



> Follow-up Surveys to SASS



Follow-up Surveys to SASS

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> Follow-up Surveys to SASS > Module Objectives

00:00:55

Module Objectives

- Introduce the Teacher Follow-up Survey (TFS), the Principal Follow-up Survey (PFS) and the Beginning Teacher Longitudinal Study (BTLS) and describe each survey's:
 - Target populations;
 - Samples and survey designs; and
 - Data collection rounds, topics, sources, and methods
- Highlight the topics for which data are available for analysis
- Describe how to use TFS and PFS with SASS
- Cover differences in TFS and PFS data files from SASS and analytic considerations

> Follow-up Surveys to SASS > What is the purpose of a follow-up survey?

00:00:44

What is the purpose of a follow-up survey?

- A follow-up survey is a survey linked to a previous data collection but conducted at a later point in time with some or all of the same respondents
- SASS was designed to collect information on teacher demand and supply
 - Districts were asked about teacher hiring and retention policies
 - Teachers were asked about their teaching workload and attitudes
- None of that information measures whether teachers will continue to teach in the same school over time or leave the profession
 - It is more reliable to measure the actual behavior of teachers at a later point in time

> Follow-up Surveys to SASS > What is the purpose of a follow-up survey? (Continued)

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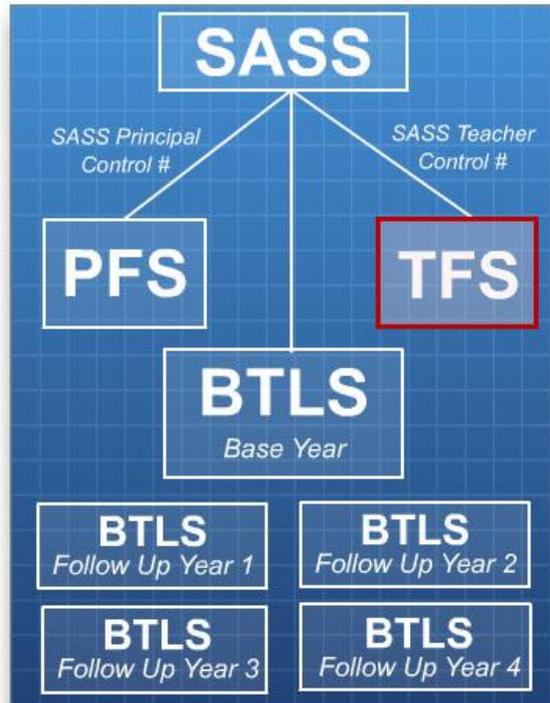
What is the purpose of a follow-up survey? (Continued)

- In SASS, teachers are asked how long they expect to keep teaching
 - Provides a measure of teacher job satisfaction and career commitment at that point in time
 - Does not measure the percentage of teachers who move from school to school or exit the teaching workforce between one school year and the next

> Follow-up Surveys to SASS > Overview of TFS, PFS, and BTLS

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Overview of TFS, PFS, and BTLS

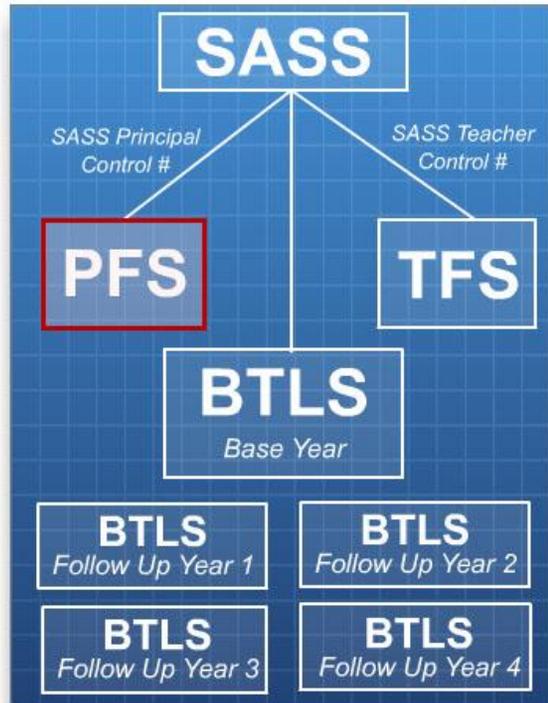


- TFS was designed as a one-year follow-up survey to SASS
 - Target population - the percentage of teachers who stay at the same school (or stayers), move to another school or district (movers), or leave teaching altogether (leavers)
 - Conducted one year after each round of SASS
 - Can be linked to SASS using a unique code assigned to each teacher, called the **SASS teacher control number**
 - TFS also uses a teacher control number that is different from the SASS teacher control number that **does not** link back to SASS

> Follow-up Surveys to SASS > Overview of TFS, PFS, and BTLS (Continued)

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Overview of TFS, PFS, and BTLS (Continued)



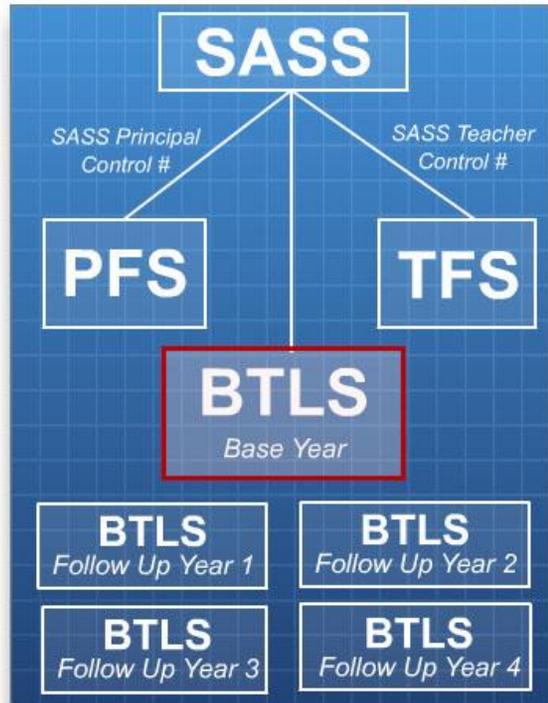
- PFS is a one-year follow-up of principals' status for **all** of the principals who responded to SASS
 - A representative for the school is asked to confirm the current employment status of last year's principal
 - PFS does not collect any data in the follow-up other than the principal's current employment status
 - All SASS data can be added to the PFS principal status through linking files with the **principal control number**
 - PFS was added in 2008-09, to detail principals who stay, move, or leave

- **Prior to PFS, there were no national data on principals' career changes**

> Follow-up Surveys to SASS > Overview of TFS, PFS, and BTLS (Continued)

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Overview of TFS, PFS, and BTLS (Continued)

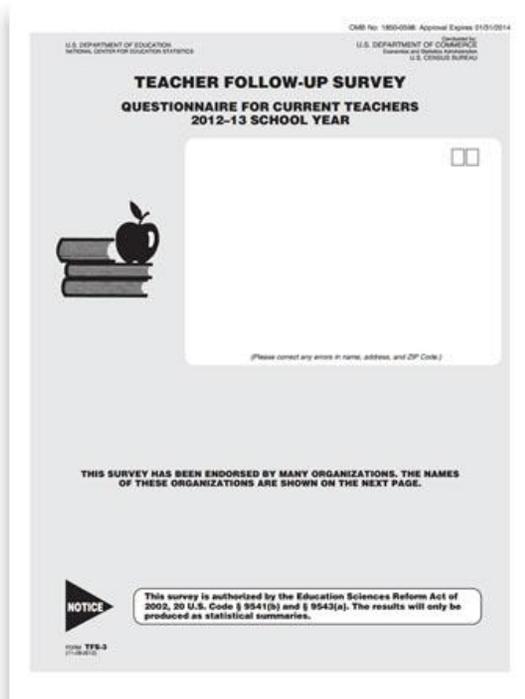


- BTLS, was designed as a special multi-year follow-up survey to SASS teachers
- BTLS started with all teachers who began teaching in 2007-08 SASS and followed them annually over the next four years
- Target population - beginning teachers from the 2007-08 school year who **either** stay in teaching continuously **or** move in and out of teaching in the first five years of their teaching career

> Follow-up Surveys to SASS > Sample Design of TFS

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Sample Design of TFS

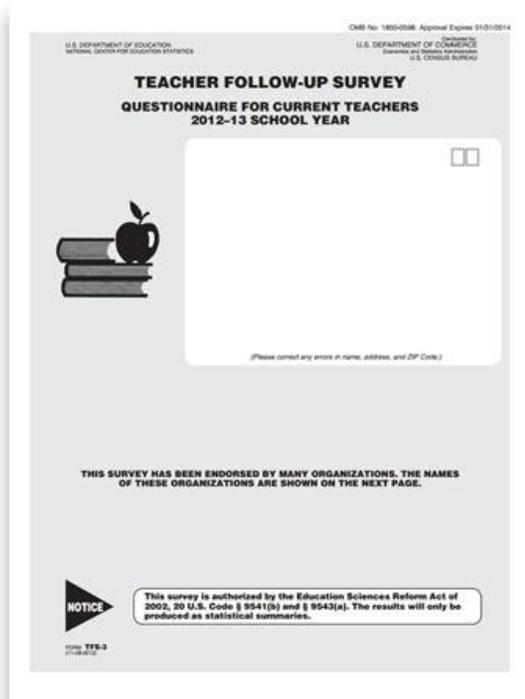


- Stage 1 - SASS schools are contacted about the previous year's teachers
 - Teacher Status Form (TSF) gives current teaching status for the previous year's SASS teachers
 - Designates a tentative status of stayers, movers, or leavers
 - When respondents are unsure of status, the "other" category is used
- Stage 2 – Select the sample of teachers expected to be stayers, movers, or leavers within public or private school sector in the follow-up school year
 - Additional variables used are years of teaching experience, school grade range level, and race/ethnicity

> Follow-up Surveys to SASS > Sample Design of TFS (Continued)

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Sample Design of TFS (Continued)



- The TFS sample is designed to produce national estimates of teachers who are stayers, movers, or leavers
- “New” teachers are oversampled because new teachers are more likely to change teaching jobs or leave teaching, yet are a relatively small proportion of the teaching workforce
- TFS is designed to be representative of both “new” and “experienced” teachers
- TFS does not support state level estimates of the percentage of teachers who leave teaching

> Follow-up Surveys to SASS > Data Collected through the 2012-13 Teacher Follow-up Survey

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Data Collected through the 2012-13 Teacher Follow-up Survey

- [Current teachers](#) asked whether they changed schools
- Current teachers asked to compare this year to previous year
- [Former teachers](#) asked about current employment status
- Former teachers, if working, asked to compare new work with teaching
- Current and former teachers asked about continuing education and purpose

> Follow-up Surveys to SASS > Getting into the 2012-13 TFS Data

00:01:22

Getting into the 2012-13 TFS Data

- Analysis of TFS data require the context of the SASS data and familiarity with both SASS and TFS variable naming conventions
 - SASS Teacher questionnaire variables all start with the prefix letter “T” followed by the SASS source code for the item
 - TFS questionnaire variables all start with the prefix letter “F” followed by the TFS source code for the item
 - Demographic data collected in SASS – the age, gender, race, ethnicity, and salaries of teachers – are not repeated in TFS
 - It is important to note that both TFS questionnaire variables and imputation flag variables in both SASS and TFS data files start with “F”
 - Imputation flag variables will always contain an underscore following the “F”

> Follow-up Surveys to SASS > Getting into the 2012-13 TFS Data (Continued)

00:02:08

Getting into the 2012-13 TFS Data (Continued)

- TFS data are issued as an update to the SASS data files
 - Users will need to [link the TFS data to SASS](#) public or private school teacher data files
- In SASS, the two data files are the public school teacher data file and the private school teacher data file
 - Analysts can select either sector to examine or merge the two together
 - TFS data files are split for current teachers (stayers and movers) and former teachers (or leavers) rather than public school teachers and private school teachers
 - Both files (current and former teacher) have data on both public and private school teachers from SASS
 - The SASS variable SECTOR must be used to filter or drop cases that are not relevant
 - If all TFS records are included, the data generally describe the teaching status for both SASS public school and private school teachers

> Follow-up Surveys to SASS > Nonresponse Values in TFS

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Nonresponse Values in TFS

- There are two types of potential nonresponse in TFS, unit-level nonresponse and item-level nonresponse
 - Unit-level nonresponse (teachers who were selected but opted not to participate) is handled by a nonresponse weighting adjustment
 - Item-level nonresponse (items that may not be answered) is handled by imputation methods
- All questionnaire items in TFS are fully-imputed, while frame (universe) variables may not always be imputed
 - All variables used in drawing the sample are imputed, while other background variables not critical to sampling may have some nonresponse

> Follow-up Surveys to SASS > Nonresponse Values in TFS (Continued)

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Nonresponse Values in TFS (Continued)

- The 2012-13 TFS was administered primarily as a computer-based survey
- A lower unit-level response rate than expected under NCES Statistical Standards occurred among private school teachers
 - NCES will not release private school teacher TFS data until further analyses can be conducted
- Cumulative nonresponse is defined as the nonresponse rate measured over all stages of sampling
 - TFS has the SASS teacher cumulative nonresponse, plus the additional nonresponse rates that occur during TFS sampling
 - The cumulative nonresponse rate for TFS reflects all four stages of sampling that have accumulated up to the TFS interview collection

> Follow-up Surveys to SASS > Imputation Flag Values in TFS

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Imputation Flag Values in TFS

- Imputation flag values in TFS:
 - 0 for not imputed
 - 7 for [donor imputation](#)
 - 8 for [mean or mode imputation](#)

> Follow-up Surveys to SASS > TFS Final Weight and Variance Estimates

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TFS Final Weight and Variance Estimates

- TFS Final Weight begins with the SASS Teacher Final Weight and adds in TFS sampling and nonresponse adjustments
- Sampling and nonresponse adjustment factors account for changes that occur during data collection
- TFS weights tend to have higher values than SASS teacher Final Weights
- TFS is not a Simple Random Sample (SRS) so [data must be weighted](#)
- TFS Final Weight is TFSFINWT
- TFS Replicate Weights are named TFREPWT1- TFREPWT88

> Follow-up Surveys to SASS > Principal Follow-up Survey (PFS)

00:01:26

Principal Follow-up Survey (PFS)

- PFS is a one-variable update to the 2011-12 SASS Principal file(s)
- Understanding whether principals or school heads move to a different school or make any other career change can aid researchers interested in the career paths of principals or school heads
- The status update form is sent out in the middle of the school year following SASS data collection
- Refer to the [PFS First Look](#) for further information on the study

> Follow-up Surveys to SASS > PFS Restricted-Use Data Files

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PFS Restricted-Use Data Files

- PFS status is a one-variable update added to SASS Principal data
- PFS variable name is STATUS

> Follow-up Surveys to SASS > Beginning Teacher Longitudinal Study (BTLS)

00:02:19

Beginning Teacher Longitudinal Study (BTLS)

- Beginning Teacher Longitudinal Study (BTLS) was split off from the TFS to conduct a longer-term over-time follow-up of new teachers for the purpose of:
 - Measuring a true five-year attrition rate for teachers, or the percentage of beginning teachers who exit from teaching before reaching five full years of experience
 - Gathering annual data on changes to teachers' career trajectories
 - Measuring teacher re-entry in the first few years of teaching
- Refer to [BTLS website](#) for further information on the study

> Follow-up Surveys to SASS > Summary

00:00:45

Summary

This module has introduced the three follow-up surveys to SASS and described:

- The follow-up surveys to SASS in terms of their:
 - Target populations;
 - Sample and survey design; and
 - Data collection rounds, topics, sources, and methods
 - Highlight the topics for which data are available for analysis
- How to use TFS and PFS with SASS
- Differences in TFS and PFS data files from SASS and analytic considerations

> Follow-up Surveys to SASS > Resources

00:00:15

Resources

- [Questionnaire for Current Teachers](#)
- [Questionnaire for Former Teachers](#)
- [Link the TFS data to SASS](#)
- [TFS First Look](#)
- [Getting Started with SASS Data](#)
- [SASS Sample Design, Weights, Variance, and Missing Data](#)
- [PFS First Look](#)
- [BTLS website](#)