TEACHER STATUS UPDATE 2012

for

TEACHER FOLLOW-UP SURVEY 2013

OMB SUPPORTING STATEMENT

PART B and C

November 1, 2011

National Center for Education Statistics

##### U.S. Department of Education

PART B. COLLECTION OF INFORMATION EMPLOYING STATISTICAL METHODS

## **1. Respondent Universe**

The Teacher Status Operation respondents consist of all the teachers who were sampled for SASS. The purpose of the Teacher Status Operation is to provide information for drawing the sample for the TFS. The section below discusses the sampling for SASS and information on the TFS sample follows.

***Background on the SASS:12 sample.***

The SASS sample is a stratified sample. The sampling frame is partitioned into approximately 291 sampling strata for public schools. The final strata were determined based on evaluating the sampling frame of eligible schools and combining strata that could not support sampling. The goals of the sample design was 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 public schools.

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

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

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

The private school list sampling frame was partitioned into 132 sampling strata defined by the interaction of three variables: affiliation strata, school type, and census region.

For private schools, the sample included schools from both the cleaned Private School Survey list frame and area frame used to identify list omissions. All schools uniquely identified through the area frame were included in the sample (i.e., selected with certainty). As in previous rounds of the SASS, a relatively small number of schools were identified through the area frame and were included with certainty.

The sampled schools were asked to provide a list of all teachers teaching in the school and the following information for each teacher on the list:

Whether the teacher’s total teaching experience is 1 year or less, 2-3 years, 4 – 19 years, or 20 or more years;

* Main subject taught (general elementary, special education, math, science, English/Language arts, social studies, vocational/technical, or other subjects); and
* Full-time or part-time teaching status at the school;

The above information for each teacher in a selected SASS school comprised the teacher sampling frame.

Teachers were randomly sampled from roster information provided by each participating sampled school and 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 were constructed to meet precision requirements for estimates by level of experience and school sector (Public, Private). This goal was 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 were oversampled. Conversely, Experienced Teachers in the public sector were undersampled to accommodate the study budget. The average number of teachers sampled per school remained between three and eight with a maximum number of 20 teachers to avoid overburdening the schools.

***Teacher Follow-up Survey (TFS) Sample Design***

The TFS:13 sample will consist of a subset of the SASS:12 teacher sample. The sampling plan has not yet been finalized and it will be included in the full OMB clearance package for the 2012-13 TFS. About 7,000 teachers will be selected according to a stratified design similar to earlier TFS collections and based on information obtained from the SASS using the TFS-1 form. The TFS:13 sample will include both former teachers (SASS teachers who have left the teaching profession) and current teachers (SASS teachers who have remained in the teaching profession). The current teachers group is stratified further into two groups–those who moved to different schools and those who stayed in the same schools. This design provides analytic data on teachers who stay, move, or leave the teaching profession. The status for each SASS teacher is determined through the TFS-1 sent to the school.

Teachers will be further stratified by sector (traditional public, public charter, and private), grade level (elementary, middle, and high school), experience level (1-3 years and 4 + years of teaching), and minority status (minority and not minority).

Within each public TFS stratum, teachers will be sorted by teacher subject, Census region, urbanicity, school enrollment, and SASS teacher control number. Within each private TFS stratum, teachers will be sorted by teacher subject, association membership (list frame), orientation (area frame), urbanicity, school enrollment, and SASS teacher control number.

After the teachers are sorted, teachers will be selected within each stratum using a probability proportional to size sampling procedure. The measure of size will be the SASS:12 final teacher weight.

**2. Procedures for Collection of Information**

The TFS-1 will be mailed to all schools in which a teacher completed a SASS Teacher Questionnaire in the 2011-12 administration of SASS. A knowledgeable person at the school, such as the principal, will be asked to complete the TFS-1 by indicating the current teaching status of each teacher listed on the form. These data will be used to stratify the teachers for TFS:13 sampling into groups of “stayers” (still teaching at the same school), “movers” (still teaching, but at a different school), or “leavers” (no longer teaching).

***Nonresponse Issue***

The Teacher Follow-up Survey was designed from its inception to sample only from the respondents to SASS in the prior year. It is possible to sample teachers for TFS from the pool of teachers initially selected for SASS rather than only from those who responded to SASS. By not sampling teachers from the nonresponse stratum, potential biases may be introduced into TFS. When considering unit nonresponse for the previous administration of SASS, there was no evidence to point to a substantial bias in teacher response rates in SASS estimates.

A response rate of approximately 99 percent can be expected from the TFS-1.

**3. Methods for Maximizing Response Rates**

As part of SASS:12, currently underway, a variety of procedures have been 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 form.

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, contribute to overall success of the survey and enhance the survey response rates.

1. *Visible support from top-level Federal, State, and local education officials*. Endorsements were obtained from high-level officials in the Department of Education, State Education Agency officials, and local school district officials representing the sampled districts.
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. NCES received endorsement from a variety of key education organizations and agencies for SASS:12.

1. *Stressing the importance of the survey and the respondents' participation.* Official letters (letter accompanying the form) from the NCES Commissioner of Education Statistics were sent to motivate respondents to return the form. The additional personalization of survey materials (survey pre-printed 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 forms are designed to minimize the survey burden on schools and individuals completing the form (principals and office staff) and the TFS-1 also has been designed to be completed as quickly and easily as possible.
3. *Seeking the recruitment of a school coordinator*. An important procedural measure for helping to maximize SASS:12 response rates is the establishment of school-based "survey coordinators" serving as primary points 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.

**4. Tests of Procedures and Methods**

There TFS-1 form has been successfully used in the past and therefore there is no need to test the form or data collection procedures. In past administrations of SASS and TFS, the U.S. Census Bureau has produced a computer-generated (and later docuprinted) list of SASS teachers along with a box to enter a status code, and mailed it along with a letter to the SASS school. The same approach will be used in 2012.

**5. Reviewing Statisticians**

Steve Kaufman of NCES originally advised on the status codes for SASS teachers for this update.

**PART C. JUSTIFICATION OF SURVEY ITEMS**

The TFS-1 has one hardcopy form. It contains two items. Item 1 asks about the named teacher’s current status (e.g., Teaching in this school, Teaching but in this school; Not teaching but working in this school; On leave, returning this school year to this school; On leave, not returning this school year; Left this school, not currently teaching; Left this school, occupational status unknown; and Deceased). Item 2 asks if the teacher is currently living outside the United States (these teachers are deemed out of scope for TFS).