A0104						
A0105	A0125	Near		A795	Content	Rated on a 6-point scale
A0106	A0127	Near		A800	Content	Rated on a 6-point scale
A0107						
A0108	A0129	Near		A810	Content	Rated on a 6-point scale
A0115	A0172	Near				
A0116						
A0117	A0164	Exact				
A0118	A0165	Exact				
A0119	A0166	Exact				
A0120	A0167	Near				
A0121	A0168	Near				
A0122	A0169	Near				
A0123	A0170	Near				

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for Bureau of Indian Affairs (BIA) funded school principals: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
A0124	A0171	Near				
A0125	A0154	Exact				
A0126	A0155	Exact				
A0127	A0156	Exact				
A0128	A0157	Exact				
A0129	A0158	Exact				
A0130	A0159	Exact				
A0131	A0160	Exact				
A0132	A0161	Exact				
A0133	A0162	Exact				
A0134	A0180	Near				
A0135	A0181	Near				
A0136	A0182	Near				
A0137	A0183	Near				
A0138	A0184	Near				
A0139	A0185	Near				
A0140						
A0141	A0163	Exact				
A0142						
A0149	A0173	Near				
A0150	A0174	Near				
A0151	A0175	Near				
A0152						
A0153						
A0154						
A0155	A0177	Near				
A0156	A0178	Near				
A0157	A0179	Near				
A0158						
A0159						
A0160	A0221	Near				
A0161	A0222	Near				
A0162	A0223	Near				
A0163	A0224	Near				
A0164						
A0165						
A0166						
A0167						
A0168						
A0169						
A5169						
A0170						
A0171						
A0172						
A0173						
A0174						
A0175						
A0176						
A0177						
A0185						
A0186						

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for Bureau of Indian Affairs (BIA) funded school principals: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
A0187						
A0188						
A0189						
A0190						
A0191						
A0192						
A0193						
A0194						
A0195						
A0196						
A0197						
A0198						
A0199						
A0200						
A0201						
A0202						
A0203						
A0204	A0134	Content	4-point rating scale; question phrased differently	A580	Content	4-point rating scale; question phrased differently
A0205	A0135	Content	4-point rating scale; question phrased differently	A585	Content	4-point rating scale; question phrased differently
A0206	A0136	Content	4-point rating scale; question phrased differently	A590	Content	4-point rating scale; question phrased differently
A0207	A0138	Content	4-point rating scale; question phrased differently	A600	Content	4-point rating scale; question phrased differently
A0208	A0139	Content	4-point rating scale; question phrased differently	A605	Content	4-point rating scale; question phrased differently
A0209	A0140	Content	4-point rating scale; question phrased differently	A610	Content	4-point rating scale; question phrased differently
A0210						
A0211						
A0212						
A0213						
A0214						
A0215	A0141	Content	4-point rating scale; question phrased differently	A620	Content	4-point rating scale; question phrased differently
A0216						
A0217	A0130	Near		A560	Near	
A0218	A0131	Near		A565	Near	
A0219	A0133	Near		A575	Near	
A0220	A0132	Near		A570	Near	
A0221	A0137	Near		A595	Near	
A0222	A0142	Near		A625	Near	
A0223	A0143	Near		A630	Near	
A0224	A0144	Near		A640	Near	
A0225	A0145	Near		A650	Near	
A0226	A0146	Near		A660	Near	
A0227	A0147	Near		A670	Near	
A0234						
A0235						
A0236						
A0237						

SASS Variable Crosswalk—Principal Questionnaire (SASS-2A) for Bureau of Indian Affairs (BIA) funded school principals: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
A0238						
A0239						
A0240						
A0241						
A0242						
A0243						
A0244						
A0245						
A0246						
A0247						
A0254	A0227	Exact		A890	Exact	
A0255	A0230	Near		A905	Exact	
A0256	A0228	Near		A895	Exact	
A0257	A0228	Near		A895	Exact	
A0258	A0228	Near		A895	Exact	
A0259	A0228	Near		A895	Exact	
A0260	A0228	Near		A895	Exact	
A0261	A0229	Exact		A900	Exact	
A0262	A0231	Exact		A910	Exact	
A0263	A0226	Near		A495	Near	
A0264	A0232	Exact		A915	Near	
A0265	A0233	Near				
A0266	A0233	Near				
A0267	A0233	Near				

SASS Variable Crosswalk—Private School Principal Questionnaire (SASS-2B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0025	A0053, A0054	Content	A0053 & A0054 show total years as principal at current & previous schools separately	A325, A330	Content	A325 & A330 show total years as principal at current & previous schools separately	ASC044, ASC045	Content	ASC044 & ASC045 show total years as principal at current & previous schools separately	ASC051, ASC052	Content	ASC051 & ASC052 show total years as principal at current & previous schools separately
A0026	A0053	Near		A325	Near		ASC044	Near		ASC051	Near	
A0027	A0055	Near		A205	Near		ASC030	Near		ASC039	Near	
A0028	A0056	Exact		A210	Near		ASC031	Near				
A0029	A0057	Near		A220	Near							
A0030	A0058	Exact		A230	Content	Asked only of those who held a school position before becoming principal	ASC034	Content	Asked only of those who held a school position before becoming principal	ASC045	Content	Asked only of those who held a school position before becoming principal
A0031	A0059	Exact		A240	Content	Asked only of those who held a school position before becoming principal	ASC034	Content	Asked only of those who held a school position before becoming principal	ASC045	Content	Asked only of those who held a school position before becoming principal
A0032	A0060	Exact		A250	Content	Asked only of those who held a school position before becoming principal	ASC035	Content	Asked only of those who held a school position before becoming principal	ASC046	Content	Asked only of those who held a school position before becoming principal
A0033	A0061	Exact		A260	Content	Asked only of those who held a school position before becoming principal	ASC036	Content	Asked only of those who held a school position before becoming principal	ASC047	Content	Asked only of those who held a school position before becoming principal
A0034	A0062	Exact		A270	Content	Asked only of those who held a school position before becoming principal						
A0035	A0063	Exact		A280	Content	Asked only of those who held a school position before becoming principal	ASC037	Content	Asked only of those who held a school position before becoming principal	ASC048	Content	Asked only of those who held a school position before becoming principal

SASS Variable Crosswalk—Private School Principal Questionnaire (SASS-2B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0036	A0064	Exact		A290	Content	Asked only of those who held a school position before becoming principal	ASC038	Content	Asked only of those who held a school position before becoming principal	ASC049	Content	Asked only of those who held a school position before becoming principal
A0037	A0065	Exact		A310	Exact		ASPIRING	Exact				
A0039	A0225	Exact		A060–A0190	Content	Asks a set a questions about degrees earned	ASC012–ASC027	Content	Asks a set a questions about degrees earned	ASC012–ASC030, ASC033	Content	Asks a set of questions about degrees earned
A0040												
A0041												
A0042												
A0043												
A0044												
A0045												
A0046												
A0047												
A0048												
A0049												
A0056	A0067	Near		A875	Near		ASC115	Near				
A0057	A0068	Near		A880	Near		ASC116	Near				
A0058	A0069	Near		A885	Near		ASC117	Near				
A0060	A0077	Near										
A0062	A0079	Near										
A0063	A0081	Near										
A0064	A0080	Near										
A0065	A0083	Near										
A0067	A0085	Near		A690	Content	Rated on a 6-point scale	BRDCURRC	Content	Rated on a 6-point scale	ASC102	Content	Rated on a 6-point scale
A0069	A0087	Near		A695	Content	Rated on a 6-point scale	PRNCURRC	Content	Rated on a 6-point scale	ASC103	Content	Rated on a 6-point scale
A0070	A0089	Near		A700	Content	Rated on a 6-point scale	TEACURRC	Content	Rated on a 6-point scale	ASC104	Content	Rated on a 6-point scale
A0071	A0088	Near		A705	Content	Rated on a 6-point scale						
A0072	A0091	Near		A715	Content	Rated on a 6-point scale	PARCURRC	Content	Rated on a 6-point scale			
A0074	A0093	Near		A825	Content	Rated on a 6-point scale						
A0076	A0095	Near		A830	Content	Rated on a 6-point scale						
A0077	A0097	Near		A835	Content	Rated on a 6-point scale						
A0078	A0096	Near										
A0079	A0100	Near		A840	Content	Rated on a 6-point scale						
A0080	A0098	Near										
A0082	A0102	Near		A855	Content	Rated on a 6-point scale						

SASS Variable Crosswalk—Private School Principal Questionnaire (SASS-2B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0136	A0182	Near										
A0137	A0183	Near										
A0138	A0184	Near										
A0139	A0185	Near										
A0140												
A0141	A0163	Exact										
A0142												
A0149	A0173	Near										
A0150	A0174	Near										
A0151	A0175	Near										
A0152												
A0153												
A0154												
A0155	A0177											
A0156	A0178											
A0157	A0179											
A0158												
A0159												
A0185												
A0186												
A0187												
A0188												
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A0191												
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A0196												
A0197												
A0198												
A0199												
A0200												
A0201												
A0202												
A0203												
A0204	A0134	Content	4-point rating scale; question phrased differently	A580	Content	4-point rating scale; question phrased differently	ASC073	Content	4-point rating scale; question phrased differently	ASC091	Content	4-point rating scale; question phrased differently
A0205	A0135	Content	4-point rating scale; question phrased differently	A585	Content	4-point rating scale; question phrased differently	ASC074	Content	4-point rating scale; question phrased differently	ASC092	Content	4-point rating scale; question phrased differently
A0206	A0136	Content	4-point rating scale; question phrased differently	A590	Content	4-point rating scale; question phrased differently	ASC075	Content	4-point rating scale; question phrased differently	ASC093	Content	4-point rating scale; question phrased differently

SASS Variable Crosswalk—Private School Principal Questionnaire (SASS-2B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
A0207	A0138	Content	4-point rating scale; question phrased differently	A600	Content	4-point rating scale; question phrased differently	ASC077	Content	4-point rating scale; question phrased differently	ASC095	Content	4-point rating scale; question phrased differently
A0208	A0139	Content	4-point rating scale; question phrased differently	A605	Content	4-point rating scale; question phrased differently	ASC078	Content	4-point rating scale; question phrased differently	ASC096	Content	4-point rating scale; question phrased differently
A0209	A0140	Content	4-point rating scale; question phrased differently	A610	Content	4-point rating scale; question phrased differently	ASC079	Content	4-point rating scale; question phrased differently	ASC097	Content	4-point rating scale; question phrased differently
A0210												
A0211												
A0212												
A0213												
A0214												
A0215	A0141	Content	4-point rating scale; question phrased differently	A620	Content	4-point rating scale; question phrased differently	ASC080	Content	4-point rating scale; question phrased differently			
A0216												
A0217	A0130	Near		A560	Near		ASC068	Near		ASC087	Near	
A0218	A0131	Near		A565	Near		ASC069	Near		ASC088	Near	
A0219	A0133	Near		A575	Near		ASC070	Near		ASC090	Near	
A0220	A0132	Near		A570	Near		ASC067	Near		ASC089	Near	
A0221	A0137	Near		A595	Near		ASC076	Near		ASC094	Near	
A0222	A0142	Near		A625	Near		ASC071	Near				
A0223	A0143	Near		A630	Near		ASC072	Near				
A0224	A0144	Near		A640	Near		ASC084	Near				
A0225	A0145	Near		A650	Near		ASC086	Near				
A0226	A0146	Near		A660	Near							
A0227	A0147	Near		A670	Near							
A0234												
A0235												
A0236												
A0237												
A0238												
A0239												
A0240												
A0241												
A0242												
A0243												
A0244												
A0245												
A0246												
A0247												
A0254	A0227	Exact		A890	Exact		ASC121	Exact		ASC072	Exact	
A0255	A0230	Near		A905	Exact		ASC124	Exact		ASC074	Exact	
A0256	A0228	Near		A895	Exact		ASC122	Exact		ASC073	Exact	

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04													
2003–04		1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	
S0400	S0060	Near		S0125	Exact		OFFERKKG	Exact		SSC102	Exact		
S0401	S0066	Near		S0135	Near		OFFER1	Near		SSC104	Near		
S0402	S0068	Near		S0145	Near		OFFER2	Near		SSC106	Near		
S0403	S0070	Near		S0155	Near		OFFER3	Near		SSC108	Near		
S0404	S0072	Near		S0165	Near		OFFER4	Near		SSC110	Near		
S0405	S0074	Near		S0175	Near		OFFER5	Near		SSC112	Near		
S0406	S0076	Near		S0185	Near		OFFER6	Near		SSC114	Near		
S0407	S0078	Near		S0195	Near		OFFER7	Near		SSC116	Near		
S0408	S0080	Near		S0205	Near		OFFER8	Near		SSC118	Near		
S0409	S0082	Near		S0215	Near		OFFER9	Near		SSC120	Near		
S0410	S0084	Near		S0225	Near		OFFER10	Near		SSC122	Near		
S0411	S0086	Near		S0235	Near		OFFER11	Near		SSC124	Near		
S0412	S0088	Near		S0245	Near		OFFER12	Near		SSC126	Near		
S0413	S0090	Near		S0115	Near		OFFERUG	Near		SSC132	Near		
S0414	S0092	Near		S0255	Near		ENRK12UG	Near					
S0415	S0093	Near											
S0416	S0095	Near		S0455	Near		PCTMALE	Content	Asks for percent instead of number	SSC016	Content	Asks for percent instead of number	
S0417	S0096	Near		S0415	Near		HISPNSTU	Near		SSC054	Near		
S0418	S0097	Exact		S0425	Near		WHITESTU	Near		SSC056	Near		
S0419	S0098	Exact		S0420	Near		BLACKSTU	Near		SSC055	Near		
S0420	S0100	Near		S0410	Near		ASIANSTU	Near		SSC053	Near		
S0421	S0099	Near		S0405	Near		AMINDSTU	Near		SSC052	Near		
S0422	S0101	Exact											
S0423	S0107	Near											
S0424	S0102	Exact		S0470	Exact		NUMHOURS	Exact		SSC049	Content	Refers to students in the highest grade	
S0425	S0103	Exact		S0475	Exact		NUMMNT	Exact		SSC050	Content	Refers to students in the highest grade	
S0426													
S0427													
S0428													
S0429	S0108	Near											
S0430													
S0431	S0109	Near											
S0432													
S0433													
S0434													
S0441	S0110	Near		S0760	Near		PGMTYPE	Near		SSC014	Content	Response options differ	
S5441	S5110												
S0442													
S5442													
S0443	S0111	Exact											
S0444	S0112	Exact											
S0445	S0113	Exact											
S0446	S0114	Exact											
S0447	S0115	Exact		S0700	Exact		ADMITREQ	Exact		SSC099	Content	Response options differ	

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0448	S0116	Exact		S0705	Content	Options are mark all that apply	ADMITEST	Content	Options are mark all that apply	SSC091	Content	Options are mark all that apply
S0449	S0117	Exact		S0710	Content	Options are mark all that apply	ACHVTEST	Content	Options are mark all that apply	SSC092	Content	Options are mark all that apply
S0450	S0118	Exact		S0715	Content	Options are mark all that apply	RECORDS	Content	Options are mark all that apply	SSC093	Content	Options are mark all that apply
S0451	S0119	Exact		S0720	Content	Options are mark all that apply	SPECIAL	Content	Options are mark all that apply	SSC094	Content	Options are mark all that apply
S0452	S0120	Exact		S0725	Content	Options are mark all that apply	TALENT	Content	Options are mark all that apply	SSC095	Content	Options are mark all that apply
S0453	S0121	Exact		S0730	Content	Options are mark all that apply	INTRVIEW	Content	Options are mark all that apply	SSC096	Content	Options are mark all that apply
S0454	S0122	Exact		S0735	Content	Options are mark all that apply	RECMNDS	Content	Options are mark all that apply	SSC097	Content	Options are mark all that apply
S0455	S0135	Near										
S0456												
S0457	S0136	Near										
S0458	S0137	Near										
S0459	S0138	Near										
S0460	S0139	Near										
S0461	S0140	Near										
S0462	S0125	Near										
S0463	S0126	Near		S1390	Content	Does not specify that students need to be identified as gifted/talented	GIFTDPGM	Content	Does not specify that students need to be identified as gifted/talented	SSC072	Content	Does not specify that students need to be identified as gifted/talented
S0464	S0127	Near										
S0465	S0128	Near										
S0466	S0129	Near										
S0467	S0130	Near										
S0468												
S0469												
S0470												
S0471												
S0472												
S0473												
S0474												
S0475	S0132	Near										
S0476	S0133	Near		S1435	Content	Asks about programs inside & outside of regular school hours						

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0521	S0206	Near		S0875	Near		FTHEADS	Near		SSC156	Content	Includes both principals & assistant principals; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90 & 93
S0522	S0205	Near		S0815	Near		PTHEADS	Near		SSC156	Content	Includes both principals & assistant principals; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90 & 93
S0523	S0208	Near		S0880	Near		FTASSIST	Near				
S0524	S0207	Near		S0820	Near		PTASSIST	Near				
S0525	S0212	Near		S0890	Near		FTPROSTF	Near		SSC162	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0526	S0211	Near		S0830	Near		PTPROSTF	Near		SSC162	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0527	S0214	Near		S0900	Near		FTLIBRNS	Near		SSC161	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0528	S0213	Near		S0840	Near		PTLIBRNS	Near		SSC161	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0529	S0216	Near		S0895	Near		FTGUIDES, FTVTCOUN	Near		SSC160	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0530	S0215	Near		S0835	Near		PTGUIDES, PTVTCOUN	Near		SSC160	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0531	S0218	Near		S0905	Content	Options collapsed into one category	FTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0533	S0220	Near		S0905	Content	Options collapsed into one category	FTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0535	S0222	Near		S0905	Content	Options collapsed into one category	FTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0537	S0224	Near		S0905	Content	Options collapsed into one category	FTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0539	S0226	Near		S0905	Content	Options collapsed into one category	FTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0532	S0217	Near		S0845	Content	Options collapsed into one category	PTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0534	S0219	Near		S0845	Content	Options collapsed into one category	PTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0536	S0221	Near		S0845	Content	Options collapsed into one category	PTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0538	S0223	Near		S0845	Content	Options collapsed into one category	PTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0540	S0225	Near		S0845	Content	Options collapsed into one category	PTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0541	S0234	Near		S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0543	S0236	Near		S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0545	S0232	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0547	S0232	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0549	S0230	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0551	S0230	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0553	S0238	Content	99 shows category “Other teacher aides such as kindergarten aides,” while 2003–04 shows “Other classroom instructional aides”	S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0555	S0240	Near		S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0542	S0233	Near		S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0544	S0235	Near		S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0546	S0231	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0548	S0231	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0550	S0229	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0552	S0229	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0554	S0237	Content	99 shows category “Other teacher aides such as kindergarten aides,” while 2003–04 shows “Other classroom instructional aides”	S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0556	S0239	Near		S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0557	S0242	Near		S0925	Near		FTALLOTH	Near		SSC166	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0558	S0241	Near		S0865	Near		PTALLOTH	Near		SSC166	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0559	S0244	Near		S0930	Content	Options collapsed into one category	FTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0561	S0246	Near		S0930	Content	Options collapsed into one category	FTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0563	S0248	Near		S0930	Content	Options collapsed into one category	FTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0560	S0243	Near		S0870	Content	Options collapsed into one category	PTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0562	S0245	Near		S0870	Content	Options collapsed into one category	PTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0564	S0247	Near		S0870	Content	Options collapsed into one category	PTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0565												
S0566	S0256	Near		S1100	Near		VACNCY	Near				
S0567	S0265	Near		S1150	Exact		GENLVAC	Exact				
S0568	S0266	Near		S1155	Exact		SPECLVAC	Exact				
S0569	S0267	Near		S1160	Exact		ENGLVAC	Exact				
S0570	S0268	Near										
S0571	S0269	Near										
S0572	S0270	Near		S1165	Exact		MATHVAC	Exact				
S0573	S0271	Near		S1175	Exact		BIOSVAC	Exact				
S0574	S0272	Near		S1170	Exact		PHYSVAC	Exact				
S0575	S0273	Near		S1180	Exact		ESOLVAC	Exact				
S0576	S0274	Near		S1185	Exact		FORGNVAC	Exact				
S0577	S0275	Near		S1190	Exact							
S0578	S0276	Near		S1210, S1200	Content	Options not collapsed into one category						
S0579	S0257	Near		S1105	Near							
S0580	S0258	Near		S1110	Near		LESSQUAL					
S0581	S0264	Near		S1140	Near		SUBTEACH					
S0582	S0259	Near		S1115	Near		CANCEL					
S0583	S0260	Near		S1120	Near		EXPANDSZ					
S0584	S0261	Near		S1125	Near		ADDSCN					
S0585	S0262	Near		S1130	Near		REASSIGN					
S0586	S0263	Near		S1135	Near							
S0593	S0277	Exact										
S0594	S0278	Exact										
S0595												
S0596	S0279	Near										
S0597	S0280	Near										
S5597	S5280	Near										
S0604	S0315	Near										
S0605												
S0606	S0316	Near										
S0607	S0317	Near										
S0608	S0318	Near										
S0609	S0319	Near										
S0610	S0320	Exact		S1290	Near							
S0611	S0321	Exact		S1295	Content	Asks for number identified as limited-English proficient around 10/1						

SASS Variable Crosswalk—School Questionnaire (SASS-3A) for public schools: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0643	S0296	Exact										
S0644	S0297	Exact										
S0645	S0298	Exact										
S0646	S0299	Exact										
S0647	S0300	Exact										
S0648	S0301	Exact										
S0649	S0302	Exact										
S0650	S0303	Exact										
S0651	S0304	Exact										
S0652	S0305	Exact										
S0653	S0306	Exact										
S0654	S0307	Exact										
S0655	S0308	Exact										
S0656	S0309	Exact		S1625	Near		ONETEACH	Near				
S0661												
S0662												
S0663												
S5663												
S0664												
S0665												
S0666												
S0667												
S5667												
S9001	S9001	Near										
S9002	S9002	Near										
S9003	S9003	Near										
S0668	S0349	Exact		S2355, S2360	Content	Hours & minutes reported separately						
S0669	S0350	Near		S2365	Near	Year reported as two digits						
S0670	S0350	Near		S2365	Near	Year reported as two digits						
S0671	S0350	Near		S2365	Near	Year reported as two digits						

SASS Variable Crosswalk—Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
S0063						
S0077						
S0078	S0477	Exact		S1225	Near	
S0079	S0479	Exact		S1230	Exact	
S0080	S0480	Exact		S1235	Exact	
S0081	S0481	Exact		S1240	Exact	
S0082	S0482	Near		S1245	Near	
S0083	S0483	Near		S1250	Near	
S0084	S0484	Near		S1255	Near	
S0085	S0485	Near		S1260	Content	Does not use term Praxis, only core battery test
S0086	S0486	Near		S1265	Content	Does not use term Praxis, only core battery test
S0087						
S0088						
S0089						
S0090						
S0091						
S0092						
S0093						
S0095						
S0103						
S0104						
S0105						
S0106						
S0107						
S0113	S0500	Exact		S2095	Near	
S0114	S0501	Exact		S2100	Exact	
S0115	S0502	Exact				
S0116						
S0117	S0503	Exact		S2105	Exact	
S0118						
S0119	S0505	Near		S2115	Exact	
S0120						
S0121	S0506	Exact		S2120	Exact	
S0122	S0507	Near		S2125	Near	
S0123	S0508	Near		S2130	Near	
S0124	S0517	Near				
S0125	S0518	Near				
S0126	S0519	Near				
S0127						
S0128						
S0129	S0520	Near				
S0130	S0521	Near				
S0131	S0522	Near				
S0152						
S0153						
S0154						
S0155						
S0156						
S0157						
S0158						

SASS Variable Crosswalk—Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
S0159						
S0160						
S0161						
S0162						
S0163						
S0164						
S0165						
S0166						
S0167						
S0168						
S0169						
S0170						
S0171						
S0172						
S0173						
S0174						
S0175						
S0176						
S0177						
S0178						
S0179						
S0180						
S0181						
S0182						
S0183						
S0184						
S0185						
S0186						
S0187						
S0188						
S0189						
S0190						
S0191						
S0192						
S0193						
S0194						
S0195						
S0196						
S0197						
S0198						
S0199						
S0200						
S0201						
S0202						
S0203						
S0204						
S0205						
S0206						
S0207						
S0208						
S0209						
S0210						

SASS Variable Crosswalk—Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
S0211						
S0212						
S0213						
S0214						
S0215						
S0216						
S0217						
S0218						
S0219						
S0220						
S0221						
S0222						
S0223						
S0224						
S0225						
S0226						
S0227						
S0228						
S0229						
S0230						
S0231						
S0232						
S0233						
S0248						
S0257						
S0258						
S0259						
S0260						
S0261						
S0262						
S0263						
S0264						
S0265						
S0266						
S0267						
S0268						
S0269						
S0270						
S0276	S0574	Exact		S1760	Near	
S0277	S0575	Near		S1765	Near	
S0278	S0576	Near		S1770	Near	
S0279	S0577	Near		S1775	Near	
S0280	S0578	Near		S1780	Near	
S0281	S0579	Near		S1785	Near	
S0282	S0580	Near		S1790	Near	
S0283	S0583	Near		S1795	Near	
S0284	S0584	Exact		S1800	Exact	
S0285	S0585	Exact		S1805	Near	
S0286	S0586	Near		S1810	Near	
S0304	S0599	Exact				
S0305	S0600	Near				
S0306	S0601	Exact				

SASS Variable Crosswalk—Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
S0308	S0603	Exact				
S0309	S0604	Exact				
S0310	S0605	Exact				
S0311	S0606	Exact				
S0312	S0607	Exact				
S0313	S0609	Exact				
S0314	S0610	Exact				
S0315	S0611	Exact		S1815	Near	
S0316	S0612	Exact				
S0317	S0613	Exact				
S0319	S0615	Exact		S2210	Content	Specifies pay incentives as cash bonuses, different step on salary scale, or other salary increase; asks about organization school is affiliated with, as well as school
S0320	S0616	Exact				
S0321	S0617	Exact		S2230	Content	Options are mark all that apply
S0322	S0618	Exact				
S0323	S0619	Exact				
S0324	S0620	Exact		S2240		Options are mark all that apply
S0325	S0621	Exact		S2235		Options are mark all that apply
S0326	S0622	Exact		S2245		Options are mark all that apply
S0327	S0623	Exact		S2250		Options are mark all that apply
S0328	S0624	Exact		S2255		Options are mark all that apply
S0329	S0625	Exact		S2260		Options are mark all that apply
S0330	S0626	Exact				
S0331	S0627	Exact		S2265		Options are mark all that apply
S0332						
S0333						
S0334						
S0335						
S0336						
S0337						
S0338						
S0339						
S0340						
S0341						
S0342						
S0343						
S0344						
S0400	S0060	Near		S0125	Exact	
S0401	S0066	Near		S0135	Near	
S0402	S0068	Near		S0145	Near	

SASS Variable Crosswalk—Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
S0403	S0070	Near		S0155	Near	
S0404	S0072	Near		S0165	Near	
S0405	S0074	Near		S0175	Near	
S0406	S0076	Near		S0185	Near	
S0407	S0078	Near		S0195	Near	
S0408	S0080	Near		S0205	Near	
S0409	S0082	Near		S0215	Near	
S0410	S0084	Near		S0225	Near	
S0411	S0086	Near		S0235	Near	
S0412	S0088	Near		S0245	Near	
S0413	S0090	Near		S0115	Near	
S0414	S0092	Near		S0255	Near	
S0415	S0093	Near				
S0416	S0095	Near		S0455	Near	
S0417	S0096	Near		S0415	Near	
S0418	S0097	Exact		S0425	Near	
S0419	S0098	Exact		S0420	Near	
S0420	S0100	Near		S0410	Near	
S0421	S0099	Near		S0405	Near	
S0422	S0101	Exact				
S0423	S0107	Near				
S0424	S0102	Exact		S0470	Exact	
S0425	S0103	Exact		S0475	Exact	
S0426						
S0427						
S0428						
S0429	S0108	Near				
S0430						
S0431	S0109	Near				
S0432						
S0433						
S0434						
S0441	S0110	Near		S0760	Near	
S5441	S5110					
S0442						
S5442						
S0443	S0111	Exact				
S0444						
S0445						
S0446						
S0447	S0115	Exact		S0700	Exact	
S0448	S0116	Exact		S0705	Content	Options are mark all that apply
S0449	S0117	Exact		S0710	Content	Options are mark all that apply
S0450	S0118	Exact		S0715	Content	Options are mark all that apply
S0451	S0119	Exact		S0720	Content	Options are mark all that apply
S0452	S0120	Exact		S0725	Content	Options are mark all that apply
S0453	S0121	Exact		S0730	Content	Options are mark all that apply

SASS Variable Crosswalk—Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
S0454	S0122	Exact		S0735	Content	Options are mark all that apply
S0455	S0793	Near				
S0457	S0136	Exact				
S0458	S0137	Exact				
S0459	S0138	Exact				
S0460	S0139	Exact				
S0461	S0140	Exact				
S0462	S0125	Exact				
S0463	S0126	Near		S1390	Content	Does not specify that students need to be identified as gifted/talented
S0464	S0127	Near				
S0465	S0128	Near				
S0466	S0129	Near				
S0467	S0130	Near				
S0468						
S0469						
S0470	S0700			S1445	Exact	
S0471	S0701			S1450	Exact	
S0472	S0702			S1455	Exact	
S0473	S0703			S1460	Exact	
S0474	S0704			S1465	Exact	
S0475	S0132	Near				
S0476	S0133	Near		S1435	Content	Asks about programs inside & outside of regular school hours
S0477	S0134	Near		S1400	Content	Asks about programs inside & outside of regular school hours
S0478						
S0479	S0148	Near				
S0480						
S0481	S0149	Near				
S0482						
S0489	S0141	Near				
S0490	S0142	Near				
S0491	S0143	Near				
S0492	S0144	Near				
S0493	S0145	Near				
S0494						
S0495						
S0496						
S0497						
S0498	S0155	Exact				
S0499	S0157	Near				
S0500	S0158	Near				
S0501	S0159	Near				
S0502	S0160	Near				
S0503	S0161	Exact		S1820	Near	
S0504	S0164	Exact				
S0505	S0165	Near				
S0506	S0166	Near				

SASS Variable Crosswalk—Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
S0513	S0228	Near		S0910	Near	
S0514	S0227	Near		S0850	Near	
S0515	S0249	Near		S0975	Near	
S0516	S0250	Exact		S0985	Near	
S0517	S0251	Exact		S0980	Near	
S0518	S0253	Near		S0970	Near	
S0519	S0252	Near		S0965	Near	
S0520	S0254	Exact				
S0521	S0206	Near		S0875	Near	
S0522	S0205	Near		S0815	Near	
S0523	S0208	Near		S0880	Near	
S0524	S0207	Near		S0820	Near	
S0525	S0212	Near		S0890	Near	
S0526	S0211	Near		S0830	Near	
S0527	S0214	Near		S0900	Near	
S0528	S0213	Near		S0840	Near	
S0529	S0216	Near		S0895	Near	
S0530	S0215	Near		S0835	Near	
S0531	S0218	Near		S0905	Content	Options collapsed into one category
S0533	S0220	Near		S0905	Content	Options collapsed into one category
S0535	S0222	Near		S0905	Content	Options collapsed into one category
S0537	S0224	Near		S0905	Content	Options collapsed into one category
S0539	S0226	Near		S0905	Content	Options collapsed into one category
S0532	S0217	Near		S0845	Content	Options collapsed into one category
S0534	S0219	Near		S0845	Content	Options collapsed into one category
S0536	S0221	Near		S0845	Content	Options collapsed into one category
S0538	S0223	Near		S0845	Content	Options collapsed into one category
S0540	S0225	Near		S0845	Content	Options collapsed into one category
S0541	S0234	Near		S0920	Content	Options collapsed into one category
S0543	S0236	Near		S0920	Content	Options collapsed into one category
S0545	S0232	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0920	Content	Options collapsed into one category

SASS Variable Crosswalk—Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
S0547	S0232	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0920	Content	Options collapsed into one category
S0549	S0230	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0920	Content	Options collapsed into one category
S0551	S0230	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0920	Content	Options collapsed into one category
S0553	S0238	Content	99 shows category “Other teacher aides such as kindergarten aides,” while 2003–04 shows “Other classroom instructional aides”	S0920	Content	Options collapsed into one category
S0555	S0240	Near		S0920	Content	Options collapsed into one category
S0542	S0233	Near		S0860	Content	Options collapsed into one category
S0544	S0235	Near		S0860	Content	Options collapsed into one category
S0546	S0231	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0860	Content	Options collapsed into one category
S0548	S0231	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0860	Content	Options collapsed into one category

SASS Variable Crosswalk—Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
S0550	S0229	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0860	Content	Options collapsed into one category
S0552	S0229	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0860	Content	Options collapsed into one category
S0554	S0237	Content	99 shows category “Other teacher aides such as kindergarten aides,” while 2003–04 shows “Other classroom instructional aides”	S0860	Content	Options collapsed into one category
S0556	S0239	Near		S0860	Content	Options collapsed into one category
S0557	S0242	Near		S0925	Near	
S0558	S0241	Near		S0865	Near	
S0559	S0244	Near		S0930	Content	Options collapsed into one category
S0561	S0246	Near		S0930	Content	Options collapsed into one category
S0563	S0248	Near		S0930	Content	Options collapsed into one category
S0560	S0243	Near		S0870	Content	Options collapsed into one category
S0562	S0245	Near		S0870	Content	Options collapsed into one category
S0564	S0247	Near		S0870	Content	Options collapsed into one category
S0565						
S0566	S0256	Near		S1100	Near	
S0567	S0265	Near		S1150	Exact	
S0568	S0266	Near		S1155	Exact	
S0569	S0267	Near		S1160	Exact	
S0570	S0268	Near				
S0571	S0269	Near				
S0572	S0270	Near		S1165	Exact	
S0573	S0271	Near		S1175	Exact	
S0574	S0272	Near		S1170	Exact	
S0575	S0273	Near		S1180	Exact	
S0576	S0274	Near		S1185	Exact	
S0577	S0275	Near		S1190	Exact	
S0578	S0276	Near		S1210, S1200	Content	Options not collapsed into one category

SASS Variable Crosswalk—Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
S0579	S0257	Near		S1105	Near	
S0580	S0258	Near		S1110	Near	
S0581	S0264	Near		S1140	Near	
S0582	S0259	Near		S1115	Near	
S0583	S0260	Near		S1120	Near	
S0584	S0261	Near		S1125	Near	
S0585	S0262	Near		S1130	Near	
S0586	S0263	Near		S1135	Near	
S0593	S0277	Exact				
S0594	S0278	Exact				
S0595						
S0596	S0279	Near				
S0597	S0280	Near				
S5597	S5280	Near				
S0604	S0315	Near				
S0605						
S0606	S0316	Near				
S0607	S0317	Near				
S0608	S0318	Near				
S0609	S0319	Near				
S0610	S0320	Exact		S1290	Near	
S0611	S0321	Exact		S1295	Content	Asks for number identified as limited-English proficient around 10/1
S0612	S0322	Exact		S1300	Content	Asks if school uses “recommendation by parent”
S0613	S0323	Exact		S1305	Near	
S0614	S0324	Exact		S1310	Near	
S0615	S0325	Exact		S1320	Content	Specifies interview in student’s native language
S0616	S0326	Exact		S1325	Near	
S0617	S0327	Exact		S1330	Near	
S0618	S0328	Exact		S1315	Content	Specifies written language test
S0619	S0329	Exact				
S0620	S0330	Near		S1335	Content	Asked of all respondents; specifies program is designed to teach English
S0621	S0332	Near				
S0622, S0623, S0624	S0333, S0334, S0335	Exact		S1345	Content	Combines three questions
S0625						
S0626						
S0627	S0339	Exact				
S0628	S0340	Exact				
S0629	S0341	Exact				
S0630						
S0631						
S0632	S0285	Near		S1645	Exact	
S0633	S0286	Near		S1655	Exact	
S0634	S0287	Near		S1660	Exact	
	S0288	Exact		S1600	Near	

SASS Variable Crosswalk—Unified School Questionnaire (SASS-3A) for Bureau of Indian Affairs (BIA) funded schools: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
S0636, S0637	S0290	Content	Combines prekindergarten & all other students into one category	S1605, S1610	Near	
S0638	S0291	Exact				
S0639	S0292	Exact				
S0640	S0293	Exact				
S0641	S0294	Exact				
S0642	S0295	Exact				
S0643	S0296	Exact				
S0644	S0297	Exact				
S0645	S0298	Exact				
S0646	S0299	Exact				
S0647	S0300	Exact				
S0648	S0301	Exact				
S0649	S0302	Exact				
S0650	S0303	Exact				
S0651	S0304	Exact				
S0652	S0305	Exact				
S0653	S0306	Exact				
S0654	S0307	Exact				
S0655	S0308	Exact				
S0656	S0309	Exact		S1625	Near	
S0661						
S0662						
S0663						
S5663						
S0664						
S0665						
S0666						
S0667						
S5667						
S9001						
S9002						
S9003						
S0668	S0349	Exact		S2355, S2360	Content	Hours & minutes reported separately
S0669	S0350			S2365	Content	Year reported as two digits
S0670	S0350			S2365	Content	Year reported as two digits
S0671	S0350			S2365	Content	Year reported as two digits
S0950	S0124	Exact				

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0700	S0090	Near		S0115	Near		OFFERUG	Near		SSC132	Near	
S0701	S0091	Near		S0120	Near		NUMBRUG	Near		SSC133	Near	
S0702	S0058	Near										
S0703	S0059	Near										
S0704	S0060	Near		S0125	Exact		OFFERKG	Exact		SSC102	Exact	
S0705	S0061	Near		S0130	Exact		NUMBRKG	Exact		SSC103	Exact	
S0706	S0062	Near										
S0707	S0063	Near										
S0708	S0064	Near										
S0709	S0065	Near										
S0710	S0066	Near		S0135	Near		OFFER1	Near		SSC104	Near	
S0711	S0067	Near		S0140	Near		NUMBR1	Near		SSC105	Near	
S0712	S0068	Near		S0145	Near		OFFER2	Near		SSC106	Near	
S0713	S0069	Near		S0150	Near		NUMBR2	Near		SSC107	Near	
S0714	S0070	Near		S0155	Near		OFFER3	Near		SSC108	Near	
S0715	S0071	Near		S0160	Near		NUMBR3	Near		SSC109	Near	
S0716	S0072	Near		S0165	Near		OFFER4	Near		SSC110	Near	
S0717	S0073	Near		S0170	Near		NUMBR4	Near		SSC111	Near	
S0718	S0074	Near		S0175	Near		OFFER5	Near		SSC112	Near	
S0719	S0075	Near		S0180	Near		NUMBR5	Near		SSC113	Near	
S0720	S0076	Near		S0185	Near		OFFER6	Near		SSC114	Near	
S0721	S0077	Near		S0190	Near		NUMBR6	Near		SSC115	Near	
S0722	S0078	Near		S0195	Near		OFFER7	Near		SSC116	Near	
S0723	S0079	Near		S0200	Near		NUMBR7	Near		SSC117	Near	
S0724	S0080	Near		S0205	Near		OFFER8	Near		SSC118	Near	
S0725	S0081	Near		S0210	Near		NUMBR8	Near		SSC119	Near	
S0726	S0082	Near		S0215	Near		OFFER9	Near		SSC120	Near	
S0727	S0083	Near		S0220	Near		NUMBR9	Near		SSC121	Near	
S0728	S0084	Near		S0225	Near		OFFER10	Near		SSC122	Near	
S0729	S0085	Near		S0230	Near		NUMBR10	Near		SSC123	Near	
S0730	S0086	Near		S0235	Near		OFFER11	Near		SSC124	Near	
S0731	S0087	Near		S0240	Near		NUMBR11	Near		SSC125	Near	
S0732	S0088	Near		S0245	Near		OFFER12	Near		SSC126	Near	
S0733	S0089	Near		S0250	Near		NUMBR12	Near		SSC127	Near	
S0734	S0900	Near										
S0735	S0901	Exact		S0450	Exact		COEDSCHL	Exact		SSC015	Exact	
S0416	S0095	Near		S0455	Near		PCTMALE	Content	Question asks for percent instead of number	SSC016	Content	Question asks for percent instead of number
S0417	S0096	Near		S0415	Near		HISPNSTU	Near		SSC054	Near	
S0418	S0097	Exact		S0425	Near		WHITESTU	Near		SSC056	Near	
S0419	S0098	Exact		S0420	Near		BLACKSTU	Near		SSC055	Near	
S0420	S0100	Near		S0410	Near		ASIANSTU	Near		SSC053	Near	
S0421	S0099	Near		S0405	Near		AMINDSTU	Near		SSC052	Near	
S0422	S0101	Exact										
S0423	S0107	Near										
S0424	S0102	Exact		S0470	Exact		NUMHOURS	Exact		SSC049	Content	Refers to students in the highest grade
S0425	S0103	Exact		S0475	Exact		NUMMNTE	Exact		SSC050	Content	Refers to students in the highest grade

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0521	S0206	Near		S0875	Near		FTHEADS	Near		SSC156	Near	Includes both principals & assistant principals; question asks for full-time equivalents in 87 & full-/part-time separately in 90, 93, & 99
S0522	S0205	Near		S0815	Near		PTHEADS	Near		SSC156	Near	Includes both principals & assistant principals; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0523	S0208	Near		S0880	Near		FTASSIST	Near				
S0524	S0207	Near		S0820	Near		PTASSIST	Near				
S0796	S0210	Near		S0885	Near							
S0797	S0209	Near		S0825	Near							
S0525	S0212	Near		S0890	Near		FTPROSTF	Near		SSC162	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0526	S0211	Near		S0830	Near		PTPROSTF	Near		SSC162	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0527	S0214	Near		S0900	Near		FTLIBRNS	Near		SSC161	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0528	S0213	Near		S0840	Near		PTLIBRNS	Near		SSC161	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0529	S0216	Near		S0895	Near		FTGUIDES, FTVTCOUN	Near		SSC160	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0530	S0215	Near		S0835	Near		PTGUIDES, PTVTCOUN	Near		SSC160	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0531	S0218	Near		S0905	Content	Options collapsed into one category	FTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0533	S0220	Near		S0905	Content	Options collapsed into one category	FTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0535	S0222	Near		S0905	Content	Options collapsed into one category	FTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0537	S0224	Near		S0905	Content	Options collapsed into one category	FTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0539	S0226	Near		S0905	Content	Options collapsed into one category	FTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0532	S0217	Near		S0845	Content	Options collapsed into one category	PTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0534	S0219	Near		S0845	Content	Options collapsed into one category	PTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0536	S0221	Near		S0845	Content	Options collapsed into one category	PTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0538	S0223	Near		S0845	Content	Options collapsed into one category	PTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0540	S0225	Near		S0845	Content	Options collapsed into one category	PTPROSTF	Content	Options collapsed into one category	SSC162	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0541	S0234	Near		S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0543	S0236	Near		S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time e staff separately in 90, 93, & 99
S0545	S0232	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0547	S0232	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0549	S0230	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0551	S0230	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0553	S0238	Content	99 shows category “Other teacher aides such as kindergarten aides,” while 2003–04 shows “Other classroom instructional aides”	S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0555	S0240	Near		S0920	Content	Options collapsed into one category	FTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0542	S0233	Near		S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0544	S0235	Near		S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0546	S0231	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0548	S0231	Content	99 shows general category “Special education aides,” while 2003–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides”	S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0550	S0229	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0552	S0229	Content	99 shows general category “Library media center aides,” while 2003–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides”	S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0554	S0237	Content	99 shows category “Other teacher aides such as kindergarten aides,” while 2003–04 shows “Other classroom instructional aides”	S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0556	S0239	Near		S0860	Content	Options collapsed into one category	PTAIDES	Content	Options collapsed into one category	SSC165	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0557	S0242	Near		S0925	Near		FTALLOTH	Near		SSC166	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0558	S0241	Near		S0865	Near		PTALLOTH	Near		SSC166	Content	Question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0559	S0244	Near		S0930	Content	Options collapsed into one category	FTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0561	S0246	Near		S0930	Content	Options collapsed into one category	FTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0563	S0248	Near		S0930	Content	Options collapsed into one category	FTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0560	S0243	Near		S0870	Content	Options collapsed into one category	PTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0562	S0245	Near		S0870	Content	Options collapsed into one category	PTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0564	S0247	Near		S0870	Content	Options collapsed into one category	PTALLOTH	Content	Options collapsed into one category	SSC166	Content	Options collapsed into one category; question asks for full-time equivalents in 87 & full-/part-time staff separately in 90, 93, & 99
S0565												
S0276	S0574	Exact		S1760	Near							
S0277	S0575	Near		S1765	Near		YRSENGL	Near				
S0278	S0576	Near		S1770	Near		YRSMATH	Near				
S0279	S0577	Near		S1775	Near		YRSCOMP	Near				
S0280	S0578	Near		S1780	Near		YRSSOC	Near				
S0281	S0579	Near		S1785	Near		YRSSCI	Near				
S0282	S0580	Near		S1790	Near		YRSLANG	Near				
S0283	S0583	Near		S1805	Near							
S0284	S0584	Exact		S1810	Near							
S0285	S0585	Exact		S1815	Near							
S0503	S0161	Exact		S1820	Near							
S0798	S0162	Exact		S1825	Near		ENROL12	Near		SSC139	Near	
S0799	S0163	Near		S1835	Near		GRADNUM	Near		SSC140	Near	
S0505	S0165	Near										
S0506	S0166	Near										
S0800	S0965	Exact		S0780	Exact							
S0801	S0966	Exact		S0785	Near		ALLBOARD	Near				
S0802	S0967	Exact		S0790	Near		BOARDNUM	Near		SSC017	Content	Asks for percent instead of number
S0803	S0968	Exact		S0795	Exact		CHARGETU	Exact		SSC088	Exact	
S0804	S0969	Exact		S0800	Exact		DISCOUNT	Exact		SSC089	Exact	
S0805												
S0806	S0970	Exact		S0805	Exact		TUITIN	Exact		SSC090	Exact	
S0443	S0111	Exact										
S0447	S0115	Exact		S0700	Exact		ADMITREQ	Exact		SSC099	Content	Response options differ
S0448	S0116	Exact		S0705	Content	Options are mark all that apply	ADMITEST	Content	Options are mark all that apply	SSC091	Content	Options are mark all that apply
S0449	S0117	Exact		S0710	Content	Options are mark all that apply	ACHVTEST	Content	Options are mark all that apply	SSC092	Content	Options are mark all that apply
S0450	S0118	Exact		S0715	Content	Options are mark all that apply	RECORDS	Content	Options are mark all that apply	SSC093	Content	Options are mark all that apply
S0451	S0119	Exact		S0720	Content	Options are mark all that apply	SPECIAL	Content	Options are mark all that apply	SSC094	Content	Options are mark all that apply
S0452	S0120	Exact		S0725	Content	Options are mark all that apply	TALENT	Content	Options are mark all that apply	SSC095	Content	Options are mark all that apply

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0104												
S0105												
S0106												
S0107												
S0113	S0500	Exact		S2095	Near		SALSCHED	Near				
S0114	S0501	Exact		S2100	Exact		MINBACH	Exact				
S0115	S0502	Exact										
S0116												
S0117	S0503	Exact		S2105	Exact		MINMASTR	Exact				
S0118												
S0119	S0505	Near		S2115	Exact		MAXMASTR	Exact				
S0120												
S0121	S0506	Exact		S2120	Exact		HIGHSAL	Exact				
S0122	S0507	Exact		S2125	Near		MINSALRY	Near				
S0123	S0508	Exact		S2130	Near		MAXSALRY	Near				
S0124	S0517	Near										
S0125	S0518	Near										
S0126	S0519	Near										
S0127												
S0128												
S0129	S0520	Near										
S0130	S0521	Near										
S0131	S0522	Near										
S0315	S0611	Exact										
S0316	S0612	Exact										
S0317	S0613	Exact										
S0319	S0615	Exact		S2210	Content	Specifies pay incentives as cash bonuses, different step on salary scale, or other salary increase; asks about organization school is affiliated with	SHORTAGE	Content	Specifies pay incentives as cash bonuses, different step on salary scale, or other salary increase; asks about organization school is affiliated with			
S0320	S0616	Exact										
S0321	S0617	Exact		S2230	Content	Options are mark all that apply	SHRTSPEC	Content	Options are mark all that apply			
S0322	S0618	Exact										
S0323	S0619	Exact										
S0324	S0620	Exact		S2240	Content	Options are mark all that apply	SHRTCOMP	Content	Options are mark all that apply			
S0325	S0621	Exact		S2235	Content	Options are mark all that apply	SHRTMATH	Content	Options are mark all that apply			
S0326	S0622	Exact		S2245	Content	Options are mark all that apply	SHRTPHYS	Content	Options are mark all that apply			

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0604	S0315	Near										
S0605												
S0606	S0316	Near										
S0607	S0317	Near										
S0608	S0318	Near										
S0609	S0319	Near										
S0610	S0320	Exact		S1290	Near							
S0611	S0321	Exact		S1295	Content	Asks for number identified as limited-English proficient around 10/1						
S0612	S0322	Exact		S1300	Content	Asks if school uses “recommendation by parent”						
S0613	S0323	Exact		S1305	Near							
S0614	S0324	Exact		S1310	Near							
S0615	S0325	Exact		S1320	Content	Specifies interview in student’s native language						
S0616	S0326	Exact		S1325	Near							
S0617	S0327	Exact		S1330	Near							
S0618	S0328	Exact		S1315	Content	Specifies written language test						
S0619	S0329	Exact										
S0620	S0330	Near		S1335	Content	Asked of all respondents; specifies program is designed to teach English						
S0621	S0332	Near										
S0622, S0623, S0624	S0333, S0334, S0335	Exact		S1345	Content	Combines three questions						
S0625												
S0626												
S0627	S0339	Exact										
S0628	S0340	Exact										
S0629	S0341	Exact										
S0632	S0285	Near		S1645	Exact					SSC087	Exact	
S0633	S0286	Near		S1655	Exact					SSC085	Content	Asks how many students are eligible
S0634	S0287	Near		S1660	Exact					SSC085	Content	Asks how many students are eligible
S0635	S0288	Exact		S1600	Near		CHPTRONE	Near				

SASS Variable Crosswalk—Private School Questionnaire (SASS-3B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
S0636	S0290	Content	Combines pre-kindergarten & K–12 students into one number	S1605, S1610	Near		ONESVPK, ONESVK12	Near		SSC083	Content	Included both pre-kindergarten & K–12
S0637	S0290	Content	Combines pre-kindergarten & K–12 students into one number	S1605, S1610	Near		ONESVPK, ONESVK12	Near		SSC083	Content	Included both pre-kindergarten & K–12
S0638	S0291	Exact										
S0639	S0292	Exact										
S0640	S0293	Exact										
S0641	S0294	Exact										
S0642	S0295	Exact										
S0643	S0296	Exact										
S0644	S0297	Exact										
S0645	S0298	Exact										
S0646	S0299	Exact										
S0647	S0300	Exact										
S0648	S0301	Exact										
S0649	S0302	Exact										
S0650	S0303	Exact										
S0651	S0304	Exact										
S0652	S0305	Exact										
S0653	S0306	Exact										
S0654	S0307	Exact										
S0655	S0308	Exact										
S0657	S0311	Exact										
S0658	S0312	Exact										
S0659	S0313	Exact										
S0660	S0314	Exact										
S5660	S5314	Exact										
S9001	S9001	Near										
S9002	S9002	Near										
S9003	S9003	Near										
S0668	S0349	Near										
S0669	S0350	Near		S2365	Content	Year reported as two digits						
S0670	S0350	Near		S2365	Content	Year reported as two digits						
S0671	S0350	Near		S2365	Content	Year reported as two digits						

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0026	T0051	Near		T0020	Near		TSC011	Near		TSC010*		Response options differ
T0027	T0052	Exact										
T0028	T0053	Exact		T0025	Exact							
T0029	T0054	Exact		T0030	Exact		TSC012	Exact		TSC012	Exact	
T0030	T0059	Exact		T0150, T0160	Content	Options were grouped into 3 questions	TSC039	Content	Options collapsed into one question' in 87 & 93, options were grouped into 3 questions	TSC032, TSC034	Content	Options 4 & 5 from 87 crosswalk; response options differ
T5030	T5059	Exact										
T0031	T0060	Exact										
T5031	T5061	Near										
T9001	T9061	Near										
T0032	T0062	Near										
T0033	T0063	Exact										
T5033	T5063	Exact										
T0034	T0064	Exact		T0145	Exact		TSC038	Exact		TSC031	Exact	
T0035												
T0036	T0065	Near		T0105	Exact		FTPUB	Exact		TSC023	Exact	
T0037	T0066	Near		T0110	Exact		PTPUB	Exact		TSC024	Exact	
T0038	T0067	Exact		T0090	Exact		TSC028	Exact				
T0039	T0068	Exact		T0095	Near		FTPVT	Near		TSC025	Near	
T0040	T0069	Exact		T0100	Near		PTPVT	Near		TSC026	Near	
T0051	T0192	Near		T0715	Exact		TSC113	Exact		TSC140	Exact	
T0052	T0193	Near		T0720	Exact		TSC114	Exact		TSC141	Exact	
T0053	T0194	Near		T0725	Exact		TSC115	Exact		TSC142	Exact	
T0054	T0195	Near		T0730	Exact		TSC116	Exact		TSC143	Exact	
T0055	T0196	Near		T0735	Exact		TSC117	Exact		TSC144	Exact	
T0056	T0197	Near		T0740	Exact		TSC118	Exact		TSC145	Exact	
T0057	T0198	Near		T0745	Exact		TSC119	Exact		TSC146	Exact	
T0058	T0199	Near		T0750	Exact		TSC120	Exact		TSC147	Exact	
T0059	T0200	Near		T0755	Exact		TSC121	Exact		TSC148	Exact	
T0060	T0201	Near		T0760	Exact		TSC122	Exact		TSC149	Exact	
T0061	T0202	Near		T0765	Exact		TSC123	Exact		TSC150	Exact	
T0062	T0203	Near		T0770	Exact		TSC124	Exact		TSC151	Exact	
T0063	T0204	Near		T0775	Exact		TSC125	Exact		TSC152	Exact	
T0064	T0205	Near		T0780	Exact		TSC126	Exact		TSC153	Exact	
T0065	T0191	Near		T0710	Near		TSC112	Near		TSC156	Near	
T0066	T0206	Near		T0790	Exact		TSC128	Exact		TSC157	Content	Response options differ
T0067	T0207	Exact										
T0068	T0208	Exact		T0795	Near		TSC129	Near		TSC158	Near	
T0069	T0102	Near										
T5069	T5102	Near										
T0070	T0209	Near		T0800	Exact		TSC130	Exact		TSC159	Exact	
T0071												
T0072	T0210	Near		T0805	Exact		TSC131	Exact		TSC160	Exact	
T0073	T0211	Near		T0810	Exact		TSC132	Exact		TSC161	Exact	
T0074	T0212	Near		T0815	Exact		TSC133	Exact		TSC162	Exact	
T0075	T0102	Near		T0315	Near		TSC058	Near		TSC075	Near	

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0297	T0276, T0277	Content	Does not include teaching hours, combines two categories into one	T0995, T1000	Content	Does not include teaching hours, combines two categories into one	TSC220, TSC221	Content	Does not include teaching hours, combines two categories into one	TSC235, TSC236	Content	Does not include teaching hours, combines two categories into one
T0298	T0273			T0990	Exact		TSC219	Exact		TSC234	Exact	
T0299												
T0300												
T0301												
T0302												
T0303												
T0304												
T0311	T0286	Near										
T0312	T0287	Near		T1040	Near		TSC247	Near		TSC278	Near	
T0313	T0288	Near		T1020	Near		TSC245	Near		TSC276	Near	
T0314	T0289	Near		T1035	Near							
T0315	T0290	Near		T1025	Near							
T0316	T0291	Near		T1015	Near		TSC244	Near		TSC275	Near	
T0317	T0292	Near		T1030	Near							
T0318	T0293	Near		T1045	Near		TSC248	Near		TSC279	Near	
T0319	T0294	Near		T1050	Near		TSC249	Near		TSC280	Near	
T0320	T0295	Near		T1055	Near		TSC250	Near		TSC281	Near	
T0321	T0296	Near		T1060	Near		TSC251	Near				
T0322	T0297	Near		T1065	Near		TSC252	Near		TSC282	Near	
T0323	T0298	Near		T1070	Near		TSC253	Near		TSC283	Near	
T0330	T0299	Near		T1200	Near					TSC239	Near	
T0331	T0300	Near		T1205	Near					TSC240	Near	
T0332	T0301	Near		T1210	Near					TSC241	Near	
T0333	T0302	Near		T1215	Near		TSC226	Near		TSC242	Near	
T0334	T0303	Near		T1225	Near					TSC244	Near	
T0335	T0304	Near		T1230	Near					TSC245	Near	
T0336	T0305	Near		T1240	Near					TSC247	Near	
T0337	T0306	Near		T1245	Near		TSC227	Near		TSC248	Near	
T0338	T0308	Near		T1255	Near		TSC228	Near		TSC250	Near	
T0339	T0309	Near		T1260	Near					TSC251	Near	
T0340	T0310	Near										
T0341	T0311	Near		T1270	Near					TSC253	Near	
T0342	T0312	Near		T1275	Near					TSC254	Near	
T0343	T0313	Near										
T0344												
T0345	T0315	Near		T1285	Near					TSC256	Near	
T0346	T0314	Near										
T0347	T0316	Near		T1290	Near					TSC257	Near	
T0348	T0317	Near		T1300	Near					TSC259	Near	
T0349	T0318	Near		T1305	Near					TSC260	Near	
T0350	T0320	Near		T1310	Near		TSC234	Exact				
T0351	T0325	Content	Uses a different rating scale	T1095	Content	Uses a different rating scale	TSC258	Content	Uses a different rating scale	TSC266	Content	Uses a different rating scale

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for public school teachers: 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0352	T0326	Content	Uses a different rating scale	T1100	Content	Uses a different rating scale	TSC259	Content	Uses a different rating scale	TSC267	Content	Uses a different rating scale
T0353	T0327	Content	Uses a different rating scale	T1105	Content	Uses a different rating scale	TSC260	Content	Uses a different rating scale	TSC268	Content	Uses a different rating scale
T0354	T0329	Content	Uses a different rating scale	T1115	Content	Uses a different rating scale	TSC262	Content	Uses a different rating scale	TSC270	Content	Uses a different rating scale
T0355	T0330	Content	Uses a different rating scale	T1120	Content	Uses a different rating scale	TSC263	Content	Uses a different rating scale	TSC271	Content	Uses a different rating scale
T0356	T0331	Content	Uses a different rating scale	T1125	Content	Uses a different rating scale	TSC264	Content	Uses a different rating scale	TSC272	Content	Uses a different rating scale
T0357												
T0358												
T0359												
T0360												
T0361												
T0362	T0332	Content	Uses a different rating scale	T1135	Content	Uses a different rating scale	TSC267	Content	Uses a different rating scale			
T0363												
T0364	T0321	Near		T1075	Near		TSC254	Near		TSC262	Near	
T0365	T0322	Near		T1080	Near		TSC255	Near		TSC263	Near	
T0366	T0324	Near		T1090	Near		TSC257	Near		TSC265	Near	
T0367	T0323	Near		T1085	Near		TSC256	Near		TSC264	Near	
T0368	T0328	Near		T1110	Near		TSC261	Near		TSC269	Near	
T0369	T0333	Near		T1140	Near		TSC268	Near				
T0370	T0334	Near		T1145	Near		TSC269	Near				
T0371	T0335	Near		T1155	Near		TSC271	Near				
T0372	T0336	Near		T1165	Near		TSC273	Near				
T0373	T0337	Near		T1175	Near							
T0374	T0338	Near		T1185	Near							
T0375												
T0376												
T0377												
T0378												
T0379												
T0380												
T0381												
T0382	T0339	Exact		T1320	Exact		TSC236	Exact		TSC261	Exact	
T0383	T0340	Exact		T1370	Exact		TSC276	Exact		TSC288	Exact	
T0384	T0280	Exact		T1325	Exact							
T0385	T0281	Near		T1330	Near							
T0386	T0282	Near		T1335	Near							
T0387	T0283	Exact		T1340	Exact							
T0388	T0284	Near		T1345	Near							
T0389	T0285	Near		T1350	Near							
T0393	T0341	Exact		T1390	Exact		TSC286	Exact				
T0394	T0342	Exact		T1395	Exact		TSC287	Exact		TSC304	Exact	
T0395	T0343	Exact		T1400	Exact		TSC288	Exact				

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for Bureau of Indian Affairs (BIA) funded school teachers: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
T0026	T0051	Near		T0020	Near	
T0027	T0052	Exact				
T0028	T0053	Exact		T0025	Exact	
T0029	T0054	Exact		T0030	Exact	
T0030	T0059	Exact		T0150, T0160	Content	Options were grouped into 3 questions
T5030	T5059					
T0031	T0060	Exact				
T5031	T5061	Near				
T9001	T9061	Near				
T0032	T0062	Near				
T0033	T0063	Exact				
T5033	T5063	Exact				
T0034	T0064	Exact		T0145	Exact	
T0035						
T0036	T0065	Near		T0105	Exact	
T0037	T0066	Near		T0110	Exact	
T0038	T0067	Exact		T0090	Exact	
T0039	T0068	Exact		T0095	Near	
T0040	T0069	Exact		T0100	Near	
T0051	T0192	Near		T0715	Exact	
T0052	T0193	Near		T0720	Exact	
T0053	T0194	Near		T0725	Exact	
T0054	T0195	Near		T0730	Exact	
T0055	T0196	Near		T0735	Exact	
T0056	T0197	Near		T0740	Exact	
T0057	T0198	Near		T0745	Exact	
T0058	T0199	Near		T0750	Exact	
T0059	T0200	Near		T0755	Exact	
T0060	T0201	Near		T0760	Exact	
T0061	T0202	Near		T0765	Exact	
T0062	T0203	Near		T0770	Exact	
T0063	T0204	Near		T0775	Exact	
T0064	T0205	Near		T0780	Exact	
T0065	T0191	Near		T0710	Near	
T0066	T0206	Near		T0790	Exact	
T0067	T0207	Exact				
T0068	T0208	Exact		T0795	Near	
T0069						
T5069						
T0070	T0209	Near		T0800	Exact	
T0071						
T0072	T0210	Near		T0805	Exact	
T0073	T0211	Near		T0810	Exact	
T0074	T0212	Near		T0815	Exact	
T0075	T0102	Near		T0315	Near	
T5075	T5102	Near				

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for Bureau of Indian Affairs (BIA) funded school teachers: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
T0077, T0080, T0083, T0086, T0089, T0092, T0095, T0098, T0101, T0104	T0214, T0216, T0218, T0220, T0222, T0224, T0226, T0228, T0230, T0232, T0234, T0236, T0238, T0240, T0242	Content	Allowed for 15 responses	T0825, T0835, T0845, T0855, T0865, T0875, T0885, T0895, T0905, T0915, T0925, T0935, T0945, T0955, T0965	Content	Allowed for 15 responses
T0079, T0082, T0085, T0088, T0091, T0094, T0097, T0100, T0103, T0106	T0215, T0217, T0219, T0221, T0223, T0225, T0227, T0229, T0231, T0233, T0235, T0237, T0239, T0241, T0243	Content	Allowed for 15 responses	T0830, T0840, T0850, T0860, T0870, T0880, T0890, T0900, T0910, T0920, T0930, T0940, T0950, T0960, T0970	Content	Allowed for 15 responses
T0078						
T0081						
T0084						
T0087						
T0090						
T0093						
T0096						
T0099						
T0102						
T0105						
T0116	T0070	Exact		T0170	Exact	
T0117	T0071	Exact		T0180	Exact	
T0118						
T0119	T0072	Exact		T0175	Near	
T0120	T0073	Exact		T0185	Exact	
T0121	T0074	Exact		T0190	Near	
T0122	T0079	Exact		T0215	Exact	
T0123	T0080	Exact		T0235	Exact	
T0124	T0082	Exact		T0245	Exact	
T0125						
T0126	T0081	Exact		T0240	Near	
T0127	T0083	Near				
T0128						
T0129						
T0130	T0085	Near		T0275	Near	
T0131	T0086	Near		T0280	Exact	
T0132	T0088	Near		T0225	Near	
T0133						
T0134	T0089	Near		T0230	Exact	
T0135	T0091	Near		T0255	Near	
T0136						
T0137	T0092	Near		T0260	Exact	
T0138	T0094	Near		T0290	Near	
T0139	T0095	Near		T0295	Exact	
T0140	T0097	Near				
T0141	T0098	Near				
T0142	T0100	Near		T0305	Near	

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for Bureau of Indian Affairs (BIA) funded school teachers: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
T0143						
T0144	T0101	Near		T0310	Exact	
T0145						
T0146						
T0147						
T0148						
T0149						
T0150						
T0151	T0124	Near				
T0152	T0125	Exact				
T0153	T0126	Exact				
T0154	T0127	Near				
T0155	T0128	Near				
T0156						
T0157						
T0158						
T0159						
T0166	T0104	Near		T0340	Near	
T0167						
T0168						
T0169						
T0170						
T0171						
T0172						
T0173						
T0174						
T0175						
T0176						
T0177						
T0178						
T0179						
T0180						
T0181						
T0182						
T0183						
T0184						
T0185						
T0186						
T0187	T0113	Near		T0365	Near	
T0188						
T0189, T0190, T0191, T0192, T0193, T0194, T0195, T0196, T0197, T0198, T0199, T0200, T0201, T0202, T0203, T0204, T0205, T0206, T0207, T0208	T0114, T0115, T0116, T0117, T0118, T0119	Content	Allows for respondents to enter teaching assignment codes for numerous other certificates	T0370, T0375, T0380, T0385, T0390, T0395	Content	Allows for respondents to enter teaching assignment codes for numerous other certificates
T0209	T0123	Near				
T0210	T0129	Exact				
T0211	T0130	Exact				

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for Bureau of Indian Affairs (BIA) funded school teachers: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
T0212	T0131	Exact				
T0213	T0132	Exact				
T0214	T0134	Exact				
T0215	T0135	Exact				
T0216	T0136	Exact		T0700	Content	Specifies to not include student teaching & asks about a formal program
T0217	T0137	Exact				
T0218	T0138	Exact				
T0219	T0139	Exact				
T0220	T0140	Exact				
T0221	T0141	Exact				
T0222	T0142	Exact				
T0223	T0143	Exact				
T0224	T0144	Exact				
T0225	T0145	Exact				
T0226	T0147	Exact				
T0227	T0148	Exact				
T0228	T0149	Near				
T0235	T0150	Near				
T0236						
T0237	T0152	Near				
T0238						
T0239	T0158	Near				
T0240						
T0241	T0157	Near				
T0242						
T0243	T0159	Near		T0610	Content	Different timeframe
T0244	T0160	Near		T0615	Content	Different timeframe; different scale
T0245	T0161	Near				
T0246	T0168	Exact		T0590	Content	Different timeframe
T0247	T0169	Exact		T0595	Content	Different timeframe; different scale
T0248	T0170	Near				
T0249						
T0250						
T0251						
T0252	T0174	Exact				
T0253	T0175	Exact				
T0254	T0176	Near				
T0255	T0177	Exact				
T0256	T0179	Exact		T0665	Exact	
T0257	T0180	Exact		T0670	Exact	
T0258	T0181	Exact				
T0259	T0182	Exact		T0680	Content	Asks about tuition & fees; options are mark all that apply
T0260	T0183	Exact				
T0261	T0184	Exact		T0675	Exact	
T0262	T0185	Near		T0685	Content	Options are mark all that apply; asks about support, not rewards

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for Bureau of Indian Affairs (BIA) funded school teachers: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
T0263	T0186	Near				
T0264	T0187	Near				
T0265						
T0266						
T0267						
T0268						
T0269	T0188	Near				
T0270	T0189	Near				
T0271	T0190	Near				
T0279	T0244	Near				
T0280	T0245	Exact				
T0281	T0246	Exact				
T0282	T0247	Near				
T0283	T0248	Exact				
T0284	T0249	Near		T1585, T1590	Content	Asks for percentage instead of number
T0285	T0250	Exact		T1580	Content	Only of those who teach limited-English-proficient students
T0286	T0255	Near				
T0287	T0256	Near				
T0288	T0257	Near				
T0289	T0258	Near				
T0290	T0252	Near				
T0297	T0276, T0277	Content	Does not include teaching hours, combines two categories into one	T0995, T1000	Content	Does not include teaching hours, combines two categories into one
T0298	T0273			T0990	Exact	
T0299						
T0300						
T0301						
T0302						
T0303						
T0304						
T0311	T0286	Near				
T0312	T0287	Near		T1040	Near	
T0313	T0288	Near		T1020	Near	
T0314	T0289	Near		T1035	Near	
T0315	T0290	Near		T1025	Near	
T0316	T0291	Near		T1015	Near	
T0317	T0292	Near		T1030	Near	
T0318	T0293	Near		T1045	Near	
T0319	T0294	Near		T1050	Near	
T0320	T0295	Near		T1055	Near	
T0321	T0296	Near		T1060	Near	
T0322	T0297	Near		T1065	Near	
T0323	T0298	Near		T1070	Near	
T0330	T0299	Near		T1200	Near	
T0331	T0300	Near		T1205	Near	
T0332	T0301	Near		T1210	Near	
T0333	T0302	Near		T1215	Near	
T0334	T0303	Near		T1225	Near	
T0335	T0304	Near		T1230	Near	

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for Bureau of Indian Affairs (BIA) funded school teachers: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
T0336	T0305	Near		T1240	Near	
T0337	T0306	Near		T1245	Near	
T0338	T0308	Near		T1255	Near	
T0339	T0309	Near		T1260	Near	
T0340	T0310	Near				
T0341	T0311	Near		T1270	Near	
T0342	T0312	Near		T1275	Near	
T0343	T0313	Near				
T0344						
T0345	T0315	Near		T1285	Near	
T0346	T0314	Near				
T0347	T0316	Near		T1290	Near	
T0348	T0317	Near		T1300	Near	
T0349	T0318	Near		T1305	Near	
T0350	T0320	Near		T1310	Near	
T0351	T0325	Content	Uses a different rating scale	T1095	Content	Uses a different rating scale
T0352	T0326	Content	Uses a different rating scale	T1100	Content	Uses a different rating scale
T0353	T0327	Content	Uses a different rating scale	T1105	Content	Uses a different rating scale
T0354	T0329	Content	Uses a different rating scale	T1115	Content	Uses a different rating scale
T0355	T0330	Content	Uses a different rating scale	T1120	Content	Uses a different rating scale
T0356	T0331	Content	Uses a different rating scale	T1125	Content	Uses a different rating scale
T0357						
T0358						
T0359						
T0360						
T0361						
T0362	T0332	Content	Uses a different rating scale	T1135	Content	Uses a different rating scale
T0363						
T0364	T0321	Near		T1075	Near	
T0365	T0322	Near		T1080	Near	
T0366	T0324	Near		T1090	Near	
T0367	T0323	Near		T1085	Near	
T0368	T0328	Near		T1110	Near	
T0369	T0333	Near		T1140	Near	
T0370	T0334	Near		T1145	Near	
T0371	T0335	Near		T1155	Near	
T0372	T0336	Near		T1165	Near	
T0373	T0337	Near		T1175	Near	
T0374	T0338	Near		T1185	Near	
T0375						
T0376						
T0377						
T0378						
T0379						
T0380						
T0381						
T0382	T0339	Exact		T1320	Exact	
T0383	T0340	Exact		T1370	Exact	
T0384	T0280	Exact		T1325	Exact	
T0385	T0281	Near		T1330	Near	
T0386	T0282	Near		T1335	Near	
T0387	T0283	Exact		T1340	Exact	

SASS Variable Crosswalk—Teacher Questionnaire (SASS-4A) for Bureau of Indian Affairs (BIA) funded school teachers: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
T0388	T0284	Near		T1345	Near	
T0389	T0285	Near		T1350	Near	
T0393	T0341	Exact		T1390	Exact	
T0394	T0342	Exact		T1395	Exact	
T0395	T0343	Exact		T1400	Exact	
T0396	T0344	Exact		T1405	Exact	
T0397	T0345	Exact		T1410	Exact	
T0398	T0346	Exact		T1415	Exact	
T0399	T0347	Near		T1420	Near	
T0400	T0348	Near		T1425	Near	
T0401	T0349	Near		T1430	Near	
T0402	T0350	Near		T1450	Near	
T0403	T0351	Near		T1455	Near	
T0404	T0352	Near		T1435	Exact	
T0405	T0353	Near		T1440	Near	
T0406	T0354	Exact		T1445	Exact	
T0407	T0355	Exact		T0695	Exact	
T0408	T0356	Exact		T1525	Exact	
T0409	T0359	Near		T1540	Near	
T0410	T0357	Near		T1530	Near	
T0411	T0357	Near		T1530	Near	
T0412	T0357	Near		T1530	Near	
T0413	T0357	Near		T1530	Near	
T0414	T0357	Near		T1530	Near	
T0415	T0358	Exact		T1535	Exact	
T0416	T0360	Exact		T1545	Exact	
T0417	T0361	Exact		T1610	Near	
T0418	T0362	Near				
T0418	T0362	Near				
T0418	T0362	Near				

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0026	T0051	Near		T0020	Near		TSC011	Near		TSC010*		Response options differ
T0027	T0052	Exact										
T0028	T0053	Exact		T0025	Exact							
T0029	T0054	Exact		T0030	Exact		TSC012	Exact		TSC012	Exact	
T0030	T0059	Exact		T0150, T0160	Content	Options were grouped into 3 questions	TSC039	Content	Options collapsed into one question; in 87 & 93, options were grouped into 3 questions	TSC032, TSC034	Content	Options 4 & 5 from 87 crosswalk; response options differ
T5030	T5059											
T0031	T0060	Exact										
T5031	T5061	Near										
T9001	T9061	Near										
T0032	T0062	Near										
T0033	T0063	Exact										
T5033	T5063	Exact										
T0034	T0064	Exact		T0145	Exact		TSC038	Exact		TSC031	Exact	
T0035												
	T0065			T0105	Exact		FTPVT	Exact		TSC025	Exact	
	T0066			T0110	Exact		PTPVT	Exact		TSC026	Exact	
T0038	T0067	Exact		T0090	Exact		TSC028	Exact				
	T0068			T0095	Near		FTPUB	Near		TSC023	Near	
	T0069			T0100	Near		PTPUB	Near		TSC024	Near	
T0051	T0192	Near		T0715	Exact		TSC113	Exact		TSC140	Exact	
T0052	T0193	Near		T0720	Exact		TSC114	Exact		TSC141	Exact	
T0053	T0194	Near		T0725	Exact		TSC115	Exact		TSC142	Exact	
T0054	T0195	Near		T0730	Exact		TSC116	Exact		TSC143	Exact	
T0055	T0196	Near		T0735	Exact		TSC117	Exact		TSC144	Exact	
T0056	T0197	Near		T0740	Exact		TSC118	Exact		TSC145	Exact	
T0057	T0198	Near		T0745	Exact		TSC119	Exact		TSC146	Exact	
T0058	T0199	Near		T0750	Exact		TSC120	Exact		TSC147	Exact	
T0059	T0200	Near		T0755	Exact		TSC121	Exact		TSC148	Exact	
T0060	T0201	Near		T0760	Exact		TSC122	Exact		TSC149	Exact	
T0061	T0202	Near		T0765	Exact		TSC123	Exact		TSC150	Exact	
T0062	T0203	Near		T0770	Exact		TSC124	Exact		TSC151	Exact	
T0063	T0204	Near		T0775	Exact		TSC125	Exact		TSC152	Exact	
T0064	T0205	Near		T0780	Exact		TSC126	Exact		TSC153	Exact	
T0065	T0191	Near		T0710	Near		TSC112	Near		TSC156	Near	
T0066	T0206	Near		T0790	Exact		TSC128	Exact		TSC157	Content	Response options differ
T0067	T0207	Exact										
T0068	T0208	Exact		T0795	Near		TSC129	Near		TSC158	Near	
T0069												
T5069												
T0070	T0209	Near		T0800	Exact		TSC130	Exact		TSC159	Exact	
T0071												
T0072	T0210	Near		T0805	Exact		TSC131	Exact		TSC160	Exact	
T0073	T0211	Near		T0810	Exact		TSC132	Exact		TSC161	Exact	
T0074	T0212	Near		T0815	Exact		TSC133	Exact		TSC162	Exact	

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0075	T0102	Near		T0315	Near		TSC058	Near		TSC075	Near	
T5075	F5102	Near										
T0077, T0080, T0083, T0086, T0089, T0092, T0095, T0098, T0101, T0104	T0214, T0216, T0218, T0220, T0222, T0224, T0226, T0228, T0230, T0232, T0234, T0236, T0238, T0240, T0242	Content	Allowed for 15 responses	T0825, T0835, T0845, T0855, T0865, T0875, T0885, T0895, T0905, T0915, T0925, T0935, T0945, T0955, T0965	Content	Allowed for 15 responses	TSC137, TSC145, TSC153, TSC161, TSC169, TSC177, TSC185, TSC193, TSC201, TSC209	Near	Allowed for 10 responses	TSC166, TSC173, TSC180, TSC187, TSC194, TSC201, TSC208, TSC215, TSC222	Content	Allowed for 9 responses
T0079, T0082, T0085, T0088, T0091, T0094, T0097, T0100, T0103, T0106	T0215, T0217, T0219, T0221, T0223, T0225, T0227, T0229, T0231, T0233, T0235, T0237, T0239, T0241, T0243	Content	Allowed for 15 responses	T0830, T0840, T0850, T0860, T0870, T0880, T0890, T0900, T0910, T0920, T0930, T0940, T0950, T0960, T0970	Content	Allowed for 15 responses	TSC140, TSC148, TSC156, TSC164, TSC172, TSC180, TSC188, TSC196, TSC204, TSC212	Near	Allowed for 10 responses	TSC169, TSC176, TSC183, TSC190, TSC197, TSC204, TSC211, TSC218, TSC225	Content	Allowed for 9 responses
T0078												
T0081												
T0084												
T0087												
T0090												
T0093												
T0096												
T0099												
T0102												
T0105												
T0116	T0070	Exact		T0170	Exact		TSC040	Exact		TSC043	Exact	
T0117	T0071	Exact		T0180	Exact		TSC042	Exact		TSC046	Exact	
T0118												
T0119	T0072	Exact		T0175	Near		TSC041	Near		TSC044	Near	
T0120	T0073	Exact		T0185	Exact		TSC043	Content	Second major or a minor field of study combined			
T0121	T0074	Exact		T0190	Near		TSC044	Content	Second major or a minor field of study combined	TSC045	Near	
T0122	T0079	Exact		T0215	Exact							

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0279	T0244	Near										
T0280	T0245	Exact										
T0281	T0246	Exact										
T0282	T0247	Near										
T0283	T0248	Exact										
T0284	T0249	Near		T1585, T1590	Content	Asks for percentage instead of number						
T0285	T0250	Exact		T1580	Content	Only of those who teach limited-English-proficient students						
T0286	T0255	Near										
T0287	T0256	Near										
T0288	T0257	Near										
T0289	T0258	Near										
T0290	T0252	Near										
T0297	T0276, T0277	Content	Does not include teaching hours, combines two categories into one	T0995, T1000	Content	Does not include teaching hours, combines two categories into one	TSC220, TSC221	Content	Does not include teaching hours, combines two categories into one	TSC235, TSC236	Content	Does not include teaching hours, combines two categories into one
T0298	T0273			T0990	Exact		TSC219	Exact		TSC234	Exact	
T0299												
T0300												
T0301												
T0302												
T0303												
T0304												
T0311	T0286	Near										
T0312	T0287	Near		T1040	Near		TSC247	Near		TSC278	Near	
T0313	T0288	Near		T1020	Near		TSC245	Near		TSC276	Near	
T0314	T0289	Near		T1035	Near							
T0315	T0290	Near		T1025	Near							
T0316	T0291	Near		T1015	Near		TSC244	Near		TSC275	Near	
T0317	T0292	Near		T1030	Near							
T0318	T0293	Near		T1045	Near		TSC248	Near		TSC279	Near	
T0319	T0294	Near		T1050	Near		TSC249	Near		TSC280	Near	
T0320	T0295	Near		T1055	Near		TSC250	Near		TSC281	Near	
T0321	T0296	Near		T1060	Near		TSC251	Near				
T0322	T0297	Near		T1065	Near		TSC252	Near		TSC282	Near	
T0323	T0298	Near		T1070	Near		TSC253	Near		TSC283	Near	
T0330	T0299	Near		T1200	Near					TSC239	Near	
T0331	T0300	Near		T1205	Near					TSC240	Near	
T0332	T0301	Near		T1210	Near					TSC241	Near	
T0333	T0302	Near		T1215	Near		TSC226	Near		TSC242	Near	
T0334	T0303	Near		T1225	Near					TSC244	Near	
T0335	T0304	Near		T1230	Near					TSC245	Near	

SASS Variable Crosswalk—Private School Teacher Questionnaire (SASS-4B): 1987–88 through 2003–04												
2003–04	1999–2000 (99)			1993–94 (93)			1990–91 (90)			1987–88 (87)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments	Variable name	Match	Comments
T0336	T0305	Near		T1240	Near					TSC247	Near	
T0337	T0306	Near		T1245	Near		TSC227	Near		TSC248	Near	
T0338	T0308	Near		T1255	Near		TSC228	Near		TSC250	Near	
T0339	T0309	Near		T1260	Near					TSC251	Near	
T0340	T0310	Near										
T0341	T0311	Near		T1270	Near					TSC253	Near	
T0342	T0312	Near		T1275	Near					TSC254	Near	
T0343	T0313	Near										
T0344												
T0345	T0315	Near		T1285	Near					TSC256	Near	
T0346	T0314	Near										
T0347	T0316	Near		T1290	Near					TSC257	Near	
T0348	T0317	Near		T1300	Near					TSC259	Near	
T0349	T0318	Near		T1305	Near					TSC260	Near	
T0350	T0320	Near		T1310	Near		TSC234	Exact				
T0351	T0325	Content	Uses a different rating scale	T1095	Content	Uses a different rating scale	TSC258	Content	Uses a different rating scale	TSC266	Content	Uses a different rating scale
T0352	T0326	Content	Uses a different rating scale	T1100	Content	Uses a different rating scale	TSC259	Content	Uses a different rating scale	TSC267	Content	Uses a different rating scale
T0353	T0327	Content	Uses a different rating scale	T1105	Content	Uses a different rating scale	TSC260	Content	Uses a different rating scale	TSC268	Content	Uses a different rating scale
T0354	T0329	Content	Uses a different rating scale	T1115	Content	Uses a different rating scale	TSC262	Content	Uses a different rating scale	TSC270	Content	Uses a different rating scale
T0355	T0330	Content	Uses a different rating scale	T1120	Content	Uses a different rating scale	TSC263	Content	Uses a different rating scale	TSC271	Content	Uses a different rating scale
T0356	T0331	Content	Uses a different rating scale	T1125	Content	Uses a different rating scale	TSC264	Content	Uses a different rating scale	TSC272	Content	Uses a different rating scale
T0357												
T0358												
T0359												
T0360												
T0361												
T0362	T0332	Content	Uses a different rating scale	T1135	Content	Uses a different rating scale	TSC267	Content	Uses a different rating scale			
T0363												
T0364	T0321	Near		T1075	Near		TSC254	Near		TSC262	Near	
T0365	T0322	Near		T1080	Near		TSC255	Near		TSC263	Near	
T0366	T0324	Near		T1090	Near		TSC257	Near		TSC265	Near	
T0367	T0323	Near		T1085	Near		TSC256	Near		TSC264	Near	
T0368	T0328	Near		T1110	Near		TSC261	Near		TSC269	Near	
T0369	T0333	Near		T1140	Near		TSC268	Near				
T0370	T0334	Near		T1145	Near		TSC269	Near				
T0371	T0335	Near		T1155	Near		TSC271	Near				
T0372	T0336	Near		T1165	Near		TSC273	Near				
T0373	T0337	Near		T1175	Near							
T0374	T0338	Near		T1185	Near							

SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for public school libraries: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–1994 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
M0025	M0052	Exact		M130	Exact	
M0026	M0053	Exact		M131	Exact	
M0027	M0054	Exact		M132	Near	
M0028	M0055	Exact		M133	Near	
M0029	M0056	Exact		M134	Near	
M0030	M0057	Exact		M139	Near	
M0031	M0058	Exact		M135, M136	Content	Production areas for teachers only
M0032	M0059	Exact		M137	Near	Production areas for teachers only
M0033	M0060	Exact		M138	Near	
M0040	M0082	Near		M011	Content	Asked of all respondents
M0041	M0083	Exact		M012	Near	
M0042	M0084, M0085, M0086	Content	Questions differentiated 3/4-, 1/2-, & less than 1/2-time	M013, M014, M015, M016	Content	M015 & M016 asks different questions for 1/4-, 1/2-, & less than 1/4-time
M0043	M0087	Near		M017	Near	
M0044	M0076	Near		M018	Content	Asked of all respondents
M0045	M0077	Exact		M019	Near	
M0046	M0078, M0079, M0080	Content	Questions differentiated 3/4-, 1/2-, & less than 1/2-time	M020, M021, M022, M023	Content	M022 & M023 ask different questions for 1/4-, 1/2-, & less than 1/4-time
M0047	M0081	Near		M024	Near	
M0048	M0070	Near				
M0049	M0071	Exact				
M0050	M0072, M0073, M0074	Content	Questions differentiated 3/4-, 1/2-, & less than 1/2-time			
M0051	M0075	Exact				
M0052	M0088	Near				
M0053	M0089	Near		M043	Near	
M0054	M0091, M0092, M0093	Content	Differentiated type & number of master's degree	M044, M045	Content	Asked only if they reported staff members with master's or doctoral degrees
M0055	M0094	Near		M041	Near	
M0056	M0095	Near		M040	Near	
M0057	M0091, M0092, M0093	Content	Differentiated type & number of master's degree	M044, M045	Content	Asked only if they reported staff members with master's or doctoral degrees
M0058	M0096	Near		M047	Near	
M0059	M0097	Exact		M048	Near	
M0060	M0098	Near		M049	Near	
M0061	M0099	Exact				
M0068	M0102	Exact		M108	Near	
M0069	M0103	Exact		M109	Near	
M0070	M0104	Exact		M112	Near	
M0071	M0107, M0108, M0109, M0110, M0111	Content	Also asked for types of network configurations			

**SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for public school libraries:
1993–94 through 2003–04**

2003–04	1999–2000 (99)			1993–1994 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
M0072	M0105	Near		M116	Content	Asks only of video laser disc
M0073						
M0074	M0106	Near				
M0075						
M0076						
M0077	M0144	Exact				
M0084	M0166	Exact				
M0085	M0165	Near		M072	Content	Asks one question for all reference books
M0086	M0168	Exact				
M0087	M0167	Near		M072	Content	Asks one question for all reference books
M0088						
M0089	M0149	Near		M051	Near	
M0090	M0150	Near		M050	Near	
M0091	M0151	Near		M052	Content	Includes only locally budgeted expenditures
M0092	M0152	Content	Excluded duplicate copies	M057	Content	Does not include DVD
M0093	M0153	Content	Excluded duplicate copies	M056	Content	Does not include DVD
M0094	M0154	Content	Excluded duplicate copies	M058	Content	Includes only locally budgeted expenditures; does not include DVD
M0095	M0155	Content	Excluded duplicate copies	M066	Near	
M0096	M0156	Content	Excluded duplicate copies	M065	Near	
M0097	M0157	Content	Excluded duplicate copies	M067	Content	Includes only locally budgeted expenditures
M0098	M0158, M0161	Content	Electronic & print/microfilm separate	M054	Near	
M0099	M0159, M0162	Content	Electronic & print/microfilm separate	M053	Near	
M0100	M0160, M0163	Content	Electronic & print/microfilm separate	M055	Content	Includes only locally budgeted expenditures
M0101						
M0102	M0161	Near				
M0103	M0163	Near				
M0104	M0164	Near		M068	Near	
M0105						
M0106						
M0107						
M0108						
M0113	M0176	Exact		M143	Exact	
M0114	M0177	Near		M144	Content	Includes “other” option
M0115	M0179	Content	Yes/No question	M146	Content	Question is mark all that apply
M0116	M0183	Content	Yes/No question	M147	Content	Question is mark all that apply
M0117	M0178	Content	Yes/No question	M145	Content	Question is mark all that apply
M0118	M0182	Content	Yes/No question	M148	Content	Options are mark all that apply; included in “other” option
M0119	M0192	Near				

SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for public school libraries: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–1994 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
M0120	M0185	Content	Before or after school a single option			
M0121	M0185	Content	Before or after school a single option			
M0122	M0186, M0187, M0188	Content	Question asked about different parts of regular day			
M0123	M0061	Exact				
M0124	M0062	Exact				
M0125						
M0126	M0197	Exact		M157	Content	Asks how many students are allowed to borrow
M0127	M0198	Exact		M158	Content	Asks how many students are allowed to borrow
M0128	M0199	Exact		M159	Content	Asks how many students are allowed to borrow
M0129	M0200	Exact		M160	Content	Asks how many students are allowed to borrow
M0130	M0201	Exact		M161	Content	Asks how many students are allowed to borrow
M0131	M0202	Exact				
M0132	M0204	Exact		M162	Exact	
M0133	M0205	Exact		M163	Exact	
M0134	M0206	Exact		M164	Exact	
M0135	M0218	Near				
M0136	M0220	Near				
M0137						
M0138	M0221	Exact				
M0145						
M0146						
M0147						
M0148						
M0149						
M0150						
M0151	M0209, M0210, M0211, M0212, M0213, M0214, M0215, M0216, M0217	Content	Questions differentiated subjects & frequency			
M0152	M0222			M167	Near	

SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for Bureau of Indian Affairs (BIA) funded school libraries: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
M0025	M0052	Exact		M130	Exact	
M0026	M0053	Exact		M131	Exact	
M0027	M0054	Exact		M132	Near	
M0028	M0055	Exact		M133	Near	
M0029	M0056	Exact		M134	Near	
M0030	M0057	Exact		M139	Near	
M0031	M0058	Exact		M135, M136	Content	Production areas for teachers only
M0032	M0059	Exact		M137	Near	Production areas for teachers only
M0033	M0060	Exact		M138	Near	
M0040	M0082	Near		M011	Content	Asked of all respondents
M0041	M0083	Exact		M012	Near	
M0042	M0084, M0085, M0086	Content	Questions differentiated 3/4-, 1/2-, & less than 1/2-time	M013, M014, M015, M016	Content	M015 & M016 asks different questions for 1/4-, 1/2-, & less than 1/4-time
M0043	M0087	Near		M017	Near	
M0044	M0076	Near		M018	Content	Asked of all respondents
M0045	M0077	Exact		M019	Near	
M0046	M0078, M0079, M0080	Content	Questions differentiated 3/4-, 1/2-, & less than 1/2-time	M020, M021, M022, M023	Content	M022 & M023 ask different questions for 1/4-, 1/2-, & less than 1/4-time
M0047	M0081	Near		M024	Near	
M0048	M0070	Near				
M0049	M0071	Exact				
M0050	M0072, M0073, M0074	Content	Questions differentiated 3/4-, 1/2-, & less than 1/2-time			
M0051	M0075	Exact				
M0052	M0088	Near				
M0053	M0089	Near		M043	Near	
M0054	M0091, M0092, M0093	Content	Differentiated type & number of master's degree	M044, M045	Content	Asked only if they reported staff members with master's or doctoral degrees
M0055	M0094	Near		M041	Near	
M0056	M0095	Near		M040	Near	
M0057	M0091, M0092, M0093	Content	Differentiated type & number of master's degree	M044, M045	Content	Asked only if they reported staff members with master's or doctoral degrees
M0058	M0096	Near		M047	Near	
M0059	M0097	Exact		M048	Near	
M0060	M0098	Near		M049	Near	
M0061	M0099	Exact				
M0068	M0102	Exact		M108	Near	
M0069	M0103	Exact		M109	Near	
M0070	M0104	Exact		M112	Near	
M0071	M0107, M0108, M0109, M0110, M0111	Content	Also asked for types of network configurations			

SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for Bureau of Indian Affairs (BIA) funded school libraries: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
M0072	M0105	Near		M116	Content	Asks only of video laser disc
M0073						
M0074	M0106	Near				
M0075						
M0076						
M0077	M0144	Exact				
M0084	M0166	Exact				
M0085	M0165	Near		M072	Content	Asks one question for all reference books
M0086	M0168	Exact				
M0087	M0167	Near		M072	Content	Asks one question for all reference books
M0088						
M0089	M0149	Near		M051	Near	
M0090	M0150	Near		M050	Near	
M0091	M0151	Near		M052	Content	Includes only locally budgeted expenditures
M0092	M0152	Content	Excluded duplicate copies	M057	Content	Does not include DVD
M0093	M0153	Content	Excluded duplicate copies	M056	Content	Does not include DVD
M0094	M0154	Content	Excluded duplicate copies	M058	Content	Includes only locally budgeted expenditures; does not include DVD
M0095	M0155	Content	Excluded duplicate copies	M066	Near	
M0096	M0156	Content	Excluded duplicate copies	M065	Near	
M0097	M0157	Content	Excluded duplicate copies	M067	Content	Includes only locally budgeted expenditures
M0098	M0158, M0161	Content	Electronic & print/microfilm separate	M054	Near	
M0099	M0159, M0162	Content	Electronic & print/microfilm separate	M053	Near	
M0100	M0160, M0163	Content	Electronic & print/microfilm separate	M055	Content	Includes only locally budgeted expenditures
M0101						
M0102	M0161	Near				
M0103	M0163	Near				
M0104	M0164	Near		M068	Near	
M0105						
M0106						
M0107						
M0108						
M0113	M0176	Exact		M143	Exact	
M0114	M0177	Near		M144	Content	Includes “other” option
M0115	M0179	Content	Yes/No question	M146	Content	Question is mark all that apply
M0116	M0183	Content	Yes/No question	M147	Content	Question is mark all that apply
M0117	M0178	Content	Yes/No question	M145	Content	Question is mark all that apply
M0118						
M0119	M0192	Near				
M0120	M0185	Content	Before or after school a single option			

SASS Variable Crosswalk—School Library Media Center Questionnaire (LS-1A) for Bureau of Indian Affairs (BIA) funded school libraries: 1993–94 through 2003–04						
2003–04	1999–2000 (99)			1993–94 (93)		
Variable name	Variable name	Match	Comments	Variable name	Match	Comments
M0121	M0185	Content	Before or after school a single option			
M0122	M0186, M0187, M0188	Content	Question asked about different parts of regular day			
M0123						
M0124						
M0125						
M0126	M0197	Exact		M157	Content	Asks how many students are allowed to borrow
M0127	M0198	Exact		M158	Content	Asks how many students are allowed to borrow
M0128	M0199	Exact		M159	Content	Asks how many students are allowed to borrow
M0129	M0200	Exact		M160	Content	Asks how many students are allowed to borrow
M0130	M0201	Exact		M161	Content	Asks how many students are allowed to borrow
M0131	M0202	Exact				
M0132	M0204	Exact		M162	Exact	
M0133	M0205	Exact		M163	Exact	
M0134	M0206	Exact		M164	Exact	
M0135						
M0136						
M0137						
M0138	M0221	Exact				
M0145						
M0146						
M0147						
M0148						
M0149						
M0150						
M0151	M0209, M0210, M0211, M0212, M0213, M0214, M0215, M0216, M0217	Content	Questions differentiated subjects & frequency			
M0152	M0222			M167	Near	

SASS Variable Crosswalk Across 2003–04 Questionnaires:					
Items appearing on the Unified or Private School Questionnaires and on the School District Questionnaire					
School District Questionnaire variable name	Unified School Questionnaire variable name	Unified School/School District Questionnaires match	Private School Questionnaire variable name	Private School/School District Questionnaires Match	Comments
D0036	S0400	Exact	S0704	Near	Private specifies kindergarten
D0037	S0401	Exact	S0710	Near	
D0038	S0402	Exact	S0712	Near	
D0039	S0403	Exact	S0714	Near	
D0040	S0404	Exact	S0716	Near	
D0041	S0405	Exact	S0718	Near	
D0042	S0406	Exact	S0720	Near	
D0043	S0407	Exact	S0722	Near	
D0044	S0408	Exact	S0724	Near	
D0045	S0409	Exact	S0726	Near	
D0046	S0410	Exact	S0728	Near	
D0047	S0411	Exact	S0730	Near	
D0048	S0412	Exact	S0732	Near	
D0049	S0413	Exact	S0700	Near	
D0050			S0734	Near	
D0051	S0414	Near			
D0052	S0417	Exact	S0417	Exact	
D0053	S0418	Exact	S0418	Exact	
D0054	S0419	Exact	S0419	Exact	
D0055	S0420	Exact	S0420	Exact	
D0056	S0421	Exact	S0421	Exact	
D0057	S0422	Exact	S0422	Exact	
D0058	S0630	Near	S0630	Near	
D0059	S0631	Near	S0631	Near	
D0060	S0632	Near	S0632	Near	
D0061	S0633	Near	S0633	Near	
D0062	S0634	Near	S0634	Near	
D0063	S0063	Near	S0063	Near	
D0064	S0791–S0795, S0513, S0514	Content	S0791–S0795, S0513, S0514	Content	School asks for headcounts, split out in 3/4-, 1/2-, 1/4-time; District asks for full-time equivalent (FTE)
D0065	S0515	Near	S0515	Near	
D0066	S0516	Near	S0516	Near	
D0067	S0517	Near	S0517	Near	
D0068	S0518	Near	S0518	Near	
D0069	S0519	Near	S0519	Near	
D0077	S0077	Near	S0077	Near	
D0078	S0078	Exact	S0078	Exact	
D0079	S0079	Exact	S0079	Exact	
D0080	S0080	Exact	S0080	Exact	
D0081	S0081	Exact	S0081	Exact	
D0082	S0082	Exact	S0082	Exact	
D0083	S0083	Exact	S0083	Exact	
D0084	S0084	Exact	S0084	Exact	
D0085	S0085	Exact	S0085	Exact	
D0086	S0086	Exact	S0086	Exact	
D0087	S0087	Exact			
D0088	S0088	Exact			
D0089	S0089	Exact			
D0090	S0090	Exact			

SASS Variable Crosswalk Across 2003–04 Questionnaires:					
Items appearing on the Unified or Private School Questionnaires and on the School District Questionnaire					
School District Questionnaire variable name	Unified School Questionnaire variable name	Unified School/School District Questionnaires match	Private School Questionnaire variable name	Private School/School District Questionnaires Match	Comments
D0091	S0091	Exact	S0091	Exact	
D0092	S0092	Exact	S0092	Exact	
D0093	S0093	Exact	S0093	Exact	
D0094	S0094	Exact	S0094	Exact	
D0095	S0095	Exact	S0095	Exact	
D0097	S0097	Exact			
D0098	S0098	Exact			
D0099	S0099	Exact			
D0100	S0100	Exact			
D0101	S0101	Exact			
D0103	S0103	Exact	S0103	Exact	
D0104	S0104	Exact	S0104	Exact	
D0105	S0105	Exact	S0105	Exact	
D0106	S0106	Exact	S0106	Exact	
D0107	S0107	Exact	S0107	Exact	
D0113	S0113	Exact	S0113	Exact	
D0114	S0114	Exact	S0114	Exact	
D0115	S0115	Exact	S0115	Exact	
D0116	S0116	Exact	S0116	Exact	
D0117	S0117	Exact	S0117	Exact	
D0118	S0118	Exact	S0118	Exact	
D0119	S0119	Exact	S0119	Exact	
D0120	S0120	Exact	S0120	Exact	
D0121	S0121	Exact	S0121	Exact	
D0122	S0122	Exact	S0122	Exact	
D0123	S0123	Exact	S0123	Exact	
D0124	S0124	Exact	S0124	Exact	
D0125	S0125	Exact	S0125	Exact	
D0126	S0126	Exact	S0126	Exact	
D0127	S0127	Exact	S0127	Exact	
D0128	S0128	Exact	S0128	Exact	
D0129	S0129	Exact	S0129	Exact	
D0130	S0130	Exact	S0130	Exact	
D0131	S0131	Exact	S0131	Exact	
D0152	S0152	Near			No charter option on Unified School Questionnaire
D0153	S0153	Exact			
D0154	S0154	Exact			
D0155	S0155	Exact			
D0156	S0156	Exact			
D0157	S0157	Exact			
D0158	S0158	Exact			
D0159	S0159	Exact			
D0160	S0160	Exact			
D0161	S0161	Exact			
D0162	S0162	Exact			
D0163	S0163	Exact			
D0164	S0164	Exact			
D0165	S0165	Exact			
D0166	S0166	Exact			

SASS Variable Crosswalk Across 2003–04 Questionnaires:					
Items appearing on the Unified or Private School Questionnaires and on the School District Questionnaire					
School District Questionnaire variable name	Unified School Questionnaire variable name	Unified School/School District Questionnaires match	Private School Questionnaire variable name	Private School/School District Questionnaires Match	Comments
D0167	S0167	Exact			
D0168	S0168	Exact			
D0169	S0169	Exact			
D0170	S0170	Exact			
D0171	S0171	Exact			
D0172	S0172	Exact			
D0173	S0173	Exact			
D0174	S0174	Exact			
D0175	S0175	Exact			
D0176	S0176	Exact			
D0177	S0177	Exact			
D0178	S0178	Exact			
D0179	S0179	Exact			
D0180	S0180	Exact			
D0181	S0181	Exact			
D0182	S0182	Exact			
D0183	S0183	Exact			
D0184	S0184	Exact			
D0185	S0185	Exact			
D0186	S0186	Exact			
D0187	S0187	Exact			
D0188	S0188	Exact			
D0189	S0189	Exact			
D0190	S0190	Exact			
D0191	S0191	Exact			
D0192	S0192	Exact			
D0193	S0193	Exact			
D0194	S0194	Exact			
D0195	S0195	Exact			
D0196	S0196	Exact			
D0197	S0197	Exact			
D0198	S0198	Exact			
D0199	S0199	Exact			
D0200	S0199	Exact			
D0201	S0201	Exact			
D0202	S0202	Exact			
D0203	S0203	Exact			
D0204	S0204	Exact			
D0205	S0205	Exact			
D0206	S0206	Exact			
D0207	S0207	Exact			
D0208	S0208	Exact			
D0209	S0209	Exact			
D0210	S0210	Exact			
D0211	S0211	Exact			
D0212	S0212	Exact			
D0213	S0213	Exact			
D0214	S0214	Exact			
D0215	S0215	Exact			
D0216	S0216	Exact			

SASS Variable Crosswalk Across 2003–04 Questionnaires:					
Items appearing on the Unified or Private School Questionnaires and on the School District Questionnaire					
School District Questionnaire variable name	Unified School Questionnaire variable name	Unified School/School District Questionnaires match	Private School Questionnaire variable name	Private School/School District Questionnaires Match	Comments
D0217	S0217	Exact			
D0218	S0218	Exact			
D0219	S0219	Exact			
D0220	S0220	Exact			
D0221	S0221	Exact			
D0222	S0222	Exact			
D5222	S5222	Exact			
D0223	S0223	Exact			
D0224	S0224	Exact			
D0225	S0225	Exact			
D0226	S0226	Exact			
D0227	S0227	Exact			
D0228	S0228	Exact			
D0229	S0229	Exact			
D0230	S0230	Exact			
D0231	S0231	Exact			
D0232	S0232	Exact			
D0233	S0233	Exact			
D0239	S0661	Near			
D0248	S0248	Near			
D0255	S0665	Near			
D0256	S0666	Content			District asks for headcounts, school for percentages
D0257	S0257	Near			
D0258	S0258	Near			
D0259	S0259	Near			
D0260	S0260	Near			
D0261	S0261	Near			
D0262	S0262	Near			
D0263	S0263	Near			
D0264	S0264	Near			
D0265	S0265	Near			
D0266	S0266	Near			
D0267	S0267	Exact			
D0268	S0268	Exact			
D0269	S0269	Exact			
D0270	S0270	Exact			
D0276	S0276	Near	S0276	Near	
D0277	S0277	Exact	S0277	Exact	
D0278	S0278	Exact	S0278	Exact	
D0279	S0279	Exact	S0279	Exact	
D0280	S0280	Exact	S0280	Exact	
D0281	S0281	Exact	S0281	Exact	
D0282	S0282	Exact	S0282	Exact	
D0283	S0283	Exact	S0283	Exact	
D0284	S0284	Exact	S0284	Exact	
D0285	S0285	Exact			
D0286	S0286	Exact			
D0292			S0292	Near	
D0293			S0293	Near	

SASS Variable Crosswalk Across 2003–04 Questionnaires:					
Items appearing on the Unified or Private School Questionnaires and on the School District Questionnaire					
School District Questionnaire variable name	Unified School Questionnaire variable name	Unified School/School District Questionnaires match	Private School Questionnaire variable name	Private School/School District Questionnaires Match	Comments
D0294			S0294	Near	
D0295			S0295	Near	
D0296			S0296	Near	
D0297			S0297	Near	
D0298			S0298	Near	
D0299			S0299	Near	
D0300			S0300	Near	
D0301			S0301	Near	
D0302			S0302	Near	
D0303			S0303	Near	
D0304	S0304	Near	S0304	Near	School does not include “District staff” as option
D0305	S0305	Near	S0305	Near	School does not include “District staff” as option
D0306	S0306	Near	S0306	Near	School does not include “District staff” as option
D0308	S0308	Exact	S0308	Exact	
D0309	S0309	Exact			
D0310	S0310	Exact	S0310	Exact	
D0311	S0311	Exact	S0311	Exact	
D0312	S0312	Exact	S0312	Exact	
D0313	S0313	Exact	S0313	Exact	
D0314	S0314	Exact	S0314	Exact	
D0315	S0315	Exact	S0315	Exact	
D0316	S0316	Exact	S0316	Exact	
D0317	S0317	Exact	S0317	Exact	
D0319	S0319	Exact	S0319	Exact	
D0320	S0320	Exact	S0320	Exact	
D0321	S0321	Exact	S0321	Exact	
D0322	S0322	Exact	S0322	Exact	
D0323	S0323	Exact	S0323	Exact	
D0324	S0324	Exact	S0324	Exact	
D0325	S0325	Exact	S0325	Exact	
D0326	S0326	Exact	S0326	Exact	
D0327	S0327	Exact	S0327	Exact	
D0328	S0328	Exact	S0328	Exact	
D0329	S0329	Exact	S0329	Exact	
D0330	S0330	Exact	S0330	Exact	
D0331	S0331	Exact	S0331	Exact	
D0332	S0332	Exact	S0332	Exact	
D0333	S0333	Exact	S0333	Exact	
D0334	S0334	Exact	S0334	Exact	
D0335	S0335	Exact	S0335	Exact	
D0336	S0336	Exact	S0336	Exact	
D0337	S0337	Exact	S0337	Exact	
D0338	S0338	Exact	S0338	Exact	
D0339	S0339	Exact	S0339	Exact	
D0340	S0340	Exact	S0340	Exact	
D0341	S0341	Exact	S0341	Exact	
D0342	S0342	Exact	S0342	Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:					
Items appearing on the Unified or Private School Questionnaires and on the School District Questionnaire					
School District Questionnaire variable name	Unified School Questionnaire variable name	Unified School/ School District Questionnaires match	Private School Questionnaire variable name	Private School/ School District Questionnaires Match	Comments
D0343	S0343	Exact	S0343	Exact	
D0344	S0344	Exact	S0344	Exact	
D0359	S0668	Exact	S0668	Exact	
D0360	S0669	Exact	S0669	Exact	
D0361	S0670	Exact	S0670	Exact	
D0362	S0671	Exact	S0671	Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:		
Items appearing on the Private School Principal Questionnaire and on the Principal Questionnaire		
2003–04 variable name	Private School Principal Questionnaire/ Principal Questionnaire match	Comments
A0025	Exact	
A0026	Exact	
A0027	Exact	
A0028	Exact	
A0029	Exact	
A0030	Exact	
A0031	Exact	
A0032	Exact	
A0033	Exact	
A0034	Exact	
A0035	Exact	
A0036	Exact	
A0037	Exact	
A0038	No match	Appears on the Principal Questionnaire only
A0039	Exact	
A0040	Exact	
A0041	Exact	
A0042	Exact	
A0043	Exact	
A0044	Exact	
A0045	Exact	
A0046	Exact	
A0047	Exact	
A0048	Exact	
A0049	Exact	
A0056	Exact	
A0057	Exact	
A0058	Exact	
A0059	No match	Appears on the Principal Questionnaire only
A0060	Content	Public & private questionnaires refer to different entities
A0061	No match	Appears on the Principal Questionnaire only
A0062	Exact	
A0063	Exact	
A0064	Exact	
A0065	Exact	
A0066	No match	Appears on the Principal Questionnaire only
A0067	Content	Public & private questionnaires refer to different entities
A0068	No match	Appears on the Principal Questionnaire only
A0069	Exact	
A0070	Exact	
A0071	Exact	
A0072	Exact	
A0073	No match	Appears on the Principal Questionnaire only
A0074	Content	Public & private questionnaires refer to different entities
A0075	No match	Appears on the Principal Questionnaire only
A0076	Exact	
A0077	Exact	
A0078	Exact	
A0079	Exact	
A0080	Exact	
A0081	No match	Appears on the Principal Questionnaire only
A0082	Content	Public & private questionnaires refer to different entities

SASS Variable Crosswalk Across 2003–04 Questionnaires:		
Items appearing on the Private School Principal Questionnaire and on the Principal Questionnaire		
2003–04 variable name	Private School Principal Questionnaire/ Principal Questionnaire match	Comments
A0083	No match	Appears on the Principal Questionnaire only
A0084	Exact	
A0085	Exact	
A0086	Exact	
A0087	Exact	
A0088	No match	Appears on the Principal Questionnaire only
A0089	Content	Public & private questionnaires refer to different entities
A0090	No match	Appears on the Principal Questionnaire only
A0091	Exact	
A0092	Exact	
A0093	Exact	
A0094	Exact	
A0095	No match	Appears on the Principal Questionnaire only
A0096	Content	Public & private questionnaires refer to different entities
A0097	No match	Appears on the Principal Questionnaire only
A0098	Exact	
A0099	Exact	
A0100	Exact	
A0101	Exact	
A0102	No match	Appears on the Principal Questionnaire only
A0103	Content	Public & private questionnaires refer to different entities
A0104	No match	Appears on the Principal Questionnaire only
A0105	Exact	
A0106	Exact	
A0107	Exact	
A0108	Exact	
A0115	Exact	
A0116	Exact	
A0117	Exact	
A0118	Exact	
A0119	Exact	
A0120	Exact	
A0121	Exact	
A0122	Exact	
A0123	Exact	
A0124	Exact	
A0125	Exact	
A0126	Exact	
A0127	Exact	
A0128	Exact	
A0129	Exact	
A0130	Exact	
A0131	Exact	
A0132	Exact	
A0133	Exact	
A0134	Exact	
A0135	Exact	
A0136	Exact	
A0137	Exact	
A0138	Exact	
A0139	Exact	
A0140	Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:		
Items appearing on the Private School Principal Questionnaire and on the Principal Questionnaire		
2003–04 variable name	Private School Principal Questionnaire/ Principal Questionnaire match	Comments
A0141	Exact	
A0142	Exact	
A0149	Exact	
A0150	Exact	
A0151	Exact	
A0152	Exact	
A0153	Exact	
A0154	Exact	
A0155	Exact	
A0156	Exact	
A0157	Exact	
A0158	Exact	
A0159	Exact	
A0160	No match	Appears on the Principal Questionnaire only
A0161	No match	Appears on the Principal Questionnaire only
A0162	No match	Appears on the Principal Questionnaire only
A0163	No match	Appears on the Principal Questionnaire only
A0164	No match	Appears on the Principal Questionnaire only
A0165	No match	Appears on the Principal Questionnaire only
A0166	No match	Appears on the Principal Questionnaire only
A0167	No match	Appears on the Principal Questionnaire only
A0168	No match	Appears on the Principal Questionnaire only
A0169	No match	Appears on the Principal Questionnaire only
A5169	No match	Appears on the Principal Questionnaire only
A0170	No match	Appears on the Principal Questionnaire only
A0171	No match	Appears on the Principal Questionnaire only
A0172	No match	Appears on the Principal Questionnaire only
A0173	No match	Appears on the Principal Questionnaire only
A0174	No match	Appears on the Principal Questionnaire only
A0175	No match	Appears on the Principal Questionnaire only
A0176	No match	Appears on the Principal Questionnaire only
A0177	No match	Appears on the Principal Questionnaire only
A0185	Exact	
A0186	Exact	
A0187	Exact	
A0188	Exact	
A0189	Exact	
A0190	Exact	
A0191	Exact	
A0192	Exact	
A0193	Exact	
A0194	Exact	
A0195	Exact	
A0196	Exact	
A0197	Exact	
A0198	Exact	
A0199	Exact	
A0200	Exact	
A0201	Exact	
A0202	Exact	
A0203	Exact	
A0204	Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:		
Items appearing on the Private School Principal Questionnaire and on the Principal Questionnaire		
2003–04 variable name	Private School Principal Questionnaire/ Principal Questionnaire match	Comments
A0205	Exact	
A0206	Exact	
A0207	Exact	
A0208	Exact	
A0209	Exact	
A0210	Exact	
A0211	Exact	
A0212	Exact	
A0213	Exact	
A0214	Exact	
A0215	Exact	
A0216	Exact	
A0217	Exact	
A0218	Exact	
A0219	Exact	
A0220	Exact	
A0221	Exact	
A0222	Exact	
A0223	Exact	
A0224	Exact	
A0225	Exact	
A0226	Exact	
A0227	Exact	
A0234	Exact	
A0235	Exact	
A0236	Exact	
A0237	Exact	
A0238	Exact	
A0239	Exact	
A0240	Exact	
A0241	Exact	
A0242	Exact	
A0243	Exact	
A0244	Exact	
A0245	Exact	
A0246	Exact	
A0247	Exact	
A0254	Exact	
A0255	Exact	
A0256	Exact	
A0257	Exact	
A0258	Exact	
A0259	Exact	
A0260	Exact	
A0261	Exact	
A0262	Exact	
A0263	Exact	
A0264	Exact	
A0265	Exact	
A0266	Exact	
A0267	Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0063	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0077	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0078	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0079	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0080	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0081	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0082	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0083	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0084	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0085	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0086	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0087	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0088	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0089	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0090	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0091	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0092	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0093	No match		Unique	Appears on the Unified School Questionnaire only	No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires: Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S0095	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0103	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0104	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0105	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0106	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0107	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0113	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0114	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0115	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0116	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0117	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0118	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0119	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0120	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0121	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0122	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0123	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0124	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0125	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0126	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0127	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0128	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0129	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0130	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0131	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0152	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0153	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0154	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0155	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0156	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0157	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0158	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0159	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0160	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0161	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0162	No match		Unique	Appears on the Unified School Questionnaire only	No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0163	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0164	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0165	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0166	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0167	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0168	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0169	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0170	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0171	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0172	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0173	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0174	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0175	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0176	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0177	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0178	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0179	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0180	No match		Unique	Appears on the Unified School Questionnaire only	No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0181	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0182	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0183	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0184	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0185	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0186	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0187	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0188	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0189	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0190	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0191	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0192	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0193	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0194	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0195	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0196	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0197	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0198	No match		Unique	Appears on the Unified School Questionnaire only	No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0199	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0200	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0201	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0202	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0203	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0204	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0205	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0206	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0207	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0208	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0209	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0210	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0211	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0212	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0213	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0214	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0215	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0216	No match		Unique	Appears on the Unified School Questionnaire only	No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0217	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0218	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0219	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0220	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0221	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0222	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0223	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0224	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0225	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0226	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0227	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0228	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0229	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0230	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0231	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0232	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0233	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0248	No match		Unique	Appears on the Unified School Questionnaire only	No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires: Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S0257	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0258	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0259	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0260	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0261	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S262	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0263	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0264	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0265	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0266	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0267	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0268	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0269	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0270	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0276	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0277	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0278	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0279	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only

SASS Variable Crosswalk Across 2003–04 Questionnaires: Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S0280	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0281	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0282	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0283	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0284	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0285	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0286	No match		Unique	Appears on the Unified School Questionnaire only	No match	
S0292	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0293	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0294	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0295	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0296	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0297	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0298	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0299	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0300	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0301	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0302	Unique	Appears on the Private School Questionnaire only	No match		No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires: Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S0303	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0304	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0305	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0306	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0308	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0310	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0311	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0312	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0313	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0314	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0315	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0316	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0317	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0319	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0320	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0321	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0322	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0323	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0324	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0325	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0326	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0327	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0328	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0329	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0330	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0331	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0332	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0333	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0334	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0335	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0336	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0337	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0338	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0339	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0340	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0341	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0342	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0343	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0344	No match		No match		Exact	Appears on the Unified School & Private School Questionnaires only
S0400	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0401	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0402	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0403	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0404	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0405	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0406	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0407	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0408	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0409	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0410	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires: Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S0411	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0412	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0413	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0414	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0415	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0416	Exact		Exact		Exact	
S0417	Exact		Exact		Exact	
S0418	Exact		Exact		Exact	
S0419	Exact		Exact		Exact	
S0420	Exact		Exact		Exact	
S0421	Exact		Exact		Exact	
S0422	Exact		Exact		Exact	
S0423	Exact		Exact		Exact	
S0424	Exact		Exact		Exact	
S0425	Exact		Exact		Exact	
S0426	Exact		Exact		Exact	
S0427	Exact		Exact		Exact	
S0428	Exact		Exact		Exact	
S0429	Exact		Exact		Exact	
S0430	Exact		Exact		Exact	
S0431	Exact		Exact		Exact	
S0432	Exact		Exact		Exact	
S0433	Exact		Exact		Exact	
S0434	Exact		Exact		Exact	
S0441	near		Exact		near	
S5441	Exact		Exact		Exact	
S0442	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S5442	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0443	Exact		Exact		Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires: Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S0444	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0445	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0446	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0447	Exact		Exact		Exact	
S0448	Exact		Exact		Exact	
S0449	Exact		Exact		Exact	
S0450	Exact		Exact		Exact	
S0451	Exact		Exact		Exact	
S0452	Exact		Exact		Exact	
S0453	Exact		Exact		Exact	
S0454	Exact		Exact		Exact	
S0455	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0456	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0457	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0458	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0459	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0460	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0461	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0462	Exact		Exact		Exact	
S0463	Exact		Exact		Exact	
S0464	Exact		Exact		Exact	
S0465	Exact		Exact		Exact	
S0466	Exact		Exact		Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S0467	Exact		Exact		Exact	
S0468	Exact		Exact		Exact	
S0469	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0470	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0471	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0472	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0473	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0474	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0475	Exact		Exact		Exact	
S0476	Exact		Exact		Exact	
S0477	Exact		Exact		Exact	
S0478	Exact		Exact		Exact	
S0479	Exact		Exact		Exact	
S0480	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0481	Exact		Exact		Exact	
S0482	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0489	Exact		Exact		Exact	
S0490	Exact		Exact		Exact	
S0491	Exact		Exact		Exact	
S0492	Exact		Exact		Exact	
S0493	Exact		Exact		Exact	
S0494	Exact		Exact		Exact	
S0495	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0496	Exact		Exact		Exact	
S0497	Exact		Exact		Exact	
S0498	Exact		Exact		Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0499	Exact		Exact		Exact	
S0500	Exact		Exact		Exact	
S0501	Exact		Exact		Exact	
S0502	Exact		Exact		Exact	
S0503	Exact		Exact		Exact	
S0504	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0505	Exact		Exact		Exact	
S0506	Exact		Exact		Exact	
S0513	Exact		Exact		Exact	
S0514	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0515	Exact		Exact		Exact	
S0516	Exact		Exact		Exact	
S0517	Exact		Exact		Exact	
S0518	Exact		Exact		Exact	
S0519	Exact		Exact		Exact	
S0520	Exact		Exact		Exact	
S0521	Exact		Exact		Exact	
S0522	Exact		Exact		Exact	
S0523	Exact		Exact		Exact	
S0524	Exact		Exact		Exact	
S0525	Exact		Exact		Exact	
S0526	Exact		Exact		Exact	
S0527	Exact		Exact		Exact	
S0528	Exact		Exact		Exact	
S0529	Exact		Exact		Exact	
S0530	Exact		Exact		Exact	
S0531	Exact		Exact		Exact	
S0532	Exact		Exact		Exact	
S0533	Exact		Exact		Exact	
S0534	Exact		Exact		Exact	
S0535	Exact		Exact		Exact	
S0536	Exact		Exact		Exact	
S0537	Exact		Exact		Exact	
S0538	Exact		Exact		Exact	
S0539	Exact		Exact		Exact	
S0540	Exact		Exact		Exact	
S0541	Exact		Exact		Exact	
S0542	Exact		Exact		Exact	
S0543	Exact		Exact		Exact	
S0544	Exact		Exact		Exact	
S0545	Exact		Exact		Exact	
S0546	Exact		Exact		Exact	
S0547	Exact		Exact		Exact	
S0548	Exact		Exact		Exact	
S0549	Exact		Exact		Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0550	Exact		Exact		Exact	
S0551	Exact		Exact		Exact	
S0552	Exact		Exact		Exact	
S0553	Exact		Exact		Exact	
S0554	Exact		Exact		Exact	
S0555	Exact		Exact		Exact	
S0556	Exact		Exact		Exact	
S0557	Exact		Exact		Exact	
S0558	Exact		Exact		Exact	
S0559	Exact		Exact		Exact	
S0560	Exact		Exact		Exact	
S0561	Exact		Exact		Exact	
S0562	Exact		Exact		Exact	
S0563	Exact		Exact		Exact	
S0564	Exact		Exact		Exact	
S0565	Exact		Exact		Exact	
S0566	Exact		Exact		Exact	
S0567	Exact		Exact		Exact	
S0568	Exact		Exact		Exact	
S0569	Exact		Exact		Exact	
S0570	Exact		Exact		Exact	
S0571	Exact		Exact		Exact	
S0572	Exact		Exact		Exact	
S0573	Exact		Exact		Exact	
S0574	Exact		Exact		Exact	
S0575	Exact		Exact		Exact	
S0576	Exact		Exact		Exact	
S0577	Exact		Exact		Exact	
S0578	Exact		Exact		Exact	
S0579	Exact		Exact		Exact	
S0580	Exact		Exact		Exact	
S0581	Exact		Exact		Exact	
S0582	Exact		Exact		Exact	
S0583	Exact		Exact		Exact	
S0584	Exact		Exact		Exact	
S0585	Exact		Exact		Exact	
S0586	Exact		Exact		Exact	
S0593	Exact		Exact		Exact	
S0594	Exact		Exact		Exact	
S0595	Exact		Exact		Exact	
S0596	Exact		Exact		Exact	
S0597	Exact		Exact		Exact	
S5597	Exact		Exact		Exact	
S0604	Exact		Exact		Exact	
S0605	Exact		Exact		Exact	
S0606	Exact		Exact		Exact	
S0607	Exact		Exact		Exact	
S0608	Exact		Exact		Exact	
S0609	Exact		Exact		Exact	
S0610	Exact		Exact		Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0611	Exact		Exact		Exact	
S0612	Exact		Exact		Exact	
S0613	Exact		Exact		Exact	
S0614	Exact		Exact		Exact	
S0615	Exact		Exact		Exact	
S0616	Exact		Exact		Exact	
S0617	Exact		Exact		Exact	
S0618	Exact		Exact		Exact	
S0619	Exact		Exact		Exact	
S0620	Exact		Exact		Exact	
S0621	Exact		Exact		Exact	
S0622, S0623, S0624	Exact		Exact		Exact	
S0625	Exact		Exact		Exact	
S0626	Exact		Exact		Exact	
S0627	Exact		Exact		Exact	
S0628	Exact		Exact		Exact	
S0629	Exact		Exact		Exact	
S0630	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0631	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0632	Exact		Exact		Exact	
S0633	Exact		Exact		Exact	
S0634	Exact		Exact		Exact	
S0635	Exact		Exact		Exact	
S0636, S0637	Exact		Exact		Exact	
S0638	Exact		Exact		Exact	
S0639	Exact		Exact		Exact	
S0640	Exact		Exact		Exact	
S0641	Exact		Exact		Exact	
S0642	Exact		Exact		Exact	
S0643	Exact		Exact		Exact	
S0644	Exact		Exact		Exact	
S0645	Exact		Exact		Exact	
S0646	Exact		Exact		Exact	
S0647	Exact		Exact		Exact	
S0648	Exact		Exact		Exact	
S0649	Exact		Exact		Exact	
S0650	Exact		Exact		Exact	
S0651	Exact		Exact		Exact	
S0652	Exact		Exact		Exact	
S0653	Exact		Exact		Exact	
S0654	Exact		Exact		Exact	
S0655	Exact		Exact		Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S0656	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0657	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0658	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0659	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0660	Unique	Appears on the Private School Questionnaire only	No match		No match	
S5660	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0661	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0662	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0663	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S5663	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0664	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0665	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0666	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S0667	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires: Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S5667	No match		Exact	Appears on the Unified School & School Questionnaires only	No match	
S9001	Exact		Exact		Exact	
S9002	Exact		Exact		Exact	
S9003	Exact		Exact		Exact	
S0668	Exact		Exact		Exact	
S0669	Exact		Exact		Exact	
S0670	Exact		Exact		Exact	
S0671	Exact		Exact		Exact	
S0700	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0701	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0702	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0703	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0704	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0705	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0706	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0707	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0708	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0709	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0710	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0711	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0712	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0713	Unique	Appears on the Private School Questionnaire only	No match		No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0714	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0715	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0716	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0717	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0718	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0719	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0720	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0721	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0722	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0723	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0724	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0725	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0726	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0727	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0728	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0729	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0730	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0731	Unique	Appears on the Private School Questionnaire only	No match		No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires: Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S0732	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0733	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0734	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0735	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0736	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0737	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0738	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0739	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0740	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0741	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0742	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0743	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0744	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0745	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0746	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0747	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0748	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0749	Unique	Appears on the Private School Questionnaire only	No match		No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S0750	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0751	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0752	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0753	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0754	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0755	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0756	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0757	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0758	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0759	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0760	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0761	Unique	Appears on the Private School Questionnaire only	No match		No match	
S5761	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0762	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0763	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0764	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0765	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0766	Unique	Appears on the Private School Questionnaire only	No match		No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0767	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0768	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0769	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0770	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0771	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0772	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0773	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0774	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0775	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0776	Unique	Appears on the Private School Questionnaire only	No match		No match	
S5776	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0777	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0778	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0779	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0780	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0781	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0782	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0783	Unique	Appears on the Private School Questionnaire only	No match		No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/School Questionnaires match	Comments	Unified School/School Questionnaires match	Comments	Unified School/Private School Questionnaires match	Comments
S0784	Unique	Appears on the Private School Questionnaire only	No match		No match	
S5784	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0785	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0786	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0787	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0788	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0789	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0790	Unique	Appears on the Private School Questionnaire only	No match		No match	
S5791	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0791	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0792	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0793	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0794	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0795	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0796	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0797	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0798	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0799	Unique	Appears on the Private School Questionnaire only	No match		No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires:						
Items appearing on the Private School and Unified School Questionnaires and on the School Questionnaire						
2003–04 variable name	Private School/ School Questionnaires match	Comments	Unified School/ School Questionnaires match	Comments	Unified School/ Private School Questionnaires match	Comments
S0800	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0801	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0802	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0803	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0804	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0805	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0806	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0807	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0808	Unique	Appears on the Private School Questionnaire only	No match		No match	
S0950	No match		Unique	Appears on the Unified School Questionnaire only	No match	

SASS Variable Crosswalk Across 2003–04 Questionnaires:		
Items Appearing on the Private School Teacher Questionnaire and on the Teacher Questionnaire		
2003–04 variable name	Private School Teacher/ Teacher Questionnaires match	Comments
T0026	Exact	
T0027	Exact	
T0028	Exact	
T0029	Exact	
T0030	Exact	
T5030	Exact	
T0031	Exact	
T5031	Exact	
T9001	Exact	
T0032	Exact	
T0033	Exact	
T5033	Exact	
T0034	Exact	
T0035	Exact	
T0036	Near	
T0037	Near	
T0038	Near	
T0039	Near	
T0040	Near	
T0051	Exact	
T0052	Exact	
T0053	Exact	
T0054	Exact	
T0055	Exact	
T0056	Exact	
T0057	Exact	
T0058	Exact	
T0059	Exact	
T0060	Exact	
T0061	Exact	
T0062	Exact	
T0063	Exact	
T0064	Exact	
T0065	Exact	
T0066	Exact	
T0067	Exact	
T0068	Exact	
T0069	Exact	
T5069	Exact	
T0070	Exact	
T0071	Exact	
T0072	Exact	
T0073	Exact	
T0074	Exact	
T0075	Exact	
T5075	Exact	
T0077	Exact	
T0078	Exact	
T0079	Exact	
T0080	Exact	
T0081	Exact	
T0082	Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:		
Items Appearing on the Private School Teacher Questionnaire and on the Teacher Questionnaire		
2003–04 variable name	Private School Teacher/ Teacher Questionnaires match	Comments
T0083	Exact	
T0084	Exact	
T0085	Exact	
T0086	Exact	
T0087	Exact	
T0088	Exact	
T0089	Exact	
T0090	Exact	
T0091	Exact	
T0092	Exact	
T0093	Exact	
T0094	Exact	
T0095	Exact	
T0096	Exact	
T0097	Exact	
T0098	Exact	
T0099	Exact	
T0100	Exact	
T0101	Exact	
T0102	Exact	
T0103	Exact	
T0104	Exact	
T0105	Exact	
T0106	Exact	
T0116	Exact	
T0117	Exact	
T0118	Exact	
T0119	Exact	
T0120	Exact	
T0121	Exact	
T0122	Exact	
T0123	Exact	
T0124	Exact	
T0125	Exact	
T0126	Exact	
T0127	Exact	
T0128	Exact	
T0129	Exact	
T0130	Exact	
T0131	Exact	
T0132	Exact	
T0133	Exact	
T0134	Exact	
T0135	Exact	
T0136	Exact	
T0137	Exact	
T0138	Exact	
T0139	Exact	
T0140	Exact	
T0141	Exact	
T0142	Exact	
T0143	Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:		
Items Appearing on the Private School Teacher Questionnaire and on the Teacher Questionnaire		
2003–04 variable name	Private School Teacher/ Teacher Questionnaires match	Comments
T0144	Exact	
T0145	Exact	
T0146	Exact	
T0147	Exact	
T0148	Exact	
T0149	Exact	
T0150	Exact	
T0151	Exact	
T0152	Exact	
T0153	Exact	
T0154	Exact	
T0155	Exact	
T0156	Exact	
T0157	Exact	
T0158	Exact	
T0159	Exact	
T0166	No match	Appears only on the Teacher Questionnaire
T0167	No match	Appears only on the Teacher Questionnaire
T0168	No match	Appears only on the Teacher Questionnaire
T0169	No match	Appears only on the Teacher Questionnaire
T0170	No match	Appears only on the Teacher Questionnaire
T0171	No match	Appears only on the Teacher Questionnaire
T0172	No match	Appears only on the Teacher Questionnaire
T0173	No match	Appears only on the Teacher Questionnaire
T0174	No match	Appears only on the Teacher Questionnaire
T0175	No match	Appears only on the Teacher Questionnaire
T0176	No match	Appears only on the Teacher Questionnaire
T0177	No match	Appears only on the Teacher Questionnaire
T0178	No match	Appears only on the Teacher Questionnaire
T0179	No match	Appears only on the Teacher Questionnaire
T0180	No match	Appears only on the Teacher Questionnaire
T0181	No match	Appears only on the Teacher Questionnaire
T0182	No match	Appears only on the Teacher Questionnaire
T0183	No match	Appears only on the Teacher Questionnaire
T0184	No match	Appears only on the Teacher Questionnaire
T0185	No match	Appears only on the Teacher Questionnaire
T0186	No match	Appears only on the Teacher Questionnaire
T0187	Near	
T0188	Near	
T0189	Near	
T0190	Near	
T0191	Near	
T0192	Near	
T0193	Near	
T0194	Near	
T0195	Near	
T0196	Near	
T0197	Near	
T0198	Near	
T0199	Near	
T0200	Near	
T0201	Near	

SASS Variable Crosswalk Across 2003–04 Questionnaires: Items Appearing on the Private School Teacher Questionnaire and on the Teacher Questionnaire		
2003–04 variable name	Private School Teacher/ Teacher Questionnaires match	Comments
T0202	Near	
T0203	Near	
T0204	Near	
T0205	Near	
T0206	Near	
T0207	Near	
T0208	Near	
T0209	Exact	
T0210	Exact	
T0211	Exact	
T0212	Exact	
T0213	Exact	
T0214	Exact	
T0215	Exact	
T0216	Exact	
T0217	Exact	
T0218	Exact	
T0219	Exact	
T0220	Exact	
T0221	Exact	
T0222	Exact	
T0223	Exact	
T0224	Exact	
T0225	Exact	
T0226	Exact	
T0227	Exact	
T0228	Exact	
T0235	Exact	
T0236	Exact	
T0237	Exact	
T0238	Exact	
T0239	Exact	
T0240	Exact	
T0241	Exact	
T0242	Exact	
T0243	Exact	
T0244	Exact	
T0245	Exact	
T0246	Exact	
T0247	Exact	
T0248	Exact	
T0249	Exact	
T0250	Exact	
T0251	Exact	
T0252	Exact	
T0253	Exact	
T0254	Exact	
T0255	Exact	
T0256	Exact	
T0257	Exact	
T0258	Exact	
T0259	Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:		
Items Appearing on the Private School Teacher Questionnaire and on the Teacher Questionnaire		
2003–04 variable name	Private School Teacher/ Teacher Questionnaires match	Comments
T0260	Exact	
T0261	Exact	
T0262	Exact	
T0263	Exact	
T0264	Exact	
T0265	Exact	
T0266	Exact	
T0267	Exact	
T0268	Exact	
T0269	Exact	
T0270	Exact	
T0271	Exact	
T0279	Exact	
T0280	Exact	
T0281	Exact	
T0282	Exact	
T0283	Exact	
T0284	Exact	
T0285	Exact	
T0286	Exact	
T0287	Exact	
T0288	Exact	
T0289	Exact	
T0290	Exact	
T0297	Exact	
T0298	Exact	
T0299	Exact	
T0300	Exact	
T0301	Exact	
T0302	Exact	
T0303	Exact	
T0304	Exact	
T0311	Exact	
T0312	Exact	
T0313	Exact	
T0314	Exact	
T0315	Exact	
T0316	Exact	
T0317	Exact	
T0318	Exact	
T0319	Exact	
T0320	Exact	
T0321	Exact	
T0322	Exact	
T0323	Exact	
T0330	Exact	
T0331	Exact	
T0332	Exact	
T0333	Exact	
T0334	Exact	
T0335	Exact	
T0336	Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:		
Items Appearing on the Private School Teacher Questionnaire and on the Teacher Questionnaire		
2003–04 variable name	Private School Teacher/ Teacher Questionnaires match	Comments
T0337	Exact	
T0338	Exact	
T0339	Exact	
T0340	Exact	
T0341	Exact	
T0342	Exact	
T0343	Exact	
T0344	Exact	
T0345	Exact	
T0346	Exact	
T0347	Exact	
T0348	Exact	
T0349	Exact	
T0350	Exact	
T0351	Exact	
T0352	Exact	
T0353	Exact	
T0354	Exact	
T0355	Exact	
T0356	Exact	
T0357	Exact	
T0358	Exact	
T0359	Exact	
T0360	Exact	
T0361	Exact	
T0362	Exact	
T0363	Exact	
T0364	Exact	
T0365	Exact	
T0366	Exact	
T0367	Exact	
T0368	Exact	
T0369	Exact	
T0370	Exact	
T0371	Exact	
T0372	Exact	
T0373	Exact	
T0374	Exact	
T0375	Exact	
T0376	Exact	
T0377	Exact	
T0378	Exact	
T0379	Exact	
T0380	Exact	
T0381	Exact	
T0382	Exact	
T0383	Exact	
T0384	Exact	
T0385	Exact	
T0386	Exact	
T0387	Exact	
T0388	Exact	

SASS Variable Crosswalk Across 2003–04 Questionnaires:		
Items Appearing on the Private School Teacher Questionnaire and on the Teacher Questionnaire		
2003–04 variable name	Private School Teacher/ Teacher Questionnaires match	Comments
T0389	Exact	
T0393	Exact	
T0394	Exact	
T0395	Exact	
T0396	Exact	
T0397	Exact	
T0398	Exact	
T0399	Exact	
T0400	Exact	
T0401	Exact	
T0402	Exact	
T0403	Exact	
T0404	Exact	
T0405	Exact	
T0406	Exact	
T0407	Exact	
T0408	Exact	
T0409	Exact	
T0410	Exact	
T0411	Exact	
T0412	Exact	
T0413	Exact	
T0414	Exact	
T0415	Exact	
T0416	Exact	
T0417	Exact	
T0418	Exact	
T0419	Exact	
T0420	Exact	
T0421	No match	Appears only on the Private School Teacher Questionnaire
T0422	No match	Appears only on the Private School Teacher Questionnaire
T0423	No match	Appears only on the Private School Teacher Questionnaire
T0424	No match	Appears only on the Private School Teacher Questionnaire
T0425	No match	Appears only on the Private School Teacher Questionnaire
T0426	No match	Appears only on the Private School Teacher Questionnaire
T0427	No match	Appears only on the Private School Teacher Questionnaire
T0428	No match	Appears only on the Private School Teacher Questionnaire
T0429	No match	Appears only on the Private School Teacher Questionnaire
T0430	No match	Appears only on the Private School Teacher Questionnaire
T0431	No match	Appears only on the Private School Teacher Questionnaire
T0433	No match	Appears only on the Private School Teacher Questionnaire
T0434	No match	Appears only on the Private School Teacher Questionnaire
T0435	No match	Appears only on the Private School Teacher Questionnaire
T0436	No match	Appears only on the Private School Teacher Questionnaire
T0437	No match	Appears only on the Private School Teacher Questionnaire
T0438	No match	Appears only on the Private School Teacher Questionnaire
T0439	No match	Appears only on the Private School Teacher Questionnaire
T0440	No match	Appears only on the Private School Teacher Questionnaire
T0441	No match	Appears only on the Private School Teacher Questionnaire
T0442	No match	Appears only on the Private School Teacher Questionnaire
T0443	No match	Appears only on the Private School Teacher Questionnaire
T0444	No match	Appears only on the Private School Teacher Questionnaire

SASS Variable Crosswalk Across 2003–04 Questionnaires:		
Items Appearing on the Private School Teacher Questionnaire and on the Teacher Questionnaire		
2003–04 variable name	Private School Teacher/ Teacher Questionnaires match	Comments
T0445	No match	Appears only on the Private School Teacher Questionnaire
T0446	No match	Appears only on the Private School Teacher Questionnaire
T0447	No match	Appears only on the Private School Teacher Questionnaire
T0448	No match	Appears only on the Private School Teacher Questionnaire
T0449	No match	Appears only on the Private School Teacher Questionnaire
T0450	No match	Appears only on the Private School Teacher Questionnaire
T0451	No match	Appears only on the Private School Teacher Questionnaire
T0452	No match	Appears only on the Private School Teacher Questionnaire
T0453	No match	Appears only on the Private School Teacher Questionnaire
T0454	No match	Appears only on the Private School Teacher Questionnaire
T0455	No match	Appears only on the Private School Teacher Questionnaire
T0456	No match	Appears only on the Private School Teacher Questionnaire
T0457	No match	Appears only on the Private School Teacher Questionnaire
T0458	No match	Appears only on the Private School Teacher Questionnaire
T0459	No match	Appears only on the Private School Teacher Questionnaire
T0460	No match	Appears only on the Private School Teacher Questionnaire
T0461	No match	Appears only on the Private School Teacher Questionnaire
T0462	No match	Appears only on the Private School Teacher Questionnaire
T0463	No match	Appears only on the Private School Teacher Questionnaire

Appendix V. Main Teaching Assignment Variable

In the Schools and Staffing Survey (SASS) teacher questionnaires, teachers are asked to identify what classes or subjects they teach, including their main teaching assignment. To answer these items, teachers are referred to a table containing a list of teaching assignment codes to identify what subjects or classes they teach. In the 2003–04 SASS, changes were made to the organization of and categories contained in the table concerning teaching assignment and subject matter codes (i.e., table 1 in the Teacher Questionnaire and Private School Teacher Questionnaire). The changes to this table led to changes in the construction of the created variable that identifies the respondent’s main teaching assignment. The main teaching assignment variable found on the 2003–04 SASS files is named ASSIGN03. It is named ASSIGN on the 1999–2000 SASS data files. The changes in how teaching assignment fields were grouped to produce the variable are outlined in the crosswalk below.

Crosswalk of changes in the main teaching assignment variable from 1999–2000 to 2003–04						
1999–2000 SASS: ASSIGN			2003–04 SASS: ASSIGN03			Description of changes
Value	Assignment field	Teaching assignment field codes	Value	Assignment field	Teaching assignment and subject matter codes	
1	Pre-kindergarten, Kindergarten, & General Elementary	T0102 = 1, 2, 3	1	Early Childhood/ General Elementary	T0069 or T0075 = 101, 102	In 2003–04, the General Education heading combined kindergarten teachers with elementary teachers.
2	Math & Science	T0102 = 16, 32, 33, 34, 35, 36, 37, 38	8	Mathematics	T0069 or T0075 = 191, 192, 193, 194, 195, 196, 198, 199, 200, 201	In 1999–2000, mathematics was listed as a single field code under the Special Areas heading. In 2003–04, it was a separate heading that included: algebra (elementary, intermediate, and advanced), general math, geometry, calculus, statistics, and trigonometry.
			9	Natural Science	T0069 or T0075 = 210, 211, 212, 213, 215, 216, 217	Mathematics and natural science teachers had separate headings in 2003–04 and were given separate categories in ASSIGN03.
3	English/ Language Arts	T0102 = 23, 24, 25	4	English/ Language Arts	T0069 or T0075 = 151, 152, 153, 154, 155, 158, 159	In 2003–04, the English/ Language Arts heading had more subfields (communications, composition, and speech) and provided separate subfields for English and language arts. The existing subfields of reading and journalism were retained.

Crosswalk of changes in the main teaching assignment variable from 1999–2000 to 2003–04						
1999–2000 SASS: ASSIGN			2003–04 SASS: ASSIGN03			Description of changes
Value	Assignment field	Teaching assignment field codes	Value	Assignment field	Teaching assignment and subject matter codes	
4	Social Science	T0102 = 22	10	Social Sciences	T0069 or T0075 = 220, 221, 225, 226, 227, 228, 231, 233, 234	In 2003–04, social science was a new heading and added the following subfields: general social studies, anthropology, economics, geography, government and civics, history, Native American studies, psychology, and sociology. In 1999–2000, Native American studies was a field under the Special Areas heading and was grouped in the “other” category.
5	Special Education	T0102 = 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63	2	Special Education	T0069 or T0075 = 110	In 2003–04, Special Education was collapsed into a single field code.
6	Foreign Languages	T0102 = 26, 27, 28, 29, 30, 31	6	Foreign Languages	T0069 or T0075 = 171, 172, 173, 174, 175	In 2003–04, Russian was deleted as a subfield under Foreign Languages.
7	Bilingual/ESL Education	T0102 = 8, 12	5	ESL/ Bilingual Education	T0069 or T0075 = 160, 161, 162	In 2003–04, the ESL/Bilingual education field was divided into ESL/Bilingual general, ESL/Bilingual Spanish, and ESL/Bilingual other languages. In 1999–2000, the options were only bilingual education or ESL.

Crosswalk of changes in the main teaching assignment variable from 1999–2000 to 2003–04						
1999–2000 SASS: ASSIGN			2003–04 SASS: ASSIGN03			Description of changes
Value	Assignment field	Teaching assignment field codes	Value	Assignment field	Teaching assignment and subject matter codes	
8	Vocational/ Technical Education	T0102 = 39, 40, 41, 42, 43, 44, 45, 46, 47, 48	11	Vocational/ Technical Education	T0069 or T0075 = 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256	In 2003–04, subfields were added under the Vocational/ Technical Education heading: construction, drafting, woods/metals/ plastic production, child care, and marketing. The family and consumer sciences education field was under the Special Areas heading in 1999–2000 and included in the “other” category for ASSIGN. In 2003–04 the field was moved to Vocational/Technical Education.
9	All others	T0102 = 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 17, 18, 19, 20, 21, 64	3	Arts & Music	T0069 or T0075 = 141, 143, 144, 145	In 1999–2000, art was a field under the Special Areas heading and was included in the ASSIGN category of “other.” In 2003–04, Arts & Music was a heading that included the following subfields: arts/arts or crafts, dance, drama/ theater, and music.
			7	Health/ Physical Education	T0069 or T0075 = 181, 182	In 1999–2000, health education and physical education were categorized as “other.” In 2003–04, Health Education was a heading with health education and physical education as separate subfields.

Crosswalk of changes in the main teaching assignment variable from 1999–2000 to 2003–04						
1999–2000 SASS: ASSIGN			2003–04 SASS: ASSIGN03			Description of changes
Value	Assignment field	Teaching assignment field codes	Value	Assignment field	Teaching assignment and subject matter codes	
			12	All others	T0069 or T0075 = 197, 262, 264, 265, 266, 267, 268	Religion, philosophy, computer science, and military sciences still fall under “other.” New field codes were added to “other” in 2003–04: driver’s education and library/information science. Several field codes counted as “other” for ASSIGN were included in different values or given their own value for ASSIGN03: family and consumer sciences, Native American studies, arts/music, and health/ physical education.