

National Center for Education Statistics

SCHOOLS AND STAFFING SURVEY

1999-2000



U.S. Department of Education
Office of Educational Research and Improvement

WHAT IS THE SCHOOLS AND STAFFING SURVEY?

The National Center for Education Statistics' (NCES) Schools and Staffing Survey (SASS) collects a broad range of information about public, private, charter, and Bureau of Indian Affairs schools in the United States. The survey is composed of several questionnaires that are administered to samples of teachers, schools, principals, library media centers, and (in the public sector) districts.

SASS produces the largest, most comprehensive data set of school and educator attributes in the United States. Moreover, SASS data are representative at both state and national levels for public schools and are representative by type of affiliation (e.g., non-sectarian) for private schools.

The next data collection will occur during the 1999–2000 school year. New content in this administration addresses current topics in schooling, including charter schools, instructional practices in classrooms, and school performance reports, as well as expanded detail on professional development, induction of new teachers, parent involvement, and other areas.

● **TEACHER QUESTIONNAIRE**

- Teacher qualifications
- Professional development
- Teacher induction programs
- Instructional practices of secondary mathematics teachers
- Teacher perceptions of schools as workplaces
- Teacher demographics
- Teaching workload
- Compensation

● **SCHOOL QUESTIONNAIRE**

- School performance assessments
- Graduation and college attendance rates
- Programs and services (e.g., violence prevention program, extended day program)
- Enrollment and enrollment capacity
- Staffing patterns
- Tracking and student grouping
- Parent involvement
- School reform (e.g., intensive scheduling, team teaching)
- Comparative information on charter schools

PRINCIPAL TOPICS 1999-2000 SASS?

SCHOOL DISTRICT QUESTIONNAIRE

- Teacher salaries and benefit rates
- Teacher recruitment and hiring policies
- Enrollment
- Academic performance reports
- School choice programs
- Graduation requirements
- Oversight of home-schooled students
- Migrant education
- Support for professional development activities

PRINCIPAL QUESTIONNAIRE

- State/district performance goals
- Influences on school policy and practice
- Perceptions of the school community
- Principal qualifications
- Professional development
- Principal demographics
- Responsibilities of principals

LIBRARY MEDIA CENTER QUESTIONNAIRE

- Library collections
- Expenditures
- Audiovisual equipment and computers
- Use of library

HOW LARGE IS THE SAMPLE?

Approximately 14,000 schools, and more than 75,000 teachers are selected to participate in SASS. Multiple questionnaire mailings and phone follow-ups ensure high response rates.

WHEN WILL SASS BE ADMINISTERED?

SASS will be administered in the 1999–2000 school year, following up on previous administrations in the 1993–1994, 1990–1991, and 1987–1988 school years.

SASS data collection spans most of a school year, beginning with an initial mailing of questionnaires to schools, principals, library media centers and public school districts in the early fall, and an initial mailing to teachers in the late fall. Follow-up on individuals who have not returned completed questionnaires continues through the spring.

WHEN WILL 1999-2000 SASS DATA BE RELEASED?

After the data are collected, they will be compiled into an electronic format, and prepared for public use. The data set will be available in the spring of 2001. NCES will publish reports on a number of the significant topics covered by the SASS data soon afterward.

THE USES OF SASS DATA

SASS data can be used to describe and analyze factors related to schooling and teaching in a variety of contexts in the United States. The sampling design permits comparison across states, or across school sectors (public, charter, private, Bureau of Indian Affairs). Additional variables in the SASS data set allow for comparison across school contexts including school level (elementary or secondary), urbanicity, region, and many other attributes of schools. Data from multiple questionnaires can be used together to provide context and to compare vantage points (e.g., teacher and principal perceptions of a school problem). In addition, key measures of schools and staffing are collected in each administration, allowing them to be tracked over time.

SASS data are used by many organizations and individuals to serve

purposes that range from writing analytic articles to informing federal policymakers. NCES uses SASS data to produce publications that provide descriptive statistics on topics that include class size, information on teachers and principals, professional development, out-of-field teaching, job satisfaction of teachers, state-by-state comparisons, and American Indian education. Media organizations, regional education laboratories, research institutes, and universities are only a few of the other organizations that frequently use SASS data. Publications produced by agencies outside NCES have addressed teacher supply and demand, gender inequality, second job holding, special education teachers, teacher certification issues, school leadership, and many other topics. For example, SASS is the primary source of information on out-of-field teaching in the United States.

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