2011-12 Schools and Staffing Survey (SASS)

FULL-SCALE

OMB Supporting StatemenT

Part B

OMB# 1850-0598 v.7

February 2011

National Center for Education Statistics (nces)

**B. COLLECTION OF INFORMATION EMPLOYING STATISTICAL METHODS**

1. **RESPONDENT UNIVERSE**
	1. **SCHOOLS**

The respondent universe for the 2011-12 full-scale data collection consists of 95,750 public and 23,838 private schools in the 50 U.S. states and the District of Columbia (DC) that offer instruction in any of grades K-12. To be eligible for inclusion in the sample, schools must provide classroom instruction to students, have one or more teachers to provide instruction, serve students in at least one of grades 1-12 or the ungraded equivalent, must be located in one or more buildings, and must be located in the U.S. and not in the outlying areas or U.S. territories. No Bureau of Indian Affairs-funded schools will be included in the sampling frame for the 2011-12 SASS.

NCES’ 2008-09 Common Core of Data (CCD) and 2007-08 Private School Survey (PSS) will be used to construct the public and private school sampling frames, respectively, unless a more recent CCD file becomes available. The respondent universe for charter schools will be identified as those public charter schools that meet the SASS definition of an eligible school found on the CCD. Tables 4 and 5 below present the number of public schools on the 2008-09 CCD and the number of private schools on the 2009-10 PSS by region and school level. The universe has been adjusted to remove K-terminal schools, which are not eligible for SASS.

**Table 4. Respondent universe by school level and region for the proposed public school sample, based on the 2008-09 CCD**

|  |  |  |
| --- | --- | --- |
|   | School level | Total |
| Region | Primary | Middle | High | Combined |
| Northeast | 8,590 | 2,689 | 2,924 | 796 | 14,999 |
| Midwest | 13,497 | 4,404 | 6,205 | 1,565 | 25,671 |
| South | 17,368 | 6,207 | 6,381 | 2,582 | 32,538 |
| West | 12,526 | 3,492 | 4,871 | 1,653 | 22,542 |
| Total | 51,981 | 16,792 | 20,381 | 6,596 | 95,750 |

SOURCE: 2008-09 CCD.

**Table 5. Respondent universe by school level and region for the proposed private school sample, based on the 2007-08 PSS**

|  |  |  |
| --- | --- | --- |
|  | School level | Total |
| Region | Elementary | Secondary | Combined |
| Northeast | 3,381 | 797 | 1,438 | 5,616 |
| Midwest | 4,298 | 575 | 1,125 | 5,998 |
| South | 3,612 | 544 | 3,176 | 7,332 |
| West | 2,955 | 551 | 1,386 | 4,892 |
| Total | 14,246 | 2,467 | 7,125 | 23,838 |

SOURCE: 2007-08 PSS.

Details of the first-stage sample design of schools are provided in section 2.

* 1. **TEACHERS**

Teachers will be randomly sampled within the second design stage from roster information provided by each participating sampled school. Teachers within the sampled school are classified as ineligible for SASS if they are a short-term substitute teacher, student teacher, a teacher’s aide, or do not teach any of grades K-12 or comparable ungraded levels. This information is obtained from the Teacher Questionnaire. Details of the second-stage sample design of teachers are provided in section 2.

1. **STATISTICAL PROCEDURES FOR COLLECTING INFORMATION**
	1. **SAMPLING**

The final 2011-12 SASS samples will include no more than:

* 5,800 LEAs;
* 16,350 schools and school principals (12,000 traditional public, 750 charter, and 3,600 private schools); and
* 74,900 teachers (58,700 traditional public, 3,800 charter, and 12,400 private school teachers).

***Sampling – Public Schools***

The level of precision achieved by the 2007-08 SASS was evaluated to inform the sample design decisions for the 2011-12 SASS. The precision analysis was based upon important analysis variables as well as generic proportions to address other important SASS characteristics. These variables and values were evaluated:

* by state (public schools) and affiliation (private schools);
* by school type (public charter, traditional public, overall public, private);
* by region within school type;
* by grade level (elementary, secondary, and combined for private schools; primary, middle, high, and combined for public schools);
* by grade level and region within school type; and
* by teachers’ years of experience.

The desired level of precision for SASS estimates was defined in terms of the estimated coefficient of variation (CV; also referred to as a relative standard error). Three levels of precision were evaluated: 15, 20, and 30 percent CV.

Table 6 presents a portion of the analysis for traditional public schools by state and public charter schools, highlighting the minimum respondent sample size needed for the 2011-12 SASS to achieve either a 15, 20, or 30 percent CV for two key estimates—the number of schools and the number of students.

|  |  |  |
| --- | --- | --- |
| **Table 6. Minimum respondent sample size needed for 2011-12 SASS by percent CV for public schools by state and public charter schools** |  |  |
|   | **SASS 07-08FrameCount** | **SASS 07-08 RespondingSchools** | **Minimum Respondent Sample Size** |
|  | **Max %CV for Number of Schools Estimate** | **Max %CV for Number of Students Estimate** |  | **Max % CV** |
| **School type** | **15** | **20** | **30** | **15** | **20** | **30** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Traditional Public by State** |  |  |  |  |  |  |  |  |  |  |
|  Alabama | 1,578 | 167 | 11 | 6 | 3 | 31 | 18 | 8 |  | 31 |
|  Alaska | 488 | 131 | 38 | 22 | 10 | 180 | 109 | 51 |  | 180 |
|  Arizona | 1,555 | 156 | 30 | 17 | 7 | 34 | 19 | 8 |  | 34 |
|  Arkansas | 963 | 154 | 11 | 6 | 3 | 18 | 10 | 4 |  | 18 |
|  California | 9,249 | 292 | 9 | 5 | 2 | 51 | 28 | 13 |  | 51 |
|  Colorado | 1,463 | 127 | 9 | 5 | 2 | 13 | 7 | 3 |  | 13 |
|  Connecticut | 1,059 | 115 | 6 | 3 | 2 | 25 | 14 | 6 |  | 25 |
|  Delaware | 210 | 90 | 149 | 97 | 49 | 79 | 48 | 22 |  | 149 |
|  District of Columbia | 174 | 75 | 18 | 10 | 5 | 34 | 20 | 9 |  | 34 |
|  Florida | 3,278 | 186 | 10 | 6 | 3 | 29 | 16 | 7 |  | 29 |
|  Georgia | 2,357 | 137 | 6 | 3 | 2 | 12 | 7 | 3 |  | 12 |
|  Hawaii | 257 | 77 | 117 | 72 | 34 | 44 | 25 | 12 |  | 117 |
|  Idaho | 672 | 154 | 33 | 18 | 8 | 48 | 27 | 12 |  | 48 |
|  Illinois | 4,112 | 147 | 4 | 2 | 1 | 19 | 11 | 5 |  | 19 |
|  Indiana | 1,908 | 140 | 15 | 9 | 4 | 15 | 9 | 4 |  | 15 |
|  Iowa | 1,313 | 130 | 3 | 2 | 1 | 29 | 16 | 7 |  | 29 |
|  Kansas | 1,334 | 137 | 61 | 35 | 16 | 33 | 19 | 8 |  | 61 |
|  Kentucky | 1,444 | 134 | 12 | 7 | 3 | 24 | 14 | 6 |  | 24 |
|  Louisiana | 1,469 | 127 | 19 | 11 | 5 | 34 | 19 | 9 |  | 34 |
|  Maine | 668 | 141 | 3 | 2 | 1 | 22 | 12 | 5 |  | 22 |
|  Maryland | 1,398 | 100 | 3 | 2 | 1 | 14 | 8 | 3 |  | 14 |
|  Massachusetts | 1,744 | 129 | 1 | 0 | 0 | 11 | 6 | 3 |  | 11 |
| **Table 6. Minimum respondent sample size needed for 2011-12 SASS by percent CV for public schools by state and public charter schools—Continued**  |
|   | **SASS 07-08FrameCount** | **SASS 07-08 RespondingSchools** | **Minimum Respondent Sample Size** |
|  | **Max %CV for Number of Schools Estimate** | **Max %CV for Number of Students Estimate** |  | **Max % CV** |
| **School type** | **15** | **20** | **30** | **15** | **20** | **30** |  |
|  Michigan | 3,614 | 136 | 11 | 6 | 3 | 34 | 19 | 8 |  | 34 |
|  Minnesota | 2,133 | 204 | 22 | 12 | 5 | 86 | 49 | 22 |  | 86 |
|  Mississippi | 1,044 | 153 | 1 | 1 | 0 | 12 | 7 | 3 |  | 12 |
|  Missouri | 2,002 | 186 | 12 | 7 | 3 | 19 | 10 | 5 |  | 19 |
|  Montana | 568 | 163 | 12 | 7 | 3 | 25 | 14 | 6 |  | 25 |
|  Nebraska | 1,041 | 137 | 31 | 18 | 8 | 28 | 16 | 7 |  | 31 |
|  Nevada | 528 | 124 | 21 | 12 | 5 | 14 | 8 | 3 |  | 21 |
|  New Hampshire | 451 | 118 | 71 | 41 | 19 | 11 | 6 | 3 |  | 71 |
|  New Jersey | 2,439 | 113 | 3 | 1 | 1 | 29 | 16 | 7 |  | 29 |
|  New Mexico | 710 | 158 | 128 | 75 | 34 | 66 | 38 | 17 |  | 128 |
|  New York | 4,595 | 121 | 4 | 2 | 1 | 38 | 21 | 9 |  | 38 |
|  North Carolina | 2,260 | 139 | 7 | 4 | 2 | 20 | 11 | 5 |  | 20 |
|  North Dakota | 407 | 158 | 66 | 38 | 17 | 224 | 141 | 68 |  | 224 |
|  Ohio | 3,542 | 125 | 13 | 8 | 3 | 43 | 24 | 11 |  | 43 |
|  Oklahoma | 1,497 | 305 | 17 | 10 | 4 | 35 | 20 | 9 |  | 35 |
|  Oregon | 1,194 | 131 | 37 | 21 | 9 | 18 | 10 | 4 |  | 37 |
|  Pennsylvania | 3,224 | 136 | 4 | 2 | 1 | 25 | 14 | 6 |  | 25 |
|  Rhode Island | 318 | 87 | 19 | 11 | 5 | 15 | 8 | 4 |  | 19 |
|  South Carolina | 1,137 | 145 | 4 | 2 | 1 | 6 | 4 | 2 |  | 6 |
|  South Dakota | 479 | 142 | 19 | 11 | 5 | 28 | 16 | 7 |  | 28 |
|  Tennessee | 1,658 | 126 | 4 | 2 | 1 | 15 | 9 | 4 |  | 15 |
|  Texas | 8,322 | 179 | 5 | 3 | 1 | 45 | 25 | 11 |  | 45 |
|  Utah | 923 | 135 | 142 | 82 | 37 | 105 | 61 | 27 |  | 142 |
|  Vermont | 350 | 114 | 10 | 6 | 3 | 60 | 35 | 16 |  | 60 |
|  Virginia | 2,044 | 157 | 2 | 1 | 1 | 14 | 8 | 3 |  | 14 |
|  Washington | 2,175 | 142 | 3 | 1 | 1 | 41 | 23 | 10 |  | 41 |
|  West Virginia | 786 | 159 | 6 | 3 | 2 | 11 | 6 | 3 |  | 11 |
|  Wisconsin | 1,870 | 155 | 15 | 9 | 4 | 20 | 11 | 5 |  | 20 |
|  Wyoming | 344 | 123 | 25 | 14 | 6 | 34 | 20 | 9 |   | 34 |
| **Public Charter** |  |  |  |
|  All | 3,911 | 255 | 13 | 7 | 3 | 13 | 7 | 3 |   | 13 |

Estimated percentages of certain population characteristics are another important feature of SASS. For example, the percentage of traditional public schools is estimated to be 92.6 and the percentage of female principals in traditional public schools is estimated to be approximately 50.5. To accommodate varying levels of estimated percentages in SASS, sample sizes for estimates ranging from 2.5 (rare occurrence) to 95 percentage points were evaluated against the three CV criteria.

Table 7 provides an example of the level of precision attained for estimated percentages in the 2007-08 SASS if the most stringent level of precision is applied (i.e., 15 percent CV). The table indicates that SASS estimated percentages for both primary and high school-level public schools (traditional public and public charter combined) will have a CV no larger than 15 percent as long as the characteristic being estimated includes at least 25 percent of the target population.

**Table 7.** **Estimated school-level percentages supported for the 2011-12 SASS sample allocation under the 15 percent CV criterion by public and public charter and grade level**

|  |  |  |
| --- | --- | --- |
| **School Type** | **Grade Levels** | **Percents Supported** |
| Public Schools (All) | Primary/High | 25 to 99 |
|  | Middle / Combined | 35 to 99 |
|  | All | 5 to 99 |
| Public Charter Schools | All | 40 to 99 |

Based on this analysis, the sampling frame will be partitioned into approximately 291 sampling strata for public schools. The final number of strata will be determined after evaluating the sampling frame of eligible schools and combining strata that cannot support sampling. The goals of the sample design are to ensure sufficient numbers for precise estimates

* at the *state level* for elementary and secondary schools;
* at the *national level for public charter schools; and*
* at the *national level* for middle and combined[[1]](#footnote-1) public schools.

Public schools are divided into two categories to create the sampling strata: charter schools (87 strata) and traditional public schools (204 strata).

*Charter schools* are identified from the CCD. The 87 charter school sampling strata are constructed by crossing the three-category school level variable (elementary, secondary, and combined) with Census region and state in the following groups:

|  |  |  |  |
| --- | --- | --- | --- |
| **Census Region (# Groups)** | **State** | **Census Region (# Groups)** | **State** |
| Northeast (5) | MassachusettsNew JerseyNew YorkPennsylvaniaAll other Northeastern states | Midwest (6) | IndianaMichiganMinnesotaOhioWisconsinAll other Midwestern states |
| South (8) | DelawareDistrict of ColumbiaFloridaGeorgiaLouisianaNorth CarolinaTexasAll other Southern states | West (10) | AlaskaArizonaCaliforniaColoradoHawaiiNevadaNew MexicoOregonUtahAll other Western states |

The 204 sampling strata for the *traditional public schools*, excluding charters schools, are defined by crossing the four-category school level variable (elementary, middle, secondary, and combined) with each of the 50 U.S. states and DC.

***Sampling – Private Schools***

The same precision analysis was conducted on private schools. Table 8 presents a portion of the analysis for private schools by affiliation strata, highlighting the minimum respondent sample size needed for the 2011-12 SASS to achieve either a 15, 20, or 30 percent CV for two key estimates—the number of schools and the number of students.

|  |
| --- |
| **Table 8. Minimum respondent sample size needed for 2011-12 SASS by percent CV for private schools by affiliation**  |
|   | **SASS 07-08FrameCount** | **SASS 07-08 RespondingSchools** | **Minimum Respondent Sample Size** |
|  | **Max %CV for Number of Schools Estimate** | **Max %CV for Number of Students Estimate** |  | **Max % CV** |
| **Private Schools by Affiliation** | **15** | **20** | **30** | **15** | **20** | **30** |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |
| Catholic- Parochial | 3,501 | 295 | 1 | 0 | 0 | 12 | 7 | 3 |  | 12 |
| Catholic- Diocesan | 2,810 | 255 | 0 | 0 | 0 | 8 | 4 | 2 |  | 8 |
| Catholic- Private | 871 | 97 | 3 | 1 | 1 | 34 | 19 | 9 |  | 34 |
| Baptist | 1,835 | 115 | 7 | 4 | 2 | 63 | 36 | 16 |  | 63 |
| Jewish | 718 | 64 | 1 | 1 | 0 | 52 | 29 | 13 |  | 52 |
| Lutheran | 1,561 | 112 | 9 | 5 | 2 | 33 | 18 | 8 |  | 33 |
| Seventh-Day Adventist | 853 | 81 | 0 | 0 | 0 | 53 | 30 | 14 |  | 53 |
| Other Religious | 7,092 | 513 | 20 | 11 | 5 | 81 | 46 | 20 |  | 81 |
| Nonsectarian- Regular | 3,251 | 222 | 9 | 5 | 2 | 53 | 30 | 13 |  | 53 |
| Nonsectarian- Special Emphasis | 2,189 | 125 | 4 | 2 | 1 | 56 | 32 | 14 |  | 56 |
| Nonsectarian- Special Education | 1,348 | 89 | 3 | 2 | 1 | 30 | 17 | 8 |   | 30 |

Table 9 provides an example of the level of precision attained for estimated percentages for private schools in the 2007-08 SASS if the most stringent level of precision is applied (i.e., 15 percent CV). The table indicates that SASS estimated percentages for elementary-level private schools will have a CV no larger than 15 percent as long as the characteristic being estimated includes at least 25 percent of the target population.

**Table 9.** **Estimated school-level percentages supported for the 2011-12 SASS sample allocation under the 15 percent CV criterion by public and public charter and grade level**

|  |  |  |
| --- | --- | --- |
| **School Type** | **Grade Levels** | **Percents Supported** |
| Private Schools | All | 10 to 99 |
|  | Elementary | 25 to 99 |
|  | Secondary | 45 to 99 |
|  | Combined  | 30 to 99 |

Based on this analysis, the private school list sampling frame will be partitioned into 132 sampling strata defined by the interaction of the following three variables:

|  |  |
| --- | --- |
| **Stratification Variable****(# of Categories)** | **Variable Levels** |
| Affiliation strata (11) | Catholic - ParochialCatholic - DiocesanCatholic - PrivateReligious - BaptistReligious - JewishReligious - LutheranReligious - Seventh-Day AdventistReligious - OtherNonsectarian - RegularNonsectarian - Special EmphasisNonsectarian - Special Education |
| School Type (3) | ElementarySecondaryCombined |
| Census Region (4) | NortheastMidwestSouthWest |

For private schools, the sample will include schools from both the cleaned PSS list frame and area frame used to identify list omissions. All schools uniquely identified through the area frame will be included in the sample (i.e., selected with certainty). As in previous rounds of the SASS, a relatively small number of schools have been identified through the area frame and were included with certainty. The same procedures are expected for the 2011-12 SASS.

***Sampling – Teachers Within All Schools***

As with the school-level analysis, percentages of populations by important variables ranging from 2.5 (rare occurrence) to 95 percent were evaluated using the sample allocation of teachers by level of teaching experience within school type. Table 10 summarizes the results if the most stringent level of precision is applied (i.e., 15 percent CV) to teachers within all school types—traditional public schools, public charter schools, and private schools. This indicates that many key estimated percents will be supported by the 2011-12 SASS. The exception is associated with rare characteristics in the population such as, for example, the percentage of teachers by non-white race/ethnicity categories by school type and grade level.

**Table 10. Estimated teacher-level percentages supported for the 2011-12 SASS sample allocation under the 15 percent CV criterion by years of experience and school type**

|  |  |  |
| --- | --- | --- |
| **School Type** | **Years of Experience** | **Percents Supported** |
| Traditional Public Schools | 1 year | 12.5 to 99 |
|  | 2-3 years | 10.0 to 99 |
|  | 4-19 years | 2.5 to 99 |
|  | 20 or more years | 2.5 to 99 |

|  |  |  |
| --- | --- | --- |
| **School Type** | **Years of Experience** | **Percents Supported** |
| Public Charter Schools | 1 year | 55 to 99 |
|  | 2-3 years | 40 to 99 |
|  | 4-19 years | 18 to 99 |
|  | 20 or more years | 50 to 99 |
| Private Schools | 1 year | 12.5 to 99 |
|  | 2-3 years | 12.5 to 99 |
|  | 4-19 years | 10 to 99 |
|  | 20 or more years | 10 to 99 |

Teachers will be randomly sampled from roster information provided by each participating sampled school. Once rostered, teachers will be randomly selected from within four sampling strata defined by level of experience:

1. Beginning Teachers (first year of service);
2. New Teachers (2-3 years of service);
3. Experienced Teachers (4-19 years of service); and
4. Highly Experienced Teacher (20 or more years of service).

The teacher sampling rates will be constructed to meet precision requirements for estimates by level of experience and school sector (Public, Private). This goal is met by achieving approximately 1,200 responding teachers within each of the 8 cells.

To accommodate this goal, Beginning and New Teachers in the private sector will be oversampled. Conversely, Experienced Teachers in the public sector will be undersampled to accommodate the study budget. The average number of teachers sampled per school will remain between three and eight with a maximum number of 20 teachers to avoid overburdening the schools.

***Sampling –School Districts and Special States***

Information will be collected from school districts linked to a school selected for the 2011-12 SASS.

For Florida, Maryland, Nevada, and West Virginia, at least one school in every district in the state will be sampled. This is necessary to reduce the size of the variances in these states.

“District-level” items are included in the School District Questionnaire, which is received by all sampled school districts, and in the Public School Questionnaire (With District Items), which is received by all charter schools and traditional public schools in single-school districts. The Public School Questionnaire (With District Items) includes both district-level and school-level items.

***Sampling – Principals Within All Schools***

For all traditional public, public charter, and private schools, the principal will be included in the survey as a result of the school being selected.

***Sampling –Library Media Centers Within Public Schools***

For traditional public and public charter schools, the library media center (if one exists) will be included in the survey as a result of the school being selected.

* 1. **SURVEY WEIGHTS**

Schools, principals, teachers, library media centers, and school districts will be weighted by the inverse of the probability of selection. The final weight contains adjustments for nonresponse and any other sampling or field considerations that arise after the sample has been drawn.

* 1. **RESPONSE RATES**

We expect the response rates of the 2011-12 full-scale SASS to approximate those of the 2007-08 SASS or to fall slightly lower, given the long-term trend in declining response rates for federal surveys (table 11).

**Table 11.Base-weighted response rates for the 2007-08 SASS by respondent type and school sector**

|  |  |
| --- | --- |
|  | **Unit of Observation** |
| School Sector | **Teacher** | **Principal** | **School** | **Library** | **District** |
|  Public | 84.03% | 79.36% | 80.36% | 81.68% | 87.78% |
|  Private | 77.47% | 72.18% | 75.91% | † | † |

† Not applicable.

1. **PROCEDURES FOR COLLECTION OF INFORMATION**

The data collection methods for the 2011-12 SASS will be based on those used in the 2007-2008 SASS with modifications to the collection of the Teacher Listing Form and confirmation of the school’s eligibility as tested during the 2009-10 SASS Field Test.

Districts and schools will be mailed an advance letter between June and September 2011, depending on the size of the school district. An internet-based Control Center will be open to schools and districts beginning in August 2011. Through the Control Center, districts and/or schools can upload the Teacher Listing Form as well as confirm information about sampled schools, including:

1. Verify the eligibility of the school;
2. Verify the appropriate grade range of school and refer split or merged schools to Census sampling statisticians; and
3. Identify the appropriate grade ranges to report for that school.

Questionnaires will be mailed to school districts and schools in August 2011. Telephone follow-up will begin for districts that have not provided a Teacher Listing Form 2 weeks after the mail-out, and a reminder letter will be sent to districts that have not returned the School District Questionnaire after 3 weeks have passed (September 2011). At the school level, a package with outstanding questionnaires will be sent to schools in late September 2011, 4 weeks after the initial mail-out. . Teacher Listing Forms will be sent to schools with a nonresponding district in October 2011. A second mail-out of questionnaires will be sent to nonresponding school districts in October 2011.

Additional reminder letters to the school, district, and school coordinator will be sent in October and November 2011. Field staff will conduct telephone and personal visit follow-up of remaining nonresponding school districts and schools in January-April 2012.

1. **METHODS FOR MAXIMIZING RESPONSE RATES**

A variety of procedures will be employed to ensure high response rates at both the level of the responding unit (i.e., sample member) and at the level of the individual survey items in each survey questionnaire.

The entire survey process, starting with securing research cooperation from key public and private school groups and individual sample members and continuing throughout the distribution and collection of individual questionnaires, is designed to increase survey response rates. In addition, we believe that the following elements of the data collection plan, in particular, will contribute to overall success of the survey and will enhance the survey response rates.

1. *Visible support from top-level Federal, State, and local education officials*. *Without the support of high-level officials in the Department of Education,* State Education Agency officials, and local school district officials representing the sampled districts, surveys of public school principals, teachers, and the library media center cannot be successfully implemented. Obtaining endorsements from these officials is a critical factor in the success of the data collection procedures. Top-level Education Department officials will need to fully support the data collection by endorsing the survey in writing and sending advance letters and notices to sampled districts' Superintendents, and individual survey participants (principals and teachers) to encourage participation.
2. *Endorsements from key public and private school groups*. The level of interest and cooperation demonstrated by key groups can often greatly influence the degree of participation of survey respondents. Endorsements are viewed as a critical factor in soliciting cooperation from state and local education officials and for obtaining high participation rates in the private sector. The SASS is seeking endorsement by the following organizations or agencies:

Accelerated Christian Education

Alternative School Network

American Association of Christian Schools

American Association of Classical and Christian Schools

American Association of School Administrators

American Association of School Librarians

American Federation of Teachers

American Library Association

American Montessori Society

Association Montessori International

Association of Boarding Schools

Association of Christian Schools International

Association of Christian Teachers and Schools

Association of Military Colleges and Schools

Association for Supervision and Curriculum Development

Association of Waldorf Schools of North America

Christian Schools International

Council for American Private Education

Council of Chief State School Officers

Council of the Great City Schools

Evangelical Lutheran Church in America

Evangelical Lutheran Education Association

European Council for International Schools

Friends Council on Education

General Conference of the Seventh-Day Adventist Church

Islamic School League of America

Jesuit Secondary Education Association

Jewish Community Day School Network

Jewish Education Services of North America

Lutheran Church - Missouri Synod

National Association of Elementary School Principals

National Association of Episcopal Schools

National Association of Independent Schools

National Association of Laboratory Schools

National Association of Private Special Education Centers

National Association of Secondary School Principals

National Catholic Educational Association

National Christian School Association

National Coalition of Alternative Community Schools

National Coalition of Girls Schools

National Council for Private School Accreditation

National Council of Girls’ Schools

National Education Association

National Independent Private Schools Association

North American Division of Seventh-Day Adventists

National Science Foundation

National Society for Hebrew Day Schools

Oral Roberts University Educational Fellowship

Solomon Schechter Day School Association

Southern Baptist Association of Christian Schools

Wisconsin Evangelical Lutheran Synod

1. *Stressing the importance of the survey and the respondents' participation*. Official letters (advance notification, inside the questionnaire and follow-up) from the NCES Commissioner of Education Statistics will motivate respondents to return surveys. The additional personalization of survey materials (cover letters and survey packets with teachers' names) is expected to have positive effects on the response rates.
2. *Minimize the survey burden on local school district and school-level authorities*. The procedures for the surveys are designed to minimize the survey burden on school districts, schools, and sampled individuals (principals, teachers, and the school librarians) and the survey instruments have been designed to be completed as quickly and easily as possible.

Good questionnaire design techniques have been employed to minimize item nonresponse. All completed questionnaires from the 2007-08 SASS have been carefully analyzed to determine which items had the highest levels of item nonresponse. This information guided NCES in reviewing the clarity of item wording, definitions, and instructions. Items that were not considered to be effective or useful were deleted so as to streamline the questionnaires and ease the response burden.

1. *Seeking the recruitment of a school coordinator*. An important procedural measure for helping to maximize response rates is the plan to establish a school-based "survey coordinator" to serve as a primary point of contact for the Census Bureau. The use of a school coordinator is expected to help keep response rates high, provide some minimal data quality checks, and simplify the follow-up process by having one point of contact.
2. **TESTS OF PROCEDURES AND METHODS**

The 2011-12 SASS was built on the experience of the previous rounds of the survey. At the present time, we do not anticipate any testing of alternative procedures or methods in the full-scale SASS.

1. **REVIEWING STATISTICIANS**

Kerry Gruber and Kathy Chandler of NCES; Aref Dajani and Randall Parmer of the Census Bureau; Greg Strizek, contractor to the Census Bureau;  Deanna Lyter, Saida Mamedova, Yan Wang, and Jason Hill of ESSI; and  Jill Dever of RTI have all reviewed the SASS design. Aref Dajani of the Census Bureau (301-457-1797) is the contact for further information on sample design, and Kathryn Chandler of the National Center for Education Statistics (202-502-7486) on data collection.

2011-12 Schools and Staffing Survey (SASS)

FULL-SCALE

OMB Supporting StatemenT

Part C

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**C. JUSTIFICATION FOR QUESTIONNAIRE CONTENT**

**District Questionnaire**

*New or* **reinstated**:

10**. Short-term substitute pool size -** This head count of the substitute teacher pool, all approved substitutes available, will provide data on the amount of temporary teaching staff ready to be employed. No such counts are currently available, and this is an important component of potential new teacher supply. This item was tested in a cognitive lab session in 2009.

11. T**eacher attendance policy** – it is difficult to get accurate measures of teacher absenteeism. An indirect measure is to ask whether districts have a policy designed to encourage higher rates of teacher attendance or prevent excess use of leave. This item was tested in a cognitive lab session in 2009.

21. I**ncentives used to recruit principals** – teacher incentives have been measured in SASS since its inception but more recently, interest in shortages of principals led to creation of this item. This item was tested in a cognitive lab session in 2009.

24. **Total number of teachers dismissed or whose contracts not renewed** – This number provides the denominator for the percentage of teachers dismissed due to poor performance. Previously, the only percentage that could be calculated was for the total number of teachers in the district. This number was tested in a cognitive lab session in 2009.

25. **Adding budget cutbacks as reason for layoffs last school year** - this response category is being reintroduced, due to the economic pressures facing many school districts in 2009-10 and 2010-11. Layoffs for budget reasons have not been asked in SASS since 1990-91. Reinstated item was tested originally in a field test prior to 1990-91.

30**. Base salary for** **a teacher with a master’s degree and 15 years of teaching experience**, was added so that international comparisons can be made from the same basis. OECD member countries report teacher salaries using administrative records of the scheduled salaries, rather than from self-reported teacher survey data. Reinstated item was tested originally as a field test prior to 1990-91.

*Deleted* –

2007-08 item 35b – The follow-up to item 35a, **Adjusting any school attendance boundaries for achieving racial balance or reducing racial isolation** was deleted, since the Supreme Court ruling ruled that such plans are unconstitutional.

2007-08 item 36b, the same follow-up to “**Does this district have a magnet program?”** was deleted for the same reason.

**Principal Questionnaire**

*New or* ***reinstated***:

8. **Requirement for a principal license** – Similar to teacher certification, states are starting to require principal licensure. No measurements of this are available, and it could be related to principal attrition.

This item was tested in a cognitive lab session in 2009.

10a-e, 11a-e – **Bachelor’s and Master’s degree completion and field of study –** Experts requested the reinstatement of these items; they were deleted after 1993-94 (replaced with a “highest degree” item, which will be retained so as to measure all other forms of graduate work, particularly Doctoral degrees). These give the specific fields of study and whether the degree was from a college or department of education. The major field helps define the preparation of current principals and the types of postsecondary programs taken by aspiring principals. These items were field tested prior to the 1987-88 SASS.

14a-g – **Professional development activities experienced by the principal –** Experts requested the reinstatement of these items from 2003-04. Similar to mentoring of teachers, these types of activities define some of the support for principals in their career development. These items were field tested in 2001-02.

26d-i – **Parent participation in various activities –** Experts requested the reinstatement of these items from 1999-2000. These activities are often associated with charter schools or with school reform. These items were field tested in 1998-99.

36a-e, 41, 43a-b, 44a-b, 45a-b, 46a-b, 47, 48a-k – **Informal and formal evaluation of teachers –** Experts listed this as a top priority, as there is no data on what types of evaluation are done or how often they are performed. These items were adapted from an international teacher survey. These items will be tested in a cognitive lab session in winter 2011.

*Deleted*:

2007-08 items 12a-g, rating of all other groups or persons aside from principal

2007-08 items 30a-d, categorizing teachers by ability level

**School Questionnaire**

*New or* ***reinstated***:

24a – **Count of 12th grade students enrolled in previous year –** This was asked only for private schools in 2007-08 (it is a PSS item). To be consistent between public and private schools, this item should be collected from both public and private schools. This item was field tested prior to its use in the 1989-90 PSS.

25a – **Count of 12th graders who graduated in previous year –** This was asked only for private schools in 2007-08 (it is a PSS item). To be consistent between public and private schools, this item is needed. It will also serve as the denominator for the percentage of students attending college. This item was field tested prior to its use in the 1989-90 PSS.

*Deleted*:

2007-08 item 18c – **Magnet program for encouraging racial balance –** Deleted for same reason as on District questionnaire.

**Teacher Questionnaire**

*New or* ***reinstated****:*

33f-h – **Preparation of new teachers -**  These additional areas were requested by experts as of particular importance – differentiating instruction, using assessment results, and meeting state content standards. These items were tested in a cognitive lab session in 2009.

36a-d – **Mentoring of new teachers –** The Beginning Teacher Longitudinal Study had to include these items retrospectively, since these practices are important for the support of new teachers. The experts also recommended reinstating these, as they are similar to professional development items. These items were tested for the 2008-09 BTLS.

43a-d – **Professional development activities –** These items were reinstated from 2003-04 at the request of experts in professional development. These items were field tested prior to the 1999-2000 SASS.

51. **Credits received toward re-certification** - Experts in professional development also requested the reinstatement of this item that was deleted after the 2003-04 data collection. This item was field tested prior to the 1999-2000 SASS.

53a-d – **Collaboration with other teachers or mentoring –** Experts in professional development requested the reinstatement of these items deleted after 2003-04. These items were field tested in 1998-99.

59a-b, 60a-c – **Frequency of informal and formal evaluations, and** **whether student test scores are included in the evaluation –** NCES determined that the evaluation of teachers is as important for policy analysis as the evaluation of principals, and that no other sources exist for whether student test scores are part of the evaluation process. These items will be tested in a cognitive lab in winter 2011.

61a-g – **Amount of influence teachers have over various school policies –** Experts in professional development requested the reinstatement of these items deleted after 2003-04. These items were field tested in 1998-99.

63r – **Coordination of courses with other teachers –** Experts in professional development requested the reinstatement of this one attitude item after it was deleted after 2003-04. This item was field tested in 1989-90.

75. **Tenure status –** Principals have reported on the number of teachers by tenure status, but an estimate from the teacher questionnaire was deemed to be an important analytic variable. This item was tested in a cognitive lab prior to the 2009-10 BTLS.

*Deleted:*

2007-08 35h-k – **Fifth certification content area and grade range –** The deletion of one certification content area and corresponding grade range was deemed by experts to be acceptable as tradeoff for reinstatement of professional development items.

**School Library Media Center Questionnaire**

*New:*

4, 5a-c, 6a-b. **Community use of library –** School library experts agreed to cut other items in order to have these new items added. These items were tested in a cognitive lab session in 2010.

24b – **Access to online databases in library –** School library experts asked to have this location added to home or classroom. This item was tested in a cognitive lab session in 2010.

*Deleted:*

2007-08 items #2, 3, 4, 6, 12, 20a-b, 26, 29, 30. School library experts agreed that these items were not important enough to continue as data series.

1. Combined schools are those with both elementary and secondary grade levels. [↑](#footnote-ref-1)