2011-12 Schools and Staffing Survey (SASS)

FULL-SCALE

OMB Supporting StatemenT

Part A

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1. **Justification**

## 1. Circumstances Making Collection of Information Necessary

The materials in this document are in support of a request for clearance to conduct the full-scale data collection activities for the 2011-12 Schools and Staffing Survey (SASS). SASS has been conducted six times previously in 1987-88, 1990-91, 1993-94, 1999-2000, 2003-2004, and 2007-08 (OMB number 1850-0598). As previously, within its 4-year data collection cycle, the 2011-12 Schools and Staffing Survey will include two follow-up surveys: the 2012-13 Teacher Follow-up Survey (TFS) and the 2012-13 Principal Follow-up Survey (PFS). The Teacher Follow-up Survey (TFS) data collection activities will be conducted the school year after SASS data collection, as they have been conducted since the inception of SASS in 1987-88. The Principal Follow-up (PFS) was conducted for the first time in 2008-09 (results were issued in early July 2010). The request for clearance of the 2012-13 TFS and the 2012-13 PFS will be submitted in early 2012.

Justification for the 2011-12 Schools and Staffing Survey (SASS)

The results of a methodological field test in 2009-2010 and other design and development activities have led to changes in SASS field procedures, sampling design, and content. This package provides information about the planned new approach and updates information in other sections of the clearance package.

The basic components and key design features of the full-scale SASS respond to the need for comparative data on teachers, school administrators, and school policies and programs both within and across the public and private sectors, and to fulfill the ongoing requirement for NCES to meet its legislative mandate to report on the “condition of education in the United States.” In response to numerous data requests about the status of teaching and education, state and local educational policymakers have sought more information about the composition of the school workforce and policies affecting the recruitment, retention, and retirement of teachers. The full implementation of the *No Child Left Behind Act* has added scrutiny of principals as school leaders and of the hiring process for principals.

### Legislative Authorization

The National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES), U.S. Department of Education, is conducting this study, as authorized under 20 U.S. Code §9541(b) and §9543(a) of the *Education Sciences Reform Act of 2002 (ESRA)*, which states:

“The Statistics Center shall collect, report, analyze, and disseminate statistical data related to education in the United States and in other nations, including -

(1) collecting, acquiring, compiling (where appropriate, on a State-by-State basis), and

 disseminating full and complete statistics (disaggregated by the population characteristics

 described in paragraph (3)) on the condition and progress of education, at the preschool,

 elementary, secondary, postsecondary and adult levels in the United States, including data

 on -

(A) State and local education reform activities;

(B) State and local early childhood school readiness activities;

(C) student achievement in, at a minimum, the core academic areas of reading,

 mathematics, and science at all levels of education;

(D) secondary school completions, dropouts, and adult literacy and reading

 skills;

(E) access to, and opportunity for, postsecondary education, including data on

 financial aid to postsecondary students;

(F) teaching, including---

(i) data on in-service professional development, including a comparison of courses taken in the core academic areas of reading, mathematics, and science with courses in noncore academic areas, including technology courses; and

(ii) the percentage of teachers who are highly qualified (as such term is defined in section 9101of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)) in each State and, where feasible, in each local educational agency and school;

(G) instruction, the conditions of the education workplace, and the supply

 of, and demand for, teachers;

(H) the incidence, frequency, seriousness, and nature of violence affecting

 students, school personnel, and other individuals participating in school

 activities, as well as other indices of school safety, including information

 regarding ---

(i) the relationship between victims and perpetrators;

(ii) the type of weapons used in incidents, as classified in the Uniform

Crime Reports of the Federal Bureau of Investigation;

the financing and management of education, including data on revenues and

 expenditures;

(J) the social and economic status of children;

(K) the existence and use of educational technology and access to the Internet

 by students and teachers in elementary and secondary schools;

(L) access to, and opportunity for, early childhood education;

(M) the availability of, and access to, before-school and after-school programs

 (including such programs during school recesses);

(N) student participation in and completion of secondary and postsecondary

 vocational and technical education programs by specific program areas; and

(O) the existence and use of school libraries;

(2) conducting and publishing reports and analyses of the meaning and significance of the statistics

 described in paragraph (1);

(3) collecting, analyzing, cross-tabulating, and reporting, to the extent feasible, information by

 gender, race, ethnicity, socioeconomic status, limited English proficiency, mobility, disability,

 urban, rural, suburban districts, and other population characteristics when such disaggregated

 information will facilitate educational and policy decisionmaking;

(4) assisting public and private educational agencies, organizations, and institutions in improving and

 automating statistical and data collection activities, which may include assisting State educational

 agencies and local educational agencies with the disaggregation of data and with the development

 of longitudinal student data systems;

(5) determining voluntary standards and guidelines to assist State educational agencies in developing

 statewide longitudinal data systems that link individual student data consistent with the

 requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.),

 promote linkages across States, and protect student privacy consistent with section 183, to

 improve student academic achievement and close achievement gaps;

(6) acquiring and disseminating data on educational activities and student achievement (such as the

 Third International Math and Science Study) in the United States compared with foreign nations;

(7) conducting longitudinal studies, as well as regular and special surveys and data collections,

 necessary to report on the condition and progress of education;

(8) assisting the Director in the preparation of a biennial report, as described in section 119; and

(9) determining, in consultation with the National Research Council of the National Academies,

 methodology by which States may accurately measure graduation rates (defined as the

 percentage of students who graduate from secondary school with a regular diploma in the

 standard number of years), school completion and dropout rates.”

Activities for SASS are included in Subsection (a), Part 1, as well as Parts 2, 3 and 7.

Prior and Related Studies

The studies prior to the Schools and Staffing Survey were separate surveys of public and private schools, principals, teachers, and school districts under the Elementary and Secondary General Information System. The National Research Council report, “Creating a Center for Education Statistics: A Time for Action,” in 1986, noted:

 “It is essential that any system of collecting education data recognize, reflect and react

 to the issue of timeliness…An example of such a lack is the case of teaching and

 teachers. With the publication of *A Nation at Risk* (National Commission on Excellence

 in Education, 1983), these topics emerged as fundamental issues of concern, and the

 need for data was sudden and immediate. Unfortunately, information on the number of

 teachers and other professional staff – which we would think would be an essential

 element of any continuing data system – was last collected at the elementary and

 secondary level in 1979-80. Data on minority teachers is even more archaic, having

 last been collected in 1968.”

This report caused a number of fundamental changes to occur at the National Center for Education Statistics (formerly, the Center for Education Statistics). Among them was the establishment of the Schools and Staffing Survey, to collect data on a periodic basis for schools, principals, teachers, districts, and school libraries, all in the same survey year. The survey was designed to provide the data at the state level for public schools and at the “affiliation” level for private schools.

The General Education Provisions Act, as amended [20 U.S.C. §1211(e)(1)], specified that the National Center for Education Statistics (NCES) design an integrated survey system called the Schools and Staffing Survey (SASS). Legislative authority for NCES to collect data through surveys was reauthorized under the Improving America’s Schools Act of 1994 and has most recently been authorized by the provisions of the Education Sciences Reform Act of 2002 cited above. As of this supporting statement submission, no reauthorization of the Education Sciences Reform Act has been issued. SASS was first fielded in school year 1987-88, collected on a 3-year data collection cycle through 1993-94, and then underwent a 6-year pause for major survey design revisions, which resulted in the 1999-2000 data collection. Since then, SASS has been on a 4-year data collection cycle, with each SASS data collection followed one year later with the Teacher Follow-up Survey data collection. The most recent administration was in 2007-08. The SASS is scheduled for its next collection in 2011-12 and then again in the 2015-2016 school year.

## 2. Purposes and Uses of SASS

Congress, the Department of Education, other Federal agencies, State Departments of Education, education associations, and the education research community, will use data from the 2011-2012 full-scale SASS to answer policy questions on a range of topics. In the past, some of the most heavily published subject matter has included average class size, the number of new teachers, out-of-field teaching, professional development, teacher attrition and retention, and teacher qualifications. Based on previous administrations of SASS, the data will be used to:

 A. Assess and monitor teacher qualifications, teacher career paths, professional development needs and activities, and support for these aspects of teachers' careers by the school and the district;

B. Assess and monitor school organization and decision-making, management of curriculum and instruction, school safety, and parental involvement;

C. Assess and monitor policies over the recruitment and retention of teachers and principals; and

D. Collect national statistics on school libraries, which the federal government has done since 1958. The survey is designed to provide a national picture of public school library media center staffing and services.

Information on public school districts, schools, principals, teachers, and school library media centers are available at the state level and are used extensively by state policymakers.

## 3. Appropriate Use of Information Technology

As in all prior administrations of SASS, the Census Bureau will collect data under an interagency agreement with NCES. Technology will be applied appropriately to keep respondent burden to a minimum.

Potential respondents will be able to query NCES and Census staff with their questions via email and by telephone. However, since the only lists of district, school, principal, teacher, or school library email addresses are from proprietary marketing databases, the Census Bureau does not have any affordable and systematic means to contact potential sampled respondents via email. The Common Core of Data, the universe from which the public school sample is drawn, does not collect email addresses for principals or any other school or district staff. There are no generic email addresses for schools, as far as NCES has been able to ascertain. These email addresses are not publicly available from school districts. As the survey is voluntary, there is no way to guarantee that email addresses can be gathered as part of the survey collection from all sampled units. Until email addresses become more easily available, it will be impossible to use email as the primary electronic pathway to contact respondents in advance of the data collection and to urge them to respond. That said, the Census Bureau will try to get the principals’ email addresses during the district contact information call.

There are 3 new uses of information technology in the 2011-12 SASS:

1. The systematic attempt to gather teacher lists from school districts in an electronic format;
2. A web-based case management system for tracking questionnaires within a school by a school-designated coordinator; and
3. An optional Internet response mode for the Teacher Questionnaire.

To lessen the response burden on public schools, school districts are being asked whether they are willing to send a list of all teachers assigned to sampled schools via electronic files. All teacher data will be stored on secure online servers controlled by the U.S. Census Bureau. If any district decides against using this electronic collection of teacher lists, the school will be asked directly to supply their teacher roster electronically or else fill out a paper questionnaire, whichever method the school prefers. Gathering at least some teacher lists electronically helps speed up the sample selection of teachers and reduces costs for processing such data. The means for tracking questionnaires within a sampled school is an electronic tool which the Census Bureau has used in economic surveys and other types of establishment surveys. This is a web-based tool that voluntary school-based coordinators are invited to access at the outset of data collection activities. The Internet response option for teachers may be preferred by some teachers and it reduces processing costs and editing errors.

There are continuing uses of information technology in the 2011-12 SASS. In the 2011-12 SASS, we will attempt to collect email addresses from both public and private school teachers, to be used in the subsequent 2012-13 Teacher Follow-up Survey.

The data from the paper questionnaires will be scanned optically with keying only of write-in entries. The optical scanning system to be utilized has been used successfully with the 2007 Economic Census and the 2010 Decennial Census.

## 4. Efforts to Identify Duplication

All available data sources were examined to determine that comparable data were not available elsewhere. Continuing discussions with the state education agencies, private school associations, and other data providers and data users, as well as continuing review of other data sources within NCES and other federal agencies and programs, indicate that similar information is not available. The National Assessment for Educational Progress (NAEP) has background questionnaires for teachers, but only for those teaching 4th, 8th and 12th grades. The Common Core of Data (CCD) collects administrative data about all elementary and secondary public schools, as reported by the state education agency (rather than directly from schools or school districts). However, the data collected about schools and staff are limited to general descriptive information (i.e., names of schools or districts, contact information for the school or district, grade ranges, summary counts of teachers or other staff). Since 1997, the Common Core of Data has expanded its data collections to include items on whether the school has Title I services and whether those services are school-wide or targeted assistance. Consequently, it is not necessary for SASS to collect data on whether the school has Title I services or not, although data on the number of children in the program will be collected. A new cohort of high-school-aged students, the High School Longitudinal Study of 2009 (HSLS:09) was established with its first data collection in fall 2009, of 9th grade students in 844 public and private schools with both 9th and 11th grades; the math and science teachers associated with the randomly-selected students are also invited to participate. The first follow-up will be in the spring of 2012, when the students are in the spring of their junior year. Among the aforementioned NCES elementary and secondary school surveys, only SASS produces detailed data that is nationally representative of kindergarten through twelfth grade teachers.

NCES collects individual administrative records on all public school teachers’ actual base and total annual salaries, as well as the actual amount paid for all total benefits per teacher, in the Teacher Compensation Survey (TCS). The TCS has been collected annually since the 2005-06 fiscal year by state education agencies that agree to provide electronic records on all full-time equivalent public school teachers in the state to NCES. The individual records with teachers’ salaries and benefits do not contain teacher names or Social Security Numbers, but rather a state-assigned individual teacher identification number that is converted to an NCES-assigned individual identification number. Currently, the TCS has collected individual teacher data for all public school teachers in the 24 participating states as of the 2008-09 fiscal year and is preparing to collect data for the 2009-10 fiscal year. Although a few items do overlap with SASS, the data collection cycle for the TCS lags more than one school year behind SASS. The 2007-08 TCS data have not yet been approved for release or for comparison with the 2007-08 SASS teacher salary data.

States collect a wide array of both survey and administrative data on schools and teachers, for use within-state. A few states do have school climate surveys which contain similar items to SASS and in the case of South Carolina, have required this for all teachers. Such surveys are generally not conducted every year. The use of state education longitudinal databases has been growing at a rapid pace, but the data do not uniformly cover the types of information collected by SASS. The U.S. Department of Education has been funding such databases extensively with grants to states since 2005, and as they mature, their potential utility for creating a new cohort for the Beginning Teacher Longitudinal Study will be explored, but the ramifications for SASS are unclear at this time.

The U.S. Department of Education’s Office for Civil Rights (OCR) has a biennial collection of school and district-level data mandated by law – the Civil Rights Data Collection (CRDC). The CRDC has been collected on a sample survey basis since 1968 for school districts over a certain size threshold. The current threshold is more than 25,000 students in 2009-10, or all districts are required to participate if there are fewer than 25 districts in the state. In 1976 and 2000, the data were collected on the universe of school districts. This is also scheduled for the 2011-12 data collection, although the universe of school districts as defined by OCR may not fully match the Common Core of Data (CCD). As of 2009-10, the CRDC is done through EDFacts, a web-based data collection system. Also beginning with the 2009-10 CRDC, data relating to the receipt of American Recovery and Reinvestment Act (ARRA) funds includes a school-level count of teachers corresponding to the total teacher expenditures, counts of teachers with one year of teaching experience, counts of those with two years of teaching experience, the number of teachers absent more than 10 days during the student school year, the total full-time equivalent (FTE) count of classroom teachers, and the total number of FTE teachers meeting all state certification requirements. Included are also counts of students disaggregated by race and ethnicity; English-language learner status; disability-IDEA status disaggregated by sex; counts of discipline actions taken disaggregated by race and ethnicity; disability-IDEA status disaggregated by sex; counts of physical restraint and seclusion actions taken disaggregated by disability status and number of students; counts of mathematics and AP courses taken by students at grade levels 7and 8, 9 and 10, and 11 and12; and the number of single-sex classes. The CRDC will be expanding from a sample survey size of approximately 6,000 districts in 2009-10 to the public school district universe. The 2011-12 school year is the first time that the Office for Civil Rights will be collecting its expanded data elements on the universe of public school districts through EDFacts. There is no experience or benchmark data against which to judge the quality, response rates, or timeliness of these data compared with sample survey data collected in SASS.

The National Education Association ([www.nea.org](http://www.nea.org)) compiles a *Status of the American Public School Teacher* report every 5 years, but most data elements differ from those asked in SASS and are based on the NEA membership population. The National Education Association and the American Federation of Teachers collect data annually on average public teacher salaries, from the state education associations, but there are no comparable data sources for private school teachers. The Education Research Service ([www.ers.org](http://www.ers.org)) collects data on all staffing for public schools but not from private schools. The Common Core of Data collects basic information about Bureau of Indian Education-sponsored schools, students and teachers, such as the name and address information for schools, total enrollment and the number of teachers in each school.

The MetLife *Survey of the American Teacher* ([www.metlife.com/teachersurvey](http://www.metlife.com/teachersurvey)) is an annual survey that has been conducted since 1984, and each year has a special emphasis or theme. The 2008 report focused on the state of homework; the 2009 report looked back over 25 years of education reform; and the 2010 report (issued in February) was on Collaborating for Student Success, with three subtopics: Effective Teaching and Leadership, Student Achievement, and Teaching as a Career. This survey is a telephone and online survey of about 1,000 K-12 teachers and 500 principals and is conducted by Harris Interactive.

There is no other national survey yielding similar in-depth data on public school districts or public and private schools, principals, teachers, or library media centers. SASS data will permit analysis not only within each of the components of SASS (i.e., the district file, school file, principal file, teacher file, and library media center file), but also across components or files. The data link teachers and principals to their schools, and schools to their respective school districts. This linkage across the different respondent groups makes the SASS data unique among school surveys.

## 5. Methods Used to Minimize Burden on Small Entities

The burden on small schools and districts is minimized during the full-scale SASS through the sample design that specifies the selection of schools as a function of size as defined by the number of teachers. Small schools and districts, therefore, will be sampled at lower rates because they comprise a smaller proportion of the teacher population per school.

## 6. Frequency of Data Collection

NCES plans to keep the SASS data collection on a four-year cycle.

## 7. Special Circumstances of Data Collection

There are no circumstances that will require special data collection efforts.

## 8. Consultants outside the Agency

The 60-day Federal Register notice was published on March 2, 2011 (76 FR, No. 41, p. 11433). No public comments were received in response to this notice.

Since its inception, the development of SASS has relied on the substantive and technical review and comment of people both inside and outside the Department of Education. Outside experts who were convened to offer comments on proposed revisions for the 2011-12 SASS include:

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## 9. Provision of payments or Gifts to Respondents

NCES will not provide any cash payment to survey respondents. The school respondent will be provided with a token non-cash thank you gift of the Census Bureau Statistical Abstract of the United States CD.

## 10. Assurance of Confidentiality

The Census Bureau shall comply with ED’s IT security policy requirements as set forth in the Handbook for Information Assurance Security Policy and related procedures and guidance. The Census Bureau shall comply with IT security requirements in the Federal Information Security Management Act (FISMA), Office of Management and Budget (OMB) Circulars, and the National Institute of Standards and Technology (NIST) standards and guidance.

These requirements include the successful certification and accreditation of the system before it can be implemented. To ensure the system can be certified and accredited, security controls shall be designed and implemented in the system consistent with the NIST 800-53 - Recommended Security Controls for Federal Information Systems identified for the impact level of the system. The Census Bureau will determine the system impact level using NIST FIPS 199 “Standards for Security Categorization of Federal Information and Information Systems” and with subsequent details from NIST 800-60 “Guide for Mapping Types of Information and Information Systems to Security Categories (Volumes 1 and 2). The results of that determination will be shared with ED.

Appropriate memoranda of understanding and interconnection security agreements will be documented as part of the certification and accreditation process.

From the initial contact with the participants in this survey through all of the follow-up efforts, careful attention will be paid to informing potential survey respondents that personally identifiable characteristics may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law [*Education Sciences Reform Act of 2002 (ESRA 2002)* 20 U.S.C., § 9573].

## 11. Sensitive Questions

The SASS questionnaires contain several items about salary and benefits. Federal regulations governing the administration of these questions, which fall under the provisions of the Privacy Act of 1974, require (a) clear documentation of the need for such information as it relates to the primary purpose of the study, (b) provisions to respondents which clearly inform them of the voluntary nature of participation in the study, and (c) assurances of confidential treatment of responses.

The collection of data related to salary is central to understanding key policy issues driving this study. The recruitment of new teachers and retention of experienced teachers are related to the salary and benefits offered by a school or school system. Information about salary in relation to teaching experience, educational background, and working conditions is essential to gaining an understanding of factors affecting teacher compensation. Comparisons of teaching conditions across types of schools (i.e., public and private schools) require information about the salary and benefits packages of the different types of schools.

The advance notification letter to each district or school respondent explains that participation in the survey is voluntary. In addition, each questionnaire states on the inside cover, “We are conducting this survey with only a sample of” (schools, principals, teachers, libraries – whichever respondent applies for the particular questionnaire). Therefore, the unique data you contribute helps to represent your state or area more accurately. We encourage you to participate in this voluntary survey.”

Assurances of the confidentiality of respondents’ data are printed in that same inside cover letter on each questionnaire, where it is stated: “The information you provide will be combined with the information provided by others in statistical reports. No individual data that links your name, address, or telephone number with your responses will be included in the statistical reports.” This is also true of salary data – the data presented are aggregated averages or medians of the range of salary data reported.

## 12. Estimates of Hour Burden for Information Collection

#### Full-Scale Field Activities for the 2011-2012 Full-Scale SASS

The sample size, projected number of responses, estimated average response time, and the total estimated respondent burden for the full-scale field activities for the 2011-2012 SASS are as follows:

Table 3. Estimates of respondent burden in hours, covering field activities for the 2011-2012 SASS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Activity/Respondent Type** | **Sample** | **Expected response rate** | **Number of respondents** | **Number of responses** | **Per respondent (minutes)** | **Total burden (hours)** |
|  |
| **DISTRICTS** |  |   |  |  |   |  |
|  Electronic teacher listing form | 5,800 | 0.5 | 2,900 | 2,900 | 30 | 1,450 |
|  Questionnaire | 5,800 | 0.85 | 4,930 | 4,930 | 50 | 4,108 |
| **SCHOOL STAFF** |  |   |  |  |   |  |
|  Coordinator | 16,350 | 0.85 | 13,898 | 13,898 | 22 | 5,096 |
|  Questionnaire | 16,350 | 0.78 | 12,753 | 12,753 | 42 | 8,927 |
| **PRINCIPALS** |  |   |  |   |   |  |
|  Advance letter | 16,350 | 1 | 16,350 | 16,350 | 2 | 545 |
|  Paper teacher listing form | 8,175 | 0.85 | 6,949 | 6,949 | 30 | 3,475 |
| Questionnaire  | 16,350 | 0.78 | 12,753 | 12,753 | 28 | 5,951 |
| **TEACHERS** |  |   |  |  |   |  |
|  Advance letter | 74,900 | 1 | 74,900 | 74,900 | 2 | 2,497 |
|  Questionnaire | 74,900 | 0.8 | 59,920 | 59,920 | 55 | 54,927 |
| **SCHOOL LIBRARIES** |  |   |  |   |   |  |
|  **Questionnaire** | 12,750 | 0.8 | 10,200 | 10,200 | 25 | 4,250 |
|   |   |   |   |   |   |   |
| ***Total Response Burden***  |   |   | ***133,031*** | ***215,553*** |   | ***91,226*** |

The data collection for the 2011-12 SASS begins with sending out advance letters to schools and school districts, notifying them that SASS will be conducted shortly, and informing school districts how to provide a teacher list electronically. School districts will have been canvassed prior to data collection about whether the teacher listing form will be provided by the district or by the schools. The assumption for data collection is that half of all sampled districts will elect to send in the electronic teacher listing form, thus saving half of the sampled schools from providing a paper version. The advance letter goes directly to the principal at the school level, and to specific predesignated office or person in the school district (the designation is covered under the preliminary field activities clearance). The principal is expected to spend the time to read the advance letter and make a determination about the school’s participation in the school-based surveys (principal, school, and school library media center, if applicable).

The first mailing of questionnaires goes out to schools, and contains the School, Principal, and School Library Media Center questionnaires (for public schools only), a link to a respondent page on the SASS website with data results from the previous SASS, and a paper teacher listing form for private schools or if the school district is not providing an electronic teacher list for sampled schools within the district. The school district receives a separate mailing of the District questionnaire.

Please note that all private schools will receive the *School 3 SASS 2011-12 Full Scale.pdf* version of the school questionnaire; public charter schools, school districts with only one school, and any state run schools will receive the *School 2 SASS 2011-12 Full Scale.pdf* version of the school questionnaire; and all other public schools will receive the *School 1 SASS 2011-12 Full Scale*.pdf version of the school questionnaire. Principals and teachers in public schools will receive the *Principal 1 SASS 2011-12 Full Scale.pdf* or the *Teacher 1 SASS 2011-12 Full Scale.pdf* version of the questionnaire (respectively), while principals and teachers in private schools will receive the *Principal 2 SASS 2011-12 Full Scale.pdf* or the *Teacher 2 SASS 2011-12 Full Scale.pdf* version of the questionnaire (respectively). Only public schools will receive the school library questionnaire.

Schools are asked to set up a coordinator to track all of the questionnaires within the school and will be provided instructions for providing updates electronically. The assumption is that a high percentage of schools will designate a person to be the school coordinator, and that this person is not the principal. A second mailing of school-level questionnaires goes out later. Teacher questionnaires are sent out on a flow basis once the teacher listing forms are received, processed and the sample is selected.

Teachers will be offered an Internet response option at the outset of data collection, with an advance letter providing the user name, password, and survey link. Only at a later point will the paper version be offered to teachers. This is part of the overall transition towards offering SASS as a whole in an online mode only in 2015-16. Teachers will be followed up with telephone calls to encourage response by internet or by mail. Data are not expected to be collected by telephone except as a last resort, and those responses will be captured in the Internet version.

As a methodological experiment among schools with school coordinators, one half of the teacher sample will be sent those invitations directly, with the other half of the sampled teacher letters going first to the school coordinator. In either case, the invitation letters will be pre-sealed; if going directly to the school coordinator, the coordinator is informed that the response will be by internet. The purpose of this methodological experiment is to determine the preferred method of contacting teachers to obtain an Internet interview.

The projected number of responses is based on the actual response rates for these same activities in 2007-08 SASS for all but the electronic teacher list form operation (which has never been attempted until the 2009-10 methodological test).

Respondents to the field activities for SASS will not incur any costs other than of their time to fill out questionnaires. The standard NCES procedure for estimating cost is to multiply the estimated total survey reporting hours (the average length of time it takes to complete the survey) by the average salary of school teachers. $37.96 is the average hourly earnings of local government employees who are primary, secondary, or special education teachers in the 2009 National Compensation Survey sponsored by the Bureau of Labor Statistics (see <http://www.bls.gov/ncs/ncswage2009.htm>); data are compiled less frequently for public sector occupations than for private sector occupations. The respondent dollar cost for the field activities is estimated to be $3,462,939.

##  13. Estimates of Costs

We are not imposing any additional costs on the respondents.

##  14. Costs to the Federal Government

The cost to the federal government for the full-scale SASS is $36.4 million over the 4-year data collection cycle for SASS. The cost includes the information collection costs for the 2011-12 SASS, the 2012-13 TFS, the 2012-13 PFS, and the 2011 and 2012 BTLS data collections. The Census Bureau estimates were compiled from individual estimates developed within each Census Bureau division involved in the survey. Estimates were based on the sample sizes, the length of the questionnaires, and the data processing requirements. Administrative overhead, forms design, printing, and personnel costs are included. The cost to the federal government also includes support of data review, report preparation, user training presentations, and data dissemination activities, but does not include the SASS program staff salaries and benefits.

##  15. Reasons for Changes in Response Burden and Costs

This clearance request shows a program change (an increase in the estimated number of respondents and burden hours) because the last approval was only for preliminary activities while this request is for the SASS 2011/12 full scale data collections. The initial response burden estimate for activities is based upon the 2009-2010 SASS methodological field test and the updated estimated response time is based upon the finalized 2011-12 SASS questionnaires. Compared to the last full scale SASS data collection, the 2011/12 collection will not contain some of the previous components. Funding for the collection of data from the universe of charter schools will not be available for this cycle of SASS, data will not be collected from Bureau of Indian Education-funded schools, and private schools will not receive the Library Media Center questionnaire, due to budget constraints.

##  16. Time Schedule for SASS

The operational schedule for conducting the activities for SASS is as follows:

SASS 2011/12 Preliminary Field Activities (approved on December 29, 2010; OMB# 1850-0598 v.6):

Contacting special districts for research approval Upon clearance (by early 2011)

One-school district identification May – June, 2011

District pre-contact information May – June, 2011

School pre-contact letter June, 2011

SASS 2011/12 Full Scale Data Collection:

Mail questionnaires to school districts, request August 29, 2011

 teacher lists

Send email to subset of principals whose email August 22, 2011

 addresses were identified

Mail advance letters and questionnaires to schools August 29, 2011

 (includes Teacher Listing Form (TLF), School,

 Library and Principal Questionnaires)

Screen schools and establish school coordinators September 12– September 30, 2011

Conduct district follow-up of electronic TLFs September 12-October 14, 2011

Conduct school nonresponse follow-up of TLFs October 17, 2011

Switch collection of teacher lists to schools for October 17, 2011

 nonparticipating districts

Second mail-out of School, LMC and Principal September 26 -28, 2011

 Questionnaires

Mail Teacher Questionnaires as teachers are September-December, 2011

 sampled

Telephone reminders to mail in questionnaires November 28, 2011 –January, 2012

Telephone non-response follow-up mid-December 2011 –December 22, 2011

Conduct field follow-up of remaining Teacher January 22, 2012 – beginning of June, 2012

 and School District Questionnaires

Data capture of all questionnaires January – June, 2012

Data processing June– September, 2012

Completion of files, tabulations and codebooks June, 2013

##  17. Approval to not Display Expiration Date for OMB Approval

We are not seeking approval to not display the expiration date of OMB approval.

##  18. AGENCY CONTACT

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