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This module is an introduction to three follow-up surveys to SASS: the Teacher Follow-up Survey (or TFS), the Principal Follow-up Survey (or PFS), and the Beginning Teacher Longitudinal Study (or BTLS). It provides data file users with basic information about these surveys' target populations, samples and survey designs, and data collection rounds, topics, sources, and methods.

The module also provides a broad overview of the topics for which data are available for analysis to help you answer the fundamental question: "Are TFS, PFS, or BTLS data for me?" This module will also discuss how the follow-up surveys are both similar to and different from SASS. Data file information and considerations for analysis of these follow-up data are all contained within this module.

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To answer the question, "What is the purpose of a follow-up survey?" let's first define a follow-up survey. It is a survey linked to a previous data collection, in this case, the Schools and Staffing Survey, but conducted at a later point in time with some or all of the same respondents. From the outset, SASS was designed to collect information on teacher demand and supply. Districts were asked about teacher hiring and retention policies, and teachers were asked about their teaching workload and attitudes. But 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.

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In SASS, teachers are asked how long they expect to keep teaching. This provides a measure of teacher job satisfaction and career commitment at that point in time. An estimate based on this item does not, however, measure the percentage of teachers who move from school to school or exit the teaching workforce between one school year and the next. As part of the original design of SASS, researchers asked for a way to measure those percentages.

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The Teacher Follow-up Survey, or TFS, was designed as a one-year follow-up survey to SASS. The target population for TFS is the percentage of teachers who stay at the same school (or stayers), move to another school or district (movers), or leave teaching altogether (leavers). TFS was conducted one year after each round of SASS. A sample of teachers who responded to SASS were contacted and asked about their current teaching status. The advantage of a follow-up survey is that all of the information collected the first time, as in SASS, does not have to be repeated because it can be

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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.

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Similarly, PFS is a one-year follow-up of principals' status for **all** of the principals who responded to SASS. In PFS, however, 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. However, all SASS data are available to add to the PFS principal status through linking files with the principal control number to inform analyses. PFS was added as a follow-up survey in 2008-09, to address research interest in the target population of principals who stay, move, or leave. Prior to PFS, there were no national data on principals' career changes. PFS was first conducted in 2008-09 and repeated in 2012-13.

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The Beginning Teacher Longitudinal Study, or BTLS, was designed as a special multi-year follow-up survey to SASS teachers. TFS measures the percentage of all teachers, both experienced and new teachers, who kept or changed their teaching status one year after SASS. BTLS started with all teachers who began teaching in 2007-08 SASS and followed that cohort of teachers annually over the next four years. The target population for BTLS is the percentage of beginning teachers from the 2007-08 school year who stay in teaching continuously in the first five years of their teaching career, and the percentage of beginning teachers from the same school year who move in and out of teaching over the same period.

In this module, TFS will be discussed first, then PFS, and lastly, BTLS.

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In the first stage of sampling for TFS, SASS schools are contacted about the previous year's teachers. This is a one-page questionnaire, called the teacher status form (or TSF), that asks the principal or a designated school representative to give the current teaching status for the previous year's SASS teachers. The school is asked to designate a tentative status of stayers, movers, or leavers. The "other" category is used when the school respondent is unsure whether a teacher who is no longer teaching at the same school has left teaching entirely or has moved to another school (such as one outside the district or in another state).

In the second stage of sampling, the teacher status form is used to 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 in sampling are years of teaching experience, school grade range level, and race/ethnicity.

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The TFS sample is designed to produce national estimates of teachers who are stayers, movers, or leavers. In TFS, “new” teachers - those in the first 3 years of teaching – 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.

There is considerable research interest for state level estimates of the percentage of teachers who leave teaching, especially in the first few years. However, the only way to get a sufficient number of leavers in TFS for each state would require greatly expanding the sample size of teachers at the state level in SASS.

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Current teachers can be classified as both stayers and movers, since both types of teachers are in the current teacher workforce. Stayers and movers are asked to compare this year to the previous year and about any change in assignment. Current teachers are asked in the current teacher questionnaire whether they changed schools, and if so, to describe the new school and the main reason for moving. Current teachers are also asked about certification status and enrollment in continuing education.

Former teachers are those who either have left teaching altogether or are out of the teaching workforce temporarily (such as on family leave or leave due to illness). The former teacher questionnaire asks whether they are in the labor force, and if so, to compare their current position with last year’s teaching position. They are also asked whether they might return to teaching in the next few years. Teachers who left teaching were asked to identify their main reasons for leaving. The leavers are also asked about enrollment in continuing education courses and for what purpose.

Both the current teacher and former teacher questionnaires can be accessed by clicking on the corresponding underlined screen text.

Teachers selected for TFS have already responded to SASS the previous year and that prior-year’s data provide a unique advantage for analyzing TFS data. Teachers in SASS provided contextual data about conditions in the school for the 2011-12 school year. When contacted again in 2012-13, now there are comparisons that can be made using the SASS teacher control number to link the files.

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Any user of the 2012-13 TFS needs to be familiar with the SASS Teacher data file as well. TFS data require the context of the SASS data. 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. SASS teachers are asked about their preparation to become a teacher, while in TFS, current and former teachers

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are asked about any changes in their education but not about prior education. All of TFS is based upon comparisons between the 2012-13 school year and the 2011-12 (SASS) school year. So it is important to be familiar with both SASS and TFS variable naming conventions. It is also 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”.

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The SASS Teacher data are so intrinsic to TFS data analysis that the TFS data are issued as an update to the SASS data files. The data user will need to link the TFS data to the SASS public or private school teacher data file. The TFS data file includes the SASS teacher control number, as well as the SASS school control number that can be used to link to other 2011-12 SASS data files. More information regarding how to link the TFS and SASS data files is provided in a resource document that can be accessed by clicking on the underlined screen text, ‘[link the TFS data to SASS](#)’.

There is another important distinction between the TFS data files and the SASS 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, if desired, together. In TFS, the data collection is based upon whether the SASS teacher in the TFS school year is still teaching or has left the teaching workforce. The 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. This means that the current teacher TFS data file has data on both public and private school teachers from SASS. The former teacher TFS data file likewise has data on both former public school and former private school teachers. The TFS data analyst must use the SASS variable SECTOR to filter out or drop any teacher cases that are not relevant. If all TFS records are included in analysis, then the data generally describe the teaching status for both SASS public school and private school teachers. However, if the analyst links TFS data back to either the SASS public school teacher data file or the SASS private school teacher data file, then the only cases included would be for the relevant SASS sector.

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There are two types of potential nonresponse in TFS, unit-level nonresponse and item-level nonresponse. Some of the TFS sampled teachers may decide not to participate in the survey. Teachers who were selected but opted not to participate are nonrespondents at the unit level. The weight assigned to a nonresponding sampled teacher is reallocated to the remaining participating sampling units.

Among those teachers who do participate in the survey, any given item on a survey questionnaire may not be answered, leading to item nonresponse. 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.

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The 2012-13 TFS was administered primarily as a computer-based survey, with paper-based questionnaires available only upon request during data collection follow-up or for potential respondents who do not use computers (such as Amish or Mennonite private school teachers). A lower unit-level response rate than expected under NCES Statistical Standards occurred among private school teachers. As a result of the low unit level response rate, NCES will not release private school teacher TFS data until further analyses can be conducted. The 2012-13 Teacher Follow-up Survey (TFS) Data File Documentation report contains a chapter on Response Rates that covers these topics in more detail. This report can be accessed by clicking on the underlined screen text, 'Nonresponse'.

Cumulative nonresponse is defined as the nonresponse rate measured over all stages of sampling. In SASS, there are two stages of sampling for teachers – the first stage is the school sample, and the teacher sample within the school is the second stage. TFS has the SASS teacher cumulative nonresponse, plus the additional nonresponse rates that occur during TFS sampling. As is true with SASS, the first stage of TFS sampling is the Teacher Status Report at the school level, where the SASS school may decide not to participate in the update. The second stage for TFS is at the teacher level. The cumulative nonresponse rate for TFS reflects all four stages of sampling that have accumulated up to the TFS interview collection.

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Since TFS is a fully-imputed survey, the data go through rounds of imputation just like in SASS. The naming convention for TFS imputation variables is the same as for SASS – “EF” underscore followed by the item source code for edit flags and “F_” followed by the item source code for imputation flags. Imputation flag values for TFS are zero for no imputation, seven for donor imputation, and eight for mean or mode imputation. Donor imputation is a method based on matching similar characteristics between the nonrespondent and those who did respond to the item, and placing or imputing the value from that matched respondent on the nonrespondent’s record. Mean or mode imputation takes an overall mean or modal response to the item and imputes that value as the item response. For more information on donor and mean or mode imputation, consult the module titled, 'Getting Started with SASS Data' which can be accessed by clicking the corresponding underlined screen text.

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The TFS Final Weight begins with the SASS teacher Final Weight. Then TFS sampling and nonresponse adjustments are added to the SASS teacher Final Weight to make up the final version of the TFS Final Weight variable. As is true for the SASS teacher Final Weight, the TFS Final Weight represents the inverse of the probability of selection, along with factors that adjust for changes encountered during data collection. Since the TFS sample is based on a subsample of SASS teacher respondents, TFS Final Weight values are higher than SASS teacher Final Weight values.

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The TFS sample, like SASS, is not a Simple Random Sample so **data must be weighted** in order to be representative of all teachers. For TFS, new teachers are over-represented in the sample compared with teachers who have more than 3 years of teaching experience. Using unweighted data would give too much emphasis on new teacher responses over the responses of experienced teachers. Similarly, teachers who have left teaching are sampled at a higher rate than teachers who have stayed or moved. So it is important to use the appropriate weight variables in your statistical software package. The TFS Final Weight variable is named TFSFINWT, and the TFS replicate weight variables are named TFREPWT1 (spelled T-F-R-E-P-W-T-1) through TFREPWT88 (spelled T-F-R-E-P-W-T-88).

Standard errors are calculated for TFS the same way as in SASS. For additional information regarding weights within TFS, consult the module titled, 'SASS Sample Design, Weights, Variance and Missing Data' which can be accessed by clicking on the underlined screen text, 'must be weighted'.

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The Principal Follow-up Survey, or PFS, unlike the TFS, is a one-variable update to the 2011-12 SASS Principal file(s). The principal's current status for the year following SASS is updated by the school's designated representative. Understanding whether principals or school heads move to a different school or make any other career change such as retirement or moving on to a district position can aid researchers interested in the career paths of principals or school heads. The status update form is sent out a little later than the TFS school update, in the middle of the school year following SASS data collection.

Every responding principal to SASS is measured in PFS, and the PFS data files include all of the SASS principal variables. The SASS principal variables include personal demographics such as age, race, ethnicity, gender, and income, the principal's rating of conditions in the school, and the principal's own working conditions. Any of these variables, singly or in combination, can be used to analyze patterns of association with principal status the following year. Researchers interested in PFS data should examine the PFS First Look report, which can be accessed by clicking on the corresponding underlined screen text, for more information.

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PFS restricted-use data files contain all of the 2011-12 SASS Principal data, plus the PFS variable STATUS. STATUS is the school's report on the SASS principal's employment status in the 2012-13 school year. There are two data files, one for public school principals and the other for private school principals. The SASS Principal variables provide the variables needed for analysis of PFS. The release report for PFS includes information about the variables used in the report's data tables. The restricted-use version of the updated SASS DVD includes technical notes on the PFS sample design, target population, methodology and data collection, data processing, response rates, and weighting and variance estimation.

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In 2008-09, TFS underwent some changes. Specifically, the Beginning Teacher Longitudinal Study, or BTLS, was separated from the Teacher Follow-up Survey. BTLS was designed as a measure of 5-year cumulative teacher attrition and to study the career trajectories of new teachers. The base year for BTLS teachers was first-year 2007-08 SASS teachers. Annual follow-ups were collected from that group. To accomplish this, the TFS sample was divided into the BTLS teachers, those who were first-year teachers in 2007-08 SASS, and the remainder who had more than one year of teaching experience. The remainder received a more condensed TFS survey. The content of BTLS asked about the beginning teacher's current status but also asked about mentoring and support received during the first (SASS) year of teaching. In TFS, the rate of teacher attrition or exit from teaching can be measured. However, it is not possible to measure teacher re-entry back into teaching with the one-year follow-up. BTLS offers the possibility of measuring whether teachers who leave after their first or second year of teaching experience come back into the field within five years of their first teaching position.

After 2008-09, BTLS had to develop more ways of classifying teachers than stayer, mover, and leaver status, because exiting teachers could re-enter the teacher workforce. This resulted in "teacher career trajectories" that complicated how the study content was delivered. A computer-based instrument was developed to handle these complications. Both TFS and BTLS data were collected in 2008-09, but TFS content was reduced considerably for this TFS data collection. Since the same group of teachers is contacted multiple times, missing data were not imputed in BTLS the same way as in SASS or TFS.

For additional information on BTLS content, methods, and data products, review the BTLS website, which is accessible by clicking on the corresponding underlined screen text.

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This module has introduced the three follow-up surveys to SASS: the Teacher Follow-up Survey (or TFS), the Principal Follow-up Survey (or PFS), and the Beginning Teacher Longitudinal Study (or BTLS). It provided data file users with basic information about these surveys' target populations, samples and survey designs, and data collection rounds, topics, sources, and methods.

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Additionally, important resources that have been provided throughout the module are summarized here along with the module's objectives for your reference.

You may now proceed to the next module in the series or exit the module.