
NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

The Working Paper Series was initiated to promote the sharing of the valuable work experience and knowledge reflected in these preliminary reports. These reports are viewed as works in progress, and have not undergone a rigorous review for consistency with NCES Statistical Standards prior to inclusion in the Working Paper Series.

NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

A Research Agenda for the 1999–2000 Schools and Staffing Survey

Working Paper No. 2000-10

March 2000

Contact: Dan Kasprzyk
Elementary/Secondary and Libraries Studies Division
E-mail: sassdata@ed.gov
Web page: <http://nces.ed.gov/surveys/sass.html>

U. S. Department of Education
Office of Educational Research and Improvement

U.S. Department of Education

Richard W. Riley
Secretary

Office of Educational Research and Improvement

C. Kent McGuire
Assistant Secretary

National Center for Education Statistics

Gary W. Phillips
Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education
1990 K Street, NW
Washington, DC 20006-5651

The NCES World Wide Web Home Page is
<http://nces.ed.gov>

Suggested Citation

U.S. Department of Education. National Center for Education Statistics. *A Research Agenda for the 1999–2000 Schools and Staffing Survey*, Working Paper No. 2000-10, by Daniel J. McGrath and Michael T. Luekens. Project Officer, Dan Kasprzyk. Washington, DC: 2000.

March 2000

Foreword

In addition to official NCES publications, NCES staff and individuals commissioned by NCES produce preliminary research reports that include analyses of survey results, and presentations of technical, methodological, and statistical evaluation issues.

The *Working Paper Series* was initiated to promote the sharing of the valuable work experience and knowledge reflected in these preliminary reports. These reports are viewed as works in progress, and have not undergone a rigorous review for consistency with NCES Statistical Standards prior to inclusion in the Working Paper Series.

Copies of Working Papers can be downloaded as pdf files from the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch/>), or contact Sheilah Jupiter at (202) 502-7444, e-mail: sheilah_jupiter@ed.gov, or mail: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 1990 K Street, NW, Room 9048, Washington, DC 20006.

Marilyn M. McMillen
Chief Mathematical Statistician
Statistical Standards Program

Ralph Lee
Mathematical Statistician
Statistical Standards Program

This page intentionally left blank.

**A Research Agenda for the
1999–2000 Schools and Staffing Survey**

Prepared by:

Daniel J. McGrath
Michael T. Luekens
American Institutes for Research
Education Statistics Services Institute

Prepared for:

U.S. Department of Education
Office of Educational Research and Improvement
National Center for Education Statistics

March 2000

This page intentionally left blank.

Table of Contents

SECTION	PAGE
Foreword	iii
Introduction	1
1. SASS in 1999–2000	3
A Comprehensive Range of Measures	3
Teacher Supply and Demand.....	3
Expanded Need for Data	3
National and State-by-State Representative Data.....	5
Large Samples of Teachers and Schools	5
Data from Multiple Respondents	6
The Teacher Follow-up Survey	7
The Bureau of Indian Affairs Supplement	7
Opportunities SASS Provides Policy Makers and Researchers	7
2. Recording the Context of Teaching and the Structure of Schooling.....	9
Schooling and School Reform: Describing the Structure of Schooling in the U.S.....	10
Schooling and School Reform: Research Agenda.....	11
Staffing, Instructional Practices, and the Teaching Profession	14
Staffing, Instructional Practices, and the Teaching Profession: Research Agenda	16
School Management	19
School Management: Research Agenda	19
Other Major SASS Reports	20
<i>Public School Districts in the United States</i>	20
<i>E.D. Tab: Schools and Staffing in the United States: Selected Data for Public and Private Schools</i>	20
3. SASS for Enlightenment	23
The Value of SASS in Exploratory Research.....	23
New Lines of Focused Exploratory Research Studies.....	24
Linking SASS to Smaller Quantitative Studies and Qualitative Studies	25
Additional Reports using SASS Data.....	26
Conclusion.....	27
References	29
Appendix A. “Essential” Items for Schools and Staffing in the U.S. Profile	37
Appendix B. Potential Topics for New or Updated Research	41

This page intentionally left blank.

Introduction

The Schools and Staffing Survey (SASS) serves two important purposes for the educational community. The first purpose, at which SASS has been very successful, is providing data that describe and track over time the state of schools and staffing (the capacities of teachers, school libraries, schools, and school districts, and the organization of schools and the teaching profession) in the United States. Major reports—including *Schools and Staffing in the United States* (NCES 93-146; 96-124), *America’s Teachers: Profile of a Profession* (NCES 93-025; 97-460), *Public School Districts in the United States: A Statistical Profile, 1987–88 to 1993–94* (NCES 98-203), and *Public and Private School Principals in the United States: A Statistical Profile, 1987–88 to 1993–94* (NCES 97-455)—have contributed a wealth of information concerning the on-going state of teaching, schooling, and school administration in the U.S. Other smaller, more focused reports, such as *Job Satisfaction Among America’s Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation* (NCES 97-471) and *Public School Choice Programs, 1993–94: Availability and Student Participation* (NCES 97-909) contribute similar information on more specific aspects of the state of schools and staffing in the United States.

The second purpose has been under-developed: SASS provides valuable data for gaining “enlightenment” regarding emerging and enduring issues concerning teaching and schools (Boe, 1996). SASS is a tremendous database for describing phenomena. This kind of description helps researchers gain a general knowledge about issues that they can then research in more detail elsewhere. In this way, SASS has enormous potential as a research-question-generator. Moreover, researchers can link data from smaller, focused studies to the nationally and state-by-state representative data provided by SASS. SASS data can provide context for or reinforce the findings of local, in-depth studies.

The paper begins with a brief description of the 1999–2000 survey. It then discusses status and trend reports that should be generated to help provide a detailed sense of the state and movement of teaching and schools. It closes with suggestions for more specific research.

This page intentionally left blank.

1. SASS in 1999–2000

Begun in the 1987–88 school year primarily to measure teacher supply and demand, SASS has developed into a recurring survey of teacher, library, school, and school district capacities in public and private schools in the United States. SASS has several strengths that make it uniquely valuable for describing and tracking the contexts of teaching and teachers' careers and, more generally, the contexts of schooling in the U.S.

A Comprehensive Range of Measures

First, SASS measures a comprehensive range of characteristics of teachers, teachers' careers, administrators, school settings and programs, and school districts. Envisioned primarily with the emphasis on the “staffing” portion of “Schools and Staffing,” SASS has become a comprehensive chronicle of the state of public and private “schools.” The value the study offers policy makers and researchers has grown apace.

Teacher Supply and Demand. SASS was originally developed to measure teacher supply and demand. In the early 1980s, policy makers grew concerned about demographic trends indicating an impending shortage of teachers. The large “baby boom echo” generation (the children of “baby boomers”) approached school age at a time when a smaller cohort passed through college, women increasingly could find career opportunities outside of teaching, and schools found it difficult to retain teachers (Darling-Hammond, 1984; Good & Hinkel, 1983; Murnane, Singer, Willett, Kemple, & Olsen, 1992).

SASS was designed to document the efforts of schools and school districts to fill teaching positions. The early SASS instruments focused on measuring dimensions of staffing, including the existence and severity of teacher shortages in schools and districts and the demographics of teachers employed. The survey's large scale allowed for comparison of staffing across types of schools—urban, suburban, rural, large, small, etc. The study's size also afforded comparisons across regions.

Expanded Need for Data. Almost immediately, SASS data demonstrated that staffing problems in U.S. schools were much more complicated than simple mechanisms of supply and demand. Schools successfully filled teacher positions, even in an era when the supply of teachers should have been diminished (Choy, Henke, Alt, Medrich, & Bobbitt, 1993). Further, the costs of hiring teachers did not rise for all schools. Instead, state legislatures altered the qualifications required of incoming teachers, thereby increasing the supply of teachers. Schools and school districts varied in their responses to shortages in qualified teachers (Bobbitt, Leich, Whitener, & Lynch, 1994; Choy, Bobbitt et al., 1993; Ingersoll, Han, & Bobbitt, 1995). Urban and rural districts—those serving traditionally disadvantaged populations—were especially likely to fill positions with teachers holding few credentials or who were untrained in the fields they were expected to teach (Choy, Bobbitt et al.)

At the same time that SASS-generated reports issued warnings concerning the qualifications of teachers, policy makers and educators renewed their interests in the characteristics of schools and teachers associated with student success.¹ *A Nation at Risk* (U.S. Commission on Excellence in Education, 1983) generated alarm concerning the state of public schools in the U.S., in general, and the qualifications of teachers, in particular. The Effective Schools movement, the Coalition of Essential Schools, Accelerated Schools, and other school reforms of the day focused attention on teachers and school principals and their professional development (Chubb & Moe, 1990; Levin & Hopfenberg, 1987; Sizer, 1984). Moreover, these reform movements focused attention on themselves. It became important to learn, for instance, the extent to which the intended reforms actually reached the practices of teachers in classrooms (see, for instance, Muncey & McQuillan, 1993).

Subsequent waves of school reform have followed. These school reforms, often accompanied by legislation at the state or federal level, have expanded our need to understand the work of both teachers and principals and to track the implementation of reforms. On the one hand, modern reforms typically stress accountability at the lowest levels of control. Thus, well-trained school leaders and teachers should be in the best position to develop effective ways to teach their local populations of students. And, they should be held accountable for doing so. The school choice and charter schools movements are among those reforms that emphasize local decision-making and accountability.

On the other hand, the growing intervention of federal and state governments in public schools has increased the complexity of governing local schools (Wise, 1979). Federal spending, especially, tends to be targeted to specific programs. As such, the funding requires administrators to comply with sometimes stringent regulations. Moreover, judicial involvement, through issues such as school funding, desegregation, and the rights of special education students, adds layer upon layer of complexity to the governance of local schools.

School principals, caught between the pincers of accountability and regulation and expected to be leaders of local school reform, are now recognized as critical to successful schools (see also Chubb & Moe, 1990). However, we know little about the job of principal as it is actually experienced by those in the position (Zheng, 1996). We know little, for instance, of how they allocate their time or how decisions are made at the school level.

Similarly, the current emphasis on accountability and decision-making at the levels closest to instruction raises questions about what is actually happening in classrooms. How are teachers trained to implement school reform? What kinds of professional development happen in schools?

¹Since Coleman et al. (1966) had found that the impacts of schools on student achievement were dwarfed by the impacts of students' peers, attention focused on the characteristics of students and mismatches between students and schools. The 1980s saw a renewed interest in the characteristics of schools and teaching that influenced student achievement (see Chubb & Moe, 1990).

A major development in school reform over the last decade has been the growth in the number of charter schools across the country. Charter schools draw on public school funding but are freed of many of the regulations of public schools. Early research suggests charter schools vary across states and even across districts within states on a number of dimensions, including student demographics and the missions of schools (Berman, Nelson, Ericson, Perry, & Silverman, 1998; Wells, 1999). We know less of other aspects of charter schools. We need to learn more about the experiences of charter schools and how they vary across locales, as well as whether and how they differ from traditional public schools.

SASS has grown to accommodate issues raised by school reforms. The 1999–2000 SASS includes an array of measures of the work of teachers and administrators. Broadly categorized in terms of teacher capacity, school capacity, library capacity, and district capacity, the SASS content addresses:

- the professional context of teachers and administrators, including their perceptions of decision-making and problems in the school, their involvement in professional development, new teachers' induction training, teachers' assignments, teachers' and principals' salaries, job satisfaction, availability of resources such as computers, and the time they spend on various activities during and outside the school day;
- the demographics of teachers and administrators, including gender, race, ethnicity, credentials, and experience; teachers' careers, including their pathways into and out of teaching;
- other characteristics of the structure of schooling in the U.S. and the implementation of school reforms, including graduation requirements, length of school day and year, methods of assessing progress at the school level, the extent of parent involvement in schools, and involvement in school reform efforts, especially in charter school or other school choice programs.

National and State-by-State Representative Data

A second strength of SASS is its sample design. The study's sample of public schools and teachers is both nationally-representative and representative on a state-by-state basis. Thus, it provides a comprehensive portrait of the teaching and administration workforces across the nation. It also provides a description of the current structure of schooling in the U.S. as it is enacted through the daily routines of schools. Further, the data allow for the comparison of teachers, administrators, and the structure of schooling on a state by state basis.

Large Samples of Teachers and Schools

Third, the SASS sample is very large (see also Ingersoll, 1995). The 1999–2000 SASS is slated to survey approximately 15,500 principals or school heads and 77,000 teachers in 15,500

public, public charter, private, and Bureau of Indian Affairs (BIA) schools and 5,700 public school districts. By comparison, the Carnegie Foundation’s “The Condition of Teaching: A State by State Analysis,” another well-known national survey of teachers, surveyed fewer than 2,000 teachers. “The Metropolitan Life Survey of the American Teacher,” a recurring survey of teachers, also includes fewer than 2,000 teachers in its sample design. Moreover, neither survey has studied private school teachers. The NCES National Educational Longitudinal Survey of 1988 (NELS:88) surveyed about 45,000 teachers in its base year, but the NELS:88 teacher sample was not nationally representative. The 1998 NCES Fast Response Survey System (FRSS) Teacher Survey on Professional Development surveyed 4,049 teachers (Lewis et al., 1999). In terms of samples of schools, the Administrator and Teacher Survey (ATS) attached to the NCES High School and Beyond Study, a major database used for school studies, included a sample of 350 schools (for influential studies using ATS data, see, for instance, Coleman & Hoffer, 1987 and Chubb & Moe, 1990). Neither the NELS:88 nor the ATS continues to survey teachers or schools.

The large sample surveyed by SASS allows extensive disaggregation of the data by characteristics of teachers and schools. Researchers can compare the work contexts of men and women, of teachers from differing racial and ethnic backgrounds, and of teachers in schools that differ on any number of characteristics. One can compare the structure of schooling and the instruction provided students in a variety of different schools, including, for instance, charter schools and other public schools. In fact, the 1999–2000 SASS is surveying the entire population of charter schools in the U.S.

Data from Multiple Respondents

Fourth, SASS includes data from multiple respondents. In addition to teachers, the study surveys school principals or heads, district administrators, and librarians. The set of respondents provides information about schools and school districts at multiple levels and from different vantage points. As a result, SASS can provide a broad and multi-perspective view of schools and school districts. For instance, teacher measures of their perceptions of school management and the school work environment can be aggregated at the school level (Wiley, 1999).

In addition, the multiple respondents are asked questions that cover an overlapping set of domains. For instance, teachers and school administrators are each asked a set of questions concerning the school environment. Also, teachers are asked about teachers’ influence in decision-making in schools; administrators are asked about the influence of teachers, as well. Information from the multiple respondents offers opportunities to explore differences and similarities in the perceptions of teachers and administrators. What underlies, for instance, sharp disagreements between teachers and administrators in perceptions of problems in schools (Murphy, 1999)? What underlies differences among teachers within the same school in their perceptions of school environments and management (Weiss, 1996)?

The Teacher Follow-up Survey

Fifth, SASS follows up each administration one year later with a Teacher Follow-up Survey (TFS). The TFS tracks SASS teachers who leave teaching within the year after the survey as well as a subsample of SASS teachers who stay in teaching. The TFS provides invaluable data for documenting the attrition rate of teachers and the movement of teachers from school to school. TFS data can also contribute to our understanding of teachers' careers, the reasons teachers give for leaving the profession, where former teachers go after leaving teaching, and how teaching fits into the work careers and life courses of these women and men.

The TFS provides some longitudinal information, because the TFS teacher respondents are selected from the sample of SASS teachers sampled the year previous. The resulting data from the two surveys is longitudinal. The data allow comparison of outcomes on the TFS for teachers by characteristics and experiences as measured by SASS. The data also allow comparisons of teachers who stay in the same school across years, change schools, or leave the profession. SASS provides measures of the work contexts and job satisfaction of the three groups of teachers during their previous year of teaching. In addition, the TFS provides data concerning the reasons teachers gave for leaving. These reasons can be compared with their descriptions of work and career plans from the previous year. The extent to which SASS and the TFS can be used to determine actual causes of attrition is limited. However, the two surveys can provide richly descriptive analyses. Because the TFS follows teachers who stayed in teaching, as well—including those who changed schools—researchers can perform similar analyses concerning teachers' movements from school to school or can use the data to track teachers' experiences across two school years within the same school.

The Bureau of Indian Affairs Supplement

Finally, SASS samples all Bureau of Indian Affairs (BIA) schools and over-samples other schools with high proportions (25 percent or higher) of Native American Indian or Alaska Native students. Native American students historically have had difficulty in public schools in the U.S. A rich set of ethnographic studies has detailed cultural mismatches between Native American students and families and many public schools (Au & Jordan, 1980; Erickson & Mohatt, 1982; Philips, 1972). SASS has contributed invaluable quantitative data for describing, at the national level, the contexts of schools (teacher characteristics, school characteristics, instructional practices) serving predominately Native American students (see *Characteristics of American Indian and Alaska Native Education, Results from the 1993–94 SASS* (NCES 97-451)). The 1999–2000 SASS includes 170 Bureau of Indian Affairs schools and 450 schools that serve student populations of at least 25 percent Native American Indian or Alaska Native students.

Opportunities SASS Provides Policy Makers and Researchers

In sum, SASS provides a uniquely comprehensive and representative database for documenting the contexts of teaching and schooling in the U.S. The study measures an

enormous range of the dimensions of schools and teachers, extending beyond the demographics of school staff to include measures of school and school district policies, school environments, and the work lives of teachers and administrators. The sampling design of SASS provides national and state-by-state portraits of schools and teachers in the U.S. and, because of the sample's size, allows for disaggregation of data along a number of key characteristics of schools and teachers. The use of multiple respondents provides a rich and reliable description of schools. Finally, the TFS, tracking sets of SASS teachers who have left the profession, moved from school to school, and stayed in their schools, provides a longitudinal look at teachers over a two-year period.

The next section provides a set of recommendations for reporting the 1999–2000 SASS data in the major NCES reports that follow each administration of SASS, as well as a set of more specific reports organized around important educational themes. The following section outlines a set of recommendations for linking SASS to smaller, more focused studies of schools and teachers.

2. Recording the Context of Teaching and the Structure of Schooling

SASS has been used to great effect in describing the contexts of teaching in public and private schools, as well as tracking trends in key measures of the staffing of America's schools. Each administration of the survey has been followed by broad descriptions of the teaching workforce and the structure (daily and yearly schedules and programs offered) of schooling in public and private schools in the U.S.² In addition, as the data SASS collected presented an increasingly finer description of schooling and the teaching and administration professions, researchers have produced increasingly complex analyses of the work lives of teachers and administrators and the quality of education presented children.³

Furthermore, the inclusion of measures intended to address prevalent school reforms of the 1990s has expanded interest in the use of SASS data to inform the nation about the implementation of school reforms and educational policy. Recent reports have addressed out-of-field teaching, induction policies and early experience of new teachers, professional development, time spent teaching core subjects, and the instruction of limited-English-proficient students.⁴

This section outlines research needs and a proposed research agenda for a set of content areas covered by the 1999–2000 SASS. These areas include, “Schooling and School Reform: Describing the Structure of Schooling,” “Staffing, Instructional Practices, and the Teaching Profession,” and “School Management.”

²See, for instance, *Schools and Staffing in the United States: A Statistical Profile: 1993–94* (NCES 96-124), *Public School Districts in the United States: A Statistical Profile, 1987–88 to 1993–94* (NCES 98-203), *Private Schools in the U.S.: A Statistical Profile, 1993–94*. (NCES 97-459), *America's Teachers: Profile of a Profession, 1993-94* (NCES 97-460), and *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-up Survey, 1994–95* (NCES 97-450).

³See, for instance, *Teacher Professionalization and Teacher Commitment: A Multi-Level Analysis* (NCES 97-069), *Characteristics of American Indian and Alaska Native Education, Results from the 1993–94 SASS* (NCES 97-451), *Public and Private School Principals in the United States: A Statistical Profile, 1987–88 to 1993–94* (NCES 97-455), and *Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation, 1993-94* (NCES 97-471).

⁴ See, for instance, *Toward Better Teaching: Professional Development in 1993-94* (NCES 98-230), *Time Spent Teaching Core Academic Subjects in Elementary Schools: Comparisons Across Community School, Teacher, and Student Characteristics* (NCES 97-293), *A Profile of Policies and Practices for Limited English Proficiency Students: Screening Methods, Program Support, and Teacher Training (SASS 1993–94)* (NCES 97-472), and *Out-of-Field Teaching and Educational Equality* (NCES 96-040).

Schooling and School Reform: Describing the Structure of Schooling in the U.S.

SASS provides the most comprehensive nationally-representative data on the structure and daily practice of schools in the U.S. A major function of SASS has been to describe this structure—the number of schools of various sizes and in the different school sectors, the demographics of students served, the programs offered and services offered, and school and school district policies. The 1999–2000 SASS expands its ability to measure the structure and practice of schooling in terms of the impacts of school reforms.

The traditional structure of schooling has been the focus of considerable criticism for many years (Cuban, 1990; Metz, 1989; Tyack & Tobin, 1993). Yet, it remains the dominant, easily recognized, structure of schooling in the U.S. At the largest level, this structure includes the grouping of children by age and family residence into elementary, middle or junior high schools, and high schools. These schools are usually financed primarily by local property taxes. This overall structure provides the set of school contexts—sizes of schools, demographics, and funding levels—in which students are taught.

At the school level, the traditional structure, sometimes called an “egg crate,” includes the physical division of the school into classrooms typically holding a single teacher and many students and the temporal division of the school day and school year into regular, usually short, intervals. Students are typically grouped by age and in the later grades by subject matter and achievement. Each school year begins in August or September and ends in May or June—to release students for the summer agricultural work that no longer faces the vast majority of students. The school day begins in the early morning and ends in the middle of the afternoon.

Many elements of the traditional school structure have been criticized as inefficient or leading to inequities among students. The organization of students into schools by their family residence has combined with residential segregation and the availability of private schools to produce schools that vary considerably in racial and socioeconomic composition (Kozol, 1991). These factors have combined with funding based on local property taxes to create, in some cases, large disparities in the resources schools can offer children (Kozol). State and federal funds intended to narrow gaps in school resources make little impact (NCES 98-210).

The separation of teachers from each other has been criticized for stunting teachers’ professional development by denying opportunities for teachers to collaborate (Little, 1988). The grouping of students by ability levels is thought to narrow the options and curb the learning of students who do not achieve highly at an early age, learn and express knowledge in nontraditional ways, or come from minority, minority-language, or low income families (Oakes, Gamoran, & Page, 1992).

School days that end in the mid-afternoon and school years that are suspended for the summer no longer fit with the work lives of many American families. The lost summer months are thought to be especially damaging to the learning of traditionally disadvantaged students (Mikulecky, 1990). Mid-afternoon release from school creates a demand for childcare in most

families, and families vary in the quality of childcare they can provide their children (Wrigley, 1991).

Historically, private schools have been most able to break out of the traditional school structure. Organized around specific learning philosophies or simply flexible because of small size and lack of regulation, private schools vary considerably in the ways they organize students, teachers, the school day and school year.

However, public schools are being encouraged by legislation and school reform to challenge the traditional structure (Gable & Manning, 1997). Consistent with the current mood in school reform, which stresses control and accountability at the school level, a set of school reform efforts tracked in the 1999–2000 SASS is aimed squarely at school structure. These reforms fall largely under the category of school choice. School districts were asked if they included a school choice or charter school program. Individual schools were asked if they were magnet or charter schools. Thus, a whole set of measures of the structure of schooling can be compared across these school reforms and public and private schools in general.

Schooling and School Reform: Research Agenda. The agenda for reporting SASS data on schooling and school reform should continue and expand upon past reporting. The main recurring NCES publication that reports on the structure of schooling in the U.S. is *Schools and Staffing in the United States: A Statistical Profile* (NCES 96-124). This report might usefully be reorganized into two large sections under the headings “Schools” and “Staffing.” Organized in this manner, the report may be more readily useful to educational policy makers. In fact, in preparing the report, one can think of the two sections as addressing “where our children are schooled” and “who teaches our children.”

The first section of the *Schools and Staffing* profile could report extensively on the state or structure of schooling and how it varies across school sector and other characteristics of schools. The section would open with a breakdown of where children attend elementary and secondary schools:

- numbers and proportions of schools by
 - sector (public/magnet/charter, private-Catholic/private-other religious/private-non-sectarian),
 - level (primary/secondary and primary/middle/secondary),
 - size,
 - capacities of permanent and temporary buildings,
 - region,
 - urbanicity,
 - district-level expenditures, broken down by instruction and non-instruction, and revenues, broken down by sources—federal, state, and local;
- numbers and proportions of students by the above measures, as well as
 - gender,
 - race/ethnicity;

- numbers and proportions of students in schools classified by
 - racial/ethnic and gender composition of students,
 - demographics of local community, including racial/ethnic demographics, educational levels of adults, and measures of family structure,
 - racial/ethnic and gender composition of faculty and administration,
 - proportion of high school seniors who graduated last year,
 - proportion of graduated seniors who applied to higher education,
 - proportion of graduated seniors who attended various forms of higher education,
 - proportion of students who drop out prior to graduation,
 - proportion of students receiving or qualifying for the National School Lunch program,
 - proportion of students in Title 1 programs,
 - proportion of students who are migrant,
 - measures of the school environment, including teachers' and administrators' perceptions of school safety, student behavior, and school problems.

The second part of the section would include measures of programs and services offered by schools. Past reports have generally disaggregated schools by school sector (public/private). It may be more meaningful with the 1999–2000 data to further divide public schools by charter/non-charter and private schools by Catholic/other religious/non-sectarian affiliations. Further, in many cases the most meaningful classification is the school level (elementary or secondary). On other measures, urbanicity provides a meaningful division, as suburban public and private schools are more likely to be similar on some characteristics than are public schools in suburban or urban or rural areas. Ideally, all measures would be disaggregated on all these dimensions, but this may overburden readers of the report. Thus, it makes sense to be flexible in disaggregating the data and split the sample along the dimensions that make sense for each measure. Measures of programs and services offered would include:

- pre-kindergarten programs in the district or school,
- extended day programs in the district or school,
- school choice programs in the district or school, including numbers of students using various school choice options,
- homeschooling in the district or school,
- charter schools in the district,
- magnet programs (by type of program),
- other specialized programs,
- drug, alcohol, and tobacco prevention programs,
- presence of assessment of drug, alcohol, and tobacco prevention program,
- school safety policies and programs,
- violence prevention programs,
- presence of assessment of violence prevention program,
- types of instruction offered LEP students,
- services provided LEP parents,

- description of migrant education programs, including numbers of students in various programs, services provided migrant students, and time spent at school by migrant students,
- presence of programs and services designed to facilitate parent involvement,
- prevalence of parent involvement in various school activities.

The penultimate part of the section would focus on practices and policies that help set the daily routine and structure of local schooling. Again, schools should be disaggregated along dimensions that make sense for each measure. Elements that should be described include:

- length of school day,
- length of school year,
- implementation of various non-traditional scheduling methods,
- for private, magnet, and charter schools, any measures of the mission of the school, admission requirements, and the presence and proportion of boarding students,
- student ratios to teachers and other staff,
- methods for organizing students in tracks or in groupings within classes,
- methods of student promotion,
- methods for placing students in limited-English proficiency (LEP) programs,
- homeschooling policies and practices,
- high school graduation requirements,
- methods of school-wide assessment,
- presence of and performance on state- and district-wide performance standards,
- rewards and sanctions for success or failure in meeting performance standards,
- presence of school improvement plans, and methods of assessment and reward or sanction,
- presence of local school councils,
- presence of various interested parties in decision-making bodies.

The final chapter of the “Schools” section would report on trends in schools in the U.S. In the past, the *Schools and Staffing* profile has reported a selective, rather than exhaustive, list of trends in measures concerning schools. Similarly, past reports have focused on only the public/private school division. Indeed, an exhaustive, finely disaggregated list of trends could be overwhelming for readers. Further, in the absence of marked trends in many measures, significant changes in a few key measures could be overlooked. Thus, it makes sense to limit the list of measures of trends and to be cautious concerning the division of samples into subgroups. However, failing to examine—at least to some extent—subgroups of schools could bury interesting changes in subgroups that do not appear at the aggregate level data of public and private schools. Therefore, it makes sense to perform exploratory analysis of trends within subgroups when there is substantive reason to suggest a change may have occurred. Measures that should be compared over past SASS administrations include:

- percentages of students in schools by sector, level, urbanicity, and region,
- racial/ethnic demographics of students,

- percentage of students qualifying for National School Lunch,
- percentage of migrant education students (this measure should be reported regionally and by urbanicity),
- percentage of LEP students (this measure should be reported regionally and by urbanicity),
- presence of pre-kindergarten and extended day programs,
- instructional services offered LEP students,
- presence of gifted/talented and magnet programs,
- student participation in school choice programs,
- tracking and other measures of organization of students,
- student-teacher ratios,
- teachers' perceptions of school safety and their reports concerning threats and violence directed toward them,
- presence of drug, alcohol, and tobacco prevention programs,
- teachers' perceptions of school problems,
- principals' goals for schools.

Staffing, Instructional Practices, and the Teaching Profession

Projected demographic changes in the U.S. will heighten interest in the staffing of public schools. These demographic shifts concern another round of growth in the school age population and a shift in its composition toward racial, ethnic, and language minorities. First, as the “baby boom echo” passes through its school years, demand for teachers has grown tremendously in many areas of the country (U.S. Census, 1999; Area schools, 1999; Struggling schools, 1999). This demographic shift, combined with a growing emphasis among school districts on hiring fully-credentialed teachers has produced teacher shortages (Struggling schools, 1999).

Moreover, much of the educational research of the last quarter century has emphasized the importance of cultural mismatches between homes and schools in explaining low rates of school success among students in many minority groups (Delgado-Gaitan, 1987; Erickson, 1987; Fine, 1981; Ogbu, 1987; Philips, 1972). Educators and representatives of minority groups have responded with calls for better representation among teachers and administrators (NCES 94-192; NCES 96-840).

A third demographic concern for teaching staffs is the distribution of teachers by gender. To a great extent, concern for girls' opportunities in schools has given way to alarm over the relative lack of progress among boys. Young women now represent 56 percent of undergraduate students in colleges and universities in the U.S. (Snyder, Hoffman, & Geddes, 1999). In the elementary and secondary grades, girls tend to earn higher grades, score as high or higher on standardized achievement tests on most subjects, and find themselves in trouble with schools or the law much less frequently than boys (Kleinfeld, 1998). African-American males, especially, tend to have troubled experiences in American schools (Kleinfeld). As a result, some policy makers and educators have called for a greater representation of male teachers in the elementary

years, especially. In particular, they suggest African-American male elementary teachers can provide young African-American males the supportive experiences they are lacking in schools.

A significant disadvantage remaining for young women is access to careers in science and mathematics. Much of the gender gap in adult salaries can be explained by differences in the careers pursued by women and men. Recent research suggests that the scarcity of women in science and mathematics fields is largely because women opt for alternative, often lower paying fields (Shu & Marini, 1998). If this is so, then the high school years, when young people are developing interests that will help shape decisions concerning fields of study in college, may be important to later gender disparities in careers and pay. Some have suggested that high school science and mathematics teachers can serve as important role models for young women choosing careers in the sciences (Mason & Kahle, 1989).

In addition to teacher demographics, teachers' skills will be challenged by projected shifts in the composition of the school age population. The growth of minority and minority-language students as a proportion of student populations will challenge the ability of teachers to meet the increasingly diverse needs of students. The fastest growing minority populations in the U.S. are those that do not speak English as a home language and typically have few economic resources to contribute to the schooling of their children (see, for instance, Smolkin, 1999; Booth, 1998).

Children raised in minority and minority-language homes have not succeeded at high rates in a public educational system that many describe as white- and Anglo-centered (Bourdieu, 1977; Delpit, 1988, Fine, 1981). Avoiding potential language and cultural mismatches between homes and schools requires exceptionally skilled teachers and sophisticated practice within classrooms. Unfortunately, the urban schools that serve most of these students tend to be resource poor themselves, and have difficulty drawing highly skilled teachers (Ferguson, 1991; NCES 96-040). The schools most in need of skilled teachers are often the schools weakest in those areas. This is especially disconcerting, as quantitative analyses show that student achievement in reading and mathematics is most strongly correlated to measures of teacher preparation and certification, both before and after controlling for student poverty and language status (Darling-Hammond, 2000).

On-going, effective professional development is crucial to meeting the needs of a changing student population. Just as it is important to understand differences among schools and school districts in their abilities to recruit and retain skilled teachers, it is important to understand how well schools are providing on-going professional development to teachers.

A crucial question concerning any school reform is the extent to which its rhetoric is translated into practice in schools and classrooms. Any kind of reform challenges established practices, and in the U.S., schools have proven particularly resistant to change (Cuban, 1990). School reforms based on current thought concerning effective educational practices require skills for which few teachers received training in school (Borko & Putnam, 1996). They also typically require on-going development through practice and training. Therefore, even if the school reform atmosphere did not stress accountability, it would be important to monitor instructional practices and professional development.

Staffing, Instructional Practices, and the Teaching Profession: Research Agenda.

“Staffing” would serve as the second section of a revised *Schools and Staffing in the United States*. This section would focus on the extent to which schools and districts of differing characteristics vary in terms of the demographics of teaching staff and hiring, assignment, and retention practices, as well as measures of the work and work contexts of teachers and administrators. Again, samples should be disaggregated by school sector, level, and urbanicity as discussed above. The first part of this section would include measures of the composition of the school work force:

- numbers of various educators, including administrators, teachers, student support staff, aides, and assistants, and the presence of computer/technical coordinators and support personnel,
- racial/ethnic, age, and gender composition of teachers and administration,
- experience levels of teachers,
- education levels of teachers and administrators,
- proportion of teaching staff positions filled with permanent teachers,
- administrator reports of the proportion of faculty teaching to high standards,
- ratios of students to teachers and other staff,
- ratio of teachers to other staff.

The second part of the section would focus on the work context of teachers, their teaching assignments, and their instructional practices in classrooms:

- type of assignments, including grade level, subject, and assignment as regular classroom teacher, itinerant, etc.,
- coincidence of grade and course assignments with fields of training,
- how teachers earned certifications,
- class sizes,
- teachers’ experiences with special needs students, including the number of students with individual education plans (IEPs) or who are LEP in their classrooms, the presence of classroom support for students’ with IEPs, and teachers’ training to teach students with IEPs and LEP students,
- time spent at school and working outside of school hours,
- time spent on planning during the school day,
- time spent teaching core subjects,
- teachers’ perceptions of school organization, management, and environment.

Among the instructional practices it would be useful to document are:

- teachers’ uses of the results of students’ standardized achievement tests,
- extent to which state/district standards guide teaching,
- teachers’ training in technology,
- number of computers in teachers’ classrooms,
- internet access in classrooms,

- uses of computers for instructional purposes.

The next part of the “Staffing” section would describe the work contexts of administrators:

- administrator assignments, including shared administrative and teaching duties,
- prior training of administrators,
- administrators’ goals for schools,
- administrators’ perceptions of decision-making processes in the school,
- administrators’ perceptions of school environment.

The section’s fourth part would report on the compensation of teachers:

- salaries and other compensation, including paid work outside of teaching,
- salary schedules,
- benefits,
- prevalence of collective bargaining.

The fifth part of the section would include descriptions of teacher supply and demand at the school district level (or private school), and efforts to recruit, retain, and dismiss teachers:

- measures of vacancy and difficulty in filling positions by school level and subject area,
- school and school district efforts to attract teachers to or retain teachers in shortage fields or locations, including pay and training incentives,
- teacher attrition,
- procedures and considerations for dismissing teachers,
- hiring policies, including state and national tests and certifications required of potential teachers,
- demographics of newly-hired teachers,
- sources of new hires (college, non-teaching occupations, transfers within the profession, returning to teaching), and among recently graduated new hires, the type of college.

The final chapter of the “Staffing” section would report trends. Measures should include:

- teacher racial/ethnic and gender demographics (these should be reported by urbanicity and school level),
- teacher education and experience levels,
- school principal demographics (these should be reported by urbanicity and school level),
- principal education and experience levels,
- percentage of teachers who participated in induction programs,
- teacher professional development,

- teacher certification/out-of-field teaching,
- teacher satisfaction,
- teacher perceptions of influence,
- time spent teaching core subjects,
- teacher shortage fields (these should be reported by region and urbanicity),
- methods to fill vacancies (these should be reported by urbanicity),
- methods to recruit and retain teachers in shortage fields (these should be reported by urbanicity),
- teacher salaries and compensation.

The content outlined above for inclusion in the “Schools” and “Staffing” sections of a new *Schools and Staffing in the United States* profile represents an exhaustive list of topics that could be included. This content will require trimming to fit a reasonable length report. Appendix A provides a short list of items essential to include in the profile.

A second logical publication for reporting information on teachers is *America’s Teachers: Profile of a Profession* (NCES 97-460). This is the major recurring NCES report tracking the teaching profession. The 1999–2000 SASS has added considerably to the aspects of teaching that are important for capturing the profile of the current teaching staff in the U.S. In particular, the 1999–2000 SASS includes more detail concerning the induction of new teachers, teacher professional development, and the instructional practices of teachers.

As with *Schools and Staffing in the United States*, it is important to disaggregate the teacher sample along more dimensions than the public/private school division. In particular, among teachers, the divisions between school levels (elementary/secondary and elementary/middle/high) is often more salient than the public/private school divide. Moreover, a population as large and varied as the population of teachers in the U.S. is sure to produce a set of interesting subsamples. Thus, the teacher sample should be divided by characteristics of teachers, as well. Teacher characteristics would include race, ethnicity, and gender. They should also include measures of teacher cohort—to what extent are young teachers different from old, new teachers different from experienced teachers?

New measures concerning teacher induction, professional development, and instructional practices fit fairly directly into the existing *America’s Teachers: Profile of a Profession, 1993–94* format. *America’s Teachers: Profile of a Profession, 1993–94* included chapters on the demographics of teachers and the schools in which they taught, teacher qualifications, their work assignments and perceptions of the work environment, and their instructional practices. Added indicators of the induction of new teachers include indicators of the content of new teacher induction programs and the length of time new teachers spent as student teachers. In addition, teachers with less than five years of teaching experience were asked how well prepared they felt as first-year teachers. They were asked, as well, about the support they received in their first year and their duties and assignments during that first year.

The 1999–2000 SASS has added considerable detail concerning professional development. SASS will be able to report on teachers’ participation in various professional

development activities, their perceptions of the usefulness of these activities, support they received for professional development, their involvement in choosing and organizing professional development activities, and their own priorities for professional development. The addition of measures of computer use allow for the linking of teachers' reports of professional development to their instructional practices with computers.

The 1999–2000 SASS also includes school principals' reports of teacher professional development. The report of principals concerning teachers' and other parties' influence in developing professional development programs can be compared with teachers' perceptions of their own influence. Further, principals report on the global frequency of professional development in their schools and school supports for teacher professional development.

School Management

Recent years have seen a growing awareness of the importance of principals in developing teaching faculty, allocating other educational resources, and establishing school atmosphere (Barth, 1990; Wiley, in press). In part, this has resulted from research concerning effective schools and the qualities of effective educational leaders. It has also resulted from an understanding of the increasing stresses placed on local administrators (McGrath & Kuriloff, 1999a; McGrath & Kuriloff, 1999b). Yet we still know little about the jobs of administrators and the traits and practices of effective school management (Zheng, 1996).

School Management: Research Agenda. In 1997, NCES produced a profile of school principals covering the period from the inception of SASS in 1987 through the most recent administration of SASS during the 1993–94 school year, *Public and Private School Principals in the United States: A Statistical Profile, 1987–88 to 1993–94* (NCES 97-455). The report included chapters describing the demographics of school principals, their training, their perceptions of the school environment, and their goals for schools and themselves. This report should become one of the main recurring reports issued by NCES.

The new report should focus on differences in school management across more domains than the private/public school division. Principals in elementary and secondary schools are likely to be different in their demographics and to have different goals for their schools and experiences in their schools. Middle school principals may differ from elementary school and high school principals, as well. Moreover, the experiences of principals are likely to differ by urbanicity and, particularly, school size. Also, among private schools, divisions between sectarian and non-sectarian schools are likely to be important, as well. Further, gender, racial/ethnic, and, possibly, age and experience differences are important dimensions for understanding school principals. Many of these analyses were included in the first *Public and Private School Principals*, however, they were placed in the appendix rather than the main body of the report. Differences across these divisions add considerably to the national portrait of school management and should be included in the body of the report.

The 1999–2000 SASS added items concerning teacher professional development, the performance of teachers, school policies, and the duties of principals. These measures could contribute to the report through the addition of two chapters. The first chapter would describe principals' perceptions of the performance of teachers in their schools, considerations and procedures for dismissing teachers, and principals' perceptions of teacher professional development—who influences the content of professional development, the frequency of various forms of professional development, principals' own involvement in professional development activities, and school sources of support for teacher professional development. The second chapter would contain principals' descriptions of the time they spend in various duties and their descriptions of school policies concerning school improvement plans and district or state performance goals.

Other Major SASS Reports

Public School Districts in the United States. Much of the same content included in *Schools and Staffing in the United States* has been featured, in more detail, in another general report, *Public School Districts in the United States* (NCES 98-203). This report offers an opportunity to include some of the sample disaggregation that could make *Schools and Staffing* unwieldy, though the unit of analysis for this report is the school district, rather than the school or student.

Public School Districts includes chapters that describe geographic and demographic characteristics of school districts, their racial and ethnic compositions, hiring policies and the demographics of new hires, efforts to recruit and retain teachers, teacher compensation, and district programs and policies. New material added to the 1999–2000 SASS, and included in the *Schools and Staffing* outline above, could be added to the existing chapter outline of *Public School Districts*. Other material in *Public School Districts*, particularly details concerning the demographics of school districts, might be de-emphasized. Student and educator demographics, taken at the school district level, can be difficult to interpret. Many school districts are so large that schools within districts may vary dramatically on key characteristics. Data aggregated to the district level could be misleading. This information may be better located in an appendix.

The meaningful dimensions for disaggregating the school district sample differ from those that make sense for schools and students. In dividing the district sample it may help to take advantage of Common Core of Data (CCD) information that will be linked to the 1999–2000 SASS. Thus, rather than dividing the sample by the percent of students who are from minority backgrounds, it may make more sense to use measures of urbanicity or SES-related demographics provided by CCD. On many measures, minority race is probably acting as a proxy for other community level measures.

E.D. Tab: Schools and Staffing in the United States: Selected Data for Public and Private Schools. In 1995, this set of tables (NCES 95-191) served as the initial release of the 1993–94 SASS data. It included 26 tables covering the highlights of information from each of the separate SASS questionnaires. The tables reported numbers of school districts, schools,

principals, teachers, and students by state and by private school affiliations, as well as more detailed information concerning teacher salaries, teacher and principal qualifications, and programs and services offered by schools.

An E.D. Tab for the 1999–2000 SASS should include similar global measures of the numbers of schools, educators, and students. The E.D. Tab should also highlight new information offered by the 1999–2000 SASS and data concerning topics that are of current educational interest. The 1995 E.D. Tab provided separate tables for public and private school samples and sub-divided tables by state for public school samples and by a 9-point typology for private school samples. The 1999–2000 E.D. Tab should include a charter school division for many measures. Tables could include:

- numbers of school districts, schools, principals, teachers, and students—by state for the public samples and by affiliation for the private school samples,
- number and percent of teachers who were newly-hired and continuing,
- teacher salary schedules and teacher and principal average salaries,
- teacher and principal experience, including the types of positions principals held before their current jobs,
- teacher length of work day and time spent outside work hours,
- number and percent of schools offering various programs and services,
- number and percent of schools offering programs for drug, alcohol, and tobacco prevention,
- number and percent of schools implementing programs to prevent violence,
- number and percent of students by race/ethnicity, receipt of Title 1 services, qualifications for National School Lunch, and LEP status,
- number and percent of students homeschooled,
- number and percent of schools offering pre-kindergarten and extended day programs,
- number and percent of teachers holding various forms of certification,
- number and percent of teachers assigned out-of-field, by various measures,
- severity of teacher shortages by subject areas,
- number and percent of school districts and private schools using various hiring criteria,
- teacher reports of school safety and threats and attacks on themselves,
- number and percent of districts using rewards and sanctions to monitor schools,
- number and percent of school districts offering school choice programs and students using school choice programs,
- teacher use of computers and technology in classrooms,
- average time spent by math teachers on various instructional content and practices,
- computer and other technology use in school libraries.

This page intentionally left blank.

3. SASS for Enlightenment

Compared with providing descriptions of the state of and trends in schools and staffing in the U.S., SASS has been used less often for thorough analysis of educational issues. In part, this is because SASS is limited in the extent to which its data can be used for analytic research. SASS was designed to provide descriptive information covering a broad number of topics and including very large samples of educators, schools, and school districts. As a result, SASS has little capacity for longitudinal research—the one-year follow-up on a subsample of teachers in the TFS is the lone longitudinal feature of SASS. Second, SASS does not include student outcomes. Because SASS is not longitudinal, it is not clear that the addition of student outcomes would contribute to the analytic research capabilities of SASS. Finally, SASS includes only limited information on student family backgrounds, information that would be needed as control variables in the most basic research. Inclusion of CCD data adds considerably to the community context measures SASS can provide researchers; however, even these data are best used at the school district level, which limits their usefulness for basic research.

The Value of SASS in Exploratory Research

However, SASS has been used quite effectively in exploratory research that produces suggestive rather than conclusive findings and that helps to develop potential fields of research. This is the “enlightenment” function described by Boe (1996). Thus, in its early years, SASS was employed to deepen our understanding of processes of teacher supply and demand. Through analysis of SASS data, educational researchers learned that reductions in the supply of college graduates did not necessarily create shortages in teachers and produce higher salaries for teachers. Rather, school districts and state legislatures varied in their responses to potential shortages in teachers. Some school districts, for instance, lowered their standards for hiring new teachers. Many state legislatures, also, eased requirements for teacher certification. Analysis of early SASS data helped shift the focus from the supply and demand of teachers to the quality of teachers.

Teacher Professionalization and Teacher Commitment: A Multi-Level Analysis (NCES 97-069) is a good example of this type of valuable research. The study showed relationships between teachers’ perceptions of autonomy in schools and teachers’ commitment to their work. However, the authors suggest caution in interpreting their results. First, the findings regarded an association between autonomy and commitment and not necessarily a causal relationship. Moreover, the relationship was not strong. Finally, the measure of teacher commitment was somewhat limited. In the end, the report was more suggestive than conclusive. It opened up a potentially fruitful avenue of research that others might pursue through their own smaller, more focused studies.

Job Satisfaction among America’s Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation (NCES 97-471) is another fine example. This report, without making causal claims, provided a description of contexts that

appear to support job satisfaction among teachers. Further, the report shed light more broadly on teachers' careers. The report showed that job satisfaction seems to be higher among younger teachers. Again, this research could lay the groundwork for further work.

A third example is *A Profile of Policies and Practices for Limited English Proficient Students: Screening Methods, Program Support, and Teacher Training (SASS 1993–94)* (NCES 97-472). This report provided descriptive information concerning a growing population in U.S. schools. This kind of description provided a sense of the status of LEP programs, the size of the LEP population, and trends in programs and populations. Further, the study provided a sense of the school experiences of LEP students in the programs offered them. Overall, the report shed light on a relatively new educational concern that is likely to grow tremendously over time.

New Lines of Focused Exploratory Research Studies

This “enlightenment” function is a tremendous opportunity that SASS presents the educational community. The inclusion of new data in the 1999–2000 SASS, particularly data concerning issues relevant to school reform, expands this opportunity. This research could take the form of full-length studies, such as those listed above. In addition it could take the form of issue briefs on more narrow topics.

One could foresee, for instance, focused studies on aspects of charter schools. Early questions, still unanswered, about charter schools concern differences between charter schools and public schools. How much do charter schools really differ from public schools on key organizational measures? Given what we know about effective schools, do these differences tend to be improvements for students and teachers? Increasingly, questions are turning to differences among charter schools (Wells, 1999). It appears that the missions and student populations of charter schools vary on a state-by-state basis and may vary even within school districts. Moreover, because all charter schools are included in the SASS sampling frame, the charter school database may become a longitudinal database. Researchers can trace the development of these schools.

Similarly, the 1999–2000 SASS includes a set of questions concerning school choice. This provides a tremendous opportunity for learning the extent to which school choice programs are in place and the extent to which families use them. School choice could be addressed through issue briefs.

The inclusion of CCD data in the SASS restricted-use database provides opportunities for examining relationships between community context, school organization factors, and school expenditures and revenues in vastly increased detail. A series of issue briefs could investigate a number of relationships between key school district organizational and financial dimensions and an array of community context measures. Moreover, CCD contributes dropout data at the school district level to the SASS restricted-use database. The value of this information is limited, because it is at the district, rather than school, level. However, exploratory work could study

possible links between district or high school (in the case of districts with only one high school) organizational dimensions and dropouts.

The TFS, which provides the only longitudinal data in the SASS program, has not been exploited fully. A study in process examines the association between markers of school management and teachers' decisions to change schools or leave the profession (Wiley, McGrath, Strizek, Sheih, & Luekens, in process). *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow-up Survey: 1994–95* (NCES 97-450) set the context for the current study. However, *Stayers, Movers, and Leavers* pointed in several fruitful directions that have not been pursued. The TFS, linked to SASS, provides a wealth of data for exploring teachers' paths from school to school and out of teaching. As student populations continue to grow and school districts focus on retaining qualified teachers, the salience of understanding the development of teachers' careers will grow as well.

Linking SASS to Smaller Quantitative Studies and Qualitative Studies

In the same vein as the enlightenment function of SASS, researchers can use SASS data in conjunction with data they draw from smaller quantitative studies or from qualitative or ethnographic studies. SASS can provide a national or a state or a private school affiliation context for in-depth studies of smaller populations.

At the broadest level, SASS can provide a general description of schools in the U.S. or a state or a private school affiliation population. For instance, a researcher interested in the use of computers in Catholic schools could use SASS data to describe the student and teacher populations of Catholic schools in general in the U.S. However, because of the breadth of topics covered by SASS, researchers can use SASS data more effectively to link their study population and the larger population of schools. Thus, the same researcher could use SASS data to describe, generally, the use of computers in Catholic schools nationally. The researchers' own data would provide the finer grain that SASS can not measure. The link between the researchers' data and SASS data, which is representative of Catholic schools nationally, allows the reader to assess the extent to which the researchers' study may apply to Catholic schools in general.

Similarly, ethnographic studies linked to SASS data could bring to life the numeric descriptions provided by SASS. In turn, the link to SASS should strengthen the ethnographer's claims of the importance of the issue under study. SASS can demonstrate the prevalence of the situation studied by the ethnographer.

Unfortunately, without outreach, it is unlikely that many ethnographers will turn to SASS. Divides between quantitative and qualitative research in many educational fields are fairly broad. It may require commissioning a set of ethnographic studies linked to SASS data in order to advertise the data to an important and growing population of researchers.

Additional Reports using SASS Data

Many past SASS reports not mentioned above should be repeated or updated. In some cases, measures are likely to have changed in the years between SASS administrations. SASS reports could document these changes. For instance, an update of *The Patterns of Teacher Compensation* (NCES 95-829) could provide crucial information concerning recruiting and retaining teachers (see Low teacher pay, 1999). In other cases, enhanced measures used in the 1999–2000 SASS can broaden or deepen past reports. New measures of teacher professional development could both update and expand upon the description provided by *Toward Better Teaching: Professional Development in 1993–94* (NCES 98-230). Moreover, the addition of new material to SASS in the 1999–2000 administration broadens the topics that researchers can explore. A set of new descriptive studies could exploit this additional information. As a start for thinking about the kinds of topics that researchers can pursue—either through updates of past reports or through new reports—Appendix B includes a list of potential report topics.

Conclusion

This research agenda for the 1999–2000 SASS was not designed to provide an exhaustive list of research to be conducted using SASS data. Rather, the paper has attempted to point out new directions in research suggested by increased data available in the 1999–2000 SASS and by recent developments in educational issues. In step with policy interests in school reform, SASS has expanded its capability to measure the implementation of several school reforms, including charter schools, school choice, and block or intensive scheduling. Additionally, as student populations in the U.S. grow and become more diverse, data that SASS already collects regarding student and teacher populations, as well as schools' efforts to recruit, retain, and develop teaching staffs, remain salient.

In closing, we would like to reiterate three main points of the paper. First, the major *Schools and Staffing* report could benefit from a reorganization that stresses the schools America's children attend and the staff that teach our children. This reorganization may improve the accessibility of the report for educational policy makers. Similarly, second, SASS reports should generally emphasize the disaggregation of samples into meaningful subgroups. Most of the proposed disaggregation has been included in prior SASS reports, but relegated to appendices. Finally, researchers should be encouraged to exploit SASS more broadly than it has been used in the past. SASS has shown great potential for exploratory research that enlightens new areas of study. Moreover, SASS could be linked fruitfully to smaller scale studies that can illuminate the broader descriptions provided by SASS.

This page intentionally left blank.

References

- Area schools struggle to fill teaching jobs. (1999, July 22). *The Washington Post*, p.A1.
- Au, K. Hu-Pei, & Jordan, C. (1980). Teaching reading to Hawaiian children: finding a culturally appropriate solution. *Anthropology and Education Quarterly*, *11*, 91–115.
- Barth, R. S. (1990). *Improving schools from within*. San Francisco, CA: Jossey Bass Publishers.
- Berman, P., Nelson, B., Ericson, J., Perry, R., & Silverman, D. (1998). *A national study of charter schools: Second-year report*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.
- Bobbitt, S. A. (1995). *The patterns of teacher compensation*. (NCES Report No. 95-829). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Boe, E. (1996). *The Schools and Staffing Survey (SASS) for 1998–99: Design recommendations to inform broad educational policy*. (NCES Report No. 96-06). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Booth, W. (1998, February 22). America's racial and ethnic divides: One nation, indivisible: Is it history? *Washington Post*, A1. Available at: <http://washingtonpost.com/wp-srv/national/longterm/meltingpot/melt0222.htm>.
- Borko, H., & Putnam, R. T. (1996). Learning to teach. In Berliner, D. C. & Calfee, R. C., eds. *Handbook of Educational Psychology*, 673–708. New York: Simon & Schuster Macmillan.
- Bourdieu, P. (1977). Cultural and social reproduction. In Karabel, J. & Halsey, A. (Eds.) *Power and ideology in education*. New York: Oxford Press, 487–511.
- Choy, S. P. (1998). *Toward better teaching: Professional development in 1993–94*. (NCES Report No. 98-230). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Choy, S. P. (1996). *1998–99 Schools and Staffing Survey: Issues related to survey depth*. (NCES Report No. 96-10). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Choy, S. P., Bobbitt, S. A., Henke, R. R., Medrich, E. A., Horn, L., & Lieberman, J. (1993). *America's Teachers: Profile of a Profession*. (NCES Report No. 93-025). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Choy, S. P., Henke, R. R., Alt, M. N., Medrich, E. A., & Bobbitt, S. A. (1993). *Schools and Staffing in the United States: A statistical profile, 1990–1991*. (NCES Report No. 93-146). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Chubb, J., & Moe, T. (1990). *Politics, markets, & America's schools*. Washington, DC: The Brookings Institution.

Coleman, J., et al. (1966). *Equality of educational opportunity*. Washington, DC: Government Printing Office.

Coleman, J., & Hoffer, T. (1987). *Public and private High Schools*. New York, NY: Basic Books.

Cuban, L. (1990). Reforming again, again, and again. *Educational Researcher*, 19(1), 3–13.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8, 1. Available at: <http://epaa.asu.edu/epaa/v8n1>.

Darling-Hammond, L. (1984). *Beyond the Commission reports: The coming crisis in teaching*. Santa Monica, CA: Rand Corporation.

DeAngelis, K., & Rossi, R. (1997). *Public School Choice Programs, 1993–94: Availability and Student Participation*. (NCES Report No. 97-909). Washington, DC. U.S. Department of Education, National Center for Education Statistics.

Delgado-Gaitan, C. (1987). Traditions and transitions in the learning process of Mexican children: an ethnographic view. In Spindler, G. & Spindler, L. (Eds.). *Interpretive ethnography of education: At home and abroad*. Hillsdale, NJ: Lawrence Erlbaum Associates. 333–339.

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280–298.

Erickson, F. (1987). Transformation and school success: the politics and culture of educational achievement. *Anthropology and Education Quarterly*, 18, 335–356.

Erickson, F., & Mohatt, G. (1982). Cultural organization of participation structures in two classrooms of Indian students. In Spindler, G. (Ed.) *Doing the ethnography of schooling*. New York, NY: Holt, Rinehart & Winston. 132–174.

Ferguson, R. F. (1991). Paying for public education: New evidence on how and why money matters. *Harvard Journal of Legislation*, 28, 465–495.

Fine, M. (1981). Perspectives on inequity: voices from urban schools. In Bickman, L. (Ed.) *Applied Social Psychology Annual IV*. Beverly Hills, CA: Sage.

Fiore, T., & Curtin, T. (1997). *Public and private school principals in the United States: A statistical profile, 1987–88 to 1993–94*. (NCES Report No. 97-455). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Gable, R. A. & Manning, M. L. (1997, Sep.–Oct.) In the midst of reform: The changing structure and practice of middle school education. *Clearing House*, 71, 1, 58–62.

Good, T., & Hinkel, G. (1983). *Teacher shortages in science and mathematics: Myths, realities and research*. Washington, DC: National Institute of Education.

Hammer, C., & Rohr, C. (1994). *Public and private school principals: Are there too few women?*. (NCES Report No. 94-192). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Han, M., Baker, D., & Rodriguez, C. (1997). *SASS 1993–94: A profile of policies and practices for limited English proficient students: Screening methods, program support, and teacher training*. (NCES Report No. 97-472). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Henke, R., Choy, S., Chen, X., Geis, S., & Alt, M. (1997). *America's teachers: Profile of a profession, 1993–94*. (NCES Report No. 97-460). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Henke, R., Choy, S., Geis, S., & Broughman, S. (1996) *Schools and staffing in the United States: A statistical profile, 1993–94*. (NCES Report No. 96-124). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Ingersoll, R. M. (1996). *Out-of-field teaching and educational equality*. (NCES Report No. 96-040). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Ingersoll, R. (1995). *An agenda for research on teachers and schools: Revisiting NCES' Schools and Staffing Survey*. (NCES Report No. 95-18). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Ingersoll, R. M., Han, M., & Bobbitt, S. (1995). *Teacher supply, teacher qualifications, and teacher turnover: 1990–91* (NCES 95-744). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Ingersoll, R. M., & Alsalam, N. (1997). *Teacher professionalization and teacher commitment: A multi-level analysis*. (NCES Report No. 97-069). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Kleinfeld, J. (1998). *The Myth that Schools Shortchange Girls: Social Science in the Service of Deception*. Washington, DC: Women's Freedom Network.

Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York: Harper Perennial.

Levin, H., & Hopfenberg, W.S. (1987). Accelerated schools for at-risk students. *The Education Digest*, 56, 47–50.

Levin, R., & Christenson, B. (1998). *Public school districts in the United States: A statistical profile, 1987–88 to 1993–94*. (NCES Report No. 98-203). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Lewis, L., Parsad, B., Carey, N., Bartfai, N., Farris, E., Smerdon, B., & Greene, B. (1999). *Teacher quality: A report on the preparation and qualifications of public school teachers*. (NCES Report No. 1999-080). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Little, J. W. (1988). Conditions of professional development in secondary schools. In McLaughlin, M. W., Talbert, J. E., & Bascia, N. (Eds.) *The Contexts of Teaching in Secondary Schools: Teachers' Realities*. (1990). New York: Teachers College, Columbia University. 187–223.

Low teacher pay a chronic problem. (1999, August 30). *MSNBC*. Available at <http://www.msnbc.com/news/306261.asp>.

Mason, C. L., & Kahle, J. B. (1989). Student attitudes toward science and science-related careers: A program designed to promote stimulating gender-free learning environments. *Journal of Research in Science Teaching*, 26, 25–39.

McGrath, D. J., & Kuriloff, P. J. (1999a, Spring). The perils of parent involvement: tracking, curriculum, and resource distortions in a middle school mathematics program. In Hough, D. (Ed.) *Research in Middle Level Education Quarterly*, 22(3), 59–83.

McGrath, D. J., & Kuriloff, P. J. (1999b, November) They're going to tear the doors off this place: Upper-middle class parent school involvement and the educational opportunities of other people's children. *Educational Policy*, 13(3), 603–629.

McLaughlin, D. *Private schools in the U.S.: A statistical profile, 1993–94*. (NCES Report No. 97-459). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Metz, M. (1989). Real school: A universal drama amid disparate experience. In Mitchell, D. & Goertz, M. (Eds.) *Education politics for the new century: The tenth anniversary yearbook of the Politics of Education Association*. New York, NY and London, England: Taylor & Francis, Ltd, Falmer Press. 75–91.

- Mikulecky, L. J. (1990, April). Stopping summer learning loss among at-risk youth. *Journal of Reading* 33, 7. 516–521.
- Muncey, D. E., & McQuillan, P. J. (1993). Preliminary findings from a five-year study of the Coalition of Essential Schools. *Phi Delta Kappan*, 74, 486–490.
- Murnane, R., Singer, J., Willett, J., Kemple, J., & Olsen, R. (Eds.) (1992). *Who will teach?: Policies that matter*. Cambridge, MA: Harvard University Press.
- Murphy, J. (1999, April). Reconnecting teaching and school administration: A call for a united profession. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: U.S. Government Printing Office.
- Oakes, J., Gamoran, A., & Page, R. (1992). Curriculum differentiation: Opportunities, outcomes, and meanings. In Jackson, P. (Ed.) *Handbook of research on curriculum*. New York, NY: Macmillan Publishing Co. 570–608.
- Ogbu, J. (1987). Variability in minority school performance: A problem in search of an explanation. *Anthropology and Education Quarterly*, 18, 312–334.
- Parrish, T., Hikido, C., & Fowler, Jr., W. (1998). *Inequalities in public school district revenues*. (NCES Report No. 98-210). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Pavel, D. M., & Curtin, T. (1997). *Characteristics of American Indian and Alaska Native education*. (NCES Report No. 97-451). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Perie, M., & Baker, D. (1997). *Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation, 1993–94*. (NCES Report No. 97-471). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Perie, M., Baker, D., & Bobbitt, S. (1997). *Time spent teaching core academic subjects in elementary schools: Comparisons across community school, teacher, and student characteristics*. (NCES Report No. 97-293). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Philips, S. (1972). Participant structures and communicative competence: Warm Springs children in community and classroom. In Cazden, C., John, V., & Hymes, D. (Eds.) *Functions of language in the classroom*. New York, NY and London, England: Teachers College Press. 370–394.

Ross, R., & Daugherty, S. (1996). *Where do minority principals work?*. (NCES Report No. 96-840). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Sarason, S. (1982). *The culture of school and the problem of change* (2nd ed.). Boston, MA: Allyn and Bacon, Inc.

Shu, X., & Marini, M. M. (1998). Gender-related change in occupational aspirations. *Sociology of Education*, 71, 44–68.

Sizer, T. (1984). *Horace's compromise: The dilemma of the American high school*. Boston, MA: Houghton Mifflin.

Smolkin, R. (1999). Hispanics carry both gains and barriers into millennium. Scripps Howard News Service. Available at: <http://www.freecitizen.com/shns/shns480.htm>.

Snyder, T. D., Hoffman, C. M., & Geddes, C. M. (1999). *Digest of Education Statistics 1998*. (NCES Report No. 1999-036). Table 177.--Total fall enrollment in institutions of higher education and degree-granting institutions, by level of enrollment, sex, attendance status, and type and control of institution: 1996. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Struggling schools are desperate for experienced teachers. (1999, July 29). *The Washington Post*, p. A1.

Tyack, D., & Tobin, W. (1993). The “grammar” of schooling: Why has it been so hard to change? *American Educational Research Journal*, 31(3), 453–479.

U.S. Census Bureau. (1999). *School enrollment in the United States: Social and economic characteristics of students: October 1997*. Washington, DC: U.S. Census Bureau.

U.S. Department of Education. (1999, August). *No end in sight: A back to school special report on the baby boom echo*. Available at <http://www.ed.gov/pubs/bbecho99/index.html>.

Weiss, C. H. (1996). The four I's of school reform: How interests, ideology, information, and institution affect teachers and principals. *Harvard Educational Review*, 66(1), 55–76.

Wells, A. (1999, August). Charter schools and the myth of the common school. Paper presented at the annual meeting of the American Sociological Association, Chicago, IL.

Whitener, S., Gruber, K., Lynch, H., Tingoes, K., Perona, M., & Fondelier, S. (1997). *Characteristics of stayers, movers, and leavers: Results from the Teacher Follow-up Survey, 1994–95*. (NCES Report No. 97-450). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Wiley, S. D. (1999, April) Constructing and reporting composite measures: An investigation of teacher perceptions and attitude items on the NCES Schools and Staffing Survey 1993–94. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Wiley, S. D. (in press). Contextual effects on student achievement: School leadership and professional community. *Journal of Educational Change*.

Wiley, S. D., McGrath, D. J., Strizek, G.A., Sheih, Y., & Luekens, M.T. (in process). The influence of school administrators on teacher attrition in the United States.

Wise, A. (1979). *Legislated learning: The bureaucratization of the American classroom*. Berkeley, CA: University of California Press.

Wrigley, J. (1991). Different care for different kids: Social class and child care policy. In Weis, L., Althbach, P., Kelly, G., & Petrie, H. (Eds.), *Critical Perspectives on Early Childhood Education*. 189–209. Albany, NY: SUNY Press.

Zheng, H. (1996). Making data relevant for policy discussions: Redesigning the school administrator questionnaire for the 1998–99 SASS. (NCES Report No. 96-09). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

This page intentionally left blank.

Appendix A. “Essential” Items for Schools and Staffing in the U.S. Profile

“Schools” Part 1—where children attend elementary and public schools:

- numbers and proportions of schools by
 - sector (public/magnet/charter, private-Catholic/private-other religious/private-non-sectarian),
 - level (primary/secondary and primary/middle/secondary),
 - region,
 - urbanicity,
 - district-level expenditures;

- numbers and proportions of students by the above measures, as well as
 - LEP status,
 - race/ethnicity;

- numbers and proportions of students in schools classified by
 - racial/ethnic composition of students,
 - educational levels of adults in local community,
 - proportion of graduated seniors who attended various forms of higher education,
 - proportion of students who drop out prior to graduation,
 - proportion of students receiving or qualifying for the National School Lunch program,
 - proportion of students in Title 1 programs,
 - proportion of students who are migrant,
 - teachers’ and administrators’ perceptions of school safety.

“Schools” Part 2—programs and services offered by students and families:

- pre-kindergarten programs in the district or school,
- extended day programs in the district or school,
- school choice programs in the district or school, including numbers of students using various school choice options,
- homeschooling in the district or school,
- charter schools in the district,
- magnet programs (by type of program),
- drug, alcohol, and tobacco prevention programs,
- school safety policies and programs,
- violence prevention programs.

“Schools” Part 3—practices and policies of schools:

- length of school day,
- length of school year,
- implementation of various non-traditional scheduling methods,

- for private, magnet, and charter schools, any measures of the mission of the school, admission requirements, and the presence and proportion of boarding students,
- student ratios to teachers and other staff,
- methods for organizing students in tracks or in groupings within classes,
- homeschooling policies and practices,
- high school graduation requirements,
- methods of school-wide assessment,
- presence of and performance on state- and district-wide performance standards,
- rewards and sanctions for success or failure in meeting performance standards,
- presence of school improvement plans, and methods of assessment and reward or sanction,
- presence of local school councils,
- presence of various interested parties in decision-making bodies.

“Schools” Part 4—trends:

- percentages of students in schools by sector, level, urbanicity, and region,
- racial/ethnic demographics of students,
- percentage of students qualifying for National School Lunch,
- percentage of migrant education students (this measure should be reported regionally and by urbanicity),
- percentage of limited-English proficient (LEP) students (this measure should be reported regionally and by urbanicity),
- presence of pre-kindergarten and extended day programs,
- student participation in school choice programs,
- tracking and other measures of organization of students,
- student-teacher ratios,
- teachers’ perceptions of school safety and their reports concerning threats and violence directed toward them,
- presence of drug, alcohol, and tobacco prevention programs.

“Staffing” Part 1—composition of the school work force:

- numbers of various educators, including administrators, teachers, student support staff, aides, and assistants, and the presence of computer/technical coordinators and support personnel,
- racial/ethnic, age, and gender composition of teachers and administration,
- experience levels of teachers,
- education levels of teachers and administrators,
- administrator reports of the proportion of faculty teaching to high standards.

“Staffing” Part 2—work context of teachers, their teaching assignments, and their instructional practices:

- coincidence of grade and course assignments with fields of training,
- teachers’ experiences with special needs students, including the number of students with IEPs or who are LEP in their classrooms, the presence of classroom support for

students' with IEPs, and teachers' training to teach students with IEPs and LEP students,

- time spent at school and working outside of school hours, time spent on planning during the school day, and time spent teaching core subjects,
- teachers' uses of the results of students' standardized achievement tests,
- extent to which state/district standards guide teaching,
- teachers' training in technology, number of computers in teachers' classrooms, internet access in classrooms, and uses of computers for instructional purposes.

“Staffing” Part 3—work contexts of administrators:

- administrator assignments, including shared administrative and teaching duties,
- prior training of administrators,
- administrators' goals for schools,
- administrators' perceptions of decision-making processes in the school.

“Staffing” Part 4—compensation of teachers:

- salaries and other compensation, including paid work outside of teaching,
- salary schedules,
- benefits.

“Staffing” Part 5—teacher supply and demand at the school district level (or private school):

- measures of vacancy and difficulty in filling positions by school level and subject area,
- school and school district efforts to attract teachers to or retain teachers in shortage fields or locations, including pay and training incentives,
- teacher attrition,
- procedures and considerations for dismissing teachers,
- hiring policies, including state and national tests and certifications required of potential teachers,
- demographics of newly-hired teachers,
- sources of new hires (college, non-teaching occupations, transfers within the profession, returning to teaching), and among recently graduated new hires, the type of college.

“Staffing” Part 6—trends:

- teacher racial/ethnic and gender demographics (these should be reported by urbanicity and school level),
- teacher education and experience levels,
- school principal demographics (these should be reported by urbanicity and school level),
- principal education and experience levels,
- percentage of teachers who participated in induction programs,
- teacher professional development,
- teacher certification/out-of-field teaching,

- teacher satisfaction,
- teacher perceptions of influence,
- time spent teaching core subjects,
- teacher shortage fields (these should be reported by region and urbanicity),
- methods to fill vacancies (these should be reported by urbanicity),
- methods to recruit and retain teachers in shortage fields (these should be reported by urbanicity),
- teacher salaries and compensation.

Appendix B. Potential Topics for New or Updated Research

- State-by-State Analysis of SASS data. This report should be updated based on *SASS by State, 1993–94 Schools and Staffing Survey: Selected State Results* (NCES 96-312) and *SASS by State* (NCES 94-343).
- Teacher Supply and Demand. This topic should be updated based on *Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988–1991* (NCES 95-348), *Teacher Supply, Teacher Qualifications and Teacher Turnover, Aspects of Teacher Supply and Demand in the U.S., 1990–91* (NCES 95-744), and *Selected Tables on Teacher Supply and Demand* (E.D. Tab, NCES 93-141).
- Schools for American Indian Students. This report topic should be updated based on *Characteristics of American Indian and Alaska Native Education, Results from the 1993–94 SASS* (NCES 97-451), *Characteristics of American Indian and Alaska Native Education, Results from the 1990–91 SASS* (NCES 95-735), and *Student Records Questionnaire: School Year 1993–94, With Special Emphasis on American Indians and Alaska Native Students* (E.D. Tab, NCES 97-449).
- Private Schools. This report topic should be updated based on *Private Schools in the U.S.: A Statistical Profile, 1993–94* (NCES 97-459), and *Private Schools in the U.S.: A Statistical Profile, 1990–91* (NCES 95-330).
- Charter Schools. A new report should provide an in-depth description of charter schools and how they vary on organizational dimensions across states, school missions, and student populations.
- Out-of-Field Teaching. This report should be updated based on *Out-of-Field Teaching and Educational Equality* (NCES 96-040).
- School Safety. The new SASS contains information regarding drug, alcohol and tobacco prevention programs, programs and policies designed to promote school safety, and violence prevention programs and assessment. In the wake of several violent incidents committed by students while at school in recent years, the latest data on school safety may be particularly interesting and in demand, warranting a new report or issue brief.
- Instructional Practices. This report topic should be enlarged upon based on *What Happens in Classrooms? Instructional Practices in Elementary and Secondary Schools, 1994–95* (NCES 99-348) and the new set of items in the 1999–2000 SASS, including the detailed items measuring mathematics instructional processes.
- Limited-English-Proficient Students and Programs. Reports of the prevalence of LEP students and instruction offered them should be updated based on *A Profile of Policies and Practices for Limited English Proficiency Students: Screening Methods, Program Support,*

and Teacher Training (NCES 97-472). The 1999–2000 SASS includes measures of methods for determining LEP status for students, as well as methods of instruction.

- Migrant Education Students and Programs (MEP). The 1999–2000 SASS measures migrant education programs in considerable detail. Topics of interest include migrant student enrollment at all points during the school year and the prevalence of a set of MEP-funded services.
- Teacher Compensation. This report topic should be updated based on *The Patterns of Teacher Compensation* (NCES 95-829).
- Teacher Preparation and Qualifications. This report topic should be enlarged upon based on *Qualifications of the Public School Teacher Workforce: 1988 and 1991* (NCES 94-665). The 1999–2000 SASS contains new information on teacher preparation, qualifications, and first-year teaching. Length of practice teaching, duties and support received during the first-year assignment, master/mentor teacher information, and school administrators' perceptions of the quality of school faculty teaching are among new measures included in the survey.
- Computers and Technology. Since the last administration of SASS, use of computers and related technology has grown dramatically. Many schools are hoping to capitalize on technological advances to improve instruction. However, many educators and policymakers fear that schools, generally, are lagging in their implementation of new technologies and that large disparities may exist between schools in their access to advanced technology and computers. The 1999–2000 SASS includes a considerable amount of new information regarding technology. These items include the number of computers in schools, the presence of technical coordinators and support personnel, the use of computers for instructional purposes, and the use of computers to attain various educational goals.
- The Structure of Schooling in the U.S. The organization and structure of schooling has changed since the last administration of SASS. New data promises to provide a more complete picture of schools in the U.S. today. Items in the 1999–2000 SASS include measures of the composition of decision making bodies in schools, the organization of students in tracks and within classrooms, and the implementation of various non-traditional scheduling methods and programs, and teacher job offers and dismissals. Moreover, the 1999–2000 SASS includes measures of the implementation of school reforms, such as school choice, magnet schools, and charter schools.
- School Improvement and Performance Standards and Goals. The 1999–2000 SASS contains new information regarding school and student performance, such as schools' and districts' success or failure in meeting various performance goals, state and district assessment, use of school and student performance reports, and the extent to which school and district performance reports influence teaching. Examination of this new material through future reports or issue briefs may prove helpful in assessing recent trends in school reform stressing greater accountability at the school and district level in improving the overall performance of schools and students.

- School Choice. A report or issue brief should focus on the prevalence of school choice programs in districts and the extent to which students and families actually use them. As school choice and vouchers gain prominence in educational policy considerations, we need to understand more about the types of programs available to families and the extent to which families use them.
- Homeschooling. A report should describe the growing phenomenon of homeschooling in the U.S. The 1999–2000 SASS includes information regarding the prevalence of homeschooling and policies concerning homeschooled students, such as requirements to meet state, district, and school performance and accountability standards, performance on achievement tests, and submission of evidence of grade-level performance. Questions about homeschooling and home school students have not been featured in past SASS administrations.
- Teacher Attrition. This report topic should be updated based on *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1994–95* (E.D. Tab, NCES 97-450), *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1991–92* (E.D. Tab, NCES 94-337), and *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988–89* (E.D. Tab, NCES 91-128).
- Comparing Schools across Sector. This report topic should be updated based on *How Different? How Similar? Comparing Key Organizational Qualities of American Public and Private Secondary Schools* (NCES 96-322) and should compare charter schools with public and private schools, as well.
- Time Devoted to Teaching. This topic should be updated based on *Time Spent Teaching Core Academic Subjects in Elementary Schools: Comparisons Across Community School, Teacher, and Student Characteristics* (NCES 97-293).
- Special Education and IEPs. The 1999–2000 SASS includes a set of items concerning the number of students with IEPs in teachers' classes and the type and amount of support teachers and these students receive. An issue brief could provide a descriptive profile of the prevalence of IEPs for students and the instructional settings offered these students.
- Magnet Schools. The 1999–2000 SASS includes a few measures of the prevalence of magnet schools and their missions. An issue brief could focus on these issues.
- Pre-kindergarten and Extended Day Programs. Early childhood education has become a focus among many policy makers and educators. In addition, increasing numbers of working parents are looking to schools for day care past the regular school hours. The 1999–2000 SASS provides information concerning the prevalence of these programs. An issue brief could provide useful information for policy makers.
- Parent Involvement. Parent involvement is 'an area of considerable current educational interest, as educators and policymakers believe parent involvement can improve the services

schools provide students. The 1999–2000 SASS includes measures of the amount of parent participation in various activities, as well as programs and services designed to facilitate parent participation.

- Professional Development. This topic could be enlarged upon based on *Toward Better Teaching: Professional Development in 1993–94* (NCES 98-230) and new items included in the 1999–2000 SASS. New items include the frequency and extent of participation in various professional development activities both in- and out-of-field, teacher perceptions of the usefulness of professional development activities, and supports for professional development.
- Teacher Commitment. This topic could be updated based on *Teacher Professionalization and Teacher Commitment: A Multi-Level Analysis* (NCES 97-069).
- Professional Status of Teaching. This topic could be updated based on *The Status of Teaching as a Profession, 1990–91* (NCES 97-104).
- Job Satisfaction. This report topic could be updated based on *Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation, 1993–94* (NCES 97-471).

Listing of NCES Working Papers to Date

Working papers can be downloaded as pdf files from the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch/>). You can also contact Sheilah Jupiter at (202) 502-7444 (sheilah_jupiter@ed.gov) if you are interested in any of the following papers.

Listing of NCES Working Papers by Program Area

No.	Title	NCES contact
Baccalaureate and Beyond (B&B)		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Beginning Postsecondary Students (BPS) Longitudinal Study		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
Common Core of Data (CCD)		
95-12	Rural Education Data User's Guide	Samuel Peng
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
Decennial Census School District Project		
95-12	Rural Education Data User's Guide	Samuel Peng
96-04	Census Mapping Project/School District Data Book	Tai Phan
98-07	Decennial Census School District Project Planning Report	Tai Phan
Early Childhood Longitudinal Study (ECLS)		
96-08	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-18	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Education Finance Statistics Center (EDFIN)		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
High School and Beyond (HS&B)		
95-12	Rural Education Data User's Guide	Samuel Peng
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
HS Transcript Studies		
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson

No.	Title	NCES contact
International Adult Literacy Survey (IALS)		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley
Integrated Postsecondary Education Data System (IPEDS)		
97-27	Pilot Test of IPEDS Finance Survey	Peter Stowe
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
National Assessment of Adult Literacy (NAAL)		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
2000-05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000-06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000-07	“How Much Literacy is Enough?” Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000-08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000-09	Demographic Changes and Literacy Development in a Decade	Sheida White
National Assessment of Educational Progress (NAEP)		
95-12	Rural Education Data User’s Guide	Samuel Peng
97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30	ACT’s NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
National Education Longitudinal Study of 1988 (NELS:88)		
95-04	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings
95-06	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-12	Rural Education Data User’s Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings

No.	Title	NCES contact
98-06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico

National Household Education Survey (NHES)

95-12	Rural Education Data User's Guide	Samuel Peng
96-13	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-29	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-02	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-08	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler
97-19	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-28	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-34	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-38	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97-39	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe

National Longitudinal Study of the High School Class of 1972 (NLS-72)

95-12	Rural Education Data User's Guide	Samuel Peng
-------	-----------------------------------	-------------

No.	Title	NCES contact
National Postsecondary Student Aid Study (NPSAS)		
96-17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
National Study of Postsecondary Faculty (NSOPF)		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Private School Universe Survey (PSS)		
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17	Estimates of Expenditures for Private K–12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-26	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27	Intersurvey Consistency in NCES Private School Surveys for 1993–94	Steven Kaufman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Recent College Graduates (RCG)		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Schools and Staffing Survey (SASS)		
94-01	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-06	Six Papers on Teachers from the 1990–91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
95-01	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02	QED Estimates of the 1990–91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03	Schools and Staffing Survey: 1990–91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-08	CCD Adjustment to the 1990–91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10	The Results of the 1991–92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-18	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk
96-02	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-05	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06	The Schools and Staffing Survey (SASS) for 1998–99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk

No.	Title	NCES contact
96-07	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-09	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998–99 SASS	Dan Kasprzyk
96-10	1998–99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-15	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-23	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24	National Assessments of Teacher Quality	Dan Kasprzyk
96-25	Measures of Inservice Professional Development: Suggested Items for the 1998–1999 Schools and Staffing Survey	Dan Kasprzyk
96-28	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
97-01	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993–94 School Year	Dan Kasprzyk
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-14	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-18	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
97-23	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-41	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02	Response Variance in the 1993–94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
98-05	SASS Documentation: 1993–94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
98-12	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98-13	Response Variance in the 1994–95 Teacher Follow-up Survey	Steven Kaufman
98-14	Variance Estimation of Imputed Survey Data	Steven Kaufman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
98-16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999-02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Fieldtest Results to Improve Item Construction	Dan Kasprzyk
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
1999-12	1993–94 Schools and Staffing Survey: Data File User's Manual, Volume III: Public-Use Codebook	Kerry Gruber
1999-13	1993–94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
1999-14	1994–95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
1999-17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley

No.	Title	NCES contact
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk

Listing of NCES Working Papers by Subject

No.	Title	NCES contact
Adult education		
96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
Adult literacy—see Literacy of adults		
American Indian – education		
1999-13	1993–94 Schools and Staffing Survey: Data File User’s Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
Assessment/achievement		
95-12	Rural Education Data User’s Guide	Samuel Peng
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Larry Ogle
97-30	ACT’s NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Larry Ogle
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Larry Ogle
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questions)	Larry Ogle
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Larry Ogle
97-44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Beginning students in postsecondary education		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D’Amico
Civic participation		
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Climate of schools		
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
Cost of education indices		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
Course-taking		
95-12	Rural Education Data User’s Guide	Samuel Peng

No.	Title	NCES contact
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
Crime		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Curriculum		
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Customer service		
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Data quality		
97-13	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
Data warehouse		
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Design effects		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
Dropout rates, high school		
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
Early childhood education		
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
Educational attainment		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D’Amico
Educational research		
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
Employment		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D’Amico

No.	Title	NCES contact
Faculty – higher education		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Finance – elementary and secondary schools		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
Finance – postsecondary		
97-27	Pilot Test of IPEDS Finance Survey	Peter Stowe
Finance – private schools		
95-17	Estimates of Expenditures for Private K–12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
Geography		
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
Imputation		
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Inflation		
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
Institution data		
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Instructional resources and practices		
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
International comparisons		
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-16	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
Libraries		
94-07	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Limited English Proficiency		
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser

No.	Title	NCES contact
Literacy of adults		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000-05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000-06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000-07	“How Much Literacy is Enough?” Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000-08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000-09	Demographic Changes and Literacy Development in a Decade	Sheida White
Literacy of adults – international		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley
Mathematics		
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
Parental involvement in education		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
Participation rates		
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
Postsecondary education		
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
Postsecondary education – persistence and attainment		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D’Amico
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D’Amico
Postsecondary education – staff		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler

No.	Title	NCES contact
Principals		
2000-10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
Private schools		
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
Projections of education statistics		
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D’Amico
Public school finance		
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
Public schools		
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-04	Geographic Variations in Public Schools’ Costs	William J. Fowler, Jr.
1999-02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
Public schools – secondary		
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Reform, educational		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
Response rates		
98-02	Response Variance in the 1993–94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
School districts		
2000-10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
School districts, public		
98-07	Decennial Census School District Project Planning Report	Tai Phan
1999-03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
School districts, public – demographics of		
96-04	Census Mapping Project/School District Data Book	Tai Phan
Schools		
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98-08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
1999-03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000-10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
Schools – safety and discipline		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Software evaluation		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee

No.	Title	NCES contact
Staff		
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98-08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
Staff – higher education institutions		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
State		
1999-03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
Statistical methodology		
97-21	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
Students with disabilities		
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
Survey methodology		
96-17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
97-15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
98-06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D'Amico
98-16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Teachers		
98-13	Response Variance in the 1994–95 Teacher Follow-up Survey	Steven Kaufman
1999-14	1994–95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
2000-10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
Teachers – instructional practices of		
98-08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
Teachers – opinions regarding safety		
98-08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
Teachers – performance evaluations		
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
Teachers – qualifications of		
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
Teachers – salaries of		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
Variance estimation		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee

No.	Title	NCES contact
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Violence		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Vocational education		
95-12	Rural Education Data User's Guide	Samuel Peng
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson