A study was conducted to identify uses of data from the Schools and Staffing Survey (SASS) of the National Center for Education Statistics and to determine the extent and variety of such use. In addition, the study attempted to determine research topics that have been studied through the SASS. Information was collected for the use categories of: analytical research, reporting descriptive statistics, and using summative facts. A list of potential individual and organizational users was developed, and an attempt was made to contact 427 of them as of November 1998. At that time, 133 users had replied. Seven appendixes contain information about the tracking survey and SASS users, including an alphabetical list of users and a list of users by organization. (SLD)
Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results

Working Paper No. 1999-02

February 1999

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

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Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results

Working Paper No. 1999-02

February 1999

Contact: Dan Kasprzyk
Elementary/Secondary and Library Studies Division
e-mail: daniel_kasprzyk@ed.gov
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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.

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National Center for Education Statistics  
Office of Educational Research and Improvement  
U.S. Department of Education  
555 New Jersey Avenue, NW  
Washington, DC 20208

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

Suggested Citation


February 1999
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.

To obtain copies of Working Papers please contact Angela Miles at (202)-219-1762, e-mail: angela_miles@ed.gov, or mail: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Ave. NW, Room 400, Washington, D.C. 20208-5654.

Marilyn M. McMillen
Chief Mathematical Statistician
Statistical Standards Program

Ralph Lee
Mathematical Statistician
Statistical Standards Program
Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results

Prepared by:

Susan D. Wiley
Kerry A. Reynolds
Education Statistics Services Institute,
American Institutes for Research

Prepared for:

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

February 1999
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Tracking Secondary Use of the Schools and Staffing Survey Data

Purpose

The Schools and Staffing Survey (SASS) provides a large data set of information about teachers, administrators, schools, and districts, as well as information about policies and practices in K–12 education in the United States. The National Center for Education Statistics (NCES) uses data generated from this survey to produce reports on issues in education. Other organizations and researchers also make use of the data to obtain descriptive statistics about the education system in the United States, and to conduct analyses to answer research questions. In the context of this report, use of SASS data for purposes other than in NCES reports is referred to as secondary use.

The broad purpose of this project is to identify uses of the data from the Schools and Staffing Survey, and to determine the extent and variety of such use. In addition, this project seeks to identify research topics that have been studied through use of the Schools and Staffing Survey, and individuals and organizations who use SASS.

Knowledge about the use of SASS will be helpful in many ways. Annual reports about use of SASS data will help NCES to identify continuing interest in particular survey items, and will also identify developing or fading research interests. In this way, reported changes in use of the data will inform NCES survey development.

On-going Tracking

The information on use of SASS data in this report was collected through procedures designed to facilitate on-going collection of information in three categories of use of SASS data. These categories include: (1) analytical research, (2) reporting descriptive statistics, and (3) using summative facts (informational use). Benefits of this tracking system are outlined below.

First, information about the kinds of analytical research being conducted with SASS data can help to inform development of future survey administrations. Subject areas that are addressed frequently in outside research will be good candidates for retention on future versions of the questionnaire. As the Schools and Staffing Survey responds to pressures to measure more, knowledge of secondary research topics will inform decisions about retention of items in future administrations of SASS.

Second, information about publications that report descriptive statistics can lend important insight to future development of SASS. Similar to analytical papers, the type and number of publications of this sort, as well as the topics they address, will inform survey development. Publications reporting descriptive statistics also give
The variety of informational users indicates widespread interest in SASS data.

A variety of potential SASS users were contacted and the information was recorded in a database.

Another important piece of information—topics reaching readers who would not be exposed to research in a scholarly journal. On-going tracking of publications reporting descriptive statistics will provide information about issues that are currently of interest to the general public.

Third, knowledge of the number of requests for tabulations of SASS data is also useful. The presence of such requests indicates an on-going and widespread interest in the issues that the Schools and Staffing Survey addresses, as well as a need for the information contained in the data. The breadth of organizations that request tabulations of SASS data gives some indication of the variety of reasons that people use SASS. In this report we refer to informational use as use that does not result in a publication or presentation. Such use includes a request for specific data tabulations, the results of which may be used to facilitate discussion at an internal meeting, obtain information to influence policy decisions, etc.

**Procedures**

For this project we tracked individuals and organizations using SASS data through various techniques. A sequential method of contact was designed to maximize the likelihood of locating most users of SASS data (for more information on procedures, please see Appendix F). The tracking process, as well as the gathered information are managed with an MS Access database. The first step in the process was to make a list of potential SASS data users. This list was created from the following sources:

- Individuals with access to restricted use SASS data
- Members of the SASS Technical Review Panel
- Organizations and individuals requesting specific tabulations of SASS data
- SASS users known by the NCES SASS team
- Individuals who attended a NCES or AERA training seminar on use of SASS data
- Professional associations and conference programs
- Authors identified through a library search for articles pertaining to SASS
- Individuals and organizations who use the National Education Data Resource Center (NEDRC)
- Individuals who received an AERA grant to conduct research using SASS data
- Longitudinal studies special interest groups
- Sociology of Education special interest groups

The list generated from these sources includes 833 individuals and
organizations. We reviewed the list and designed procedures and determined priorities for contacting all those listed. We then implemented the process. Table 1 shows a summary of the status of this process. For a list of contacts in process, see Appendix G.

Table 1: Status of Tracking Use of SASS Data—November, 1998

<table>
<thead>
<tr>
<th>Initiatives contacts</th>
<th>Contacts who have responded</th>
<th>Contacts who have not responded</th>
<th>Contacts unable to be reached (e.g. left organization-no forwarding address)</th>
<th>Contacts not yet initiated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>427</td>
<td>133</td>
<td>244</td>
<td>69</td>
</tr>
</tbody>
</table>

Findings as of November, 1998

At this point, our search for organizations and people using SASS data has already shown a great depth and variety of use. For an alphabetical listing of individuals and organizations using SASS data see Appendix A. SASS data is being used to report descriptive statistics, to conduct analytical research, and to access information concerning specific topics. Table 2 indicates the number of organizations participating in various uses of SASS data as of November, 1998. In addition to indicating use of SASS data in all three categories, the table shows that informational use is the most common of the three. This finding is not surprising when the length of time and effort for other types of use of SASS data are taken into account. A paper can take months to write; whereas informational use can occur within a brief period.

Table 2: Organizations That Use SASS Data: Preliminary Results

<table>
<thead>
<tr>
<th>Type of Organization</th>
<th>Type of Data Use</th>
<th>Data analysis</th>
<th>Descriptive</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities and Colleges</td>
<td>12</td>
<td>9</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Research Organizations</td>
<td>2</td>
<td>6</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Government Agencies</td>
<td>3</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 School Organizations</td>
<td></td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Organizations</td>
<td>2</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associations</td>
<td>2</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td></td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>60</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: \(^a\) 243 initiated contacts have not yet responded and contact has not yet been initiated for 408. \(^b\) Organizations engaged in more than one type of research are counted in each appropriate column. \(^c\) For a listing of the organizations in each of the above categories, please see Appendix B.
Appendices D and E: Bibliographies – One lists NCES Working Paper sections, the other lists additional secondary SASS publications and presentations.

Appendix C shows topics in publications and presentations.

The preliminary results presented in Table 2 indicate that there are several organizations engaged in data analysis and descriptive reporting. Publications resulting from these uses of SASS data cover a wide range of topics. Such topics include special education, teacher qualifications, reform, finance issues, and many others. In Appendix C, the names and affiliations of SASS researchers are presented according to specific topics they have covered in their research. This table will be useful in upcoming years, for longitudinal comparisons of topics. Similarities and differences in the topics covered as years progress will give insightful evidence to assist in survey development.

Also attached to this report are two bibliographies of publications and presentations that included SASS data. The first of these is a bibliography of NCES Working Papers related to SASS, shown in Appendix D. The second is a bibliography of other publications and presentations at conferences that we identified as using SASS data, shown in Appendix E. The bibliography of publications and presentations is not comprehensive, but is an interim report of secondary SASS research collected to this point. Table 3 contains a numeric summary of the bibliographies.

Table 3: Publications and Presentations Based on SASS Data: Preliminary Results

<table>
<thead>
<tr>
<th>Publication Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCES Working Papers</td>
<td>69</td>
</tr>
<tr>
<td>Other Publications and Presentations Based on SASS Data</td>
<td>75</td>
</tr>
</tbody>
</table>

Summary of Preliminary Results

The extensive use of SASS data demonstrated through both the number of organizations using SASS data, and the number of publications listed in the bibliographies re-affirms the importance of the Schools and Staffing Survey. Publications produced with SASS data highlight topics covered by the survey that are of interest outside of NCES. This information supports continuation of items that relate to these topics in future administrations of the SASS.

This is an interim report of progress, and as more researchers and organizations are contacted, both the number of references compiled and the information about SASS data use will grow. As this occurs, the tracking of secondary use of SASS data will gain increasing importance in survey development. Information collected over a period of years will provide important details about current topics of interest to policy, research, and the general public.
Appendix A: Alphabetical List of SASS Data Users

Academy for Education Development
AIR/Education Statistics Services Institute
American Alliance
American Association for Higher Education
American Association of Colleges for Teacher Education
American Council on Education
American Federation of Teachers
American General Corporation
American Institutes for Research
American University
Area Cooperative Education Services
Arizona Department of Education
Arkansas Department of Education
Asbury Park Press
Associated Press
Association of Christian Schools International
Autism Society of America
Banks, Cecily - Independent
Baraboo School District
Barta, Denise - Independent
BDO Seidman
Berquist, Holly - Independent
Booz, Allen & Hamilton
Brinkley, Donna - Independent
Brinkman, Russel - Independent
Bull-Branigan Newman
Bureau of Labor Statistics
California School Boards Association
California State University
California University of Pennsylvania
Carlson Companies Inc
Carstensen, Kathleen - Independent
CBDAR Court
Center for Applied Linguistics
CEO Forum of Education Technology
Chesser & Associates, P.C.
Chippewa Falls Senior High School
Christian Schools International
Cleveland State University
Cochren, Sallie - Independent
Columbia Teachers College
Columbia University
Columbia University School of Social Work
Commission on Professionals in Science
Commonwealth of Massachusetts
Commonwealth of Virginia Department of Education
Congressional Research Service
Consortium for Policy Research in Education
Copeland, Diane - Independent
Cornell University
COSMOS
Council of Chief State School Officers
Council of the Great City Schools
County Road School
Courier Journal
Creative Shop
Cumberland College
Cummings, John - Independent
Curriculum Concepts
Curriculum Information Center
D.C. Everest Area School District (WI)
Daily Southtown
Dan Melnick Research Inc.
David C. Cook Publishing Co.
Dent, David - Independent
Department of Civil Service
Department of Elementary and Secondary Education – Missouri
Devereux Foundation
DeWitt Wallace-Reader's Digest Fund
Dickinson College - Pennsylvania
Early Childhood Today
Early Intervention Research Institute
Edu Ventures, Inc.
Education Center
Education Resources Group
Education Week
Education Writers Association
Educational Testing Service
Eisenhower National Clearinghouse
Far West Laboratory
Federal Communications Commission
Field Research Corporation
Figueroa, Martha - Independent
Fleischman, Norma - Independent
Florida Atlantic University
Florida Postsecondary Education Planning Committee
Frank Porter Graham Child Development Center
Frederick D. Patterson Research at UNCF
French Embassy
Gallaudet University
Gemmill, Daphne - Independent
General Accounting Office
General Learning Corporation
George Washington University
Georgetown University
Goethe Institute
Goodwin, Marilyn - Independent
Gouvernement du Quebec
Graduate Studies and Research
Granville County Schools
Griffith, Trent - Independent
Grossman, Kate - Independent
GTE
Harcourt Brace & Company
Harvard University
HEZEL Associates
Hollywood Policy Center Foundation
Horace Mann Insurance Companies
Howard University
Hudson Institute
Hynes, Warren - Independent
Indiana University
Infinity Inc.
INFORM, Minneapolis Public Library
Inside Private School Management Newsletter
Institute for Justice
Iowa Department of Education
J.P. Morgan
Jefferson County Teachers Building
Johnson, Cynthia - Independent
Jostens Learning
<table>
<thead>
<tr>
<th>Organization/Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal News</td>
</tr>
<tr>
<td>K&amp;L Partners, Inc.</td>
</tr>
<tr>
<td>Kentucky Department of Education</td>
</tr>
<tr>
<td>Ketchum PR</td>
</tr>
<tr>
<td>Kolker, Carole - Independent</td>
</tr>
<tr>
<td>Labor Department</td>
</tr>
<tr>
<td>Lancit Media Productions, Ltd.</td>
</tr>
<tr>
<td>Lasinski, Kathleen - Independent</td>
</tr>
<tr>
<td>Levy, Steve - Independent</td>
</tr>
<tr>
<td>Library of Congress</td>
</tr>
<tr>
<td>Lile, Steve - Independent</td>
</tr>
<tr>
<td>Little River Elementary School</td>
</tr>
<tr>
<td>Long Island University</td>
</tr>
<tr>
<td>Lopez, Miguel - Independent</td>
</tr>
<tr>
<td>Los Angeles Unified School District</td>
</tr>
<tr>
<td>Louis W. Fox Academic &amp; Technical High School</td>
</tr>
<tr>
<td>Louisiana Dept. of Education</td>
</tr>
<tr>
<td>Lutheran Church-Missouri Synod</td>
</tr>
<tr>
<td>Marquette University</td>
</tr>
<tr>
<td>Mayor's Office for Children and Youth</td>
</tr>
<tr>
<td>McDougal Littell</td>
</tr>
<tr>
<td>McGlaucin, Nancy - Independent</td>
</tr>
<tr>
<td>Merced City School District</td>
</tr>
<tr>
<td>Merrimack College</td>
</tr>
<tr>
<td>Michigan State University</td>
</tr>
<tr>
<td>Midlothian School District</td>
</tr>
<tr>
<td>Migrant Education</td>
</tr>
<tr>
<td>Millipore Corporation</td>
</tr>
<tr>
<td>Moak Consulting</td>
</tr>
<tr>
<td>Money Magazine</td>
</tr>
<tr>
<td>Morgan State University</td>
</tr>
<tr>
<td>MSTAG</td>
</tr>
<tr>
<td>National Association for Sport &amp; Physical Ed.</td>
</tr>
<tr>
<td>National Association of State Boards of Education</td>
</tr>
<tr>
<td>National Board for Professional Teaching Standards</td>
</tr>
<tr>
<td>National Bureau of Economic Research</td>
</tr>
<tr>
<td>National Catholic Education Association</td>
</tr>
<tr>
<td>National Center for Research on Teacher Learning</td>
</tr>
<tr>
<td>National Center for Restructuring Education</td>
</tr>
<tr>
<td>National Clearinghouse for Professions in Special Education</td>
</tr>
<tr>
<td>National Coalition of Girls' Schools</td>
</tr>
</tbody>
</table>
National Council of La Raza
National Council of Teachers
National Education Association
National Endowment for the Arts
National Foreign Language Center
National Geographic Society
National Library of Education
National Research Council
National School Board Association
National Science Foundation
Nebraska Department of Education
Nevada Department of Education
New Mexico Department of Education
New Trier High School
New York Hall of Science
Newsday
NHMCCD
Noderer, Amy - Independent
Non-Traditional Employment Commission
North Central Regional Education Lab.
Northlich Stolley Lawarre Advertising
Northwest Regional Educational Laboratory (NWREL)
Northwest School District
O'Neal, Jackie - Independent
Office for Civil Rights
Office of Educational Research and Improvement
Office of Labor Relations
Office of Private Education
Office of Special Education Programs
Office of the Under Secretary
Office of the Under Secretary, Planning & Evaluation Services
Ohio Department of Education
Ohio Ipeds
Ohio State University
Oklahoma State University
OPP
OR/LID
Paramount Pictures
Pelavin Associates
Penn State - Health & Human Development
Pennsylvania Department of Education
University of Nebraska
University of Nebraska-Lincoln
University of North Carolina
University of Pennsylvania
University of Virginia
University of Washington
University of Wisconsin
University of Wisconsin - Madison
University of Wisconsin - Milwaukee
Urback Kahn & Werlin Public Accountants
Valley View High School, Guidance Office
Vanderbilt Institute for Public Policy
Virginia Commonwealth University
Virginia Tech
Waismann Center - UAP
Washington Education Association
Washington Post
Waterford Institute
Watson, Charles - Independent
Wayne County Regional Education Service Agency
Wayne, Andrew - Independent
Weinstein, Don - Independent
Western Interstate Commission for Higher Education
Western Michigan University
Western Washington University
White, Liane - Independent
Williams, Johanna - Independent
Wisconsin Deptartment of Public Instruction
Women's Legal Defense Fund
Woodring, Susan - Independent
Working Woman
Appendix B: SASS Data Users by Type of Organization

*Universities and Colleges*

- American University
- California State University
- California University of Pennsylvania
- Cleveland State University
- Columbia Teachers College
- Columbia University
- Columbia University School of Social Work
- Cornell University
- Cumberland College
- Dickinson College – Pennsylvania
- Florida Atlantic University
- Gallaudet University
- George Washington University
- Georgetown University
- Harvard University
- Howard University
- Indiana University
- Long Island University
- Marquette University
- Merrimack College
- Michigan State University
- Morgan State University
- Ohio State University
- Oklahoma State University
- Penn State - Health & Human Development
- Ranken Technical College
- Regents College
- Rowan University
- Ruprecht-Karls-Universitat Heidelberg
- Rutgers University
- Saint Vincent College
- San Jose State University
- St. Lawrence University
- Stanford University
- State University of New York, Albany
- Swarthmore College
- Temple University
- Tennessee State University
- University of Albany
- University of California
- University of California, Davis
- University of Connecticut
- University of Florida
- University of Georgia
- University of Illinois
University of Lowell
University of Massachusetts
University of Michigan
University of Michigan - Center for Human Growth & Development
University of Missouri
University of Nebraska
University of Nebraska-Lincoln
University of North Carolina
University of Pennsylvania
University of Virginia
University of Washington
University of Wisconsin
University of Wisconsin, Madison
University of Wisconsin, Milwaukee
University of Wisconsin, Stevens Point
Vanderbilt Institute for Public Policy
Virginia Commonwealth University
Virginia Tech
Waterford Institute
Western Michigan University
Western Washington University

Research Organizations
AIR/Education Statistics Services Institute
AIR/Pelavin Research Center
Center for Applied Linguistics
Consortium for Policy Research in Education
Dan Melnick Research Inc.
Devereux Foundation
Early Intervention Research Institute
Educational Testing Service
Far West Laboratory
Field Research Corporation
Frederick D. Patterson Research Ctr.– UNCF
Hollywood Policy Center Foundation
Hudson Institute
National Center for Research on Teacher Learning
National Science Foundation
North Central Regional Education Lab.
Northwest Regional Educational Laboratory
Planning and Evaluation Service
Public Policy Institute of California
RAND, Inc.
Research for Better Schools
Richard Day Research Inc.
Science Education Researcher
<table>
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<th>Organizations</th>
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<tr>
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<td>U.S. Department of Education</td>
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<td>U.S. Department of Education, Budget Service</td>
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<td>U.S. Department of Justice</td>
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<td>U.S. National Education Goals Panel</td>
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<td>United States Senate</td>
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<td>Wayne County Regional Education Service Agency</td>
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<td>Western Interstate Commission for Higher Education, U.S.</td>
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<td>Association of Christian Schools International</td>
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<tr>
<td>California School Boards Association</td>
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<tr>
<td>Chippewa Falls Senior High School</td>
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<tr>
<td>Christian Schools International</td>
</tr>
<tr>
<td>Council of the Great City Schools</td>
</tr>
<tr>
<td>County Road School</td>
</tr>
<tr>
<td>D.C. Everest Area School District (WI)</td>
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<tr>
<td>Granville County Schools</td>
</tr>
<tr>
<td>Jefferson County Teachers Building</td>
</tr>
<tr>
<td>Little River Elementary School</td>
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<tr>
<td>Los Angeles Unified School District</td>
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<tr>
<td>Louis W. Fox Academic &amp; Technical High School</td>
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<td>Merced City School District</td>
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<td>Midlothian School District</td>
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<td>New Trier High School</td>
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<tr>
<td>Northwest School District</td>
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<tr>
<td>Portsmouth School District</td>
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<tr>
<td>Telfair County Middle School</td>
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<tr>
<td>The Hotchkiss School</td>
</tr>
<tr>
<td>Valley View High School, Guidance Office</td>
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<td>Media Organizations</td>
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<tr>
<td>Asbury Park Press</td>
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<tr>
<td>Associated Press</td>
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<td>Daily Souhtown</td>
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<td>David C. Cook Publishing Co.</td>
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<tr>
<td>DeWitt Wallace-Reader's Digest Fund</td>
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<td>Early Childhood Today</td>
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<td>Education Week</td>
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<td>Inside Private School Management Newsletter</td>
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<td>Lancit Media Productions, Ltd.</td>
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<tr>
<td>Money Magazine</td>
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<td>National Clearinghouse for Professions in Special Education</td>
</tr>
</tbody>
</table>

Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results

Page B-4
Associations

American Association for Higher Education
American Association of Colleges for Teacher Education
American Federation of Teachers
Autism Society of America
CEO Forum of Education Technology
Education Writers Association
National Association for Sport & Physical Ed.
National Association of State Boards of Education
National Board for Professional Teaching Standards
National Council of La Raza
National Council of Teachers
National Education Association
National Foreign Language Center
National Geographic Society
National School Board Association
Professions in Special Education
Quality Education for Minorities Network
Southern Coalition for Educational Equity
Southern Regional Education Board
Standards, Curriculum & Assessment
United Federation of Teachers
Washington Education Association
Women's Legal Defense Fund

Individuals

Banks, Cecily
Barta, Denise
Berquist, Holly
Brinkley, Donna
Brinkman, Russel
Carstensen, Kathleen
Cochren, Sallie
Copeland, Diane
Cummings, John
Dent, David
Figueroa, Martha
Fleischman, Norma
Gemmill, Daphne
Goodwin, Marilyn
Griffith, Trent
Grossman, Kate
Johnson, Cynthia
Kolker, Carole
Lasinski, Kathleen
Levy, Steve
Lile, Steve
Lopez, Miguel
McGlaucin, Nancy
Noderer, Amy
O'Neal, Jackie
Pick, Grant
Pressey, Robbie
Robinson, Leonald
Sargent, Paul
Shtier, Rachel
Stainbrook, John
Torgenson, Ron
Watson, Charles
Wayne, Andrew
Weinstein, Don
White, Liane
Williams, Johanna
Woodring, Susan

Other

Academy for Education Development
American Alliance
American Council on Education
American General Corporation
BDO Seidman
Booz, Allen & Hamilton
Bull-Branigan Newman
Carlson Companies Inc.
CBDAR Court
Chesser & Associates, P.C.
Commission on Professionals in Science
COSMOS
Creative Shop
Curriculum Concepts
Curriculum Information Center
David & Lucille Packard Foundation
Edu Ventures, Inc.
Education Center
Education Resources Group
## Appendix C: Topics of Research Based on SASS Data

<table>
<thead>
<tr>
<th>Topic</th>
<th>Researcher</th>
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<tbody>
<tr>
<td>Diversity</td>
<td>Lucy Barnett – Northwest Regional Educational Laboratory</td>
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<td></td>
<td>Jewell Gould – American Federation of Teachers</td>
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<td></td>
<td>Brad Lenhardt - Northwest Regional Educational Laboratory</td>
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<td></td>
<td>Judy L. Wald – National Clearinghouse for Professions in Special Education</td>
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<tr>
<td></td>
<td>Henry Y. Zheng – Ohio State University</td>
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<tr>
<td>Finance</td>
<td>Julie Berry Cullen – University of Michigan</td>
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<tr>
<td></td>
<td>David Figlio – University of Florida</td>
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<td></td>
<td>Allan Odden – University of Wisconsin – Madison</td>
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<td>Kindergarten</td>
<td>Diane Early – University of North Carolina and the Frank Porter</td>
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<td>Graham Child Development Center</td>
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<td>Policy</td>
<td>Julie Berry Cullen – University of Michigan</td>
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<td>David Figlio – University of Florida</td>
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<td>Professional Development</td>
<td>Lucy Barnett – Northwest Regional Educational Laboratory</td>
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<td>Linda Darling-Hammond – Columbia University</td>
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<td></td>
<td>Brad Lenhardt - Northwest Regional Educational Laboratory</td>
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<td>Reform</td>
<td>Robert E. Floden – Michigan State University and the National Center for Research on Teacher Learning</td>
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<td></td>
<td>Margaret Goertz – University of Pennsylvania and the Consortium for Policy Research in Education</td>
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<td></td>
<td>Jennifer O’Day – Stanford University and The Pew Forum on Education Reform</td>
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<td>SASS Survey Development</td>
<td>Angela-Jo Wetzel – U.S. Bureau of the Census</td>
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<td>Cleo R. Jenkins – U.S. Bureau of the Census</td>
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<tr>
<td>School Organization / Administration</td>
<td>Bonnie S. Billingsley – Virginia Tech</td>
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<td>Daryl Drury – National School Board Association</td>
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<td>Emil Haller – Cornell University</td>
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<td></td>
<td>Richard Ingersoll – University of Georgia</td>
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<td>Marianne Page – University of California – Davis</td>
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<td></td>
<td>Michael Podgursky – University of Missouri</td>
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<tr>
<td></td>
<td>Kusum Singh – Virginia Tech</td>
</tr>
<tr>
<td></td>
<td>Henry Y. Zheng – Ohio State University</td>
</tr>
</tbody>
</table>
**Special Education**

Julie Berry Cullen – University of Michigan
Sharon Bobbit – U.S. Department of Education
Erling Boe – Consortium for Policy Research in Education and the University of Pennsylvania
Lynne Cooke – California State University
David Figlio – University of Florida
George Terhanian – University of Pennsylvania
Judy L. Wald – National Clearinghouse for Professions in Special Education

**Teacher commitment**

Bonnie S. Billingsley – Virginia Tech
Kusum Singh – Virginia Tech
Eileen Weiss (formerly Sclan) – Long Island University

**Teacher Qualifications / Teacher Preparation**

Dale Ballou – University of Massachusetts
Lucy Barnett – Northwest Regional Educational Laboratory
Erling Boe – Consortium for Policy Research in Education and the University of Pennsylvania
Lynne Cooke – California State University
Linda Darling-Hammond – Columbia University
Brad Lenhardt – Northwest Regional Educational Laboratory
Michael Podgursky – University of Missouri
Jianping Shen – Western Michigan University
George Terhanian – University of Pennsylvania

**Teacher Quality**

David Figlio – University of Florida
Richard Ingersoll – University of Georgia
Kim Rueben – Public Policy Institute of California

**Teacher Retention / Turnover**

Sharon Bobbit – U.S. Department of Education
Erling Boe – Consortium for Policy Research in Education and the University of Pennsylvania
Lynne Cooke – California State University
Linda Darling-Hammond – Columbia University
Bob Rossi – American Institutes for Research

**Teacher Salary**

Dale Ballou – University of Massachusetts
Dominic Brewer – RAND, Inc.
David Figlio – University of Florida
Dan Goldhaber – The CNA Corporation
Michael Podgursky – University of Missouri

**Workplace conditions**

Eileen Weiss (formerly Sclan) – Long Island University
Appendix D: NCES Working Papers Based on SASS Data


Appendix E: Published and/or Presented Papers Based on SASS Data


Ingersoll, R. M. (Fall 1997). Teacher turnover and teacher quality: The recurring myth of teacher shortages. Teachers College Record, 41-44.


Ingersoll, R. M., and Alsalam, N. *The Effects of Professionalization on Teachers.* Unpublished manuscript.


Ingersoll. *The status of teaching as a profession.* Unpublished manuscript.


Quality Counts '98: The urban challenge: Public education in the 50 states. (January 8, 1998). *Education Week, XVII.*
Quality Counts: A report card on the condition of public education in the 50 states. (January 22, 1997). *Education Week, XVI.*


Technology counts: Schools and reform in the information age. (November 10, 1997). *Education Week, XVII.*

The need for diversifying the teacher workforce in the northwest: Issues, status, opportunities, and next steps. (1997): Portland, Oregon: Northwest Regional Educational Laboratory.


Appendix F: Procedure for Locating Users of SASS Data

Initial Search:

1. Contact people with access to restricted-use SASS data. Inquire if they have conducted research with SASS, and request copies of articles. Also request referrals to other researchers analyzing SASS data. Each person who is contacted will be listed in a database with contact information. This database will also include the date that the person was contacted, whether or not they responded, the nature of their response (e.g. not involved with SASS research), as well as any other relevant information.

2. Examine ERIC abstracts for references to SASS and SASS data. NCES papers will only be included if: 1) The paper was presented at a conference, OR 2) It is a working paper, with only a section referring to SASS (e.g. one chapter about SASS in a paper that addresses an issue investigated in several surveys). NCES reports will be tracked in a separate file (still to be determined).

3. Contact members of the SASS Technical Review Panel, participants in SASS-related conferences, independent researchers known by the NCES SASS team, individuals and organizations requesting information about SASS from the National Education Data Resource Center (NEDRC), and researchers referred by anyone previously contacted. Also, the attached list of organizations should be contacted. Use the procedure from #1 above, and include everyone contacted in the tracking database.

4. Individuals and organizations that have requested information from NEDRC will be contacted sequentially, beginning with those that made the most recent requests. This should maximize the likelihood of finding current users of SASS data first. Contacts from other sources in the database will be contacted in the order they are received, unless their contact information is incomplete or missing. Those with missing information will be located and contacted after initial contact has been made with those who have complete information.

5. As articles or references to articles are received, these will be entered into the Endnote SASS library. This will facilitate easy access to any publication that uses SASS data. Keywords for searching the Endnote library will be determined and entered for each reference as appropriate.
Follow-up Search:

Each year, procedures carried out in the initial search will be repeated to maximize identification of all instances in which SASS is used. Special emphasis will be given to the following means of identification:

1. On a yearly basis, researchers who have published papers analyzing SASS data will be contacted to determine if they have produced new SASS literature or if they plan to produce new SASS literature in the near future. Each researcher will be asked if they know of any other researchers who have begun to use SASS data since our last query.

2. ERIC abstracts will also be examined on a yearly basis, to search for new articles based on analysis of SASS data.

3. When public use SASS CDs are ordered, contact information will be recorded, and the person or organization placing the order will be contacted one year later, to determine whether secondary research has been conducted.

4. The attached list of organizations will be contacted each year to inquire about secondary SASS research.

5. Also annually, researchers who have been newly added to the user list for restricted SASS data will be contacted and asked about any research they may have conducted.
Sources of Information on Use of SASS Data

American Association of School Librarians*
American Educational Research Association (AERA) Conferences*
American Educational Research Association Grant Program
American Sociological Association Conferences*
American Statistical Association – Annual Conference*
Council of Chief State School Officers
Dissertation Abstracts*
Econ Lit*
ERIC abstracts
Individuals with access to restricted SASS data
National Education Data Resource Center (NEDRC)
National Education Goals Panel*
NCES and AERA training seminars
NCES SASS team
NCES Working Paper Series (Sections of larger reports)
SASS Technical Review Panel
  -Sociology of Education section (Contact: Floyd Hammock)
  -Survey Research Methods section*
U.S. Bureau of the Census

* Not yet contacted
Appendix G: Contacts In Process: Organizations and Individuals For Whom Confirmation of Use Other Than Informational Use Has Not Yet Been Obtained

Academy for Education Development
Alaska Department of Education
American Alliance
American Council on Education
American General Corporation
American University
Amorose, Richard - Independent
Andrews University
Annenberg Rural Challenge
Area Cooperative Education Services
Arizona Department of Education
Arkansas Department of Education
Asbury Park Press
Associated Press
Association of Christian Schools International
Atlanta Public Schools
Auburn University
Auburn Washburn
Autism Society of America
Bailey, Michael - Independent
Bailey, Rondell - Independent
Bank Street College of Education
Banks, Carry Jr. - Independent
Banks, Cecily - Independent
Baraboo School District
Barta, Denise - Independent
Battelle Human Affairs Research Centers
BDO Seidman
Bellevue Elementary School
Berquist, Holly - Independent
Boise State University
Booz, Allen & Hamilton
Boston College
Boston University
Brieve, Ila – Independent
Brigham Young University
Brinkley, Donna - Independent
Brown University
Bull-Branigan Newman
Bureau of Labor Statistics
California Department of Education
California School Boards Association
California University of Pennsylvania
Carlson Companies Inc
Carstensen, Kathleen - Independent
CBDAR Court
Center for Applied Linguistics
Center for Research on the Education of Students at Risk (CRESPAR)
Center for Rural Affairs
Center for Rural and Small Schools
Center on Org. Restructuring of Schools
Chesser & Associates, P.C.
Chicago Public Schools
Children's Defense Fund
Chippewa Falls Senior High School
Christian Schools International
Christian, Judy - Independent
CIEPOL
Clark Atlanta University
Clarke College
Cleveland Public Schools
Cochren, Sallie - Independent
Columbia University School of Social Work
Commission on Professionals in Science
Commonwealth of Massachusetts
Commonwealth of Virginia Department of Education
Congressional Research Service
COSMOS
Council of the Great City Schools
County Road School
Courier Journal
CRCDSLL
CREATE
CREATE The Evaluation Center
Creative Shop
CREF
CRESST
CSU San Marcos
Cummings, John - Independent
Curriculum Concepts
Curriculum Information Center
D.C. Everest Area School District (WI)
Daily Southtown
Dallas Independent School District
Dan Melnick Research Inc.
David & Lucille Packard Foundation
David C. Cook Publishing Co.
Delany, Brian - Independent
DeMaio, Theresa - Independent
Dent, David - Independent
Denver Public Schools
Department of Civil Service
Department of Education and Cultural Affairs (SD)
Department of Elementary and Secondary Education (MO)
Department of Local Affairs (CO)
Devereux Foundation
DeWitt Wallace-Reader’s Digest Fund
Dickinson College
DuBay, Tracy - Independent
Early Childhood Today
Early Intervention Research Institute
Economic Research Services
Edu Ventures, Inc.
Education Center
Education Resources Group
Education Writers Association
Educational Testing Service
Eisenhower National Clearinghouse
Emory University
Fazal, Minaz - Independent
Field Research Corporation
Fields, Shirley - Independent
Figueroa, Martha - Independent
Fleischman, Norma - Independent
Florida Atlantic University
Florida Postsecondary Education Planning
French Embassy
Fuller, David - Independent
Gallaudet University
Gemmill, Daphne - Independent
General Accounting Office
General Learning Corporation
Georgetown University
Ghose, Chanda - Independent
Goethe Institute
Goodwin, Marilyn - Independent
Gouvernement du Quebec
Graduate Studies and Research
Grambling State University
Grant Wood Area Education Agency #10
Granville County Schools
Griffith, Trent - Independent
Grossman, Kate - Independent
GTE
Hart, Katie - Independent
Harvard University
Hashway, Robert - Independent
Haskins, Guy - Independent
Hawaii State Department of Education
Herman, Rebecca - Independent
HEZEL Associates
Hollywood Policy Center Foundation
Horace Mann Insurance Companies
Houston Independent School District
Howard University
Hoy, Easly - Independent
Hudson Institute
INFORM, Minneapolis Public Library
Inside Private School Management Newsletter
Institute for Justice
International Youth Foundation
Iowa Association of School Boards
Iowa Department of Education
Iowa State University
Iowa Valley Community School District
Iowa Western Community College
J.P. Morgan
Jackson State University
Jefferson County Teachers Building
Johns Hopkins University
Johnson, Cynthia - Independent
Jordan, Will - Independent
Journal News
K&L Partners, Inc.
Kamehameha Schools/PEP
Kansas State Board of Education
Kansas State University
Kentucky Department of Education
Keokuk Community School District
Ketchum PR
Keystone Area Education Agency
Kirkwood Community College
Kolker, Carole - Independent
Labor Department
Lancit Media Productions, Ltd.
Lasinski, Kathleen - Independent
Learning through Evaluation, Adaptation, and Dissemination (LEAD)
Levy, Steve - Independent
Library of Congress
Liddell, L. Frances - Independent
Lile, Steve - Independent
Little River Elementary School
Lopez, Miguel - Independent
Los Angeles Unified School District
Louis W. Fox Academic & Technical High School
Louisiana Dept. of Education
Lutheran Church-Missouri Synod
Marquette University
Mathematica Policy Research
Mathtech, Inc.
McDonald, J. - Independent
McGlaulcin, Nancy - Independent
MCREL
Memphis City Schools
Merced City School District
Merrimack College
Midolthian School District
Migrant Education
Millipore Corporation
Milwaukee Public Schools
Mississippi State University
Moak Consulting
Money Magazine
Morgan State University
MPR Associates, Inc.
NAIS, Inc.
National Association for Sport & Physical Ed.
National Association of State Boards of Education
National Board for Professional Teaching Standards
National Catholic Education Association
National Center for Restructuring Education
National Center for Science Teaching and Learning
National Center on Education in the Inner Cities
National Coalition of Girls' Schools
National Council of La Raza
National Council of Teachers
National Education Association
National Endowment for the Arts
National Foreign Language Center
National Geographic Society
National Governor's Association
National Institute on Student Achievement,
National Library of Education
National Research Center on Literature Teaching
National Research Center on the Gifted and Talented
National Science Foundation
Natrona County School District
NCREL
NCRESST
Nebraska Department of Education
Nevada Department of Education
Nevada Dept. of Education
New Mexico Department of Education
New Orleans Parish Schools
New Trier High School
New York City Board of Education
New York State Education Department
New York University
Newsday
NHMCCD
Noderer, Amy - Independent
Non-Traditional Employment Commission
Norfolk State University
North Central Regional Education Lab. (NCREL)
North Dakota State University
North Linn Community School District
Northwest School District
NYU Institute for Education and Social Policy
Office for Civil Rights
Office of Labor Relations
Office of Private Education
Office of Special Education Programs
Office of the Under Secretary, Planning & Evaluation Service
Ohio Ipeds
Oklahoma State University
O'Neal, Jackie - Independent
OPP
OR/LID
Oral Roberts University
Pacific Region Education Lab
Pappin, Francis - Independent
Paramount Pictures
Peck, Angela - Independent
Penn State - Health & Human Development
Pennsylvania Department of Education
Pennsylvania State University
Philadelphia Board of Education
Philip Morris Companies, Inc
Pick, Grant - Independent
PIP
Pleasantville Community School District
Porter County Special Education
Postville Community School District
Prairie View A&M University
Pressey, Robbie - Independent
Price Waterhouse
Professions in Special Education
Quality Education for Minorities Network
Ranken Technical College
Recruiting New Teachers, Inc.
Regional Laboratory for Education Improvement
Research for Better Schools
Reyes-Olivas, Jose - Independent
Richard Day Research Inc.
Richardson, Myers & Donofrio Inc
Robinson, Leonald - Independent
Rochester City Schools
Rowan College
Rowan University
Ruprecht-Karls-Universitat Heidelberg
Ruralink, Inc.
Rutgers Graduate School of Education
Rutgers University
Saba, Mehrdad - Independent
Saint Vincent College
San Diego Unified School District
San Jose State University
Sargent, Paul - Independent
Scheuren, Fritz - Independent
School District of Philadelphia
School Search
Science Education Researcher
Seibert, Marilyn - Independent
Shtier, Rachel - Independent
Shtier, Rachel - Independent
Southern Coalition for Educational Equity
Southern Prairie Area Education Agency
Southern Regional Education Board
Southwest Educational Development Lab
SRI International
St. John's University
St. Lawrence University

Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results
Vanderbilt Institute for Public Policy
Vanderbilt University
Vinton Community District
Virginia Commonwealth University
Waisman Center - UAP
Washington Department of Education
Washington Education Association
Washington Post
Washington State University
Waterford Institute
Watson, Charles - Independent
Waukee Community School District
Wayne County Regional Education Service Agency
West Fargo Schools
West Virginia University
WestEd
Western Interstate Commission for Higher Education
Western Montana College
White, Liane - Independent
Wichita State University
Williams, Johanna - Independent
Wisconsin Center for Educational Research
Wisconsin Department of Public Instruction
Women's Legal Defense Fund
Woodring, Susan - Independent
Working Woman
Wyoming Department of Education
### Listing of NCES Working Papers to Date

Please contact Angela Miles at (202) 219-1761 (angela_miles@ed.gov) if you are interested in any of the following papers

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<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Contact</th>
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<tbody>
<tr>
<td>94-01 (July)</td>
<td>Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association</td>
<td>Dan Kasprzyk</td>
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<td>94-02 (July)</td>
<td>Generalized Variance Estimate for Schools and Staffing Survey (SASS)</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>94-03 (July)</td>
<td>1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>94-04 (July)</td>
<td>The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>94-05 (July)</td>
<td>Cost-of-Education Differentials Across the States</td>
<td>William Fowler</td>
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<tr>
<td>94-06 (July)</td>
<td>Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>94-07 (Nov.)</td>
<td>Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association</td>
<td>Carrol Kindel</td>
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<tr>
<td>95-02 (Jan.)</td>
<td>QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>95-03 (Jan.)</td>
<td>Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>95-04 (Jan.)</td>
<td>National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues</td>
<td>Jeffrey Owings</td>
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<tr>
<td>95-05 (Jan.)</td>
<td>National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&amp;B, and NELS:88 Seniors</td>
<td>Jeffrey Owings</td>
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<tr>
<td>95-06 (Jan.)</td>
<td>National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&amp;B, NAEP, and NELS:88 Academic Transcript Data</td>
<td>Jeffrey Owings</td>
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<td>95-07 (Jan.)</td>
<td>National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&amp;B and NELS:88 Sophomore Cohort Dropouts</td>
<td>Jeffrey Owings</td>
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<td>95-08 (Feb.)</td>
<td>CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates</td>
<td>Dan Kasprzyk</td>
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<td>95-09 (Feb.)</td>
<td>The Results of the 1993 Teacher List Validation Study (TLVS)</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>95-10 (Feb.)</td>
<td>The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation</td>
<td>Dan Kasprzyk</td>
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<td>95-11 (Mar.)</td>
<td>Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work</td>
<td>Sharon Bobbitt &amp; John Ralph</td>
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<td>95-12 (Mar.)</td>
<td>Rural Education Data User's Guide</td>
<td>Samuel Peng</td>
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<td>95-13 (Mar.)</td>
<td>Assessing Students with Disabilities and Limited English Proficiency</td>
<td>James Houser</td>
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<td>95-14 (Mar.)</td>
<td>Empirical Evaluation of Social, Psychological, &amp; Educational Construct Variables Used in NCES Surveys</td>
<td>Samuel Peng</td>
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<tr>
<td>95-15 (Apr.)</td>
<td>Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey</td>
<td>Sharon Bobbitt</td>
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<tr>
<td>95-16 (Apr.)</td>
<td>Intersurvey Consistency in NCES Private School Surveys</td>
<td>Steven Kaufman</td>
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<td>95-17 (May)</td>
<td>Estimates of Expenditures for Private K-12 Schools</td>
<td>Stephen Broughman</td>
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<td>95-18 (Nov.)</td>
<td>An Agenda for Research on Teachers and Schools: Revisiting NCES’ Schools and Staffing Survey</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>96-01 (Jan.)</td>
<td>Methodological Issues in the Study of Teachers’ Careers: Critical Features of a Truly Longitudinal Study</td>
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### Listing of NCES Working Papers to Date--Continued

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<tr>
<td>96-02 (Feb.)</td>
<td>Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>96-03 (Feb.)</td>
<td>National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues</td>
<td>Jeffrey Owings</td>
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<tr>
<td>96-04 (Feb.)</td>
<td>Census Mapping Project/School District Data Book</td>
<td>Tai Phan</td>
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<td>96-05 (Feb.)</td>
<td>Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>96-06 (Mar.)</td>
<td>The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy</td>
<td>Dan Kasprzyk</td>
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<td>96-07 (Mar.)</td>
<td>Should SASS Measure Instructional Processes and Teacher Effectiveness?</td>
<td>Dan Kasprzyk</td>
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<td>96-08 (Apr.)</td>
<td>How Accurate are Teacher Judgments of Students’ Academic Performance?</td>
<td>Jerry West</td>
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<td>96-09 (Apr.)</td>
<td>Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS</td>
<td>Dan Kasprzyk</td>
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<tr>
<td>96-10 (Apr.)</td>
<td>1998-99 Schools and Staffing Survey: Issues Related to Survey Depth</td>
<td>Dan Kasprzyk</td>
</tr>
<tr>
<td>96-11 (June)</td>
<td>Towards an Organizational Database on America’s Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance</td>
<td>Dan Kasprzyk</td>
</tr>
<tr>
<td>96-12 (June)</td>
<td>Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey</td>
<td>Dan Kasprzyk</td>
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