TEACHER FOLLOW-UP SURVEY (TFS:2013)

AND

PRINCIPAL FOLLOW-UP SURVEY (PFS:2013)

2013

TO THE 2011–12 SCHOOLS AND STAFFING SURVEY (SASS:2012)

OMB SUPPORTING STATEMENT

PART A

June 2012

National Center for Education Statistics

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

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**PART A. JUSTIFICATION**

**1. Necessity of Information Collection**

**a. Purpose of this Submission**

This document is a request from the National Center for Education Statistics (NCES) of the U.S. Department of Education (ED) for clearance of the activities occurring in calendar year 2013 related to the 2012–13 Teacher Follow-up Survey (TFS:2013) and Principal Follow-up Survey (PFS:2013) to the 2011–12 Schools and Staffing Survey (SASS:2012). The last TFS and PFS collections were cleared under OMB No. 1850-0617 and because these follow-ups occur on a four-year cycle, the prior clearance expired on February 29, 2012. Because the TFS and PFS are follow-ups to SASS, they are being cleared under the SASS OMB number 1850-0590[[1]](#footnote-1). The TFS is a survey of teachers, and its main purpose is to provide a one-year teacher attrition rate. Similarly, the PFS is a survey of principals, and assesses how many school principals work in the same school as reported a year earlier in SASS:2012, how many have moved to become a principal at another school, and how many have left the principalship altogether.

Early activities for TFS:2013, those that take place from September through December 2012, were cleared in March 2012 under the *SASS:2012 Teacher Status Update 2012 for TFS:2013* clearance (OMB No. 1850-0598 v.8). Those activities include re-contacting SASS:2012 schools to determine the schools’ best estimates of the status of the teachers sampled as part of SASS:2012. The design allows for differential sampling of teachers believed to be “stayers,” “movers,” or “leavers.”

Similar to earlier TFS collections, the TFS:2013 sample of 7,000 teachers (drawn using a sampling design similar to that used in earlier TFS collections) is a sub-sample of the teachers who responded to SASS:2012. All but one prior TFS sample included approximately 7,000 teachers (the 2008–09 TFS had about 5,000 teachers). The content of the TFS survey instruments has been increased in the length from the TFS 09 and will be similar in length to that of the TFS 05. New items have been added covering topics such as teacher evaluations and leadership. The TFS:2013 will primarily be a web-based collection, enabling efficient data collection with online editing and handling of complicated branching within the questionnaire, which results in reduced burden, higher data quality, and allows teachers to participate at a location and time of their convenience.

Due to its brevity and lack of skip pattern, the PFS:2013 will primarily be a mail-based data collection with telephone and email follow-up. The PFS sample includes all schools whose principals completed questionnaires in SASS:2012, which includes approximately 9,800 principals. The content of the short PFS survey instruments is only slightly revised from 2008–09. The occupational status question was revised to include additional response categories.

**b. Legislative Authority**

The TFS:2013 and PFS:2013 are conducted by the National Center for Education Statistics (NCES), within the Institute of Education Sciences (IES). The U.S. Census Bureau, under interagency agreements with NCES, will collect the data for NCES by authority of the Education Sciences Reform Act of 2002, 20 U.S. Code §9541(b) and §9543.

**c. Prior Studies**

**c1. Prior TFS Studies**

To date, NCES has completed six data cycles for SASS (1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, and 2007–08) and six corresponding data cycles for TFS (1988–89, 1991–92, 1994–95, 2000–01, 2004–05, and 2008–09). The seventh cycle of SASS (2011–12) is currently being conducted and the proposed TFS:2013 will be the seventh corresponding cycle of TFS. The data from the TFS are linked to characteristics of those same teachers who participated in the prior year’s SASS.

The TFS:2013, like earlier TFS collections, is designed to measure the one-year attrition rates of teachers who leave the profession and permit comparisons of stayers, movers, and leavers. “Stayers” are teachers who remain in the same school between the SASS year of data collection and the follow-up year. “Movers” are teachers who stay in the teaching profession but change schools between the SASS year and the follow-up year. “Leavers” are respondents who leave the teaching profession between the SASS year and the follow-up year.

The sample design of the TFS:2013 will permit comparison of public versus private school teachers, new versus experienced teachers, and elementary versus secondary school teachers. For public schools, the design will permit comparisons of elementary, middle, and high school teachers. Survey data collected in the SASS:2012 will be used as crosscutting variables in analyzing TFS data. Prior SASS and TFS data have played an important role in improving the understanding of teacher supply and demand and the conditions that affect its balance. SASS and TFS provide national data on turnover in the teacher workforce, including rates of entry and attrition from teaching, sources and characteristics of newly hired teachers, and characteristics and destinations of leavers. These data help shift the debate from the issue of teacher quantity to teacher quality; that is, from its focus on teacher shortages measured in terms of the numbers of teaching positions left vacant to the qualifications of teachers who are hired and retained to fill teaching positions.

**c2. Prior PFS Studies**

First collected in school year 2008–09, the PFS was designed as a one-year follow-up to the 2007–08 SASS. The 2008–09 PFS assessed how many school principals in the 2007–08 school year still worked as a principal in the same school in the 2008–09 school year, how many had moved to become a principal at another school, and how many had left the principalship altogether. All principals who completed the 2007–08 SASS were eligible for the 2008–09 PFS.

As a baseline measure, the results from the 2008–09 PFS received immediate attention from the education media and from state education agency planners as well as researchers and advocacy organizations interested in the dynamics of the principal labor force (see the following:

<http://www.doemass.org/research/reports/1211edworkforce.doc>; <http://www.charterschoolcenter.org/resource/national-charter-school-principal-and-teacher-attrition-and-mobility-data-two-nces-reports->; <http://www.ruraledu.org/search.php?kw=Washington&pager_view=all>; <http://www.nap.edu/openbook.php?record_id=13114&page=169>) .

Approximately 80 percent of both public and private school principals remained as principal in the same school a year later, while 7 percent of public school principals moved to another school, 12 percent left the principalship, and 2 percent had an undetermined non-stayer status. For private school principals, 3 percent moved to another school, 11 percent left the principalship, and 6 percent had an undetermined non-stayer status (NCES 2010–337, <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010337>).

As a one-time measure, the statistics above are interesting but lack the context of change over time. The OMB clearance for the 2012–13 PFS will enable these measures to serve as a comparison to the 2008–09 PFS, and efforts will be undertaken to validate the reported principal’s status for movers and leavers by contacting the former SASS principal directly.

**d. Study Design**

**d1. Study Design for the TFS:2013**

The TFS:2013 will be conducted in 2012–13, one year after the SASS:2012. The sampling frame for the TFS consists of all teachers who responded to SASS:2012. About 7,000 teachers will be selected according to a similar design as earlier TFS samples, although the current design will permit production of middle school estimates for public school teachers. That is, the sample will be designed to allow for comparisons between public school and private school teachers and new and experienced teachers (less than 3 years versus more than 3 years of experience).

The major objectives of the TFS:2013 are detailed below.

1. To determine the one-year attrition rate for teachers.
2. To determine the characteristics of those who stay in the teaching profession, those who move from one school to another, and those who leave the profession.
3. To obtain major activity/occupation data for those who leave the teaching profession and career pattern data for those who remain in the profession.
4. To obtain data on educational activities and future plans.
5. To obtain data on attitudes about the teaching profession and job satisfaction.

The TFS:2013 will primarily be a web-based collection. Follow-up for nonresponse will be conducted by email, mail, and telephone. During follow-up, teachers will be encouraged to complete their questionnaires online, but will have the option of completing it by telephone or on paper. Paper versions will be provided to teachers who may not have access to the web (e.g., those in Amish or Mennonite schools), and to teachers who request a paper copy. In addition, as a final follow-up effort, paper versions will be sent to teachers who do not complete the web-based instruments on their own or by having U.S. Census Bureau employees take information by telephone and enter it in the web-based instrument.

For ease of administration, the web version of the TFS will guide respondents through the complicated skip patterns. The paper version will have two separate hardcopy questionnaires. They are:

*Teacher Follow-up Survey Questionnaire for Current Teachers*, used to survey the stayers and movers.

*Teacher Follow-up Survey Questionnaire for Former Teachers*, used to survey the leavers.

**d2. Study Design for the PFS:2013**

The PFS:2013 will be conducted in 2012–13, one year after the SASS:2012. All principals who responded to the SASS:2012 Principal Questionnaire will receive the PFS:2013. About 9,800 principals will be included. For PFS:2013, contact information is available for principals who provided it in their   
2011–12 SASS Principal Questionnaire. The following contact information was requested: first, middle, and last name, home address, home, work, and cell phone numbers, and work and home email addresses. Principals were informed that the survey may involve a brief follow-up during the next school year in order to gain information on principals’ movements in the labor force.

The major objectives of the PFS:2013 are to determine the attrition and mobility rates for principals in public and private schools. In addition, a validation study is proposed to verify the accuracy of responses provided by the school by comparing a subset of proxy responses on behalf of versus self-reported by principals who moved or left the previous year’s SASS school. The greatest accuracy is achieved by having the principal supply the follow-up information, and the validation study will allow us to assess the accuracy of the non-self-reported status data.

The PFS:2013 will primarily be a mail-based data collection with telephone and email followup. Questionnaires will be mailed to all schools to collect the current occupational status of the 2011–12 principal. Reminder letters will be mailed to non-responding schools. A U.S. Census Bureau employee will contact any remaining non-responding schools via telephone and attempt to collect the occupational status. Next, there will be direct mail follow-up with principals for non-responding schools and schools that were unable to report the principal’s status. The principals who did not provide a home address will be contacted via email and asked to call the telephone center. Telephone and additional email follow-up for non-responders will be conducted.

There are four PFS:2013 questionnaires, and each questionnaire has a mail version and a telephone version, making a total of eight versions:

* The PFS-1A is sent to public schools in the initial mail-out;
* The PFS-1A(T) is used to record responses from telephone follow-up to nonresponding schools that were sent PFS-1A;
* The PFS-1B is sent to private schools in the initial mail-out;
* The PFS-1B(T) is used to record responses from telephone follow-up to nonresponding schools that were sent PFS-1B;
* The PFS-1C is sent directly to SASS respondents who were public school principals when the PFS-1A is a non-response or if selected for the validation study;
* The PFS-1C(T) is used to record responses from telephone follow-up with nonresponding public school principals who were sent PFS-1C;
* The PFS-1D is sent directly to SASS respondents who were private school principals when the PFS-1B is a non-response or if selected for the validation study; and
* The PFS-1D(T) is used to record responses from telephone follow-up with nonresponding private school principals who were sent PFS-1D.

The question wording and response categories for the PFS-1A and -1B questionnaires differ slightly from the PFS-1C and-1D questionnaires so that the forms are appropriate for their intended recipients.

For the validation study, about 800 cases will be selected to verify responses provided by the schools. For schools reporting that the 2011–12 principal is still the current principal, this information will be verified by Census Bureau staff searching the school website. All other cases in the validation study will be verified through direct contact with the 2011–12 principal. These principals will receive an initial mail-out and a telephone follow-up to non-respondents. Follow-up email(s) may be utilized if they are deemed necessary and feasible. The initial mail-out to the principal will contain:

* A letter explaining that the 2011–12 school was contacted for the current occupational status and we would like the principal to self-report current occupational status as part of a validation study; and
* A questionnaire (the PFS-1C for public schools or PFS-1D for private schools) to report the current occupational status.

The data collection procedures for this validation study are described in more detail in section 2b of the Supporting Statement Part B.

**2. Needs and Uses**

The data will be used by Congress, the Department of Education, and other Federal agencies, State Departments of Education (also known as State Education Agencies or SEAs), private education and other associations concerned with elementary and secondary education, and education research organizations. Data from previous surveys have been used by all of these sectors, and requests have been documented for NCES to update these data.[[2]](#footnote-2) More recently, requests for restricted-use license access to the most recent TFS, and email inquiries about the next TFS, continue to be received by NCES.

As noted earlier, one of the major objectives of the SASS is to collect national data for estimating teacher turnover and for understanding attrition patterns. The TFS:2013 is designed to be used in conjunction with the SASS to model the attrition behavior of public and private school teachers. The SASS and the TFS, conducted on a regular basis, provide necessary information for estimating and analyzing teacher turnover and for updating the turnover estimates used in projections of teacher demand. The PFS provides similar attrition and mobility data for principals.

The median age of teachers as of 2007–08 is over 40 years old and policymakers are concerned about the series of pending retirement waves that will occur as each birth cohort approaches retirement eligibility. In addition, recent national data, as well as data from a number of states and school districts, suggest that annual attrition rates are especially high for inexperienced teachers during their first few years.[[3]](#footnote-3) The experience composition of the teaching force may be an important (and changing) variable. Labor market forces in teaching and in the general economy undoubtedly influence attrition. When teaching positions are scarce, temporary exits may be fewer due to expected difficulty in reentering; when other opportunities are plentiful, career changes are more likely. Finally, policy variables may also influence attrition rates. Incentives for early retirement, for example, became widespread in school districts during the 1990’s, as costs for experienced teachers rose. Such incentives may work, ironically, to produce shortages. Current policy initiatives, such as mentoring, offering student loan forgiveness, or additional bonuses for teachers who gain national certification, are intended to reduce attrition rates.

While NCES has conducted surveys of attrition and mobility among school teachers for two decades, little was known about similar movements among school principals. In order to inform discussions and decisions among policymakers, researchers, and parents, the 2008–09 PFS was initiated as a nationally-representative sample survey of public, private, and Bureau of Indian Education-funded (BIE) K-12 schools in the 50 states and the District of Columbia. As indicated in section C2, results from the 2008–09 PFS received immediate attention from the education media and from state education agency planners, as well as researchers and advocacy organizations interested in the dynamics of the principal labor force. The PFS:2013 will allow comparisons to the baseline survey results. The validation survey will provide information on the appropriateness of the study design by verifying the accuracy of the proxy information provided by schools on principals’ occupational status.

The U.S. Department of Education is able to produce more detailed attrition rates than the U.S. Department of Labor for understanding the nature, composition, and dynamics of the teacher and principal workforces. The current proposed administration of the TFS and PFS is critical to understanding the impact of previous budget cuts and economic uncertainty on the 2012–13 school year’s teacher and principal workforces.

**3. Use of Information Technology**

For the TFS:2013 data collection, teachers will be invited to respond through a web-based instrument. Data collection will occur in phases; the first phase will allow sample members to complete a self-administered web-based questionnaire. During the second phase, Census Bureau call center staff will complete telephone interviews and enter data using the same web-based instrument.

All members will be mailed a letter requesting participation in the survey through the on-line instrument. Sample members who have provided email addresses will also be contacted about the survey via email. Email will be used during various reminder phases throughout data collection, as well.

For the PFS:2013 data collection, email reminders will be sent to non-responding principals who provided an email address.

**4. Efforts to Identify Duplication**

All available data sources were examined to determine that the data were not available elsewhere. Continuing discussions with 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 proposed TFS and PFS datasets allow for aggregate national data not found elsewhere. These datasets will permit analysis within each of the components of TFS (i.e., within the current teacher data file and the former teacher data file) and PFS (i.e., public school principals and private school principals). The linkages across the different respondent groups that are included in SASS make the TFS and PFS datasets unique. NCES staff continues to monitor the field of teacher and principal attrition and retention in preparation for subsequent administrations of TFS and PFS. As of this submission, no duplicate efforts have been identified.

**5. Minimizing Burden**

NCES has attempted to minimize burden on the TFS:2013 respondents through use of a web-based instrument. The web-based instrument will efficiently take respondents through appropriate skip patterns. The PFS data collection instruments are very short, consisting of only 2 questions for instruments completed by school staff, and 1 question for instruments completed by principals about themselves.

**6. Consequences of Less Frequent Collection**

While the periodicity of the SASS has varied over time (2 three-year intervals, followed by a six-year interval, followed by 3 four-year intervals), a TFS collection has always occurred one year after each SASS collection. If the TFS:2013 collection is not conducted in 2012–13, there will be a minimum eight-year interval between the last TFS conducted in 2008–09 and the next, planned for 2016-17. That kind of interval will make it difficult for policymakers and practitioners to have useful information on teacher attrition.

The 2008–09 PFS provides baseline data that, as a one-time measure, provides interesting statistics but lacks the context of change over time. Without data to compare to the baseline, policymakers and practitioners will be unable to identify trends related to principal attrition and mobility. Like TFS, if the PFS:2013 collection is not conducted 2012–13, there will be a minimum eight-year interval between the last PFS conducted in 2008–09 and the next, planned for 2016-17.

7. Special Circumstances

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

8. Consultations Outside the Agency

Since its initial conception, the development of the TFS and PFS has relied on the substantive and technical review and comment of people both inside and outside the Department of Education. Through an established series of meetings held with various groups, the plans for content, design, analysis, and reporting of TFS and PFS data have been shared with data providers at all levels, researchers, policymakers, and other data users. Below are listed those who have helped shape the TFS and PFS from outside of the Department of Education.

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NCES holds annual meetings with the NCES Private School Group, consisting of representatives of private school associations. Key NCES staff members involved in these meetings are Kathryn Chandler, Kerry Gruber, and Steven Broughman.

**9. Provision of Payments or Gifts to Respondents**

There will be no provision of payments or gifts to respondents for the TFS:2013 or PFS:2013.

**10. Assurance of Confidentiality**

From the initial contact with the participants in this survey through all the follow-up efforts, careful attention will be paid to informing potential survey respondents that NCES and the Bureau of the Census will protect their personal data. The respondents will be informed that the study is authorized by law under the Education Sciences Reform Act, 20 U.S. Code 9541(b) and 9543, and that their participation is voluntary and their responses may only be used 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. Code, § 9573].

Some identifying information must be collected from teachers to permit follow-up of TFS respondents who return incomplete surveys so that missing and inconsistent data can be corrected. To accomplish this, the instruments ask teachers to verify or update their names, home addresses, home telephone numbers, and emails. For the PFS, school staff are asked to provide the name of the 2011–12 principal if it does not match the name on record.

TFS’ web-based collection will be housed on Census Bureau servers. Hardcopy returns for both the TFS and PFS will go directly to the Census Bureau for data capture and machine processing. Only authorized individuals will have access to the TFS and PFS data.

**11. Need for the Use of Sensitive Questions**

TFS:2013 contains questions that pertain to personal or family income, the number of people that the teacher supports, and how many of these are dependents. The respondents are asked questions about their salary for the year, other types of income during the school year and the summer. Those who left teaching (and are working) are asked about their yearly salary and the combined family (or household) income. Data on income and compensation are important for analyses of average teacher salaries, overall teacher compensation, comparative income between current and former teachers, and teacher job satisfaction. Data on the number of people respondents support and the number of dependents in the household allow for financial burden analyses. Comparative income and financial responsibility data between leavers and stayers or movers provide a broader look at the decisions made by teachers to stay in, change, or quit teachings.

**12. Estimates of Hour Burden**

Table 1. Projected respondent burden for the TFS:2013

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table A1 Details of Information Collection Burden for TFS:2013** | | | | | |
| **Respondent Type** | **Survey** | **Sample Size** | **Number of**  **Respondents** | **Estimated average**  **response time per respondent** | **Total**  **Hours** |
| Stayers and Movers | Current Teacher Questionnaire | 4,675 | 3,974 | 22 minutes | 1,457 |
| Leavers | Former Teacher Questionnaire | 2,325 | 1,976 | 19 minutes | 626 |
| TOTAL | | | | | 2,083 |

The sample members with unknown status are assumed to be allocated to the two types of surveys (current and former teachers) in the same proportion as the sample members with known status. The numbers of respondents are based on an 85 percent unweighted response rate. The estimated response times are based on the average response times to the TFS 05, adjusted by the number of items on the TFS:2013. TFS 05 is used rather than TFS 09 because respondents were not asked in TFS 09 for the amount of time it took them to complete the questionnaire. The math for each of the rows is as follows:

Current teacher: (200 items in TFS:2013/230 items in TFS 05) x 25 min = 22 minutes.

Former teacher: (125 items in TFS:2013/130 items in TFS 05) x 20 min = 19 minutes

Table 2. Projected respondent burden for the PFS:2013

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table A2 Details of Information Collection Burden for PFS:2013** | | | | | |
| **Respondent Type** | **Survey** | **Sample Size** | **Number of**  **Respondents** | **Estimated average**  **response time per respondent** | **Total**  **Hours** |
| Public Schools | Principal Status Form for Public Schools | 7,400 | 6,808 | 5 minutes | 567 |
| Private Schools | School Head /Principal Status Form for Private Schools | 2,400 | 2,160 | 5 minutes | 180 |
| TOTAL | | | | | 747 |

Sample sizes are the estimated number of principals responding to the SASS principal survey. The numbers of respondents are based on the response rates for the PFS 09 and early estimates of school-level participation in the 2011–12 SASS (92% for public schools and 90% for private schools, unweighted). The estimated response times are based on PFS 09 (5 minutes for both public and private schools).

Table 1. Projected respondent burden for the Validation Study

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table A3 Details of Information Collection Burden for Validation Study** | | | | | |
| **Respondent Type** | **Survey** | **Sample Size** | **Number of**  **Respondents** | **Estimated average**  **response time per respondent** | **Total**  **Hours** |
| Public School Principals | Principal Status Form for Public Schools | 503 | 428 | 5 minutes | 36 |
| Private School Head/Principal | School Head/ Principal Status Form for Private Schools | 163 | 123 | 5 minutes | 10 |
| TOTAL | | | | | 46 |

Sample sizes are calculated based on the 800 units proposed for the validation study. Respondent type (public/private) was allocated according to the proportions from SASS principal survey. However, because the validation study design calls for 1/6 of the sample to be validated by Census staff conducting Internet searches for school websites, sample size for burden estimates is reduced by 134, for a total of 666. The numbers of respondents are based on the response rates for PFS 09, early estimates of school-level participation in the 2011–12 SASS, and experience with validation studies (85% for public schools and 75% for private schools, unweighted). The estimated response times are based on the PFS 09 (5 minutes for both public and private schools).

NCES’s standard procedure for estimating cost is to multiply the estimated total survey reporting hours (amount of time it takes to complete the survey) by the average salary of school employees (assumed to be $30.00 per hour). Following these assumptions, the total respondent dollar cost is estimated to be about $62,490 (based on 2,083 total hours of respondent time) for the TFS:2013. It is estimated to be $22,410 for PFS:2013 (based on 747 total hours of respondent time). For the validation study, the total respondent dollar cost is estimated to be about $1,380 (based on 46 total hours of respondent time).

##### 13. Estimates of Cost Burden

Respondents for these surveys will not incur any cost other than the time it takes to respond.

**14. Cost to the Federal Government**

The cost to the federal government for work conducted by the Census Bureau on TFS:2013 is estimated to be $2.3 million and for the PFS:2013 and the Validation Study to be $200,000. These estimates were compiled from individual estimates developed within each Census Bureau division involved in the surveys and are based on the sample sizes, questionnaires length, and data processing requirements. Administrative overhead, forms design, printing, and mailing costs are included. Additionally, TFS:2013 and PFS:2013 are also conducted with the support of Westat, for an estimated $300,000 for each survey. In total, the TFS:2013 is estimate to cost the Federal Government approximately $2.5 million and the PFS:2013 and the Validation Study approximately $600,000. Altogether the cost for these surveys is approximately $3.1 million.

**15. Reason for Change in Burden**

This clearance request shows an apparent increase in the estimated number of respondents and burden hours from the last clearance under this OMB number, because the last approval was for the 2012 Teacher Status Update, while this request is the TFS:2013 and PFS:2013 full scale data collections.

For TFS:2013, the burden reported in section A12 above of 2,083 hours is less than the TFS 05 of 2,657 hours because of the reduction in sample size and survey length. Note that the TFS 05, rather than the TFS 08 burden estimates were used because TFS:2013 surveys and respondents are more similar to those of 2004–05. For PFS:2013, the burden reported in section A12 above of 747 hours is slightly less than the PFS 09 of 768 hours because of the reduction in the anticipated number of respondents. Survey length remains unchanged from the previous administration. This request also includes a validation study with an estimated burden of 47 hours.

# 16. Project Schedule

NCES anticipates that a set of reports similar to those produced on other NCES national surveys will be prepared, including:

A Survey Documentation report summarizing the procedures for sampling, data collection, data control, and data processing; and

A “First Look” report containing tabular summaries of basic data for dissemination to a broad audience.

Early TFS activities through December 2012 (*SASS Teacher Status Update 2012 for TFS:2013*) were approved by OMB in March 2012 (OMB# 1850-0598 v.8). The remaining TFS:2013 activities will be conducted according to the following time schedule:

| **TFS:2013 Activities** | **Dates** |
| --- | --- |
| Teacher initial emails/letters | 1/7/13 |
| Mail paper questionnaires to Amish/Mennonite teachers | 1/7/13 |
| Telephone center staff available to receive incoming respondent calls | 1/7/13–7/5/13 |
| First reminder emails/letters | 1/23/13 |
| Telephone follow-up for non-respondents – Phase 1 (this phase ends 4/17/13 to allow time for the paper questionnaire collection). Respondents will be given the option of completing the survey on-line, by telephone, or on paper. | 2/4/13–4/17/13 |
| Second reminder email (for cases with known email addresses) | 2/13/13 |
| Third reminder email (for cases with known email addresses), second reminder letter | 3/5/13 |
| Fourth reminder email (for cases with known email addresses) | 3/19/13 |
| Fifth reminder email (for cases with known email addresses) | 4/2/13 |
| Paper questionnaire mail-out to all non-respondents | 4/17/13 |
| Telephone and email follow-up - Phase 2. Respondents will be given the option of completing the survey on-line, by telephone, or on paper. | 5/6/13–6/28/13 |
| Failed edit follow-up operation (as needed) | 5/6/13–6/28/13 |
| Second paper questionnaire mail-out to non-respondents followed by reminder email | 5/24/13–5/28/13 |
| Check-in paper questionnaires | 2/28/13–7/5/13 |
| NCES reports results | 6/5/14 |

|  |  |
| --- | --- |
| **PFS:2013 Activities** | **Dates** |
| Initial mailing to schools | 3/4/13 |
| Reminder mailing to schools | 3/18/13 |
| Incoming calls accepted by telephone center staff | 3/4 – 6/14/13 |
| Telephone follow-up with non-responding schools | 4/8 – 4/26/13 |
| Direct principal mailing to home address | 5/6/13 |
| First email to principals who did not report a home address | 5/6/13 |
| First email to principals who did report a home address | 5/14/13 |
| Telephone follow-up with principals | 5/19 – 6/7/13 |
| Second email to principals | 5/28/13 |
| Check-in returned Principal Status Forms | 3/6 – 6/14/13 |
| NCES reports results | 5/14/14 |

|  |  |
| --- | --- |
| **Validation Study Activities** | **Dates** |
| Validation Study mailing to principals | 4/1 – 6/14/13 |
| Validation Study email follow-up to principals | 4/8 – 6/14/13 |
| Validation Study telephone follow-up | 4/15 – 6/21/13 |
| NCES reports results | 5/21/14 |

###### 17. Request Not to Display Expiration Date

NCES is not seeking approval not to display the expiration date of OMB approval.

###### 18. Exceptions to the Certification

There are no exceptions to the topics in Item 19 of Form OMB 83-1.

1. Please note that the terms of clearance included in the July 14, 2011, Notice of Approval for SASS 2011/2012 apply to the next administration of that survey, SASS 2015-2016, and not to the follow-up surveys (TFS:2013 and PFS:2013) being cleared here. The July 2011 terms of clearance will be addressed when NCES begins to work on SASS 2015-2016. However, related to the terms of clearance, a few survey items pertaining to teacher evaluations were recently cognitively tested (OMB# 1850-0803 v.65). Of those, “*In response to moving to a different school or leaving teaching: Because I did not like the way in which the performance of teachers was formally evaluated at last year’s school.*” and “*Did you receive a single overall rating as part of that formal evaluation?*” will not be used, nor will be the answer choice b from: “*To what extent do you agree or disagree with each of the following statements about the formal evaluation of your work as a teacher last school year (2010-11)? (a) My work as a teacher was assessed fairly in the formal evaluation. (b) My strengths and weaknesses as a teacher were effectively identified in the formal evaluation. (c) I received feedback from the formal evaluation that was helpful in the development of my work as a teacher. (d) I was satisfied with the formal evaluation process.*” Survey items “*Were you formally evaluated for your work as a teacher last school year (2010-11)?*” and “*Which of the following best describes the single overall evaluation you received for your work as a teacher last school year (2010-11)?*” are included in the TFS:2013 questionnaire. [↑](#footnote-ref-1)
2. Wiley, S.D., Reynolds, K.A., Cobb A., and Luekens, M.T. (1999). *Secondary Use of Schools and Staffing Data (*NCES working paper 1999-17). National Center for Education Statistics, U.S. Department of Education, Washington, DC. Also Rouk, U., Weiner, L., and Riley, D. (1999). *What Users Say About Schools and Staffing Survey Publications* (NCES working paper 1999-10). National Center for Education Statistics, U.S. Department of Education, Washington, DC. [↑](#footnote-ref-2)
3. Boyd, D., Grossman, P., Lankford, H., Loeb, S., and Wyckoff, J. (2009). *Who Leaves?: Teacher Attrition and Student Achievement* (CALDER working paper 23). The Urban Institute; Ingersoll, R.M., and Smith, T.M. (2003). The Wrong Solution to the Teacher Shortage. In *Keeping Good Teachers,* Special Issue. *Educational Leadership*, *60*(8): 30-33. [↑](#footnote-ref-3)