

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

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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.

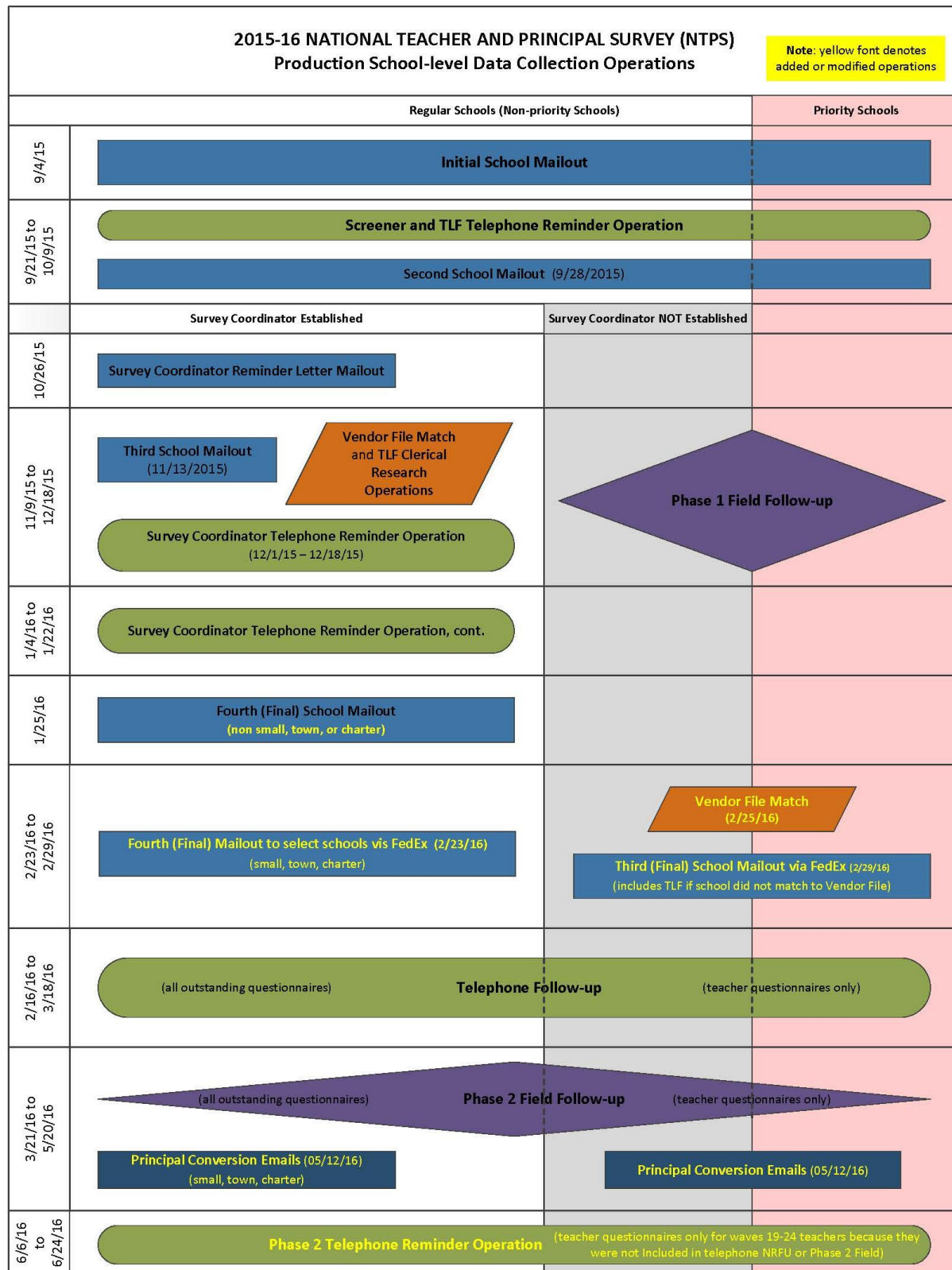
Another change from SASS 2011-12 was the use of alternative methods for collecting Teacher Listing Forms (TLFs). The only purpose of collecting TLFs is to provide a frame for teacher sampling, with the teacher samples being selected for receiving teacher questionnaires. Any delay in receiving TLFs from 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
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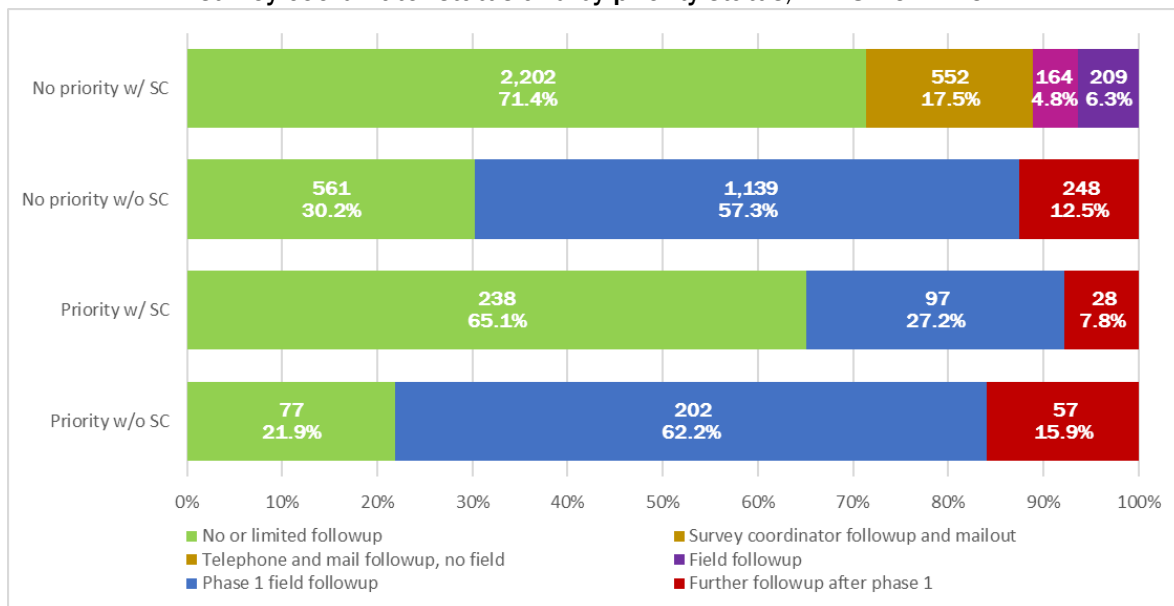
	respondent count	respondent percent	respondent count	respondent percent	error
No or limited follow-up	238	65.56%	3,985	65.08%	2.54%
Phase 1 field follow-up	97	26.72%	1,663	27.16%	2.40%
Further follow-up after phase 1	28	7.71%	475	7.76%	1.32%
Total respondents	363	100.00%	6,123	100.00%	

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

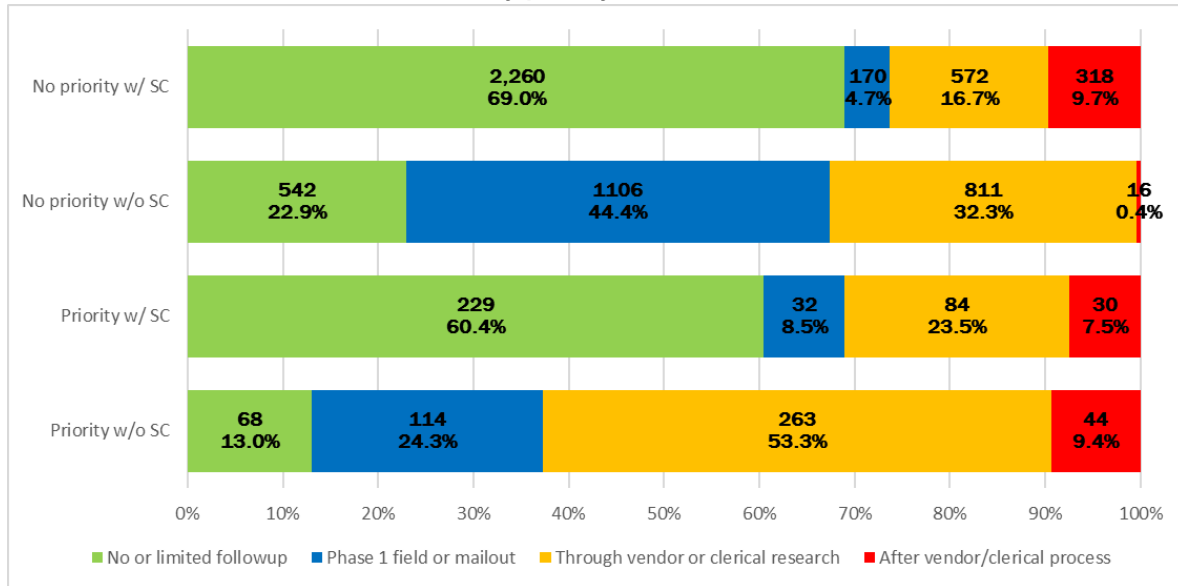
Response follow-up category	Unweighted respondent count	Unweighted respondent percent	Weighted respondent count	Weighted respondent percent	Standard error
No or limited follow-up	229	61.07%	3,171	60.42%	2.66%
Phase 1 field or mailout	32	8.53%	447	8.52%	1.58%
Through vendor or clerical research	84	22.40%	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	Parameter	Coefficient	Std error	t Value	Pr > t
Intercept	8.35	3.76	2.22	0.028	Intercept	7.86	3.72	2.11	0.036
FTE	0.8	0.06	14.14	<.0001	FTE	0.8	0.06	14.14	<.0001
Respondent-filled	0.34	0.45	0.75	0.451	Respondent-filled	0.69	0.3	2.31	0.022
Clerical or Vendor	0	0	.	.	Clerical	9.01	7.39	1.22	0.224
					Vendor	0	0	.	.
City	2.43	0.81	3.02	0.003	City	2.32	0.69	3.36	0.001
Suburb	2.24	0.35	6.45	<.0001	Suburb	2.22	0.34	6.59	<.0001
Town	0.41	0.32	1.28	0.203	Town	0.44	0.32	1.37	0.172
Rural	0	0	.	.	Rural	0	0	.	.
Northeast	1.51	0.86	1.75	0.081	Northeast	1.43	0.89	1.62	0.107
Midwest	-0.1	0.66	-0.15	0.877	Midwest	-0.14	0.66	-0.21	0.836
South	-0.66	0.8	-0.82	0.411	South	-0.68	0.79	-0.86	0.391
West	0	0	.	.	West	0	0	.	.
FRPL 0-34%	2.64	0.51	5.2	<.0001	FRPL 0-34%	2.64	0.5	5.27	<.0001
FRPL 35-49%	1.23	0.47	2.64	0.009	FRPL 35-49%	1.23	0.45	2.74	0.007
FRPL 50-75%	0.93	0.6	1.55	0.123	FRPL 50-75%	0.92	0.55	1.68	0.095
FRPL 75-100%	0	0	.	.	FRPL 75-100%	0	0	.	.
Enrollment 0-99	-7.24	4.2	-1.72	0.086	Enrollment 0-99	-7.49	4.09	-1.83	0.069
Enrollment 100-199	-8.73	3.76	-2.32	0.021	Enrollment 100-199	-8.84	3.77	-2.34	0.02
Enrollment 200-499	-8.65	3.27	-2.64	0.009	Enrollment 200-499	-8.63	3.28	-2.63	0.009
Enrollment 500-749	-7.1	2.58	-2.76	0.006	Enrollment 500-749	-7.07	2.59	-2.73	0.007
Enrollment 750-999	-5.74	2.26	-2.54	0.012	Enrollment 750-999	-5.73	2.27	-2.53	0.012
Enrollment 1000+	0	0	.	.	Enrollment 1000+	0	0	.	.
Regular	3.61	1.27	2.84	0.005	Regular	3.79	1.14	3.32	0.001
Special education	-5.54	3.1	-1.78	0.076	Special education	-5.23	2.86	-1.83	0.068
Vocational	1.43	3.99	0.36	0.721	Vocational	1.34	4.16	0.32	0.747
Alternative	0	0	.	.	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%

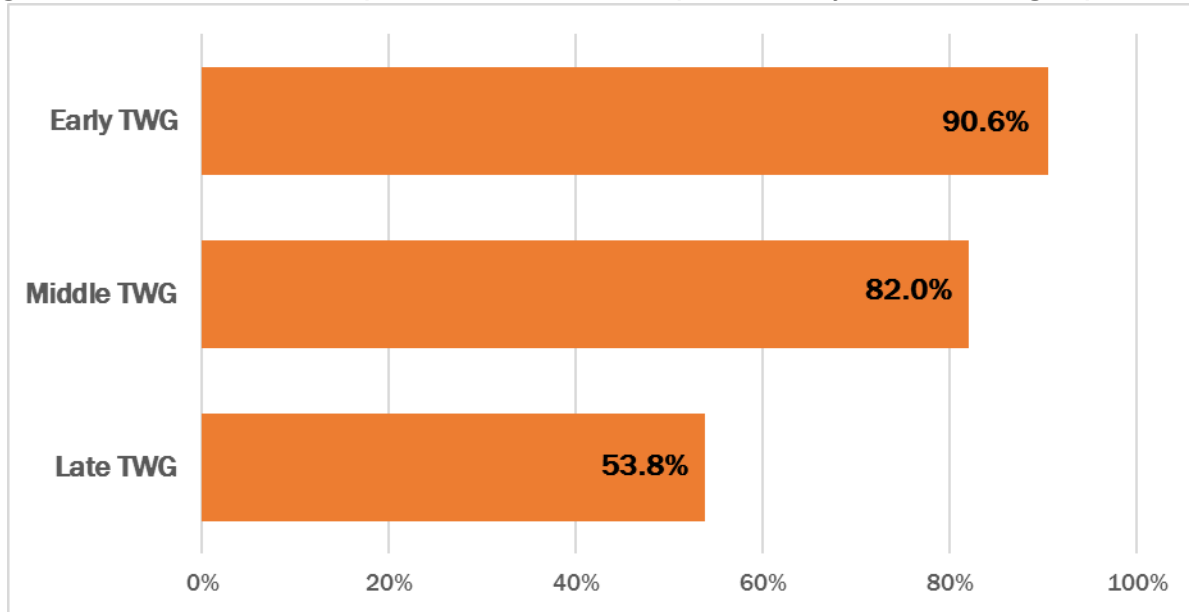
Teachers had a different amount of time to respond depending on when their schools sent their TLFs because a teacher sample of a school can be drawn only after a TLF from the school was received. In SASS 2011-12, the data collection was not very successful for teachers that belong to schools that sent 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

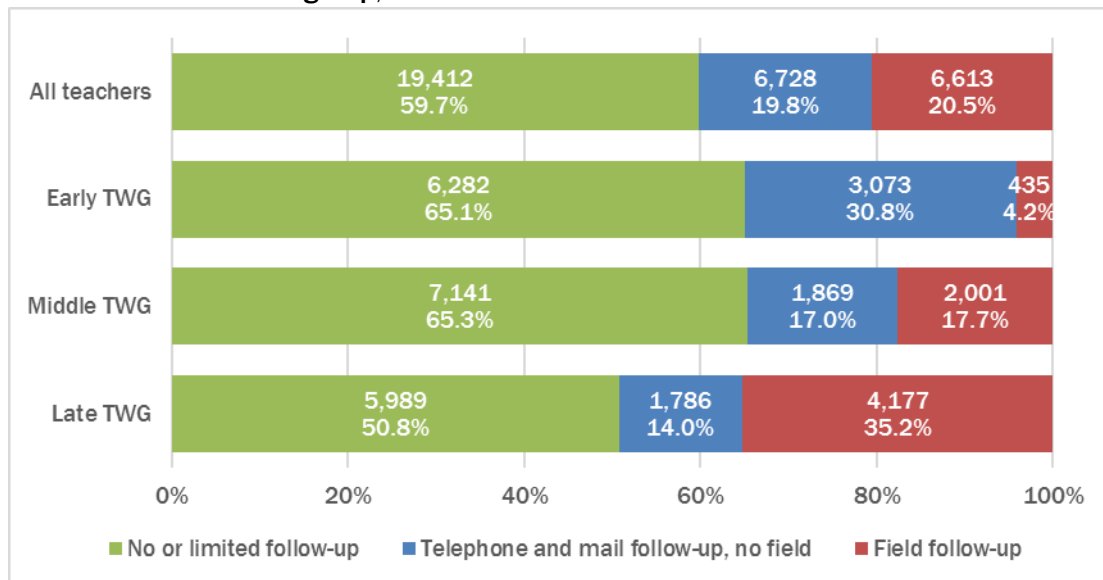
Response follow-up category	Unweighted respondent count	Unweighted respondent percent	Weighted respondent count	Weighted respondent percent	Standard error
No or limited follow-up	7,141	64.85%	839,089	65.34%	0.89%
Telephone/mail follow-up, no field	1,869	16.97%	217,819	16.96%	0.63%
Field follow-up	2,001	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

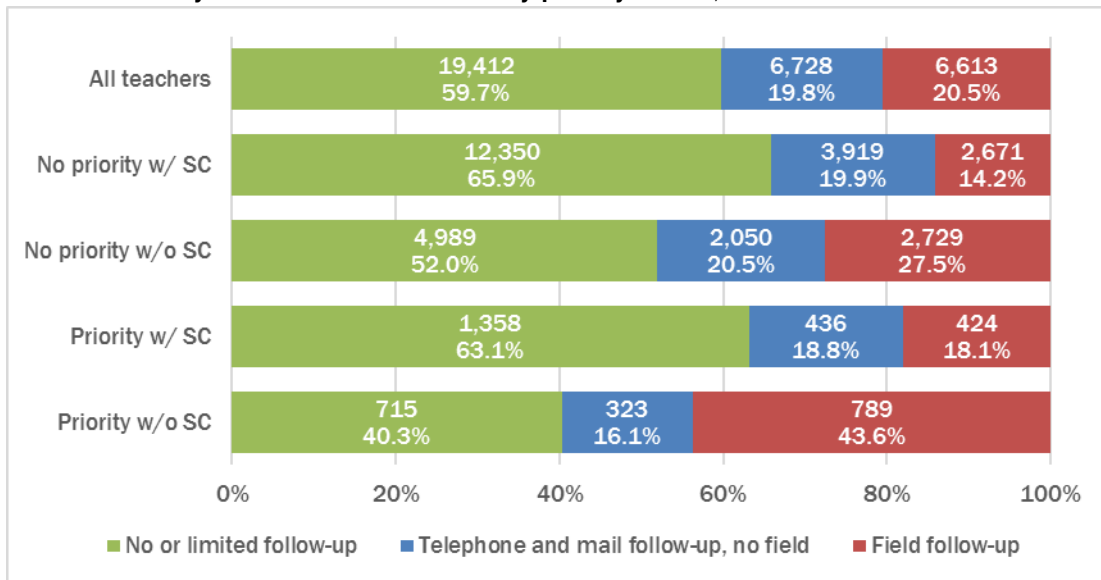
Response follow-up category	Unweighted respondent count	Unweighted respondent percent	Weighted respondent count	Weighted respondent percent	Standard error
No or limited follow-up	1,358	61.23%	196,906	63.12%	2.01%
Telephone/mail follow-up, no field	436	19.66%	58,697	18.82%	1.45%
Field follow-up	424	19.12%	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. NTPS 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

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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%