

NTPS 2015-2016 Analysis of Response Rates and Field Collection Experience

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Table of Contents

| <u>Chapter</u> | | <u>Page</u> |
|------------------------------|---|-------------|
| 1 | Introduction | 1 |
| 2 | School Questionnaire Response Experience in NTPS 2015-16..... | 4 |
| | 2.1 Response Rate | 5 |
| | 2.2 Follow Up | 9 |
| 3 | Principal Questionnaire Response Experience in NTPS 2015-16 | 16 |
| 4 | Teacher Listing Form Response Experience in NTPS 2015-16..... | 18 |
| 5 | Teacher Questionnaire Response Rate in NTPS 2015-16..... | 27 |
| 6 | Teacher Questionnaire Response Experience in NTPS 2015-16..... | 38 |
| 7 | Experimental Study in NTPS 2015-16 | 43 |
| 8 | Summary and Conclusions | 46 |
| <u>Appendixes</u> | | |
| A | School Control Data File Analysis: Details and Assumptions Made | A-1 |
| B | Teacher Control Data File Analysis: Details and Assumptions Made | B-1 |
| C | School Questionnaire Experience: Detailed Tables | C-1 |
| D | Teacher Questionnaire Response Rates: Detailed Tables | D-1 |
| E | Teacher Questionnaire Response Experience: Detailed Tables | E-1 |
| F | Experimental Study Detailed Tables..... | F-1 |
| <u>Tables</u> | | |
| 2-1. | SASS 2011-12 school response and eligibility rates..... | 4 |
| 2-2. | NTPS 2015-16 school response and eligibility rates | 4 |

| <u>Tables (continued)</u> | <u>Page</u> |
|---|--------------------|
| 2-3. NTPS 2015-16 school eligibility and response rates, major domains | 6 |
| 2-4. SASS 2011-12 Linear regression parameter estimates, standard errors, t-statistics, p-values for school completion rates..... | 8 |
| 2-5. NTPS 2015-16 Linear regression parameter estimates, standard errors, t-statistics, p-values for school completion rates..... | 9 |
| 2-6. Number of schools by priority status and by survey coordinator status, NTPS 2015-16 | 11 |
| 2-7. Response follow-up experience with school interview final respondents, among non-priority schools with a survey coordinator, NTPS 2015-16..... | 12 |
| 2-8. Response follow-up experience with school interview final respondents, among non-priority schools without a survey coordinator | 13 |
| 2-9. Response follow-up experience with school interview final respondents, among priority schools | 13 |
| 2-10. Response follow-up experience with school interview final respondents, among priority schools with a survey coordinator..... | 13 |
| 2-11. Response follow-up experience with school interview final respondents, among priority schools without a survey coordinator | 14 |
| 3-1. NTPS 2015-16 principal eligibility and response rates, major domains | 17 |
| 4-1. NTPS 2015-16 TLF eligibility and response rates, major domains..... | 19 |
| 4-2. Response follow-up experience for final TLF respondents among non-priority schools with a survey coordinator, NTPS 2015-16..... | 20 |
| 4-3. Response follow-up experience for final TLF respondents among non-priority schools without a survey coordinator, NTPS 2015-16..... | 20 |

| <u>Tables (continued)</u> | <u>Page</u> |
|--|--------------------|
| 4-4. Response follow-up experience for final TLF respondents among priority schools, NTPS 2015-16 | 21 |
| 4-5. Response follow-up experience for final TLF respondents among priority schools with a survey coordinator, NTPS 2015-16 | 21 |
| 4-6. Response follow-up experience for final TLF respondents among priority schools without a survey coordinator, NTPS 2015-16 | 21 |
| 4-7. Weighted distribution of number of days after initial school mail-out for initially fielding teacher questionnaires for SASS 2011-12 and NTPS 2015-16 | 23 |
| 4-8. Regression coefficients for number of eligible teachers | 25 |
| 4-9. Regression coefficients for teacher eligibility rate..... | 26 |
| 5-1. SASS 2011-12 public school teacher response and eligibility rates | 27 |
| 5-2. NTPS 2015-16 public school teacher response and eligibility rates..... | 27 |
| 5-3. NTPS 2015-16 teacher weighted response rates, with and without alternative TLFs included | 28 |
| 5-4. NTPS 2015-16 teacher eligibility and response rates, major school domains | 30 |
| 5-5. NTPS 2015-16 public school teacher wave and initial mailout date..... | 31 |
| 5-6. NTPS 2015-16 teacher eligibility and response rates for early teacher wave group, major school domains..... | 33 |
| 5-7. NTPS 2015-16 teacher eligibility and response rates for middle teacher wave group, major school domains..... | 34 |
| 5-8. NTPS 2015-16 teacher eligibility and response rates for late teacher wave group, major school domains..... | 35 |

| <u>Tables (continued)</u> | <u>Page</u> |
|--|--------------------|
| 5-9. NTPS 2015-16 teacher eligibility and response rates by nonresponse follow-up experimental group, major school domains | 37 |
| 6-1. Response follow-up experience with teacher interview final respondents | 38 |
| 6-2. Response follow-up experience with teacher interview final respondents in early teacher wave group | 38 |
| 6-3. Response follow-up experience with teacher interview final respondents in middle teacher wave group | 39 |
| 6-4. Response follow-up experience with teacher interview final respondents in late teacher wave group | 39 |
| 6-5. Response follow-up experience with teacher interview final respondents from non-priority schools without a survey coordinator | 40 |
| 6-6. Response follow-up experience with teacher interview final respondents from non-priority schools with a survey coordinator..... | 40 |
| 6-7. Response follow-up experience with teacher interview final respondents from priority schools without a survey coordinator | 40 |
| 6-8. Response follow-up experience with teacher interview final respondents from priority schools with a survey coordinator | 41 |
| 6-9. Response follow-up experience with teacher-interview final respondents by nonresponse experimental group, NTPS 2015-16..... | 42 |
| 7-1. Response rate comparison by experimental group and by questionnaire, NTPS 2015-16..... | 44 |
| A-1. Relevant stages of data collection by type of case | A-4 |
| A-2. Setting the “in” flags for each process..... | A-4 |
| A-3. Rules for assigning follow-up experience flags by type of case | A-6 |

| <u>Tables (continued)</u> | <u>Page</u> |
|--|--------------------|
| B-1. Relevant stages of data collection for teachers..... | B-2 |
| B-2. Setting the “in” flags for each process..... | B-3 |
| B-3. Rules for assigning follow-up experience flag by flag value, all teachers..... | B-4 |
| C-1. Percentage of school respondents that received no/limited follow-up by school domain, among non-priority schools with a survey coordinator..... | C-3 |
| C-2. Percentage of school respondents that received survey coordinator follow-up (telephone reminder) and mailout by school domain, among non-priority schools with a survey coordinator | C-4 |
| C-3. Percentage of school respondents that received telephone and mail follow-up by school domain, among non-priority schools with a survey coordinator | C-5 |
| C-4. Percentage of school respondents that received field follow-up by school domain, among non-priority schools with a survey coordinator | C-6 |
| C-5. Percentage of school respondents that received no/limited follow-up by school domain, among priority schools..... | C-8 |
| C-6. Percentage of school respondents that received phase 1 follow-up by school domain, among priority schools | C-9 |
| C-7. Percentage of school respondents that received further follow-up after phase 1 by school domain, among priority schools | C-10 |
| C-8. Percentage of school respondents that received no/limited follow-up by school domain, among non-priority schools without a survey coordinator..... | C-12 |
| C-9. Percentage of school respondents that received phase 1 follow-up by school domain, among non-priority schools without a survey coordinator | C-13 |

| <u>Tables (continued)</u> | <u>Page</u> |
|--|--------------------|
| C-10. Percentage of school respondents that received further follow-up after phase 1 by school domain, among non-priority schools without a survey coordinator | C-14 |
| D-1. NTPS 2015-16 teacher eligibility and response rates, teacher domains | D-3 |
| D-2. NTPS 2015-16 teacher eligibility and response rates for teacher early wave group, teacher domains | D-5 |
| D-3. NTPS 2015-16 teacher eligibility and response rates for middle teacher wave group, teacher domains | D-7 |
| D-4. NTPS 2015-16 teacher eligibility and response rates for late teacher wave group, teacher domains | D-9 |
| D-5A. NTPS 2015-16 teacher eligibility and response rates by nonresponse follow-up experimental group, major school domains | D-12 |
| D-5B. NTPS 2015-16 teacher eligibility and response rates by nonresponse follow-up experimental group, teacher domains | D-14 |
| E-1A. Percentage of teacher respondents with no/limited follow-up by school domain by teacher wave group, NTPS 2015-16 | E-3 |
| E-1B. Percentage of teacher respondents with no/limited follow-up by teacher domain by teacher wave group, NTPS 2015-16 | E-4 |
| E-2A. Percentage of teacher respondents with telephone/mail follow-up by school domain by teacher wave group, NTPS 2015-16 | E-6 |
| E-2B. Percentage of teacher respondents with telephone/mail follow-up by teacher domain by teacher wave group, NTPS 2015-16 | E-7 |
| E-3A. Percentage of teacher respondents with field follow-up by school domain by teacher wave group, NTPS 2015-16 | E-9 |
| E-3B. Percentage of teacher respondents with telephone/mail follow-up by teacher domain by teacher wave group, NTPS 2015-16 | E-10 |

| <u>Tables (continued)</u> | <u>Page</u> |
|---|--------------------|
| E-4. Percentage of teacher respondents with telephone or mail follow-up by nonresponse follow-up experimental group by school/teacher domain, NTPS 2015-16..... | E-13 |
| F-1. School response rate comparison by experimental group and by school domain, NTPS 2015-16 | F-3 |
| F-2. Principal response rate comparison by experimental group and by school domain, NTPS 2015-16 | F-4 |
| F-3. Teacher listing form response rate comparison by experimental group and by school domain, NTPS 2015-16 | F-5 |
| <u>Figures</u> | |
| 1-1. 2015-16 NTPS production data collection operations..... | 3 |
| 2-1. Follow-up required prior to response with school-interview final respondents by survey coordinator status and by priority status, NTPS 2015-16..... | 14 |
| 4-1. Follow-up required prior to response with TLF final respondents by survey coordinator status and by priority status, NTPS 2015-16..... | 22 |
| 5-1. NTPS 2015-16 public school teacher response rate by teacher wave group..... | 32 |
| 6-1. Follow-up required prior to response with teacher-interview final respondents by teacher wave group, NTPS 2015-16 | 39 |
| 6-2. Follow-up required prior to response with teacher-interview final respondents by survey coordinator status and by priority status, NTPS 2015-16..... | 41 |

The National Teachers and Principals Survey (NTPS) has an active program in adaptive design. Response rates to federal surveys have been dropping almost universally, and the Schools and Staffing Survey (SASS) has not been immune from this long-term secular decline in response rates. The National Center of Education Statistics has been committed to overcoming this decline and ameliorating the effects of this decline (where it can't be overcome) through aggressive, systematic adjustments in its field data collection. This effort includes changes in fielding procedures and experimentation with new methods. For the 2015-16 NTPS, the following changes were made:

- School survey coordinators were recruited within as many schools as possible, given the good experience with this collection approach in SASS 2011-12.
- Schools were defined as priority schools and non-priority schools, based on their relative importance and our understanding of how difficult it would be to recruit them for NTPS 2015-16. Among the factors which lead to a definition of a school as a priority school is that it is in a 'special district' (a district which requires specialized recruitment), it is a school with a large weight (making it important in estimates), and/or it has a low propensity to respond based on its characteristics (e.g., it is a city school, a high poverty school, a high school).

Priority schools received more aggressive data collection efforts in NTPS 2015-16, including a field visit fairly early in the data collection process, bypassing telephone and mail reminder phases. Non-priority schools with no school coordinator recruited also received these more aggressive data collection efforts. Figure 1-1 below presents graphically the 2015-16 NTPS production data collection operations. Results are presented in Sections 2 through 6, with details in Appendices A through E.

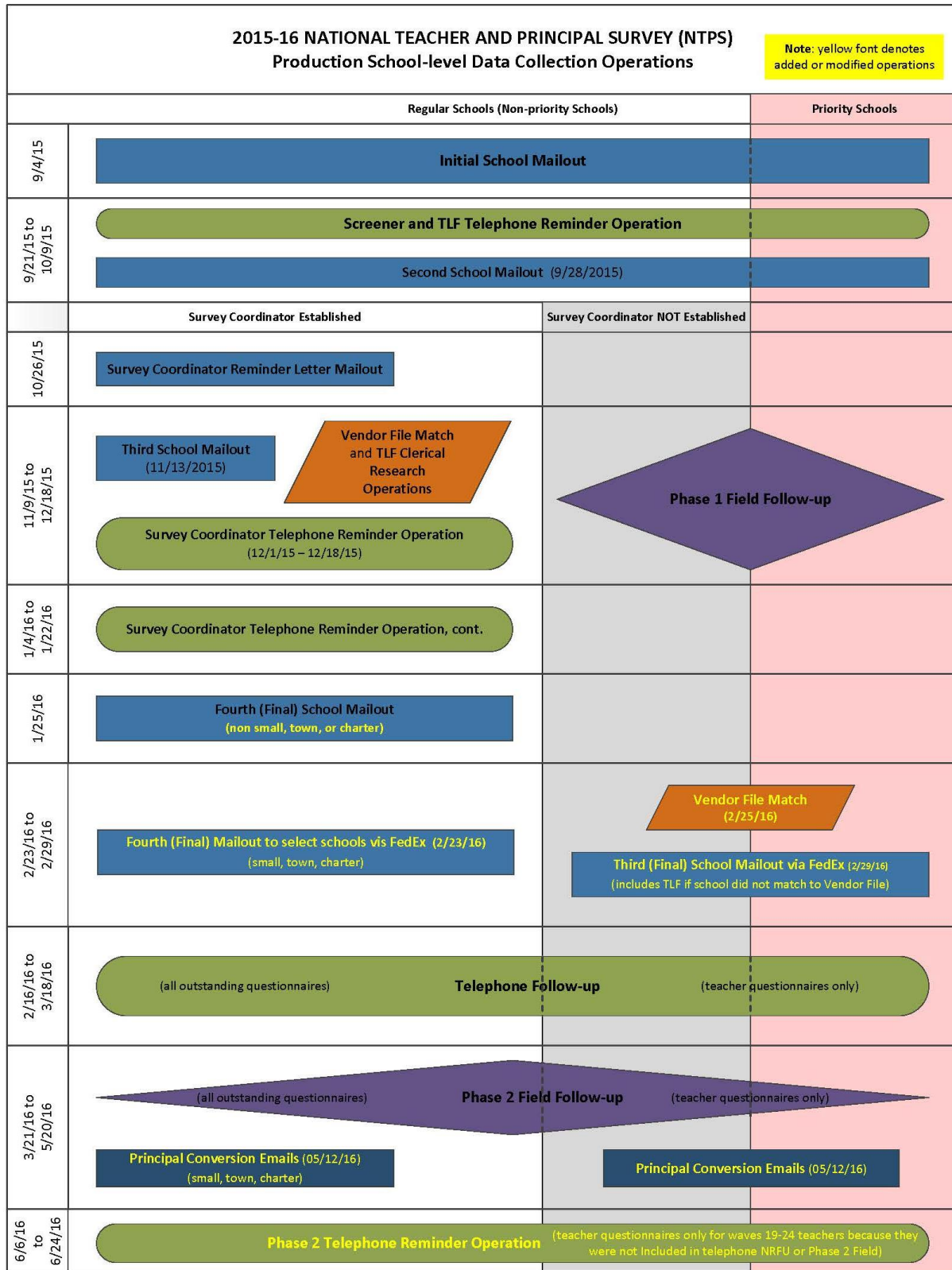
Another change from SASS 2011-12 was the use of alternative methods for collecting Teacher Listing Forms (TLFs). The only purpose of collecting TLFs is to provide a frame for teacher sampling, with the teacher samples being selected for receiving teacher questionnaires. Any delay in receiving TLFs from the schools leads to late teacher samples being drawn for the school, which compresses the time period for teacher data collection. This in turn reduces teacher response rates. Receiving late TLFs may be no better ultimately than receiving none at all if little time is left for follow-up teacher questionnaire data collection. In NTPS 2015-16, two alternative methods were put into place for collecting TLFs from non-cooperative schools: the collection of TLFs from

commercial vendors, and clerical operations utilizing school websites. In the former case, a commercial vendor of teacher lists was utilized to provide teacher lists to NCES from schools that did not return TLFs quickly. This was found to be successful in the Pilot Test in the 2014-15 school year (the lists were found to compare well to TLFs also collected from the school itself, and the whole process was found to be much less expensive than direct TLF collection from the schools). In the latter case, Census personnel went onto publicly accessible school or district websites to collect teacher lists, where those were available online. Results of this experiment are presented in Sections 5 and 6, and Appendices D and E.

A field collection experiment was carried out for teacher questionnaire data collection. In this field experiment teachers who were assigned to telephone nonresponse follow-up (excluding those who sent in their questionnaires before this phase) were randomly assigned to either receive the regular series of reminder telephone calls, or to receive a special series of late afternoon telephone calls. The regular series of telephone calls are done throughout the school day before 2:00 pm, with further later afternoon telephone calls between 2:00 pm and 5:00 pm. This was done on the theory that teachers might be easier to reach at this point in the school day than at other times. Results of this are presented in Section 6, with details in Appendix E.

In SASS 2011-12, an experiment was carried out on doing much of the data collection through the internet. Internet data collection, if successful, can considerably reduce costs, so that even if response rate outcomes and the characteristics of respondents through the internet mode are equivalent to direct data collection, there would be a strong argument for this data collection regime. Unfortunately, the experience in SASS 2011-12 was not positive: while the respondent characteristics were similar regardless of the data collection mode, response rates from the internet data collection branch were significantly lower. Internet data collection was dropped from the main data collection all together, but NCES decided to at least try this branch with some modifications in the data collection as a stand-alone experiment with 1,000 schools (beyond the 8,300 schools in the main 2015-16 NTPS sample). The results of this experiment are provided in Section 7 and Appendix F.

Figure 1-1. 2015-16 NTPS production data collection operations



School Questionnaire Response Experience in NTPS 2015-16

2

We begin with a comparison of SASS 2011-12 and NTPS 2015-16 in the overall school questionnaire response experience, and by domain. Some of this difference is the difference between years (changes in response “environment”), and some will be due to shifts in data collection between the two cycles. Differences in sample design (differing oversampling rates between SASS 2011-12 and NTPS 2015-16) can be eliminated by utilizing weighted response rates.

Table 2-1 below presents unweighted and weighted counts from the SASS 2011-12 school sample. The weighted counts utilize the school base weight (the sum of the weighted counts is an estimate of the total number of schools).

Table 2-1. SASS 2011-12 school response and eligibility rates¹

| SASS 2011-12 School outcomes | Survey count | Survey unweighted percent | Weighted survey count | Survey weighted percent |
|---|---------------------|--------------------------------------|----------------------------------|------------------------------------|
| Completes | 7,481 | 68.01% | 64,960 | 68.11% |
| Nonrespondents | 2,874 | 26.13% | 24,825 | 26.03% |
| Ineligible | 645 | 5.86% | 5,595 | 5.87% |
| Total sample | 11,000 | 100.00% | 95,380 | 100.00% |

Table 2-2 presents the same information from the NTPS 2015-16 school sample.

Table 2-2. NTPS 2015-16 school response and eligibility rates²

| NTPS 2015-16 School outcomes | Survey count | Survey unweighted percent | Weighted survey count | Survey weighted percent |
|---|---------------------|--------------------------------------|----------------------------------|------------------------------------|
| Completes | 5,765 | 69.46% | 66,058 | 69.66% |
| Nonrespondents | 2,262 | 27.25% | 25,036 | 26.40% |
| Ineligible | 273 | 3.29% | 3,738 | 3.94% |
| Total sample | 8,300 | 100.00% | 94,832 | 100.00% |

¹ This is the same as Table E-1A in the report “NTPS 2017-18 Public School Sample Design Including State-Level Estimates,” dated March 3, 2017.

² This is the same as Table E-1B in the report “NTPS 2017-18 Public School Sample Design Including State-Level Estimates,” dated March 3, 2017.

2.1 Response Rate

The percentages of nonrespondents for SASS 2011-12 and NTPS 2015-16 are broadly comparable, though the percentage of ineligible schools has dropped in NTPS 2015-16 as compared to SASS 2011-12. One can say that NTPS 2015-16 school questionnaire response is about the same as SASS 2011-12 school questionnaire response overall.

Eligibility and response rates for NTPS 2015-16 school questionnaires are presented in Table 2-3. Both rates were computed unweighted and weighted. Table 2-3 also includes the standard errors and 95% confidence intervals for the weighted response rates. The school base full sample and replicate weights are used for any statistics for weighted rates. The response rates for domains with a statistically significant difference in response rate are in bold and italic. Rao-Scott Chi-Square tests are conducted to detect any differences. Response rates for school questionnaires differ by special district flag, school span, urbanicity, Census region, poverty level, and school size. Response rates are lower for schools in special districts, city and suburban schools, Northeastern schools, low poverty schools (percentage of students eligible for free or reduced-price lunch less than 34%), and high poverty schools (percentage of students eligible for free or reduced-price lunch equal to or greater than 75%). Response rates are higher for combined schools, Midwestern schools, and those with an enrollment of 100-199 students in NTPS 2015-16.

Table 2-3. NTPS 2015-16 school eligibility and response rates, major domains

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|----------------------|-------------|------------------|--------------------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible schools | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| All | 8,300 | 8,029 | 5,774 ⁺ | 96.7% | 71.9% | 96.1% | 72.6% | 0.5% | 71.6% | 73.6% |
| Special district | 1,449 | 1,421 | 822 | 98.1% | 57.8% | 97.2% | 58.3% | 1.2% | 56.0% | 60.6% |
| Not special district | 6,851 | 6,608 | 4,952 | 96.5% | 74.9% | 95.9% | 75.6% | 0.5% | 74.5% | 76.7% |
| Charter | 1,173 | 1,094 | 783 | 93.3% | 71.6% | 92.5% | 73.1% | 1.4% | 70.3% | 75.9% |
| Non-charter | 7,127 | 6,935 | 4,991 | 97.3% | 72.0% | 96.4% | 72.6% | 0.5% | 71.5% | 73.6% |
| Primary | 3,708 | 3,626 | 2,607 | 97.8% | 71.9% | 97.8% | 72.7% | 0.7% | 71.2% | 74.1% |
| Middle | 1,441 | 1,420 | 1,003 | 98.5% | 70.6% | 98.3% | 72.1% | 1.2% | 69.9% | 74.4% |
| High | 2,054 | 1,981 | 1,377 | 96.4% | 69.5% | 93.8% | 70.6% | 1.3% | 68.0% | 73.1% |
| Combined | 1,097 | 1,002 | 787 | 91.3% | 78.5% | 87.5% | 78.8% | 1.4% | 76.0% | 81.6% |
| City | 2,507 | 2,395 | 1,564 | 95.5% | 65.3% | 94.9% | 65.3% | 1.1% | 63.2% | 67.4% |
| Suburban | 2,585 | 2,520 | 1,715 | 97.5% | 68.1% | 96.7% | 69.3% | 0.9% | 67.5% | 71.1% |
| Town | 1,201 | 1,161 | 930 | 96.7% | 80.1% | 95.7% | 79.5% | 1.4% | 76.8% | 82.1% |
| Rural | 2,007 | 1,953 | 1,565 | 97.3% | 80.1% | 96.9% | 80.7% | 0.9% | 78.8% | 82.5% |
| Northeast | 1,352 | 1,332 | 890 | 98.5% | 66.8% | 98.1% | 67.3% | 1.3% | 64.8% | 69.8% |
| Midwest | 1,924 | 1,849 | 1,434 | 96.1% | 77.6% | 94.8% | 77.9% | 1.0% | 75.9% | 79.9% |
| South | 3,200 | 3,087 | 2,181 | 96.5% | 70.7% | 96.0% | 71.3% | 0.9% | 69.6% | 73.0% |
| West | 1,824 | 1,761 | 1,269 | 96.5% | 72.1% | 96.2% | 72.7% | 1.2% | 70.4% | 75.1% |
| FRPL 0-34% | 2,416 | 2,323 | 1,621 | 96.2% | 69.8% | 95.9% | 69.7% | 1.1% | 67.5% | 71.8% |
| FRPL 35-49% | 1,395 | 1,357 | 1,023 | 97.3% | 75.4% | 96.7% | 75.8% | 1.2% | 73.4% | 78.2% |
| FRPL 50-75% | 2,331 | 2,270 | 1,703 | 97.4% | 75.0% | 95.9% | 76.1% | 1.0% | 74.1% | 78.1% |
| FRPL 75-100% | 2,158 | 2,079 | 1,427 | 96.3% | 68.6% | 96.2% | 70.0% | 1.2% | 67.7% | 72.4% |
| Enrollment 0-99 | 404 | 342 | 262 | 84.7% | 76.6% | 80.5% | 73.6% | 3.0% | 67.6% | 79.6% |
| Enrollment 100-199 | 551 | 512 | 428 | 92.9% | 83.6% | 94.7% | 84.0% | 1.8% | 80.4% | 87.5% |
| Enrollment 200-499 | 2,820 | 2,733 | 2,027 | 96.9% | 74.2% | 97.5% | 74.2% | 0.9% | 72.3% | 76.0% |
| Enrollment 500-749 | 2,151 | 2,098 | 1,519 | 97.5% | 72.4% | 97.9% | 71.9% | 1.0% | 69.9% | 73.9% |
| Enrollment 750-999 | 1,035 | 1,022 | 692 | 98.7% | 67.7% | 98.9% | 67.8% | 1.5% | 64.7% | 70.8% |
| Enrollment 1,000+ | 1,339 | 1,322 | 846 | 98.7% | 64.0% | 99.0% | 64.3% | 1.3% | 61.6% | 67.0% |
| Regular | 7,641 | 7,485 | 5,392 | 98.0% | 72.0% | 97.9% | 73.0% | 0.5% | 72.0% | 73.9% |
| Special education | 158 | 125 | 89 | 79.1% | 71.2% | 74.8% | 72.2% | 5.4% | 61.5% | 82.9% |
| Vocational | 111 | 99 | 74 | 89.2% | 74.7% | 92.1% | 74.7% | 5.9% | 63.1% | 86.4% |
| Alternative | 390 | 320 | 219 | 82.1% | 68.4% | 78.8% | 66.3% | 3.5% | 59.4% | 73.2% |

* The numbers of eligible cases and completed cases are different from the numbers presented in Table 2-2. The discrepancy is caused by the discrepancy between the status on the school control data file and the ISR on the final school DOC file.

Our approach was to use as our base analysis a fit of a weighted linear regression model on the completion status variable (1 if complete, 0 if nonrespondent or ineligible) as a dependent variable, with class predictor variables by urbanicity, school size, school span, and poverty status. We chose a linear regression model rather than a logistic regression model as we wanted the predicted propensity estimates values to have the same mean within each domain as the completion status variable. This only occurs with linear regression; logistic regression has a nonlinear ‘link’ function, and the completion propensities derived from the nonlinear model will not be fully consistent with the actual completion rates.³ Table 2-4 presents the results from this weighted linear regression model on the SASS 2011-12 school sample. The weights are the school base weights, and the standard errors are based on the replicate base weights from SASS 2011-12 (PROC SURVEYREG on SAS was utilized to do this fit). For all domain sets, the parameter estimates are in terms of the “last” level (rural for urbanicity, high poverty for poverty, greater than 1,000 enrollment for school size). The F-statistics for testing the null hypothesis of no effect for the domain set as a predictor of completion rates are highly significant for all domain sets. Table 2-5 presents the same model fitted to the NTPS 2015-16 school sample (with its weights and replicate weights).

The NTPS 2015-16 differences in Table 2-5 are less than the SASS 2011-12 differences in Table 2-4, ***indicating a success in the adaptive design for NTPS 2015-16***, which had as its objective the reduction of differences in response rates across these important school domains. The response gaps between city and suburban schools on one side, and town and rural schools on the other side, were smaller in NTPS 2015-16 compared to SASS 2011-12. The response gap between high poverty (percent students eligible for free or reduced-price lunch greater than 75%) and other schools was smaller in NTPS 2015-16 compared to SASS 2011-12. The gap between combined schools and other schools was smaller as well. The current paradigm for reducing response bias stresses the reduction of differences between response propensities as much as increasing the overall response rate⁴, and on this score NTPS 2015-16 was a great success.

³ One drawback to a linear regression model is that the predicted propensity values can be less than 0 or greater than 1. A logistic regression model avoids this. But this did not occur in this model fit.

⁴ See for example Schouten, B., Cobben, F., and Bethlehem, J. (2009), Indicators for the Representativeness of Survey Response,” *Survey Methodology* 35, 101-113.

Table 2-4. SASS 2011-12 Linear regression parameter estimates, standard errors, t-statistics, p-values for school completion rates⁵

| Domain | Parameter estimate (percentage completion) | Standard error of estimate | T-statistic | P-value |
|---------------------------|---|-------------------------------|-------------|---------|
| Primary | 11.40% | 3.13% | 3.64 | 0.0005 |
| Middle | 12.64% | 3.49% | 3.63 | 0.0005 |
| High | 7.13% | 3.13% | 2.27 | 0.0254 |
| Combined | 0.00% | 0.00% | . | . |
| City | -24.58% | 1.84% | -13.34 | <.0001 |
| Suburban | -15.05% | 1.67% | -8.99 | <.0001 |
| Town | -2.32% | 2.49% | -0.93 | 0.3551 |
| Rural | 0.00% | 0.00% | . | . |
| Percent FRPL* < 35% | 5.63% | 2.13% | 2.64 | 0.0098 |
| 35% <= Percent FRPL < 50% | 5.08% | 2.06% | 2.46 | 0.0158 |
| 50% <= Percent FRPL < 75% | 5.77% | 1.62% | 3.56 | 0.0006 |
| 75% <= Percent FRPL | 0.00% | 0.00% | . | . |
| Enrollment < 100 | -11.18% | 2.94% | -3.80 | 0.0003 |
| 100 <= Enrollment < 200 | -5.51% | 3.41% | -1.61 | 0.1101 |
| 200 <= Enrollment < 500 | 2.23% | 1.85% | 1.21 | 0.2313 |
| 500 <= Enrollment < 750 | 0.26% | 2.79% | 0.09 | 0.9254 |
| 750 <= Enrollment < 1000 | -1.00% | 2.59% | -0.39 | 0.6991 |
| 1000 <= Enrollment | 0.00% | 0.00% | . | . |

* Percent of students eligible for free or reduced-price lunch.

⁵ Note that this is identical to Table E-2A in our “NTPS 2017-18 Public School Sample Design Including State-Level Estimates” report dated March 3, 2017.

Table 2-5. NTPS 2015-16 Linear regression parameter estimates, standard errors, t-statistics, p-values for school completion rates⁶

| Domain | Parameter estimate (percentage completion) | Standard error of estimate | T-statistic | P-value |
|---------------------------|--|----------------------------|-------------|---------|
| Primary | 3.63% | 1.86% | 1.95 | 0.0528 |
| Middle | 3.59% | 2.13% | 1.68 | 0.0936 |
| High | -0.25% | 2.21% | -0.11 | 0.9112 |
| Combined | 0.00% | 0.00% | . | . |
| City | -16.09% | 1.70% | -9.47 | <.0001 |
| Suburban | -10.83% | 1.65% | -6.57 | <.0001 |
| Town | -2.13% | 1.88% | -1.13 | 0.258 |
| Rural | 0.00% | 0.00% | . | . |
| Percent FRPL* < 35% | -2.40% | 1.84% | -1.3 | 0.1936 |
| 35% <= Percent FRPL < 50% | 1.95% | 1.90% | 1.03 | 0.3063 |
| 50% <= Percent FRPL < 75% | 2.03% | 1.71% | 1.19 | 0.2373 |
| 75% <= Percent FRPL | 0.00% | 0.00% | . | . |
| Enrollment < 100 | -9.06% | 3.71% | -2.44 | 0.0154 |
| 100 <= Enrollment < 200 | 8.80% | 2.47% | 3.56 | 0.0005 |
| 200 <= Enrollment < 500 | 3.08% | 1.96% | 1.57 | 0.1175 |
| 500 <= Enrollment < 750 | 2.97% | 1.90% | 1.56 | 0.1196 |
| 750 <= Enrollment < 1000 | 0.66% | 2.24% | 0.3 | 0.7667 |
| 1000 <= Enrollment | 0.00% | 0.00% | . | . |

* Percent of students eligible for free or reduced-price lunch.

2.2 Follow Up

Among the schools that responded to the school questionnaire, the degree of follow-up necessary to achieve a positive response outcome (i.e., a completed interview) is studied. In NTPS 2015-16, schools received different follow-up depending on whether the school had a survey coordinator or not, and whether the school is a priority school.

Table 2-6 presents the number of sampled schools by priority status and by survey coordinator status. The priority status was determined based on the response rates for SASS 2011-12. School domains with lower response rates got priority in terms of follow-up effort in order to boost the response rates of the low-responding domains for this cycle. Most of the schools in special districts are priority schools while almost all non-special district schools are non-priority ones. City schools, high poverty schools, large schools, and alternative schools have higher percentages of priority schools than other types of schools. The survey coordinator status also varies by school domain. The domains with higher percentages of priority schools coincide with the domains with lower

⁶ Note that this is identical to Table E-2Bd in our “NTPS 2017-18 Public School Sample Design Including State-Level Estimates” report dated March 3, 2017.

percentages of schools with a survey coordinator (a survey coordinator was recruited at each school: those schools without a coordinator were self-selected as such). This can be evidence that these domains are still less cooperative than others. These domains are shaded in the table.

Among the final school-interview respondents that are non-priority schools with a survey coordinator, we break out weighted percentages to the following four categories (every final school interview falls into one of these follow-up-level categories):

- School interview completed before third school mailout (no or limited follow-up);
- School interview completed before telephone follow-up (survey coordinator telephone reminder and third or fourth mailout);
- School interview completed before Phase 2 field follow-up (follow-up including all telephone and mailout phases, no field); or
- School interview completed after Phase 2 field follow-up (follow-up including field follow-up).

Table 2-6. Number of schools by priority status and by survey coordinator status, NTPS 2015-16

| Domain | Sampled schools | Non-priority schools | Priority schools | Percent priority schools | Schools without a survey coordinator | Schools with a survey coordinator | Percent schools with a survey coordinator |
|----------------------|-----------------|----------------------|------------------|--------------------------|--------------------------------------|-----------------------------------|---|
| Special district | 1,449 | 267 | 1,182 | 81.6% | 927 | 522 | 36.0% |
| Not special district | 6,851 | 6,809 | 42 | 0.6% | 3,398 | 3,453 | 50.4% |
| Charter | 1,173 | 1,010 | 163 | 13.9% | 641 | 532 | 45.4% |
| Non-charter | 7,127 | 6,066 | 1,061 | 14.9% | 3,684 | 3,443 | 48.3% |
| Primary | 3,708 | 3,112 | 596 | 16.1% | 1,862 | 1,846 | 49.8% |
| Middle | 1,441 | 1,230 | 211 | 14.6% | 754 | 687 | 47.7% |
| High | 2,054 | 1,753 | 301 | 14.7% | 1,143 | 911 | 44.4% |
| Combined | 1,097 | 981 | 116 | 10.6% | 566 | 531 | 48.4% |
| City | 2,507 | 1,725 | 782 | 31.2% | 1,526 | 981 | 39.1% |
| Suburban | 2,585 | 2,196 | 389 | 15.0% | 1,358 | 1,227 | 47.5% |
| Town | 1,201 | 1,174 | 27 | 2.2% | 560 | 641 | 53.4% |
| Rural | 2,007 | 1,981 | 26 | 1.3% | 881 | 1,126 | 56.1% |
| Northeast | 1,352 | 1,131 | 221 | 16.3% | 733 | 619 | 45.8% |
| Midwest | 1,924 | 1,803 | 121 | 6.3% | 880 | 1,044 | 54.3% |
| South | 3,200 | 2,642 | 558 | 17.4% | 1,729 | 1,471 | 46.0% |
| West | 1,824 | 1,500 | 324 | 17.8% | 983 | 841 | 46.1% |
| FRPL 0-34% | 2,416 | 2,188 | 228 | 9.4% | 1,186 | 1,230 | 50.9% |
| FRPL 35-49% | 1,395 | 1,251 | 144 | 10.3% | 664 | 731 | 52.4% |
| FRPL 50-75% | 2,331 | 2,058 | 273 | 11.7% | 1,164 | 1,167 | 50.1% |
| FRPL 75-100% | 2,158 | 1,579 | 579 | 26.8% | 1,311 | 847 | 39.2% |
| Enrollment 0-99 | 404 | 339 | 65 | 16.1% | 217 | 187 | 46.3% |
| Enrollment 100-199 | 551 | 502 | 49 | 8.9% | 268 | 283 | 51.4% |
| Enrollment 200-499 | 2,820 | 2,463 | 357 | 12.7% | 1,418 | 1,402 | 49.7% |
| Enrollment 500-749 | 2,151 | 1,830 | 321 | 14.9% | 1,092 | 1,059 | 49.2% |
| Enrollment 750-999 | 1,035 | 851 | 184 | 17.8% | 573 | 462 | 44.6% |
| Enrollment 1000+ | 1,339 | 1,091 | 248 | 18.5% | 757 | 582 | 43.5% |
| Regular | 7,641 | 6,543 | 1,098 | 14.4% | 3,914 | 3,727 | 48.8% |
| Special education | 158 | 133 | 25 | 15.8% | 91 | 67 | 42.4% |
| Vocational | 111 | 97 | 14 | 12.6% | 57 | 54 | 48.6% |
| Alternative | 390 | 303 | 87 | 22.3% | 263 | 127 | 32.6% |

These categories are ordered by the level of follow-up that was required for responding school-interviews. Appendix A provides details regarding the assumption and analyses based on the available paradata that led to defining each responding school questionnaire to one of these four categories. Table 2-7 presents the distribution of four response follow-up categories among the non-priority schools with a survey coordinator that completed the school-interview. Table 2-7 shows that almost three fourths of the responding schools participated in the survey with no or limited follow-up and almost 90% of the responding schools responded before any telephone or field follow-up phases. The table also suggests that up to about 7% of the school respondents would have been lost without field follow-up. It should be noted that since some of them might have eventually responded without field follow-up, the potential lost could have been smaller than 7%.

Table 2-7. Response follow-up experience with school interview final respondents, among non-priority schools with a survey coordinator, NTPS 2015-16

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|---|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 2,202 | 70.42% | 34,421 | 71.39% | 0.88% |
| Survey coordinator telephone reminder & mailout | 552 | 17.65% | 8,424 | 17.47% | 0.75% |
| Telephone and mail follow-up, no field | 164 | 5.24% | 2,328 | 4.83% | 0.42% |
| Field follow-up | 209 | 6.68% | 3,041 | 6.31% | 0.47% |
| Total respondents | 3,127 | 100.00% | 48,213 | 100.00% | |

For the final school-interview respondents that are priority schools or non-priority schools without a survey coordinator, we break out weighted percentages to the following three categories.

- School interview completed before Phase 1 field follow-up (no or limited follow-up);
- School interview completed after Phase 1 field follow-up (follow-up with Phase 1 field follow-up); and
- School interview completed after further follow-up after Phase 1 field follow-up (follow-up including all phases);

Tables 2-8 and 2-9 show the response follow-up experience for non-priority schools without a survey coordinator and for priority schools, respectively. Due to low response rate from these schools in the past cycle, these schools received field follow-up more promptly than the non-priority school with a survey coordinator.

Table 2-8. Response follow-up experience with school interview final respondents, among non-priority schools without a survey coordinator

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|---------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 561 | 28.80% | 9,067 | 30.23% | 1.18% |
| Phase 1 field follow-up | 1,139 | 58.47% | 17,180 | 57.27% | 1.23% |
| Further follow-up after phase 1 | 248 | 12.73% | 3,750 | 12.50% | 0.89% |
| Total respondents | 1,948 | 100.00% | 29,997 | 100.00% | |

Table 2-9. Response follow-up experience with school interview final respondents, among priority schools

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|---------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 315 | 45.06% | 5,315 | 43.59% | 1.89% |
| Phase 1 field follow-up | 299 | 42.78% | 5,437 | 44.59% | 1.86% |
| Further follow-up after phase 1 | 85 | 12.16% | 1,442 | 11.83% | 1.32% |
| Total respondents | 699 | 100.00% | 12,195 | 100.00% | |

Almost 90% of non-priority schools without a survey coordinator completed the survey without further follow-up after phase 1 field follow-up, and only about 30% of non-priority schools without a survey coordinator completed the survey before any field follow-up.

Similar to non-priority schools without a survey coordinator almost 90% of priority schools completed the survey without further follow-up after phase 1 field follow-up. However, about 45% of responding priority schools completed the survey before any field follow-up.

As mentioned earlier, some priority schools had a survey coordinator and the others did not. Although the data collection procedure was the same for priority schools in NTPS 2015-16 regardless of whether a survey coordinator is recruited or not, we looked at the follow-up experience of priority schools by survey coordinator status in Tables 2-10 and 2-11. This was done in an effort not only to see the relationship between having a survey coordinator and degree of follow-up necessary to achieve a positive response outcome among priority schools, but also to control a possible confounding effect of having a survey coordinator when priority schools are compared to non-priority schools.

Table 2-10. Response follow-up experience with school interview final respondents, among priority schools with a survey coordinator

| Response follow-up category | Unweighted | Unweighted | Weighted | Weighted | Standard |
|-----------------------------|------------|------------|----------|----------|----------|
|-----------------------------|------------|------------|----------|----------|----------|

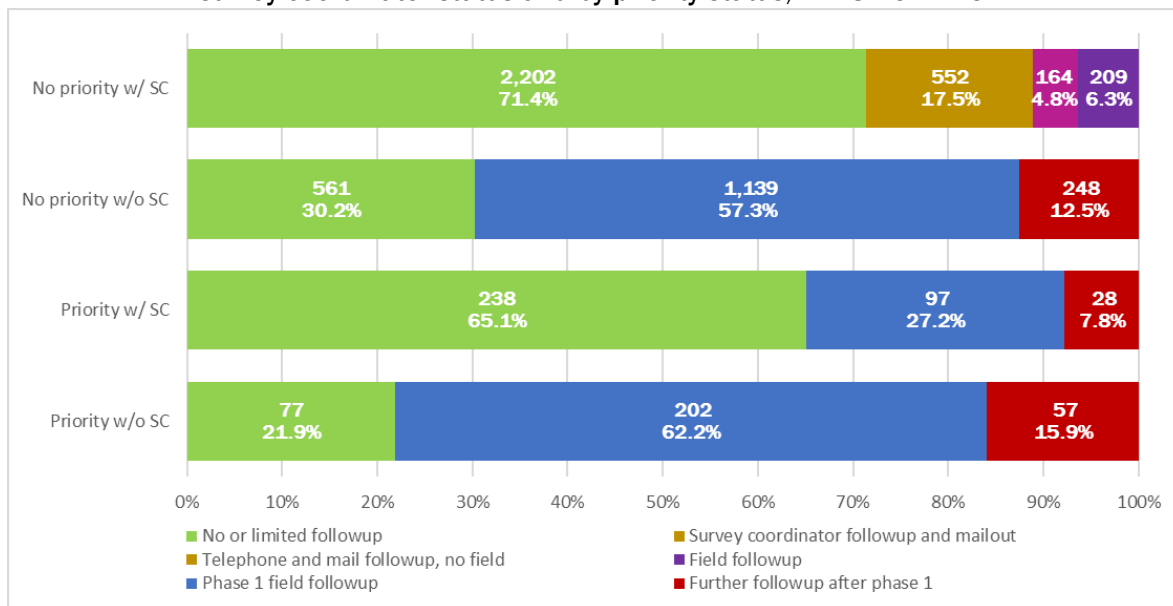
| | respondent count | respondent percent | respondent count | respondent percent | error |
|---------------------------------|------------------|--------------------|------------------|--------------------|-------|
| No or limited follow-up | 238 | 65.56% | 3,985 | 65.08% | 2.54% |
| Phase 1 field follow-up | 97 | 26.72% | 1,663 | 27.16% | 2.40% |
| Further follow-up after phase 1 | 28 | 7.71% | 475 | 7.76% | 1.32% |
| Total respondents | 363 | 100.00% | 6,123 | 100.00% | |

Table 2-11. Response follow-up experience with school interview final respondents, among priority schools without a survey coordinator

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|---------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 77 | 22.92% | 153 | 21.91% | 2.31% |
| Phase 1 field follow-up | 202 | 60.12% | 240 | 62.16% | 2.79% |
| Further follow-up after phase 1 | 57 | 16.96% | 142 | 15.93% | 2.15% |
| Total respondents | 336 | 100.00% | 535 | 100.00% | |

Figure 2-1 presents the unweighted number of school respondents and weighted percentage for follow-up experience summarizing Tables 2-7, 2-8, 2-10, and 2-11.

Figure 2-1. Follow-up required prior to response with school-interview final respondents by survey coordinator status and by priority status, NTPS 2015-16



Among responding priority schools, schools with a survey coordinator are more likely to respond with lower degree follow-up effort than schools without one, which is consistent with our findings from SASS 2011-2012. About 66% of responding priority schools with a survey coordinator sent their completed questionnaire before Phase 1 field follow-up (consistent timing with the third

mailout) and this is not too far from the figure for non-priority schools with a survey coordinator (71%, see Table 2-7). Even for schools that have very low response propensities historically, schools with a survey coordinator require a lot less follow-up effort before they respond. Although it is not possible to find whether this is because survey coordinators play a role in schools responding more promptly or schools' willingness and ability to find a survey coordinator shows their willingness to participate, the survey coordinator status is a good indicator for the school's cooperation again in NTPS 2015-16.

As expected, non-priority schools with a survey coordinator were more likely to respond without much follow-up effort than were priority schools or non-priority schools without a survey coordinator. Regardless of priority status, schools had different follow-up experience depending on whether the school had a survey coordinator.

Appendix C provides further detailed tables.

Principal Questionnaire Response Experience in NTPS 2015-16

3

Table 3-1 presents eligibility and response rates for NTPS 2015-16 principal questionnaires. The statistics are the same as those in Table 2-3. The principal base full sample and replicate weights are used for any statistics for weighted rates. The response rates for domains with a statistically significant difference in response rate are in bold and italic. Rao-Scott Chi-Square tests are conducted to detect any differences. Similar to the results for school questionnaires, response rates for principal questionnaires differ by special district flag, school span, urbanicity, Census region, poverty level, and school size. Response rates are lower for principals in special districts, city and suburban schools, Northeastern schools, low poverty schools (percentage of students eligible for free or reduced-price lunch less than 34%), and high poverty schools (percentage of students eligible for free or reduced-price lunch equal to or greater than 75%). Response rates are higher for combined schools, Midwestern schools, and those with an enrollment of 100-199 students in NTPS 2015-16.

Table 3-1. NTPS 2015-16 principal eligibility and response rates, major domains

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|----------------------|-------------|------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible schools | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| All | 8,300 | 8,025 | 5,757 | 96.7% | 71.7% | 96.0% | 72.3% | 0.5% | 71.3% | 73.3% |
| Special district | 1,449 | 1,420 | 814 | 98.0% | 57.3% | 97.0% | 57.8% | 1.2% | 55.5% | 60.0% |
| Not special district | 6,851 | 6,605 | 4,943 | 96.4% | 74.8% | 95.8% | 75.3% | 0.6% | 74.2% | 76.4% |
| Charter | 1,173 | 1,093 | 775 | 93.2% | 70.9% | 92.5% | 72.6% | 1.4% | 69.8% | 75.3% |
| Non-charter | 7,127 | 6,932 | 4,982 | 97.3% | 71.9% | 96.3% | 72.3% | 0.5% | 71.2% | 73.4% |
| Primary | 3,708 | 3,622 | 2,575 | 97.7% | 71.1% | 97.7% | 71.9% | 0.7% | 70.4% | 73.4% |
| Middle | 1,441 | 1,420 | 1,004 | 98.5% | 70.7% | 98.3% | 72.2% | 1.2% | 69.8% | 74.6% |
| High | 2,054 | 1,981 | 1,396 | 96.4% | 70.5% | 93.8% | 71.3% | 1.3% | 68.8% | 73.9% |
| Combined | 1,097 | 1,002 | 782 | 91.3% | 78.0% | 87.5% | 78.2% | 1.4% | 75.5% | 81.0% |
| City | 2,507 | 2,394 | 1,544 | 95.5% | 64.5% | 94.8% | 64.5% | 1.1% | 62.4% | 66.6% |
| Suburban | 2,585 | 2,519 | 1,707 | 97.4% | 67.8% | 96.6% | 68.6% | 0.9% | 66.7% | 70.4% |
| Town | 1,201 | 1,159 | 940 | 96.5% | 81.1% | 95.5% | 81.2% | 1.3% | 78.7% | 83.7% |
| Rural | 2,007 | 1,953 | 1,566 | 97.3% | 80.2% | 96.9% | 80.4% | 0.9% | 78.6% | 82.2% |
| Northeast | 1,352 | 1,331 | 878 | 98.4% | 66.0% | 98.0% | 66.4% | 1.3% | 63.9% | 68.9% |
| Midwest | 1,924 | 1,849 | 1,435 | 96.1% | 77.6% | 94.8% | 77.7% | 1.0% | 75.7% | 79.6% |
| South | 3,200 | 3,087 | 2,185 | 96.5% | 70.8% | 96.0% | 71.5% | 0.9% | 69.8% | 73.2% |
| West | 1,824 | 1,758 | 1,259 | 96.4% | 71.6% | 96.0% | 72.0% | 1.2% | 69.7% | 74.2% |
| FRPL 0-34% | 2,416 | 2,321 | 1,624 | 96.1% | 70.0% | 95.8% | 69.8% | 1.1% | 67.8% | 71.9% |
| FRPL 35-49% | 1,395 | 1,357 | 1,024 | 97.3% | 75.5% | 96.7% | 75.7% | 1.2% | 73.3% | 78.1% |
| FRPL 50-75% | 2,331 | 2,270 | 1,699 | 97.4% | 74.8% | 95.8% | 75.6% | 1.0% | 73.7% | 77.6% |
| FRPL 75-100% | 2,158 | 2,077 | 1,410 | 96.2% | 67.9% | 96.1% | 69.3% | 1.2% | 67.0% | 71.5% |
| Enrollment 0-99 | 404 | 343 | 258 | 84.9% | 75.2% | 80.6% | 73.1% | 2.8% | 67.6% | 78.6% |
| Enrollment 100-199 | 551 | 512 | 427 | 92.9% | 83.4% | 94.7% | 83.8% | 1.8% | 80.3% | 87.4% |
| Enrollment 200-499 | 2,820 | 2,731 | 2,013 | 96.8% | 73.7% | 97.4% | 73.6% | 1.0% | 71.7% | 75.5% |
| Enrollment 500-749 | 2,151 | 2,096 | 1,501 | 97.4% | 71.6% | 97.8% | 71.1% | 1.0% | 69.1% | 73.2% |
| Enrollment 750-999 | 1,035 | 1,022 | 695 | 98.7% | 68.0% | 98.9% | 68.0% | 1.5% | 65.0% | 70.9% |
| Enrollment 1000+ | 1,339 | 1,321 | 863 | 98.7% | 65.3% | 99.0% | 65.5% | 1.4% | 62.8% | 68.2% |
| Regular | 7,641 | 7,480 | 5,372 | 97.9% | 71.8% | 97.8% | 72.5% | 0.5% | 71.5% | 73.5% |
| Special education | 158 | 125 | 89 | 79.1% | 71.2% | 74.8% | 71.0% | 5.6% | 60.0% | 82.0% |
| Vocational | 111 | 99 | 76 | 89.2% | 76.8% | 92.1% | 76.2% | 5.9% | 64.5% | 87.9% |
| Alternative | 390 | 321 | 220 | 82.3% | 68.5% | 78.8% | 68.2% | 3.3% | 61.7% | 74.7% |

Teacher Listing Form Response Experience in NTPS 2015-16

4

Table 4-1 presents eligibility and response rates for NTPS 2015-16 teacher listing forms (TLFs). The statistics are the same as those in Tables 2-3 and 3-1. Any school with a completed TLF was considered a respondent regardless of the data collection method: completed by the school, through a vendor list, or through clerical research. The school base full sample and replicate weights are used for any statistics for weighted rates. The response rates for domains with a statistically significant difference in response rate are in bold and italic. Rao-Scott Chi-Square tests are conducted to detect any differences. Similar to the results for school and principal questionnaires, response rates for TLFs differ by special district flag, urbanicity, Census region, poverty level, and school size. Unlike those questionnaires, TLF response rates also differ by charter and type of school, and do not differ by school span. Response rates are lower for TLFs in special districts, charter schools, city and suburban schools, and low poverty schools (percentage of students eligible for free or reduced-price lunch less than 34%). Response rates for TLFs from alternative schools were lower than for regular schools. Response rates are higher for Midwestern schools and those with an enrollment of 100-199 students in NTPS 2015-16.

Note that the overall TLF response rate of 83.6% is statistically significantly higher than the corresponding SASS 2011-12 response rate of 82.2%. This reflects the benefits of allowing the alternative methods of collecting TLFs used in NTPS 2015-16, as mentioned above.

Among the schools that completed a TLF, we break out weighted percentages to the following four categories (every completed TLF falls into one of these follow-up-level categories):

- TLF sent in by school before phase 1 field follow-up or third school mailout (no or limited follow-up);
- TLF sent in by school before vendor file matching or clerical research (during phase 1 field or third school mailout);
- TLF obtained through vendor file matching or clerical research (vendor/clerical follow-up) and no TLF from school; or
- TLF sent in by school after vendor/clerical processes failed (follow-up after vendor/clerical failed).

Table 4-1. NTPS 2015-16 TLF eligibility and response rates, major domains

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|----------------------|-------------|------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible schools | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| All | 8,300 | 8,025 | 6,659 | 96.7% | 83.0% | 96.0% | 83.6% | 0.4% | 82.7% | 84.4% |
| Special district | 1,449 | 1,421 | 998 | 98.1% | 70.2% | 97.2% | 69.9% | 1.1% | 67.7% | 72.1% |
| Not special district | 6,851 | 6,604 | 5,661 | 96.4% | 85.7% | 95.8% | 86.4% | 0.5% | 85.5% | 87.3% |
| Charter | 1,173 | 1,093 | 832 | 93.2% | 76.1% | 92.4% | 77.3% | 1.4% | 74.6% | 80.0% |
| Non-charter | 7,127 | 6,932 | 5,827 | 97.3% | 84.1% | 96.3% | 84.0% | 0.5% | 83.1% | 84.9% |
| Primary | 3,708 | 3,624 | 3,001 | 97.7% | 82.8% | 97.7% | 83.7% | 0.6% | 82.5% | 85.0% |
| Middle | 1,441 | 1,420 | 1,179 | 98.5% | 83.0% | 98.3% | 84.0% | 1.1% | 81.9% | 86.1% |
| High | 2,054 | 1,979 | 1,644 | 96.3% | 83.1% | 93.6% | 82.9% | 1.2% | 80.6% | 85.2% |
| Combined | 1,097 | 1,002 | 835 | 91.3% | 83.3% | 87.8% | 83.4% | 1.4% | 80.6% | 86.1% |
| City | 2,507 | 2,393 | 1,895 | 95.5% | 79.2% | 94.9% | 79.4% | 0.9% | 77.7% | 81.1% |
| Suburban | 2,585 | 2,517 | 2,003 | 97.4% | 79.6% | 96.5% | 80.4% | 0.7% | 79.0% | 81.9% |
| Town | 1,201 | 1,161 | 1,038 | 96.7% | 89.4% | 95.7% | 88.9% | 1.0% | 86.9% | 90.8% |
| Rural | 2,007 | 1,954 | 1,723 | 97.4% | 88.2% | 97.0% | 88.9% | 0.8% | 87.4% | 90.4% |
| Northeast | 1,352 | 1,332 | 1,064 | 98.5% | 79.9% | 98.1% | 80.0% | 1.1% | 77.8% | 82.2% |
| Midwest | 1,924 | 1,850 | 1,601 | 96.2% | 86.5% | 94.9% | 86.9% | 0.8% | 85.3% | 88.6% |
| South | 3,200 | 3,085 | 2,555 | 96.4% | 82.8% | 95.9% | 83.3% | 0.7% | 82.0% | 84.7% |
| West | 1,824 | 1,758 | 1,439 | 96.4% | 81.9% | 96.1% | 82.9% | 0.9% | 81.2% | 84.6% |
| FRPL 0-34% | 2,416 | 2,318 | 1,851 | 95.9% | 79.9% | 95.6% | 79.5% | 0.9% | 77.7% | 81.3% |
| FRPL 35-49% | 1,395 | 1,358 | 1,159 | 97.3% | 85.3% | 96.8% | 85.8% | 1.1% | 83.6% | 87.9% |
| FRPL 50-75% | 2,331 | 2,270 | 1,956 | 97.4% | 86.2% | 95.9% | 86.8% | 0.8% | 85.2% | 88.3% |
| FRPL 75-100% | 2,158 | 2,079 | 1,693 | 96.3% | 81.4% | 96.3% | 83.1% | 0.9% | 81.4% | 84.9% |
| Enrollment 0-99 | 404 | 342 | 278 | 84.7% | 81.3% | 80.5% | 79.0% | 2.8% | 73.6% | 84.5% |
| Enrollment 100-199 | 551 | 512 | 446 | 92.9% | 87.1% | 94.7% | 88.3% | 1.5% | 85.4% | 91.3% |
| Enrollment 200-499 | 2,820 | 2,731 | 2,305 | 96.8% | 84.4% | 97.4% | 85.0% | 0.8% | 83.5% | 86.5% |
| Enrollment 500-749 | 2,151 | 2,097 | 1,769 | 97.5% | 84.4% | 97.9% | 84.2% | 0.8% | 82.6% | 85.7% |
| Enrollment 750-999 | 1,035 | 1,022 | 813 | 98.7% | 79.5% | 98.9% | 79.9% | 1.3% | 77.3% | 82.5% |
| Enrollment 1000+ | 1,339 | 1,321 | 1,048 | 98.7% | 79.3% | 98.9% | 80.2% | 1.2% | 77.9% | 82.5% |
| Regular | 7,641 | 7,480 | 6,246 | 97.9% | 83.5% | 97.8% | 84.3% | 0.4% | 83.5% | 85.1% |
| Special education | 158 | 125 | 98 | 79.1% | 78.4% | 74.8% | 82.1% | 3.7% | 74.9% | 89.4% |
| Vocational | 111 | 98 | 79 | 88.3% | 80.6% | 91.3% | 78.2% | 5.9% | 66.6% | 89.7% |
| Alternative | 390 | 322 | 236 | 82.6% | 73.3% | 79.5% | 72.6% | 3.4% | 65.8% | 79.3% |

While all the schools received the same sequence of follow-up, we present the weighted percentages to the four categories for three separate groups of schools, non-priority schools with a survey coordinator, non-priority schools without a survey coordinator, and priority schools, in Tables 4-2 through 4-4. The priority schools are then broken out by survey coordinator status in Tables 4-5 and 4-6. They show differences in follow-up effort required, comparable to the findings of Tables 2-7 through 2-9.

Among non-priority schools with a survey coordinator that completed a TLF (Table 4-2), more than 70% of schools completed a TLF before vendor or clerical research, almost all of them didn't need much follow-up effort, and only about 17% of TLFs were obtained through vendor or clerical

research. Considerably less intensive follow-up effort was required for TLF completion for non-priority schools with a survey coordinator, which is consistent with the results for other questionnaires.

Table 4-2. Response follow-up experience for final TLF respondents among non-priority schools with a survey coordinator, NTPS 2015-16

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|-------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 2,260 | 68.07% | 30,919 | 68.95% | 0.89% |
| Phase 1 field or mailout | 170 | 5.12% | 2,118 | 4.72% | 0.39% |
| Through vendor or clerical research | 572 | 17.23% | 7,473 | 16.67% | 0.72% |
| After vendor/clerical process | 318 | 9.58% | 4,329 | 9.66% | 0.58% |
| Total respondents | 3,320 | 100.00% | 44,841 | 100.00% | |

For non-priority schools without a survey coordinator that completed a TLF (Table 4-3), two thirds of schools completed before vendor or clerical research but more than half of those schools required phase 1 or mailout follow-up effort. About one third of the TLFs were found through vendor or clerical research. There were only a few TLFs completed after the vendor or clerical research procedure.

Table 4-3. Response follow-up experience for final TLF respondents among non-priority schools without a survey coordinator, NTPS 2015-16

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|-------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 542 | 21.90% | 7,583 | 22.91% | 0.94% |
| Phase 1 field or mailout | 1106 | 44.69% | 14,703 | 44.42% | 1.10% |
| Through vendor or clerical research | 811 | 32.77% | 10,677 | 32.26% | 1.03% |
| After vendor/clerical process | 16 | 0.65% | 138 | 0.42% | 0.10% |
| Total respondents | 2,475 | 100.00% | 33,101 | 100.00% | |

Table 4-4 shows for priority schools that one half of schools that completed a TLF submitted it before the vendor or clerical research procedure started and about 40% of TLFs were obtained through vendor or clerical research.

Table 4-4. Response follow-up experience for final TLF respondents among priority schools, NTPS 2015-16

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|-------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 297 | 34.38% | 4,066 | 33.48% | 1.58% |
| Phase 1 field or mailout | 146 | 16.90% | 2,124 | 17.49% | 1.40% |
| Through vendor or clerical research | 347 | 40.16% | 4,914 | 40.46% | 1.65% |
| After vendor/clerical process | 74 | 8.56% | 1,041 | 8.57% | 1.01% |
| Total respondents | 864 | 100.00% | 12,145 | 100.00% | |

Similar to Tables 2-10 and 2-11 for the school analyses, Tables 4-5 and 4-6 show the TLF follow-up effort for priority schools by survey coordinator status. While responding priority schools with a survey coordinator require more follow-up effort than non-priority schools with a survey coordinator (40% versus 31% in terms of percent respondents that responded after phase 1 field or mailout started), the differences were much smaller than the differences between priority schools with and without a survey coordinator (40% versus 87%).

Table 4-5. Response follow-up experience for final TLF respondents among priority schools with a survey coordinator, NTPS 2015-16

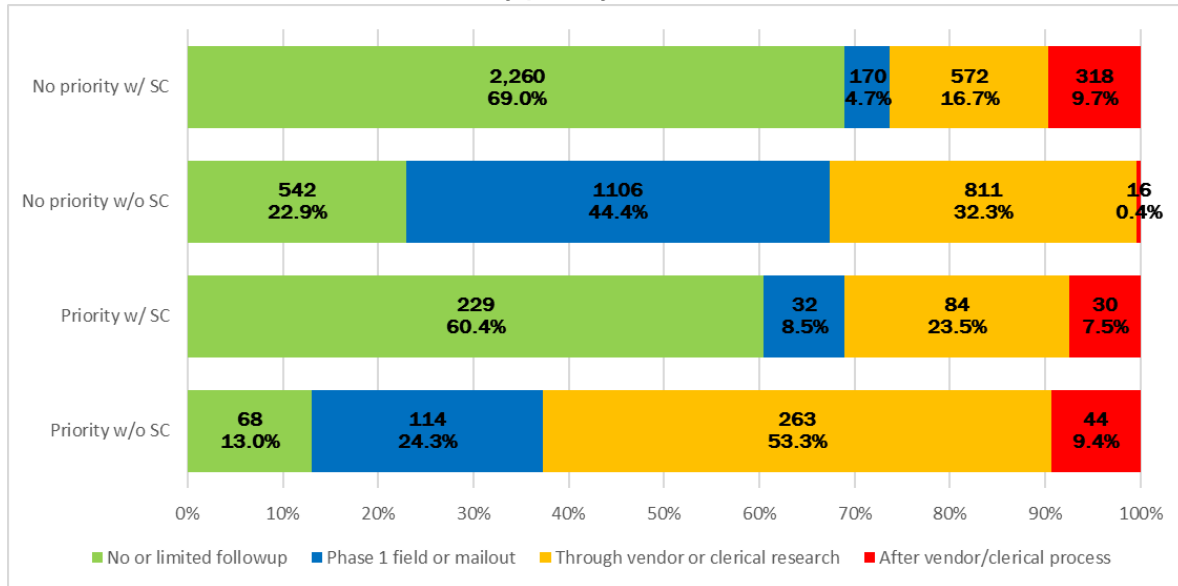
| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|-------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 229 | 61.07% | 3,171 | 60.42% | 2.66% |
| Phase 1 field or mailout | 32 | 8.53% | 447 | 8.52% | 1.58% |
| Through vendor or clerical research | 84 | 22.40% | 1,236 | 23.54% | 2.44% |
| After vendor/clerical process | 30 | 8.00% | 395 | 7.52% | 1.51% |
| Total respondents | 375 | 100.00% | 5,249 | 100.00% | |

Table 4-6. Response follow-up experience for final TLF respondents among priority schools without a survey coordinator, NTPS 2015-16

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|-------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 68 | 13.91% | 895 | 12.98% | 1.44% |
| Phase 1 field or mailout | 114 | 23.31% | 1,677 | 24.32% | 2.12% |
| Through vendor or clerical research | 263 | 53.78% | 3,678 | 53.33% | 2.27% |
| After vendor/clerical process | 44 | 9.00% | 647 | 9.38% | 1.42% |
| Total respondents | 489 | 100.00% | 6,897 | 100.00% | |

Figure 4-1 presents the number of TLF unweighted respondents and weighted percentage for follow-up experience summarizing Tables 4-2, 4-3, 4-5, and 4-6.

Figure 4-1. Follow-up required prior to response with TLF final respondents by survey coordinator status and by priority status, NTPS 2015-16



Another aspect of the NTPS 2015-16 design beyond TLF response rates was the desire to accelerate the process of getting the teacher samples out to the field. This allows more time for collecting teacher questionnaires and should improve teacher questionnaire response rates. Table 4-7 presents a distribution of the number of days to field teacher questionnaire samples, using the initial teacher mailing date⁷ as the date for the fielded teacher questionnaires. The weighted means and percentiles are of the number of days from the initial school mail-out (October 11, 2011 for SASS 2011-12 and September 4, 2015 for NTPS 2015-16), weighted by the number of teacher questionnaires that went out that date (regardless of their ultimate status: completed questionnaire, nonrespondent, ineligible). The initial school mail-out did not occur until October 11, 2011 for SASS 2011-12 due to delays in receiving OMB clearance to conduct the data collection. The SASS initial school mail-out was 5 weeks after it was for NTPS 2015-16, so NTPS 2015-2016 would have more time for follow up with late wave teachers even without any change. Consequently, the first initial teacher packages were also sent out later for SASS 2011-12 than for NTPS 2015-16 (November 17, 2011 versus October 1, 2015). For an analysis independent of the delay in receiving OMB clearance, we used the initial school mail-dates as starting points.

⁷ In some cases, this initial teacher mailing date was missing for some ineligible cases and nonresponding teachers in SASS 2011-12 and for some LEA refusal or hard refusal cases in NTPS 2015-16. In these cases, if there was only one initial teacher mailing date for the teacher wave, then that mailing date is used. If there are multiple teacher mailing dates for the teacher wave (only happened in SASS 2011-12), then a mean value is computed (weighted by the number of teacher questionnaires associated with the particular initial teacher mailing date).

Table 4-7. Weighted distribution of number of days after initial school mail-out for initially fielding teacher questionnaires for SASS 2011-12 and NTPS 2015-16.

| Distribution of first mail day | SASS days after Oct 11, 2011 | NTPS days after Sep 4, 2015 |
|--------------------------------|---------------------------------|--------------------------------|
| Minimum | 37 | 27 |
| 5th percentile | 51 | 39 |
| 10th percentile | 66 | 54 |
| 25th percentile | 66 | 102 |
| 50th percentile | 102 | 143 |
| 75th percentile | 120 | 158 |
| 90th percentile | 185 | 192 |
| 95th percentile | 198 | 192 |
| Maximum | 218 | 209 |
| Mean | 108.2 | 130.3 |

The mean value for SASS 2011-12 is about 20 days earlier: a mean value of 130.3 days (January 13, 2015 with an initial school mail-out date of September 4, 2015) vs. a mean value of 108.2 days (January 28, 2012 with an initial school mail-out date October 11, 2011). While the teacher mail-out process went faster in SASS 2011-12 for most of the data teacher mailout period up through the 90th percentile of the teacher mailouts, the new procedures implemented for the NTPS allowed the last five percent to get out about a week earlier. The overall process in SASS 2011-12 might have been expedited without a month delay in data collection, which reduced the difference between fixed dates across SASS 2011-12 and NTPS 2015-16 for the earlier period. The new TLF procedures have increased the TLF response rate and reduced the number of days necessary to get the teacher questionnaire samples into the field for teachers that were sampled very late in the data collection period. However, this is not a clean test though because of the OMB problems in SASS 2011-12.

The last issue is the quality of the TLFs. In order to evaluate the quality of the teacher listing by the source of the list, we conducted weighted regression analysis. The dependent variables are the estimated number of eligible teachers on the teacher list and the estimated eligibility rate; the explanatory variables are the school domain variables, the full-time equivalent teacher (FTE) count, and TLF source variables; the full-sample and replicate weights adjusted for the TLF nonresponse are used. Since the teacher eligibility status is only known for sampled teachers, the eligibility rate for each school was estimated from the teacher file assuming that the eligibility rate for the teachers that were not sampled is similar to the eligibility rate for the sampled teachers. The eligibility rate was unweighted because the teacher sample is a simple random sample of the teachers from the listing form within a school. The number of eligible teachers on the teacher listing form is estimated by the product of the number of teachers on the form and the estimated eligibility rate from the teacher file. For the explanatory variables, a set of school domain variables were selected through the

stepwise method (provided by SAS PROC GLMSELECT) for each regression model, and the selected variables and the TLF source variable were included in the final model.

There are two sets of analyses presented in Tables 4-8 and 4-9. The analyses on the left-hand side combine clerical search and vendor canvassing into one indicator. The analyses on the right-hand side separate clerical search and vendor canvassing as two separate indicators.

In terms of the number of eligible teachers, the quality of the respondent-filled TLFs was not better than the TLFs listed clerically or through vendors. The respondent-filled TLFs had about 0.7 more eligible teachers than the TLFs listed through vendors on average. Although the difference is statistically significant in the regression model, the difference does not appear large enough to make a practical difference. Comparing the TLFs listed clerically to the TLFs listed through vendors, the difference itself is about 9 teachers, which is considerably large, but the difference is not statistically significant given that there were only 83 TLFs listed clerically. It is possible that further use of clerical methods would increase the number of eligible teachers, but a larger number of TLFs would have to be developed clerically to test this. Thus, it is difficult to conclude that any of these data collection methods was superior to the others with respect to the number of eligible teachers on the list.

The regression analysis for eligibility rates shows that the quality of the TLFs listed through vendors is poorer than the TLFs from other sources. Vendor-supplied TLFs had 6% lower eligibility rates than those filled out by the school. Clerically-supplied TLFs were half-way in between vendor and school-supplied.

To summarize, the new TLF data collection methodology in NTPS 2015-16 increased marginally the TLF response rate (82.2% to 83.6%), reduced the number of days necessary to get the teacher questionnaire samples into the field by a week for teachers that were sampled very late in the data collection period with a slight drop in list quality (slightly higher ineligibility rates) for the 26% (1,730 out of 6,659 completed TLFs) not supplied by the schools.

Table 4-8. Regression coefficients for number of eligible teachers

| Parameter | Coefficient | Std error | t Value | Pr > t |
|--------------------|-------------|-----------|---------|---------|
| Intercept | 8.35 | 3.76 | 2.22 | 0.028 |
| FTE | 0.8 | 0.06 | 14.14 | <.0001 |
| Respondent-filled | 0.34 | 0.45 | 0.75 | 0.451 |
| Clerical or Vendor | 0 | 0 | . | . |
| City | 2.43 | 0.81 | 3.02 | 0.003 |
| Suburb | 2.24 | 0.35 | 6.45 | <.0001 |
| Town | 0.41 | 0.32 | 1.28 | 0.203 |
| Rural | 0 | 0 | . | . |
| Northeast | 1.51 | 0.86 | 1.75 | 0.081 |
| Midwest | -0.1 | 0.66 | -0.15 | 0.877 |
| South | -0.66 | 0.8 | -0.82 | 0.411 |
| West | 0 | 0 | . | . |
| FRPL 0-34% | 2.64 | 0.51 | 5.2 | <.0001 |
| FRPL 35-49% | 1.23 | 0.47 | 2.64 | 0.009 |
| FRPL 50-75% | 0.93 | 0.6 | 1.55 | 0.123 |
| FRPL 75-100% | 0 | 0 | . | . |
| Enrollment 0-99 | -7.24 | 4.2 | -1.72 | 0.086 |
| Enrollment 100-199 | -8.73 | 3.76 | -2.32 | 0.021 |
| Enrollment 200-499 | -8.65 | 3.27 | -2.64 | 0.009 |
| Enrollment 500-749 | -7.1 | 2.58 | -2.76 | 0.006 |
| Enrollment 750-999 | -5.74 | 2.26 | -2.54 | 0.012 |
| Enrollment 1000+ | 0 | 0 | . | . |
| Regular | 3.61 | 1.27 | 2.84 | 0.005 |
| Special education | -5.54 | 3.1 | -1.78 | 0.076 |
| Vocational | 1.43 | 3.99 | 0.36 | 0.721 |
| Alternative | 0 | 0 | . | . |

| Parameter | Coefficient | Std error | t Value | Pr > t |
|--------------------|-------------|-----------|---------|---------|
| Intercept | 7.86 | 3.72 | 2.11 | 0.036 |
| FTE | 0.8 | 0.06 | 14.14 | <.0001 |
| Respondent-filled | 0.69 | 0.3 | 2.31 | 0.022 |
| Clerical | 9.01 | 7.39 | 1.22 | 0.224 |
| Vendor | 0 | 0 | . | . |
| City | 2.32 | 0.69 | 3.36 | 0.001 |
| Suburb | 2.22 | 0.34 | 6.59 | <.0001 |
| Town | 0.44 | 0.32 | 1.37 | 0.172 |
| Rural | 0 | 0 | . | . |
| Northeast | 1.43 | 0.89 | 1.62 | 0.107 |
| Midwest | -0.14 | 0.66 | -0.21 | 0.836 |
| South | -0.68 | 0.79 | -0.86 | 0.391 |
| West | 0 | 0 | . | . |
| FRPL 0-34% | 2.64 | 0.5 | 5.27 | <.0001 |
| FRPL 35-49% | 1.23 | 0.45 | 2.74 | 0.007 |
| FRPL 50-75% | 0.92 | 0.55 | 1.68 | 0.095 |
| FRPL 75-100% | 0 | 0 | . | . |
| Enrollment 0-99 | -7.49 | 4.09 | -1.83 | 0.069 |
| Enrollment 100-199 | -8.84 | 3.77 | -2.34 | 0.02 |
| Enrollment 200-499 | -8.63 | 3.28 | -2.63 | 0.009 |
| Enrollment 500-749 | -7.07 | 2.59 | -2.73 | 0.007 |
| Enrollment 750-999 | -5.73 | 2.27 | -2.53 | 0.012 |
| Enrollment 1000+ | 0 | 0 | . | . |
| Regular | 3.79 | 1.14 | 3.32 | 0.001 |
| Special education | -5.23 | 2.86 | -1.83 | 0.068 |
| Vocational | 1.34 | 4.16 | 0.32 | 0.747 |
| Alternative | 0 | 0 | . | . |

Table 4-9. Regression coefficients for teacher eligibility rate

| Parameter | Coefficient | Std error | t Value | Pr > t |
|--------------------------------------|-------------|-----------|---------|---------|
| Intercept | 0.9 | 0.01 | 156.32 | <.0001 |
| Respondent-filled Clerical or Vendor | 0.05 | 0.01 | 9.53 | <.0001 |
| | 0 | 0 | . | . |
| FRPL 0-34% | 0.02 | 0.01 | 2.95 | 0.004 |
| FRPL 35-49% | 0.01 | 0 | 3.3 | 0.001 |
| FRPL 50-75% | 0.01 | 0 | 2.03 | 0.043 |
| FRPL 75-100% | 0 | 0 | . | . |

| Parameter | Coefficient | Std error | t Value | Pr > t |
|----------------------------|-------------|-----------|---------|---------|
| Intercept | 0.9 | 0.01 | 152.38 | <.0001 |
| Respondent-filled Clerical | 0.06 | 0.01 | 9.49 | <.0001 |
| Vendor | 0.03 | 0.02 | 1.64 | 0.103 |
| | 0 | 0 | . | . |
| FRPL 0-34% | 0.02 | 0.01 | 2.97 | 0.003 |
| FRPL 35-49% | 0.01 | 0 | 3.32 | 0.001 |
| FRPL 50-75% | 0.01 | 0 | 2.06 | 0.041 |
| FRPL 75-100% | 0 | 0 | . | . |

Teacher Questionnaire Response Rate in NTPS 2015-16

5

Tables 5-1 and 5-2 below present unweighted and weighted teacher counts from the SASS 2011-12 and the NTPS 2015-16 teacher samples, respectively. The NTPS teacher counts by the source of TLFs are also shown in Table 5-2. The weighted counts utilize the teacher base weight (the sum of the weighted counts are an estimate of the total number of teachers). The unweighted and weighted percentages are quite similar for both SASS and NTPS.

Table 5-1. SASS 2011-12 public school teacher response and eligibility rates⁸

| 2011-12 SASS Teacher Outcomes | Teacher Sample Size | Unweighted Percent | Weighted Teacher Count | Weighted Percent |
|----------------------------------|------------------------|-----------------------|---------------------------|------------------|
| Completes | 37,497 | 73.43% | 1,837,847 | 74.38% |
| Nonrespondents | 11,332 | 22.19% | 528,644 | 21.40% |
| Ineligible | 2,233 | 4.37% | 104,312 | 4.22% |
| Total sample | 51,062 | 100.00% | 2,470,803 | 100.00% |

Table 5-2. NTPS 2015-16 public school teacher response and eligibility rates⁹

| 2015-16 NTPS Teacher outcomes | Teacher sample size | Unweighted percent | Weighted teacher count | Weighted percent |
|---|------------------------|-----------------------|---------------------------|---------------------|
| All teachers | | | | |
| Completes | 31,945 | 65.21% | 1,795,587 | 64.97% |
| Nonrespondents | 14,784 | 30.18% | 840,840 | 30.42% |
| Ineligible | 2,258 | 4.61% | 127,322 | 4.61% |
| Total sample | 48,987 | 100.00% | 2,763,749 | 100.00% |
| From respondent-filled TLFs | | | | |
| Completes | 26,859 | 75.09% | 1,493,366 | 75.41% |
| Nonrespondents | 7,718 | 21.58% | 421,106 | 21.26% |
| Ineligible | 1,194 | 3.34% | 65,828 | 3.32% |
| Total sample | 35,771 | 100.00% | 1,980,300 | 100.00% |
| TLFs from vendors or through clerical research | | | | |
| Completes | 5,086 | 38.48% | 302,222 | 38.58% |
| Nonrespondents | 7,066 | 53.47% | 419,733 | 53.58% |
| Ineligible | 1,064 | 8.05% | 61,495 | 7.85% |
| Total sample | 13,216 | 100.00% | 783,449 | 100.00% |

⁸ This table is the same as Table F-1A in “NTPS 2017-2018 Public School Sample Design Including State-Level Estimates,” March 3, 2017.

⁹ This table is the same as Table F-1B in “NTPS 2017-2018 Public School Sample Design Including State-Level Estimates,” March 3, 2017.

As can be seen, the conditional response rate for teachers is considerably lower for NTPS 2015-16 than for SASS 2011-12 (68.1% versus 77.7%). However, the response rates by the source of TLFs are very different. The conditional response rate for teachers sampled from TLFs that were filled out by their schools in NTPS 2015-16 (78.0%) is comparable to the response rate for SASS 2011-12 (77.7%). On the other hand, the conditional response rate for teachers sampled from TLFs through clerical research or vendor file matching is significantly lower (41.9%). We suspect that this is an artifact of these schools being much less cooperative, leading to lower response rates among their teachers. There is no sensible direct causal link between the TLF being collected in a certain way and the teacher’s response propensity for the questionnaire. It is also worth noting that teachers listed on TLFs obtained through alternative sources had more than double the ineligibility rate compared to teachers listed on TLFs that were filled out by their schools. There are certainly good reasons for these alternative TLFs having a higher prevalence of ineligible teachers.

Table 5-3 shows the impact of including the alternative TLF collection methods on the teacher response rates. These alternative collection methods increased the sample yield, the TLF response rate, and the overall teacher response rate (despite teachers from the alternative source schools being less cooperative), provided information on teachers from schools that did not send TLFs, and gave a chance to participate in the survey to some teachers who would have not been in the teacher frame through the traditional listing method.

Table 5-3. NTPS 2015-16 teacher weighted response rates, with and without alternative TLFs included

| | TLF response rate | Teacher response rate conditional on TLF completion | Overall teacher response rate |
|---|--------------------------|--|--------------------------------------|
| Including TLFs from vendors or through clerical research | 83.56% | 68.11% | 56.91% |
| Excluding TLFs from vendors or through clerical research | 62.25% | 78.00% | 48.56% |

Table 5-4 presents eligibility and response rates for NTPS 2015-16 teacher questionnaires by major school domains. The rows and columns are the same as those in Table 2-3. The teacher base full sample and replicate weights are used for any statistics for weighted rates. The response rates for teacher domains with a statistically significant difference in response rate are in bold and italic. Rao-Scott Chi-Square tests are conducted to detect any differences. The response rates for teacher questionnaires vary by special district flag, charter school flag, urbanicity, Census region, poverty level, and school size. Response rates in NTPS 2015-16 are lower for teachers from schools in

special districts, charter schools, city and suburban schools, and high poverty schools (percentage of students eligible for free or reduced-price lunch 75% or more). Teacher response rates are higher for Midwestern schools and schools with 100-199 students.

Table 5-4. NTPS 2015-16 teacher eligibility and response rates, major school domains

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|----------------------|-------------|-------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible teachers | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| All | 48,987 | 46,458 | 32,753 | 94.8% | 70.5% | 94.8% | 70.3% | 0.4% | 69.5% | 71.1% |
| Special district | 8,254 | 7,849 | 4,863 | 95.1% | 62.0% | 95.1% | 62.3% | 1.1% | 60.2% | 64.4% |
| Not special district | 40,733 | 38,609 | 27,890 | 94.8% | 72.2% | 94.7% | 72.0% | 0.4% | 71.1% | 72.8% |
| Charter | 5,313 | 5,034 | 3,438 | 94.7% | 68.3% | 94.7% | 68.1% | 1.2% | 65.8% | 70.4% |
| Non-charter | 43,674 | 41,424 | 29,315 | 94.8% | 70.8% | 94.8% | 70.4% | 0.4% | 69.6% | 71.3% |
| Primary | 19,149 | 18,060 | 13,041 | 94.3% | 72.2% | 94.4% | 72.3% | 0.6% | 71.2% | 73.5% |
| Middle | 9,480 | 9,035 | 6,332 | 95.3% | 70.1% | 95.3% | 69.9% | 0.9% | 68.2% | 71.7% |
| High | 15,121 | 14,395 | 9,686 | 95.2% | 67.3% | 95.1% | 66.4% | 0.9% | 64.6% | 68.1% |
| Combined | 5,237 | 4,968 | 3,694 | 94.9% | 74.4% | 94.8% | 74.5% | 1.0% | 72.4% | 76.6% |
| City | 14,753 | 13,930 | 8,964 | 94.4% | 64.4% | 94.2% | 64.0% | 0.8% | 62.5% | 65.6% |
| Suburban | 16,520 | 15,725 | 10,804 | 95.2% | 68.7% | 95.2% | 68.7% | 0.7% | 67.2% | 70.2% |
| Town | 6,886 | 6,501 | 5,071 | 94.4% | 78.0% | 94.2% | 77.8% | 0.9% | 76.0% | 79.6% |
| Rural | 10,828 | 10,302 | 7,914 | 95.1% | 76.8% | 95.1% | 77.0% | 0.7% | 75.6% | 78.4% |
| Northeast | 8,762 | 8,366 | 5,522 | 95.5% | 66.0% | 95.3% | 65.6% | 0.9% | 63.8% | 67.5% |
| Midwest | 11,021 | 10,444 | 8,146 | 94.8% | 78.0% | 94.7% | 77.6% | 0.7% | 76.1% | 79.0% |
| South | 19,251 | 18,130 | 12,702 | 94.2% | 70.1% | 94.0% | 70.3% | 0.7% | 69.0% | 71.6% |
| West | 9,953 | 9,518 | 6,383 | 95.6% | 67.1% | 95.8% | 66.6% | 0.9% | 64.8% | 68.3% |
| FRPL 0-34% | 14,735 | 14,131 | 10,071 | 95.9% | 71.3% | 95.9% | 70.9% | 0.8% | 69.3% | 72.5% |
| FRPL 35-49% | 8,536 | 8,097 | 5,852 | 94.9% | 72.3% | 94.7% | 71.8% | 1.0% | 69.9% | 73.7% |
| FRPL 50-75% | 13,628 | 12,875 | 9,368 | 94.5% | 72.8% | 94.5% | 72.2% | 0.9% | 70.5% | 74.0% |
| FRPL 75-100% | 12,088 | 11,355 | 7,462 | 93.9% | 65.7% | 93.7% | 66.1% | 0.8% | 64.5% | 67.7% |
| Enrollment 0-99 | 1,089 | 1,035 | 750 | 95.0% | 72.5% | 95.7% | 69.3% | 3.3% | 62.9% | 75.8% |
| Enrollment 100-199 | 2,229 | 2,109 | 1,580 | 94.6% | 74.9% | 93.9% | 77.7% | 1.5% | 74.7% | 80.7% |
| Enrollment 200-499 | 13,927 | 13,174 | 9,604 | 94.6% | 72.9% | 94.5% | 73.1% | 0.7% | 71.8% | 74.4% |
| Enrollment 500-749 | 12,850 | 12,164 | 8,786 | 94.7% | 72.2% | 94.7% | 72.0% | 0.7% | 70.5% | 73.5% |
| Enrollment 750-999 | 6,990 | 6,638 | 4,609 | 95.0% | 69.4% | 94.9% | 68.9% | 1.0% | 66.9% | 70.9% |
| Enrollment 1000+ | 11,902 | 11,338 | 7,424 | 95.3% | 65.5% | 95.1% | 64.8% | 1.0% | 62.9% | 66.8% |
| Regular | 46,803 | 44,405 | 31,331 | 94.9% | 70.6% | 94.8% | 70.4% | 0.4% | 69.6% | 71.2% |
| Special education | 539 | 498 | 374 | 92.4% | 75.1% | 92.5% | 73.3% | 4.7% | 64.0% | 82.6% |
| Vocational | 496 | 465 | 341 | 93.8% | 73.3% | 93.6% | 71.8% | 2.7% | 66.4% | 77.2% |
| Alternative | 1,149 | 1,090 | 707 | 94.9% | 64.9% | 95.2% | 64.2% | 3.4% | 57.5% | 70.9% |

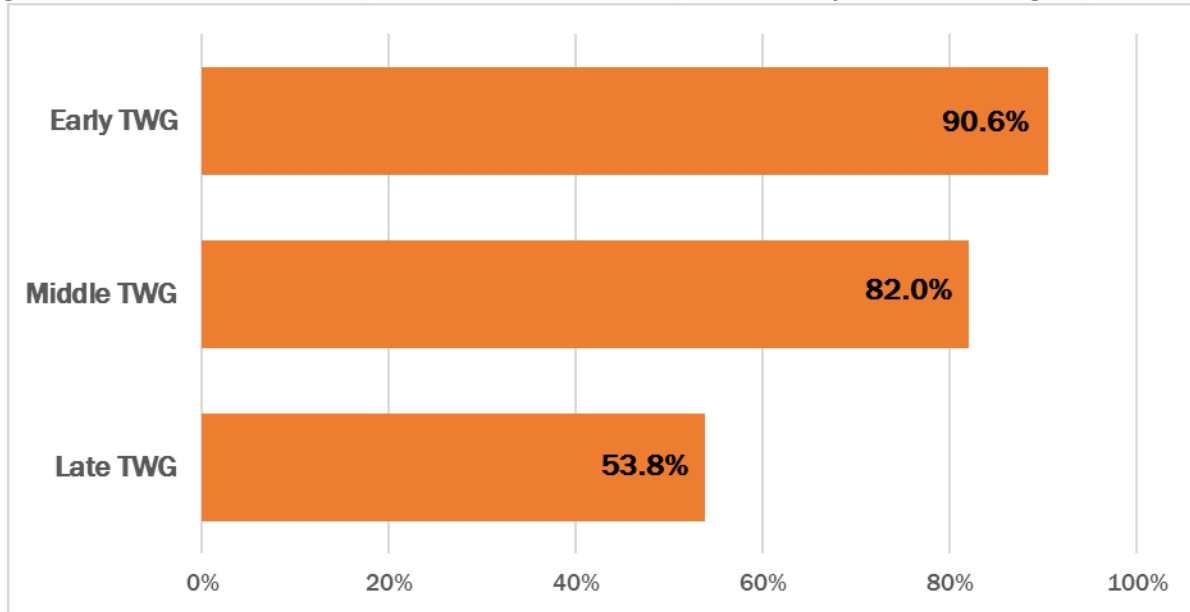
Teachers had a different amount of time to respond depending on when their schools sent their TLFs because a teacher sample of a school can be drawn only after a TLF from the school was received. In SASS 2011-12, the data collection was not very successful for teachers that belong to schools that sent the TLF later in the field period. In NTPS 2015-16, there were 24 teacher waves. The waves were based on the time that the TLF was received and processed and a teacher sample was drawn. The initial mail packages were sent out on a set of days for teachers in one to three teacher waves. The teacher waves were grouped into three teacher wave groups (early/middle/late). Table 5-5 shows how the 24 teacher waves were grouped, the initial mailout date of each teacher wave, and the number of sampled teachers in each teacher wave.

Table 5-5. NTPS 2015-16 public school teacher wave and initial mailout date

| Teacher wave group | Teacher wave | Initial mailout date | Number of sampled teachers |
|--------------------|--------------|----------------------|----------------------------|
| Early | 1 | 10/01/2015 | 1,296 |
| | 3 | 10/13/2015 | 811 |
| | 4 | 10/19/2015 | 1,046 |
| | 5 | 10/28/2015 | 1,850 |
| | 6 | 11/02/2015 | 1,766 |
| | 7 | 11/09/2015 | 1,578 |
| | 8 | 11/16/2015 | 834 |
| | 9 | 11/23/2015 | 1,233 |
| | 10 | 11/23/2015 | 739 |
| | | Total | |
| Middle | 11 | 12/15/2015 | 4,141 |
| | 12 | 12/15/2015 | 2,781 |
| | 13 | 1/04/2016 | 1,669 |
| | 14 | 1/25/2016 | 3,302 |
| | 15 | 1/25/2016 | 2,129 |
| | Total | | 14,022 |
| Late | 16 | 2/09/2016 | 1,249 |
| | 17 | 2/09/2016 | 1,275 |
| | 18 | 2/09/2016 | 10,432 |
| | 19 | 2/22/2016 | 3,755 |
| | 20 | 3/14/2016 | 15 |
| | 21 | 3/14/2016 | 6,887 |
| | 22 | 3/31/2016 | 55 |
| | 23 | 3/31/2016 | 91 |
| | 24 | 3/31/2016 | 53 |
| | Total | | 23,812 |

Figure 5-1 presents the weighted response rates for the three teacher wave groups (TWGs). The later the TLF was received, the lower the response rate was. The response rate drops dramatically from the middle teacher wave group to the late teacher wave group, which is consistent with the results from SASS 2011-12.

Figure 5-1. NTPS 2015-16 public school teacher response rate by teacher wave group



The eligibility and response rates by teacher wave group are presented in Tables 5-5 through 5-7. The teachers in the early teacher wave group had sufficient time to respond since their schools sent their teacher listing forms early, which resulted in higher response rates than for the later teacher wave groups. The response rate for this group is over 90%. Within the early wave group, teachers from schools that are not in special districts, teachers from town or rural schools, or schools in the Midwest region have higher response rates (see Table 5-6).

The response rate for the middle teacher wave group is around 80%. While teachers in the middle wave group had less time to respond, they had a decent response rate. Within this wave group, teachers from schools that are not in special districts, non-charter schools, or are in town or rural schools have higher response rates (see Table 5-7). Regular schools have higher response rates than alternative or vocational schools. Western schools and those with less than 100 students or more than 1,000 students are less likely to respond (see Table 5-8).

Table 5-6. NTPS 2015-16 teacher eligibility and response rates for early teacher wave group, major school domains

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|----------------------|-------------|-----------|-----------|-------------|----------|-------------|--------------|------|-------|--------|
| | | Eligible | Completes | Eligibility | Response | Eligibility | Response | Std. | Lower | Upper |
| All | 11,153 | 10,823 | 9,790 | 97.0% | 90.5% | 97.0% | 90.6% | 0.5% | 89.5% | 91.6% |
| Special district | 1,604 | 1,574 | 1,270 | 98.1% | 80.7% | 98.0% | 80.9% | 2.0% | 76.9% | 84.8% |
| Not special district | 9,549 | 9,249 | 8,520 | 96.9% | 92.1% | 96.9% | 92.3% | 0.5% | 91.3% | 93.2% |
| Charter | 1,164 | 1,124 | 1,006 | 96.6% | 89.5% | 96.6% | 89.8% | 1.7% | 86.6% | 93.1% |
| Non-charter | 9,989 | 9,699 | 8,784 | 97.1% | 90.6% | 97.0% | 90.6% | 0.5% | 89.5% | 91.7% |
| Primary | 4,332 | 4,177 | 3,821 | 96.4% | 91.5% | 96.5% | 91.5% | 0.8% | 90.0% | 93.0% |
| Middle | 2,261 | 2,212 | 2,012 | 97.8% | 91.0% | 97.9% | 91.2% | 1.2% | 88.8% | 93.6% |
| High | 3,291 | 3,219 | 2,854 | 97.8% | 88.7% | 97.8% | 88.5% | 1.2% | 86.1% | 90.8% |
| Combined | 1,269 | 1,215 | 1,103 | 95.7% | 90.8% | 95.5% | 90.7% | 1.5% | 87.6% | 93.7% |
| City | 2,403 | 2,325 | 2,027 | 96.8% | 87.2% | 96.8% | 86.9% | 1.5% | 84.0% | 89.9% |
| Suburban | 3,833 | 3,722 | 3,306 | 97.1% | 88.8% | 97.0% | 89.2% | 1.1% | 87.0% | 91.4% |
| Town | 1,910 | 1,861 | 1,758 | 97.4% | 94.5% | 97.4% | 94.4% | 0.8% | 92.9% | 95.9% |
| Rural | 3,007 | 2,915 | 2,699 | 96.9% | 92.6% | 97.0% | 92.9% | 0.8% | 91.4% | 94.4% |
| Northeast | 1,746 | 1,700 | 1,499 | 97.4% | 88.2% | 97.3% | 88.3% | 1.5% | 85.3% | 91.4% |
| Midwest | 3,068 | 2,978 | 2,794 | 97.1% | 93.8% | 97.0% | 94.3% | 0.7% | 92.8% | 95.7% |
| South | 4,298 | 4,147 | 3,770 | 96.5% | 90.9% | 96.4% | 90.9% | 0.8% | 89.3% | 92.5% |
| West | 2,041 | 1,998 | 1,727 | 97.9% | 86.4% | 98.2% | 85.8% | 1.5% | 82.8% | 88.8% |
| FRPL 0-34% | 3,895 | 3,783 | 3,431 | 97.1% | 90.7% | 97.0% | 91.0% | 0.9% | 89.2% | 92.8% |
| FRPL 35-49% | 2,118 | 2,069 | 1,854 | 97.7% | 89.6% | 97.7% | 90.0% | 1.3% | 87.4% | 92.6% |
| FRPL 50-75% | 3,235 | 3,132 | 2,886 | 96.8% | 92.1% | 96.8% | 92.3% | 1.0% | 90.4% | 94.2% |
| FRPL 75-100% | 1,905 | 1,839 | 1,619 | 96.5% | 88.0% | 96.8% | 87.4% | 1.5% | 84.4% | 90.4% |
| Enrollment 0-99 | 227 | 221 | 204 | 97.4% | 92.3% | 96.9% | 89.7% | 3.9% | 82.1% | 97.3% |
| Enrollment 100-199 | 539 | 523 | 477 | 97.0% | 91.2% | 97.4% | 91.8% | 2.1% | 87.6% | 96.1% |
| Enrollment 200-499 | 3,337 | 3,214 | 2,965 | 96.3% | 92.3% | 96.4% | 92.7% | 0.7% | 91.3% | 94.1% |
| Enrollment 500-749 | 2,928 | 2,841 | 2,594 | 97.0% | 91.3% | 97.0% | 91.5% | 1.0% | 89.5% | 93.6% |
| Enrollment 750-999 | 1,444 | 1,407 | 1,264 | 97.4% | 89.8% | 97.4% | 89.2% | 1.7% | 85.9% | 92.5% |
| Enrollment 1000+ | 2,678 | 2,617 | 2,286 | 97.7% | 87.4% | 97.7% | 87.3% | 1.4% | 84.6% | 90.0% |
| Regular | 10,730 | 10,421 | 9,428 | 97.1% | 90.5% | 97.1% | 90.6% | 0.5% | 89.5% | 91.6% |
| Special education | 121 | 116 | 108 | 95.9% | 93.1% | 94.9% | 90.1% | 4.7% | 80.9% | 99.3% |
| Vocational | 107 | 101 | 92 | 94.4% | 91.1% | 93.8% | 92.2% | 6.6% | 79.2% | 100.0% |
| Alternative | 195 | 185 | 162 | 94.9% | 87.6% | 95.2% | 88.6% | 2.9% | 83.0% | 94.3% |

Table 5-7. NTPS 2015-16 teacher eligibility and response rates for middle teacher wave group, major school domains

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|----------------------|-------------|-------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible teachers | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| All | 14,022 | 13,505 | 11,011 | 96.3% | 81.5% | 96.3% | 82.0% | 0.6% | 80.9% | 83.2% |
| Special district | 1,887 | 1,820 | 1,304 | 96.4% | 71.6% | 96.6% | 73.5% | 2.1% | 69.4% | 77.7% |
| Not special district | 12,135 | 11,685 | 9,707 | 96.3% | 83.1% | 96.3% | 83.3% | 0.6% | 82.1% | 84.6% |
| Charter | 1,547 | 1,478 | 1,128 | 95.5% | 76.3% | 95.6% | 76.9% | 2.0% | 73.1% | 80.8% |
| Non-charter | 12,475 | 12,027 | 9,883 | 96.4% | 82.2% | 96.3% | 82.3% | 0.6% | 81.1% | 83.5% |
| Primary | 5,779 | 5,533 | 4,618 | 95.7% | 83.5% | 95.8% | 84.0% | 0.8% | 82.5% | 85.6% |
| Middle | 2,756 | 2,670 | 2,132 | 96.9% | 79.9% | 97.0% | 79.9% | 1.5% | 77.1% | 82.8% |
| High | 3,884 | 3,759 | 2,973 | 96.8% | 79.1% | 96.9% | 79.2% | 1.2% | 76.9% | 81.5% |
| Combined | 1,603 | 1,543 | 1,288 | 96.3% | 83.5% | 96.0% | 83.9% | 1.4% | 81.2% | 86.6% |
| City | 3,750 | 3,591 | 2,772 | 95.8% | 77.2% | 95.9% | 77.7% | 1.1% | 75.5% | 80.0% |
| Suburban | 4,801 | 4,627 | 3,690 | 96.4% | 79.7% | 96.5% | 80.5% | 1.1% | 78.4% | 82.6% |
| Town | 2,117 | 2,040 | 1,777 | 96.4% | 87.1% | 96.2% | 87.5% | 1.1% | 85.4% | 89.6% |
| Rural | 3,354 | 3,247 | 2,772 | 96.8% | 85.4% | 96.6% | 86.1% | 1.0% | 84.1% | 88.1% |
| Northeast | 2,478 | 2,376 | 1,867 | 95.9% | 78.6% | 96.1% | 79.2% | 1.5% | 76.2% | 82.3% |
| Midwest | 3,386 | 3,262 | 2,782 | 96.3% | 85.3% | 96.4% | 85.3% | 1.0% | 83.4% | 87.2% |
| South | 5,202 | 5,008 | 4,185 | 96.3% | 83.6% | 96.2% | 84.6% | 0.9% | 82.9% | 86.4% |
| West | 2,956 | 2,859 | 2,177 | 96.7% | 76.1% | 96.6% | 76.3% | 1.3% | 73.8% | 78.9% |
| FRPL 0-34% | 4,284 | 4,152 | 3,343 | 96.9% | 80.5% | 97.0% | 80.9% | 1.2% | 78.6% | 83.2% |
| FRPL 35-49% | 2,465 | 2,384 | 1,971 | 96.7% | 82.7% | 96.6% | 83.2% | 1.3% | 80.7% | 85.6% |
| FRPL 50-75% | 4,016 | 3,855 | 3,214 | 96.0% | 83.4% | 95.9% | 83.8% | 1.0% | 81.9% | 85.7% |
| FRPL 75-100% | 3,257 | 3,114 | 2,483 | 95.6% | 79.7% | 95.7% | 80.6% | 1.2% | 78.2% | 83.0% |
| Enrollment 0-99 | 364 | 335 | 290 | 92.0% | 86.6% | 93.0% | 82.6% | 3.7% | 75.2% | 89.9% |
| Enrollment 100-199 | 726 | 695 | 568 | 95.7% | 81.7% | 96.0% | 85.3% | 2.0% | 81.3% | 89.2% |
| Enrollment 200-499 | 4,202 | 4,028 | 3,302 | 95.9% | 82.0% | 95.7% | 82.8% | 0.9% | 81.0% | 84.6% |
| Enrollment 500-749 | 3,893 | 3,755 | 3,152 | 96.5% | 83.9% | 96.5% | 84.1% | 1.0% | 82.1% | 86.1% |
| Enrollment 750-999 | 2,062 | 1,999 | 1,621 | 96.9% | 81.1% | 97.0% | 81.0% | 1.7% | 77.7% | 84.2% |
| Enrollment 1000+ | 2,775 | 2,693 | 2,078 | 97.0% | 77.2% | 96.9% | 77.6% | 1.6% | 74.5% | 80.7% |
| Regular | 13,358 | 12,883 | 10,514 | 96.4% | 81.6% | 96.4% | 82.2% | 0.6% | 81.0% | 83.4% |
| Special education | 182 | 166 | 149 | 91.2% | 89.8% | 90.0% | 91.1% | 2.8% | 85.6% | 96.5% |
| Vocational | 178 | 170 | 130 | 95.5% | 76.5% | 95.3% | 72.7% | 2.8% | 67.2% | 78.2% |
| Alternative | 304 | 286 | 218 | 94.1% | 76.2% | 93.8% | 78.6% | 3.7% | 71.2% | 85.9% |

Table 5-8. NTPS 2015-16 teacher eligibility and response rates for late teacher wave group, major school domains

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|----------------------|-------------|-------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible teachers | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| All | 23,812 | 22,130 | 11,952 | 92.9% | 54.0% | 92.9% | 53.8% | 0.6% | 52.7% | 55.0% |
| Special district | 4,763 | 4,455 | 2,289 | 93.5% | 51.4% | 93.6% | 51.8% | 1.3% | 49.3% | 54.4% |
| Not special district | 19,049 | 17,675 | 9,663 | 92.8% | 54.7% | 92.7% | 54.4% | 0.6% | 53.1% | 55.6% |
| Charter | 2,602 | 2,432 | 1,304 | 93.5% | 53.6% | 93.4% | 53.0% | 1.7% | 49.8% | 56.3% |
| Non-charter | 21,210 | 19,698 | 10,648 | 92.9% | 54.1% | 92.8% | 53.9% | 0.6% | 52.7% | 55.1% |
| Primary | 9,038 | 8,350 | 4,602 | 92.4% | 55.1% | 92.5% | 55.3% | 0.9% | 53.6% | 57.1% |
| Middle | 4,463 | 4,153 | 2,188 | 93.1% | 52.7% | 93.0% | 52.8% | 1.3% | 50.2% | 55.5% |
| High | 7,946 | 7,417 | 3,859 | 93.3% | 52.0% | 93.3% | 51.2% | 1.0% | 49.2% | 53.3% |
| Combined | 2,365 | 2,210 | 1,303 | 93.4% | 59.0% | 93.6% | 59.6% | 1.7% | 56.3% | 62.8% |
| City | 8,600 | 8,014 | 4,165 | 93.2% | 52.0% | 92.9% | 51.9% | 0.9% | 50.1% | 53.8% |
| Suburban | 7,886 | 7,376 | 3,808 | 93.5% | 51.6% | 93.6% | 51.7% | 1.0% | 49.8% | 53.6% |
| Town | 2,859 | 2,600 | 1,536 | 90.9% | 59.1% | 90.7% | 59.3% | 1.5% | 56.4% | 62.2% |
| Rural | 4,467 | 4,140 | 2,443 | 92.7% | 59.0% | 92.6% | 58.7% | 1.3% | 56.2% | 61.3% |
| Northeast | 4,538 | 4,290 | 2,156 | 94.5% | 50.3% | 94.2% | 49.9% | 1.4% | 47.2% | 52.6% |
| Midwest | 4,567 | 4,204 | 2,570 | 92.1% | 61.1% | 92.0% | 60.2% | 1.3% | 57.5% | 62.8% |
| South | 9,751 | 8,975 | 4,747 | 92.0% | 52.9% | 91.8% | 53.2% | 0.9% | 51.5% | 54.9% |
| West | 4,956 | 4,661 | 2,479 | 94.0% | 53.2% | 94.5% | 53.1% | 1.1% | 50.9% | 55.3% |
| FRPL 0-34% | 6,556 | 6,196 | 3,297 | 94.5% | 53.2% | 94.5% | 52.6% | 1.1% | 50.4% | 54.8% |
| FRPL 35-49% | 3,953 | 3,644 | 2,027 | 92.2% | 55.6% | 92.1% | 55.2% | 1.3% | 52.7% | 57.8% |
| FRPL 50-75% | 6,377 | 5,888 | 3,268 | 92.3% | 55.5% | 92.6% | 54.9% | 1.1% | 52.7% | 57.1% |
| FRPL 75-100% | 6,926 | 6,402 | 3,360 | 92.4% | 52.5% | 92.0% | 53.3% | 1.1% | 51.1% | 55.4% |
| Enrollment 0-99 | 498 | 479 | 256 | 96.2% | 53.4% | 97.3% | 52.9% | 3.5% | 46.1% | 59.7% |
| Enrollment 100-199 | 964 | 891 | 535 | 92.4% | 60.0% | 90.3% | 62.7% | 2.4% | 58.1% | 67.3% |
| Enrollment 200-499 | 6,388 | 5,932 | 3,337 | 92.9% | 56.3% | 92.8% | 56.0% | 1.0% | 54.0% | 58.0% |
| Enrollment 500-749 | 6,029 | 5,568 | 3,040 | 92.4% | 54.6% | 92.6% | 54.7% | 1.1% | 52.5% | 56.9% |
| Enrollment 750-999 | 3,484 | 3,232 | 1,724 | 92.8% | 53.3% | 92.6% | 53.1% | 1.4% | 50.3% | 56.0% |
| Enrollment 1000+ | 6,449 | 6,028 | 3,060 | 93.5% | 50.8% | 93.4% | 50.3% | 1.2% | 48.0% | 52.6% |
| Regular | 22,715 | 21,101 | 11,389 | 92.9% | 54.0% | 92.8% | 53.8% | 0.6% | 52.6% | 54.9% |
| Special education | 236 | 216 | 117 | 91.5% | 54.2% | 93.0% | 57.2% | 8.1% | 41.2% | 73.1% |
| Vocational | 211 | 194 | 119 | 91.9% | 61.3% | 91.4% | 60.6% | 5.6% | 49.5% | 71.6% |
| Alternative | 650 | 619 | 327 | 95.2% | 52.8% | 95.7% | 53.5% | 3.0% | 47.7% | 59.4% |

Teachers in the late wave group have a response rate that is significantly lower than the earlier wave groups, only 53.4%. It might be because these teachers did have less time to respond than the earlier groups, but it also might be that teachers from schools that are slower to respond are less likely to respond. City and suburban school teachers or teachers from larger schools (enrollment 200+) are less likely to respond. Teachers in combined schools and in the Midwest are more likely to respond.

In contrast to the school domains used in these tables, Tables D-1 through D-4 in Appendix D provide similar tables for teacher domains. While there are no differences between response rates for full-time and part-time teachers, those whose teaching status is missing (mostly coming from the alternative TLF sources) had much lower response rates in the middle and late waves.

Among teachers who were assigned to telephone nonresponse follow-up, an experiment was conducted to test whether special afternoon calls would help to boost the response rate. About half of the teachers who were assigned to telephone nonresponse follow-up received special afternoon calls (experimental group 1) and the rest of them received nonresponse follow-up calls according to the regular call schedule (experimental group 2). Experimental group 1 received calls between 2:00 and 5:00 pm in the afternoon, and experimental group 2 throughout the school day. Table 5-9 compares the weighted conditional teacher response rates of the two experimental groups. Overall, the teacher response rates of the two groups are not different, which means that special afternoon calls were not particularly helpful in terms of boosting the response rate. Tables D-5 and D-6 in the appendix provide a detailed breakdown by school domain and teacher domain, respectively. The experiment was most effective with teachers from schools in towns, primary school teachers whose major subject is other, and high school teachers whose main subject is vocational/technical.

Table 5-9. NTPS 2015-16 teacher eligibility and response rates by nonresponse follow-up experimental group, major school domains

| Domain | Teacher experimental group 1 special afternoon calls | | | | | Teacher experimental group 2 regular call schedule | | | | |
|--------|--|-------------------|-----------|---------------|-----------|--|-------------------|-----------|---------------|-----------|
| | Sample size | Number of | | Weighted | | Sample size | Number of | | Weighted | |
| | | Eligible teachers | Completes | Response rate | Std error | | Eligible teachers | Completes | Response rate | Std error |
| All | 9,560 | 9,215 | 5,124 | 55.5% | 0.7% | 9,439 | 9,104 | 5,004 | 54.7% | 0.7% |

Teacher Questionnaire Response Experience in NTPS 2015-16

6

In this section, we study the response follow-up experience of teachers. Among the teacher respondents, Tables 6-1 through 6-3 present the distribution of the following response experience categories:

- Teacher interview completed before telephone follow-up (no or limited follow-up);
- Teacher interview completed before phase 2 field follow-up (telephone and mailout follow-up only);
- Teacher interview completed after phase 2 field follow-up (follow-up including field follow-up).

Appendix B provides the definition of these three categories and details regarding the assumptions that led to the definition.

Table 6-1. Response follow-up experience with teacher interview final respondents

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 19,412 | 59.27% | 2,285,853 | 59.74% | 0.54% |
| Telephone/mail follow-up, no field | 6,728 | 20.54% | 755,874 | 19.75% | 0.35% |
| Field follow-up | 6,613 | 20.19% | 784,709 | 20.51% | 0.49% |
| Total respondents | 32,753 | 100.00% | 3,826,436 | 100.00% | |

Tables 6-2 through 6-4 present the distribution of three response follow-up categories by teacher wave group.

Table 6-2. Response follow-up experience with teacher interview final respondents in early teacher wave group

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 6,282 | 64.17% | 707,328 | 65.08% | 0.80% |
| Telephone/mail follow-up, no field | 3,073 | 31.39% | 334,260 | 30.76% | 0.71% |
| Field follow-up | 435 | 4.44% | 45,244 | 4.16% | 0.35% |
| Total respondents | 9,790 | 100.00% | 1,086,832 | 100.00% | |

Table 6-3. Response follow-up experience with teacher interview final respondents in middle teacher wave group

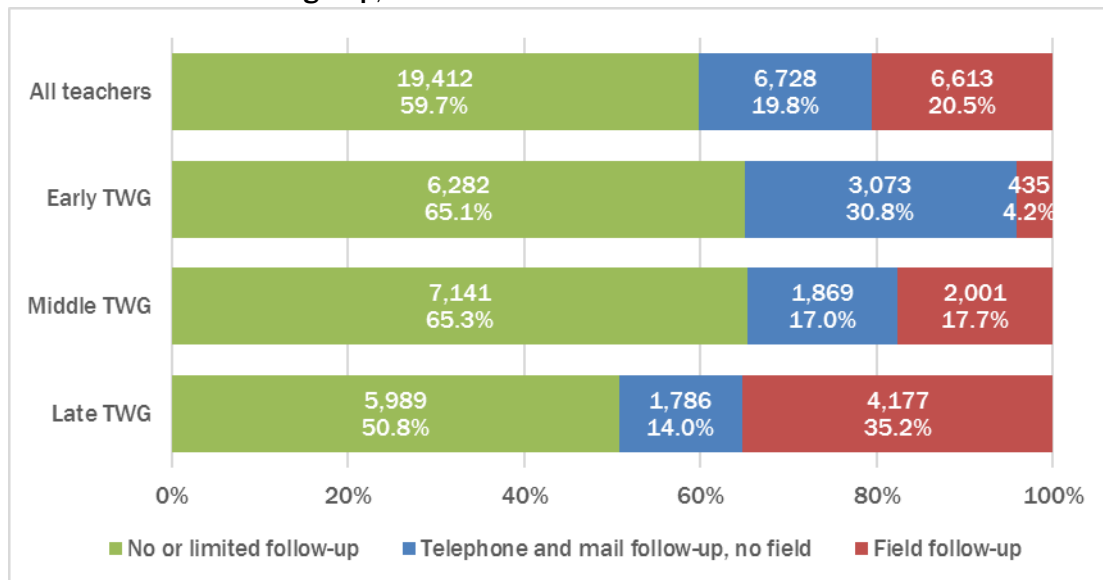
| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 7,141 | 64.85% | 839,089 | 65.34% | 0.89% |
| Telephone/mail follow-up, no field | 1,869 | 16.97% | 217,819 | 16.96% | 0.63% |
| Field follow-up | 2,001 | 18.17% | 227,233 | 17.70% | 0.67% |
| Total respondents | 11,011 | 100.00% | 1,284,141 | 100.00% | |

Table 6-4. Response follow-up experience with teacher interview final respondents in late teacher wave group

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 5,989 | 50.11% | 739,436 | 50.80% | 0.84% |
| Telephone/mail follow-up, no field | 1,786 | 14.94% | 203,795 | 14.00% | 0.42% |
| Field follow-up | 4,177 | 34.95% | 512,232 | 35.19% | 0.85% |
| Total respondents | 11,952 | 100.00% | 1,455,463 | 100.00% | |

Figure 6-1 presents the unweighted number of teachers and the weighted percentages for follow-up experience categories by teacher wave group summarizing Tables 6-1 through 6-4.

Figure 6-1. Follow-up required prior to response with teacher-interview final respondents by teacher wave group, NTPS 2015-16



Not surprisingly, the early teacher wave group achieved a high response rate (>90%) without much extensive follow-up effort. Only about 4% of the teacher respondents responded after receiving

field follow-up. Teachers in later teacher wave group not only had lower response rates but also received more extensive follow-up. For example, a considerable portion (34%) of respondents in the late teacher wave group responded after receiving field follow-up. There could be a number of factors such as

- Teachers in the later wave groups didn't have sufficient time to respond;
- Teachers from schools that are slow to send the teacher listing form are less likely to respond; and
- More extensive follow-up procedures started early on for the later wave groups.

Tables 6-5 through 6-8 present the distribution of three response follow-up categories by survey coordinator status and priority status of teacher respondents' school.

Table 6-5. Response follow-up experience with teacher interview final respondents from non-priority schools without a survey coordinator

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 12,350 | 65.21% | 1,389,794 | 65.87% | 0.65% |
| Telephone/mail follow-up, no field | 3,919 | 20.69% | 420,694 | 19.94% | 0.45% |
| Field follow-up | 2,671 | 14.10% | 299,339 | 14.19% | 0.54% |
| Total respondents | 9,790 | 100.00% | 1,086,832 | 100.00% | |

Table 6-6. Response follow-up experience with teacher interview final respondents from non-priority schools with a survey coordinator

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 4,989 | 51.07% | 592,710 | 51.97% | 0.77% |
| Telephone/mail follow-up, no field | 2,050 | 20.99% | 234,048 | 20.52% | 0.67% |
| Field follow-up | 2,729 | 27.94% | 313,748 | 27.51% | 0.78% |
| Total respondents | 9,768 | 100.00% | 1,140,505 | 100.00% | |

Table 6-7. Response follow-up experience with teacher interview final respondents from priority schools without a survey coordinator

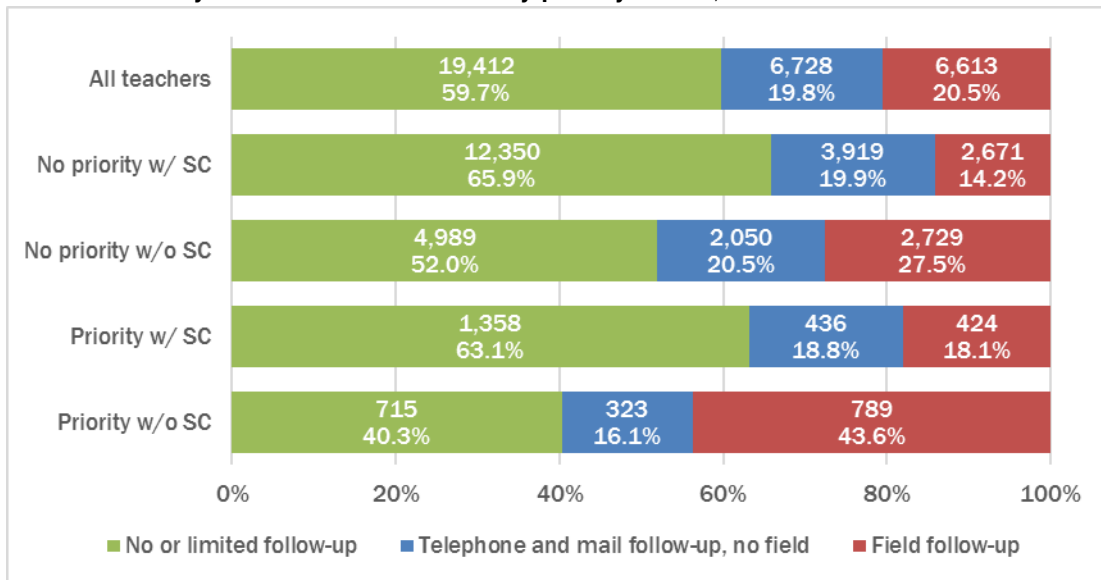
| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 1,358 | 61.23% | 196,906 | 63.12% | 2.01% |
| Telephone/mail follow-up, no field | 436 | 19.66% | 58,697 | 18.82% | 1.45% |
| Field follow-up | 424 | 19.12% | 56,353 | 18.06% | 1.66% |
| Total respondents | 2,218 | 100.00% | 311,956 | 100.00% | |

Table 6-8. Response follow-up experience with teacher interview final respondents from priority schools with a survey coordinator

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|------------------------------------|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| No or limited follow-up | 715 | 39.14% | 106,443 | 40.30% | 1.84% |
| Telephone/mail follow-up, no field | 323 | 17.68% | 42,435 | 16.06% | 1.38% |
| Field follow-up | 789 | 43.19% | 115,269 | 43.64% | 2.13% |
| Total respondents | 1,827 | 100.00% | 264,147 | 100.00% | |

Figure 6-2 summarizes Tables 6-5 through 6-8 (the unweighted counts and weighted percentages are shown). Teacher respondents from schools with a survey coordinator required considerably less follow-up effort than teacher respondents from schools without a survey coordinator, regardless of their priority status, which is consistent with findings from SASS 2011-12 and findings from the school and TLF analysis of this cycle. The teacher follow-up effort prior to response doesn't appear different by priority status for teachers from schools with a survey coordinator. On the other hand, teachers from priority schools without a survey coordinator were slower to respond than the ones from non-priority schools without a survey coordinator.

Figure 6-2. Follow-up required prior to response with teacher-interview final respondents by survey coordinator status and by priority status, NTPS 2015-16



We also looked at the response follow-up experience by experimental group in Table 6-9. Overall, the special afternoon reminder call did not help in terms of reducing the follow-up effort.

Table 6-9. Response follow-up experience with teacher-interview final respondents by nonresponse experimental group, NTPS 2015-16

| Response follow-up category | Unweighted respondent count | Unweighted respondent percent | Weighted respondent count | Weighted respondent percent | Standard error |
|--|-----------------------------|-------------------------------|---------------------------|-----------------------------|----------------|
| Teacher experimental group 1 special afternoon calls | | | | | |
| Telephone and mail follow-up, no field | 1,787 | 34.88% | 201,692 | 33.93% | 0.93% |
| Field follow-up | 3,337 | 65.12% | 392,807 | 66.07% | 0.93% |
| Total respondents | 5,124 | 100.00% | 594,499 | 100.00% | |
| Teacher experimental group 2 regular call schedule | | | | | |
| Telephone and mail follow-up, no field | 1,728 | 34.53% | 198,112 | 33.58% | 0.91% |
| Field follow-up | 3,276 | 65.47% | 391,902 | 66.42% | 0.91% |
| Total respondents | 5,004 | 100.00% | 590,014 | 100.00% | |

Appendix E provides further details by school and teacher domains.

Experimental Study in NTPS 2015-16

7

In the 2014-15 NTPS pilot study, an experiment was conducted comparing the paper questionnaire mode and the internet questionnaire mode for all school-level survey components (school questionnaire; principal questionnaire; teacher listing form) and it was found that the response rate of the internet mode group was considerably lower than that of the paper mode group. NPTS 2015-16 had a similar experimental study testing whether offering an internet questionnaire mode for the school questionnaire, principal questionnaire, and teacher listing form with improved contact materials at the onset of data collection altered the response rates at the school level. One thousand schools were assigned to an experimental group receiving an internet questionnaire mode. During the data collection period, the follow-up effort for the experimental group ended after the third school mailing. For that reason, the response rate comparison is based on schools that responded before the third mailout. Completed cases with no or limited follow-up effort in Section 2 are considered completed for this comparison. Only response rate comparisons at the school level are available since teachers were not sampled from the teacher listing forms of the experimental group schools. Since there were no school weights created for the experimental group, we carry out unweighted analyses for the experiment.

For the school questionnaire and teacher listing form, the overall response rate is significantly lower for the internet mode experimental group than the main study group. However, the difference in principal response rate between the two groups is minimal (<1%) and not statistically significant. Table 7-1 shows the response rate for the school questionnaire, principal questionnaire, and teacher listing form.

Table 7-1. Response rate comparison by experimental group and by questionnaire, NTPS 2015-16

| Questionnaire | Main Study | | | | | Experimental Group | | | | |
|---------------|-------------|------------------|-----------|---------------|----------------|--------------------|------------------|-----------|---------------|----------------|
| | Sample Size | Eligible schools | Completes | Response rate | Standard error | Sample Size | Eligible schools | Completes | Response rate | Standard error |
| School | 8,300 | 8,029 | 3,078 | 38.3% | 0.5% | 1,000 | 980 | 288 | 29.4% | 1.4% |
| Principal | 8,300 | 8,025 | 3,169 | 39.5% | 0.5% | 1,000 | 978 | 380 | 38.9% | 1.5% |
| TLF | 8,300 | 8,025 | 3,099 | 38.6% | 0.5% | 1,000 | 980 | 291 | 29.7% | 1.4% |

We analyzed for significant differences between the main study group and the experimental group in terms of response rates using a logistic regression model with one of the response status variables as a dependent variable and the experimental group variable (main study vs. experimental group) and other school domain variables (up to two-way interaction terms). The logistic regression analysis was conducted unweighted assuming an independent, identically distributed with replacement distribution. Firstly, we selected a set of explanatory variables for the response propensity model for each questionnaire by including all of the school domain variables and their two-way interaction terms and finding variables that are selected by three model selection methods (forward, backward, and stepwise). Then, we included the experimental status in addition to the selected variables in the logistic regression in order to find out if initial internet contacts affected the response rate for any questionnaire conditional on school domains. Detailed tables are included in Appendix F.

Conditional on school domains, the school response rate and the teacher listing form response rate are lower for the experimental group than the for main study group, which is consistent with the findings from the pilot study. However, the experimental group variable is not significant in the logistic regression model for the principal questionnaire.

We also conducted chi-square tests to test independence of the school characteristics and the data collection modes among school-interview respondents, and found that only the distribution by special district status differed by mode. In particular, the percentage of special district schools is lower with the internet mode than with the paper mode among responding schools.

Summary and Conclusions

8

Much has been learned in this NTPS 2015-16 cycle as to methodology for data collection. The accelerated field collection efforts for priority schools and for non-priority schools which do not designate a school coordinator was *very successful* in reducing the gap in response rates for many of the school domains which have had traditionally lower response rates (city and suburban schools, high-poverty schools, high and combined schools). The overall response rates were not improved, but on the other hand they did not decrease from the previous cycle, which had happened quite often in SASS. This improvement is certainly in the right direction, and these policies should be continued and further developed in future cycles.

It is still the case that schools with a survey coordinator are likely to have higher response rates, and lower levels of needed follow-up operations. We do not know how much of is because of the survey coordinator's efforts, and how much is because schools that designate survey coordinators are generally more cooperative in all phases of data collection. Probably both factors contribute to the difference, but it is unknown how much can be attributed quantitatively to each without some type of experiment being carried out explicitly.

The new methods to collect teacher listing forms from alternative sources (from a commercial vendor; through clerical searches of the internet) were generally successful. The teacher listing form response rate was marginally increased (SASS 2011-12 was 82.2%; NTPS 2015-16 was 83.6%). The TLFs from the vendor and/or clerical search have a somewhat higher ineligibility rate. On the negative side, the teacher questionnaire response rate was much lower in NTPS 2015-16 than in SASS 2011-12 (for unit response rate, SASS 2011-12 was 77.7% vs. NTPS 2015-16 was 68.1%; for overall response rate, SASS 2011-12 was 63.9% vs. NTPS 2015-16 was 56.9%). However, the alternative sources allowed to collect more TLFs and provided information on teachers that would not have been available through the traditional method. In addition, the overall teacher response rate is higher than what it would have been without the alternative sources. We believe these methods should continue to be explored in future cycles of NTPS.

A small experimental study was done for teachers who required a telephone nonresponse follow-up (so that teachers who responded before this scheduled telephone follow-up would not be part of this experiment). The experimental treatment was receiving the telephone calls in the afternoon

rather than the regular call schedule. This experiment showed a very small (but not statistically significant) increase in response rate among those who received the special afternoon calls.

A larger experimental study was done of 1,000 schools that were asked to respond by internet. This is less expensive in terms of data collection costs if it is even neutral in terms of cooperation levels. In NTPS 2015-16 as in NTPS 2014-15 pilot study, the school questionnaire response rates and the teacher listing form response rates were all significantly lower in the experimental group: about 10 percentage points lower. Intriguingly, the same was not true of the principal questionnaire response rates. We have not found any significant difference in distribution of school-interview respondents between the main study schools and the experimental group schools except for the distribution by special district status. The principal questionnaire response rates in the experimental group were about the same as for the main study.

Appendix A
School Control Data File Analysis:
Details and Assumptions Made

This appendix documents the procedures used and assumptions made for the creation of the follow-up experience flags used in the paradata analyses. Each completed school questionnaire (SQ), principal questionnaire (PQ), and teacher listing form (TLF) was assigned a flag indicating the extent of follow-up that was needed before the case was coded as complete. The School Control Database (SCD) file was processed for this work.

For the SQ, PQ, and TLF, the school domains of interest are:

- Special District Flag;
- Charter Status;
- School Span (primary, middle, high, combined);
- Urbanicity (city, suburban, town, rural);
- Census Region (Northeast, Central, South, West);
- Percentage students eligible for free or reduced price lunch (FRPL: 0 to 35%, 35% to 50%, 50% to 75%, 75% to 100%, not participating);
- School Size (enrollment 0 to 99, 100 to 199, 200 to 499, 500 to 749, 750 to 999, 1000 or more); and
- School Type (regular, special education, vocational, alternative).

The first two school domains listed above were already on the SCD file, but the rest were not. They were recreated using the same logic that was used during frame development. During this process, the following issues and decisions arose:

- **School Span:** Low grade and high grade variables had been revised at some point during the data collection, and both the original and revised version of the variables were on the SCD file. A few revised low grade values were “DC” or “K,” which are invalid values. We used the original low grade value (instead of “DC”) and “KG” (instead of “K”) in these cases;
- **FRPL:** We could not assign any schools to the “not participating” category because missing data (both truly missing and inapplicable) had been fully imputed on the SCD file. Also, during the process of computing FRPL, the ratio of number of free or reduced price lunch students to total enrollment is computed. For three schools, this ratio was equal to or greater than 1. For two of these schools, the ratio was 1 and so not a concern, but for one school, the ratio was 40.31. A ratio of 1 was used for all three schools, i.e., assuming that all students were eligible for free or reduced price lunch;

- **School Type:** 15 schools on the SCD had missing school type, and were assumed to be regular schools;

Follow-up experience flags were defined as follows. For the operational study SQ and PQ, non-priority schools with a survey coordinator were assigned as follows:

- **NPSC1:** Interview completed before third school mailout (Limited or No Follow-up);
- **NPSC2:** Interview completed before telephone follow-up (Follow-up with Survey Coordinator and Mailouts);
- **NPSC3:** Interview completed before Phase 2 field follow-up (Follow-up Including All Telephone and Mailout Phases);
- **NPSC4:** Interview completed after Phase 2 field follow-up (Follow-up including Field Follow-up).

For the operational study SQ and PQ, priority schools and non-priority schools without survey coordinators were assigned as follows:

- **OTH1:** Interview completed before Phase 1 Field Follow-up (Limited or No Follow-up);
- **OTH2:** Interview completed after Phase 1 Field Follow-up (Follow-up with Phase 1 Field Follow-up);
- **OTH3:** Interview completed after further follow-up after Phase 1 Field Follow-up (Follow-up Including All Phases);

For the experimental study SQ and PQ, all schools were assigned as follows:

- **NPSC1:** Interview completed before third school mailout (Limited or No Follow-up);
- **NPSC2:** Interview completed after third school mailout (Follow-up with Survey Coordinator and Mailouts)

For the operational and experimental studies TLF, all schools were assigned as follows:

- **TLF1:** TLF sent in by school before Phase 1 Field Follow-up or Third School Mailout (Limited or No Follow-up);
- **TLF2:** TLF sent in by school before Vendor File Matching (Phase 1 Field or Third School Mailout);

- **TLF3:** TLF obtained through Vendor File Matching or Clerical Research (Vendor/Clerical Follow-up) and no TLF from school;
- **TLF4:** TLF sent in by school after Vendor/Clerical processes failed (Follow-up after Vendor/Clerical failed).

Interviews were considered complete if STATUS_SQ was “01” or “02,” STATUS_PQ was “01” or “02,” or STATUS_TLF was “01,” for the SQ, PQ, and TLF respectively.

In order to assign the follow-up experience flags, “in” flags for each stage of data collection were assigned first. The “in” flags identified completed cases that were considered to have gone through that stage of data collection. All of these flags were set for completed cases only; this analysis is only for completed cases. Different stages of data collection were relevant to different types of cases as shown in Table A-1.

Table A-1. Relevant stages of data collection by type of case

| Type of case | Relevant stages of data collection |
|--|---|
| Operational study SQ and PQ, non-priority schools with a survey coordinator | MAIL3, FFU1, REMIND, MAIL4, NRFU, FFU2 |
| Operational study SQ and PQ, priority schools and non-priority schools without survey coordinators | FFU1, REMIND, MAIL4, NRFU, FFU2 |
| Experimental study SQ and PQ, all schools | MAIL3, REMIND |
| Operational study TLF, all schools | MAIL3, FFU1, VENDOR, RSRCH, REMIND, MAIL4 |
| Experimental study TLF, all schools | MAIL3, VENDOR, RSRCH, REMIND |

Notes: MAIL3 is Third School Mailout, FFU1 is Phase 1 Field Follow-up, REMIND is Survey Coordinator Reminder Operation, MAIL4 is Fourth School Mailout including FedEx, NRFU is Telephone Follow-up, FFU2 is Phase 2 Field Follow-up, VENDOR is vendor file matching, and RSRCH is clerical research operation. We did not expect non-priority schools with survey coordinators to go through FFU1, but some did. We did not expect priority schools and non-priority schools without survey coordinators to go through REMIND because most of these don’t even have a survey coordinator, but some did. For the TLF, all operational schools, regardless of survey coordinator status or priority status, went through the same processes. Follow-up for the experimental schools was limited.

The “in” flags for each stage of data collection were set as shown in Table A-2.

Table A-2. Setting the “in” flags for each process

| Stage of data collection | Completed cases counted as “in” if: |
|--------------------------|---|
| MAIL3 | Flagged for MAIL3 and no LMR date |
| FFU1 | Flagged for FFU1 and (no LMR date or LMR date is after 11/9/2015) |
| REMIND | Flagged for REMIND |
| MAIL4, PQ or SQ | Flagged for MAIL4 and no LMR date, or flagged for FedEx |
| MAIL4, TLF | Flagged for FedEx |
| NRFU | Flagged for NRFU and no LMR date or LMR date is after 2/16/2016 |
| FFU2 | Flagged for FFU2 and no LMR date or LMR date is after 3/21/2016 |
| VENDOR | Flagged for VENDOR |
| RSRCH | Flagged for RSRCH and not pulled due to receipt of paper questionnaire [i.e., not (LMR date of 11/19/2015 and TLF source is paper)] |

Notice that cases with LMR dates were handled differently (i.e., counted as “in” or not) depending on the stage of data collection. These decisions had to do with the actual LMR dates as they related to the process start dates, and how far apart the processes were from each other. For example, only cases with no LMR date were considered “in” MAIL3 because the LMR date was 11/9/15 and the process started on 11/15/15. Similarly, only cases with no LMR date were considered “in” MAIL4 because the LMR date was 1/20/16, nearly a month before that process started. On the other hand, cases were considered “in” REMIND regardless of the LMR date. This was because the LMR date was 1/4/16, which was in the middle of the REMIND process that ran from 12/1/15 – 12/18/15, took a break and then resumed from 1/4/16 – 1/22/16. The FFU1, NRFU, and FFU2 processes had LMR cutoff dates. Only cases with no LMR date or LMR dates after the cutoff were considered “in” the process.

There were 49 SQ records and 48 PQ records with the FFU2 flag missing and an LMR date filled in. These records were treated as not in FFU2.

The information in Tables A-1 and A-2 was based on patterns and details observed in the actual data. These may be different than the data collection plans outlined in the Operations Overview dated 5/19/2015.

The follow-up experience flags were assigned as shown in Table A-3.

Table A-3. Rules for assigning follow-up experience flags by type of case

| Type of case | Follow-up experience flag value | Rules |
|--|--|--|
| Operational study SQ and PQ, non-priority schools with a survey coordinator | NPSC1 (Limited or no follow-up) | Not in MAIL3, FFU1, REMIND, MAIL4, NRFU, or FFU2 |
| | NPSC2 (Follow-up with survey coordinator and mailouts) | In MAIL3 or REMIND and not in NRFU or FFU1 or FFU2 |
| | NPSC3 (Follow-up including all telephone and mailout phases) | In NRFU and not in FFU1 or FFU2 |
| | NPSC4 (Follow-up including field follow-up) | In FFU1 or FFU2 |
| Operational study SQ and PQ, priority schools and non-priority schools without survey coordinators | OTH1 (Limited or no follow-up) | Not in FFU1, REMIND, MAIL4, NRFU, or FFU2 |
| | OTH2 (Follow-up with Field Follow-up Only or Phone/Mail Follow up Only) | In FFU1 or FFU2 and not in REMIND, MAIL4, or NRFU, <u>OR</u> Not in FFU1 or FFU2 and in REMIND, MAIL4, or NRFU |
| | OTH3 (Follow-up Including All Phases) | In FFU1 or FFU2 and in REMIND, MAIL4, or NRFU |
| Experimental study SQ and PQ, all schools | NPSC1 (Limited or no follow-up) | Not in MAIL3 or REMIND |
| | NPSC2 (Follow-up with Survey Coordinator and Mailouts) | In MAIL3 or REMIND |
| Operational study TLF, all schools | TLF1 (Limited or no follow-up) | Not in MAIL3 or FFU1 |
| | TLF2 (Phase 1 Field or Third School Mailout) | Not in VENDOR, <u>OR</u> In VENDOR and source of TLF is not vendor or clerical and not in RSRCH or REMIND or MAIL4 |
| | TLF3 (Vendor/Clerical Follow-up) | Source of TLF is vendor or clerical |
| | TLF4 (Follow-up After Vendor/Clerical Failed) | In VENDOR and source of TLF is not vendor or clerical and in REMIND or MAIL4 <u>OR</u> In RSRCH and source of TLF is not vendor or clerical |
| Experimental study TLF, all schools | TLF1 (Limited or no follow-up) | Not in MAIL3 |
| | TLF2 (Phase 1 Field or Third School Mailout) | Not in VENDOR, <u>OR</u> In VENDOR and source of TLF is not vendor or clerical and not in RSRCH or REMIND |
| | TLF3 (Vendor/Clerical Follow-up) | Source of TLF is vendor or clerical |
| | TLF4 (Follow-up After Vendor/Clerical Failed) | In VENDOR and REMIND and source of TLF is not vendor or clerical <u>OR</u> In RSRCH and source of TLF is not vendor or clerical |

Note: The terms “not in” or “in” above reference use of the “in” flags.

Appendix B
Teacher Control Data File Analysis:
Details and Assumptions Made

This appendix documents the procedures used and assumptions made for the creation of the follow-up experience flags used in the paradata analyses. Each completed teacher questionnaire (TQ) was assigned a flag indicating the extent of follow-up that was needed before the case was coded as complete. The Teacher Control Database (TCD) file was processed for this work.

For the TQ, the school domains described in Appendix A were brought over to the teacher file. In addition to these, the teacher domain Teacher Subject within School Span was created by crossing School Span (primary, middle, high, combined) with Teacher Subject (special ed, general elementary, math, science, English/language arts, social studies, vocational/technical, other). The “high school-general elementary” category was combined with “high school-other,” and the “primary-vocational/technical” category was combined with “primary-other,” yielding 30 distinct categories.

The follow-up experience flag was defined as follows:

- **TQ1:** Interview completed before telephone follow-up (Limited or No Follow-up);
- **TQ2:** Interview completed before Phase 2 field follow-up (Telephone and Mailout Follow-up Only);
- **TQ3:** Interview completed after Phase 2 field follow-up (Follow-up including Field Follow-up).

Interviews were considered complete if STATUS_TCH was “01” or “02”.

In order to assign the follow-up experience flags, “in” flags for each stage of data collection were assigned first. The “in” flags identified completed cases that were considered to have gone through that stage of data collection. All of these flags were set for completed cases only; this analysis is only for completed cases. Teachers went through the same stages of data collection regardless of school survey coordinator status, teacher treatment (whether the initial contact was by email, mail, or paper), or other factors. The stages of data collection relevant to teachers are shown in Table B-1.

Table B-1. Relevant stages of data collection for teachers

| Type of case | Relevant stages of data collection |
|--------------|---|
| All teachers | MAIL, EMAIL, REMIND, NRFU, FFU2, RMDEXT |

Notes: MAIL is the three Teacher Follow-up Mailouts, EMAIL is the three Teacher Follow-up Emails, REMIND is the Survey Coordinator Reminder Operation, NRFU is Telephone Follow-up, FFU2 is Phase 2 Field Follow-up, RMDEXT is the Phase 2 Reminder Operation. Cases that went through REMIND or FFU2 did not also go through RMDEXT, and vice versa. The RMDEXT process was for teacher waves 19-24 only.

The “in” flags for each stage of data collection were set as shown in Table B-2.

Table B-2. Setting the “in” flags for each process

| Stage of data collection | Completed cases counted as “in” if: |
|--------------------------|--|
| MAIL | Flagged for any of the three follow-up mailouts |
| EMAIL | Flagged for any of the three follow-up emails |
| REMIND | Flagged for REMIND |
| NRFU | Flagged for NRFU and no LMR date or LMR date is after 2/16/2016 |
| FFU2 | Flagged for FFU2 and no LMR date or LMR date is after 3/21/2016 |
| RMDEXT | Flagged for RMDEXT and no LMR date or LMR date is after 6/5/2016 |

Notice that cases with LMR dates were handled differently (i.e., counted as “in” or not) depending on the stage of data collection. These decisions had to do with the actual LMR dates as they related to the process start dates, and how far apart the processes were from each other. One complication regarding LMR dates that arose with teachers that didn’t happen with the schools, principals, or TLFs is that the teachers were sampled and their data were collected on a flow basis. This meant that while the start dates for each process were appropriately staggered, the end date for one process often was well after the start date for the next process. This made identifying cases that were completed before the next process began difficult. Cases were considered “in” MAIL regardless of the LMR date. Cases were also considered “in” REMIND regardless of the LMR date. This was because the earliest LMR date was 1/4/16, which was in the middle of the REMIND process that ran from 12/1/15 – 12/18/15, took a break and then resumed from 1/4/16 – 1/22/16. The NRFU, FFU2, and MDEXT processes had LMR cutoff dates. Only cases with no LMR date or LMR dates after the cutoff were considered “in” the process.

The information in Tables B-1 and B-2 was based on patterns and details observed in the actual data. These may be different than the data collection plans outlined in the Operations Overview dated 5/19/2015.

The follow-up experience flag was assigned as shown in Table B-3.

Table B-3. Rules for assigning follow-up experience flag by flag value, all teachers

| Follow-up experience flag value | Rules |
|---|--|
| TQ1 (Limited or no follow-up) | Not in REMIND, NRFU, FFU2, or RMDEXT |
| TQ2 (Telephone and Mailout Follow-up Only) | In REMIND, NRFU, or RMDEXT and not in FFU2 |
| TQ3 (Follow-up including Field Follow-up) | In FFU2 |

Note: The terms “not in” or “in” above reference use of the “in” flags.

Appendix C
School Questionnaire Experience:
Detailed Tables

Tables C-1, C-2, C-3, and C-4 show the rates of responding non-priority schools with a survey coordinator by response follow-up category (no/limited follow-up; survey coordinator telephone reminder and mailout; telephone and mail follow-up, no field; field follow-up) as a percentage of all responding non-priority schools with a survey coordinator across the school domains (special district flag, charter school status, school span, urbanicity, Census region, poverty level, school size, and school type). The tables presents the number of completed school interviews; the number, unweighted percentage and weighted percentage of completed school interviews with one of levels of follow-up; and the standard error of the weighted percentage. We used the Rao-Scott Chi-Square statistic for testing independence between response follow-up experience and school domain. The statistic takes into consideration design effects from the complex survey design. Its p-value is also presented in the tables. Any significant difference in response follow-up experience by domain is shaded in the tables in Appendix C.

At a significance level of 0.05, the four tables show that among responding non-priority schools with a survey coordinator,

- The percentage of schools that received no to limited follow-up varies by charter school status, urbanicity, Census region, and poverty status;
- The percentage of schools that received survey coordinator follow-up or mailout varies by poverty status;
- The percentage of schools that received telephone and mail follow-up varies by charter school status and Census region; and
- The percentage of schools that received field follow-up varies by charter school status, urbanicity, and poverty status.

The following schools tend to require more follow-up to achieve final response: charter schools, city schools, schools in the Northeast region, and schools where 75% or more of the students are eligible for free or reduced price lunch.

Table C-1. Percentage of school respondents that received no/limited follow-up by school domain, among non-priority schools with a survey coordinator

| Domain | Number of completes | Number of completes with no or limited follow-up | Unweighted percent no or limited follow-up | Weighted percent | | |
|----------------------|---------------------|--|--|--|----------------|--------|
| | | | | Weighted percent no or limited follow-up | Standard error | Pvalue |
| Special district | 95 | 74 | 77.9% | 79.3% | 4.6% | 0.1214 |
| Not special district | 3,032 | 2,128 | 70.2% | 71.2% | 0.9% | |
| Charter | 408 | 246 | 60.3% | 59.8% | 2.8% | 0.0000 |
| Non-charter | 2,719 | 1,956 | 71.9% | 72.2% | 0.9% | |
| Primary | 1,435 | 997 | 69.5% | 71.3% | 1.3% | 0.6089 |
| Middle | 551 | 404 | 73.3% | 73.7% | 1.9% | |
| High | 708 | 500 | 70.6% | 70.1% | 2.0% | |
| Combined | 433 | 301 | 69.5% | 70.7% | 2.3% | |
| City | 617 | 391 | 63.4% | 64.6% | 1.9% | 0.0005 |
| Suburban | 921 | 660 | 71.7% | 71.5% | 1.6% | |
| Town | 579 | 419 | 72.4% | 73.2% | 1.9% | |
| Rural | 1,010 | 732 | 72.5% | 74.4% | 1.6% | |
| Northeast | 480 | 329 | 68.5% | 70.3% | 2.2% | 0.0032 |
| Midwest | 910 | 686 | 75.4% | 76.5% | 1.6% | |
| South | 1,142 | 768 | 67.3% | 68.4% | 1.5% | |
| West | 595 | 419 | 70.4% | 70.3% | 2.1% | |
| FRPL 0-34% | 975 | 729 | 74.8% | 76.4% | 1.5% | 0.0000 |
| FRPL 35-49% | 606 | 432 | 71.3% | 72.1% | 2.1% | |
| FRPL 50-75% | 963 | 677 | 70.3% | 71.2% | 1.8% | |
| FRPL 75-100% | 583 | 364 | 62.4% | 63.0% | 2.3% | |
| Enrollment 0-99 | 141 | 98 | 69.5% | 73.4% | 4.1% | 0.8477 |
| Enrollment 100-199 | 244 | 171 | 70.1% | 72.7% | 3.0% | |
| Enrollment 200-499 | 1,160 | 821 | 70.8% | 71.8% | 1.5% | |
| Enrollment 500-749 | 825 | 572 | 69.3% | 69.8% | 1.6% | |
| Enrollment 750-999 | 349 | 255 | 73.1% | 72.9% | 2.6% | |
| Enrollment 1000+ | 408 | 285 | 69.9% | 69.8% | 2.4% | |
| Regular | 2,961 | 2,091 | 70.6% | 71.7% | 0.9% | 0.6066 |
| Special education | 45 | 31 | 68.9% | 72.3% | 7.4% | |
| Vocational | 40 | 29 | 72.5% | 69.3% | 8.4% | |
| Alternative | 81 | 51 | 63.0% | 65.1% | 5.6% | |

Table C-2. Percentage of school respondents that received survey coordinator follow-up (telephone reminder) and mailout by school domain, among non-priority schools with a survey coordinator

| Domain | Number of completes | Number of completes with coordinator follow-up /mailout | Unweighted percent coordinator follow-up mailout | Weighted percent | | |
|----------------------|---------------------|---|--|--|----------------|--------|
| | | | | Weighted percent coordinator follow-up mailout | Standard error | Pvalue |
| Special district | 95 | 12 | 12.6% | 13.9% | 3.9% | 0.4077 |
| Not special district | 3,032 | 540 | 17.8% | 17.6% | 0.8% | |
| Charter | 408 | 82 | 20.1% | 21.3% | 2.4% | 0.0883 |
| Non-charter | 2,719 | 470 | 17.3% | 17.2% | 0.8% | |
| Primary | 1,435 | 268 | 18.7% | 17.9% | 1.1% | 0.7663 |
| Middle | 551 | 87 | 15.8% | 15.8% | 1.5% | |
| High | 708 | 119 | 16.8% | 17.5% | 1.6% | |
| Combined | 433 | 78 | 18.0% | 17.7% | 2.0% | |
| City | 617 | 128 | 20.7% | 20.9% | 1.7% | 0.0532 |
| Suburban | 921 | 152 | 16.5% | 17.3% | 1.2% | |
| Town | 579 | 104 | 18.0% | 17.9% | 1.7% | |
| Rural | 1,010 | 168 | 16.6% | 15.4% | 1.2% | |
| Northeast | 480 | 81 | 16.9% | 17.4% | 1.9% | 0.4147 |
| Midwest | 910 | 148 | 16.3% | 15.8% | 1.2% | |
| South | 1,142 | 221 | 19.4% | 18.9% | 1.3% | |
| West | 595 | 102 | 17.1% | 17.4% | 1.7% | |
| FRPL 0-34% | 975 | 150 | 15.4% | 14.7% | 1.2% | 0.0038 |
| FRPL 35-49% | 606 | 100 | 16.5% | 16.8% | 1.8% | |
| FRPL 50-75% | 963 | 172 | 17.9% | 17.3% | 1.5% | |
| FRPL 75-100% | 583 | 130 | 22.3% | 22.9% | 1.9% | |
| Enrollment 0-99 | 141 | 27 | 19.1% | 15.2% | 2.7% | 0.8040 |
| Enrollment 100-199 | 244 | 46 | 18.9% | 17.2% | 2.6% | |
| Enrollment 200-499 | 1,160 | 199 | 17.2% | 17.2% | 1.1% | |
| Enrollment 500-749 | 825 | 157 | 19.0% | 19.1% | 1.4% | |
| Enrollment 750-999 | 349 | 52 | 14.9% | 16.1% | 2.4% | |
| Enrollment 1000+ | 408 | 71 | 17.4% | 17.5% | 2.0% | |
| Regular | 2,961 | 517 | 17.5% | 17.3% | 0.8% | 0.4107 |
| Special education | 45 | 7 | 15.6% | 13.9% | 6.0% | |
| Vocational | 40 | 7 | 17.5% | 19.3% | 7.0% | |
| Alternative | 81 | 21 | 25.9% | 23.8% | 4.8% | |

Table C-3. Percentage of school respondents that received telephone and mail follow-up by school domain, among non-priority schools with a survey coordinator

| Domain | Number of completes | Number of completes with telephone and phone follow-up | Unweighted percent telephone and phone follow-up | Weighted percent | | |
|----------------------|---------------------|--|--|--|----------------|--------|
| | | | | Weighted percent telephone and phone follow-up | Standard error | Pvalue |
| Special district | 95 | 5 | 5.3% | 4.2% | 2.0% | 0.7819 |
| Not special district | 3,032 | 159 | 5.2% | 4.8% | 0.4% | |
| Charter | 408 | 30 | 7.4% | 7.5% | 1.4% | 0.0201 |
| Non-charter | 2,719 | 134 | 4.9% | 4.6% | 0.4% | |
| Primary | 1,435 | 71 | 4.9% | 4.6% | 0.6% | 0.2903 |
| Middle | 551 | 25 | 4.5% | 4.2% | 0.9% | |
| High | 708 | 46 | 6.5% | 6.3% | 1.0% | |
| Combined | 433 | 22 | 5.1% | 4.1% | 0.9% | |
| City | 617 | 40 | 6.5% | 5.5% | 0.9% | 0.8075 |
| Suburban | 921 | 42 | 4.6% | 4.6% | 0.8% | |
| Town | 579 | 31 | 5.4% | 5.2% | 0.9% | |
| Rural | 1,010 | 51 | 5.0% | 4.5% | 0.8% | |
| Northeast | 480 | 28 | 5.8% | 5.1% | 1.0% | 0.0079 |
| Midwest | 910 | 32 | 3.5% | 2.7% | 0.5% | |
| South | 1,142 | 70 | 6.1% | 5.9% | 0.7% | |
| West | 595 | 34 | 5.7% | 5.7% | 1.1% | |
| FRPL 0-34% | 975 | 41 | 4.2% | 3.7% | 0.7% | 0.1568 |
| FRPL 35-49% | 606 | 33 | 5.4% | 4.9% | 0.9% | |
| FRPL 50-75% | 963 | 57 | 5.9% | 6.1% | 0.9% | |
| FRPL 75-100% | 583 | 33 | 5.7% | 4.5% | 0.9% | |
| Enrollment 0-99 | 141 | 9 | 6.4% | 6.4% | 2.6% | 0.7695 |
| Enrollment 100-199 | 244 | 11 | 4.5% | 3.5% | 1.0% | |
| Enrollment 200-499 | 1,160 | 65 | 5.6% | 4.7% | 0.6% | |
| Enrollment 500-749 | 825 | 42 | 5.1% | 5.0% | 0.8% | |
| Enrollment 750-999 | 349 | 14 | 4.0% | 4.1% | 1.2% | |
| Enrollment 1000+ | 408 | 23 | 5.6% | 5.9% | 1.4% | |
| Regular | 2,961 | 154 | 5.2% | 4.8% | 0.4% | 0.9764 |
| Special education | 45 | 4 | 8.9% | 6.7% | 3.4% | |
| Vocational | 40 | 2 | 5.0% | 4.8% | 3.5% | |
| Alternative | 81 | 4 | 4.9% | 4.9% | 3.0% | |

Table C-4. Percentage of school respondents that received field follow-up by school domain, among non-priority schools with a survey coordinator

| Domain | Number of completes | Number of completes with field follow-up | Unweighted percent field follow-up | Weighted percent | | |
|----------------------|---------------------|--|------------------------------------|----------------------------------|----------------|--------|
| | | | | Weighted percent field follow-up | Standard error | Pvalue |
| Special district | 95 | 4 | 4.2% | 2.6% | 1.6% | 0.1119 |
| Not special district | 3,032 | 205 | 6.8% | 6.4% | 0.5% | |
| Charter | 408 | 50 | 12.3% | 11.4% | 1.7% | 0.0003 |
| Non-charter | 2,719 | 159 | 5.8% | 6.0% | 0.5% | |
| Primary | 1,435 | 99 | 6.9% | 6.2% | 0.7% | 0.8807 |
| Middle | 551 | 35 | 6.4% | 6.3% | 1.2% | |
| High | 708 | 43 | 6.1% | 6.1% | 1.0% | |
| Combined | 433 | 32 | 7.4% | 7.5% | 1.2% | |
| City | 617 | 58 | 9.4% | 9.0% | 1.2% | 0.0064 |
| Suburban | 921 | 67 | 7.3% | 6.6% | 0.8% | |
| Town | 579 | 25 | 4.3% | 3.7% | 0.8% | |
| Rural | 1,010 | 59 | 5.8% | 5.7% | 0.9% | |
| Northeast | 480 | 42 | 8.8% | 7.3% | 1.2% | 0.4182 |
| Midwest | 910 | 44 | 4.8% | 5.0% | 0.8% | |
| South | 1,142 | 83 | 7.3% | 6.8% | 0.8% | |
| West | 595 | 40 | 6.7% | 6.5% | 1.3% | |
| FRPL 0-34% | 975 | 55 | 5.6% | 5.2% | 0.8% | 0.0082 |
| FRPL 35-49% | 606 | 41 | 6.8% | 6.3% | 1.0% | |
| FRPL 50-75% | 963 | 57 | 5.9% | 5.4% | 0.8% | |
| FRPL 75-100% | 583 | 56 | 9.6% | 9.6% | 1.4% | |
| Enrollment 0-99 | 141 | 7 | 5.0% | 5.0% | 1.8% | 0.9749 |
| Enrollment 100-199 | 244 | 16 | 6.6% | 6.6% | 1.8% | |
| Enrollment 200-499 | 1,160 | 75 | 6.5% | 6.3% | 0.8% | |
| Enrollment 500-749 | 825 | 54 | 6.5% | 6.2% | 0.9% | |
| Enrollment 750-999 | 349 | 28 | 8.0% | 6.9% | 1.4% | |
| Enrollment 1000+ | 408 | 29 | 7.1% | 6.8% | 1.3% | |
| Regular | 2,961 | 199 | 6.7% | 6.3% | 0.5% | 0.9978 |
| Special education | 45 | 3 | 6.7% | 7.1% | 4.3% | |
| Vocational | 40 | 2 | 5.0% | 6.6% | 4.7% | |
| Alternative | 81 | 5 | 6.2% | 6.3% | 2.6% | |

Tables C-5, C-6, and C-7 show the rates of responding priority schools by response follow-up category (no/limited follow-up, phase 1 field follow-up, further follow-up after phase 1) as a percentage of all responding priority schools across the school domains (special district flag, charter school status, school span, urbanicity, Census region, poverty level, school size, and school type).

The statistics of the tables are identical to the ones in Tables C-1 through C-4.

At a significant level of 0.05, the three tables show that among priority schools,

- The percentage of schools that received no to limited follow-up varies by urbanicity, Census region, and poverty status;
- The percentage of schools that received phase 1 field follow-up varies by urbanicity and Census region;
- The percentage of schools that received further follow-up after phase 1 varies by urbanicity, Census region, poverty status, and school type.

The following schools tend to require more follow-up to achieve final response: city schools, town schools, schools in the Northeast, Midwest, and South regions (i.e., only the West stands out with less followup needed), and schools where 50%-75% are eligible for free or reduced price lunch and more strongly schools were 75% of more of the students are eligible for free or reduced price lunch.

Table C-5. Percentage of school respondents that received no/limited follow-up by school domain, among priority schools

| Domain | Number of completes | Number of completes with no or limited follow-up | Unweighted percent no or limited follow-up | Weighted percent | | |
|----------------------|---------------------|--|--|--|----------------|--------|
| | | | | Weighted percent no or limited follow-up | Standard error | Pvalue |
| Special district | 675 | 309 | 45.8% | 44.2% | 1.9% | 0.1356 |
| Not special district | 24 | 6 | 25.0% | 27.2% | 10.7% | |
| Charter | 101 | 48 | 47.5% | 48.6% | 5.1% | 0.3348 |
| Non-charter | 598 | 267 | 44.6% | 43.2% | 2.0% | |
| Primary | 352 | 165 | 46.9% | 46.2% | 2.6% | 0.2774 |
| Middle | 126 | 55 | 43.7% | 41.9% | 4.9% | |
| High | 152 | 63 | 41.4% | 36.8% | 4.7% | |
| Combined | 69 | 32 | 46.4% | 44.7% | 6.4% | |
| City | 433 | 171 | 39.5% | 39.0% | 2.4% | 0.0039 |
| Suburban | 223 | 122 | 54.7% | 53.3% | 3.5% | |
| Town | 24 | 9 | 37.5% | 30.9% | 10.1% | |
| Rural | 19 | 13 | 68.4% | 62.4% | 13.6% | |
| Northeast | 121 | 36 | 29.8% | 28.2% | 4.7% | 0.0007 |
| Midwest | 65 | 23 | 35.4% | 34.9% | 6.6% | |
| South | 295 | 138 | 46.8% | 46.0% | 3.2% | |
| West | 218 | 118 | 54.1% | 52.9% | 3.5% | |
| FRPL 0-34% | 128 | 76 | 59.4% | 59.8% | 4.9% | 0.0007 |
| FRPL 35-49% | 76 | 41 | 53.9% | 54.5% | 6.8% | |
| FRPL 50-75% | 167 | 71 | 42.5% | 39.9% | 4.3% | |
| FRPL 75-100% | 328 | 127 | 38.7% | 37.8% | 2.8% | |
| Enrollment 0-99 | 35 | 15 | 42.9% | 34.4% | 10.1% | 0.4837 |
| Enrollment 100-199 | 27 | 11 | 40.7% | 33.8% | 10.7% | |
| Enrollment 200-499 | 213 | 88 | 41.3% | 41.6% | 3.4% | |
| Enrollment 500-749 | 193 | 92 | 47.7% | 47.4% | 3.5% | |
| Enrollment 750-999 | 96 | 48 | 50.0% | 50.2% | 5.3% | |
| Enrollment 1000+ | 135 | 61 | 45.2% | 43.4% | 4.7% | |
| Regular | 627 | 286 | 45.6% | 44.8% | 2.0% | 0.4967 |
| Special education | 16 | 8 | 50.0% | 41.8% | 13.7% | |
| Vocational | 7 | 4 | 57.1% | 48.1% | 27.4% | |
| Alternative | 49 | 17 | 34.7% | 32.4% | 7.9% | |

Table C-6. Percentage of school respondents that received phase 1 follow-up by school domain, among priority schools

| Domain | Number of completes | Number of completes with coordinator follow-up mailout | Unweighted percent Phase 1 field follow-up | Weighted percent | | |
|----------------------|---------------------|--|--|--|----------------|--------|
| | | | | Weighted percent coordinator follow-up mailout | Standard error | Pvalue |
| Special district | 675 | 284 | 42.1% | 43.9% | 1.8% | 0.0851 |
| Not special district | 24 | 15 | 62.5% | 63.3% | 11.4% | |
| Charter | 101 | 36 | 35.6% | 35.9% | 4.9% | 0.1046 |
| Non-charter | 598 | 263 | 44.0% | 45.2% | 2.0% | |
| Primary | 352 | 153 | 43.5% | 43.8% | 2.7% | 0.3019 |
| Middle | 126 | 53 | 42.1% | 43.0% | 4.8% | |
| High | 152 | 70 | 46.1% | 51.1% | 5.4% | |
| Combined | 69 | 23 | 33.3% | 34.3% | 6.3% | |
| City | 433 | 208 | 48.0% | 49.5% | 2.4% | 0.0099 |
| Suburban | 223 | 75 | 33.6% | 34.0% | 3.5% | |
| Town | 24 | 10 | 41.7% | 46.8% | 11.7% | |
| Rural | 19 | 6 | 31.6% | 37.6% | 13.6% | |
| Northeast | 121 | 79 | 65.3% | 64.9% | 5.3% | 0.0001 |
| Midwest | 65 | 29 | 44.6% | 47.7% | 6.3% | |
| South | 295 | 110 | 37.3% | 37.8% | 2.7% | |
| West | 218 | 81 | 37.2% | 39.5% | 3.6% | |
| FRPL 0-34% | 128 | 47 | 36.7% | 37.6% | 4.9% | 0.2512 |
| FRPL 35-49% | 76 | 28 | 36.8% | 37.0% | 6.7% | |
| FRPL 50-75% | 167 | 70 | 41.9% | 45.7% | 4.5% | |
| FRPL 75-100% | 328 | 154 | 47.0% | 47.8% | 2.9% | |
| Enrollment 0-99 | 35 | 12 | 34.3% | 42.9% | 10.0% | 0.6172 |
| Enrollment 100-199 | 27 | 11 | 40.7% | 46.0% | 11.0% | |
| Enrollment 200-499 | 213 | 105 | 49.3% | 49.7% | 3.5% | |
| Enrollment 500-749 | 193 | 76 | 39.4% | 40.0% | 3.2% | |
| Enrollment 750-999 | 96 | 37 | 38.5% | 41.0% | 5.3% | |
| Enrollment 1000+ | 135 | 58 | 43.0% | 44.3% | 4.4% | |
| Regular | 627 | 273 | 43.5% | 45.0% | 2.0% | 0.8018 |
| Special education | 16 | 6 | 37.5% | 50.7% | 14.2% | |
| Vocational | 7 | 3 | 42.9% | 51.9% | 27.4% | |
| Alternative | 49 | 17 | 34.7% | 37.9% | 8.5% | |

Table C-7. Percentage of school respondents that received further follow-up after phase 1 by school domain, among priority schools

| Domain | Number of completes | Number of completes with telephone and phone follow-up | Unweighted percent further follow-up after phase 1 | Weighted percent | | |
|----------------------|---------------------|--|--|--|----------------|--------|
| | | | | Weighted percent telephone and phone follow-up | Standard error | Pvalue |
| Special district | 675 | 82 | 12.1% | 11.9% | 1.4% | 0.6883 |
| Not special district | 24 | 3 | 12.5% | 9.4% | 5.4% | |
| Charter | 101 | 17 | 16.8% | 15.6% | 3.9% | 0.2911 |
| Non-charter | 598 | 68 | 11.4% | 11.5% | 1.4% | |
| Primary | 352 | 34 | 9.7% | 10.0% | 1.7% | 0.1500 |
| Middle | 126 | 18 | 14.3% | 15.1% | 3.3% | |
| High | 152 | 19 | 12.5% | 12.2% | 3.2% | |
| Combined | 69 | 14 | 20.3% | 21.0% | 5.4% | |
| City | 433 | 54 | 12.5% | 11.5% | 1.7% | 0.0000 |
| Suburban | 223 | 26 | 11.7% | 12.7% | 2.6% | |
| Town | 24 | 5 | 20.8% | 22.3% | 9.8% | |
| Rural | 19 | - | 0.0% | 0.0% | 0.0% | |
| Northeast | 121 | 6 | 5.0% | 6.9% | 3.0% | 0.0206 |
| Midwest | 65 | 13 | 20.0% | 17.3% | 4.6% | |
| South | 295 | 47 | 15.9% | 16.2% | 2.3% | |
| West | 218 | 19 | 8.7% | 7.6% | 2.0% | |
| FRPL 0-34% | 128 | 5 | 3.9% | 2.6% | 1.4% | 0.0072 |
| FRPL 35-49% | 76 | 7 | 9.2% | 8.5% | 3.7% | |
| FRPL 50-75% | 167 | 26 | 15.6% | 14.4% | 3.0% | |
| FRPL 75-100% | 328 | 47 | 14.3% | 14.4% | 2.1% | |
| Enrollment 0-99 | 35 | 8 | 22.9% | 22.7% | 8.2% | 0.1154 |
| Enrollment 100-199 | 27 | 5 | 18.5% | 20.1% | 8.8% | |
| Enrollment 200-499 | 213 | 20 | 9.4% | 8.7% | 1.9% | |
| Enrollment 500-749 | 193 | 25 | 13.0% | 12.6% | 2.4% | |
| Enrollment 750-999 | 96 | 11 | 11.5% | 8.8% | 2.8% | |
| Enrollment 1000+ | 135 | 16 | 11.9% | 12.3% | 3.0% | |
| Regular | 627 | 68 | 10.8% | 10.2% | 1.3% | 0.0000 |
| Special education | 16 | 2 | 12.5% | 7.5% | 5.7% | |
| Vocational | 7 | - | 0.0% | 0.0% | 0.0% | |
| Alternative | 49 | 15 | 30.6% | 29.6% | 7.1% | |

Tables C-8, C-9, and C-10 show the rates of responding non-priority schools without a survey coordinator by response follow-up category (no/limited follow-up, phase 1 field follow-up, further follow-up after phase 1) as a percentage of all responding non-priority schools without a survey coordinator across the school domains (special district flag, charter school status, school span,

urbanicity, Census region, poverty level, school size, and school type). The statistics of the tables are identical to the ones in Tables C-1 through C-4.

At a significance level of 0.05, the three tables show that among non-priority schools without a survey coordinator,

- The percentage of schools that received no to limited follow-up varies by charter status;
- The percentage of schools that received phase 1 field follow-up varies by Census region; and
- The percentage of schools that received further follow-up after phase 1 varies by Census region.

The following schools tend to require more follow-up to achieve final response: charter schools and schools in the Southern region (more phase 1 field follow-up).

Table C-8. Percentage of school respondents that received no/limited follow-up by school domain, among non-priority schools without a survey coordinator

| Domain | Number of completes | Number of completes with no or limited follow-up | Unweighted percent no or limited follow-up | Weighted percent | | |
|----------------------|---------------------|--|--|--|----------------|--------|
| | | | | Weighted percent no or limited follow-up | Standard error | Pvalue |
| Special district | 52 | 17 | 32.7% | 45.4% | 8.5% | 0.0553 |
| Not special district | 1,896 | 544 | 28.7% | 29.8% | 1.2% | |
| Charter | 274 | 61 | 22.3% | 22.1% | 2.8% | 0.0070 |
| Non-charter | 1,674 | 500 | 29.9% | 30.8% | 1.2% | |
| Primary | 820 | 248 | 30.2% | 31.4% | 1.8% | 0.3444 |
| Middle | 326 | 85 | 26.1% | 25.6% | 2.4% | |
| High | 517 | 142 | 27.5% | 30.7% | 2.7% | |
| Combined | 285 | 86 | 30.2% | 29.9% | 3.0% | |
| City | 514 | 138 | 26.8% | 30.3% | 2.6% | 0.7822 |
| Suburban | 571 | 150 | 26.3% | 28.6% | 2.1% | |
| Town | 327 | 106 | 32.4% | 32.0% | 2.7% | |
| Rural | 536 | 167 | 31.2% | 31.2% | 2.4% | |
| Northeast | 289 | 70 | 24.2% | 27.2% | 3.0% | 0.0963 |
| Midwest | 459 | 159 | 34.6% | 36.0% | 2.5% | |
| South | 744 | 205 | 27.6% | 28.4% | 1.9% | |
| West | 456 | 127 | 27.9% | 29.6% | 2.8% | |
| FRPL 0-34% | 518 | 136 | 26.3% | 29.6% | 2.6% | 0.3275 |
| FRPL 35-49% | 341 | 103 | 30.2% | 28.8% | 2.8% | |
| FRPL 50-75% | 573 | 188 | 32.8% | 33.7% | 2.2% | |
| FRPL 75-100% | 516 | 134 | 26.0% | 28.0% | 2.3% | |
| Enrollment 0-99 | 86 | 32 | 37.2% | 40.3% | 6.4% | 0.0656 |
| Enrollment 100-199 | 157 | 46 | 29.3% | 30.4% | 4.1% | |
| Enrollment 200-499 | 654 | 192 | 29.4% | 29.7% | 2.0% | |
| Enrollment 500-749 | 501 | 155 | 30.9% | 32.0% | 2.1% | |
| Enrollment 750-999 | 247 | 57 | 23.1% | 23.6% | 2.9% | |
| Enrollment 1000+ | 303 | 79 | 26.1% | 25.8% | 2.7% | |
| Regular | 1,804 | 522 | 28.9% | 29.9% | 1.2% | 0.9161 |
| Special education | 28 | 10 | 35.7% | 36.1% | 13.0% | |
| Vocational | 27 | 6 | 22.2% | 33.8% | 12.1% | |
| Alternative | 89 | 23 | 25.8% | 33.0% | 6.8% | |

Table C-9. Percentage of school respondents that received phase 1 follow-up by school domain, among non-priority schools without a survey coordinator

| Domain | Number of completes | Number of completes with coordinator follow-up mailout | Unweighted percent Phase 1 field follow-up | Weighted percent | | |
|----------------------|---------------------|--|--|--|----------------|--------|
| | | | | Weighted percent coordinator follow-up mailout | Standard error | Pvalue |
| Special district | 52 | 28 | 53.8% | 43.6% | 8.6% | 0.1176 |
| Not special district | 1,896 | 1,111 | 58.6% | 57.6% | 1.2% | |
| Charter | 274 | 174 | 63.5% | 63.3% | 3.2% | 0.0701 |
| Non-charter | 1,674 | 965 | 57.6% | 56.8% | 1.3% | |
| Primary | 820 | 460 | 56.1% | 55.6% | 1.8% | 0.1735 |
| Middle | 326 | 205 | 62.9% | 63.1% | 2.9% | |
| High | 517 | 312 | 60.3% | 57.4% | 2.6% | |
| Combined | 285 | 162 | 56.8% | 56.6% | 3.5% | |
| City | 514 | 317 | 61.7% | 58.2% | 2.6% | 0.1484 |
| Suburban | 571 | 352 | 61.6% | 60.7% | 2.3% | |
| Town | 327 | 178 | 54.4% | 52.8% | 2.9% | |
| Rural | 536 | 292 | 54.5% | 54.6% | 2.7% | |
| Northeast | 289 | 197 | 68.2% | 65.2% | 3.1% | 0.0179 |
| Midwest | 459 | 251 | 54.7% | 52.3% | 2.6% | |
| South | 744 | 416 | 55.9% | 55.4% | 2.0% | |
| West | 456 | 275 | 60.3% | 59.6% | 2.9% | |
| FRPL 0-34% | 518 | 325 | 62.7% | 60.5% | 2.5% | 0.3315 |
| FRPL 35-49% | 341 | 188 | 55.1% | 56.9% | 3.0% | |
| FRPL 50-75% | 573 | 320 | 55.8% | 54.0% | 2.6% | |
| FRPL 75-100% | 516 | 306 | 59.3% | 57.9% | 2.4% | |
| Enrollment 0-99 | 86 | 44 | 51.2% | 48.7% | 6.5% | 0.1098 |
| Enrollment 100-199 | 157 | 84 | 53.5% | 52.9% | 4.6% | |
| Enrollment 200-499 | 654 | 382 | 58.4% | 58.5% | 2.1% | |
| Enrollment 500-749 | 501 | 284 | 56.7% | 55.9% | 2.3% | |
| Enrollment 750-999 | 247 | 164 | 66.4% | 65.4% | 3.5% | |
| Enrollment 1000+ | 303 | 181 | 59.7% | 59.5% | 3.1% | |
| Regular | 1,804 | 1,048 | 58.1% | 57.1% | 1.3% | 0.9866 |
| Special education | 28 | 17 | 60.7% | 61.3% | 13.4% | |
| Vocational | 27 | 18 | 66.7% | 57.5% | 12.0% | |
| Alternative | 89 | 56 | 62.9% | 58.7% | 6.9% | |

Table C-10. Percentage of school respondents that received further follow-up after phase 1 by school domain, among non-priority schools without a survey coordinator

| Domain | Number of completes | Number of completes with further follow-up after phase 1 | Unweighted percent further follow-up after phase 1 | Weighted percent | | |
|----------------------|---------------------|--|--|--|----------------|--------|
| | | | | Weighted percent further follow-up after phase 1 | Standard error | Pvalue |
| Special district | 52 | 7 | 13.5% | 11.0% | 4.6% | 0.7566 |
| Not special district | 1,896 | 241 | 12.7% | 12.5% | 0.9% | |
| Charter | 274 | 39 | 14.2% | 14.6% | 2.3% | 0.3446 |
| Non-charter | 1,674 | 209 | 12.5% | 12.3% | 1.0% | |
| Primary | 820 | 112 | 13.7% | 13.0% | 1.3% | 0.8319 |
| Middle | 326 | 36 | 11.0% | 11.3% | 1.9% | |
| High | 517 | 63 | 12.2% | 11.9% | 1.7% | |
| Combined | 285 | 37 | 13.0% | 13.5% | 2.4% | |
| City | 514 | 59 | 11.5% | 11.5% | 1.5% | 0.2369 |
| Suburban | 571 | 69 | 12.1% | 10.7% | 1.4% | |
| Town | 327 | 43 | 13.1% | 15.3% | 2.3% | |
| Rural | 536 | 77 | 14.4% | 14.2% | 2.1% | |
| Northeast | 289 | 22 | 7.6% | 7.6% | 1.9% | 0.0073 |
| Midwest | 459 | 49 | 10.7% | 11.7% | 1.7% | |
| South | 744 | 123 | 16.5% | 16.3% | 1.5% | |
| West | 456 | 54 | 11.8% | 10.8% | 1.9% | |
| FRPL 0-34% | 518 | 57 | 11.0% | 9.9% | 1.3% | 0.2319 |
| FRPL 35-49% | 341 | 50 | 14.7% | 14.3% | 2.2% | |
| FRPL 50-75% | 573 | 65 | 11.3% | 12.3% | 1.9% | |
| FRPL 75-100% | 516 | 76 | 14.7% | 14.1% | 1.7% | |
| Enrollment 0-99 | 86 | 10 | 11.6% | 11.1% | 5.2% | 0.7090 |
| Enrollment 100-199 | 157 | 27 | 17.2% | 16.7% | 3.4% | |
| Enrollment 200-499 | 654 | 80 | 12.2% | 11.8% | 1.3% | |
| Enrollment 500-749 | 501 | 62 | 12.4% | 12.1% | 1.5% | |
| Enrollment 750-999 | 247 | 26 | 10.5% | 11.0% | 2.2% | |
| Enrollment 1000+ | 303 | 43 | 14.2% | 14.7% | 2.2% | |
| Regular | 1,804 | 234 | 13.0% | 13.1% | 1.0% | 0.2758 |
| Special education | 28 | 1 | 3.6% | 2.6% | 2.7% | |
| Vocational | 27 | 3 | 11.1% | 8.7% | 6.4% | |
| Alternative | 89 | 10 | 11.2% | 8.3% | 3.3% | |

In summary, school response rates are significantly lower for schools in special districts, high schools, city schools, suburban schools, schools in the Northeast region, low or high poverty schools, and larger schools. School response rates are significantly higher for combined schools, town and rural schools, Midwest schools, and schools with enrollment 100-199.

For city schools, suburban schools, Northeastern schools, low poverty schools, and high poverty schools, this lower cooperativeness also translated into a need for more field activity to capture the respondents that were gained. For charter schools, city schools, and high poverty schools, this reduced cooperativeness showed up in lower rates for no or limited follow-up and high rates for extensive field follow-up.

Appendix D
Teacher Questionnaire Response Rates:
Detailed Tables

Table D-1 presents eligibility and response rates for NTPS 2015-16 teacher questionnaires by teacher domain. Rao-Scott Chi-Square tests are conducted to detect any differences. While there is no significant difference in response rate for full-time teachers and for part-time teachers, teachers with a missing status on the teacher listing form (mainly from the alternative TLF sources) have a lower response rate. The response rates are lower for English teachers in primary schools, general teachers in middle schools, and teachers with a missing subject or other subject in high or combined schools.

The eligibility and response rates by teacher wave group are presented for teacher domains in Tables D-2 through D-4. The response rates for teacher domains with a statistically significant difference in response rate are in bold and italic in Tables D-1 through D-4.

Table D-1. NTPS 2015-16 teacher eligibility and response rates, teacher domains

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|------------------------------|-------------|-------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible teachers | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| Primary - Missing | 186 | 177 | 123 | 95.2% | 69.5% | 94.9% | 69.1% | 4.4% | 60.3% | 77.9% |
| Primary - Special ed | 2,014 | 1,860 | 1,429 | 92.4% | 76.8% | 92.4% | 76.9% | 1.2% | 74.6% | 79.2% |
| Primary - General elementary | 11,285 | 10,836 | 7,922 | 96.0% | 73.1% | 96.2% | 73.1% | 0.7% | 71.8% | 74.3% |
| Primary - Math | 586 | 567 | 441 | 96.8% | 77.8% | 96.4% | 80.4% | 1.9% | 76.6% | 84.1% |
| Primary - Science | 252 | 245 | 184 | 97.2% | 75.1% | 97.1% | 77.0% | 3.1% | 70.9% | 83.1% |
| Primary - English | 1,001 | 933 | 599 | 93.2% | 64.2% | 93.0% | 64.3% | 1.8% | 60.8% | 67.8% |
| Primary - Social | 122 | 117 | 85 | 95.9% | 72.6% | 97.2% | 71.6% | 4.9% | 62.0% | 81.3% |
| Primary - Other | 3,703 | 3,325 | 2,258 | 89.8% | 67.9% | 89.7% | 68.2% | 0.9% | 66.4% | 70.0% |
| Middle - Missing | 157 | 152 | 89 | 96.8% | 58.6% | 96.5% | 62.5% | 8.1% | 46.6% | 78.4% |
| Middle - Special ed | 1,152 | 1,104 | 848 | 95.8% | 76.8% | 95.8% | 76.7% | 1.4% | 73.8% | 79.5% |
| Middle - General elementary | 426 | 403 | 224 | 94.6% | 55.6% | 94.7% | 55.4% | 3.0% | 49.5% | 61.4% |
| Middle - Math | 1,191 | 1,166 | 906 | 97.9% | 77.7% | 98.0% | 77.6% | 1.2% | 75.3% | 80.0% |
| Middle - Science | 917 | 895 | 674 | 97.6% | 75.3% | 97.5% | 75.4% | 1.5% | 72.5% | 78.4% |
| Middle - English | 1,812 | 1,727 | 1,186 | 95.3% | 68.7% | 95.3% | 68.7% | 1.2% | 66.3% | 71.2% |
| Middle - Social | 778 | 765 | 592 | 98.3% | 77.4% | 98.4% | 77.4% | 1.5% | 74.5% | 80.4% |
| Middle - Vo/Tech | 208 | 204 | 165 | 98.1% | 80.9% | 97.9% | 80.5% | 2.8% | 75.0% | 86.0% |
| Middle - Other | 2,839 | 2,619 | 1,648 | 92.3% | 62.9% | 92.3% | 62.6% | 1.3% | 60.1% | 65.1% |
| High - Missing | 273 | 250 | 152 | 91.6% | 60.8% | 92.0% | 60.7% | 4.8% | 51.3% | 70.1% |
| High - Special ed | 1,663 | 1,572 | 1,169 | 94.5% | 74.4% | 94.6% | 73.8% | 1.4% | 71.0% | 76.5% |
| High - Math | 1,933 | 1,870 | 1,303 | 96.7% | 69.7% | 96.7% | 69.0% | 1.3% | 66.4% | 71.6% |
| High - Science | 1,772 | 1,717 | 1,171 | 96.9% | 68.2% | 96.6% | 67.3% | 1.3% | 64.8% | 69.9% |
| High - English | 2,425 | 2,334 | 1,510 | 96.2% | 64.7% | 96.1% | 63.4% | 1.3% | 60.8% | 66.0% |
| High - Social | 1,602 | 1,561 | 1,066 | 97.4% | 68.3% | 97.4% | 68.4% | 1.5% | 65.4% | 71.4% |
| High - Vo/Tech | 1,092 | 1,057 | 817 | 96.8% | 77.3% | 96.7% | 76.5% | 1.5% | 73.6% | 79.5% |
| High - Other | 4,361 | 4,034 | 2,498 | 92.5% | 61.9% | 92.5% | 60.5% | 1.2% | 58.1% | 62.9% |

Table D-1. NTPS 2015-16 teacher eligibility and response rates, teacher domains (continued)

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|-------------------------------|-------------|-------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible teachers | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| Combined - Missing | 144 | 139 | 80 | 96.5% | 57.6% | 96.8% | 55.8% | 5.9% | 44.1% | 67.5% |
| Combined - Special ed | 817 | 768 | 615 | 94.0% | 80.1% | 93.4% | 79.7% | 2.2% | 75.3% | 84.1% |
| Combined - General elementary | 986 | 940 | 739 | 95.3% | 78.6% | 95.2% | 77.8% | 1.6% | 74.6% | 81.1% |
| Combined - Math | 521 | 503 | 387 | 96.5% | 76.9% | 96.7% | 77.5% | 1.8% | 73.9% | 81.2% |
| Combined - Science | 413 | 399 | 303 | 96.6% | 75.9% | 96.8% | 76.9% | 2.4% | 72.3% | 81.5% |
| Combined - English | 604 | 579 | 422 | 95.9% | 72.9% | 95.8% | 73.7% | 2.2% | 69.5% | 78.0% |
| Combined - Social | 354 | 349 | 264 | 98.6% | 75.6% | 98.7% | 76.0% | 2.6% | 70.8% | 81.1% |
| Combined - Vo/Tech | 217 | 214 | 174 | 98.6% | 81.3% | 98.9% | 83.8% | 2.9% | 78.1% | 89.6% |
| Combined - Other | 1,181 | 1,077 | 710 | 91.2% | 65.9% | 91.1% | 65.6% | 2.0% | 61.7% | 69.6% |
| Full-time teachers | 31,544 | 30,601 | 24,568 | 97.0% | 80.3% | 97.0% | 80.6% | 0.4% | 79.8% | 81.4% |
| Part-time teachers | 2,373 | 2,182 | 1,732 | 92.0% | 79.4% | 91.8% | 80.2% | 1.1% | 78.1% | 82.3% |
| Status missing | 15,070 | 13,675 | 6,453 | 90.7% | 47.2% | 90.8% | 47.0% | 0.7% | 45.6% | 48.5% |

Table D-2. NTPS 2015-16 teacher eligibility and response rates for teacher early wave group, teacher domains

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|------------------------------|-------------|-------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible teachers | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| Primary - Missing | 43 | 41 | 33 | 95.3% | 80.5% | 95.1% | 81.7% | 5.8% | 70.2% | 93.2% |
| Primary - Special ed | 472 | 435 | 394 | 92.2% | 90.6% | 92.2% | 90.7% | 1.6% | 87.5% | 93.8% |
| Primary - General elementary | 2,690 | 2,630 | 2,388 | 97.8% | 90.8% | 98.0% | 90.9% | 0.9% | 89.1% | 92.6% |
| Primary - Math | 145 | 141 | 137 | 97.2% | 97.2% | 97.0% | 97.4% | 1.4% | 94.7% | 100.0% |
| Primary - Science | 55 | 55 | 54 | 100.0% | 98.2% | 100.0% | 97.4% | 2.6% | 92.2% | 100.0% |
| Primary - English | 174 | 168 | 153 | 96.6% | 91.1% | 96.5% | 91.7% | 2.2% | 87.3% | 96.1% |
| Primary - Social | 24 | 23 | 23 | 95.8% | 100.0% | 98.2% | 100.0% | 0.0% | 100.0% | 100.0% |
| Primary - Other | 729 | 684 | 639 | 93.8% | 93.4% | 93.5% | 93.3% | 1.0% | 91.3% | 95.3% |
| Middle - Missing | 23 | 23 | 22 | 100.0% | 95.7% | 100.0% | 96.1% | 4.4% | 87.5% | 100.0% |
| Middle - Special ed | 309 | 300 | 276 | 97.1% | 92.0% | 97.2% | 91.9% | 1.8% | 88.5% | 95.4% |
| Middle - General elementary | 44 | 44 | 41 | 100.0% | 93.2% | 100.0% | 92.8% | 4.3% | 84.4% | 100.0% |
| Middle - Math | 348 | 346 | 313 | 99.4% | 90.5% | 99.4% | 90.3% | 1.8% | 86.8% | 93.8% |
| Middle - Science | 271 | 268 | 243 | 98.9% | 90.7% | 99.0% | 90.8% | 1.8% | 87.2% | 94.4% |
| Middle - English | 434 | 427 | 379 | 98.4% | 88.8% | 98.4% | 89.7% | 2.0% | 85.9% | 93.6% |
| Middle - Social | 221 | 217 | 205 | 98.2% | 94.5% | 98.5% | 94.4% | 1.6% | 91.2% | 97.6% |
| Middle - Vo/Tech | 85 | 82 | 78 | 96.5% | 95.1% | 96.1% | 94.8% | 2.6% | 89.7% | 99.8% |
| Middle - Other | 526 | 505 | 455 | 96.0% | 90.1% | 96.0% | 90.4% | 1.6% | 87.2% | 93.6% |
| High - Missing | 17 | 15 | 15 | 88.2% | 100.0% | 88.7% | 100.0% | 0.0% | 100.0% | 100.0% |
| High - Special ed | 391 | 383 | 353 | 98.0% | 92.2% | 97.9% | 91.9% | 1.6% | 88.8% | 95.1% |
| High - Math | 435 | 432 | 379 | 99.3% | 87.7% | 99.6% | 87.1% | 2.0% | 83.2% | 91.0% |
| High - Science | 410 | 405 | 374 | 98.8% | 92.3% | 98.9% | 92.2% | 1.6% | 89.2% | 95.3% |
| High - English | 491 | 489 | 433 | 99.6% | 88.5% | 99.5% | 88.0% | 1.6% | 85.0% | 91.1% |
| High - Social | 381 | 379 | 333 | 99.5% | 87.9% | 99.4% | 87.7% | 1.8% | 84.3% | 91.2% |
| High - Vo/Tech | 330 | 322 | 287 | 97.6% | 89.1% | 97.5% | 89.5% | 2.0% | 85.6% | 93.4% |
| High - Other | 836 | 794 | 680 | 95.0% | 85.6% | 94.8% | 85.5% | 1.5% | 82.5% | 88.5% |

Table D-2. NTPS 2015-16 teacher eligibility and response rates for teacher early wave group, teacher domains (continued)

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|-------------------------------|-------------|-------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible teachers | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| Combined - Missing | 15 | 14 | 13 | 93.3% | 92.9% | 92.8% | 92.3% | 8.0% | 76.5% | 100.0% |
| Combined - Special ed | 225 | 213 | 201 | 94.7% | 94.4% | 93.8% | 93.3% | 3.0% | 87.3% | 99.2% |
| Combined - General elementary | 243 | 231 | 219 | 95.1% | 94.8% | 95.1% | 94.8% | 1.9% | 91.1% | 98.5% |
| Combined - Math | 136 | 134 | 124 | 98.5% | 92.5% | 98.7% | 93.3% | 2.1% | 89.1% | 97.5% |
| Combined - Science | 113 | 108 | 98 | 95.6% | 90.7% | 95.6% | 91.9% | 2.5% | 87.0% | 96.9% |
| Combined - English | 127 | 126 | 118 | 99.2% | 93.7% | 99.2% | 94.3% | 2.4% | 89.6% | 98.9% |
| Combined - Social | 96 | 95 | 81 | 99.0% | 85.3% | 99.1% | 85.9% | 3.5% | 78.9% | 92.9% |
| Combined - Vo/Tech | 63 | 61 | 56 | 96.8% | 91.8% | 97.4% | 92.2% | 3.6% | 85.0% | 99.4% |
| Combined - Other | 251 | 233 | 193 | 92.8% | 82.8% | 92.0% | 81.8% | 4.0% | 74.0% | 89.7% |
| Full-time teachers | 10,123 | 9,854 | 8,928 | 97.3% | 90.6% | 97.4% | 90.7% | 0.5% | 89.6% | 91.7% |
| Part-time teachers | 743 | 691 | 616 | 93.0% | 89.1% | 92.4% | 90.0% | 1.5% | 87.1% | 92.8% |
| Status missing | 287 | 278 | 246 | 96.9% | 88.5% | 97.0% | 88.3% | 4.0% | 80.4% | 96.1% |

Table D-3. NTPS 2015-16 teacher eligibility and response rates for middle teacher wave group, teacher domains

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|------------------------------|-------------|-------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible teachers | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| Primary - Missing | 52 | 47 | 40 | 90.4% | 85.1% | 90.1% | 84.0% | 6.3% | 71.5% | 96.5% |
| Primary - Special ed | 671 | 622 | 534 | 92.7% | 85.9% | 92.6% | 86.4% | 1.5% | 83.5% | 89.4% |
| Primary - General elementary | 3,516 | 3,419 | 2,879 | 97.2% | 84.2% | 97.4% | 84.6% | 0.8% | 82.9% | 86.2% |
| Primary - Math | 201 | 197 | 157 | 98.0% | 79.7% | 98.5% | 82.6% | 2.9% | 76.8% | 88.3% |
| Primary - Science | 86 | 84 | 68 | 97.7% | 81.0% | 98.0% | 82.2% | 4.7% | 73.0% | 91.4% |
| Primary - English | 219 | 213 | 169 | 97.3% | 79.3% | 97.5% | 81.2% | 2.9% | 75.5% | 86.9% |
| Primary - Social | 47 | 47 | 35 | 100.0% | 74.5% | 100.0% | 70.3% | 8.0% | 54.5% | 86.1% |
| Primary - Other | 987 | 904 | 736 | 91.6% | 81.4% | 91.7% | 81.9% | 1.5% | 79.0% | 84.7% |
| Middle - Missing | 51 | 48 | 36 | 94.1% | 75.0% | 93.5% | 74.7% | 9.0% | 56.9% | 92.5% |
| Middle - Special ed | 392 | 378 | 304 | 96.4% | 80.4% | 96.4% | 80.4% | 2.7% | 75.2% | 85.7% |
| Middle - General elementary | 56 | 53 | 43 | 94.6% | 81.1% | 95.6% | 82.7% | 5.7% | 71.4% | 94.0% |
| Middle - Math | 430 | 419 | 348 | 97.4% | 83.1% | 97.7% | 83.6% | 1.7% | 80.2% | 87.0% |
| Middle - Science | 329 | 325 | 254 | 98.8% | 78.2% | 98.7% | 78.1% | 2.5% | 73.3% | 83.0% |
| Middle - English | 503 | 488 | 392 | 97.0% | 80.3% | 97.1% | 80.7% | 1.9% | 77.0% | 84.4% |
| Middle - Social | 282 | 279 | 222 | 98.9% | 79.6% | 99.0% | 79.6% | 2.5% | 74.6% | 84.5% |
| Middle - Vo/Tech | 81 | 81 | 60 | 100.0% | 74.1% | 100.0% | 73.3% | 5.2% | 63.1% | 83.5% |
| Middle - Other | 632 | 599 | 473 | 94.8% | 79.0% | 94.9% | 78.6% | 2.2% | 74.3% | 83.0% |
| High - Missing | 63 | 51 | 39 | 81.0% | 76.5% | 82.3% | 77.2% | 10.1% | 57.3% | 97.1% |
| High - Special ed | 443 | 423 | 356 | 95.5% | 84.2% | 95.7% | 83.7% | 1.9% | 80.0% | 87.4% |
| High - Math | 527 | 521 | 415 | 98.9% | 79.7% | 98.8% | 79.9% | 1.9% | 76.1% | 83.6% |
| High - Science | 447 | 442 | 349 | 98.9% | 79.0% | 98.1% | 79.4% | 2.1% | 75.2% | 83.5% |
| High - English | 551 | 541 | 429 | 98.2% | 79.3% | 98.4% | 79.5% | 1.9% | 75.7% | 83.3% |
| High - Social | 451 | 444 | 343 | 98.4% | 77.3% | 98.5% | 78.5% | 2.4% | 73.7% | 83.3% |
| High - Vo/Tech | 397 | 388 | 308 | 97.7% | 79.4% | 97.8% | 79.0% | 2.6% | 73.8% | 84.3% |
| High - Other | 1,005 | 949 | 734 | 94.4% | 77.3% | 94.8% | 77.0% | 1.9% | 73.3% | 80.8% |

Table D-3. NTPS 2015-16 teacher eligibility and response rates for middle teacher wave group, teacher domains (continued)

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|-------------------------------|-------------|-------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible teachers | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| Combined - Missing | 32 | 31 | 20 | 96.9% | 64.5% | 97.7% | 55.7% | 11.1% | 33.7% | 77.6% |
| Combined - Special ed | 257 | 244 | 214 | 94.9% | 87.7% | 93.8% | 87.3% | 2.3% | 82.6% | 91.9% |
| Combined - General elementary | 299 | 287 | 253 | 96.0% | 88.2% | 95.5% | 88.6% | 2.0% | 84.5% | 92.6% |
| Combined - Math | 172 | 164 | 133 | 95.3% | 81.1% | 95.6% | 82.0% | 3.0% | 76.0% | 88.0% |
| Combined - Science | 133 | 132 | 114 | 99.2% | 86.4% | 99.2% | 88.3% | 2.7% | 83.0% | 93.6% |
| Combined - English | 177 | 175 | 139 | 98.9% | 79.4% | 98.9% | 80.9% | 3.2% | 74.6% | 87.1% |
| Combined - Social | 118 | 116 | 95 | 98.3% | 81.9% | 98.4% | 82.7% | 3.8% | 75.2% | 90.2% |
| Combined - Vo/Tech | 97 | 97 | 82 | 100.0% | 84.5% | 100.0% | 87.1% | 4.2% | 78.8% | 95.4% |
| Combined - Other | 318 | 297 | 238 | 93.4% | 80.1% | 93.1% | 79.7% | 2.9% | 74.0% | 85.3% |
| Full-time teachers | 12,657 | 12,254 | 10,016 | 96.8% | 81.7% | 96.8% | 82.2% | 0.6% | 81.0% | 83.4% |
| Part-time teachers | 1,004 | 913 | 723 | 90.9% | 79.2% | 90.9% | 80.3% | 1.7% | 77.0% | 83.6% |
| Status missing | 361 | 338 | 272 | 93.6% | 80.5% | 93.5% | 81.1% | 3.2% | 74.7% | 87.5% |

Table D-4. NTPS 2015-16 teacher eligibility and response rates for late teacher wave group, teacher domains

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|------------------------------|-------------|-------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible teachers | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| Primary - Missing | 91 | 89 | 50 | 97.8% | 56.2% | 97.7% | 54.9% | 5.9% | 43.3% | 66.6% |
| Primary - Special ed | 871 | 803 | 501 | 92.2% | 62.4% | 92.3% | 62.4% | 2.0% | 58.4% | 66.4% |
| Primary - General elementary | 5,079 | 4,787 | 2,655 | 94.3% | 55.5% | 94.5% | 55.5% | 1.0% | 53.4% | 57.6% |
| Primary - Math | 240 | 229 | 147 | 95.4% | 64.2% | 94.1% | 66.6% | 3.6% | 59.5% | 73.7% |
| Primary - Science | 111 | 106 | 62 | 95.5% | 58.5% | 95.0% | 62.4% | 5.5% | 51.6% | 73.3% |
| Primary - English | 608 | 552 | 277 | 90.8% | 50.2% | 90.5% | 49.9% | 2.5% | 45.0% | 54.9% |
| Primary - Social | 51 | 47 | 27 | 92.2% | 57.4% | 93.9% | 60.3% | 8.1% | 44.3% | 76.4% |
| Primary - Other | 1,987 | 1,737 | 883 | 87.4% | 50.8% | 87.3% | 51.6% | 1.4% | 48.9% | 54.3% |
| Middle - Missing | 83 | 81 | 31 | 97.6% | 38.3% | 97.6% | 44.0% | 10.0% | 24.4% | 63.7% |
| Middle - Special ed | 451 | 426 | 268 | 94.5% | 62.9% | 94.2% | 62.9% | 2.5% | 58.0% | 67.8% |
| Middle - General elementary | 326 | 306 | 140 | 93.9% | 45.8% | 93.8% | 45.7% | 3.1% | 39.6% | 51.8% |
| Middle - Math | 413 | 401 | 245 | 97.1% | 61.1% | 97.1% | 60.9% | 2.6% | 55.8% | 66.0% |
| Middle - Science | 317 | 302 | 177 | 95.3% | 58.6% | 95.1% | 59.0% | 3.0% | 53.1% | 64.9% |
| Middle - English | 875 | 812 | 415 | 92.8% | 51.1% | 92.8% | 51.4% | 1.8% | 47.8% | 55.0% |
| Middle - Social | 275 | 269 | 165 | 97.8% | 61.3% | 97.6% | 61.5% | 3.1% | 55.3% | 67.7% |
| Middle - Vo/Tech | 42 | 41 | 27 | 97.6% | 65.9% | 97.5% | 66.7% | 7.3% | 52.3% | 81.1% |
| Middle - Other | 1,681 | 1,515 | 720 | 90.1% | 47.5% | 90.3% | 47.6% | 1.7% | 44.3% | 50.9% |
| High - Missing | 193 | 184 | 98 | 95.3% | 53.3% | 95.1% | 53.1% | 5.3% | 42.6% | 63.6% |
| High - Special ed | 829 | 766 | 460 | 92.4% | 60.1% | 92.5% | 59.8% | 2.2% | 55.5% | 64.2% |
| High - Math | 971 | 917 | 509 | 94.4% | 55.5% | 94.5% | 55.3% | 2.0% | 51.4% | 59.2% |
| High - Science | 915 | 870 | 448 | 95.1% | 51.5% | 95.0% | 51.0% | 1.8% | 47.5% | 54.6% |
| High - English | 1,383 | 1,304 | 648 | 94.3% | 49.7% | 94.0% | 48.5% | 1.8% | 45.0% | 52.1% |
| High - Social | 770 | 738 | 390 | 95.8% | 52.8% | 95.8% | 53.3% | 2.1% | 49.2% | 57.3% |
| High - Vo/Tech | 365 | 347 | 222 | 95.1% | 64.0% | 94.9% | 62.3% | 2.7% | 56.9% | 67.7% |
| High - Other | 2,520 | 2,291 | 1,084 | 90.9% | 47.3% | 90.9% | 46.0% | 1.5% | 43.0% | 48.9% |

Table D-4. NTPS 2015-16 teacher eligibility and response rates for late teacher wave group, teacher domains (continued)

| Domain | Sample size | Number of | | Unweighted | | Weighted | | | | |
|-------------------------------|-------------|-------------------|-----------|------------------|---------------|------------------|---------------|------------|----------------|----------------|
| | | Eligible teachers | Completes | Eligibility rate | Response rate | Eligibility rate | Response rate | Std. error | Lower bound CI | Upper bound CI |
| Combined - Missing | 97 | 94 | 47 | 96.9% | 50.0% | 97.1% | 50.7% | 6.3% | 38.2% | 63.2% |
| Combined - Special ed | 335 | 311 | 200 | 92.8% | 64.3% | 92.8% | 65.7% | 3.8% | 58.3% | 73.1% |
| Combined - General elementary | 444 | 422 | 267 | 95.0% | 63.3% | 95.0% | 62.8% | 2.6% | 57.7% | 68.0% |
| Combined - Math | 213 | 205 | 130 | 96.2% | 63.4% | 96.3% | 64.3% | 3.5% | 57.4% | 71.1% |
| Combined - Science | 167 | 159 | 91 | 95.2% | 57.2% | 95.7% | 57.5% | 4.1% | 49.3% | 65.7% |
| Combined - English | 300 | 278 | 165 | 92.7% | 59.4% | 92.5% | 60.1% | 3.7% | 52.8% | 67.5% |
| Combined - Social | 140 | 138 | 88 | 98.6% | 63.8% | 98.7% | 63.6% | 4.6% | 54.5% | 72.8% |
| Combined - Vo/Tech | 57 | 56 | 36 | 98.2% | 64.3% | 98.4% | 68.0% | 6.5% | 55.3% | 80.7% |
| Combined - Other | 612 | 547 | 279 | 89.4% | 51.0% | 89.7% | 51.2% | 2.9% | 45.4% | 56.9% |
| Full-time teachers | 8,764 | 8,493 | 5,624 | 96.9% | 66.2% | 96.9% | 66.7% | 0.9% | 65.0% | 68.4% |
| Part-time teachers | 626 | 578 | 393 | 92.3% | 68.0% | 92.4% | 68.1% | 2.4% | 63.4% | 72.8% |
| Status missing | 14,422 | 13,059 | 5,935 | 90.5% | 45.4% | 90.6% | 45.5% | 0.7% | 44.0% | 46.9% |

Tables D-5A and D-5B compare the weighted conditional teacher response rates of two experimental groups for the major school domains and teacher domains respectively. There are three domains with a significant difference in response rate between two experimental groups, with higher response rates for teachers in the experimental groups: teachers from schools in towns, primary school teachers whose major subject is other and high school teachers whose main subject is vocational/technical (bold in Tables D-5A and D-5B).

Table D-5A. NTPS 2015-16 teacher eligibility and response rates by nonresponse follow-up experimental group, major school domains

| Domain | Teacher experimental group 1 special afternoon call | | | | | Teacher experimental group 2 regular call schedule | | | | |
|----------------------|---|-------------------|------------|---------------|-------------|--|-------------------|------------|---------------|-------------|
| | Sample size | Number of | | Weighted | | Sample size | Number of | | Weighted | |
| | | Eligible teachers | Completes | Response rate | Std error | | Eligible teachers | Completes | Response rate | Std error |
| All | 9,560 | 9,215 | 5,124 | 55.5% | 0.7% | 9,439 | 9,104 | 5,004 | 54.7% | 0.7% |
| Special district | 2,051 | 1,978 | 952 | 47.9% | 1.5% | 2,038 | 1,959 | 959 | 48.9% | 1.5% |
| Not special district | 7,509 | 7,237 | 4,172 | 57.6% | 0.7% | 7,401 | 7,145 | 4,045 | 56.3% | 0.7% |
| Charter | 1,217 | 1,162 | 662 | 56.7% | 1.6% | 1,134 | 1,074 | 594 | 55.8% | 1.8% |
| Non-charter | 8,343 | 8,053 | 4,462 | 55.4% | 0.7% | 8,305 | 8,030 | 4,410 | 54.6% | 0.7% |
| Primary | 3,721 | 3,553 | 2,074 | 58.6% | 1.0% | 3,601 | 3,461 | 1,975 | 57.3% | 1.1% |
| Middle | 1,876 | 1,799 | 956 | 53.0% | 1.5% | 1,834 | 1,776 | 953 | 53.8% | 1.5% |
| High | 2,988 | 2,920 | 1,524 | 51.1% | 1.3% | 3,038 | 2,946 | 1,502 | 49.9% | 1.3% |
| Combined | 975 | 943 | 570 | 60.6% | 2.0% | 966 | 921 | 574 | 62.6% | 1.9% |
| City | 3,288 | 3,163 | 1,631 | 51.1% | 1.2% | 3,227 | 3,098 | 1,638 | 52.5% | 1.1% |
| Suburban | 3,258 | 3,151 | 1,660 | 52.6% | 1.3% | 3,247 | 3,141 | 1,620 | 51.7% | 1.2% |
| Town | 1,165 | 1,113 | 730 | 66.7% | 1.7% | 1,120 | 1,072 | 670 | 62.7% | 2.0% |
| Rural | 1,849 | 1,788 | 1,103 | 62.3% | 1.6% | 1,845 | 1,793 | 1,076 | 60.0% | 1.5% |
| Northeast | 1,913 | 1,853 | 935 | 50.2% | 1.5% | 1,909 | 1,838 | 928 | 50.5% | 1.6% |
| Midwest | 1,901 | 1,821 | 1,129 | 61.3% | 1.5% | 1,866 | 1,786 | 1,085 | 60.1% | 1.5% |
| South | 3,634 | 3,498 | 1,968 | 56.4% | 1.0% | 3,605 | 3,482 | 1,922 | 54.8% | 1.1% |
| West | 2,112 | 2,043 | 1,092 | 53.6% | 1.4% | 2,059 | 1,998 | 1,069 | 53.7% | 1.4% |
| FRPL 0-34% | 2,750 | 2,678 | 1,430 | 53.6% | 1.3% | 2,720 | 2,630 | 1,367 | 51.8% | 1.3% |
| FRPL 35-49% | 1,601 | 1,548 | 881 | 56.4% | 1.6% | 1,568 | 1,517 | 841 | 55.2% | 1.4% |
| FRPL 50-75% | 2,551 | 2,446 | 1,410 | 57.1% | 1.2% | 2,516 | 2,421 | 1,395 | 56.8% | 1.2% |
| FRPL 75-100% | 2,658 | 2,543 | 1,403 | 55.4% | 1.3% | 2,635 | 2,536 | 1,401 | 55.5% | 1.3% |

Table D-5A. NTPS 2015-16 teacher eligibility and response rates by nonresponse follow-up experimental group, major school domains (continued)

| Domain | Teacher experimental group 1 special afternoon call | | | | | Teacher experimental group 2 regular call schedule | | | | |
|--------------------|---|-------------------|-----------|---------------|-----------|--|-------------------|-----------|---------------|-----------|
| | Sample size | Number of | | Weighted | | Sample size | Number of | | Weighted | |
| | | Eligible teachers | Completes | Response rate | Std error | | Eligible teachers | Completes | Response rate | Std error |
| Enrollment 0-99 | 259 | 249 | 150 | 57.0% | 4.8% | 241 | 228 | 131 | 53.3% | 3.4% |
| Enrollment 100-199 | 432 | 419 | 252 | 63.2% | 3.0% | 421 | 403 | 247 | 66.1% | 2.9% |
| Enrollment 200-499 | 2,702 | 2,589 | 1,518 | 58.5% | 1.1% | 2,665 | 2,562 | 1,460 | 56.5% | 1.2% |
| Enrollment 500-749 | 2,481 | 2,383 | 1,368 | 57.6% | 1.4% | 2,432 | 2,334 | 1,323 | 57.0% | 1.3% |
| Enrollment 750-999 | 1,364 | 1,313 | 718 | 54.9% | 1.8% | 1,363 | 1,313 | 714 | 54.4% | 1.7% |
| Enrollment 1000+ | 2,322 | 2,262 | 1,118 | 48.6% | 1.4% | 2,317 | 2,264 | 1,129 | 48.9% | 1.4% |
| Regular | 9,073 | 8,748 | 4,864 | 55.6% | 0.7% | 8,926 | 8,622 | 4,735 | 54.8% | 0.7% |
| Special education | 143 | 135 | 82 | 59.6% | 6.5% | 129 | 115 | 72 | 63.6% | 9.8% |
| Vocational | 101 | 97 | 53 | 57.9% | 4.8% | 112 | 105 | 52 | 47.1% | 4.4% |
| Alternative | 243 | 235 | 125 | 48.1% | 4.0% | 272 | 262 | 145 | 52.9% | 3.1% |

Table D-5B. NTPS 2015-16 teacher eligibility and response rates by nonresponse follow-up experimental group, teacher domains

| Domain | Teacher experimental group 1 special afternoon call | | | | | Teacher experimental group 2 regular call schedule | | | | |
|------------------------|---|-------------------|------------|---------------|-------------|--|-------------------|------------|---------------|-------------|
| | Sample size | Number of | | Weighted | | Sample size | Number of | | Weighted | |
| | | Eligible teachers | Completes | Response rate | Std error | | Eligible teachers | Completes | Response rate | Std error |
| Primary - Missing | 40 | 38 | 22 | 56.2% | 8.1% | 39 | 38 | 20 | 53.5% | 8.8% |
| Primary - Special ed | 347 | 320 | 190 | 59.6% | 3.0% | 376 | 358 | 207 | 58.6% | 3.2% |
| Primary - General | 2,152 | 2,077 | 1,222 | 58.8% | 1.3% | 2,121 | 2,057 | 1,223 | 59.8% | 1.2% |
| Primary - Math | 120 | 117 | 77 | 70.3% | 4.6% | 104 | 102 | 61 | 61.5% | 4.8% |
| Primary - Science | 59 | 58 | 37 | 68.4% | 6.4% | 48 | 47 | 28 | 62.4% | 7.8% |
| Primary - English | 221 | 213 | 108 | 50.5% | 3.3% | 184 | 175 | 90 | 52.8% | 3.9% |
| Primary - Social | 30 | 28 | 14 | 47.9% | 9.6% | 17 | 17 | 11 | 61.9% | 12.5% |
| Primary - Other | 752 | 702 | 404 | 58.1% | 1.9% | 712 | 667 | 335 | 49.5% | 2.1% |
| Middle - Missing | 26 | 25 | 11 | 44.8% | 8.3% | 24 | 23 | 15 | 66.1% | 14.0% |
| Middle - Special ed | 209 | 195 | 106 | 52.6% | 4.0% | 219 | 213 | 121 | 57.7% | 3.6% |
| Middle - General | 85 | 84 | 39 | 47.5% | 6.4% | 81 | 76 | 35 | 46.1% | 5.9% |
| Middle - Math | 267 | 259 | 157 | 60.3% | 2.9% | 204 | 199 | 115 | 57.2% | 3.5% |
| Middle - Science | 181 | 178 | 96 | 54.2% | 4.1% | 185 | 181 | 100 | 55.5% | 3.6% |
| Middle - English | 349 | 336 | 169 | 51.2% | 2.8% | 354 | 337 | 177 | 52.8% | 2.8% |
| Middle - Social | 156 | 153 | 94 | 62.0% | 3.8% | 160 | 157 | 92 | 58.3% | 3.6% |
| Middle - Vo/Tech | 31 | 30 | 13 | 42.9% | 8.8% | 36 | 36 | 19 | 52.5% | 9.0% |
| Middle - Other | 572 | 539 | 271 | 49.8% | 2.5% | 571 | 554 | 279 | 50.4% | 2.5% |
| High - Missing | 72 | 68 | 38 | 57.9% | 7.1% | 64 | 57 | 29 | 50.2% | 8.4% |
| High - Special ed | 275 | 269 | 141 | 52.5% | 2.9% | 288 | 276 | 158 | 55.5% | 2.9% |
| High - Math | 387 | 380 | 217 | 56.9% | 2.7% | 377 | 372 | 193 | 52.4% | 2.9% |
| High - Science | 329 | 329 | 164 | 50.6% | 3.4% | 369 | 361 | 208 | 55.9% | 2.6% |
| High - English | 493 | 483 | 237 | 47.2% | 2.6% | 453 | 440 | 212 | 46.5% | 2.6% |
| High - Social | 304 | 301 | 161 | 54.0% | 3.3% | 349 | 343 | 169 | 48.7% | 2.7% |
| High - Vo/Tech | 238 | 231 | 144 | 62.3% | 3.6% | 216 | 209 | 109 | 50.6% | 4.2% |
| High - Other | 890 | 859 | 422 | 46.1% | 2.2% | 922 | 888 | 424 | 46.7% | 2.0% |

Table D-5B. NTPS 2015-16 teacher eligibility and response rates by nonresponse follow-up experimental group, teacher domains (continued)

| Domain | Teacher experimental group 1 special afternoon call | | | | | Teacher experimental group 2 regular call schedule | | | | |
|-------------------------------|---|-------------------|-----------|---------------|-----------|--|-------------------|-----------|---------------|-----------|
| | Sample size | Number of | | Weighted | | Sample size | Number of | | Weighted | |
| | | Eligible teachers | Completes | Response rate | Std error | | Eligible teachers | Completes | Response rate | Std error |
| Combined - Missing | 40 | 39 | 19 | 45.8% | 9.4% | 42 | 41 | 19 | 45.3% | 8.5% |
| Combined - Special ed | 141 | 133 | 96 | 73.6% | 4.6% | 154 | 145 | 97 | 65.4% | 5.2% |
| Combined - General elementary | 167 | 163 | 109 | 64.3% | 4.7% | 170 | 162 | 110 | 67.6% | 4.1% |
| Combined - Math | 106 | 102 | 60 | 59.6% | 4.8% | 87 | 80 | 50 | 64.8% | 5.7% |
| Combined - Science | 71 | 69 | 38 | 57.2% | 6.2% | 82 | 79 | 56 | 72.5% | 5.1% |
| Combined - English | 103 | 102 | 58 | 60.2% | 5.1% | 105 | 102 | 65 | 63.8% | 4.7% |
| Combined - Social | 62 | 61 | 41 | 67.7% | 6.3% | 67 | 66 | 40 | 63.6% | 5.9% |
| Combined - Vo/Tech | 44 | 44 | 29 | 71.1% | 6.4% | 36 | 34 | 19 | 55.1% | 9.1% |
| Combined - Other | 241 | 230 | 120 | 49.7% | 3.7% | 223 | 212 | 118 | 56.4% | 3.9% |
| Full-time teachers | 5,955 | 5,771 | 3,535 | 61.7% | 0.8% | 5,897 | 5,710 | 3,497 | 61.4% | 0.9% |
| Part-time teachers | 457 | 420 | 253 | 61.4% | 2.6% | 450 | 420 | 247 | 58.2% | 2.5% |
| Status missing | 3,148 | 3,024 | 1,336 | 43.4% | 1.1% | 3,092 | 2,974 | 1,260 | 41.9% | 1.3% |
| Primary - Missing | 40 | 38 | 22 | 56.2% | 8.1% | 39 | 38 | 20 | 53.5% | 8.8% |

Appendix E
Teacher Questionnaire Response Experience:
Detailed Tables

Tables E-1 through E-3 show the percentages of teacher respondents who received no or limited follow-up, telephone or mail follow-up, and field follow-up, respectively, before completing the teacher questionnaire within a teacher wave group. The percentages are based on the teacher final weights. Part A of each table covers school domains, and Part B covers teacher domains. Given a follow-up experience group within a teacher wave group, the percentages for teacher domains with a statistically significant difference are in bold and italic in Tables E-1 through E-3.

Across all teacher wave groups, fewer teachers from schools in the West region responded with no or limited follow-up (before any of telephone, mail and field follow-up). Other than the West region domain, the following domains are less likely to respond with no or limited follow-up and required more extensive follow-up than the other types of schools:

- Early TWG: teachers in special districts and teachers from charter schools;
- Middle TWG: teachers from city schools, teachers from high poverty schools, and teachers with a missing teaching status;
- Late TWG: teachers in special districts, teachers from charter schools, teachers from high poverty schools, teachers from small schools, and teachers in special education schools.

Table E-1A. Percentage of teacher respondents with no/limited follow-up by school domain by teacher wave group, NTPS 2015-16

| No/Limited Follow-up | Early Wave Unweighted respondent count | Early Wave Weighted percent | Early Wave Standard error | Middle Wave Unweighted respondent count | Middle Wave Weighted percent | Middle Wave Standard error | Late Wave Unweighted respondent count | Late Wave Weighted percent | Late Wave Standard error |
|----------------------|--|-----------------------------|---------------------------|---|------------------------------|----------------------------|---------------------------------------|----------------------------|--------------------------|
| Special district | 1,270 | 58.2% | 2.5% | 1,304 | 67.0% | 2.4% | 2,289 | 42.2% | 1.8% |
| Not special district | 8,520 | 66.4% | 0.9% | 9,707 | 65.1% | 0.9% | 9,663 | 53.3% | 0.9% |
| Charter | 1,006 | 58.5% | 2.7% | 1,128 | 63.3% | 2.5% | 1,304 | 43.7% | 2.1% |
| Non-charter | 8,784 | 65.4% | 0.9% | 9,883 | 65.4% | 0.9% | 10,648 | 51.2% | 0.9% |
| Primary | 3,821 | 66.1% | 1.2% | 4,618 | 65.4% | 1.2% | 4,602 | 50.8% | 1.3% |
| Middle | 2,012 | 65.2% | 1.8% | 2,132 | 66.6% | 1.8% | 2,188 | 49.4% | 1.8% |
| High | 2,854 | 63.4% | 1.7% | 2,973 | 64.9% | 1.9% | 3,859 | 51.5% | 1.6% |
| Combined | 1,103 | 64.9% | 2.5% | 1,288 | 62.9% | 2.3% | 1,303 | 51.1% | 2.5% |
| City | 2,027 | 62.2% | 1.7% | 2,772 | 61.6% | 1.8% | 4,165 | 48.3% | 1.3% |
| Suburban | 3,306 | 65.9% | 1.5% | 3,690 | 67.2% | 1.4% | 3,808 | 50.8% | 1.4% |
| Town | 1,758 | 63.5% | 2.1% | 1,777 | 67.7% | 1.8% | 1,536 | 55.8% | 2.0% |
| Rural | 2,699 | 67.4% | 1.5% | 2,772 | 65.5% | 1.5% | 2,443 | 54.1% | 1.8% |
| Northeast | 1,499 | 67.9% | 2.4% | 1,867 | 65.5% | 2.1% | 2,156 | 46.8% | 1.9% |
| Midwest | 2,794 | 69.7% | 1.6% | 2,782 | 66.7% | 1.5% | 2,570 | 54.4% | 1.9% |
| South | 3,770 | 63.9% | 1.3% | 4,185 | 66.9% | 1.2% | 4,747 | 51.6% | 1.2% |
| West | 1,727 | 58.6% | 2.0% | 2,177 | 61.1% | 1.8% | 2,479 | 50.1% | 1.9% |
| FRPL 0-34% | 3,431 | 67.3% | 1.6% | 3,343 | 67.6% | 1.7% | 3,297 | 53.2% | 1.6% |
| FRPL 35-49% | 1,854 | 67.1% | 2.1% | 1,971 | 67.8% | 1.8% | 2,027 | 53.4% | 2.0% |
| FRPL 50-75% | 2,886 | 63.5% | 1.6% | 3,214 | 64.7% | 1.5% | 3,268 | 51.6% | 1.7% |
| FRPL 75-100% | 1,619 | 60.8% | 2.0% | 2,483 | 61.0% | 1.6% | 3,360 | 46.3% | 1.4% |
| Enrollment 0-99 | 204 | 63.9% | 5.1% | 290 | 55.4% | 5.9% | 256 | 32.6% | 4.3% |
| Enrollment 100-199 | 477 | 61.4% | 3.4% | 568 | 63.2% | 3.1% | 535 | 52.8% | 3.5% |
| Enrollment 200-499 | 2,965 | 65.7% | 1.3% | 3,302 | 64.8% | 1.4% | 3,337 | 50.7% | 1.5% |
| Enrollment 500-749 | 2,594 | 65.9% | 1.8% | 3,152 | 65.0% | 1.6% | 3,040 | 50.2% | 1.5% |
| Enrollment 750-999 | 1,264 | 67.1% | 2.6% | 1,621 | 65.8% | 2.0% | 1,724 | 51.0% | 2.1% |
| Enrollment 1000+ | 2,286 | 63.0% | 1.9% | 2,078 | 67.9% | 2.0% | 3,060 | 52.5% | 1.6% |
| Regular | 9,428 | 65.1% | 0.8% | 10,514 | 65.7% | 0.9% | 11,389 | 51.2% | 0.8% |
| Special education | 108 | 64.6% | 5.3% | 149 | 56.5% | 7.2% | 117 | 24.3% | 5.8% |
| Vocational | 92 | 77.3% | 7.3% | 130 | 50.7% | 6.0% | 119 | 54.5% | 6.6% |
| Alternative | 162 | 54.9% | 5.2% | 218 | 67.1% | 5.3% | 327 | 42.3% | 5.6% |

Table E-1B. Percentage of teacher respondents with no/limited follow-up by teacher domain by teacher wave group, NTPS 2015-16

| No/ Limited Follow-up | Early Wave Unweighted respondent count | Early Wave Weighted percent | Early Wave Standard error | Middle Wave Unweighted respondent count | Middle Wave Weighted percent | Middle Wave Standard error | Late Wave Unweighted respondent count | Late Wave Weighted percent | Late Wave Standard error |
|--------------------------|--|-----------------------------|---------------------------|---|------------------------------|----------------------------|---------------------------------------|----------------------------|--------------------------|
| Primary - Missing | 33 | 65.5% | 10.4% | 40 | 70.1% | 11.7% | 50 | 50.0% | 49.5% |
| Primary - Special ed | 394 | 74.3% | 2.8% | 534 | 69.7% | 2.3% | 501 | 55.3% | 57.9% |
| Primary - General elem. | 2,388 | 65.0% | 1.5% | 2,879 | 64.5% | 1.3% | 2,655 | 49.7% | 50.3% |
| Primary - Math | 137 | 63.2% | 4.8% | 157 | 60.5% | 4.2% | 147 | 54.4% | 55.4% |
| Primary - Science | 54 | 66.2% | 6.7% | 68 | 67.8% | 6.9% | 62 | 38.7% | 36.2% |
| Primary - English | 153 | 61.1% | 4.4% | 169 | 65.3% | 4.1% | 277 | 46.2% | 47.4% |
| Primary - Social studies | 23 | 84.8% | 9.4% | 35 | 63.1% | 9.1% | 27 | 48.1% | 52.3% |
| Primary - Other | 639 | 66.6% | 2.0% | 736 | 66.4% | 2.0% | 883 | 47.7% | 49.8% |
| Middle - Missing | 22 | 54.0% | 22.4% | 36 | 62.6% | 15.2% | 31 | 48.4% | 40.4% |
| Middle - Special ed | 276 | 68.6% | 2.9% | 304 | 66.6% | 2.9% | 268 | 53.0% | 52.8% |
| Middle - General elem. | 41 | 54.0% | 13.1% | 43 | 74.9% | 7.3% | 140 | 50.0% | 49.1% |
| Middle - Math | 313 | 69.6% | 2.7% | 348 | 65.7% | 3.2% | 245 | 46.1% | 48.1% |
| Middle - Science | 243 | 63.0% | 2.9% | 254 | 67.6% | 3.5% | 177 | 49.7% | 50.2% |
| Middle - English | 379 | 67.7% | 2.7% | 392 | 64.9% | 2.9% | 415 | 50.8% | 50.6% |
| Middle - Social studies | 205 | 60.8% | 3.8% | 222 | 67.2% | 3.2% | 165 | 47.3% | 46.4% |
| Middle - Vo/Tech | 78 | 75.8% | 5.3% | 60 | 76.6% | 6.0% | 27 | 44.4% | 46.6% |
| Middle - Other | 455 | 61.1% | 2.9% | 473 | 66.0% | 2.6% | 720 | 46.9% | 48.7% |
| High - Missing | 15 | 85.3% | 7.3% | 39 | 52.7% | 11.0% | 98 | 44.9% | 41.0% |
| High - Special ed | 353 | 68.8% | 2.7% | 356 | 70.9% | 3.8% | 460 | 58.5% | 59.8% |
| High - Math | 379 | 66.9% | 2.8% | 415 | 65.5% | 2.3% | 509 | 47.9% | 46.9% |
| High - Science | 374 | 60.6% | 3.1% | 349 | 64.9% | 3.1% | 448 | 50.4% | 49.3% |
| High - English | 433 | 65.5% | 2.3% | 429 | 63.9% | 2.9% | 648 | 52.3% | 53.1% |
| High - Social studies | 333 | 61.1% | 2.7% | 343 | 64.1% | 2.9% | 390 | 51.5% | 51.9% |
| High - Vo/Tech | 287 | 58.5% | 3.0% | 308 | 65.7% | 3.2% | 222 | 53.2% | 52.8% |
| High - Other | 680 | 61.3% | 2.4% | 734 | 62.9% | 2.9% | 1,084 | 49.3% | 50.4% |

Table E-1B. Percentage of teacher respondents with no/limited follow-up by teacher domain by teacher wave group, NTPS 2015-16 (continued)

| No/ Limited Follow-up | Early Wave Unweighted respondent count | Early Wave Weighted percent | Early Wave Standard error | Middle Wave Unweighted respondent count | Middle Wave Weighted percent | Middle Wave Standard error | Late Wave Unweighted respondent count | Late Wave Weighted percent | Late Wave Standard error |
|---------------------------|--|-----------------------------|---------------------------|---|------------------------------|----------------------------|---------------------------------------|----------------------------|--------------------------|
| Combined - Missing | 13 | 64.7% | 15.6% | 20 | 54.5% | 19.7% | 47 | 36.2% | 35.9% |
| Combined - Special ed | 201 | 70.5% | 3.7% | 214 | 60.0% | 5.7% | 200 | 47.0% | 45.1% |
| Combined - General elem. | 219 | 67.3% | 4.4% | 253 | 62.4% | 3.8% | 267 | 53.2% | 52.6% |
| Combined - Math | 124 | 62.7% | 5.9% | 133 | 66.4% | 4.8% | 130 | 51.5% | 53.9% |
| Combined - Science | 98 | 63.9% | 5.2% | 114 | 64.5% | 5.0% | 91 | 51.6% | 52.9% |
| Combined - English | 118 | 65.9% | 4.7% | 139 | 65.4% | 4.1% | 165 | 55.2% | 55.9% |
| Combined - Social studies | 81 | 62.2% | 6.1% | 95 | 66.5% | 5.2% | 88 | 50.0% | 50.5% |
| Combined - Vo/Tech | 56 | 60.8% | 10.5% | 82 | 57.7% | 13.1% | 36 | 55.6% | 60.4% |
| Combined - Other | 193 | 59.8% | 4.4% | 238 | 63.8% | 3.9% | 279 | 49.1% | 51.5% |
| Status missing | 246 | 59.0% | 5.3% | 609 | 65.9% | 3.9% | 5,935 | 49.1% | 49.9% |
| Full-time teachers | 8,928 | 65.4% | 0.8% | 10,419 | 65.1% | 0.9% | 5,624 | 51.4% | 51.9% |
| Part-time teachers | 616 | 62.9% | 2.4% | 754 | 68.5% | 2.1% | 393 | 46.6% | 48.6% |

Table E-2A. Percentage of teacher respondents with telephone/mail follow-up by school domain by teacher wave group, NTPS 2015-16

| Telephone/Mail Follow-up | Early Wave Unweighted respondent count | Early Wave Weighted percent | Early Wave Standard error | Middle Wave Unweighted respondent count | Middle Wave Weighted percent | Middle Wave Standard error | Late Wave Unweighted respondent count | Late Wave Weighted percent | Late Wave Standard error |
|--------------------------|--|-----------------------------|---------------------------|---|------------------------------|----------------------------|---------------------------------------|----------------------------|--------------------------|
| Special district | 1,270 | 36.8% | 2.0% | 1,304 | 16.0% | 1.4% | 2,289 | 12.2% | 0.9% |
| Not special district | 8,520 | 29.6% | 0.8% | 9,707 | 17.1% | 0.7% | 9,663 | 14.5% | 0.4% |
| Charter | 1,006 | 33.9% | 2.0% | 1,128 | 14.6% | 1.4% | 1,304 | 15.7% | 1.6% |
| Non-charter | 8,784 | 30.6% | 0.8% | 9,883 | 17.1% | 0.7% | 10,648 | 13.9% | 0.4% |
| Primary | 3,821 | 30.3% | 1.1% | 4,618 | 18.2% | 0.8% | 4,602 | 13.3% | 0.6% |
| Middle | 2,012 | 31.1% | 1.6% | 2,132 | 14.8% | 1.0% | 2,188 | 15.4% | 1.0% |
| High | 2,854 | 31.2% | 1.4% | 2,973 | 16.0% | 1.6% | 3,859 | 14.4% | 0.7% |
| Combined | 1,103 | 31.0% | 2.2% | 1,288 | 17.0% | 1.8% | 1,303 | 13.2% | 1.6% |
| City | 2,027 | 32.4% | 1.6% | 2,772 | 18.5% | 1.5% | 4,165 | 13.2% | 0.7% |
| Suburban | 3,306 | 30.5% | 1.2% | 3,690 | 16.1% | 0.9% | 3,808 | 15.0% | 0.7% |
| Town | 1,758 | 30.6% | 1.9% | 1,777 | 15.2% | 1.2% | 1,536 | 14.2% | 1.1% |
| Rural | 2,699 | 29.6% | 1.4% | 2,772 | 17.6% | 1.0% | 2,443 | 13.5% | 0.8% |
| Northeast | 1,499 | 28.3% | 2.2% | 1,867 | 17.0% | 1.3% | 2,156 | 15.9% | 1.1% |
| Midwest | 2,794 | 26.9% | 1.4% | 2,782 | 16.2% | 0.9% | 2,570 | 14.8% | 0.9% |
| South | 3,770 | 32.1% | 1.2% | 4,185 | 15.6% | 0.9% | 4,747 | 13.6% | 0.7% |
| West | 1,727 | 35.5% | 1.7% | 2,177 | 20.0% | 1.9% | 2,479 | 12.2% | 0.9% |
| FRPL 0-34% | 3,431 | 29.4% | 1.5% | 3,343 | 16.7% | 1.3% | 3,297 | 15.0% | 0.8% |
| FRPL 35-49% | 1,854 | 27.4% | 1.7% | 1,971 | 15.4% | 1.3% | 2,027 | 14.1% | 1.1% |
| FRPL 50-75% | 2,886 | 32.5% | 1.5% | 3,214 | 17.3% | 1.0% | 3,268 | 13.0% | 0.8% |
| FRPL 75-100% | 1,619 | 34.4% | 1.8% | 2,483 | 18.1% | 1.1% | 3,360 | 13.9% | 0.8% |
| Enrollment 0-99 | 204 | 35.5% | 5.0% | 290 | 30.6% | 7.0% | 256 | 8.3% | 2.7% |
| Enrollment 100-199 | 477 | 35.6% | 3.3% | 568 | 17.0% | 2.3% | 535 | 12.9% | 1.7% |
| Enrollment 200-499 | 2,965 | 30.2% | 1.2% | 3,302 | 18.6% | 1.0% | 3,337 | 12.8% | 0.7% |
| Enrollment 500-749 | 2,594 | 30.3% | 1.6% | 3,152 | 16.9% | 1.0% | 3,040 | 14.1% | 0.8% |
| Enrollment 750-999 | 1,264 | 28.0% | 2.1% | 1,621 | 16.1% | 1.3% | 1,724 | 15.6% | 1.2% |
| Enrollment 1000+ | 2,286 | 32.4% | 1.7% | 2,078 | 13.8% | 1.1% | 3,060 | 14.6% | 0.8% |
| Regular | 9,428 | 30.7% | 0.7% | 10,514 | 16.5% | 0.5% | 11,389 | 14.2% | 0.4% |
| Special education | 108 | 35.4% | 5.3% | 149 | 30.2% | 6.6% | 117 | 12.1% | 3.4% |
| Vocational | 92 | 18.6% | 5.3% | 130 | 34.1% | 9.3% | 119 | 22.0% | 4.4% |
| Alternative | 162 | 38.5% | 5.5% | 218 | 14.4% | 3.3% | 327 | 6.5% | 2.1% |

Table E-2B. Percentage of teacher respondents with telephone/mail follow-up by teacher domain by teacher wave group, NTPS 2015-16

| Telephone/Mail Follow-up | Early Wave Unweighted respondent count | Early Wave Weighted percent | Early Wave Standard error | Middle Wave Unweighted respondent count | Middle Wave Weighted percent | Middle Wave Standard error | Late Wave Unweighted respondent count | Late Wave Weighted percent | Late Wave Standard error |
|--------------------------|--|-----------------------------|---------------------------|---|------------------------------|----------------------------|---------------------------------------|----------------------------|--------------------------|
| Primary - Missing | 33 | 26.2% | 9.3% | 40 | 15.5% | 9.4% | 50 | 16.5% | 7.5% |
| Primary - Special ed | 394 | 24.2% | 2.6% | 534 | 17.1% | 1.8% | 501 | 8.9% | 1.4% |
| Primary - General elem. | 2,388 | 31.1% | 1.4% | 2,879 | 18.4% | 0.9% | 2,655 | 13.5% | 0.8% |
| Primary - Math | 137 | 32.7% | 4.6% | 157 | 16.4% | 2.8% | 147 | 14.3% | 3.3% |
| Primary - Science | 54 | 31.4% | 6.6% | 68 | 16.7% | 5.7% | 62 | 23.4% | 6.4% |
| Primary - English | 153 | 33.7% | 4.1% | 169 | 17.3% | 3.2% | 277 | 17.6% | 2.6% |
| Primary - Social studies | 23 | 15.2% | 9.4% | 35 | 29.7% | 9.2% | 27 | 8.2% | 4.9% |
| Primary - Other | 639 | 30.3% | 2.0% | 736 | 18.2% | 1.6% | 883 | 13.1% | 1.4% |
| Middle - Missing | 22 | 37.9% | 27.5% | 36 | 28.1% | 9.3% | 31 | 18.9% | 8.4% |
| Middle - Special ed | 276 | 31.1% | 2.9% | 304 | 16.0% | 2.4% | 268 | 15.0% | 2.4% |
| Middle - General elem. | 41 | 42.4% | 13.5% | 43 | 13.3% | 4.8% | 140 | 15.8% | 3.3% |
| Middle - Math | 313 | 26.7% | 2.6% | 348 | 12.1% | 1.9% | 245 | 14.1% | 2.1% |
| Middle - Science | 243 | 33.4% | 2.9% | 254 | 16.3% | 2.7% | 177 | 14.4% | 2.7% |
| Middle - English | 379 | 28.2% | 2.5% | 392 | 16.0% | 1.9% | 415 | 14.5% | 2.1% |
| Middle - Social studies | 205 | 35.1% | 3.7% | 222 | 12.7% | 2.4% | 165 | 11.6% | 2.5% |
| Middle - Vo/Tech | 78 | 17.7% | 4.4% | 60 | 9.8% | 3.9% | 27 | 24.4% | 9.2% |
| Middle - Other | 455 | 34.3% | 2.5% | 473 | 15.0% | 1.8% | 720 | 16.7% | 1.6% |
| High - Missing | 15 | 14.7% | 7.3% | 39 | 9.8% | 4.9% | 98 | 20.1% | 6.6% |
| High - Special ed | 353 | 27.3% | 2.5% | 356 | 15.8% | 4.0% | 460 | 14.3% | 1.8% |
| High - Math | 379 | 29.0% | 2.7% | 415 | 14.8% | 1.7% | 509 | 12.7% | 1.6% |
| High - Science | 374 | 34.4% | 2.9% | 349 | 15.5% | 2.1% | 448 | 15.1% | 1.8% |
| High - English | 433 | 29.7% | 2.3% | 429 | 16.8% | 2.3% | 648 | 16.1% | 1.7% |
| High - Social studies | 333 | 31.6% | 2.5% | 343 | 16.9% | 2.2% | 390 | 15.7% | 2.1% |
| High - Vo/Tech | 287 | 34.8% | 2.9% | 308 | 13.6% | 2.0% | 222 | 12.4% | 2.5% |
| High - Other | 680 | 32.6% | 2.1% | 734 | 17.4% | 3.0% | 1,084 | 13.3% | 1.1% |

Table E-2B. Percentage of teacher respondents with telephone/mail follow-up by teacher domain by teacher wave group, NTPS 2015-16 (continued)

| Telephone/Mail Follow-up | Early Wave Unweighted respondent count | Early Wave Weighted percent | Early Wave Standard error | Middle Wave Unweighted respondent count | Middle Wave Weighted percent | Middle Wave Standard error | Late Wave Unweighted respondent count | Late Wave Weighted percent | Late Wave Standard error |
|---------------------------|--|-----------------------------|---------------------------|---|------------------------------|----------------------------|---------------------------------------|----------------------------|--------------------------|
| Combined - Missing | 13 | 35.3% | 15.6% | 20 | 4.9% | 2.6% | 47 | 15.2% | 7.2% |
| Combined - Special ed | 201 | 27.3% | 3.4% | 214 | 24.9% | 5.8% | 200 | 12.9% | 2.8% |
| Combined - General elem. | 219 | 27.3% | 3.6% | 253 | 15.4% | 2.4% | 267 | 16.9% | 4.9% |
| Combined - Math | 124 | 34.1% | 5.7% | 133 | 17.1% | 4.1% | 130 | 14.5% | 3.6% |
| Combined - Science | 98 | 31.1% | 5.2% | 114 | 10.7% | 3.1% | 91 | 9.2% | 4.1% |
| Combined - English | 118 | 27.2% | 4.4% | 139 | 18.0% | 3.6% | 165 | 12.8% | 3.5% |
| Combined - Social studies | 81 | 34.2% | 6.0% | 95 | 18.3% | 3.9% | 88 | 8.7% | 3.3% |
| Combined - Vo/Tech | 56 | 39.2% | 10.5% | 82 | 21.5% | 11.6% | 36 | 11.3% | 5.0% |
| Combined - Other | 193 | 34.9% | 3.9% | 238 | 12.0% | 2.3% | 279 | 12.3% | 2.1% |
| Status missing | 246 | 33.9% | 4.6% | 609 | 17.8% | 3.3% | 5,935 | 15.9% | 0.7% |
| Full-time teachers | 8,928 | 30.5% | 0.7% | 10,419 | 16.9% | 0.7% | 5,624 | 11.8% | 0.5% |
| Part-time teachers | 616 | 32.7% | 2.2% | 754 | 17.0% | 1.7% | 393 | 14.9% | 1.9% |

Table E-3A. Percentage of teacher respondents with field follow-up by school domain by teacher wave group, NTPS 2015-16

| Field Follow-up | Early Wave Unweighted respondent count | Early Wave Weighted percent | Early Wave Standard error | Middle Wave Unweighted respondent count | Middle Wave Weighted percent | Middle Wave Standard error | Late Wave Unweighted respondent count | Late Wave Weighted percent | Late Wave Standard error |
|----------------------|--|-----------------------------|---------------------------|---|------------------------------|----------------------------|---------------------------------------|----------------------------|--------------------------|
| Special district | 1,270 | 5.0% | 1.0% | 1,304 | 17.1% | 1.7% | 2,289 | 45.6% | 1.9% |
| Not special district | 8,520 | 4.0% | 0.4% | 9,707 | 17.8% | 0.7% | 9,663 | 32.1% | 0.9% |
| Charter | 1,006 | 7.7% | 1.5% | 1,128 | 22.1% | 2.1% | 1,304 | 40.6% | 2.3% |
| Non-charter | 8,784 | 4.0% | 0.4% | 9,883 | 17.5% | 0.7% | 10,648 | 34.9% | 0.9% |
| Primary | 3,821 | 3.6% | 0.5% | 4,618 | 16.4% | 0.9% | 4,602 | 35.8% | 1.2% |
| Middle | 2,012 | 3.7% | 0.8% | 2,132 | 18.6% | 1.3% | 2,188 | 35.3% | 1.7% |
| High | 2,854 | 5.4% | 0.8% | 2,973 | 19.1% | 1.4% | 3,859 | 34.1% | 1.8% |
| Combined | 1,103 | 4.1% | 0.9% | 1,288 | 20.0% | 1.7% | 1,303 | 35.7% | 2.6% |
| City | 2,027 | 5.4% | 0.9% | 2,772 | 19.9% | 1.2% | 4,165 | 38.5% | 1.4% |
| Suburban | 3,306 | 3.5% | 0.6% | 3,690 | 16.7% | 1.1% | 3,808 | 34.2% | 1.4% |
| Town | 1,758 | 5.9% | 1.0% | 1,777 | 17.1% | 1.5% | 1,536 | 30.0% | 1.9% |
| Rural | 2,699 | 3.0% | 0.5% | 2,772 | 16.9% | 1.1% | 2,443 | 32.3% | 1.7% |
| Northeast | 1,499 | 3.7% | 0.8% | 1,867 | 17.5% | 1.6% | 2,156 | 37.3% | 1.9% |
| Midwest | 2,794 | 3.4% | 0.6% | 2,782 | 17.1% | 1.1% | 2,570 | 30.8% | 1.8% |
| South | 3,770 | 4.1% | 0.5% | 4,185 | 17.5% | 1.0% | 4,747 | 34.7% | 1.2% |
| West | 1,727 | 5.9% | 1.1% | 2,177 | 18.8% | 1.4% | 2,479 | 37.6% | 2.0% |
| FRPL 0-34% | 3,431 | 3.3% | 0.5% | 3,343 | 15.7% | 1.2% | 3,297 | 31.8% | 1.6% |
| FRPL 35-49% | 1,854 | 5.5% | 1.1% | 1,971 | 16.9% | 1.4% | 2,027 | 32.5% | 2.0% |
| FRPL 50-75% | 2,886 | 4.0% | 0.6% | 3,214 | 18.0% | 1.1% | 3,268 | 35.4% | 1.9% |
| FRPL 75-100% | 1,619 | 4.9% | 0.8% | 2,483 | 20.9% | 1.3% | 3,360 | 39.7% | 1.5% |
| Enrollment 0-99 | 204 | 0.6% | 0.4% | 290 | 13.9% | 2.8% | 256 | 59.1% | 5.9% |
| Enrollment 100-199 | 477 | 3.0% | 1.0% | 568 | 19.8% | 2.4% | 535 | 34.3% | 3.3% |
| Enrollment 200-499 | 2,965 | 4.0% | 0.6% | 3,302 | 16.6% | 1.1% | 3,337 | 36.4% | 1.5% |
| Enrollment 500-749 | 2,594 | 3.8% | 0.6% | 3,152 | 18.1% | 1.2% | 3,040 | 35.7% | 1.5% |
| Enrollment 750-999 | 1,264 | 4.9% | 1.3% | 1,621 | 18.1% | 1.4% | 1,724 | 33.4% | 2.2% |
| Enrollment 1000+ | 2,286 | 4.7% | 0.7% | 2,078 | 18.3% | 1.6% | 3,060 | 32.9% | 1.7% |
| Regular | 9,428 | 4.2% | 0.4% | 10,514 | 17.8% | 0.7% | 11,389 | 34.6% | 0.8% |
| Special education | 108 | 0.0% | 0.0% | 149 | 13.4% | 3.6% | 117 | 63.6% | 7.0% |
| Vocational | 92 | 4.1% | 2.9% | 130 | 15.2% | 5.3% | 119 | 23.5% | 6.1% |
| Alternative | 162 | 6.6% | 2.2% | 218 | 18.5% | 3.8% | 327 | 51.2% | 6.4% |

Table E-3B. Percentage of teacher respondents with telephone/mail follow-up by teacher domain by teacher wave group, NTPS 2015-16

| Field Follow-up | Early Wave Unweighted respondent count | Early Wave Weighted percent | Early Wave Standard error | Middle Wave Unweighted respondent count | Middle Wave Weighted percent | Middle Wave Standard error | Late Wave Unweighted respondent count | Late Wave Weighted percent | Late Wave Standard error |
|--------------------------|--|-----------------------------|---------------------------|---|------------------------------|----------------------------|---------------------------------------|----------------------------|--------------------------|
| Primary - Missing | 33 | 8.4% | 8.8% | 40 | 14.3% | 5.1% | 50 | 34.0% | 15.9% |
| Primary - Special ed | 394 | 1.6% | 0.6% | 534 | 13.2% | 1.7% | 501 | 33.1% | 2.4% |
| Primary - General elem. | 2,388 | 4.0% | 0.6% | 2,879 | 17.0% | 1.0% | 2,655 | 36.2% | 1.3% |
| Primary - Math | 137 | 4.1% | 2.1% | 157 | 23.1% | 3.9% | 147 | 30.3% | 4.8% |
| Primary - Science | 54 | 2.4% | 1.4% | 68 | 15.5% | 4.9% | 62 | 40.4% | 7.8% |
| Primary - English | 153 | 5.1% | 1.9% | 169 | 17.5% | 3.5% | 277 | 35.0% | 3.4% |
| Primary - Social studies | 23 | 0.0% | 0.0% | 35 | 7.2% | 4.3% | 27 | 39.6% | 11.6% |
| Primary - Other | 639 | 3.1% | 0.8% | 736 | 15.4% | 1.5% | 883 | 37.0% | 2.1% |
| Middle - Missing | 22 | 8.1% | 8.9% | 36 | 9.4% | 10.1% | 31 | 40.7% | 15.7% |
| Middle - Special ed | 276 | 0.3% | 0.3% | 304 | 17.3% | 2.2% | 268 | 32.2% | 3.2% |
| Middle - General elem. | 41 | 3.5% | 2.6% | 43 | 11.8% | 5.7% | 140 | 35.2% | 5.1% |
| Middle - Math | 313 | 3.7% | 1.2% | 348 | 22.2% | 2.5% | 245 | 37.9% | 3.1% |
| Middle - Science | 243 | 3.6% | 1.4% | 254 | 16.1% | 2.6% | 177 | 35.4% | 3.5% |
| Middle - English | 379 | 4.1% | 1.2% | 392 | 19.1% | 2.3% | 415 | 34.9% | 2.6% |
| Middle - Social studies | 205 | 4.1% | 1.5% | 222 | 20.2% | 3.0% | 165 | 42.0% | 4.2% |
| Middle - Vo/Tech | 78 | 6.5% | 3.2% | 60 | 13.6% | 5.1% | 27 | 29.0% | 9.0% |
| Middle - Other | 455 | 4.6% | 1.4% | 473 | 19.0% | 2.1% | 720 | 34.5% | 2.3% |
| High - Missing | 15 | 0.0% | 0.0% | 39 | 37.5% | 10.5% | 98 | 38.9% | 11.0% |
| High - Special ed | 353 | 3.9% | 1.3% | 356 | 13.3% | 2.3% | 460 | 25.9% | 2.3% |
| High - Math | 379 | 4.0% | 1.0% | 415 | 19.7% | 2.2% | 509 | 40.3% | 3.6% |
| High - Science | 374 | 4.9% | 1.2% | 349 | 19.5% | 2.3% | 448 | 35.7% | 3.0% |
| High - English | 433 | 4.7% | 1.2% | 429 | 19.3% | 2.2% | 648 | 30.8% | 2.3% |
| High - Social studies | 333 | 7.3% | 1.6% | 343 | 19.1% | 2.5% | 390 | 32.3% | 2.5% |
| High - Vo/Tech | 287 | 6.7% | 1.8% | 308 | 20.7% | 2.7% | 222 | 34.8% | 4.2% |
| High - Other | 680 | 6.2% | 1.0% | 734 | 19.7% | 2.0% | 1,084 | 36.4% | 2.2% |

Table E-3B. Percentage of teacher respondents with telephone/mail follow-up by teacher domain by teacher wave group, NTPS 2015-16 (continued)

| Field Follow-up | Early Wave Unweighted respondent count | Early Wave Weighted percent | Early Wave Standard error | Middle Wave Unweighted respondent count | Middle Wave Weighted percent | Middle Wave Standard error | Late Wave Unweighted respondent count | Late Wave Weighted percent | Late Wave Standard error |
|---------------------------|--|-----------------------------|---------------------------|---|------------------------------|----------------------------|---------------------------------------|----------------------------|--------------------------|
| Combined - Missing | 13 | 0.0% | 0.0% | 20 | 40.6% | 17.4% | 47 | 49.0% | 12.0% |
| Combined - Special ed | 201 | 2.2% | 1.1% | 214 | 15.1% | 2.4% | 200 | 42.1% | 5.3% |
| Combined - General elem. | 219 | 5.4% | 1.7% | 253 | 22.2% | 3.3% | 267 | 30.6% | 4.4% |
| Combined - Math | 124 | 3.2% | 1.8% | 133 | 16.5% | 3.2% | 130 | 31.6% | 4.4% |
| Combined - Science | 98 | 5.0% | 2.2% | 114 | 24.7% | 4.2% | 91 | 37.9% | 6.2% |
| Combined - English | 118 | 6.9% | 3.1% | 139 | 16.6% | 3.6% | 165 | 31.3% | 4.5% |
| Combined - Social studies | 81 | 3.6% | 2.1% | 95 | 15.2% | 3.8% | 88 | 40.8% | 5.6% |
| Combined - Vo/Tech | 56 | 0.0% | 0.0% | 82 | 20.8% | 4.6% | 36 | 28.4% | 9.4% |
| Combined - Other | 193 | 5.3% | 1.8% | 238 | 24.2% | 3.5% | 279 | 36.1% | 3.5% |
| Status missing | 246 | 7.1% | 2.5% | 609 | 16.4% | 3.2% | 5,935 | 34.2% | 1.2% |
| Full-time teachers | 8,928 | 4.1% | 0.4% | 10,419 | 17.9% | 0.7% | 5,624 | 36.2% | 1.2% |
| Part-time teachers | 616 | 4.4% | 1.0% | 754 | 14.5% | 1.5% | 393 | 36.5% | 3.4% |

While special afternoon reminder calls do not appear to reduce the follow-up effort overall, the percentages of teacher respondents who responded before field follow-up within school and teacher domains is compared by experimental group in Table E-4. The special afternoon reminder calls had some impact on a small number of domains: teachers from schools with enrollment 100-199, middle school math teachers, middle school math teachers, and high school social studies teachers. All of these domains have less than 300 teachers. The statistics for these domains are in bold and italic in Table E-4. If there is any effect of special afternoon calls, it looks minimal.

Table E-4. Percentage of teacher respondents with telephone or mail follow-up by nonresponse follow-up experimental group by school/teacher domain, NTPS 2015-16

| Domain | Teacher experimental group 1 special afternoon call | | | | Teacher experimental group 2 regular call schedule | | | |
|---------------------------|---|--------------------|------------------|----------------|--|--------------------|------------------|----------------|
| | Unweighted respondent count | Unweighted percent | Weighted percent | Standard error | Unweighted respondent count | Unweighted percent | Weighted percent | Standard error |
| Special district | 952 | 26.2% | 25.0% | 1.8% | 959 | 30.1% | 29.3% | 2.3% |
| Not special district | 4,172 | 36.9% | 36.4% | 1.0% | 4,045 | 35.6% | 34.8% | 1.0% |
| Charter | 662 | 31.1% | 28.9% | 2.0% | 594 | 32.5% | 31.0% | 2.1% |
| Non-charter | 4,462 | 35.4% | 34.2% | 1.0% | 4,410 | 34.8% | 33.7% | 0.9% |
| Primary | 2,074 | 36.2% | 35.2% | 1.3% | 1,975 | 35.9% | 34.9% | 1.3% |
| Middle | 956 | 35.4% | 33.1% | 1.9% | 953 | 35.6% | 33.6% | 1.8% |
| High | 1,524 | 33.4% | 32.6% | 2.0% | 1,502 | 32.9% | 31.9% | 2.1% |
| Combined | 570 | 33.2% | 32.9% | 2.6% | 574 | 32.4% | 31.8% | 3.0% |
| City | 1,631 | 28.7% | 28.9% | 1.7% | 1,638 | 30.6% | 29.9% | 1.6% |
| Suburban | 1,660 | 36.4% | 35.5% | 1.5% | 1,620 | 36.2% | 35.2% | 1.6% |
| Town | 730 | 38.8% | 37.6% | 2.2% | 670 | 36.6% | 35.6% | 2.3% |
| Rural | 1,103 | 39.2% | 38.9% | 1.9% | 1,076 | 36.7% | 37.1% | 1.8% |
| Northeast | 935 | 34.0% | 34.1% | 2.0% | 928 | 33.1% | 32.5% | 1.9% |
| Midwest | 1,129 | 38.9% | 37.5% | 1.8% | 1,085 | 38.8% | 37.1% | 1.9% |
| South | 1,968 | 33.0% | 32.4% | 1.4% | 1,922 | 33.1% | 32.9% | 1.5% |
| West | 1,092 | 34.9% | 33.3% | 2.4% | 1,069 | 34.1% | 32.9% | 2.5% |
| FRPL 0-34% | 1,430 | 39.9% | 39.9% | 1.9% | 1,367 | 38.0% | 38.0% | 2.0% |
| FRPL 35-49% | 881 | 34.4% | 33.7% | 2.2% | 841 | 37.2% | 35.5% | 2.1% |
| FRPL 50-75% | 1,410 | 35.7% | 33.7% | 1.9% | 1,395 | 34.3% | 32.9% | 1.8% |
| FRPL 75-100% | 1,403 | 29.2% | 27.9% | 1.5% | 1,401 | 29.8% | 28.7% | 1.6% |
| Enrollment 0-99 | 150 | 36.0% | 40.2% | 10.0% | 131 | 32.8% | 35.4% | 12.1% |
| Enrollment 100-199 | 252 | 42.1% | 41.0% | 3.8% | 247 | 32.8% | 30.3% | 3.5% |
| Enrollment 200-499 | 1,518 | 36.6% | 36.2% | 1.7% | 1,460 | 35.1% | 33.8% | 1.5% |
| Enrollment 500-749 | 1,368 | 35.1% | 33.7% | 1.5% | 1,323 | 35.4% | 34.1% | 1.6% |
| Enrollment 750-999 | 718 | 32.6% | 31.5% | 2.3% | 714 | 36.0% | 36.3% | 2.3% |
| Enrollment 1000+ | 1,118 | 32.0% | 31.3% | 1.7% | 1,129 | 32.4% | 31.2% | 1.9% |

Table E-4. Response follow-up experience with teacher-interview final respondents by nonresponse follow-up experimental group by school/teacher domain, NTPS 2015-16 (continued)

| Domain | Teacher experimental group 1 special afternoon call | | | | Teacher experimental group 2 regular call schedule | | | |
|------------------------------|---|-----------------|---------------|----------------|--|-----------------|---------------|----------------|
| | Unwgted respondent count | Unwgted percent | Wgted percent | Standard error | Unwgted respondent count | Unwgted percent | Wgted percent | Standard error |
| Regular | 4,864 | 35.1% | 33.9% | 0.9% | 4,735 | 34.5% | 33.5% | 0.9% |
| Special education | 82 | 34.1% | 33.7% | 7.8% | 72 | 44.4% | 38.3% | 9.9% |
| Vocational | 53 | 37.7% | 56.9% | 10.5% | 52 | 46.2% | 59.8% | 14.2% |
| Alternative | 125 | 26.4% | 20.3% | 5.2% | 145 | 26.2% | 20.4% | 5.7% |
| Primary - Missing | 22 | 40.9% | 39.2% | 14.0% | 20 | 40.0% | 35.9% | 14.9% |
| Primary - Special ed | 190 | 37.4% | 37.4% | 3.8% | 207 | 38.2% | 36.4% | 4.0% |
| Primary - General elem. | 1,222 | 35.9% | 35.3% | 1.6% | 1,223 | 35.7% | 34.9% | 1.6% |
| Primary - Math | 77 | 29.9% | 27.8% | 5.5% | 61 | 44.3% | 42.9% | 7.4% |
| Primary - Science | 37 | 45.9% | 43.7% | 9.3% | 28 | 32.1% | 37.9% | 10.0% |
| Primary - English | 108 | 28.7% | 27.4% | 4.6% | 90 | 34.4% | 32.6% | 5.1% |
| Primary - Social studies | 14 | 50.0% | 55.1% | 13.3% | 11 | 45.5% | 41.5% | 18.4% |
| Primary - Other | 404 | 38.1% | 35.5% | 2.5% | 335 | 34.0% | 32.7% | 2.9% |
| Middle - Missing | 11 | 54.5% | 41.8% | 24.4% | 15 | 33.3% | 27.6% | 16.5% |
| Middle - Special ed | 106 | 34.0% | 35.3% | 4.8% | 121 | 41.3% | 40.8% | 4.6% |
| Middle - General elem. | 39 | 28.2% | 24.1% | 6.2% | 35 | 28.6% | 23.2% | 7.2% |
| Middle - Math | 157 | 37.6% | 35.6% | 4.0% | 115 | 24.3% | 21.6% | 3.9% |
| Middle - Science | 96 | 40.6% | 38.2% | 5.2% | 100 | 45.0% | 44.6% | 5.4% |
| Middle - English | 169 | 30.8% | 30.2% | 3.7% | 177 | 36.7% | 32.8% | 3.2% |
| Middle - Social studies | 94 | 41.5% | 37.7% | 5.3% | 92 | 29.3% | 24.5% | 5.1% |
| Middle - Vo/Tech | 13 | 30.8% | 6.6% | 6.9% | 19 | 42.1% | 39.6% | 12.5% |
| Middle - Other | 271 | 33.9% | 32.1% | 3.2% | 279 | 36.2% | 34.9% | 2.9% |
| High - Missing | 38 | 23.7% | 21.2% | 9.7% | 29 | 27.6% | 30.0% | 11.3% |
| High - Special ed | 141 | 39.7% | 45.5% | 6.5% | 158 | 36.1% | 35.4% | 4.1% |
| High - Math | 217 | 28.6% | 26.0% | 3.3% | 193 | 32.1% | 29.3% | 3.8% |
| High - Science | 164 | 40.9% | 36.2% | 4.0% | 208 | 34.6% | 31.1% | 3.5% |
| High - English | 237 | 30.8% | 32.0% | 3.7% | 212 | 33.0% | 32.4% | 3.5% |
| High - Social studies | 161 | 37.9% | 39.8% | 4.6% | 169 | 31.4% | 27.1% | 3.7% |
| High - Vo/Tech | 144 | 38.2% | 35.4% | 4.7% | 109 | 33.9% | 35.0% | 4.8% |
| High - Other | 422 | 29.9% | 27.3% | 2.5% | 424 | 31.8% | 33.1% | 4.4% |

Table E-4. Response follow-up experience with teacher-interview final respondents by nonresponse follow-up experimental group by school/teacher domain, NTPS 2015-16 (continued)

| Domain | Teacher experimental group 1 special afternoon call | | | | Teacher experimental group 2 regular call schedule | | | |
|---------------------------|---|-----------------|---------------|----------------|--|-----------------|---------------|----------------|
| | Unwgted respondent count | Unwgted percent | Wgted percent | Standard error | Unwgted respondent count | Unwgted percent | Wgted percent | Standard error |
| Combined - Missing | 19 | 15.8% | 22.9% | 19.9% | 19 | 10.5% | 8.1% | 4.6% |
| Combined - Special ed | 96 | 36.5% | 35.9% | 7.1% | 97 | 37.1% | 39.0% | 9.2% |
| Combined - General elem. | 109 | 33.9% | 32.3% | 4.8% | 110 | 27.3% | 26.8% | 5.6% |
| Combined - Math | 60 | 31.7% | 33.3% | 7.0% | 50 | 46.0% | 48.2% | 8.3% |
| Combined - Science | 38 | 31.6% | 27.9% | 6.6% | 56 | 25.0% | 24.7% | 6.3% |
| Combined - English | 58 | 39.7% | 38.4% | 6.5% | 65 | 33.8% | 32.8% | 6.4% |
| Combined - Social studies | 41 | 29.3% | 32.5% | 7.8% | 40 | 37.5% | 35.9% | 7.2% |
| Combined - Vo/Tech | 29 | 41.4% | 32.4% | 9.7% | 19 | 47.4% | 55.4% | 13.0% |
| Combined - Other | 120 | 30.0% | 30.7% | 4.8% | 118 | 29.7% | 25.4% | 4.2% |
| Full-time teachers | 1,336 | 19.3% | 18.3% | 1.3% | 1,260 | 19.1% | 18.8% | 1.4% |
| Part-time teachers | 3,535 | 40.1% | 39.8% | 1.2% | 3,497 | 39.2% | 38.7% | 1.1% |
| Status missing | 253 | 43.5% | 42.7% | 3.5% | 247 | 46.6% | 44.6% | 3.5% |

Appendix F

Experimental Study Detailed Tables

Tables F-1 through F-3 show the response rate for the school questionnaire, principal questionnaire, and teacher listing form by school domain. The difference in response rates is significant in twenty one school domains out of thirty for the school questionnaire, twenty school domains for the teacher listing form, and two school domains for the principal questionnaire at a significant level of 5%. The statistics in these domains are in bold and italic in Tables F-1 and F-3.

Table F-1. School response rate comparison by experimental group and by school domain, NTPS 2015-16

| Domain | Main Study | | | | | Experimental Group | | | | |
|----------------------|-------------|------------------|-----------|---------------|----------------|--------------------|------------------|-----------|---------------|----------------|
| | Sample Size | Eligible schools | Completes | Response rate | Standard error | Sample Size | Eligible schools | Completes | Response rate | Standard error |
| All | 8,300 | 8,029 | 3,078 | 38.3% | 0.5% | 1,000 | 980 | 288 | 29.4% | 1.4% |
| Special district | 1,449 | 1,421 | 400 | 28.1% | 1.2% | 164 | 163 | 19 | 11.7% | 2.5% |
| Not special district | 6,851 | 6,608 | 2,678 | 40.5% | 0.6% | 836 | 817 | 269 | 32.9% | 1.6% |
| Charter | 1,173 | 1,094 | 355 | 32.4% | 1.4% | 142 | 141 | 36 | 25.5% | 3.7% |
| Non-charter | 7,127 | 6,935 | 2,723 | 39.3% | 0.6% | 858 | 839 | 252 | 30.0% | 1.6% |
| Primary | 3,708 | 3,626 | 1,410 | 38.9% | 0.8% | 439 | 435 | 136 | 31.3% | 2.2% |
| Middle | 1,441 | 1,420 | 544 | 38.3% | 1.3% | 175 | 175 | 53 | 30.3% | 3.5% |
| High | 2,054 | 1,981 | 705 | 35.6% | 1.1% | 250 | 243 | 68 | 28.0% | 2.8% |
| Combined | 1,097 | 1,002 | 419 | 41.8% | 1.5% | 136 | 127 | 31 | 24.4% | 3.7% |
| City | 2,507 | 2,395 | 700 | 29.2% | 0.9% | 301 | 297 | 59 | 19.9% | 2.3% |
| Suburban | 2,585 | 2,520 | 932 | 37.0% | 0.9% | 312 | 309 | 91 | 29.4% | 2.6% |
| Town | 1,201 | 1,161 | 534 | 46.0% | 1.4% | 145 | 139 | 55 | 39.6% | 4.1% |
| Rural | 2,007 | 1,953 | 912 | 46.7% | 1.1% | 242 | 235 | 83 | 35.3% | 3.1% |
| Northeast | 1,352 | 1,332 | 435 | 32.7% | 1.3% | 159 | 157 | 41 | 26.1% | 3.5% |
| Midwest | 1,924 | 1,849 | 868 | 46.9% | 1.1% | 235 | 232 | 78 | 33.6% | 3.1% |
| South | 3,200 | 3,087 | 1,111 | 36.0% | 0.8% | 388 | 379 | 121 | 31.9% | 2.4% |
| West | 1,824 | 1,761 | 664 | 37.7% | 1.1% | 218 | 212 | 48 | 22.6% | 2.8% |
| FRPL 0-34% | 2,416 | 2,323 | 941 | 40.5% | 1.0% | 283 | 275 | 86 | 31.3% | 2.8% |
| FRPL 35-49% | 1,395 | 1,357 | 576 | 42.4% | 1.3% | 176 | 172 | 55 | 32.0% | 3.5% |
| FRPL 50-75% | 2,331 | 2,270 | 936 | 41.2% | 1.0% | 281 | 275 | 87 | 31.6% | 2.8% |
| FRPL 75-100% | 2,158 | 2,079 | 625 | 30.1% | 1.0% | 260 | 258 | 60 | 23.3% | 2.6% |
| Enrollment 0-99 | 404 | 342 | 145 | 42.4% | 2.5% | 50 | 44 | 11 | 25.0% | 6.1% |
| Enrollment 100-199 | 551 | 512 | 228 | 44.5% | 2.1% | 69 | 68 | 23 | 33.8% | 5.7% |
| Enrollment 200-499 | 2,820 | 2,733 | 1,101 | 40.3% | 0.9% | 360 | 352 | 108 | 30.7% | 2.4% |
| Enrollment 500-749 | 2,151 | 2,098 | 819 | 39.0% | 1.1% | 232 | 231 | 69 | 29.9% | 3.0% |
| Enrollment 750-999 | 1,035 | 1,022 | 360 | 35.2% | 1.5% | 132 | 132 | 38 | 28.8% | 3.9% |
| Enrollment 1000+ | 1,339 | 1,322 | 425 | 32.1% | 1.3% | 157 | 153 | 39 | 25.5% | 3.5% |
| Regular | 7,641 | 7,485 | 2,899 | 38.7% | 0.6% | 939 | 927 | 278 | 30.0% | 1.5% |
| Special education | 158 | 125 | 49 | 39.2% | 3.9% | 19 | 18 | 4 | 22.2% | 9.5% |
| Vocational | 111 | 99 | 39 | 39.4% | 4.6% | 14 | 10 | 4 | 40.0% | 13.1% |
| Alternative | 390 | 320 | 91 | 28.4% | 2.3% | 28 | 25 | 2 | 8.0% | 5.1% |

Table F-2. Principal response rate comparison by experimental group and by school domain, NTPS 2015-16

| Domain | Main Study | | | | | Experimental Group | | | | |
|-------------------------|--------------|------------------|------------|---------------|----------------|--------------------|------------------|-----------|---------------|----------------|
| | Sample Size | Eligible schools | Completes | Response rate | Standard error | Sample Size | Eligible schools | Completes | Response rate | Standard error |
| All | 8,300 | 8,025 | 3,169 | 39.5% | 0.5% | 1,000 | 978 | 380 | 38.9% | 1.5% |
| Special district | 1,449 | 1,420 | 409 | 28.8% | 1.2% | 164 | 163 | 30 | 18.4% | 3.0% |
| Not special district | 6,851 | 6,605 | 2,760 | 41.8% | 0.6% | 836 | 815 | 350 | 42.9% | 1.7% |
| Charter | 1,173 | 1,093 | 372 | 34.0% | 1.4% | 142 | 140 | 46 | 32.9% | 3.9% |
| Non-charter | 7,127 | 6,932 | 2,797 | 40.3% | 0.6% | 858 | 838 | 334 | 39.9% | 1.7% |
| Primary | 3,708 | 3,622 | 1,453 | 40.1% | 0.8% | 439 | 434 | 166 | 38.2% | 2.3% |
| Middle | 1,441 | 1,420 | 546 | 38.5% | 1.3% | 175 | 175 | 71 | 40.6% | 3.7% |
| High | 2,054 | 1,981 | 729 | 36.8% | 1.1% | 250 | 242 | 93 | 38.4% | 3.1% |
| Combined | 1,097 | 1,002 | 441 | 44.0% | 1.5% | 136 | 127 | 50 | 39.4% | 4.2% |
| City | 2,507 | 2,394 | 724 | 30.2% | 0.9% | 301 | 295 | 82 | 27.8% | 2.6% |
| Suburban | 2,585 | 2,519 | 952 | 37.8% | 1.0% | 312 | 309 | 117 | 37.9% | 2.7% |
| Town | 1,201 | 1,159 | 558 | 48.1% | 1.4% | 145 | 139 | 69 | 49.6% | 4.2% |
| Rural | 2,007 | 1,953 | 935 | 47.9% | 1.1% | 242 | 235 | 112 | 47.7% | 3.2% |
| Northeast | 1,352 | 1,331 | 450 | 33.8% | 1.3% | 159 | 157 | 62 | 39.5% | 3.9% |
| Midwest | 1,924 | 1,849 | 897 | 48.5% | 1.1% | 235 | 231 | 94 | 40.7% | 3.2% |
| South | 3,200 | 3,087 | 1,140 | 36.9% | 0.9% | 388 | 379 | 149 | 39.3% | 2.5% |
| West | 1,824 | 1,758 | 682 | 38.8% | 1.1% | 218 | 211 | 75 | 35.5% | 3.2% |
| FRPL 0-34% | 2,416 | 2,321 | 963 | 41.5% | 1.0% | 283 | 275 | 115 | 41.8% | 2.9% |
| FRPL 35-49% | 1,395 | 1,357 | 596 | 43.9% | 1.3% | 176 | 172 | 76 | 44.2% | 3.7% |
| FRPL 50-75% | 2,331 | 2,270 | 963 | 42.4% | 1.0% | 281 | 275 | 111 | 40.4% | 2.9% |
| FRPL 75-100% | 2,158 | 2,077 | 647 | 31.2% | 1.0% | 260 | 256 | 78 | 30.5% | 2.9% |
| Enrollment 0-99 | 404 | 343 | 147 | 42.9% | 2.5% | 50 | 44 | 18 | 40.9% | 7.0% |
| Enrollment 100-199 | 551 | 512 | 229 | 44.7% | 2.1% | 69 | 68 | 26 | 38.2% | 5.9% |
| Enrollment 200-499 | 2,820 | 2,731 | 1,138 | 41.7% | 0.9% | 360 | 352 | 147 | 41.8% | 2.6% |
| Enrollment 500-749 | 2,151 | 2,096 | 844 | 40.3% | 1.1% | 232 | 229 | 89 | 38.9% | 3.2% |
| Enrollment 750-999 | 1,035 | 1,022 | 372 | 36.4% | 1.5% | 132 | 132 | 46 | 34.8% | 4.1% |
| Enrollment 1000+ | 1,339 | 1,321 | 439 | 33.2% | 1.3% | 157 | 153 | 54 | 35.3% | 3.8% |
| Regular | 7,641 | 7,480 | 2,988 | 39.9% | 0.6% | 939 | 925 | 362 | 39.1% | 1.6% |
| Special education | 158 | 125 | 48 | 38.4% | 3.9% | 19 | 18 | 8 | 44.4% | 11.4% |
| Vocational | 111 | 99 | 39 | 39.4% | 4.6% | 14 | 10 | 6 | 60.0% | 13.1% |
| Alternative | 390 | 321 | 94 | 29.3% | 2.3% | 28 | 25 | 4 | 16.0% | 6.9% |

Table F-3. Teacher listing form response rate comparison by experimental group and by school domain, NTPS 2015-16

| Domain | Main Study | | | | | Experimental Group | | | | |
|----------------------|-------------|------------------|-----------|---------------|----------------|--------------------|------------------|-----------|---------------|----------------|
| | Sample Size | Eligible schools | Completes | Response rate | Standard error | Sample Size | Eligible schools | Completes | Response rate | Standard error |
| All | 8,300 | 8,025 | 3,099 | 38.6% | 0.5% | 1,000 | 980 | 291 | 29.7% | 1.4% |
| Special district | 1,449 | 1,421 | 381 | 26.8% | 1.2% | 164 | 163 | 21 | 12.9% | 2.6% |
| Not special district | 6,851 | 6,604 | 2,718 | 41.2% | 0.6% | 836 | 817 | 270 | 33.0% | 1.6% |
| Charter | 1,173 | 1,093 | 366 | 33.5% | 1.4% | 142 | 141 | 35 | 24.8% | 3.6% |
| Non-charter | 7,127 | 6,932 | 2,733 | 39.4% | 0.6% | 858 | 839 | 256 | 30.5% | 1.6% |
| Primary | 3,708 | 3,624 | 1,424 | 39.3% | 0.8% | 439 | 435 | 136 | 31.3% | 2.2% |
| Middle | 1,441 | 1,420 | 535 | 37.7% | 1.3% | 175 | 175 | 49 | 28.0% | 3.4% |
| High | 2,054 | 1,979 | 714 | 36.1% | 1.1% | 250 | 243 | 69 | 28.4% | 2.9% |
| Combined | 1,097 | 1,002 | 426 | 42.5% | 1.5% | 136 | 127 | 37 | 29.1% | 3.9% |
| City | 2,507 | 2,393 | 710 | 29.7% | 0.9% | 301 | 297 | 62 | 20.9% | 2.3% |
| Suburban | 2,585 | 2,517 | 920 | 36.6% | 0.9% | 312 | 309 | 92 | 29.8% | 2.6% |
| Town | 1,201 | 1,161 | 546 | 47.0% | 1.4% | 145 | 139 | 54 | 38.8% | 4.0% |
| Rural | 2,007 | 1,954 | 923 | 47.2% | 1.1% | 242 | 235 | 83 | 35.3% | 3.1% |
| Northeast | 1,352 | 1,332 | 449 | 33.7% | 1.3% | 159 | 157 | 45 | 28.7% | 3.6% |
| Midwest | 1,924 | 1,850 | 867 | 46.9% | 1.1% | 235 | 232 | 77 | 33.2% | 3.1% |
| South | 3,200 | 3,085 | 1,137 | 36.9% | 0.9% | 388 | 379 | 119 | 31.4% | 2.4% |
| West | 1,824 | 1,758 | 646 | 36.7% | 1.1% | 218 | 212 | 50 | 23.6% | 2.9% |
| FRPL 0-34% | 2,416 | 2,318 | 937 | 40.4% | 1.0% | 283 | 275 | 85 | 30.9% | 2.7% |
| FRPL 35-49% | 1,395 | 1,358 | 568 | 41.8% | 1.3% | 176 | 172 | 60 | 34.9% | 3.6% |
| FRPL 50-75% | 2,331 | 2,270 | 953 | 42.0% | 1.0% | 281 | 275 | 88 | 32.0% | 2.8% |
| FRPL 75-100% | 2,158 | 2,079 | 641 | 30.8% | 1.0% | 260 | 258 | 58 | 22.5% | 2.6% |
| Enrollment 0-99 | 404 | 342 | 146 | 42.7% | 2.5% | 50 | 44 | 12 | 27.3% | 6.3% |
| Enrollment 100-199 | 551 | 512 | 228 | 44.5% | 2.1% | 69 | 68 | 22 | 32.4% | 5.6% |
| Enrollment 200-499 | 2,820 | 2,731 | 1,124 | 41.2% | 0.9% | 360 | 352 | 109 | 31.0% | 2.4% |
| Enrollment 500-749 | 2,151 | 2,097 | 821 | 39.2% | 1.1% | 232 | 231 | 68 | 29.4% | 3.0% |
| Enrollment 750-999 | 1,035 | 1,022 | 355 | 34.7% | 1.5% | 132 | 132 | 38 | 28.8% | 3.9% |
| Enrollment 1000+ | 1,339 | 1,321 | 425 | 32.2% | 1.3% | 157 | 153 | 42 | 27.5% | 3.6% |
| Regular | 7,641 | 7,480 | 2,914 | 39.0% | 0.6% | 939 | 927 | 278 | 30.0% | 1.5% |
| Special education | 158 | 125 | 48 | 38.4% | 3.9% | 19 | 18 | 5 | 27.8% | 10.3% |
| Vocational | 111 | 98 | 40 | 40.8% | 4.7% | 14 | 10 | 5 | 50.0% | 13.4% |
| Alternative | 390 | 322 | 97 | 30.1% | 2.3% | 28 | 25 | 3 | 12.0% | 6.1% |