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National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

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

Suggested Citation


February 1999
Foreword

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

To obtain copies of Working Papers please contact Angela Miles at (202)-219-1762, e-mail: angela_miles@ed.gov, or mail: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Ave. NW, Room 400, Washington, D.C. 20208-5654.

Marilyn M. McMillen                   Ralph Lee
Chief Mathematical Statistician      Mathematical Statistician
Statistical Standards Program       Statistical Standards Program
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Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results

Prepared by:

Susan D. Wiley
Kerry A. Reynolds
Education Statistics Services Institute,
American Institutes for Research

Prepared for:

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

February 1999
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<td>G-1</td>
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</table>
Tracking Secondary Use of the Schools and Staffing Survey Data

**Purpose**

The Schools and Staffing Survey (SASS) provides a large data set of information about teachers, administrators, schools, and districts, as well as information about policies and practices in K–12 education in the United States. The National Center for Education Statistics (NCES) uses data generated from this survey to produce reports on issues in education. Other organizations and researchers also make use of the data to obtain descriptive statistics about the education system in the United States, and to conduct analyses to answer research questions. In the context of this report, use of SASS data for purposes other than use in NCES reports is referred to as secondary use.

The broad purpose of this project is to identify uses of the data from the Schools and Staffing Survey, and to determine the extent and variety of such use. In addition, this project seeks to identify research topics that have been studied through use of the Schools and Staffing Survey, and individuals and organizations who use SASS.

Knowledge about the use of SASS will be helpful in many ways. Annual reports about use of SASS data will help NCES to identify continuing interest in particular survey items, and will also identify developing or fading research interests. In this way, reported changes in use of the data will inform NCES survey development.

**On-going Tracking**

The information on use of SASS data in this report was collected through procedures designed to facilitate on-going collection of information in three categories of use of SASS data. These categories include: (1) analytical research, (2) reporting descriptive statistics, and (3) using summative facts (informational use). Benefits of this tracking system are outlined below.

First, information about the kinds of analytical research being conducted with SASS data can help to inform development of future survey administrations. Subject areas that are addressed frequently in outside research will be good candidates for retention on future versions of the questionnaire. As the Schools and Staffing Survey responds to pressures to measure more, knowledge of secondary research topics will inform decisions about retention of items in future administrations of SASS.

Second, information about publications that report descriptive statistics can lend important insight to future development of SASS. Similar to analytical papers, the type and number of publications of this sort, as well as the topics they address, will inform survey development. Publications reporting descriptive statistics also give
another important piece of information—topics reaching readers who would not be exposed to research in a scholarly journal. On-going tracking of publications reporting descriptive statistics will provide information about issues that are currently of interest to the general public.

Third, knowledge of the number of requests for tabulations of SASS data is also useful. The presence of such requests indicates an on-going and widespread interest in the issues that the Schools and Staffing Survey addresses, as well as a need for the information contained in the data. The breadth of organizations that request tabulations of SASS data gives some indication of the variety of reasons that people use SASS. In this report we refer to informational use as use that does not result in a publication or presentation. Such use includes a request for specific data tabulations, the results of which may be used to facilitate discussion at an internal meeting, obtain information to influence policy decisions, etc.

**Procedures**

For this project we tracked individuals and organizations using SASS data through various techniques. A sequential method of contact was designed to maximize the likelihood of locating most users of SASS data (for more information on procedures, please see Appendix F). The tracking process, as well as the gathered information are managed with an MS Access database. The first step in the process was to make a list of potential SASS data users. This list was created from the following sources:

- Individuals with access to restricted use SASS data
- Members of the SASS Technical Review Panel
- Organizations and individuals requesting specific tabulations of SASS data
- SASS users known by the NCES SASS team
- Individuals who attended a NCES or AERA training seminar on use of SASS data
- Professional associations and conference programs
- Authors identified through a library search for articles pertaining to SASS
- Individuals and organizations who use the National Education Data Resource Center (NEDRC)
- Individuals who received an AERA grant to conduct research using SASS data
- Longitudinal studies special interest groups
- Sociology of Education special interest groups

The list generated from these sources includes 833 individuals and
organizations. We reviewed the list and designed procedures and determined priorities for contacting all those listed. We then implemented the process. Table 1 shows a summary of the status of this process. For a list of contacts in process, see Appendix G.

**Table 1: Status of Tracking Use of SASS Data—November, 1998**

<table>
<thead>
<tr>
<th>Initiated contacts</th>
<th>427</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacts who have responded</td>
<td>133</td>
</tr>
<tr>
<td>Contacts who have not responded</td>
<td>244</td>
</tr>
<tr>
<td>Contacts unable to be reached (e.g. left organization-no forwarding address)</td>
<td>69</td>
</tr>
<tr>
<td>Contacts not yet initiated</td>
<td>407</td>
</tr>
</tbody>
</table>

**Findings as of November, 1998**

At this point, our search for organizations and people using SASS data has already shown a great depth and variety of use. For an alphabetical listing of individuals and organizations using SASS data see Appendix A. SASS data is being used to report descriptive statistics, to conduct analytical research, and to access information concerning specific topics. Table 2 indicates the number of organizations participating in various uses of SASS data as of November, 1998. In addition to indicating use of SASS data in all three categories, the table shows that informational use is the most common of the three. This finding is not surprising when the length of time and effort for other types of use of SASS data are taken into account. A paper can take months to write; whereas informational use can occur within a brief period.

**Table 2: Organizations That Use SASS Data: Preliminary Results**

<table>
<thead>
<tr>
<th>Type of Organization</th>
<th>Data analysis</th>
<th>Descriptive</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities and Colleges</td>
<td>12</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>Research Organizations</td>
<td>2</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Government Agencies</td>
<td>3</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>K-12 School Organizations</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Media Organizations</td>
<td>2</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Associations</td>
<td>2</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td></td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

Notes: a 243 initiated contacts have not yet responded and contact has not yet been initiated for 408. b Organizations engaged in more than one type of research are counted in each appropriate column. c For a listing of the organizations in each of the above categories, please see Appendix B.
The preliminary results presented in Table 2 indicate that there are several organizations engaged in data analysis and descriptive reporting. Publications resulting from these uses of SASS data cover a wide range of topics. Such topics include special education, teacher qualifications, reform, finance issues, and many others. In Appendix C, the names and affiliations of SASS researchers are presented according to specific topics they have covered in their research. This table will be useful in upcoming years, for longitudinal comparisons of topics. Similarities and differences in the topics covered as years progress will give insightful evidence to assist in survey development.

Also attached to this report are two bibliographies of publications and presentations that included SASS data. The first of these is a bibliography of NCES Working Papers related to SASS, shown in Appendix D. The second is a bibliography of other publications and presentations at conferences that we identified as using SASS data, shown in Appendix E. The bibliography of publications and presentations is not comprehensive, but is an interim report of secondary SASS research collected to this point. Table 3 contains a numeric summary of the bibliographies.

### Table 3: Publications and Presentations Based on SASS Data: Preliminary Results

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCES Working Papers</td>
<td>69</td>
</tr>
<tr>
<td>Other Publications and Presentations Based on SASS Data</td>
<td>75</td>
</tr>
</tbody>
</table>

### Summary of Preliminary Results

The extensive use of SASS data demonstrated through both the number of organizations using SASS data, and the number of publications listed in the bibliographies re-affirms the importance of the Schools and Staffing Survey. Publications produced with SASS data highlight topics covered by the survey that are of interest outside of NCES. This information supports continuation of items that relate to these topics in future administrations of the SASS.

This is an interim report of progress, and as more researchers and organizations are contacted, both the number of references compiled and the information about SASS data use will grow. As this occurs, the tracking of secondary use of SASS data will gain increasing importance in survey development. Information collected over a period of years will provide important details about current topics of interest to policy, research, and the general public.
Appendix A: Alphabetical List of SASS Data Users

Academy for Education Development
AIR/Education Statistics Services Institute
American Alliance
American Association for Higher Education
American Association of Colleges for Teacher Education
American Council on Education
American Federation of Teachers
American General Corporation
American Institutes for Research
American University
Area Cooperative Education Services
Arizona Department of Education
Arkansas Department of Education
Asbury Park Press
Associated Press
Association of Christian Schools International
Autism Society of America
Banks, Cecily - Independent
Baraboo School District
Barta, Denise - Independent
BDO Seidman
Berquist, Holly - Independent
Booz, Allen & Hamilton
Brinkley, Donna - Independent
Brinkman, Russel - Independent
Bull-Branigan Newman
Bureau of Labor Statistics
California School Boards Association
California State University
California University of Pennsylvania
Carlson Companies Inc
Carstensen, Kathleen – Independent
CBDAR Court
Center for Applied Linguistics
CEO Forum of Education Technology
Chesser & Associates, P.C.
Chippewa Falls Senior High School
Christian Schools International
Cleveland State University
National Council of La Raza
National Council of Teachers
National Education Association
National Endowment for the Arts
National Foreign Language Center
National Geographic Society
National Library of Education
National Research Council
National School Board Association
National Science Foundation
Nebraska Department of Education
Nevada Department of Education
New Mexico Department of Education
New Trier High School
New York Hall of Science
Newsday
NHMCCD
Noderer, Amy - Independent
Non-Traditional Employment Commission
North Central Regional Education Lab.
Northlich Stolley Lawarde Advertising
Northwest Regional Educational Laboratory (NWREL)
Northwest School District
O'Neal, Jackie - Independent
Office for Civil Rights
Office of Educational Research and Improvement
Office of Labor Relations
Office of Private Education
Office of Special Education Programs
Office of the Under Secretary
Office of the Under Secretary, Planning & Evaluation Services
Ohio Department of Education
Ohio Ipeds
Ohio State University
Oklahoma State University
OPP
OR/LID
Paramount Pictures
Pelavin Associates
Penn State - Health & Human Development
Pennsylvania Department of Education
Appendix B: SASS Data Users by Type of Organization

*Universities and Colleges*

- American University
- California State University
- California University of Pennsylvania
- Cleveland State University
- Columbia Teachers College
- Columbia University
- Columbia University School of Social Work
- Cornell University
- Cumberland College
- Dickinson College – Pennsylvania
- Florida Atlantic University
- Gallaudet University
- George Washington University
- Georgetown University
- Harvard University
- Howard University
- Indiana University
- Long Island University
- Marquette University
- Merrimack College
- Michigan State University
- Morgan State University
- Ohio State University
- Oklahoma State University
- Penn State - Health & Human Development
- Ranken Technical College
- Regents College
- Rowan University
- Ruprecht-Karls-Universitat Heidelberg
- Rutgers University
- Saint Vincent College
- San Jose State University
- St. Lawrence University
- Stanford University
- State University of New York, Albany
- Swarthmore College
- Temple University
- Tennessee State University
- University of Albany
- University of California
- University of California, Davis
- University of Connecticut
- University of Florida
- University of Georgia
- University of Illinois
University of Lowell
University of Massachusetts
University of Michigan
University of Michigan - Center for Human Growth & Development
University of Missouri
University of Nebraska
University of Nebraska-Lincoln
University of North Carolina
University of Pennsylvania
University of Virginia
University of Washington
University of Wisconsin
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, Stevens Point
Vanderbilt Institute for Public Policy
Virginia Commonwealth University
Virginia Tech
Waterford Institute
Western Michigan University
Western Washington University

Research Organizations
AIR/Education Statistics Services Institute
AIR/Pelavin Research Center
Center for Applied Linguistics
Consortium for Policy Research in Education
Dan Melnick Research Inc.
Devereux Foundation
Early Intervention Research Institute
Educational Testing Service
Far West Laboratory
Field Research Corporation
Frederick D. Patterson Research Ctr.– UNCF
Hollywood Policy Center Foundation
Hudson Institute
National Center for Research on Teacher Learning
National Science Foundation
North Central Regional Education Lab.
Northwest Regional Educational Laboratory
Planning and Evaluation Service
Public Policy Institute of California
RAND, Inc.
Research for Better Schools
Richard Day Research Inc.
Science Education Researcher
SMB Economic Research
SRI International
The Andrew Mellon Foundation
The Pew Forum on Education Reform
Westat, Inc.

Government Agencies
Arizona Department of Education
Arkansas Department of Education
Commonwealth of Massachusetts
Commonwealth of Virginia Dept. of Ed.
Congressional Research Service
Department of Civil Service, U.S.
Department of Elementary and Secondary Education - Missouri
Federal Communications Commission, U.S.
French Embassy
General Accounting Office, U.S.
Gouvernement du Quebec
Iowa Department of Education
Kentucky Department of Education
Labor Department, U.S.
Library of Congress, U.S.
Louisiana Dept. of Education
Mayor's Office for Children and Youth – Baltimore, MD
Migrant Education, U.S.
National Bureau of Economic Research, U.S.
National Center for Restructuring Education, U.S.
National Endowment for the Arts, U.S.
National Library of Education, U.S.
National Research Council, U.S.
Nebraska Department of Education
Nevada Department of Education
New Mexico Department of Education
Office for Civil Rights, U.S.
Office of Educational Research and Improvement, U.S.
Office of Labor Relations, U.S.
Office of Private Education, U.S.
Office of Special Education Programs, U.S.
Office of the Under Secretary, Planning & Evaluation Services, U.S.
Ohio Department of Education
Pennsylvania Department of Education
Porter County Special Education
President’s Committee on the Arts and Humanities, U.S.
South Atlantic Regional Resource Center, U.S.
The National Right to Read Foundation, U.S.
<table>
<thead>
<tr>
<th>K-12 School Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Cooperative Education Services</td>
</tr>
<tr>
<td>Association of Christian Schools International</td>
</tr>
<tr>
<td>Baraboo School District</td>
</tr>
<tr>
<td>California School Boards Association</td>
</tr>
<tr>
<td>Chippewa Falls Senior High School</td>
</tr>
<tr>
<td>Christian Schools International</td>
</tr>
<tr>
<td>Council of the Great City Schools</td>
</tr>
<tr>
<td>County Road School</td>
</tr>
<tr>
<td>D.C. Everest Area School District (WI)</td>
</tr>
<tr>
<td>Granville County Schools</td>
</tr>
<tr>
<td>Jefferson County Teachers Building</td>
</tr>
<tr>
<td>Little River Elementary School</td>
</tr>
<tr>
<td>Los Angeles Unified School District</td>
</tr>
<tr>
<td>Louis W. Fox Academic &amp; Technical High School</td>
</tr>
<tr>
<td>Merced City School District</td>
</tr>
<tr>
<td>Midlothian School District</td>
</tr>
<tr>
<td>New Trier High School</td>
</tr>
<tr>
<td>Northwest School District</td>
</tr>
<tr>
<td>Portsmouth School District</td>
</tr>
<tr>
<td>Telfair County Middle School</td>
</tr>
<tr>
<td>The Hotchkiss School</td>
</tr>
<tr>
<td>Valley View High School, Guidance Office</td>
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<table>
<thead>
<tr>
<th>Media Organizations</th>
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<tbody>
<tr>
<td>Asbury Park Press</td>
</tr>
<tr>
<td>Associated Press</td>
</tr>
<tr>
<td>Courier Journal</td>
</tr>
<tr>
<td>Daily Souhtown</td>
</tr>
<tr>
<td>David C. Cook Publishing Co.</td>
</tr>
<tr>
<td>DeWitt Wallace-Reader's Digest Fund</td>
</tr>
<tr>
<td>Early Childhood Today</td>
</tr>
<tr>
<td>Education Week</td>
</tr>
<tr>
<td>Inside Private School Management Newsletter</td>
</tr>
<tr>
<td>Journal News</td>
</tr>
<tr>
<td>Lancit Media Productions, Ltd.</td>
</tr>
<tr>
<td>Money Magazine</td>
</tr>
<tr>
<td>National Clearinghouse for Professions in Special Education</td>
</tr>
</tbody>
</table>
Newsday
Northlich Stolley Lawarre Advertising
Paramount Pictures
Teacher Magazine
The Day Publishing Company
The Freedom Forum
U.S. News & World Report
Washington Post
Working Woman

Associations
American Association for Higher Education
American Association of Colleges for Teacher Education
American Federation of Teachers
Autism Society of America
CEO Forum of Education Technology
Education Writers Association
National Association for Sport & Physical Ed.
National Association of State Boards of Education
National Board for Professional Teaching Standards
National Council of La Raza
National Council of Teachers
National Education Association
National Foreign Language Center
National Geographic Society
National School Board Association
Professions in Special Education
Quality Education for Minorities Network
Southern Coalition for Educational Equity
Southern Regional Education Board
Standards, Curriculum & Assessment
United Federation of Teachers
Washington Education Association
Women's Legal Defense Fund

Individuals
Banks, Cecily
Barta, Denise
Berquist, Holly
Brinkley, Donna
Brinkman, Russel
Carstensen, Kathleen
Cochren, Sallie
Copeland, Diane
Cummings, John
Dent, David
Figueroa, Martha
Fleischman, Norma
Gemmill, Daphne
Goodwin, Marilyn
Griffith, Trent
Grossman, Kate
Johnson, Cynthia
Kolker, Carole
Lasinski, Kathleen
Levy, Steve
Lile, Steve
Lopez, Miguel
McGlaucllin, Nancy
Noderer, Amy
O’Neal, Jackie
Pick, Grant
Pressey, Robbie
Robinson, Leonald
Sargent, Paul
Shtier, Rachel
Stainbrook, John
Torgenson, Ron
Watson, Charles
Wayne, Andrew
Weinstein, Don
White, Liane
Williams, Johanna
Woodring, Susan

Other
Academy for Education Development
American Alliance
American Council on Education
American General Corporation
BDO Seidman
Booz, Allen & Hamilton
Bull-Branigan Newman
Carlson Companies Inc.
CBDAR Court
Chesser & Associates, P.C.
Commission on Professionals in Science
COSMOS
Creative Shop
Curriculum Concepts
Curriculum Information Center
David & Lucille Packard Foundation
Edu Ventures, Inc.
Education Center
Education Resources Group
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### Appendix C: Topics of Research Based on SASS Data

<table>
<thead>
<tr>
<th>Topic</th>
<th>Researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diversity</strong></td>
<td>Lucy Barnett – Northwest Regional Educational Laboratory</td>
</tr>
<tr>
<td></td>
<td>Jewell Gould – American Federation of Teachers</td>
</tr>
<tr>
<td></td>
<td>Brad Lenhardt - Northwest Regional Educational Laboratory</td>
</tr>
<tr>
<td></td>
<td>Judy L. Wald – National Clearinghouse for Professions in Special Education</td>
</tr>
<tr>
<td></td>
<td>Henry Y. Zheng – Ohio State University</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td>Julie Berry Cullen – University of Michigan</td>
</tr>
<tr>
<td></td>
<td>David Figlio – University of Florida</td>
</tr>
<tr>
<td></td>
<td>Allan Odden – University of Wisconsin – Madison</td>
</tr>
<tr>
<td><strong>Kindergarten</strong></td>
<td>Diane Early – University of North Carolina and the Frank Porter</td>
</tr>
<tr>
<td></td>
<td>Graham Child Development Center</td>
</tr>
<tr>
<td><strong>Policy</strong></td>
<td>Julie Berry Cullen – University of Michigan</td>
</tr>
<tr>
<td></td>
<td>David Figlio – University of Florida</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Lucy Barnett – Northwest Regional Educational Laboratory</td>
</tr>
<tr>
<td></td>
<td>Linda Darling-Hammond – Columbia University</td>
</tr>
<tr>
<td></td>
<td>Brad Lenhardt - Northwest Regional Educational Laboratory</td>
</tr>
<tr>
<td><strong>Reform</strong></td>
<td>Robert E. Floden – Michigan State University and the National Center for Research on Teacher Learning</td>
</tr>
<tr>
<td></td>
<td>Margaret Goertz – University of Pennsylvania and the Consortium for Policy Research in Education</td>
</tr>
<tr>
<td></td>
<td>Jennifer O’Day – Stanford University and The Pew Forum on Education Reform</td>
</tr>
<tr>
<td><strong>SASS Survey Development</strong></td>
<td>Angela-Jo Wetzel – U.S. Bureau of the Census</td>
</tr>
<tr>
<td></td>
<td>Cleo R. Jenkins – U.S. Bureau of the Census</td>
</tr>
<tr>
<td><strong>School Organization/Administration</strong></td>
<td>Bonnie S. Billingsley – Virginia Tech</td>
</tr>
<tr>
<td></td>
<td>Daryl Drury – National School Board Association</td>
</tr>
<tr>
<td></td>
<td>Emil Haller – Cornell University</td>
</tr>
<tr>
<td></td>
<td>Richard Ingersoll – University of Georgia</td>
</tr>
<tr>
<td></td>
<td>Marianne Page – University of California – Davis</td>
</tr>
<tr>
<td></td>
<td>Michael Podgursky – University of Missouri</td>
</tr>
<tr>
<td></td>
<td>Kusum Singh – Virginia Tech</td>
</tr>
<tr>
<td></td>
<td>Henry Y. Zheng – Ohio State University</td>
</tr>
</tbody>
</table>
| **Special Education** | Julie Berry Cullen – University of Michigan  
Sharon Bobbit – U.S. Department of Education  
Erling Boe – Consortium for Policy Research in Education and the University of Pennsylvania  
Lynne Cooke – California State University  
David Figlio – University of Florida  
George Terhanian – University of Pennsylvania  
Judy L. Wald – National Clearinghouse for Professions in Special Education |
| **Teacher commitment** | Bonnie S. Billingsley – Virginia Tech  
Kusum Singh – Virginia Tech  
Eileen Weiss (formerly Sclan) – Long Island University |
| **Teacher Qualifications / Teacher Preparation** | Dale Ballou – University of Massachusetts  
Lucy Barnett – Northwest Regional Educational Laboratory  
Erling Boe – Consortium for Policy Research in Education and the University of Pennsylvania  
Lynne Cooke – California State University  
Linda Darling-Hammond – Columbia University  
Brad Lenhardt - Northwest Regional Educational Laboratory  
Michael Podgursky – University of Missouri  
Jianping Shen – Western Michigan University  
George Terhanian – University of Pennsylvania |
| **Teacher Quality** | David Figlio – University of Florida  
Richard Ingersoll – University of Georgia  
Kim Rueben – Public Policy Institute of California |
| **Teacher Retention / Turnover** | Sharon Bobbit – U.S. Department of Education  
Erling Boe – Consortium for Policy Research in Education and the University of Pennsylvania  
Lynne Cooke – California State University  
Linda Darling-Hammond – Columbia University  
Bob Rossi – American Institutes for Research |
| **Teacher Salary** | Dale Ballou – University of Massachusetts  
Dominic Brewer – RAND, Inc.  
David Figlio – University of Florida  
Dan Goldhaber – The CNA Corporation  
Michael Podgursky – University of Missouri |
| **Workplace conditions** | Eileen Weiss (formerly Sclan) – Long Island University |


**Teacher Supply**

Erling Boe – Consortium for Policy Research in Education and the University of Pennsylvania
Lynne Cooke – California State University
Linda Darling-Hammond – Columbia University
Richard Ingersoll – University of Georgia
Judy L. Wald – National Clearinghouse for Professions in Special Education

**Title I/Chapter 1**

Rolf K. Blank – Council of Chief State School Officers
Valena Plisko – U.S. Department of Education

**Work**

Robert Carini – Indiana University
Karen Cicamanec – Regents College
Melissa Dickenson – CEO Forum of Education Technology
Adam Gamoran – University of Wisconsin – Madison
Caroline Hoxby – National Bureau of Economic Research
Helen A. Moore – University of Nebraska
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Appendix D: NCES Working Papers Based on SASS Data


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Appendix E: Published and/or Presented Papers Based on SASS Data


Ingersoll, R. M. *Teacher turnover: An organizational analysis.* Unpublished manuscript.
Ingersoll, R. M., and Alsalam, N. *The Effects of Professionalization on Teachers.* Unpublished manuscript.


Ingersoll. *The status of teaching as a profession.* Unpublished manuscript.


Quality Counts '98: The urban challenge: Public education in the 50 states. (January 8, 1998). *Education Week, XVII.*
Quality Counts: A report card on the condition of public education in the 50 states. (January 22, 1997). Education Week, XVI.


Technology counts: Schools and reform in the information age. (November 10, 1997). Education Week, XVII.


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Appendix F: Procedure for Locating Users of SASS Data

Initial Search:

1. Contact people with access to restricted-use SASS data. Inquire if they have conducted research with SASS, and request copies of articles. Also request referrals to other researchers analyzing SASS data. Each person who is contacted will be listed in a database with contact information. This database will also include the date that the person was contacted, whether or not they responded, the nature of their response (e.g. not involved with SASS research), as well as any other relevant information.

2. Examine ERIC abstracts for references to SASS and SASS data. NCES papers will only be included if: 1) The paper was presented at a conference, OR 2) It is a working paper, with only a section referring to SASS (e.g. one chapter about SASS in a paper that addresses an issue investigated in several surveys). NCES reports will be tracked in a separate file – (still to be determined).

3. Contact members of the SASS Technical Review Panel, participants in SASS-related conferences, independent researchers known by the NCES SASS team, individuals and organizations requesting information about SASS from the National Education Data Resource Center (NEDRC), and researchers referred by anyone previously contacted. Also, the attached list of organizations should be contacted. Use the procedure from #1 above, and include everyone contacted in the tracking database.

4. Individuals and organizations that have requested information from NEDRC will be contacted sequentially, beginning with those that made the most recent requests. This should maximize the likelihood of finding current users of SASS data first. Contacts from other sources in the database will be contacted in the order they are received, unless their contact information is incomplete or missing. Those with missing information will be located and contacted after initial contact has been made with those who have complete information.

5. As articles or references to articles are received, these will be entered into the Endnote SASS library. This will facilitate easy access to any publication that uses SASS data. Keywords for searching the Endnote library will be determined and entered for each reference as appropriate.
Follow-up Search:

Each year, procedures carried out in the initial search will be repeated to maximize identification of all instances in which SASS is used. Special emphasis will be given to the following means of identification:

1. On a yearly basis, researchers who have published papers analyzing SASS data will be contacted to determine if they have produced new SASS literature or if they plan to produce new SASS literature in the near future. Each researcher will be asked if they know of any other researchers who have begun to use SASS data since our last query.

2. ERIC abstracts will also be examined on a yearly basis, to search for new articles based on analysis of SASS data.

3. When public use SASS CDs are ordered, contact information will be recorded, and the person or organization placing the order will be contacted one year later, to determine whether secondary research has been conducted.

4. The attached list of organizations will be contacted each year to inquire about secondary SASS research.

5. Also annually, researchers who have been newly added to the user list for restricted SASS data will be contacted and asked about any research they may have conducted.
Sources of Information on Use of SASS Data

American Association of School Librarians*
American Educational Research Association (AERA)
  Conferences*
American Educational Research Association Grant Program
American Sociological Association Conferences*
American Statistical Association – Annual Conference*
Council of Chief State School Officers
Dissertation Abstracts*
Econ Lit*
ERIC abstracts
Individuals with access to restricted SASS data
National Education Data Resource Center (NEDRC)
National Education Goals Panel*
NCES and AERA training seminars
NCES SASS team
NCES Working Paper Series (Sections of larger reports)
SASS Technical Review Panel
  -Sociology of Education section (Contact: Floyd Hammock)
  -Survey Research Methods section*
U.S. Bureau of the Census

* Not yet contacted
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Appendix G: Contacts In Process: Organizations and Individuals For Whom Confirmation of Use Other Than Informational Use Has Not Yet Been Obtained

Academy for Education Development
Alaska Department of Education
American Alliance
American Council on Education
American General Corporation
American University
Amorose, Richard - Independent
Andrews University
Annenberg Rural Challenge
Area Cooperative Education Services
Arizona Department of Education
Arkansas Department of Education
Asbury Park Press
Associated Press
Association of Christian Schools International
Atlanta Public Schools
Auburn University
Auburn Washburn
Autism Society of America
Bailey, Michael - Independent
Bailey, Rondell - Independent
Bank Street College of Education
Banks, Carry Jr. - Independent
Banks, Cecily - Independent
Baraboo School District
Barta, Denise - Independent
Battelle Human Affairs Research Centers
BDO Seidman
Bellevue Elementary School
Berquist, Holly - Independent
Boise State University
Booz, Allen & Hamilton
COSMOS
Council of the Great City Schools
County Road School
Courier Journal
CRCDSLL
CREATE
CREATE The Evaluation Center
Creative Shop
CREF
CRESST
CSU San Marcos
Cummings, John - Independent
Curriculum Concepts
Curriculum Information Center
D.C. Everest Area School District (WI)
Daily Southtown
Dallas Independent School District
Dan Melnick Research Inc.
David & Lucille Packard Foundation
David C. Cook Publishing Co.
Delany, Brian - Independent
DeMaio, Theresa - Independent
Dent, David - Independent
Denver Public Schools
Department of Civil Service
Department of Education and Cultural Affairs (SD)
Department of Elementary and Secondary Education (MO)
Department of Local Affairs (CO)
Devereux Foundation
DeWitt Wallace-Reader's Digest Fund
Dickinson College
DuBay, Tracy - Independent
Early Childhood Today
Early Intervention Research Institute
Economic Research Services
Edu Ventures, Inc.
Lasinski, Kathleen - Independent
Learning through Evaluation, Adaptation, and Dissemination (LEAD)
Levy, Steve - Independent
Library of Congress
Liddell, L. Frances - Independent
Lile, Steve - Independent
Little River Elementary School
Lopez, Miguel - Independent
Los Angeles Unified School District
Louis W. Fox Academic & Technical High School
Louisiana Dept. of Education
Lutheran Church-Missouri Synod
Marquette University
Mathematica Policy Research
Mathtech, Inc.
McDonald, J. - Independent
McGlauciln, Nancy - Independent
MCREL
Memphis City Schools
Merced City School District
Merrimack College
Midlothian School District
Migrant Education
Millipore Corporation
Milwaukee Public Schools
Mississippi State University
Moak Consulting
Money Magazine
Morgan State University
MPR Associates, Inc.
NAIS, Inc.
National Association for Sport & Physical Ed.
National Association of State Boards of Education
National Board for Professional Teaching Standards
National Catholic Education Association
Reyes-Olivas, Jose - Independent
Richard Day Research Inc.
Richardson, Myers & Donofrio Inc
Robinson, Leonald - Independent
Rochester City Schools
Rowan College
Rowan University
Ruprecht-Karls-Universitat Heidelberg
Ruralink, Inc.
Rutgers Graduate School of Education
Rutgers University
Saba, Mehrdad - Independent
Saint Vincent College
San Diego Unified School District
San Jose State University
Sargent, Paul - Independent
Scheuren, Fritz -Independent
School District of Philadelphia
School Search
Science Education Researcher
Seibert, Marilyn - Independent
Shtier, Rachel - Independent
Sietsema, John - Independent
SMB Economic Research
Smith, Iola - Independent
Smith, Thomas - Independent
South Atlantic Regional Resource Center
South Carolina State University
South Eastern Regional Vision for Education
Southern Coalition for Educational Equity
Southern Prairie Area Education Agency
Southern Regional Education Board
Southwest Educational Development Lab
SRI International
St. John’s University
St. Lawrence University
St. Paul Public Schools
Stainbrook, John - Independent
Standards, Curriculum & Assessment
State University of New York - Albany
State University of New York at Fredonia
Swarthmore College
Taylor & Francis
Taylor, Winona - Independent
Teach for America
Teacher Magazine
Telfair County Middle School
Temple University
Tennessee Higher Education Commission
Tennessee State University
Texas A & M University
Texas Education Agency
Texas Southern University
Texas Tech University
The Andrew Mellon Foundation
The Center for the Future of Children - The David and Lucille Packard Foundation
The Day Publishing Company
The George Washington University
The Hotchkiss School
The National Research Center on the Gifted and Talented
The University of Iowa
The University of Toledo
Torgenson, Ron - Independent
U.S. Congress Budget Office
U.S. News & World Report
United Federation of Teachers
United States Senate
University of Albany
University of Arkansas
University of British Columbia
University of California - Los Angeles
### Listing of NCES Working Papers to Date

Please contact Angela Miles at (202) 219-1761 (angela_miles@ed.gov) if you are interested in any of the following papers

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<td>Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association</td>
<td>Dan Kasprzyk</td>
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<td>94-02 (July)</td>
<td>Generalized Variance Estimate for Schools and Staffing Survey (SASS)</td>
<td>Dan Kasprzyk</td>
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<td>1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report</td>
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<td>The Accuracy of Teachers’ Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey</td>
<td>Dan Kasprzyk</td>
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<td>94-05 (July)</td>
<td>Cost-of-Education Differentials Across the States</td>
<td>William Fowler</td>
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<tr>
<td>94-06 (July)</td>
<td>Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>94-07 (Nov.)</td>
<td>Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association</td>
<td>Carrol Kindel</td>
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<td>Jeffrey Owings</td>
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<td>National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&amp;B, and NELS:88 Seniors</td>
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<td>The Results of the 1993 Teacher List Validation Study (TLVS)</td>
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<td>Strategies for Improving Accuracy of Postsecondary Faculty Lists</td>
<td>Linda Zimbler</td>
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