

Documentation for the NCES Common Core of Data Teacher Compensation Survey (TCS) School-Level Public-Use Data File, School Year 2006–07

Final File Version 1a

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September 2010

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Foreword

The Research and Development (R&D) series of reports at the National Center for Education Statistics (NCES) has been initiated to share studies and research that are developmental in nature. The results of such studies may be revised as the work continues and additional data become available.

These data present results that do not reach definitive conclusions at this point in time because the data are tentative, and the methodology is new and developing. Therefore, the techniques and inferences made from the data are tentative and subject to revision. To facilitate the process of closure on the issues, we invite comment, criticism, and alternatives to what we have done. Such responses should be directed to:

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I. Introduction to the NCES Common Core of Data Teacher Compensation Survey (TCS) School-Level Public-Use Data File, School Year 2006–07, Final File Version 1a

This documentation is for the school-level public-use data file (Version 1a) of the National Center for Education Statistics (NCES) Common Core of Data (CCD) Teacher Compensation Survey (TCS) for school year (SY) 2006–07. It contains a brief description of the data collection along with information required to understand and access the data file. The TCS data collection is conducted by NCES, a branch of the Institute of Education Sciences in the U.S. Department of Education, and the Governments Division of the U.S. Census Bureau. NCES is authorized to collect these data by Congress through the Education Sciences Reform Act of 2002, section 151(b)(3), 20 U.S.C. 9541. The 2006–07 administration was the second year of data collection for the TCS.

The CCD TCS School-Level Public-Use Data File provides data users with information on full-time¹ public school teachers reported on the CCD TCS Restricted-Use Data File for each public elementary/secondary school in participating states. Seventeen states participated in the 2006–07 collection: Arizona, Arkansas, Colorado, Florida, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Nebraska, Oklahoma, South Carolina, and Texas. However, data for Arkansas are not included in this file because the state was unable to report the school where teachers work. The CCD TCS collects a limited amount of data on each public school teacher, including part-time teachers, in participating states. These data items include base and total salaries; health, retirement, and other benefits; full-time/part-time status; full-time equivalency (FTE); contract days; highest degree earned; years of teaching experience; year of birth; race/ethnicity; and sex data.² Please see Cornman et al. (2010) for the NCES Research and Development Report releasing these TCS data. Only select data items have been aggregated to the school-level public-use file.

Each record in the data file is for a school and includes: the percentage distribution of teachers by education background and by teaching experience grouping, the mean number of years of teaching experience, the mean base salary, and the mean base salary by teaching experience grouping. Data are based on all full-time public school teachers in the school.

The SY 2006–07 TCS School-Level Public-Use Data File contains 30,734 records (one record for each school in the 16 states), and each record contains 9 variables. The record layout is provided in appendix A.

The remaining appendixes provide the following information:

- Appendix B—glossary with definitions of key variables;
- Appendix C—state abbreviations and Federal Information Processing Standards (FIPS) state codes;
- Appendix D—minimum, maximum, and mean of continuous variables; and
- Appendix E—specific state notes.

¹ Teacher full-time/part-time status is determined by the Full-Time Equivalency (FTE) value and Teacher Status Indicator data reported on the CCD TCS Restricted-Use Data File: SY 2006–07.

² The complete teacher-level data file for the SY 2006–07 TCS is restricted-use and only available to researchers who have received a restricted-use data license. Applications for a restricted-use data license must be made online. For more information about applying for a restricted-use data license, please visit the NCES website at <http://nces.ed.gov/pubsearch/licenses.asp>.

II. User's Guide

A. Survey Methodology

Common Core of Data survey system

The Teacher Compensation Survey (TCS) is part of the Common Core of Data (CCD) survey system. The CCD collects administrative records data and has nonfiscal and fiscal components and the TCS. The nonfiscal components are the State Nonfiscal Survey of Public Elementary/Secondary Education, the Local Education Agency Universe Survey, and the Public Elementary/Secondary School Universe Survey; the fiscal components are the School District Finance Survey (F-33), the National Public Education Financial Survey (NPEFS), and the TCS (which includes both fiscal and nonfiscal data). CCD data are reported annually by state education agencies (SEAs). Participation in the CCD is voluntary.

The Pilot TCS was launched by the National Center for Education Statistics (NCES) in 2007 to collect data for School Year (SY) 2005–06, with seven states participating: Arizona, Arkansas, Colorado, Florida, Iowa, Missouri, and Oklahoma. In the second year of the TCS collection (SY 2006–07) an additional 10 states submitted data: Idaho, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nebraska, South Carolina, and Texas. The TCS will be considered a research and development effort until more than 45 states participate in the collection.

Data collection

The U.S. Census Bureau developed a website for the TCS for the secure transmission of large data files. Respondents were given a username and password to access the website and download instructions for submitting data, data item definitions, a record layout, the data plan, and other information necessary to submit the data file. There were no interactive, online editing features. The SY 2006–07 TCS collection opened on March 24, 2008 and closed on January 28, 2009. After submission, staff from the U.S. Census Bureau and Education Statistics Services Institute (ESSI) of the American Institutes for Research (AIR) processed, edited, and verified the data based on business rules developed jointly with NCES.

B. Data Quality

Coverage, response, and nonsampling error

The SY 2006–07 TCS collection includes all public school teachers in the 17 participating states. The SY 2006–07 TCS School-Level Public-Use Data File contains information only on the full-time teachers in schools with a legitimate NCES School Identification Number (NCES SCH) in the participating states. The states included in the SY 2006–07 TCS School-Level Public-Use Data File are: Arizona, Colorado, Florida, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Nebraska, Oklahoma, South Carolina, and Texas.

Nonsampling error occurs when reporting states treat a data item differently in their school finance systems. For example, although the NCES definition allows a teacher's FTE to be greater than 1.0, in some states the maximum value of FTE is set to 1.0, and in other states the FTE for a teacher is allowed to be greater than 1.0. The NCES definitions of the data items can be found in appendix B of the documentation.

Data values

All data elements are presented as reported or have been filled with codes “-1” or “-2” by NCES. Descriptions of zero, “-1,” and “-2” are listed below.

- 0: A zero value represents a report of no occurrences of a data element. A value was expected and measured, but zero cases were found in the category (e.g., a school having no teachers with more than 5 years of teaching experience would have “0” for Percent of Teachers With More Than 5 Years of Teaching Experience (P_EXPLT6)).
- -1: A value of “-1” indicates that data are missing. A value was expected, but none was measured (e.g., a school that has at least one teacher with a bachelor’s degree but cannot measure the number of teachers with a bachelor’s degree would have “-1” for Percent of Teachers With Bachelor’s Degree (PCT_BACH)). “-1” is also reported for cases where the data cell contains information for less than three full-time teachers or the required reporting standard is not met (i.e., less than 70 percent of the teachers in a school were reported in the TCS).
- -2: A value of “-2” indicates that data are not applicable. A value was neither expected nor measured (e.g., a school having no teachers with 1–5 years of teaching experience would have “-2” for Mean Base Salary for Teachers With 1–5 Years of Experience (M_BSALT6)).

SAS code to remove missing and nonapplicable data

It is recommended that data users remove values of “-1” and “-2” from the data file before performing data analysis. The following SAS code can be used to convert “-1” and “-2” to “missing” in the SAS data file:

```
data new;
set TCS_SCH_2006071a;
array remove(*) _numeric_;
do i = 1 to dim (remove);
    if remove(i) in (-1, -2) then remove(i) = .;
end;
drop i;
run;
```

Precautions to prevent disclosure of individual teachers

The data file has undergone disclosure risk analysis to eliminate the possibility of the data being used to identify individual teachers. In the data source of the TCS School-Level Public-Use Data File (i.e., the TCS Restricted-Use Data File), some data items were swapped between records. These changes resulted in a minimal amount of change to the file overall.

The TCS School-Level Public-Use Data File has also undergone suppression. Suppression is the recoding of data in one or more cells with the purpose of protecting the identity of some teachers. If a data cell contains information for fewer than three full-time teachers, the value of the data cell is suppressed (i.e., the actual number is replaced with “-1” so that the value appears to be missing).

Data anomalies

Staff at NCES, the U.S. Census Bureau, and ESSi made every effort to verify questionable data collected from the TCS by conducting nonresponse follow-up, providing respondents with a list of edit failures, and requesting additional information for missing or anomalous data. If no explanation for anomalous data was provided by the state, NCES may have edited the data or changed the data values to missing. For a complete list of edits applied to the TCS Restricted-Use data for each participating state, see *Documentation for the NCES Common Core of Data Teacher Compensation Survey (TCS), Restricted-Use Data File, School Year 2006–07* (Holland, Zhou, and Noel 2010).

C. Unit Identifier

(NCESSCH) NCES School ID. Each record contains a unique NCES School ID number. The first two characters of this number are the Federal Information Processing Standards (FIPS) code.³ The first seven characters of the NCES School ID are the NCES Local Education Agency (LEA) ID of the LEA that the school is associated with.

Data users can easily link this file to the CCD Public Elementary/Secondary School Universe Survey files or to other school-level files that NCES releases. The variable NCESSCH is the common link across all school-level files and should be used to match schools across files.

D. Data File Versions, Names, and Formats

File versions

The names of CCD data files include a two-digit version number. The final files are assigned a version number beginning with 1. The character following 1 indicates the version number of the file (e.g., a “1a” file is the first (original) final file, and a “1b” file is the second (revised) final file).

NCES releases a final file (Version 1a) after a publication using the data has been released. (NCES standards require that an NCES publication using the data be released before the data are considered final.) If NCES receives revised data from states or discovers errors in the final data file, a revised file (Version 1b) is released. The documentation for the revised file indicates which states submitted revised data. The revised file is usually released 1 year after the original (Version 1a) final file.

File names and formats

The names of the SY 2006–07 TCS School-Level Public-Use Data Files are as follows:

- TCS_SCH_2006071a.sas7bdat (SAS file)
- TCS_SCH_2006071a.txt (text file)

³ A list of the Federal Information Processing Standards (FIPS) state codes appears in appendix C. The FIPS code should be used to reference all agencies in a particular state.

The first 14 characters indicate the file contents and year, and the last two characters indicate the file version. “TCS” stands for Teacher Compensation Survey, “SCH” stands for school, “200607” stands for SY 2006–07, “1” indicates that the file is ready for final release by NCES, and “a” indicates this is the first version of the final file by NCES.

Guidelines for using the flat ASCII data file

When using the flat ASCII data file, care should be taken to label the identification number variables (e.g., NCESSCH) as character fields. This is necessary in order to retain the leading zero in many of the identification numbers. It is necessary to keep the leading zeroes when merging these data with other files. This can be accomplished in Excel by using the “Import Wizard” to select the ID fields and set them as text fields.

E. Data Plan

In addition to the teacher compensation data collected in the TCS, NCES also collects information from each participating state to help process the data and to gain a better understanding of what programs and/or policies are connected with the data items and definitions. The SY 2006–07 TCS data plan questionnaire and responses are included in the documentation for the restricted-use TCS file (Holland, Zhou, and Noel 2010). Responses relating to the data included in the public-use data file have been incorporated into the state notes, appendix E.

F. State Notes

The state notes (appendix E) contain information regarding known anomalies specific to each participating state and the edits that the U.S. Census Bureau, NCES, and ESSI made to modify the TCS Restricted-Use Data File: SY 2006–07, which is the source data file of this school-level data file.

References

Cornman, S.Q., Johnson, F., Zhou, L., Honegger, S., and Noel, A.M. (2010). *An Evaluation of the Data From the Teacher Compensation Survey: School Year 2006–07* (NCES 2010-329). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Holland, E.E., Zhou, L., and Noel, A.M. (2010). *Documentation for the NCES Common Core of Data Teacher Compensation Survey (TCS), Restricted-Use Data File, School Year 2006–07* (NCES 2010-328). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Appendix A—Record Layout and Description of Data Elements

Appendix A—Record Layout and Description of Data Elements

The file contains data for the school year 2006–07 sorted by the NCES assigned school identification code (NCESSCH). Data presented in this release are available in two formats—SAS datasets (.sas7dbat) and tab-separated values text files (.txt).

File name = TCS_SCH_2006071a

Number of variables = 9

Number of observations = 30,734

Release: 1a, September 2010

Name	Order	Type	Description
NCESSCH	1	Character	NCES school ID
PCT_BACH	2	Numeric	Percent of teachers with a bachelor's degree only
PCT_ADVC	3	Numeric	Percent of teachers with a master's or doctor's degree
P_EXPLT6	4	Numeric	Percent of teachers with 1–5 years of teaching experience
P_EXPGT5	5	Numeric	Percent of teachers with more than 5 years of teaching experience
MEAN_EXP	6	Numeric	Mean number of years of teaching experience
M_BSALT6	7	Numeric	Mean base salary for teachers with 1–5 years of experience
M_BSAGT5	8	Numeric	Mean base salary for teachers with more than 5 years of experience
M_BSAL	9	Numeric	Mean base salary

Appendix B—Glossary

Appendix B—Glossary

The glossary applies to the Common Core of Data (CCD) Teacher Compensation Survey (TCS) Agency-Level Public-Use Data File: School Year 2006–07, CCD TCS School-Level Public-Use Data File: School Year 2006–07, and the CCD TCS Restricted-Use Data File: School Year 2006–07.

all other benefits—All other benefits (excluding retirement and health insurance) paid by the school district, municipal, state, and other government agencies for teachers (e.g., unemployment compensation, worker compensation, and fringe benefits such as housing allowances, moving expenses, and paid parking).

American Indian/Alaska Native—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. (OMB directive, 1977, 1997)

Asian/Pacific Islander—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, Vietnam, Guam, the Philippine Islands, Samoa, and other Pacific Islands. (OMB directive, 1977)

bachelor's degree—An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4, but not more than 5, years of full-time-equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative program provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.

base salary—The negotiated annual salary for teaching duties for the school year. The base salary excludes pay for additional duties, such as supervising or directing after-school activities, school administration activities, and teaching summer school or adult education classes. Bonuses and other incentives are not included in base salaries.

Black or African American—A person having origins in any of the black racial groups of Africa. (OMB directive, 1977, 1997)

Common Core of Data (CCD)—A group of public elementary/secondary education surveys of the National Center for Education Statistics (NCES). CCD data are collected from the administrative records systems of each state's department of education.

contract days—Number of days specified in a teacher's contract.

district new teacher indicator—This item indicates if a teacher is new to the district.

Appendix B—Glossary

doctor's degree—The highest award a student can earn for graduate study. The doctor's degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy, which can be awarded in any field (such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology).

full-time equivalent (FTE)—The state's (or district's) FTE value for a teacher. FTE is the amount of time required to perform a teaching assignment stated as a proportion of a full-time position; it is computed by dividing the amount of time employed by the time normally required for a full-time position. FTE is not necessarily linked to contract days.

health benefits—All amounts paid by the school district, municipal, state, and other government agencies for teachers' health insurance.

highest degree earned—The highest degree earned by a teacher from a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of study.

Hispanic or Latino—A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. (OMB directive, 1977, 1997)

local education agency (LEA)—The government agency at the local level whose primary responsibility is to operate public schools or to contract for public school services.

master's degree—An award that normally requires the successful completion of a program of study of at least the full-time equivalent of 1 or 2 academic years of work beyond the bachelor's degree.

race/ethnicity—Categories used to describe groups with which individuals identify or to which they belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

retirement benefits—All amounts paid by the school district, municipal, state, and other government agencies toward a teacher's retirement plan.

sex—Indicates whether the teacher is female or male.

state education agency (SEA)—An agency of the state charged with primary responsibility for coordinating and supervising public instruction, including setting standards for elementary and secondary instructional programs.

state new teacher indicator—This item indicates if a teacher is new to the state.

substitute teacher—Individuals who fill the role of a regular teacher.

Appendix B—Glossary

teacher—A professional school staff member who instructs students in prekindergarten, kindergarten, grades 1 through 12, or ungraded classes and maintains daily student attendance records.

teacher salary indicator—This item indicates whether or not a teacher’s base salary includes pay for other official assignments (such as administration, curriculum coordinator, and guidance counseling). By definition base salary does not to include other duties but some states cannot make this separation. The salary indicator provides information on this distinction for analysis.

teacher status indicator—This indicator is used to determine a teacher’s employment status, such as full-time teacher at one school only; full-time teacher assigned to several schools (itinerant teacher); full-time employee, part-time teacher at one school only; full-time employee, part-time teacher assigned to several schools; part-time employee whose primary duty is as a teacher; part-time employee who teaches and performs other duties; and substitute teacher.

total benefits—Sum of retirement, health, and all other benefits, or total benefits paid by the school district, municipal, state, and other government agencies if unable to break out retirement and health benefits.

total salary—The total amount of money paid to a teacher by the school district for the school year.

White—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. (OMB directive, 1977, 1997)

year of birth—Teacher’s year of birth.

years of experience—Years of teaching experience recognized by the school district or state education agency as of the end of the school year. New full-time teachers, hired at the beginning of the school year (with no previous teaching experience), are reported as having 1 year of teaching experience.

**Appendix C—State Abbreviations and Federal Information
Processing Standards (FIPS) State Codes**

Appendix C—State Abbreviations and Federal Information Processing Standards (FIPS) State Codes

Table C-1. State abbreviations and Federal Information Processing Standards (FIPS) state codes, by state: School year 2006–07

State	State abbreviation	FIPS code	State	State abbreviation	FIPS code
Alabama	AL	01	Montana	MT	30
Alaska	AK	02	Nebraska	NE	31
Arizona	AZ	04	Nevada	NV	32
Arkansas	AR	05	New Hampshire	NH	33
California	CA	06	New Jersey	NJ	34
Colorado	CO	08	New Mexico	NM	35
Connecticut	CT	09	New York	NY	36
Delaware	DE	10	North Carolina	NC	37
District of Columbia	DC	11	North Dakota	ND	38
Florida	FL	12	Ohio	OH	39
Georgia	GA	13	Oklahoma	OK	40
Hawaii	HI	15	Oregon	OR	41
Idaho	ID	16	Pennsylvania	PA	42
Illinois	IL	17	Rhode Island	RI	44
Indiana	IN	18	South Carolina	SC	45
Iowa	IA	19	South Dakota	SD	46
Kansas	KS	20	Tennessee	TN	47
Kentucky	KY	21	Texas	TX	48
Louisiana	LA	22	Utah	UT	49
Maine	ME	23	Vermont	VT	50
Maryland	MD	24	Virginia	VA	51
Massachusetts	MA	25	Washington	WA	53
Michigan	MI	26	West Virginia	WV	54
Minnesota	MN	27	Wisconsin	WI	55
Mississippi	MS	28	Wyoming	WY	56
Missouri	MO	29			

SOURCE: U.S. Department of Commerce, National Institute of Standards and Technology, Federal Information Processing Standards (1987). "Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and Associated Areas" (FIPS Pub 5-2).

Appendix D—Value Distribution and Field Frequencies

Appendix D—Value Distribution and Field Frequencies

Table D-1. Number of records with reported, missing, or not applicable values, and minimum, maximum, and mean of continuous variables for participating states, by variable: School year 2006–07

Variable	Label	Number of records			Minimum	Maximum	Mean
		Reported	Missing	Not applicable			
PCT_BACH	Percent of teachers with bachelor's only	28,864	1,870	0	0.0	100.0	64.6
PCT_ADVC	Percent of teachers with master's or PhD	26,113	4,601	0	0.0	100.0	36.1
P_EXPLT6	Percent of teachers with 1–5 years of teaching experience	25,417	5,317	0	0.0	100.0	29.9
P_EXPGT5	Percent of teachers with more than 5 years of teaching experience	28,891	1,843	0	0.0	100.0	71.6
MEAN_EXP	Mean number of years of teaching experience	29,313	1,421	0	1.0	38.0	13.2
M_BSALT6	Mean base salary for teachers with 1–5 years of experience	23,044	5,321	2,369	\$324	\$55,795	\$35,229
M_BSAGT5	Mean base salary for teachers with more than 5 years of experience	28,558	1,858	318	\$350	\$83,542	\$45,610
M_BSAL	Mean base salary	29,512	1,222	0	\$271	\$83,542	\$42,481

NOTE: The 17 states that participated in the Teacher Compensation Survey (TCS) are Arizona, Arkansas, Colorado, Florida, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Nebraska, Oklahoma, South Carolina, and Texas. Data for Arkansas are not included on the TCS School-Level Public-Use Data file because the school identifiers are missing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Teacher Compensation Survey School-Level Public-Use Data File," school year 2006–07, Version 1a.

Appendix E—State Notes

Appendix E—State Notes

The following notes can be used to track known anomalies specific to each participating state and the edits that the U.S. Census Bureau, the National Center for Education Statistics (NCES), and Education Statistics Services Institute (ESSI) made to modify the Teacher Compensation Survey (TCS) Restricted-Use Data. Each anomaly or edit recorded here applies to school year 2006–07.

Arizona

- Data on benefits, year of birth, contract days, teacher status indicator, salary indicator, and new teacher indicators were not available for Arizona.

Arkansas

- No data were reported for more than 20 percent of the teachers in the state, including all teachers in the Little Rock School District.
- No school identifiers (SCHNO and SEASCH) were provided with the data submission. The name of the school (SCHNAM) was adjusted to the name of the corresponding school district.
- For the records where the NCES 7-digit local education agency ID (LEAID) was not available, the LEAID was adjusted to “0599999.”
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- For records where the district new teacher indicator (DSTNEWTCHIND) indicated that a teacher was not new to the district and the state new teacher indicator (STNEWTCHIND) indicated that a teacher was new to the state, and the years of experience (EXP) was equal to 1, then DSTNEWTCHIND was adjusted to “1” for new to district. For records where the district new teacher indicator (DSTNEWTCHIND) indicated that a teacher was not new to the district and the state new teacher indicator (STNEWTCHIND) indicated that a teacher was new to the state, but the years of experience was not equal to 1, then both DSTNEWTCHIND and STNEWTCHIND were set to “M” for missing.

Colorado

- Data on total salary and benefits were not available for Colorado.
- For the records where the NCES 7-digit local education agency ID (LEAID) was not available, the LEAID was adjusted to “0899999.”

Florida

- For records where the total benefits were reported, but some component (retirement, health, or other benefits) was missing, the missing value was adjusted to “0.” The state confirmed that in these cases the teacher did not receive the benefit.

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- For records where the district new teacher indicator (DSTNEWTCHIND) indicated that the teacher was not new to the district and years of experience (EXP) was greater than 1, then state new teacher indicator (STNEWTCHIND) was adjusted to “2” (not new to the state).
- For records where the district new teacher indicator (DSTNEWTCHIND) indicated that the teacher was not new to the district and years of experience (EXP) was equal to 1, then the district new teacher indicator (DSTNEWTCHIND) was adjusted to “1” (new to the district).
- For records where the district new teacher indicator (DSTNEWTCHIND) indicated that the teacher was not new to the district and years of experience (EXP) was missing, then the district new teacher indicator (DSTNEWTCHIND) was adjusted to “M” for missing.
- If there was more than one record for a teacher, based on the teacher ID (NCESTEACHID), indicating that a teacher works at multiple schools, and the teacher status indicator (TCHSTSIND) was set to “1” (full-time teacher at one school only) then TCHSTSIND was adjusted to “2” (full-time teacher assigned to several schools (itinerant teacher). If there was more than one record for a teacher and TCHSTSIND was set to “3” (full-time employee, part-time teacher, at one school only) then TCHSTSIND was adjusted to “4” (full-time employee, part-time teacher, assigned to several schools).

Idaho

- Data on benefits were not available for Idaho.
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- For records where birth year (BRTHYR) was submitted as “-1,” BRTHYR was adjusted to “M” for missing.
- For records where the district new teacher indicator (DSTNEWTCHIND) indicated that a teacher was not new to the district and the state new teacher indicator (STNEWTCHIND) indicated that a teacher was new to the state, and the years of experience (EXP) was equal to 1, then DSTNEWTCHIND was adjusted to “1” for new to district.
- If the reported NCES 12-digit school ID number (NCESSCH) was not equal to the combination of the NCES 7-digit local education agency ID (LEAID) and the NCES 5-digit school ID (SCHNO), then NCESSCH was adjusted to be LEAID followed by SCHNO.

Iowa

- Data on benefits were not available for Iowa.

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Kansas

- Data on benefits, contract days, and salary indicator were not available for Kansas.
- Where there were multiple (duplicate) combinations of a single teacher ID (NCESTEACHID) and NCES-assigned 12-digit school ID (NCESSCH) that could not be resolved by other business rules, if the records had consistent data on school name, teacher demographics, and teacher status indicator, the records were combined to one record by summing up the FTE and salary data.
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.

Kentucky

- Data for teacher status indicators and new teacher indicators were not available for Kentucky.
- For the records where the NCES 7-digit local education agency ID (LEAID) was not available, the LEAID was adjusted to “2199999.”
- For teachers with multiple records where one or more record for the teacher had a consistent birth year (BRTHYR) and one or more record for the teacher had BRTHYR equal “M” for missing, then the nonmissing value for BRTHYR was applied to all records for that teacher.
- For teachers with multiple records for the same school, these records were combined to form one record by summing up the salaries, benefits, and FTEs of all these records.
- Year of experience (EXP) data were taken from the SY 2007–08 data submission (adjusted to reflect the SY 2006–07 value) because the SY 2006–07 data were not correct.
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- For records where health benefits (HEALTHBEN) were missing, HEALTHBEN was adjusted to “0.” The state confirmed these teachers did not receive health benefits.

Louisiana

- Data on year of birth were not available for Louisiana.
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- If there was more than one record for a teacher, based on the teacher ID (NCESTEACHID), indicating that a teacher works at multiple schools, and the teacher status indicator (TCHSTSIND) was set to “1” (full-time teacher at

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one school only), then TCHSTSIND was adjusted to “2” (full-time teacher assigned to several schools (itinerant teacher). If there was more than one record for a teacher and TCHSTSIND was set to “3” (full-time employee, part-time teacher, at one school only), then TCHSTSIND was adjusted to “4” (full-time employee, part-time teacher, assigned to several schools).

Maine

- Data on benefits, total salary, salary indicator, and new teacher indicators were not available for Maine.
- For teachers with multiple records (teaching at several schools), on records where the teacher status indicator was set to “1” (full-time teacher at one school only), then TCHSTSIND was adjusted to “2” (full-time teacher assigned to several schools (itinerant teacher)).

Minnesota

- Data on benefits were not available for Minnesota.
- The state confirmed that first-year teachers were reported as having years of experience (EXP) set to 1; therefore, records where EXP was set to 0 were adjusted to “-1” for missing.

Mississippi

- Data on benefits were not available for Mississippi.
- For records where year of birth (BRTHYR) was set to “0,” BRTHYR was adjusted to “M” for missing.

Missouri

- Data on benefits were not available for Missouri.
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- If there was more than one record for a teacher, based on the teacher ID (NCESTEACHID), indicating that a teacher works at multiple schools, and the teacher status indicator (TCHSTSIND) was set to “1” (full-time teacher at one school only), then TCHSTSIND was adjusted to “2” (full-time teacher assigned to several schools (itinerant teacher). If there was more than one record for a teacher and TCHSTSIND was set to “3” (full-time employee, part-time teacher, at one school only), then TCHSTSIND was adjusted to “4” (full-time employee, part-time teacher, assigned to several schools).
- Birth year (BRTHYR) data were taken from the SY 2007–08 data submission because the SY 2006–07 data were not correct. For records in SY 2006–07 that did not have a matching record in SY 2007–08, BRTHYR was set to “M” for missing.

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Nebraska

- Data on retirement benefits, health benefits, and other benefits were not available for Nebraska.

Oklahoma

- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- For teachers with multiple records and where total salary (TOTPAY) was the same for each record, TOTPAY was redistributed based on the portion of time a teacher worked at a given school. FTE was summed over all the records for a teacher, and a ratio was calculated as the FTE at the school divided by the total FTE at all schools for that teacher. Then the reported total pay was multiplied by this ratio, approximating total pay for that teaching assignment.

South Carolina

- Data on benefits, total salary, and year of birth were not available for South Carolina.
- For the records where the NCES 7-digit local education agency ID (LEAID) was not available, the LEAID was adjusted to “4599999.”
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by 1 so that EXP data reflected the years of experience as of the end of the school year.
- If there was more than one record for a teacher, based on the teacher ID (NCESTEACHID), indicating that a teacher works at multiple schools, and the teacher status indicator (TCHSTSIND) was set to “1” (full-time teacher at one school only), then TCHSTSIND was adjusted to “2” (full-time teacher assigned to several schools (itinerant teacher)). If there was more than one record for a teacher and TCHSTSIND was set to “3” (full-time employee, part-time teacher, at one school only), then TCHSTSIND was adjusted to “4” (full-time employee, part-time teacher, assigned to several schools).

Texas

- Data on benefits, contract days, teacher status, salary, and state new teacher indicators were not available for Texas.
- For the records where the NCES 7-digit local education agency ID (LEAID) was not available, the LEAID was adjusted to “4899999.”
- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by

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1 so that EXP data reflected the years of experience as of the end of the school year.

- For teachers with multiple records and where total salary (TOTPAY) was the same for each record, TOTPAY was redistributed based on the portion of time a teacher worked at a given school. FTE was summed over all the records for a teacher, and a ratio was calculated as the FTE at the school divided by the total FTE at all schools for that teacher. Then the reported total pay was multiplied by this ratio, approximating total pay for that teaching assignment.

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