



> Introduction to SASS Data



Introduction to SASS Data

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> Introduction to SASS Data > Module Objectives

00:00:54

Module Objectives

- Introduce the [Schools and Staffing Survey \(SASS\)](#) and describe the study's:
 - Target population
 - Sample and study design
 - Data collection rounds, topics, sources, and methods
- Highlight the topics for which data are available for analysis

> Introduction to SASS Data > Overview

00:01:04

Overview

- SASS is a system of related survey components or questionnaires that provide descriptive data on the context of public and private elementary and secondary education across the nation
- SASS is designed as a nationally representative cross-sectional periodic survey system
 - Includes a nationally representative sample of both public and private schools
 - State-representative of traditional public schools
 - Nationally representative of public charter schools
 - Representative of private schools by type

> Introduction to SASS Data > Overview (Continued)

00:00:46

Overview (Continued)

- SASS is designed as a nationally representative cross-sectional periodic survey system
 - Cross-sectional collection from a probability-based sample of schools
 - Periodically administered every four years from 1999-2000 to 2011-12
 - Comprised of multiple components and questionnaires
 - Cover a wide range of topics including teacher demand, teacher and principal characteristics, general conditions in schools, principals' and teachers' perceptions of school climate and problems in their schools, teacher compensation, district hiring and retention practices, and basic characteristics of the student population

> Introduction to SASS Data > Overview (Continued)

00:00:30

Overview (Continued)

- SASS was designed from its inception to have a one-year teacher follow-up, the Teacher Follow-up Survey (TFS), in order to measure what proportion of teachers move from school to school or leave teaching
- At a later point, the Principal Follow-up Survey (PFS) was also added

> Introduction to SASS Data > SASS Components and Data Collections

00:01:34

SASS Components and Data Collections

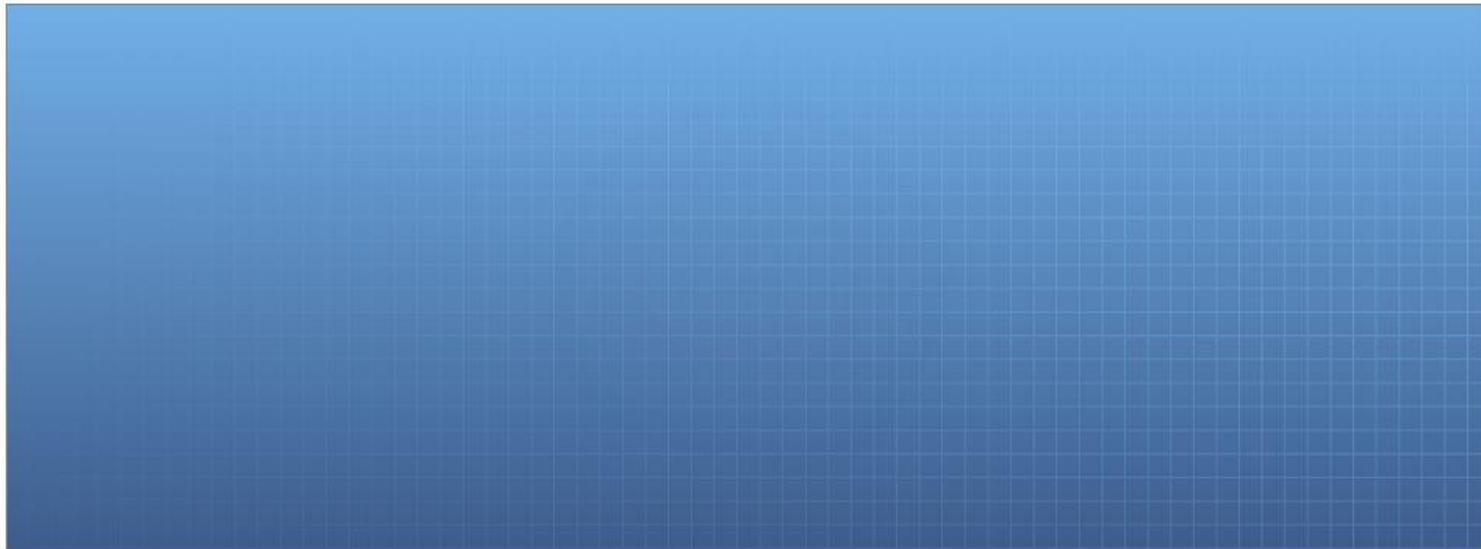
	1987-1988	1990-1991	1993-1994	1999-2000	2003-2004	2007-2008	2011-2012	2015 and Beyond
District	X	X	X	X	X	X	X	
School	X	X	X	X	X	X	X	X
Principal	X	X	X	X	X	X	X	X
Teacher	X	X	X	X	X	X	X	X
Library Media Center	--	X	X	X	X	X	X	

> Introduction to SASS Data > The SASS Sample

00:01:18

The SASS Sample

- The school is the primary sampling unit
 - School-level (includes Teacher, Principal, and Library Media Center)
 - District-level (when associated with a public school)



> Introduction to SASS Data > The SASS Sample (Continued)

00:02:31

The SASS Sample (Continued)

- The school is the primary sampling unit
 - School-level
 - The school questionnaire gathers factual information about the school and its staff
 - Principals and teachers have separate questionnaires to collect information about preparation, current assignment, and working conditions
 - Public school library media centers were included because they help define the level of support beyond the classroom for student learning in the school
 - Private school library media centers were not included in 2011-12 SASS
 - District-level
 - Public school districts set compensation, recruitment, retention, and retirement policies for traditional public school teachers and principals
 - Data are collected from district representatives
 - School district characteristics are an important context to school characteristics and policies

> Introduction to SASS Data > The SASS Sample (Continued)

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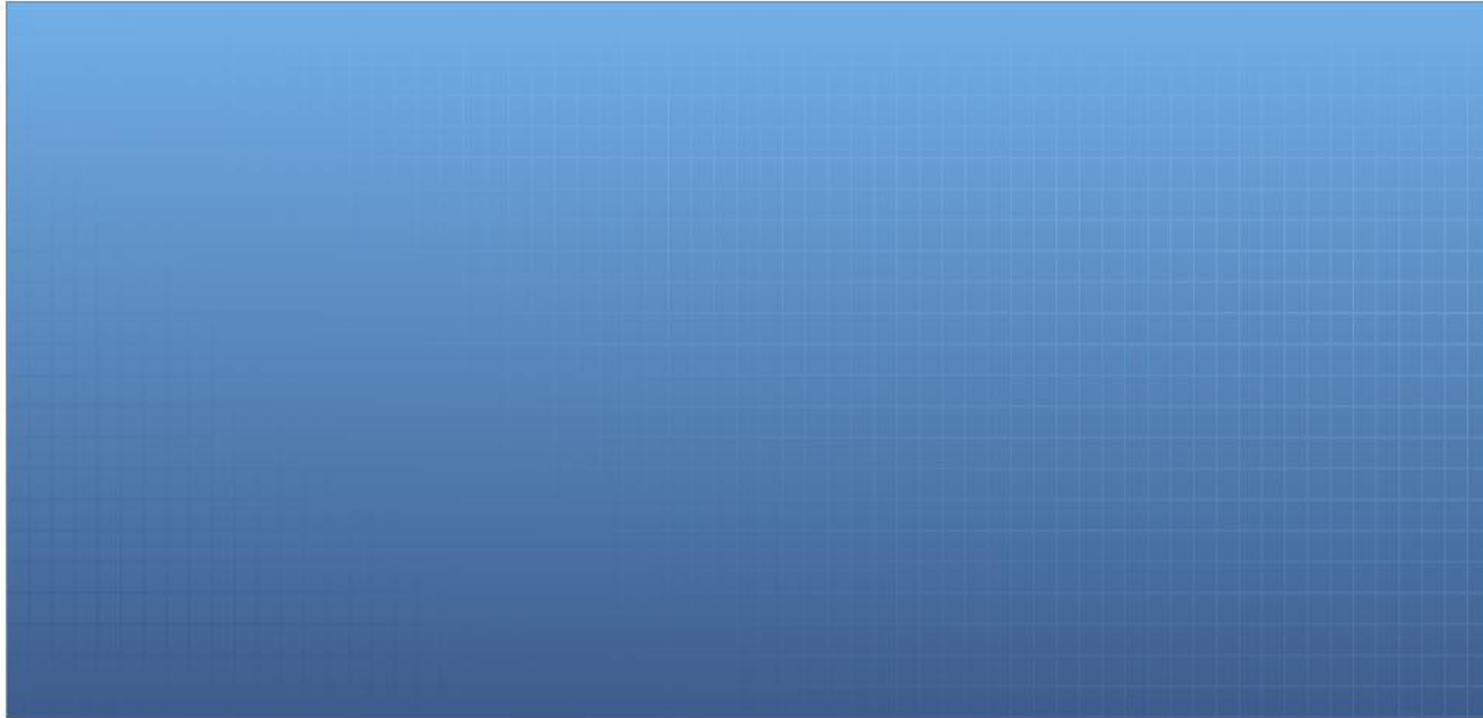
The SASS Sample (Continued)

- The SASS survey design ensures that all of the related components are:
 - Collected in the same school year
 - Collected for both public and private sectors
- Data on principals or school heads, schools, and teachers are collected from both public and private sectors in the same way
- Detailed data on private schools, private school principals or school heads, and private school teachers is unique to SASS
- The SASS sample of public schools includes a large proportion of the nation's school districts, allowing for more equal representation of smaller school districts

> Introduction to SASS Data > The SASS Sample (Continued)

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The SASS Sample (Continued)



> Introduction to SASS Data > Target Population

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Target Population

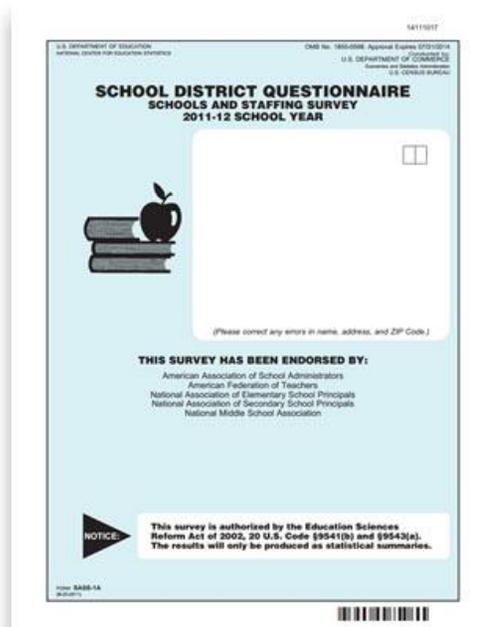


- All public, private, and public charter schools, principals and teachers employed by those schools, and school districts and school library media centers associated with public schools
- The sample is drawn from the
 - Common Core of Data (CCD)
 - Private School Universe Survey (PSS)

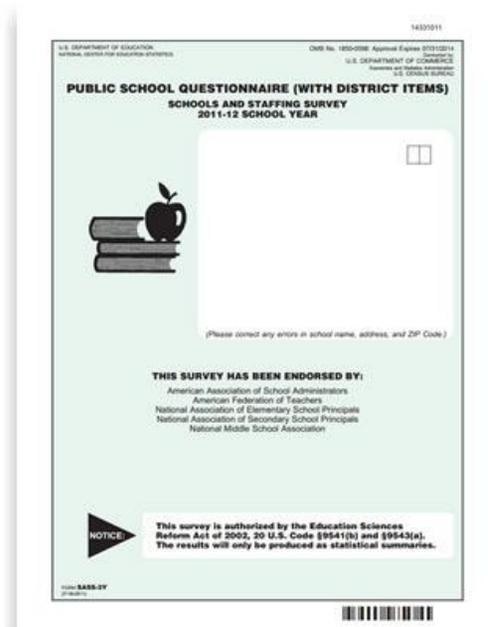
> Introduction to SASS Data > District Questionnaire

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District Questionnaire



[District Questionnaire](#)

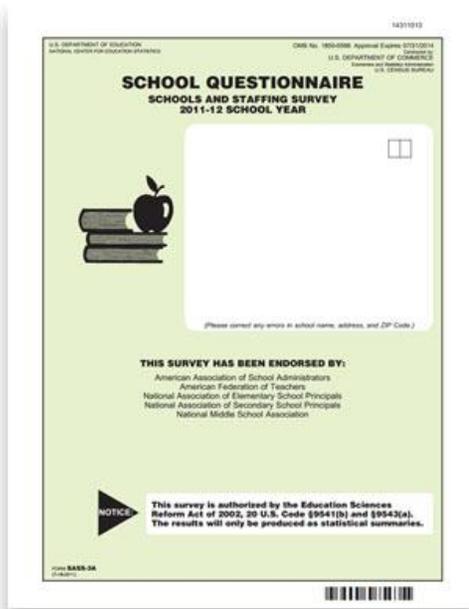


[School Questionnaire with District Items](#)

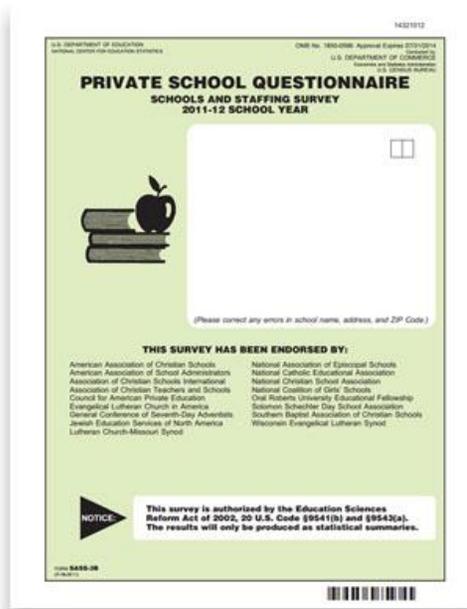
> Introduction to SASS Data > School Questionnaire

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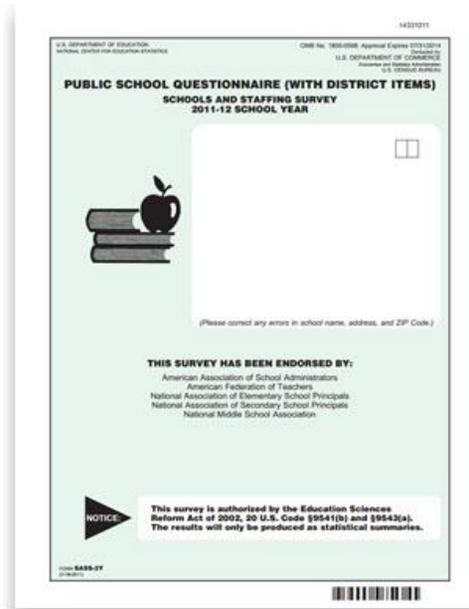
School Questionnaire



School Questionnaire



Private School Questionnaire

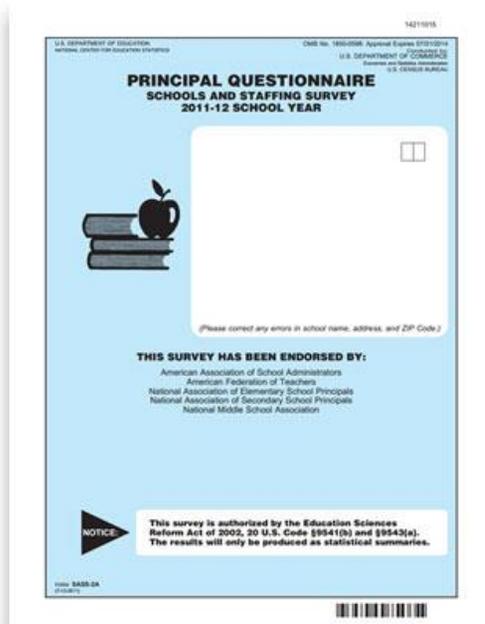


School Questionnaire with District Items

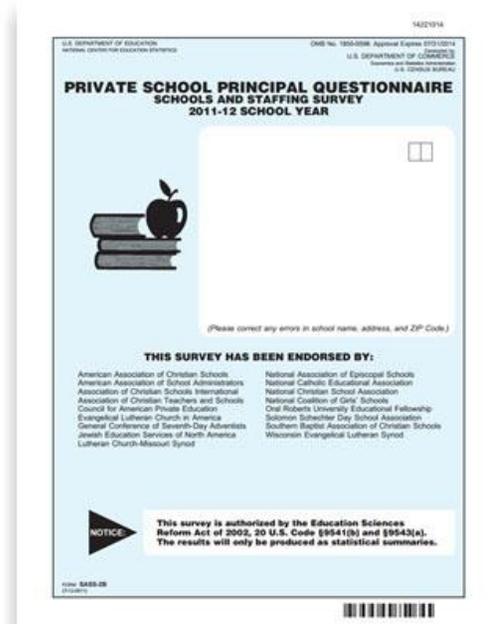
> Introduction to SASS Data > Principal Questionnaire

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Principal Questionnaire



Principal Questionnaire

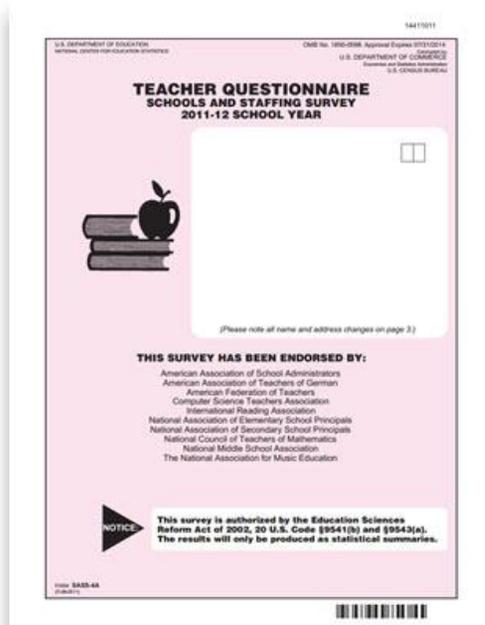


Private School Principal Questionnaire

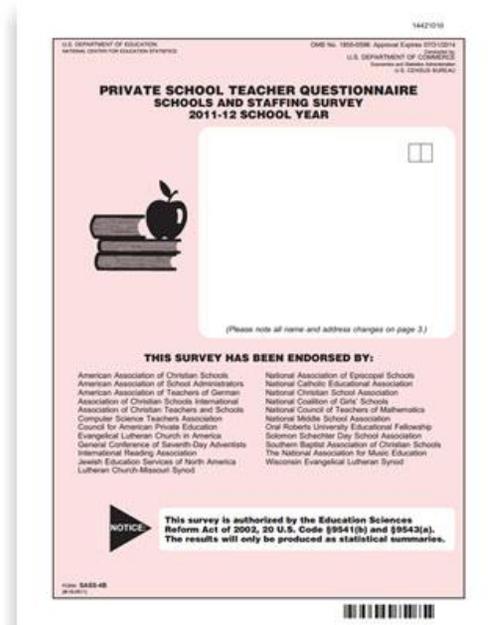
> Introduction to SASS Data > Teacher Questionnaire

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Teacher Questionnaire



[Teacher Questionnaire](#)

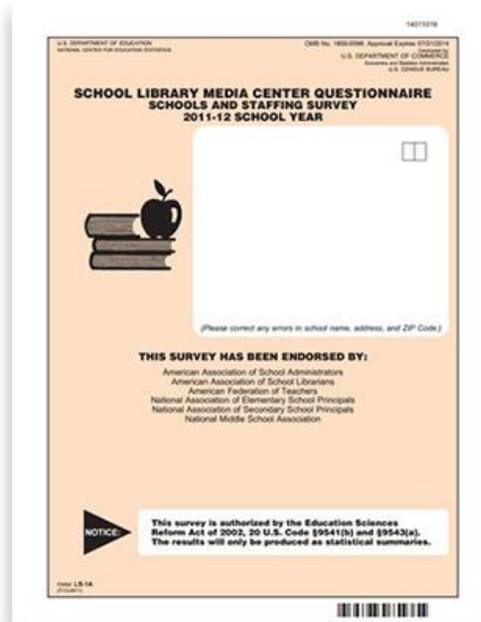


[Private School Teacher Questionnaire](#)

> Introduction to SASS Data > Library Media Center Questionnaire

00:00:28

Library Media Center Questionnaire



[Library Media Center Questionnaire](#)

> Introduction to SASS Data > Exploring a SASS Table

00:01:49

Exploring a SASS Table

School Characteristic	Number of schools	Percentage of schools	Number of students	Percentage of students
All schools	20,796	100%	11,111,111	100%
Elementary schools	17,128	82%	4,123,456	37%
Middle schools	2,123	10%	2,123,456	19%
High schools	1,545	7%	4,864,200	44%
Charter schools	1,012	5%	1,012,345	9%
Private schools	1,103	5%	1,103,456	10%
Special education schools	1,234	6%	1,234,567	11%
English language learner schools	1,345	6%	1,345,678	12%
Limited English proficient schools	1,456	7%	1,456,789	13%
Individual Education Plan (IEP) schools	1,567	7%	1,567,890	14%
Formally identified disability schools	1,678	8%	1,678,901	15%
ELLs/LEP schools	1,789	8%	1,789,012	16%

NOTE: Number and percentage of all schools that had any students with an Individual Education Plan (IEP) because of special needs or formally identified disability, or who were English-language learners (ELLs) or limited-English proficient (LEP), and percentage of students with an IEP/formally identified disability or who were ELLs/LEP, by school type and selected school characteristics: 2011–12

> Introduction to SASS Data > Exploring a SASS Table (Continued)

00:01:22

Exploring a SASS Table (Continued)

State	Number of regular full-time teachers ¹	Percent of teachers who are regular full-time teachers ²	Required to work 20 receive base pay during a typical full week	Average hours per week paid to deliver instruction to a class of students ³	Total hours spent on all teaching and other school-related activities during a typical full week ⁴
Alabama	42,000	81.0	31.5	31.5	32.4
Arizona	25,500	81.4	31.5	31.5	32.4
Arkansas	15,500	81.4	31.5	31.5	32.4
California	100,000	81.4	31.5	31.5	32.4
Colorado	25,000	81.4	31.5	31.5	32.4
Connecticut	25,000	81.4	31.5	31.5	32.4
Delaware	15,000	81.4	31.5	31.5	32.4
District of Columbia	15,000	81.4	31.5	31.5	32.4
Florida	100,000	81.4	31.5	31.5	32.4
Georgia	40,000	81.4	31.5	31.5	32.4
Hawaii	15,000	81.4	31.5	31.5	32.4
Idaho	15,000	81.4	31.5	31.5	32.4
Illinois	100,000	81.4	31.5	31.5	32.4
Indiana	40,000	81.4	31.5	31.5	32.4
Iowa	25,000	81.4	31.5	31.5	32.4
Kansas	15,000	81.4	31.5	31.5	32.4
Kentucky	15,000	81.4	31.5	31.5	32.4
Louisiana	15,000	81.4	31.5	31.5	32.4
Maine	15,000	81.4	31.5	31.5	32.4
Maryland	15,000	81.4	31.5	31.5	32.4
Massachusetts	15,000	81.4	31.5	31.5	32.4
Michigan	100,000	81.4	31.5	31.5	32.4
Minnesota	25,000	81.4	31.5	31.5	32.4
Mississippi	15,000	81.4	31.5	31.5	32.4
Missouri	25,000	81.4	31.5	31.5	32.4
Montana	15,000	81.4	31.5	31.5	32.4
Nebraska	15,000	81.4	31.5	31.5	32.4
Nevada	15,000	81.4	31.5	31.5	32.4
New Hampshire	15,000	81.4	31.5	31.5	32.4
New Jersey	100,000	81.4	31.5	31.5	32.4
New Mexico	15,000	81.4	31.5	31.5	32.4
New York	100,000	81.4	31.5	31.5	32.4
North Carolina	40,000	81.4	31.5	31.5	32.4
North Dakota	15,000	81.4	31.5	31.5	32.4
Ohio	100,000	81.4	31.5	31.5	32.4
Oklahoma	15,000	81.4	31.5	31.5	32.4
Oregon	25,000	81.4	31.5	31.5	32.4
Pennsylvania	100,000	81.4	31.5	31.5	32.4
Rhode Island	15,000	81.4	31.5	31.5	32.4
South Carolina	15,000	81.4	31.5	31.5	32.4
South Dakota	15,000	81.4	31.5	31.5	32.4
Tennessee	25,000	81.4	31.5	31.5	32.4
Texas	100,000	81.4	31.5	31.5	32.4
Utah	15,000	81.4	31.5	31.5	32.4
Vermont	15,000	81.4	31.5	31.5	32.4
Virginia	25,000	81.4	31.5	31.5	32.4
Washington	25,000	81.4	31.5	31.5	32.4
West Virginia	15,000	81.4	31.5	31.5	32.4
Wisconsin	25,000	81.4	31.5	31.5	32.4
Wyoming	15,000	81.4	31.5	31.5	32.4

NOTE: Number and percentage of public school teachers who are regular full-time teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by state: 2011–12

> Introduction to SASS Data > Exploring a SASS Table (Continued)

00:00:33

Exploring a SASS Table (Continued)

Among schools that had staff with specialist or coaching assignments, percent that had

Affiliation	Number of schools that had staff with specialist or coaching assignments	Percent of all schools that had staff with specialist or coaching assignments	Reading specialists	Math specialists	Science specialists	Reading coaches	Math coaches	Science coaches	General instructional/not subject-specific coaches
All private schools	10,280	39.2	58.6	42.4	28.9	20.9	19.0	11.3	41.8
Catholic, Parochial	1,100	38.0	66.2	38.2	24.0	19.2 †	*	*	28.9
Catholic, Diocesan	1,200	41.2	72.3	48.0	23.2	14.7 †	11.2 †	*	28.4
Catholic, Private	420	44.0	61.6	41.5	27.8	24.0 †	26.0 †	*	35.6
Baptist	510	28.5	44.9	54.3	31.1	13.4 †	21.9 †	9.1 †	38.4
Jewish	*	*	*	*	*	*	*	*	*
Lutheran	370	27.0	40.1	38.3	32.3	21.4	12.4	*	37.4
Seventh-Day Adventist	160	20.1	48.2	42.4	43.1	21.4 †	13.5 †	14.2 †	55.5
All Other Religious	2,740	33.3	48.3	39.9	22.1	19.7	23.8	13.7	46.8
Non-sectarian, Regular	1,230	46.9	72.6	56.5	43.8	29.7	25.8	22.8	44.5
Non-sectarian, Special Emphasis	1,010	45.6	54.2	37.8	46.1	16.7	12.1 †	4.4 †	45.0
Non-sectarian, Special Education	820	51.3	63.9	33.0	15.2 †	21.0	14.3 †	10.1 †	55.6

† Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

* Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate) or the response rate is below 50 percent.

NOTE: A specialist works with students and a coach works with teachers. Coaching includes observing lessons, providing feedback, and demonstrating teaching strategies. Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Data File," 2011–12.

NOTE: Number and percentage of private schools that had staff with specialist or coaching assignments, and among those schools, the percentage that had staff with a particular specialist or coaching assignment, by affiliation: 2011–12

> Introduction to SASS Data > Summary and Resources

00:00:56

Summary and Resources

This module has provided an introduction to SASS and described:

- The survey's
 - Target population
 - Sample and study design
 - Data collection rounds, topics, sources, and methods
- The broad topics for which data are available for analysis

Resources

- [Schools and Staffing Survey \(SASS\) website](#)
- [2011-12 SASS Questionnaires](#)
- [2011-12 SASS Tables](#)
- [SASS Components and Data Collections](#)

