Appendix S. Response Variance in the 2003–04 Schools and Staffing Survey

This report, prepared by Robyn Sirkis from the Survey Response Analysis Branch of the Demographic Statistical Methods Division in the U.S. Bureau of the Census, contains the following material:

Summary

The National Center for Education Statistics (NCES) sponsors the Schools and Staffing Survey (SASS) conducted by the U.S. Census Bureau. SASS is an integrated set of surveys including principal, school, and teacher surveys. The Census Bureau first conducted SASS during the 1987–1988 school year. This report describes the results of the reinterview program for the 2003–04 SASS. The purpose of the reinterview was to measure response variance for certain questions that NCES and the Census Bureau considered critical to the survey or suspected were problematic. Previous reports contain the reinterview results from the 1987–88 (Newbrough 1989), 1990–91 (Royce 1994), 1993–94 (Bushery, Schreiner, and Sebron 1998), and 1999–2000 (Ennis and Miller 2004) school years.

Reinterview programs allow for detecting problems in the questions, but usually they can neither identify causes of response error nor correct the problems. High response variance indicates a problematic question, and moderate response variance suggests some problems with reliability.

It is useful to note which questions were the same or were modified in the current SASS (2003–04) and the previous SASS (1999–2000). The School Reinterview Questionnaire for the 2003–04 SASS was compared with the Private School Reinterview Questionnaire and the Public School Reinterview Questionnaire for the 1999–2000 SASS. The table with the listing of the questions for the schools can be found in the section "Questions in Both the 1999–2000 SASS and the 2003–2004 SASS—School Reinterview Questionnaire." The Private Teacher Reinterview Questionnaire and the Public Teacher Reinterview Questionnaire for the 2003–04 SASS were compared with the Teacher Reinterview Questionnaire for the 1999–2000 SASS. The table with the listing of the questions for the teachers can be found in the section "Questions in Both the 1999–2000 SASS and the 2003–04 SASS—Private Teacher and Public Teacher Reinterview Questionnaires." There is not a table for the principals, because there was no principal reinterview questionnaire for the 1999–2000 SASS.

Major Findings

Principal Reinterview Questionnaire—Private and Public School Principals

The response variance was evaluated in 17 questions for the private school principals, and 20 questions for the public school principals from the 2003–04 SASS Principal Reinterview Questionnaire. The questions were divided into five groups according to the question topic. Tables S-1 and S-2 summarize the levels of response variance for each group of questions for the private and public school principals, respectively. A copy of the Principal Reinterview Questionnaire can be found in Attachment S-1.

The numbers in the percent columns in tables S-1 through S-6 are the percentage of questions that fall in that type of variance (high, moderate, or low).

Table S-1.   Summary of response variance for the SASS Principal Reinterview Questionnaire—private school principals, by question group: 2003–04

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	17	100.0	7	41.2	8	47.1	2	11.8
Experience, training, and working conditions	10	100.0	6	60.0	3	30.0	1	10.0
Teacher and school performance	1	100.0	0	0.0	1	100.0	0	0.0
School climate and safety	2	100.0	0	0.0	2	100.0	0	0.0
Parent or guardian involvement	3	100.0	1	33.3	2	66.7	0	0.0
Demographic information	1	100.0	0	0.0	0	0.0	1	100.0

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the private school principals, 41 percent of the 17 questions evaluated displayed high response variance, suggesting problems with reliability. There was moderate response variance for 47 percent of the questions analyzed and low response variance for 12 percent.

Table S-2.   Summary of response variance for the SASS Principal Reinterview Questionnaire—public school principals, by question group: 2003–04

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	20	100.0	13	65.0	6	30.0	1	5.0
Experience, training, and working conditions	8	100.0	5	62.5	3	37.5	0	0.0
Teacher and school performance	6	100.0	5	83.3	1	16.7	0	0.0
School climate and safety	2	100.0	1	50.0	1	50.0	0	0.0
Parent or guardian involvement	3	100.0	2	66.7	1	33.3	0	0.0
Demographic information	1	100.0	0	0.0	0	0.0	1	100.0

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the public school principals, 65 percent of the 20 questions evaluated displayed high response variance, 30 percent displayed moderate response variance, and 5 percent displayed low response variance.

School Reinterview Questionnaire—Private and Public Schools

The response variance was evaluated in 20 questions for the private schools and 38 questions for the public schools from the 2003–04 SASS School Reinterview Questionnaire. The questions were divided into three groups according to the question topic. Tables S-3 and S-4 summarize the levels of response variance for each group of questions for the private and public schools, respectively. A copy of the School Reinterview Questionnaire can be found in Attachment S-2.

Table S-3. **Summary of response variance for the SASS School Reinterview Questionnaire—private schools, by question group: 2003–04**

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	20	100.0	1	5.0	3	15.0	16	80.0
General information	9	100.0	1	11.1	1	11.1	7	77.8
Staffing	7	100.0	0	0.0	1	14.3	6	85.7
Special programs and services	4	100.0	0	0.0	1	25.0	3	75.0

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the private schools, 5 percent of the 20 questions evaluated displayed high response variance, suggesting problems with reliability. There was moderate response variance for 15 percent of the questions analyzed and low response variance for 80 percent.

Table S-4. **Summary of response variance for the SASS School Reinterview Questionnaire—public schools, by question group: 2003–04**

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	38	100.0	7	18.4	12	31.6	19	50.0
General information	14	100.0	6	42.9	3	21.4	5	35.7
Staffing	8	100.0	0	0.0	3	37.5	5	62.5
Special programs and services	16	100.0	1	6.3	6	37.5	9	56.3

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the public schools, 18 percent of the 38 questions evaluated displayed high response variance, suggesting problems with reliability. There was moderate response variance for 32 percent of the questions analyzed and low response variance for 50 percent.

Private Teacher and Public Teacher Reinterview Questionnaires

The response variance was evaluated in 24 questions from the 2003–04 SASS Private Teacher Reinterview Questionnaire and 26 questions from the 2003–04 SASS Public Teacher Reinterview Questionnaire.

The questions were divided into seven groups according to the question topic. Tables S-5 and S-6 summarize the levels of response variance for each group of questions for the private and public school teachers, respectively. Copies of the Private Teacher Reinterview Questionnaire and the Public Teacher Reinterview Questionnaire can be found in Attachments S-3 and S-4, respectively.

Table S-5.   Summary of response variance for the SASS Private Teacher Reinterview Questionnaire, by question group: 2003–04

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	24	100.0	6	25.0	7	29.2	11	45.8
General information	1	100.0	0	0.0	0	0.0	1	100.0
Class organization	2	100.0	0	0.0	0	0.0	2	100.0
Educational background	9	100.0	1	11.1	3	33.3	5	55.6
Certification and training	4	100.0	1	25.0	2	50.0	1	25.0
Professional development	3	100.0	3	100.0	0	0.0	0	0.0
Resources and assessments of students	2	100.0	1	50.0	1	50.0	0	0
Working conditions	3	100.0	0	0.0	1	33.3	2	66.7

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the private school teachers, 25 percent of the 24 questions evaluated displayed high response variance, suggesting problems with reliability. There was moderate response variance for 29 percent of the questions analyzed and low response variance for 46 percent.

Table S-6.   Summary of response variance for the SASS Public Teacher Reinterview Questionnaire, by question group: 2003–04

Question group	Total evaluated		High		Moderate		Low	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All questions	26	100.0	5	19.2	12	46.2	9	34.6
General information	1	100.0	0	0.0	0	0.0	2	100.0
Class organization	2	100.0	0	0.0	0	0.0	2	100.0
Educational background	9	100.0	0	0.0	4	44.4	5	55.6
Certification and training	8	100.0	0	0.0	7	87.5	1	12.5
Professional development	3	100.0	3	100.0	0	0.0	0	0.0
Resources and assessments of students	1	100.0	0	0.0	1	100.0	0	0.0
Working conditions	2	100.0	2	100.0	0	0.0	0	0.0

NOTE: The numbers in the percent columns are the percentage of questions that fall in that type of variance (high, moderate, or low). The counts for all the tables exclude the questions where the Bowker Test and *t*-test fails, and where the rare characteristics occur (for the Yes/No questions). Detail may not sum to totals because of rounding.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

For the public school teachers, 19 percent of the 26 questions evaluated displayed high response variance, 46 percent displayed moderate response variance, and 35 percent displayed low response variance.

Methodology

Reinterview Procedures

For the original survey, questionnaires were delivered to respondents and were self-administered. The nonrespondents were contacted by Census Bureau field representatives for follow-up. Once the Census Bureau clerical staff received a completed original questionnaire from a respondent selected for reinterview, the staff then mailed out the proper reinterview questionnaire with a letter explaining the purpose of the reinterview to the respondent. The respondents would complete the reinterview questionnaires (self-administered) and then mail the questionnaires back to the Census Bureau clerical staff in the provided envelope. A second mailout was sent for people who did not respond by February 24, 2004.

Reinterview Sample Design

SASS is an integrated set of surveys including school, principal, and teacher surveys. Public and private schools each have their own unique surveys. The reinterview sample for each of the SASS surveys is a random subsample of that survey's full sample.

Private Schools and Principals Sampling

The final 2003–04 SASS private school sample (3,662) was used as the reinterview sample frame. With the 370 desired reinterviews there was a 90 percent certainty that a change of 5 percent in the respondents' answers between the original and reinterview could be detected. An oversample was taken to account for original survey and reinterview noninterviews. This brought the total number of cases selected for the private school sample to 686. The response rates were taken from the 1999–2000 SASS and its reinterview to calculate the reinterview sample. Exhibit S-1 documents how the private school reinterview sample size was computed.

Exhibit S-1. Computation of private school and principal reinterview sample size: 2003–04

Cases	Private schools and principals
Number of cases selected for reinterview	686
Original noninterview rate[1]	18.1%
Projected number of cases after removing original noninterviews	562
Out-of-scope rate[1]	7.9%
Projected number of cases eligible for reinterview	508
Completion rate[1]	72.8%
Projected number of completed reinterviews	370

[1] The original noninterview and reinterview response rates were taken from the 1999–2000 SASS.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Public Schools and Principals Reinterview Sampling

The final 2003–04 SASS public school sample (10,368) was used as the reinterview sample frame. With the 1,261 desired reinterviews there was a 90 percent certainty that a change of 5 percent in the respondents' answers between the original and reinterview could be detected. The sample was oversampled to account for original survey and reinterview noninterviews. That brought the total number of cases selected for the public school sample to 1,951. The response rates were taken from the 1999–2000 SASS and its reinterview to calculate the reinterview sample. Exhibit S-2 documents how the public school reinterview sample size was computed.

Exhibit S-2. Computation of public school and principal reinterview sample size: 2003–04

Cases	Public schools and principals
Number of cases selected for reinterview	1,951
Original noninterview rate[1]	11.0%
Projected number of cases after removing original noninterviews	1,736
Out-of-scope rate[1]	3.8%
Projected number of cases eligible for reinterview	1,662
Completion rate[1]	75.9%
Projected number of completed reinterview	1,261

[1] The original noninterview and reinterview response rates were taken from the 1999–2000 SASS.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Public and Private School Teacher Sampling

The expected number of 2003–04 SASS public and private school teachers (67,200) was used as the reinterview sample frame. The public and private school teacher samples were chosen separately. For both the public and private school teacher desired reinterview samples there was a 90 percent certainty that a change of 5 percent in the respondents' answers between the original and reinterview could be detected. An oversample was taken to account for original survey and reinterview noninterviews. This brought the total number of cases selected for the teacher sample to 4,133. The response rates were taken from the 1999–2000 SASS and its reinterview to calculate the reinterview sample. Exhibit S-3 documents how the teacher reinterview sample size was computed.

Exhibit S-3. Computation of teacher reinterview sample size: 2003–04

Cases	Teachers	
	Public	Private
Number of cases selected for reinterview	2,758	1,375
Original noninterview rate[1]	16.7%	23.6%
Projected number of cases after removing original noninterviews	2,298	1,051
Out-of-scope rate[1]	7.8%	11.9%
Projected number of cases eligible for reinterview	2,082	887
Completion rate[1]	70.6%	70.0%
Projected number of completed reinterviews	1,470	621

[1] The original noninterview and reinterview response rates were taken from the 1999–2000 SASS.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Reinterview Response Rates

Principal Reinterview Questionnaire—Private and Public School Principals

There were 1,333 completed principal reinterviews—278 private school principal cases and 1,055 public school principal cases. The reinterview response rate was 66.09 percent. Exhibit S-4 shows the reinterview sample sizes and response rates for the private and public school principals.

Exhibit S-4. SASS sample sizes and response rates for private and public school principal reinterviews: 2003–04

		Principals	
Cases	Total	Public	Private
Selected for reinterview	2,637	1,951	686
Noninterview in original	483	336	147
Out-of-scope	137	52	85
Original interview completed	2,017	1,563	454
Eligible for reinterview	2,017	1,563	454
Reinterview completed	1,333	1,055	278
Reinterview response rate	66.09%	67.50%	61.23%

NOTE: Detail may not sum to totals because of rounding.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

The School Reinterview Questionnaire—Private and Public Schools

There were 911 completed school reinterviews—244 private school cases and 667 public school cases. The reinterview response rate was 45.53 percent. Exhibit S-5 shows the reinterview sample sizes and response rates for the private and public schools.

Exhibit S-5. SASS sample sizes and response rates for private and public school reinterviews: 2003–04

		Schools	
Cases	Total	Public	Private
Selected for reinterview	2,637	1,951	686
Noninterview in original	519	365	154
Out-of-scope	117	45	72
Original interview completed	2,001	1,541	460
Eligible for reinterview	2,001	1,541	460
Reinterview completed	911	667	244
Reinterview response rate	45.53%	43.28%	53.04%

NOTE: Detail may not sum to totals because of rounding.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

The Private Teacher and Public Teacher Reinterview Questionnaires

There were 304 completed private school teacher reinterviews, and 763 public school teacher reinterviews. The reinterview response rate was 58.92 percent. Exhibit S-6 shows the reinterview sample sizes and response rates for the private and public school teachers.

Exhibit S-6. SASS sample size and response rates for public and private school teachers: 2003–04

		Teachers	
Cases	Total	Public	Private
Selected for reinterview	2,202	1,602	600
Noninterview in original	362	265	97
Out-of-scope	29	27	2
Original interview completed	1,811	1,310	501
Eligible for reinterview	1,811	1,310	501
Ineligible for reinterview	1,931	1,156	775
Reinterview completed	1,067	763	304
Reinterview response rate	58.92%	58.24%	60.68%

NOTE: Detail may not sum to totals because of rounding.
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Weighted Data

The reinterview data were weighted to reflect the sample design and to obtain an unbiased estimate. The response error reinterview is considered as a simple random sub-sample drawn from the original sample.

The data were weighted to account for reinterview sampling. After the reinterview data were weighted, the data were then reweighted back to the reinterview sample size. The purpose of the weighting was to obtain the correct distribution of the reinterview cases across the population. The reweight process is used to re-adjust the inflated size back to the actual sample size in reinterview. Therefore, each case in the reinterview sample has a weight of:

$$w_i^{RI} = w_i^{orig} * \frac{\sum_{original} w_i^{orig}}{\sum_{re\,int\,ervuew} w_i^{orig}}$$

Reinterview Model Assumptions

The response error reinterview model assumes the reinterview is an independent replication of the original interview.

Independence means that the response errors are not correlated between the original interview and the reinterview. If the respondents remembered their original answers and consciously repeated them in the reinterview, the independence assumption would be violated. Lack of independence generally results in underestimates of response variance.

Replication means that the reinterview was conducted under the same conditions as the original interview. If the reinterview replicates the original interview, the distribution of the original and reinterview responses will be the same. With quantitative data, the means and variances of the original and reinterview responses will be equal. With categorical data, the difference between the original proportion in-category and the reinterview proportion in-category, the net difference rate (NDR), will be zero.

Measures Used to Estimate Response Variance[1]

Random errors of measurement in the survey process (nonsampling error) increase the mean square error (MSE) of the data collected. When the errors are not correlated with the answers or with each other, this variability is called "simple response variance."

The **index of inconsistency (index)** and the **gross difference rate (GDR)** are the principal measures of response variance in categorical data. The index and GDR are estimated for each question category.

Overall estimates of the index and the GDR for a question, the **aggregate index** and the **aggregate GDR**, apply to questions with three or more answer categories.

This report provides 90 percent confidence intervals for these measures. See the section on "Response Variance Formulas" for the formulas used to calculate the reinterview measures and the confidence intervals.

Index of Inconsistency

The **index of inconsistency** estimates the ratio of simple response variance to total variance for a question answer. It is a relative measure of simple response variance.

The **aggregate index** is similar to the index of inconsistency, but it applies to the entire question rather than a specific answer category. It is an average index of inconsistency across all categories for the question. For questions with two categories (e.g., yes/no questions), the index of inconsistency and the aggregate index are equal.

An aggregate index of zero means responses were in perfect agreement, but an index of 100 does not mean that all of the respondents changed answers. Rather, this is what would be expected if there were no relationship between original and reinterview answers beyond chance agreement.

Use this rule of thumb to interpret the index of inconsistency and the aggregate index.

Index value	Response variance level	Interpretation
Less than 20	Low	Usually not a major problem
Between 20 and 50	Moderate	Somewhat problematic
Greater than 50	High	Very problematic

Any of these factors may cause high response variance:

- The methods used to collect the data may need improvement or the question may be unclearly written.
- The concept itself may not be measurable.
- Respondents may not be able to provide reliable information to the level of detail asked.

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[1] See the following references: Hansen, Hurwitz, and Marks (1951); Hansen, Hurwitz, and Madow (1953); Lessler and Kalsbeek (1992); and U.S. Bureau of the Census (n.d.).

Gross Difference Rate

The **gross difference rate** (GDR) is the percentage of responses that fall in a category in the original interview but not in the reinterview, or vice versa. For a single category, one-half the GDR estimates the simple response variance.

The aggregate GDR applies to an entire question rather than to a specific answer category. For questions with more than two categories, the aggregate GDR is the percentage of responses that change between the original interview and the reinterview.

GDR is more difficult to interpret than the index of inconsistency. Large GDRs indicate serious response variance in the data. Unfortunately, a small GDR is no guarantee of good consistency. In a low-frequency category, even a small GDR can represent high response variance relative to total variance. If this is the case, the index of inconsistency will tell us.

Net Difference Rate

In categorical data, the **net difference rate (NDR)** helps indicate how well the reinterview meets some of the model assumptions. A statistically significant NDR (i.e., statistically different from zero) suggests that the reinterview may not replicate the original survey conditions as well as desired.

The McNemar Test for the Yes/No questions tests whether the NDR is significant. The Hui-Walter Method is used to calculate the index for the Yes/No questions if the NDR is found to be significant. More information about this method is available in the section titled "Hui-Walter Method."

The Bowker Test is an extension of the McNemar Test and is used for the questions that have multiple categories.

For the quantitative questions, the mean difference between the paired responses was tested to see if it is significantly different from zero. This test provides information analogous to the NDR.

Cross-Tabulations

For a "yes/no" question, the cross-tabulation looks like this:

Reinterview response	Total	Not applicable	Original response Subtotal	Yes	No
Total					
Not applicable					
Subtotal			n	$a + c$	$b + d$
Yes			$a + b$	a	b
No			$c + d$	c	d

where

$n =$ the number of respondents who answered the question in both the original and the reinterview;

$a =$ the number of respondents who answered "yes" both times;

$b =$ the number of respondents whose answer changed from "no" in the original to "yes" in the reinterview;

      $c =$ the number of respondents whose answer changed from "yes" in the original to "no" in the reinterview; and

      $d =$ the number of respondents who answered "no" both times.

Only cases where respondents answered the question in both the original interview and reinterview were used to compute the response variance measures.

In multicategory questions, these cross-tabulations show the movement among answer categories between the original interview and the reinterview. Patterns in this movement can provide clues to the reasons for inconsistent reporting. In some cases, such movement may even suggest question revisions to reduce response variance.

Response Variance Measures for Rare Categories

A rare characteristic is one that is not widely distributed among a population. From a response variance perspective a characteristic is called rare when a small percent of cases fall in the category represented by the characteristic. In this report, 5 percent is set as the cut-off point. The index of inconsistency may be substantially higher for rare categories when only a few individuals among the small number reporting the characteristic change their response (interview vs. reinterview). This may also be a problem for small sample sizes, even when they do not have rare characteristics.

A category which represents a rare characteristic will have small total variance. This makes the ratio of the simple response variance to total variance seem larger in comparison to that ratio for more common characteristics. High indexes were observed for rare categories in a distribution even though the gross difference rate (the proportion of individuals in the sample changing their responses) may be small. The problem with rare characteristics is that the point estimate (index) is highly biased. If the GDR is greater than 5 percent then the question is problematic. If the GDR is less than 5 percent then the question is not problematic.

Limitations

As is always a potential problem with response error reinterviews, not all reinterviews may have been independent, in that some respondents may have simply remembered and repeated their original answers. For some questions, the reinterview did not replicate the original interview. For the public school principals, private school teachers, and public school teachers, the proportion of questions in which the NDR was statistically significant was higher than the 10 percent that would be expected by chance. Specifically, 6.8 percent of the 59 response categories in questions evaluated for the private school principals, 22.7 percent of the 75 response categories in questions evaluated for the public school principals, 0 percent of the 24 response categories in questions evaluated for the private schools, 7.4 percent of the 54 response categories in questions evaluated for the public schools, 11.6 percent of the 86 response categories in questions evaluated for the private school teachers, and 15.4 percent of the 156 response categories in questions evaluated for the public school teachers were statistically significant for the Bowker Test or displayed statistically significant NDRs.

Operational constraints often make it difficult to conduct the reinterview as an exact replication of the original. When a reinterview does not replicate the original interview perfectly, the differences in methodology may cause an overestimation or underestimation of the response variance.

One reason the reinterview did not replicate the original interview is that the reinterview contains only a subset of questions from the original interview questionnaire.

Detailed Results

For ease in presentation, the questions were divided into groups based on content. In each group, the questions discussed are those that exhibited moderate response variance (indices between 20 and 50) or high response variance (indices greater than 50). The estimates of reliability are given with 90 percent confidence intervals. The questions were mentioned if the Bowker Test for symmetry or *t* test was found to be significant. The Yes/No questions are mentioned if the categories were found to be rare. Certain questions were not evaluated because there were not enough data. Questions where at least 138 respondents did not answer both the original interview and reinterview were not evaluated. The method used to find the sample size of 138 can be found in the section titled "How Many Responses Are Necessary for Analysis?" A listing of all the question numbers and their response variance levels (indexes) can be found in the section titled "Summary of Response Variance Levels by Question Number."

Unless shown otherwise, categorical questions have "Yes" and "No" as possible responses. The "mark all that applies" questions were analyzed as individual "Yes or No" questions.

For the questions with high indexes, logistic regression was used to test a model for inconsistency with explanatory variables gender, age, race, and ethnicity for the principals and teachers. Significant explanatory variables contributed to the inconsistency of the responses between the original interview and the reinterview. The odds ratios produced by logistic regression were reported if they were greater than 1.5. Logistic regression was only used on the questions where the model fit the data. The data were not distributed properly for logistic regression to be appropriate for the categorical questions. Logistic regression was used for the quantitative questions where the *t* test did not fail. The indexes and GDRs for the questions can be found in the final section, "Measures."

Principal Reinterview Questionnaire—Private and Public School Principals

Experience, Training, and Working Conditions

Question 1: What is the highest degree you have earned*?*

Mark (X) only one box.

1 ☐ Associate degree
2 ☐ Bachelor's degree (B.A., B.S., B.E., etc.)
3 ☐ Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
4 ☐ Education specialist or professional diploma (at least one year beyond master's level)
5 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
6 ☐ Do not have a degree

For the public school principals, the question had a moderate response variance with an index of 32.09 (28.95, 35.91). Approximately 18.06 percent (16.11, 20.01) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Bachelor's Degree" category was rare. Also, the NDR for the "Education specialist or professional diploma" category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Question 2: How many total hours do you spend on ALL school-related activities for this school during a typical FULL WEEK?

Include hours spent working during the school day, before school, and on weekends.

			Total weekly hours

For the private school principals, the question had a moderate response variance with an index of 38.25 (26.03, 50.48), which implies that this question is somewhat problematic.

For the public school principals, the question had a moderate response variance with an index of 44.16 (33.18, 55.14), which implies that this question is somewhat problematic.

Question 3: How many total hours do you spend interacting with students during a typical FULL WEEK at this school?

Include both formal and informal interactions.

			Total weekly hours

For the private school principals, the question had a moderate response variance with an index of 36.11 (30.23, 41.99), which implies that this question is somewhat problematic.

For the public school principals, the *t* test indicated that there is a significant difference in the means of the original interview and the reinterview. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 4: How many months is the contract year for your position as principal/school head of this school*?*

Mark (X) only one box.

1 ☐ Less than 9 months   5 ☐ 10-1/2 months
2 ☐ 9 months   6 ☐ 11 months
3 ☐ 9-1/2 months   7 ☐ 11-1/2 months
4 ☐ 10 months   8 ☐ 12 months

The question had a moderate response variance for the private school principals with an index of 49.42 (41.99, 60.00). Approximately 23.16 percent (18.95, 27.37) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "9 months," "9-1/2 months," "10-1/2 months," and "11-1/2 months" categories were rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

For the public school principals, the question had a moderate response variance with an index of 31.75 (28.79, 35.33). Approximately 19.79 percent (17.76, 21.82) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "9 months,"

"9-1/2 months," and "11-1/2 months" categories were rare. Also, the NDRs for the "Less than 9 months" and "11 months" categories were statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Questions 5a–5f: Please indicate the extent to which you agree or disagree with each of the following statements.

Mark (X) ONE box on each line.

5a: The stress and disappointments involved in serving as principal/school head of this school aren't really worth it.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 ☐	2 ☐	3 ☐	4 ☐

For the private school principals, the question had a high response variance with an index of 65.28 (57.54, 75.86). Approximately 33.45 percent (28.77, 38.13) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Strongly agree" category was rare. The index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 65.20 (61.34, 69.70). Approximately 38.92 percent (36.43, 41.41) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Strongly agree" category was rare. Also, the NDR for the "Somewhat agree" category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The two categories "Strongly agree" and "Somewhat agree" were combined into one category. The other two categories "Somewhat disagree" and "Strongly disagree" were combined into another category. The question still had a high response variance for the private and public school principals. However, the GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

5b: The faculty and staff at this school like being here; I would describe them as a satisfied group.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 ☐	2 ☐	3 ☐	4 ☐

For the private school principals, the question had a high response variance with an index of 72.44 (63.71, 84.39). Approximately 32.61 percent (27.97, 37.25) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Somewhat disagree" and "Strongly disagree" categories were rare. The Bowker Test for symmetry indicated that the original

interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 62.43 (58.35, 67.22). Approximately 34.13 percent (31.72, 36.55) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Somewhat disagree" and "Strongly disagree" categories were rare. Also, the NDR for the "Strongly agree" category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The two categories "Strongly agree" and "Somewhat agree" were combined into one category. The other two categories "Somewhat disagree" and "Strongly disagree" were combined into another category. The question still had a high response variance for the private and public school principals. However, the GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

5c: If I could get a higher paying job, I'd leave education as soon as possible.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 ☐	2 ☐	3 ☐	4 ☐

For the private school principals, the question had a high response variance with an index of 58.86 (50.80, 70.11). Approximately 26.81 percent (22.43, 31.20) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Strongly agree" category was rare. Also, the NDR for the "Strongly disagree" category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 63.59 (59.94, 67.84). Approximately 40.46 percent (37.96, 42.97) of the respondents changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The two categories "Strongly agree" and "Somewhat agree" were combined into one category. The other two categories "Somewhat disagree" and "Strongly disagree" were combined into another category. The question still had a high response variance for the private and public school principals. However, the GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

5d: I think about transferring to another school.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 ☐	2 ☐	3 ☐	4 ☐

For the private school principals, the question had a high response variance with an index of 51.24 (43.98, 61.43). Approximately 25.45 percent (21.13, 29.78) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Strongly agree" category was rare. Also, the NDR for the "Strongly disagree" category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 54.25 (50.39, 58.80). Approximately 30.41 percent (28.07, 32.76) of the respondents changed their answers from the original interview to the reinterview. The NDR for the "Strongly agree" category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The gender, age, races (Black or African-American, Asian, American Indian or Alaska Native) and ethnicity of the public school principal were found to be significant. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The two categories "Strongly agree" and "Somewhat agree" were combined into one category. The other two categories "Somewhat disagree" and "Strongly disagree" were combined into another category. Collapsing the categories reduced response variance from the high range to the moderate range for the private and public school principals. The GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

5e: I don't seem to have as much enthusiasm now as I did when I began my career as a principal/school head.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 ☐	2 ☐	3 ☐	4 ☐

For the private school principals, the question had a high response variance with an index of 57.94 (51.65, 66.45). Approximately 37.68 percent (32.88, 42.48) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Strongly agree" category was rare. The index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

Approximately 41.31 percent (38.80, 43.82) of the public school principals changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicates that the original and reinterview did not have the same distribution. Therefore, the index of inconsistency should not be used to evaluate this question.

The four answer categories were collapsed into two categories. The two categories "Strongly agree" and "Somewhat agree" were combined into one category. The other two categories "Somewhat disagree" and "Strongly disagree" were combined into another category. Collapsing the categories reduced response variance from the high range to the moderate range for the private school principals. The question still had a high response variance for the public school principals. The GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

5f: I think about staying home from school because I'm just too tired to go.

Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1 ☐	2 ☐	3 ☐	4 ☐

For the private school principals, the question had a high response variance with an index of 65.27 (57.02, 76.62). Approximately 30.43 percent (25.88, 34.99) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Strongly agree" category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 64.45 (59.49, 70.33). Approximately 26.97 percent (24.71, 29.23) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Strongly agree" category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The two categories "Strongly agree" and "Somewhat agree" were combined into one category. The other two categories "Somewhat disagree" and "Strongly disagree" were combined into another category. The question still had a high response variance for the private and public school principals. However, the GDR was much lower for the private and public school principals, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

Teacher and School Performance

Question 6: In your opinion, what percentage of teachers in this school are presently teaching to high academic standards?

			Percent

For the private school principals, the question had a moderate response variance with an index of 45.95 (18.82, 73.08), which implies that this question is somewhat problematic.

For the public school principals, the *t* test indicated that there is a significant difference in the means of the original interview and the reinterview. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 7a: Does this school have a formal school improvement plan?

The question had a moderate response variance for the public school principals with an index of 46.12 (38.90, 54.81), which implies that this question is somewhat problematic. Approximately 8.38 percent (7.01, 10.02) of the respondents changed their answers from the original interview to the reinterview.

Questions 7b(1)–7b(3): Do you use any of the following to assess this school's progress on that plan?

7b(1): State or national tests

Approximately 3.52 percent (2.59, 4.77) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "No" category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is not problematic since less than 5 percent of the respondents were inconsistent with their responses between the two interviews.

7b(2): Parent or student surveys

Approximately 15.57 percent (13.66, 17.82) of the public school principals changed their answers from the original interview to the reinterview. The question had a high response variance with an index of 59.91 (55.85, 63.97). The index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

7b(3): Student portfolios

The question had a high response variance for the public school principals with an index of 54.54 (49.71, 60.04), which implies that this question is very problematic. Approximately 27.07 percent (24.69, 29.79) of the respondents changed their answers from the original interview to the reinterview.

Question 8a: Has either your district or state established school PERFORMANCE standards?

The question had a high response variance for the public school principals with an index of 70.04 (60.22, 81.69) which implies that this question is very problematic. Approximately 10.44 percent (8.99, 12.16) of the respondents changed their answers from the original interview to the reinterview.

Question 8b: LAST school year (2002–2003), was this school evaluated on district or state PERFORMANCE standards?

The question had a high response variance for the public school principals with an index of 91.33(77.25, 108.29) which implies that this question is very problematic. Approximately 10.05 percent (8.51, 11.90) of the respondents changed their answers from the original interview to the reinterview.

Question 9: Which of the following best describes this school's performance last year*?*

Mark (X) only one box.

1 ☐ Passed all district and state performance standards
2 ☐ Passed most district and state performance standards
3 ☐ Passed some district and state performance standards
4 ☐ Passed no district and state performance standards

The question had a high response variance for the public school principals with an index of 50.38 (46.49, 55.02). Approximately 30.12 percent (27.58, 32.66) of the respondents changed their answers from the original interview to reinterview. The analysis of this question showed that the "Passed no district and state performance standards" category was rare. Also, the NDRs for the "Passed all district and state performance standards," "Passed most district and state performance standards," and "Passed some district and state performance standards" categories were statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

School Climate And Safety

Question 10: LAST school year (2002–03), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?

If none, please mark (X) the box.

0 ☐ *None*

					Students

The question had a moderate response variance for the private school principals with an index of 39.87 (35.95, 43.79), which implies that this question is somewhat problematic.

The question had a high response variance for the public school principals with an index of 80.99 (51.52, 110.47), which implies that this question is very problematic. Logistic regression was not used since the model did not fit the data.

Question 11: What was the total number of suspensions during the LAST school year (2002–03)?

Include in-school and out-of-school suspensions. If none, please mark (X) the box.

0 ☐ *None*

					Suspensions

For the private school principals, the question had a moderate response variance with an index of 21.57 (2.04, 41.10), which implies that this question is somewhat problematic.

For the public school principals, the question had a moderate response variance with an index of 28.30 (23.95, 32.64), which implies that this question is somewhat problematic.

Parent or Guardian Involvement

Questions 12a–12c: LAST school year (2002–03), what percentage of students had at least one parent or guardian participating in the following events?

Mark (X) ONE box for each line.

12a: Open house or back-to-school night

0–25%	26–50%	51–75%	76–100%	Not applicable
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

For the private school principals, the question had a moderate response variance with an index of 49.67 (43.05, 58.88). Approximately 28.21 percent (23.72, 32.69) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "0–25%" category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

For the public school principals, the question had a high response variance with an index of 53.66 (50.41, 57.45). Approximately 38.18 percent (35.69, 40.68) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Not applicable" category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

12b: All regularly scheduled schoolwide parent-teacher conferences

0–25%	26–50%	51–75%	76–100%	Not applicable
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

For the private school principals, the question had a moderate response variance with an index of 40.17 (33.51, 49.85). Approximately 19.41 percent (15.48, 23.35) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "0–25%" category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

For the public school principals, the question had a moderate response variance with an index of 45.14 (41.97, 48.87). Approximately 31.43 percent (29.04, 33.83) of the respondents changed their answers from the original interview to the reinterview. The NDR for the "76–100%" category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index implies that this question is somewhat problematic.

12c: One or more special subject-area events (e.g., science fair, concerts, etc.)

0–25%	26–50%	51–75%	76–100%	Not applicable
1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

For the private school principals, the question had a high response variance with an index of 60.65 (53.96, 69.74). Approximately 37.27 percent (32.44, 42.10) of the respondents changed their answers from the original interview to the reinterview. The NDRs for the "0–25% and "Not applicable" categories were statistically different from zero. The Bowker Test for symmetry indicates that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicated that the question is problematic, since many of the respondents changed their responses between the two interviews.

For the public school principals, the question had a high response variance with an index of 69.56 (66.32, 73.34). Approximately 51.38 percent (48.80, 53.97) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Not applicable" category was rare. The NDR for the "0–25%" category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

School Reinterview Questionnaire—Private and Public Schools

General Information

Questions 1b, 1e, 1f: Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were—

Do NOT include prekindergarten, postsecondary, or adult education students. If none, please mark (X) the box.

1b: White, not of Hispanic origin?

0 ☐ *None*

				Students

The question had a moderate response variance for the public schools with an index of 27.42 (10.08, 44.76), which implies that this question is somewhat problematic.

1e: American Indian or Alaska Native?

0 ☐ *None*

				Students

The question had a high response variance for the public schools with an index of 89.68 (63.64, 115.72), which implies that this question is very problematic.

1f: Total students *(sum of entries in items 1a–e)*

0 ☐ *None*

				Total students

The question had a moderate response variance for the public schools with an index of 23.34 (9.77, 36.90), which implies that this question is somewhat problematic.

Question 2: For this school year (2003–2004), what is the Average Daily Attendance (ADA) at this school?

Round to the nearest whole percent.

			Percent

The question had a high response variance for the private schools with an index of 79.85 (44.54, 115.16), which implies that this question is very problematic.

The question had a high response variance for the public schools with an index of 80.60 (63.81, 97.38), which implies that this question is very problematic.

Question 4a: Does this school have one or more temporary buildings?

The question had a moderate response variance for the private schools with an index of 25.42 (16.81, 38.65), which implies that this question is somewhat problematic. Approximately 6.30 percent (4.13, 9.61) of the respondents changed their answers from the original interview to the reinterview.

Question 4b: What is the capacity of the temporary building(s)?

			Students

The question had a moderate response variance for the public schools with an index of 23.15 (14.57, 31.73), which implies that this question is somewhat problematic.

Question 5: Does this school receive performance reports from the district that cover such things as students' scores on achievement tests or graduation rates?

The question had a high response variance for the public schools with an index of 65.75 (53.66, 80.87), which implies that this question is very problematic. Approximately 9.13 percent (7.38, 11.31) of the respondents changed their answers from the original interview to the reinterview.

Question 6: Regardless of source, does this school have performance reports?

The question had a high response variance for the public schools with an index of 64.86 (34.05, 125.11), which implies that this question is very problematic. Approximately 9.38 percent (4.85, 18.13) of the respondents changed their answers from the original interview to the reinterview.

Questions 7a–7f: Does this school use these performance reports to—

7a: Evaluate the progress of students in this school?

Approximately 1.90 percent (1.19, 3.05) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "No" category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is not problematic since less than 5 percent of the respondents were inconsistent with their responses between the two interviews.

7b: Determine the next year's instructional focus?

Approximately 8.15 percent (6.47, 10.25) of the respondents for the public schools changed their answers from the original interview to the reinterview. The question had a high response variance for the public schools with an index of 90.10 (88.44, 91.76). This index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

7c: Realign the curriculum, such as with content standards and/or other indicator criteria?

Approximately 5.80 percent (4.41, 7.62) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "No" category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is problematic since more than 5 percent of the respondents were inconsistent with their responses between the two interviews.

7d: Inform parents and the community of the school's progress?

Approximately 1.59 percent (0.95, 2.66) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "No" category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is not problematic since less than 5 percent of the respondents were inconsistent with their responses between the two interviews.

7e: Prompt school-level initiatives for improvement?

Approximately 5.31 percent (3.99, 7.06) of the respondents for the public schools changed their answers from the original interview to the reinterview. The question had a high response variance for the public schools with an index of 92.48 (89.26, 95.70). This index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

Staffing

Question 8: Around the first of October, how many TEACHERS held full-time or part-time positions or assignments around the school?

If none, please mark (X) the box.

Part time?

0 ☐ *None*

The question had a moderate response variance for the public schools with an index of 23.00 (14.43, 31.58) which implies that this question is somewhat problematic. The other part of the question pertained to full-time teachers.

Questions 9a, 9e: Of the full-time and part-time TEACHERS in this school around the first of October, how many were—

If none, please mark (X) the box.

9a: Hispanic, regardless of race?

0 □ *None*

				Teachers

The question had a moderate response variance for the private schools with an index of 45.37 (7.29, 83.44), which implies that this question is somewhat problematic.

The question had a moderate response variance for the public schools with an index of 43.53 (15.79, 71.27), which implies that this question is somewhat problematic.

9e: American Indian or Alaska Native?

0 □ *None*

				Teachers

The question had a moderate response variance for the public schools with an index of 28.26 (0, 91.29), which implies that this question is somewhat problematic.

Special Programs and Services

Question 11a: Does this school primarily serve students with disabilities?

The question had a high response variance for the public schools with an index of 71.38 (58.29, 87.76), which implies that this question is very problematic. Approximately 9.55 percent (7.71, 11.82) of the respondents changed their answers from the original interview to the reinterview.

11b: How many IEP students are in each of the following instructional students*?*

The sum of entries in item 11b should equal the entry in item 10 above.

All day in a regular classroom (100 percent of the school day)

The question had a moderate response variance for the public schools with an index of 43.95 (24.76, 63.15), which implies that this question is somewhat problematic.

| | | | | Most of the day in a regular classroom (80–99 percent of the school day) |

The question had a moderate response variance for the public schools with an index of 29.85 (11.79, 47.91), which implies that this question is somewhat problematic.

| | | | | Some of the day in a regular classroom (40–79 percent of the school day) |

The question had a moderate response variance for the public schools with an index of 38.43 (29.54, 47.32), which implies that this question is somewhat problematic.

| | | | | Little or none of the day in a regular classroom (0–39 percent of the school day) |

The question had a moderate response variance for the public schools with an index of 21.16 (9.19, 33.13), which implies that this question is somewhat problematic.

Question 12a: Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?

Do not include prekindergarten, postsecondary, or adult education students.

(Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

The question had a moderate response variance for the private schools with an index of 35.75 (25.44, 50.69) which implies that this question is somewhat problematic. Approximately 9.05 percent (6.33, 12.94) of the respondents changed their answers from the original interview to the reinterview.

Question 15: Around the first of October, how many students were APPROVED for free or reduced-price lunches?

Report a separate count for prekindergarten students.

If none, please mark (X) the box.

0 ☐ *None*

| | | | | Prekindergarten students approved |

The question had a moderate response variance for the public schools with an index of 47.78 (14.86, 80.71), which implies that this question is somewhat problematic.

The other part of the question, pertained to other students approved (kindergarten and higher).

Question 17: How many students participate in the Title I program?

Report a separate count for prekindergarten students.

If none, please mark (X) the box.

0 □ *None*

| | | | Prekindergarten students approved

The question had a moderate response variance for the public schools with an index of 27.13 (10.06, 44.20), which implies that this question is somewhat problematic.

The other part of the question, pertained to other students approved (kindergarten and higher).

Private and Public Teacher Reinterview Questionnaires

Educational Background

Question 4a: Do you have a bachelor's degree?

Approximately 1.34 percent (0.80, 2.24) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "No" category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is not problematic since less than 5 percent of the respondents were inconsistent with their responses between the two interviews.

Question 4c: Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

The question had a moderate response variance for the public school teachers with an index of 24.06 (19.42, 29.92), which implies that this question is somewhat problematic. Approximately 7.66 percent (6.13, 9.58) of the respondents changed their answers from the original interview to the reinterview.

Question 4e: Did you have a second major field of study?

For the private school teachers, the question had a moderate response variance with an index of 26.78 (20.30, 35.70), which implies that this question is somewhat problematic. Approximately 12.40 percent (9.47, 16.44) of the respondents changed their answers from the original interview to the reinterview.

For the public school teachers, the question had a moderate response variance with an index of 30.41 (25.77, 36.02), which implies that this question is somewhat problematic. Approximately 12.59 percent (10.69, 14.89) of the respondents changed their answers from the original interview to the reinterview.

Question 4f: What was your second major field of study*?*

Code ⌷⌷⌷ *Major* _____

There were too many categories, and not enough data in each of the response categories to evaluate this question. The collapsed categories can be found on table 2 on the questionnaires (attachments S-3 and S-4). The response categories of this question were collapsed to the following 15 categories:

- elementary education;
- secondary education;
- special education;
- other education;
- arts & music;
- English and language arts;
- English as a second language;
- foreign languages;
- mathematics and computer science;
- health education;
- natural sciences;
- social sciences;
- vocational/technical education;
- miscellaneous; and
- other.

For the public school teachers, the question had a moderate response variance with an index of 24.26 (19.87, 31.07). Approximately 21.74 percent (16.74, 26.74) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "secondary education," "other education," "arts and music," "foreign languages," "health education," "vocational/technical education," "miscellaneous," and "other" categories were rare. Also, the NDR for the "social sciences" category was statistically significant from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Question 5c: Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

For the public school teachers, the question had a moderate response variance with an index of 25.53 (17.02, 38.39), which implies that this question is somewhat problematic. Approximately 4.80 percent (3.19, 7.23) of the respondents changed their answers from the original interview to the reinterview.

Question 6: How long did your practice teaching last*?*

Mark (X) only one box.

1 ☐ I had no practice teaching
2 ☐ 4 weeks or less
3 ☐ 5–7 weeks
4 ☐ 8–11 weeks
5 ☐ 12 weeks or more

The question had a moderate response variance for the private school teachers with an index of 36.19 (31.05, 43.36). Approximately 24.48 percent (20.33, 28.64) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "4 weeks or less" category was rare. Also, The NDR for the "I had no practice teaching" and "12 weeks or more" categories was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Approximately 21.40 percent (18.90, 23.90) of the public school teachers changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original and reinterview did not have the same distribution. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 7 (part 1): Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies?

Include courses you have taken to earn a degree and courses taken outside a degree program.

Do not include student teaching.

Approximately 12.90 percent (10.09, 16.69) of the private school teachers changed their answers from the original interview to the reinterview. The question had a moderate response variance for the private school teachers with an index of 46.45 (41.67, 51.23). The index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

Approximately 8.01 percent (6.43, 9.98) of the public school teachers changed their answers from the original interview to the reinterview. The analysis of this question showed that the "No" category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is problematic since more than 5 percent of the respondents were inconsistent with their responses between the two interviews.

Question 7 (part 2): How many courses?

Mark (X) only one box, then GO TO item 8 below.

1 ☐ 1 to 2 courses
2 ☐ 3 to 4 courses
3 ☐ 5 to 9 courses
4 ☐ 10 or more courses

The question had a high response variance for the private school teachers with an index of 57.07 (50.84, 65.80). Approximately 42.52 percent (36.96, 48.08) of the respondents changed their answers from the original interview to the reinterview. The NDR for the "1 to 2 courses" category was statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

Approximately 48.17 percent (44.95, 51.38) of the public school teachers changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original and reinterview did not have the same distribution. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 8: Which of the following describes how you obtained the teaching methods or teaching strategies coursework*?*

Mark (X) only one box.

1 ☐ Through an "alternative program designed to expedite the transition of non-teachers to a teaching career (e.g., a state, district or university alternative program)
2 ☐ Through a bachelor's degree granting program (B.A. or B.S.)
3 ☐ Through a fifth year program (not leading to a master's degree)
4 ☐ Through a master's degree granting program (M.A., M.S., M.Ed., M.A.T.)
5 ☐ Through individual courses (not part of a program leading to a degree)
6 ☐ Other

Approximately 34.21 percent (29.04, 39.38) of the private school teachers changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original and reinterview did not have the same distribution. Therefore, the index of inconsistency should not be used to evaluate this question.

Approximately 32.98 percent (29.98, 35.98) of the public school teachers changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original and reinterview did not have the same distribution. Therefore, the index of inconsistency should not be used to evaluate this question.

Certification And Training

NOTE: Question 9a was different for the Private Teacher and Public Teacher Questionnaires.

Question 9a (Private School Teachers): Do you currently hold regular or full certification by an accrediting or certifying body OTHER THAN THE STATE?

Information about state-granted certification will be asked in item 10.

The question had a moderate response variance for the private school teachers with an index of 48.88 (38.52, 62.57) which implies that this question is somewhat problematic. Approximately 13.56 percent (10.74, 17.30) of the respondents changed their answers from the original interview to the reinterview.

Question 9a (Public School Teachers): Which of the following describes the teaching certificate you currently hold in this state?

Mark (X) only one box

If you currently hold more than one of the following, a second certificate may be listed in item 10.

1 ☐ Regular or standard state certificate or advanced professional certificate
2 ☐ Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)
3 ☐ Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program"
4 ☐ Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
5 ☐ Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)
6 ☐ I do not have any of the above certifications in THIS state.

The question had a moderate response variance for the public school teachers with an index of 33.02 (27.06, 41.47). Approximately 7.18 percent (5.62, 8.74) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the categories "2," "3," "4," and "5" were rare. Also, the NDRs for the "temporary certificate" and "I do not have any of the above certifications in THIS state" categories were statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Question 9b (part 1): Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked above allow you to teach in this state?

(For some teachers the content area may be the grade level [e.g., elementary general, secondary general, etc].)

Please record the content area code from Table 3 on page 9.

Code ☐☐☐ *Content Area* _____

There were too many categories, and not enough data in each of the response categories to evaluate this question. The collapsed categories can be found on table 3 on the questionnaires (attachments S-3 and S-4). The response categories of this question were collapsed to the following 14 categories:

- elementary education;
- secondary education;
- special education;
- arts & music;
- English and language arts;
- English as a second language;
- foreign languages;
- mathematics and computer science;
- health education;

- natural sciences;
- social sciences;
- vocational/technical education;
- miscellaneous; and
- other.

NOTE: This question is helpful for understanding part two, even though there was a low index for the public schools.

Question 9b (part 2): Which of the following grade ranges does this certificate apply to?

Mark (X) all that apply.

1 ☐ Elementary grades (including early childhood, preschool and kindergarten)
2 ☐ Secondary grades (including middle school)
3 ☐ Ungraded

Approximately 10.39 percent (8.65, 12.54) of the public school teachers changed their answers from the original interview to the reinterview. The question had a moderate response variance for the public school teachers with an index of 22.27 (19.67, 24.86). The index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

The answer category "secondary grades" had a moderate response variance for the public school teachers with an index of 29.77 (25.47, 34.92), which implies that this question is somewhat problematic. Approximately 14.11 percent (12.10, 16.54) of the respondents changed their answers from the original interview to the reinterview.

Approximately 5.11 percent (3.85, 6.76) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Yes" category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is problematic since more than 5 percent of the respondents were inconsistent with their responses between the two interviews.

Question 9c (part 1): If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 10a.

Code ⬚⬚⬚ *Content Area* _____

There were too many categories, and not enough data in each of the response categories, to evaluate this question. The collapsed categories can be found on table 3 on the questionnaires (attachments S-3 and S-4). The response categories of this question were collapsed to the following 14 categories:

- elementary education;
- secondary education;
- special education;
- arts & music;
- English and language arts;
- English as a second language;
- foreign languages;

- mathematics and computer science;
- health education;
- natural sciences;
- social sciences;
- vocational/technical education;
- miscellaneous; and
- other.

The question had a moderate response variance for the public school teachers with an index of 22.81 (18.98, 28.47). Approximately 20.41 percent (16.17, 24.64) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "arts and music," "foreign languages," "health education," "vocational/technical education," "miscellaneous," and "other" categories were rare. Also, the NDR for the "natural sciences" category was statistically significant from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Question 9c (part 2): Which of the following grade ranges does this certificate apply to?

Mark (X) all that apply.

1 ☐ Elementary grades (including early childhood, preschool and kindergarten)
2 ☐ Secondary grades (including middle school)
3 ☐ Ungraded

The answer category "Elementary grades" had a moderate response variance for the public school teachers with an index of 24.44 (18.43, 32.74), which implies that this question is somewhat problematic. Approximately 12.24 percent (9.31, 16.31) of the respondents changed their answers from the original interview to the reinterview.

The answer category "secondary grades" had a moderate response variance for the public school teachers with an index of 24.01 (17.23, 33.76), which implies that this question is somewhat problematic. Approximately 9.28 percent (6.55, 13.16) of the respondents changed their answers from the original interview to the reinterview.

Approximately 5.51 percent (3.50, 8.66) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "Yes" category was rare. Therefore, the index cannot be used to evaluate the question. However, the question is problematic since more than 5 percent of the respondents were inconsistent with their responses between the two interviews.

Note: Question 10a was different for the Private and Public Teacher Questionnaires.

Question 10a (Public School Teachers): Do you have another current teaching certificate from this state?

The question had a moderate response variance for the public teachers with an index of 47.27 (38.07, 58.90), which implies that this question is somewhat problematic. Approximately 7.63 percent (6.09, 9.55) of the respondents changed their answers from the original interview to the reinterview.

Question 10b: Which of the following describes this current teaching certificate you hold from this state?

Mark (X) only one box.

1 ☐ Regular or standard state certificate or advanced professional certificate
2 ☐ Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)
3 ☐ Provisional or other type of certificate given to persons who are participating in what the state calls an "alternative certification program"
4 ☐ Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
5 ☐ Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

The question had a moderate response variance for the private school teachers with an index of 39.27 (27.61, 65.21). Approximately 7.38 percent (3.86, 10.91) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that categories "2," "3," "4," and "5" were rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore, the index can be used to evaluate this question. The moderate index indicates that the question is somewhat problematic.

Question 11a (Only Private School Teachers): Do you have another current teaching certificate from this state?

The question had a high response variance for the private school teachers with an index of 52.56 (34.02, 82.10), which implies that this question is very problematic. Approximately 8.67 percent (5.51, 13.62) of the respondents changed their answers from the original interview to the reinterview.

Professional Development

Question 12a (Private School Teachers) and Question 11a (Public School Teachers):
In the past 12 months, have you participated in any professional development activities specific to and concentrating on the content of the subject(s) you teach?

Approximately 24.57 percent (20.90, 29.17) of the private school teachers changed their answers from the original interview to the reinterview. The question had a high response variance for the private school teachers with an index of 54.66 (52.18, 57.13). The index was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

Approximately 17.19 percent (15.08, 19.68) of the public school teachers changed their answers from the original interview to the reinterview. The question had a high response variance for the public school teachers with an index of 66.04 (62.04, 70.03). The question was evaluated using the Hui-Walter Method since the McNemar Test indicated that the NDR was statistically different from zero, suggesting the model assumptions were not met as well as desired.

Question 12b (Private School Teachers) and Question 11b (Public School Teachers):
In the past 12 months, how many hours did you spend on these activities*?*

Mark (X) only one box.

1 ☐ 8 hours
2 ☐ 9–16
3 ☐ 17–32 hours
4 ☐ 33 hours or more

The question had a high response variance for the private school teachers with an index of 67.73 (60.67, 78.17). Approximately 50.96 percent (44.39, 57.52) of the respondents changed their answers from the original interview to the reinterview. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The question had a high response variance for the public school teachers with an index of 68.07 (63.77, 73.38). Approximately 50.56 percent (47.00, 54.12) of the respondents changed their answers from the original interview to the reinterview. The NDRs for the "8 hours," "17–32 hours," and "33 hours or more" categories were statistically different from zero. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

Question 12c (Private School Teachers) and Question 11c (Public School Teachers):
Overall, how useful were these activities to you*?*

Mark (X) only one box.

1 ☐ Not useful
2 ☐ Somewhat useful
3 ☐ Useful
4 ☐ Very useful

The question had a high response variance for the private school teachers with an index of 63.28 (55.39, 75.01). Approximately 41.77 percent (35.32, 48.23) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "not useful" category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The question had a high response variance for the public school teachers with an index of 56.29 (51.46, 62.31). Approximately 35.59 percent (32.18, 39.01) of the respondents changed their answers from the original interview to the reinterview. The analysis of this question showed that the "not useful" category was rare. The Bowker Test for symmetry indicated that the original interview and the reinterview have the same distribution. Therefore the index can be used to evaluate this question. The high index indicates that the question is problematic, since many of the respondents changed their responses between the two interviews.

The four answer categories were collapsed into two categories. The three categories "somewhat useful," "useful," and "very useful" were combined into one category. The other category was "not useful." The question still had a high response variance for the private and public school teachers. However, the GDR was much lower for the private and public school teachers, which is not surprising since there are fewer categories to change an answer from the original interview to the reinterview.

Resources and Assessments of Students

Question 13 (Private School Teachers) and Question 12 (Public School Teachers):
Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

If none, please mark (X) the box.

0 ☐ *None*

			Students

The question had a moderate response variance for the private school teachers with an index of 29.72 (8.78, 50.66), which implies that this question is somewhat problematic.

For the public school teachers, the *t* test indicated that there is a significant difference in the means of the original interview and the reinterview. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 14 (Private School Teachers) and Question 13 (Public School Teachers):
Of all the students you teach at this school, how many are of limited-English proficiency?

(Students of limited-English proficiency are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking only classroom.)

If none, please mark (X) the box.

0 ☐ *None*

			Students

The question had a high response variance for the private school teachers with an index of 66.05 (57.34, 74.76), which implies that this question is very problematic. The gender and age of the private school teacher were found to be significant. The odds of being in the inconsistent group are 1.553 times more for a male private school teacher than for a female private school teacher. The odds of being in the inconsistent group are 1.892 times more for a private school teacher who is Asian than for a private school teacher who is White.

The question had a moderate response variance for the public school teachers with an index of 40.14 (31.53, 48.76), which implies that this question is somewhat problematic.

Working Conditions

Question 15 (Private School Teachers) and Question 14 (Public School Teachers):
How many total hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at this school?

Include hours spent working during the school day, before school, after school, and on weekends.

			Total weekly hours

The question had a moderate response variance for the public school teachers with an index of 52.32 (31.53, 73.11), which implies that this question is somewhat problematic.

Question 16 (Private School Teachers) and Question 15 (Public School Teachers):
How many hours are you required to work to receive base pay during a typical FULL WEEK at this school?

(This would be base contract hours, or the equivalent.)

			Total weekly hours

For the public teachers, the *t*-test indicated that there is a significant difference in the means of the original interview and the reinterview. Therefore, the index of inconsistency should not be used to evaluate this question.

Question 17 (Private School Teachers) and Question 16 (Public School Teachers):
How many hours a week do you spend delivering instruction to a class of students?

If you are a pull-out teacher, please include the number of hours you instruct individual students or small groups of students.

			Total weekly hours

The question had a moderate response variance for the private school teachers with an index of 33.73 (15.33, 52.13), which implies that this question is somewhat problematic.

The question had a high response variance for the public school teachers with an index of 65.64 (49.36, 81.92), which implies that this question is very problematic. The gender, age, races (Black or African-American, Asian, American Indian or Alaska Native) and ethnicity of the public school teacher were found to be significant. The odds of being in the inconsistent group are 1.751 times more for a female public school teacher than for a male public school teacher. The odds of being in the inconsistent group are 1.518 times more for a public school teacher who is Asian than for a public school teacher who is White.

Summary of Response Variance Levels by Question Number

Notes for tables S-7 through S-12:

H = Hui-Walter Method (evaluated index for Yes/No questions where NDR is significant).
B = Bowker Test (used for multiple categories to test if NDR is significant).
T = *t* test (used for continuous questions to test if the means of the original and reinterview follow the same distribution).

Principal Reinterview Questionnaire—Private School Principals

Table S-7.   Response variance level for each question in the SASS Principal Reinterview Questionnaire for private school principals, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions not analyzed due to not enough data	Questions not answered due to skip patterns
Experience, training, and working conditions	5a 5b 5c 5d 5e 5f	2 3 4	1		
Teacher and school performance		6			7a 7b 8a 8b 9
School climate and safety			10 11		
Parent or guardian involvement	12c	12a 12b			
Demographic information			13		

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Principal Reinterview Questionnaire—Public School Principals

Table S-8.   Response variance level for each question in the SASS Principal Reinterview Questionnaire for public school principals, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions where Bowker Test fails or *t*-test fails	Questions (Yes/No) with rare categories not problematic	Questions not analyzed due to not enough data
Experience, training, and working conditions	5a 5b 5c 5d 5f	1 2 4		3 (T) 5e (B)		
Teacher and school performance	7b(2)(H) 7b(3) 8a 8b 9	7a		6 (T)		
School climate and safety	10	11				
Parent or guardian involvement	12a 12c	12b				
Demographic information			13			

NOTE: H = Hui-Walter Method (evaluated index for Yes/No questions where NDR is significant).
B = Bowker Test (used for multiple categories to test if NDR is significant).
T = *t* test (used for continuous questions to test if the means of the original and reinterview follow the same distribution).
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

School Reinterview Questionnaire—Private Schools

Table S-9.   Response variance level for each question in the SASS School Reinterview Questionnaire for private schools, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions not analyzed due to not enough data	Questions not answered due to skip patterns	Questions not on original questionnaire
General information	2	4a	1a 1b 1c 1d 1e 1f 3	4b	5 6 7a 7b 7c 7d 7e	
Staffing		9a	8a 9b 9c 9d 9e 9f			8b
Special programs and services		12a	10 14 16	11a 11b 12b 15 17		13a 13b

SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

School Reinterview Questionnaire—Public Schools

Table S-10. Response variance level for each question in the SASS School Reinterview Questionnaire for public schools, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions (Yes/No) with rare categories not problematic	Questions not analyzed due to not enough data
General information	1e 2 5 6 7b(H) 7e(H)	1b 1f 4b	1a 1c 1d 3 4a	7a 7c 7d	
Staffing		8b 9a 9e	8a 9b 9c 9d 9f		
Special program and services	11a	11b (all 4 parts) 15 (prekinder-garten) 17 (prekinder-garten)	10 12a 12b 13a 13b 14 15 (kindergarten and higher) 16 17 (kindergarten and higher)		

NOTE: H = Hui-Walter Method (evaluated index for Yes/No questions where NDR is significant).
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Private Teacher Reinterview Questionnaire

Table S-11. Response variance level for each question in the SASS Private Teacher Reinterview Questionnaire, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions where Bowker Test fails or *t*-test fails	Questions not analyzed due to not enough data
General information			1		
Class organization			2		
			3		
Educational background	7(part 2)	4e	4a	8 (B)	4f
		6	4b		5b
		7(part 1) (H)	4c		5c
			4d		5d
			5a (H)		
Certification and training	11a	9a	10a		9b–9f
		10b			10c–10g
					11b
					11c–11g
Professional development	12a (H)				
	12b				
	12c				
Resources and assessments of students	14	13			
Working conditions		17	15		
			16		

NOTE: H = Hui-Walter Method (evaluated index for Yes/No questions where NDR is significant).
B = Bowker Test (used for multiple categories to test if NDR is significant).
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Public Teacher Reinterview Questionnaire

Table S-12.   Response variance level for each question in the SASS Public Teacher Reinterview Questionnaire, by question group: 2003–04

Question group	Questions with high response variance	Questions with moderate response variance	Questions with low response variance	Questions where Bowker Test fails or *t*-test fails	Questions (Yes/No) with rare categories not problematic	Questions not analyzed due to not enough data
General information			1			
Class organization			2			
			3			
Educational background		4c	4b	6 (B)	4a	
		4e	4d	7(part 2) (B)	7(part 1)	
		4f	5a (H)	8 (B)		
		5c	5b			
			5d			
Certification and training		9a	9b(part 1)		9b(part 2) ungraded	9d–9f
		9b(part 2) (H) elementary grades			9c(part 2) ungraded	10b–10g
		9b(part 2) secondary grades				
		9c(part 1)				
		9c(part 2) elementary grades				
		9c(part 2) secondary grades				
		10a				
Professional development	11a (H)					
	11b					
	11c					
Resources and assessments of students		13		12 (T)		
Working conditions	14			15 (T)		
	16					

NOTE: H = Hui-Walter Method (evaluated index for Yes/No questions where NDR is significant).
B = Bowker Test (used for multiple categories to test if NDR is significant).
T = *t* test (used for continuous questions to test if the means of the original and reinterview follow the same distribution).
SOURCE: *Response Variance in the 2003–04 Schools and Staffing Survey*, U.S. Census Bureau, 2005.

Response Variance Formulas

Formulas for categorical questions use *a*, *b*, *c*, *d*, and *n* from the cross-tabulation table:

Reinterview response	Original response				
	Total	N/A	Subtotal	Yes	No
Total					
N/A					
Subtotal			n	$a + c$	$b + d$
Yes			$a + b$	a	b
No			$c + d$	c	d

(For multicategory questions, treat "in category" as *yes* and "not in category" as *no*.)

- *Original Percentage*—the percentage of original responses in a specific answer category. The formula is:

$$P_o = [(a + c)/n] \times 100$$

- *Reinterview Percentage*—the percentage of reinterview responses in a specific answer category. The formula is:

$$P_r = [(a + b)/n] \times 100$$

- *Net Difference Rate (NDR)*—the difference between the original percent in a specific answer category and the reinterview percent in that category. The net difference rate measures the net effect of responses changing into and out of that category. The formula is:

$$\text{NDR} = P_o - P_r$$
$$= [[(a + c) - (a + b)]/n] \times 100$$
$$= [(c - b)/n] \times 100$$

- *Gross Difference Rate (GDR)*—the percentage of the responses which change into or out of a specific answer category. The formula is:

$$\text{GDR} = [(b + c)/n] \times 100$$

- *Simple Response Variance*—the average variance of responses from the same units to the same question over repeated interviews. The simple response variance is estimated by half of the GDR (expressed as a proportion). The formula is:

$$\text{SRV} = (b + c)/2n$$

- *Index of Inconsistency*—the ratio (scaled as a percentage) of simple response variance to the total population variance for a characteristic. The index represents the proportion of the total population variance for a characteristic caused by simple response variance.

   For categorical data, when $P = P_o = P_r$, the formula is:

$$\text{Index} = [SRV/P(1 - P)] \times 100 = [[(b + c)/2n] / P(1 - P)] \times 100$$

where the total population variance for the characteristic is $P(1 - P)$.

When $P_o \neq P_r$ and RI replicates the original, then the index is estimated by:

$$I = \frac{SRV}{\frac{1}{2}(p_1 q_2 + p_2 q_1)}$$

where $p_2 = \dfrac{a+b}{n}$, $q_1 = 1 - p_1$, $q_2 = 1 - p_2$

For quantitative data, the index is estimated as follows:

$$\hat{I} = \frac{\dfrac{1}{n}\sum_{i=1}^{n}\dfrac{(x_{1i} - x_{2i})^2}{2}}{\dfrac{1}{2n}(\sum_{i=1}^{n}(x_{1i} - \bar{x}_1)^2 + \sum_{i=1}^{n}(x_{2i} - \bar{x}_2)^2)} = \frac{\dfrac{1}{n}\sum_{i=1}^{n}\dfrac{(x_{1i} - x_{2i})^2}{2}}{\dfrac{1}{2}(s_1^2 + s_2^2)}$$

where $s_1^2 = \dfrac{1}{n-1}\sum_{i=1}^{n}(x_{1i} - \bar{x}_1)^2$ and $s_2^2 = \dfrac{1}{n-1}\sum_{i=1}^{n}(x_{2i} - \bar{x}_2)^2$

- *Overall GDR (L-fold GDR)*—the percentage of people who change their answers to a question.

- *Aggregate Index of Inconsistency (L-fold Index)*—a weighted average of indices of inconsistency across all categories of the question.

Hui-Walter Method

Introduction

The Hui-Walter method is a kind of latent class analysis that can be applied to estimate false positive and false negative error probabilities. The results of the Hui-Walter can be used to estimate the index of inconsistency from interview and reinterview data, generally when the assumption of independence for the response error reinterview is not met.

The Hui-Walter Method

Assume that the population of interest is divided into multiple subpopulations index by the letter g. There will be two subpopulations for this discussion.

Let π_g be the prevalence rate of interest in the gth subpopulation. Assume that $\pi_{g=1} \neq \pi_{g=2}$. The false positive and false negative error probabilities, denoted by $\alpha_{r,g}$ and $\beta_{r,g}$ respectively, are given below:

$\alpha_{r,g} = Pr(\text{Observation} = \text{In category}|\text{Truth} = \text{Not in category, r, group} = g)$ and
$\beta_{r,g} = Pr(\text{Observation} = \text{Not in category}|\text{Truth} = \text{In category, r, group} = g)$,

where $r = 1$ for the original interview and $r = 2$ for the reinterview.\

It is assumed that the reinterview is an independent replication of the original interview. It is also assumed that error probabilities are equal for both subgroups, but that $\pi_{g=1} \neq \pi_{g=2}$.

Based on the assumptions, $\beta_{r,1} = \beta_{r,2} = \beta_r$ and $\alpha_{r,1} = \alpha_{r,2} = \alpha_r$ ($r = 1, 2$). The Hui-Walter method splits the observed table into four 2×2 tables: two groups, two tables for each group. Given that the two 2×2 tables in each group provide six degrees of freedom, estimation is possible.

Using the Results of the Hui-Walter Method to Estimate the Index of Inconsistency

After using the Hui-Walter method, estimate the index as follows:

$$p = \tfrac{1}{2}\{Pr(G=1)[\pi_{g=1}(1 - \beta_1) + (1 - \pi_1)\alpha_1] + Pr(G=2)[\pi_{g=2}(1 - \beta_1) + (1 - \pi_2)\alpha_1]\}$$
$$+ \tfrac{1}{2}\{Pr(G=1)[\pi_{g=1}(1 - \beta_2) + (1 - \pi_1)\alpha_2] + Pr(G=2)[\pi_{g=2}(1 - \beta_2) + (1 - \pi_2)\alpha_2]\},$$

$$\text{GDR} = Pr(G=1)[\pi_{g=1}(\beta_1 + \beta_1 - 2\beta_1\beta_2) + (1 - \pi_{g=1})(\alpha_1 + \alpha_1 - 2\alpha_1\alpha_2)] +$$
$$Pr(G=2)[\pi_{g=2}(\beta_1 + \beta_1 - 2\beta_1\beta_2) + (1 - \pi_{g=2})(\alpha_1 + \alpha_1 - 2\alpha_1\alpha_2)],$$

and

Index of inconsistency $= (\text{GDR}/2)/[p(1 - p)]$.

How to Estimate the Hui-Walter Model Parameters

Shown below is how estimate the model parameters $\pi_{g=1}$, $\pi_{g=1}$, α_1, , α_2, β_1, and β_2 from the interview and reinterview data. The algorithm gives two sets of estimates, based on a determinant $s = \pm 1$. The most reasonable of the estimates was chosen. First the conventions are set as follows:

$I = 1$ if the interview response is in category
$I = 2$ if the interview response is not in category
$R = 1$ if the reinterview response is in category
$R = 2$ if the reinterview response is not in category
$n_{ijk} = \# \{G = i, i = j, R = k\}$

Now define the following:

$n_i = \# \{G = i\} = n_{i11} + n_{i12} + n_{i21} + n_{i22}$ ($i = 1, 2$)
$n = n_1 + n_2$
$p_{ijk} = Pr(I = j, R = k \mid G = k) = n_{ijk}/n_i$ ($i, i, k = 1, 2$)
$p_{i \cdot k} = Pr(R = k \mid G = k) = p_{i1k} + p_{i2k} + p_{i3k} + p_{i4k}$ ($i, k = 1, 2$)
$p_{ij \cdot} = Pr(I = j \mid G = k) = p_{ij1} + p_{ij2} + p_{ij3} + p_{ij4}$ ($i, j = 1, 2$)
$D = s[(p_{11}p_{2 \cdot 1} - p_{21}p_{1 \cdot 1} + p_{111} - p_{211})(p_{11}p_{2 \cdot 1} - p_{21}p_{1 \cdot 1} + p_{111} - p_{211}) - 4(p_{11 \cdot} - p_{21 \cdot})(p_{111}p_{2 \cdot 1} - p_{211}p_{1 \cdot 1})]$
$E_1 = p_{2 \cdot 1} - p_{1 \cdot 1}$
$E_2 = p_{21 \cdot} - p_{11 \cdot}$

From Hui,

$\pi_{g=1} = Pr(\text{In category} \mid G = 1) = \tfrac{1}{2} + [p_{11 \cdot}(p_{1 \cdot 1} - p_{2 \cdot 1}) + p_{1 \cdot 1}(p_{11 \cdot} - p_{21 \cdot}) + p_{211} - p_{111}]/(2D)$
$\pi_{g=2} = Pr(\text{In category} \mid G = 2) = \tfrac{1}{2} + [p_{21 \cdot}(p_{1 \cdot 1} - p_{2 \cdot 1}) + p_{2 \cdot 1}(p_{11 \cdot} - p_{21 \cdot}) + p_{211} - p_{111}]/(2D)$

With these definitions and conventions, $Pr(G = i) = n_i/n$ ($i = 1, 2$), and the false positive and false negative error probabilities are:

$\alpha_1 = (p_{21}p_{1\cdot1} - p_{2\cdot1}p_{11\cdot} + p_{211} - p_{111} + D)/(2\ E_2)$
$\alpha_2 = (p_{11}p_{2\cdot1} - p_{1\cdot1}p_{21\cdot} + p_{211} - p_{111} + D)/(2\ E_1)$
$\beta_1 = (p_{2\cdot2}p_{12\cdot} - p_{22}p_{1\cdot2} + p_{122} - p_{222} + D)/(2\ E_2)$
$\beta_2 = (p_{1\cdot2}p_{22\cdot} - p_{12}p_{2\cdot2} + p_{122} - p_{222} + D)/(2\ E_1)$

How Many Responses Are Necessary for Analysis?

In order to decide the sample size n, the reasonable values must be decided for e: marginal error, and α: the significant level. Both of them must satisfy the following equation:

$$P(|\bar{y} - \bar{\bar{y}}_U| \le e) = 1 - \alpha,$$

where $\bar{y}$ and $\bar{\bar{y}}_U$ are the mean of the estimate and the mean of population quantity respectively. $\alpha = 0.1$ is usually used. The e has not been set yet so far. In this example, $e = 0.07$.

For a Simple Random Sample (SRS), e is calculated as follows:

$$e = z_{\alpha/2} \frac{S}{\sqrt{n}} \sqrt{(1 - \frac{n}{N})}.$$

Solve for n:

$$n = \frac{n_0}{1 + \dfrac{n_0}{N}}, \text{ where } n_0 = \frac{z_{\alpha/2}^2 S^2}{e^2}.$$

For large populations, $S \cong p(1 - p)$ where p is the proportion of the in-category of the variable of the interest.

S attains its maximal value when $p = 1/2$. So using $n_0 = \dfrac{1.65^2}{4e^2}$ will result in 90 percent confidence interval with width at most $2e$.

The n that is acceptable to estimate the index of inconsistency is as follows:

$$n_0 = 1.65^2/(4 \times 0.07^2) \cong 138 \text{ observations.}$$

Note: Determine the value of e is up to the analysts, and sponsors. If e is set too tight (e.g., $e = 0.05$), then there will not be enough data to analyze for many of the questions.

Questions in Both the 1999–2000 and 2003–04 SASS—School Reinterview Questionnaires

The left side of the table below lists the question, and the response variance for that question, as it appeared in the 1999–2000 SASS Private School and Public School Reinterview Questionnaires. The question number refers to the 1999–2000 school reinterview questionnaires. The 1999–2000 SASS reinterview report was referred to for the response variance measures. The right side of the table lists the same information for the 2003–04 SASS School Reinterview Questionnaire for the private and public schools.

1999–2000 Question	2003–04 Question
Question 1b	Question 2
During the last school year (1998–1999), what was the Average Daily Attendance (ADA) at this school? ◻◻◻◻◻ students Private schools: Index = 6.1 (1.7, 10.5) Public schools: Index = 26.2 (18.1, 34.3)	For this school year (2003–04), what is the Average Daily Attendance (ADA) at this school? ◻◻◻ Percent Private schools: Index = 79.85 (45.58, 114.12) Public schools: Index = 80.60 (63.81, 97.38)
Question 2	Question 3
What is the current enrollment CAPACITY of this school? Capacity of permanent buildings ◻◻◻◻ students Private schools: Index = 2.2 (1.1, 3.4) Public schools: Index = 10.9(5.1,16.6)	What is the current capacity of this school's building(s)? ◻◻◻◻ students Private schools: Index = 4.99 (1.09, 8.89) Public schools: Index = 11.30 (1.87, 20.73)
Question 2	Question 4b
What is the current enrollment CAPACITY of this school? Capacity of temporary buildings(s) ◻◻◻◻ students Private schools: Index = 51.2 (25.5, 76.9) Public schools: Index = 49.9 (37.2, 62.5)	What is the capacity of the temporary building(s)? ◻◻◻◻ students Private schools: There were not enough data to analyze this question for the private schools. Public schools: Index = 23.15 (14.57, 31.73)

1999–2000 Question	2003–04 Question
Question 5a	Question 5
Does this school receive performance reports from the district on such things as students' scores on achievement tests or graduation rates? Public schools: Index = 55.2 (46.9, 64.7); GDR = 8.5 (7.3, 10.0)	Does this school receive performance reports from the district that cover such things as students' scores on achievement tests or graduation rates? Public schools: Index = 65.75 (53.66, 80.87); GDR = 9.13 (7.38, 11.31)
Question 5b (used for (1)–(5)) Does this school use these performance rates to—	Question 7 (used for a–e) Does this school use these performance reports to—
(1) Evaluate the progress of students in this school? Public schools: Index = 65.2 (49.4, 85.5); GDR = 3.7(2.8, 4.8)	a. Evaluate the progress of students in this school? Public schools: Index = 75.90 (46.77, 122.26); GDR = 1.90 (1.19, 3.05) The question is not problematic, since most of the respondents were consistent with their responses between the two interviews.
(2) Determine the next year's instructional focus? Public schools: Index - 68.3 (56.5, 82.3); GDR = 7.4(6.1, 8.9)	b. Determine the next year's instructional focus? Public schools: Index = 90.10 (88.44, 91.76); GDR = 8.15 (6.47, 10.25)
(3) Realign the curriculum, such as with content standards and/or other indicator criteria? Public schools: Index = 67.0(55.5, 80.4); GDR = 7.6(6.3, 9.2)	c. Realign the curriculum, such as with content standards and/or other indicator criteria? Public schools: Index = 61.00 (46.74, 79.87); GDR = 5.80 (4.41, 7.62) The question is not problematic, since most of the respondents were consistent with their responses between the two interviews.
(4) Inform parents and the community of the school's progress? Public schools: Index = 69.6 (49.5, 96.9); GDR = 2.5(1.8, 3.5) The index could not be used to evaluate this question, since the NDR was significantly different from zero.	d. Inform parents and the community of the school's progress? Public schools: Index = 36.52 (21.37, 61.62); GDR= 1.59 (0.95, 2.66) The question is not problematic, since most of the respondents were consistent with their responses between the two interviews.
(5) Prompt school-level initiatives for improvement? Public schools: Index = 71.0(56.2, 89.3); GDR = 5.1(4.0, 6.4)	e. Prompt school-level initiatives for improvement? Public schools: Index = 92.48 (89.26, 95.70); GDR = 5.31 (3.99, 7.06)

1999–2000 Question		2003–04 Question
Question 13 (Private schools) **Question 14a (Public schools)**		**Question 16**
Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location? Private schools: Index = 21.7(4.9, 9.6); GDR = 6.9 (15.3, 30.3) Public schools: Index = 15.7 (13.3, 18.6); GDR = 7.9(6.6, 9.3)		Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location? Private schools: Index = 11.30 (6.48, 19.52); GDR = 3.77 (2.19, 6.47) Public schools: Index = 18.08 (14.55, 22.56); GDR = 8.61 (6.86, 10.81)
Question 14a **(Private schools)**	**Question 15a** **(Public schools)**	**Question 17**
How many students are served by this Title I program? ||||| students Index = 1.7 (-0.7, 4.2)	If this school is designated as a targeted assistance school, how many students are served by the Title I program? ||||| students Index = 5.2 (-0.1, 10.5)	How many students participate in the Title I program? Prekindergarten students approved? ||||| There were not enough data to analyze this question for the private schools. Public schools: Index = 27.13 (10.06, 44.20) Other students approved (kindergarten and higher)? |||||| There were not enough data to analyze this question for the private schools. Public schools: Index = 4.13 (0, 15.61)
Question 15a (Private schools) **Question 16a (Public schools)**		**Question 10**
Of all the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students? ||||| students Private schools: Index = 12.7 (2.7, 22.7) Public schools: Index = 14.7 (8.4, 20.9)		Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have special needs? ||||| students Private schools: Index = 5.69 (1.66, 9.71) Public schools: Index = 8.67 (4.50, 12.84)

1999–2000 Question	2003–04 Question
Question 15b (Private schools) Question 16b (Public schools)	Question 11b
How many of these IEP students are in each of the following instructional settings? All day in a regular classroom (100% of the school day) ⬚⬚⬚⬚⬚ students Private schools: Index = 8.5 (-3.0, 20.0) Public schools: Index = 35.2(23.4, 47.1) Most of the day in a regular classroom (80–99% of the school day) ⬚⬚⬚⬚⬚ students Private schools: Index =36.8 (13.3, 60.3) Public schools: Index = 56.9 (44.4, 69.4) Some of the day in a regular classroom (40–79% of the school day) ⬚⬚⬚⬚⬚ students Private schools: Index = 1.9 (-1.1, 4.8) Public schools: Index = 38.5 (29.4, 47.5) Little or none of the day in a regular classroom (0–39% of the school day) ⬚⬚⬚⬚⬚ students Private schools: Index = 1.3 (-0.5, 3.1) Public schools: Index = 21.2 (13.5, 29.0)	How many IEP students are in each of the following instructional settings? All day in a regular classroom (100% of the school day) ⬚⬚⬚⬚⬚ students Private schools: There were not enough data to analyze this question for the private schools. Public schools: Index = 43.95 (24.76, 63.15) Most of the day in a regular classroom (80–99% of the school day) ⬚⬚⬚⬚⬚ students Private schools: There were not enough data to analyze this question for the private schools. Public schools: Index = 29.85 (11.79, 47.91) Some of the day in a regular classroom (40–79% of the school day) ⬚⬚⬚⬚⬚ students Private schools: There were not enough data to analyze this question for the private schools. Public schools: Index = 38.43 (29.54, 47.32) Little or none of the day in a regular classroom (0–39% of the school day) ⬚⬚⬚⬚⬚ students Private schools: There were not enough data to analyze this question for the private schools. Public schools: Index = 21.16 (9.19, 33.13)

1999–2000 Question	2003–04 Question
Question 16a (Private schools) Question 17a (Public schools)	Question 12a
Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient? Private schools: Index = 36.5 (27.5, 47.9); GDR= 10.1 (7.6, 13.3) Public schools: Index = 17.3 (14.6, 20.4); GDR = 8.6 (7.3, 10.2)	Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient? Private schools: Index = 35.75 (25.44, 50.69); GDR= 9.05 (6.33, 12.94) Public schools: Index = 15.48 (12.20, 19.71); GDR = 7.61 (5.94, 9.75)
Question 16b (Private schools) Question 17b (Public schools)	Question 12b
How many limited-English proficient students are enrolled in this school? ⬚⬚⬚⬚⬚ students Private schools: Index = 2.6 (0.4, 4.8) Public schools: Index = 18.4 (7.9, 29.0)	How many limited-English proficient students are enrolled in this school? ⬚⬚⬚⬚⬚ students Private schools: There were not enough data to analyze this question for the private schools. Public schools: Index = 3.70 (1.36, 6.05)

Questions in Both the 1999–2000 and 2003–04 SASS—Private Teacher and Public Teacher Reinterview Questionnaires

The left side of the table below lists the question and the response variance for that question as it appeared in the 1999–2000 SASS Teacher Reinterview Questionnaire. The question number refers to the 1999–2000 Teacher Reinterview Questionnaire. The 1999–2000 SASS reinterview report for the 1999–2000 was referred to for the response variance measures. The right side of the table lists the same information for the 2003–04 SASS Private Teacher Reinterview and the Public Teacher Reinterview Questionnaires.

1999–2000 Question	2003–04 Question
Question 1	Question 3
THIS school year, which is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes? *Record the assignment field code and the assignment field name from Table 1 on page 5* Code ☐☐ Main assignment field Private school teachers: Index = 9.9 (7.3, 13.3); GDR = 7.1 (5.3, 9.6) Public school teachers: Index = 11.6 (9.9, 13.6); GDR = 9.2 (7.8, 10.7)	This school year, what is your MAIN teaching assignment field at this school? *Record one of the assignment field codes listed In Table 1 on page 5.* Code ☐☐☐ Main Assignment Private school teachers: Index = 8.18 (5.71, 13.93); GDR = 7.25 (3.62, 10.88) Public school teachers: Index = 4.08 (2.94, 6.24); GDR= 3.56 (2.12, 4.99)
Question 3a	Question 1
In what year did you begin your first teaching position, either full-time or part-time, at the elementary or secondary level? Private school teachers: Index = 6.1 (3.1, 9.1) Public school teachers: Index = 3.6 (2.0, 5.3)	In what year did you begin teaching, either full-time or part-time, at the elementary or secondary level? Private school teachers: Index = 2.60 (0.46, 4.75) Public school teachers: Index = 0.73 (0.31, 1.14)
Question 4a	Question 12a (Private school teachers) Question 11a (Public school teachers)
In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your MAIN teaching assignment field? Private school teachers: Index = 55.7 (48.8, 63.2); GDR = 28.3 (24.8, 32.1) Public school teachers: Index = 62.7 (58.2, 67.3); GDR = 31.1 (28.8, 33.4)	In the past 12 months, have you participated in any professional development activities specific to and concentrating on the content of the subject(s) you teach? Private school teachers: Index = 54.66 (52.18, 57.13); GDR = 24.57 (20.90, 29.17) Public school teachers: Index = 66.04 (62.04, 70.03); GDR = 17.19 (15.08, 19.68)

1999–2000 Question	2003–04 Question
Question 4a(1)	Question 12b (Private school teachers) Question 11b (Public school teachers)
In the past 12 months, how many hours did you spend on the activities? *Mark (X) only one box.* 1 ☐ 8 hours 2 ☐ 9–16 3 ☐ 17–32 hours 4 ☐ 33 hours or more Private school teachers: Index = 55.4 (46.6, 64.6); GDR = 41.1 (34.6, 48.0) Public school teachers: Index = 69.6 (64.5, 74.7); GDR = 51.4 (47.6, 55.1)	In the past 12 months, how many hours did you spend on these activities? *Mark (X) only one box.* 1 ☐ 8 hours 2 ☐ 9–16 3 ☐ 17–32 hours 4 ☐ 33 hours or more Private school teachers: Index = 67.73 (60.67, 78.17); GDR = 50.96 (44.39, 57.52) Public school teachers: Index = 68.07 (63.77, 73.38); GDR = 50.56 (47.00, 54.12)
Question 4a(2)	Question 12c (Private school teachers) Question 11c (Public school teachers)
Overall, how useful were these activities to you? Not useful Very at all useful 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ Private school teachers: Index = 69.1 (58.7, 79.7); GDR = 45.2 (38.4, 52.1) Public school teachers: Index = 60.8 (55.4, 66.4); GDR = 41.2 (37.5, 45.0)	Overall, how useful were these activities to you? *Mark (X) only one box.* 1 ☐ Not useful 2 ☐ Somewhat useful 3 ☐ Useful 4 ☐ Very useful Private school teachers: Index = 63.28 (55.39, 75.01); GDR = 41.77 (35.32, 48.23) Public school teachers: Index = 56.29 (51.46, 62.31); GDR = 35.59 (32.18, 39.01)
Question 6a	Question 13 (Private school teachers) Question 12 (Public school teachers)
Of all the students you teach at this school, how many have disabilities or are special education students, that is, how many have an Individual Education Plan (IEP)? ☐☐☐ students Private school teachers: Index = 3.1 (0.1, 6.0) Public school teachers: Index = 29.5 (18.1, 40.8)	Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students? ☐☐☐ students Private school teachers: Index = 29.72 (10.03, 49.40) Public school teachers: Index = 14.99 (10.18, 19.80) [There is a significance difference in the means of the original interview and the reinterview for the public school teachers. Therefore, the index cannot be used to evaluate the question.]

1999–2000 Question	2003–04 Question
Question 7	Question 14 (Private school teachers) Question 13 (Public school teachers)
Of all the students you teach at this school, how many are of limited-English proficiency? ⬚⬚⬚⬚ students Private school teachers: Index = 26.8 (2.8, 50.8) Public school teachers: Index = 40.7 (23.4, 58.0)	Of all the students you teach at this school, how many are of limited-English proficiency? ⬚⬚⬚⬚ students Private school teachers: Index = 66.05 (55.12, 76.98) Public school teachers: Index = 40.14 (31.53, 48.76)

Measures

The indexes and GDRs for the questions in each reinterview questionnaire are contained in the following pages. For each index and GDR, the lower confidence level (LCL) and upper confidence level (UCL) are also presented. The following notes are used with the results:

- If there is an "R" next to the answer category, then that category is rare.
- If there is an "N" next to the answer category, it means that the NDR for that category is significant.
- If Interpretation is given as "unreliable (not problematic)," then the index for that category is unreliable, but the answer category is not problematic.
- If Interpretation is given as "unreliable (problematic)," then the index for that category is unreliable, and the answer category is problematic.
- If Interpretation is given as "unreliable (NDR sig)," then the index for that category is unreliable, because the NDR is significant for that answer category.

The Index is not reported in the following cases:

- rare categories;
- Bowker Test failed for multiple category questions;
- *t* test failed for quantitative questions;
- NDR is significant; or
- sample size less than 138.

GDR is not reported in the following cases:

- Bowker Test failed for multiple category questions;
- NDR is significant; or
- quantitative questions (there is no GDR, just the index).

Principal Reinterview Questionnaire—Private School Principals

Question: 1
What is the highest degree you have earned?
Item: A0039
sample size = 274

1 = Associate Degree
2 = Bachelor's Degree (B.A., B.S., B.E., etc.)
3 = Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc)
4 = Education specialist or professional diploma (at least one year beyond master's level)
5 = Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
6 = Do not have a degree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	14.74	11.44	20.15	10.22	7.21	13.23	**low**
1R				0.73	0.24	2.21	unreliable (not problematic)
2	4.96	2.41	10.22	1.82	0.89	3.75	low
3	13.92	9.67	20.17	6.93	4.76	10.09	low
4	28.70	19.94	41.58	6.93	4.76	10.09	moderate
5	18.45	9.65	34.41	2.55	1.39	4.71	low
6R				1.46	0.66	3.25	unreliable (not problematic)

Question: 2
How many total hours do you spend on ALL school-related activities for this school during a typical FULL WEEK?
Item: A0040
sample size = 268

Index	LCL	UCL	Interpretation
38.2531	26.0271	50.4791	**moderate**

Question: 3
How many total hours do you spend interacting with students during a typical FULL WEEK at this school?
Item: A0041
sample size = 269

Index	LCL	UCL	Interpretation
36.1098	30.2310	41.9886	**moderate**

Question: 4
How many months is the contract year for your position as principal/school head of this school?
Item: A0042
sample size = 272

1 = Less than 9 months
2 = 9 months
3 = 9-1/2 months
4 = 10 months
5 = 10-1/2 months
6 = 11 months
7 = 11-1/2 months
8 = 12 months

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	49.42	41.99	60.00	23.16	18.95	27.37	moderate
2R				3.68	2.20	6.15	unreliable (not problematic)
3R				2.21	1.14	4.27	unreliable (not problematic)
4	41.02	28.80	58.83	7.35	5.10	10.60	moderate
5R				4.78	3.04	7.51	unreliable (not problematic)
6	47.05	33.35	66.85	7.72	5.40	11.03	moderate
7R				2.57	1.40	4.75	unreliable (not problematic)
8	44.17	35.87	54.93	18.01	14.68	22.35	moderate

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Questions: 5a-5f
Please indicate the extent to which you agree or disagree with each of the following statements.

Question: 5a
The stress and disappointments involved in serving as principal/school head of this school
aren't really worth it.
Item: A0043
sample size = 275

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	65.28	57.54	75.86	33.45	28.77	38.13	**high**
1R				1.82	0.88	3.74	unreliable (not problematic)
2	66.33	51.77	85.76	13.45	10.56	17.33	high
3	81.57	69.93	96.10	28.00	24.04	32.95	high
4	52.10	43.81	62.58	23.64	19.91	28.34	high

Question: 5b
The faculty and staff at this school like being here;
I would describe them as a satisfied group.
Item: A0044
sample size = 276

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	72.44	63.71	84.39	32.61	27.97	37.25	**high**
1	69.84	60.20	81.82	29.35	25.33	34.35	high
2	69.68	59.09	82.98	25.36	21.54	30.16	high
3R				3.62	2.17	6.06	unreliable (not problematic)
4R				6.88	4.73	10.02	unreliable (problematic)

Question: 5c
If I could get a higher paying job, I'd leave education as soon as possible.
Item: A0046
sample size = 276

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	58.86	50.80	70.11	26.81	22.43	31.20	**high**
1R				1.81	0.88	3.72	unreliable (not problematic)
2	66.22	49.45	89.43	10.14	7.65	13.62	high
3	65.34	53.95	79.90	20.29	16.80	24.76	high
4N							unreliable (NDR sig)

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 5d
I think about transferring to another school.
Item: A0047
sample size = 275

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	51.24	43.98	61.43	25.45	21.13	29.78	**high**
1R				2.55	1.38	4.69	unreliable (not problematic)
2	41.30	31.68	54.32	12.00	9.27	15.72	moderate
3	83.74	68.16	103.88	18.18	14.85	22.50	high
4N							unreliable (NDR sig)

Question: 5e
I don't seem to have as much enthusiasm now as I did when I began my career as a principal/school head.
Item: A0048
sample size = 276

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	57.94	51.65	66.45	37.68	32.88	42.48	**high**
1R				6.16	4.14	9.16	unreliable (problematic)
2	58.29	48.83	70.28	22.83	19.16	27.47	high
3	72.96	61.45	87.48	23.91	20.18	28.63	high
4	44.81	37.47	54.13	22.46	18.82	27.09	moderate

Question: 5f
I think about staying home from school because I'm just too tired to go.
Item: A0049
sample size = 276

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	65.27	57.02	76.62	30.43	25.88	34.99	**high**
1R				1.45	0.65	3.23	unreliable (not problematic)
2	49.93	38.11	66.00	11.59	8.91	15.25	moderate
3	82.93	68.78	100.99	21.01	17.47	25.54	high
4	64.09	54.69	75.85	26.81	22.92	31.69	high

Question: 6
In your opinion, what percentage of teachers in this school are presently teaching to high academic standards?
Item: A0149
sample size = 271

Index	LCL	UCL	Interpretation
45.9482	18.8155	73.0808	**moderate**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Questions: 7-9

Not for Private Principals

Question: 10
LAST school year (2002-03), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?
Item: A0189
sample size = 268

Index	LCL	UCL	Interpretation
39.8696	35.9537	43.7854	**moderate**

Question: 11
What was the total number of suspensions during the LAST school year (2003-03)?
Item: A0190
sample size = 261

Index	LCL	UCL	Interpretation
21.5744	2.0447	41.1041	**moderate**

Questions: 12a-12c
LAST school year (2002-03), what percentage of students had at least one parent or guardian participating in the following events?

Question: 12a
Open house or back-to-school night
Item: A0234
sample size = 273

1 = 0-25%
2 = 26-50%
3 = 51-75%
4 = 51-75%
5 = Not applicable

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	49.67	43.05	58.88	28.21	23.72	32.69	**moderate**
1R				5.13	3.32	7.93	unreliable (problematic)
2	51.90	35.21	76.90	6.23	4.19	9.26	high
3	59.09	47.58	74.10	16.85	13.62	21.07	high
4	43.59	36.01	53.30	20.51	16.99	25.03	moderate
5	43.84	31.07	62.29	7.69	5.38	10.99	moderate

Question: 12b
All regularly scheduled schoolwide parent-teacher conferences
Item: A0235
sample size = 273

1 = 0-25%
2 = 26-50%
3 = 51-75%
4 = 51-75%
5 = Not applicable

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	40.17	33.51	49.85	19.41	15.48	23.35	**moderate**
1R				3.30	1.92	5.67	unreliable (not problematic)
2	70.52	49.51	101.14	7.33	5.08	10.56	high
3	56.10	43.04	73.79	12.09	9.34	15.83	high
4	29.62	22.83	38.77	12.45	9.66	16.24	moderate
5	22.01	13.02	36.99	3.66	2.19	6.13	moderate

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 12c
One or more special subject-area events (e.g., science fair, concerts, etc.)
Item: A0236
sample size = 271

1 = 0-25%
2 = 26-50%
3 = 51-75%
4 = 51-75%
5 = Not applicable
```

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	60.65	53.96	69.74	37.27	32.44	42.10	**high**
1N							unreliable (NDR sig)
2	93.44	70.22	125.43	10.70	8.11	14.29	high
3	72.76	61.53	86.90	25.09	21.26	29.92	high
4	50.32	42.48	60.20	24.72	20.91	29.53	high
5N							unreliable (NDR sig)

```
Question: 13
What is your current ANNUAL salary for your position at this school before taxes and deductions?
Item: A0263
sample size = 238
```

Index	LCL	UCL	Interpretation
9.0324	**–1.3120**	**19.3768**	low

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Principal Reinterview Questionnaire—Public School Principals

Question: 1
What is the highest degree you have earned?
Item: A0039
sample size = 1,052

1 = Associate Degree
2 = Bachelor's Degree (B.A., B.S., B.E., etc.)
3 = Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc)
4 = Education specialist or professional diploma (at least one year beyond master's level)
5 = Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
6 = Do not have a degree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	32.09	28.95	35.91	18.06	16.11	20.01	**moderate**
2R				1.24	0.79	1.94	unreliable (not problematic)
3	33.21	29.65	37.29	16.44	14.69	18.45	moderate
4N							unreliable (NDR sig)
5	11.40	7.70	16.81	1.71	1.16	2.52	low

Question: 2
How many total hours do you spend on ALL school-related activities for this school during a typical FULL WEEK?
Item: A0040
sample size = 1,015

Index	LCL	UCL	Interpretation
44.1596	33.1844	55.135	**moderate**

Question: 3
How many total hours do you spend interacting with students during a typical FULL WEEK at this school?
Item: A0041
sample size = 1,035

Failed *t* test

Question: 4
How many months is the contract year for your position as principal/school head of this school?
Item: A0042
sample size = 1,041

1 = Less than 9 months
2 = 9 months
3 = 9-1/2 months
4 = 10 months
5 = 10 –1/2 months
6 = 11 months
7 = 11-1/2 months
8 = 12 months

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	31.75	28.79	35.33	19.79	17.76	21.82	**moderate**
1N							unreliable (NDR sig)
2R				0.86	0.50	1.49	unreliable (not problematic)
3R				1.06	0.65	1.73	unreliable (not problematic)
4	35.77	29.36	43.68	6.24	5.09	7.65	moderate
5	54.48	46.70	63.71	9.80	8.33	11.53	high
6N							unreliable (NDR sig)
7R				2.02	1.41	2.88	unreliable (not problematic)
8	15.83	13.29	18.91	7.78	6.48	9.34	low

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Questions: 5a-5f
Please indicate the extent to which you agree or disagree with each of the following statements.

Question: 5a
The stress and disappointments involved in serving as principal/school head of this school aren't
really worth it.
Item: A0043
sample size = 1,038

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree
```

		Index	Index		GDR	GDR	
Category	Index	LCL	UCL	GDR	LCL	UCL	Interpretation
Aggregate	65.20	61.34	69.70	38.92	36.43	41.41	**high**
1R				3.56	2.72	4.67	unreliable (not problematic)
2N							unreliable (NDR sig)
3	76.63	70.76	83.20	28.52	26.34	30.95	high
4	53.79	49.46	58.65	26.49	24.37	28.88	high

```
Question: 5b
The faculty and staff at this school like being here; I would describe them as a satisfied group.
Item: A0044
sample size = 1,040

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree
```

		Index	Index		GDR	GDR	
Category	Index	LCL	UCL	GDR	LCL	UCL	Interpretation
Aggregate	62.43	58.35	67.22	34.13	31.72	36.55	**high**
1N							unreliable (NDR sig)
2	60.40	55.64	65.74	27.31	25.17	29.71	high
3R				8.27	6.93	9.87	unreliable (problematic)
4R				5.87	4.75	7.24	unreliable (problematic)

```
Question: 5c
If I could get a higher paying job, I'd leave education as soon as possible.
Item: A0046
sample size = 1,038

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree
```

		Index	Index		GDR	GDR	
Category	Index	LCL	UCL	GDR	LCL	UCL	Interpretation
Aggregate	63.59	59.94	67.84	40.46	37.96	42.97	**high**
1	60.50	50.60	72.52	7.51	6.24	9.05	high
2	76.79	69.37	85.22	19.85	17.94	22.01	high
3	78.97	73.24	85.37	30.83	28.60	33.32	high
4	45.50	41.46	50.07	22.74	20.73	25.01	moderate

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 5d
I think about transferring to another school.
Item: A0047
sample size = 1,039
```

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	54.25	50.39	58.80	30.41	28.07	32.76	**high**
1N							unreliable (NDR sig)
2	59.01	53.04	65.81	18.38	16.54	20.49	high
3	72.22	64.96	80.49	18.58	16.72	20.69	high
4	40.02	36.05	44.54	18.96	17.09	21.09	moderate

```
Question: 5e
I don't seem to have as much enthusiasm now as I did when I began my career as a principal/school
head.
Item: A0048
sample size = 1,041
```

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

Failed Bowker Test

```
Question: 5f
I think about staying home from school because I'm just too tired to go.
Item: A0049
sample size = 1,042
```

1 = Strongly agree
2 = Somewhat agree
3 = Somewhat disagree
4 = Strongly disagree

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	64.45	59.49	70.33	26.97	24.71	29.23	**high**
1R				3.84	2.96	4.98	unreliable (not problematic)
2	62.45	54.19	72.14	11.32	9.84	13.07	high
3	77.53	69.62	86.57	18.04	16.21	20.13	high
4	54.35	49.25	60.14	20.73	18.79	22.92	high

```
Question: 6
In your opinion, what percentage of teachers in this school are presently teaching to high
academic standards?
Item: A0149
sample size = 1,026
```

Failed *t* test

```
Question: 7a
Does this school have a formal school improvement plan?
Item: A0160
sample size = 1,014
```

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	46.12	38.90	54.81	8.38	7.01	10.02	**moderate**
1	46.12	38.90	54.81	8.38	7.01	10.02	moderate
2	46.12	38.90	54.81	8.38	7.01	10.02	moderate

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Questions: 7b(1) -7b(3)
Do you use any of the following to assess this school's progress on that plan?


Question: 7b(1)
State or national tests
Item: A0161
sample size = 825

1 = Yes
2 = No

This question is not problematic.  This is a Yes/No question that has a rare category and the GDR is
less than 5 percent.

Category       GDR        LCL        UCL

Aggregate      3.52       2.59       4.77
       1       3.52       2.59       4.77
       2R      3.52       2.59       4.77


Question: 7b(2)
Parent or student surveys
Item: A0162
sample size = 822

1 = Yes
2 = No

Index calculated using Hui-Walter Method
NDR was Significant (Yes/No question)

          Index      Index                  GDR        GDR
Index     LCL        UCL        GDR          LCL        UCL          Interpretation

59.91     55.8493    63.9677    15.57        13.66      17.82        high


Question: 7b(3)
Student portfolios
Item: A0163
sample size = 820

1 = Yes
2 = No

                         Index      Index                  GDR        GDR
Category      Index      LCL        UCL        GDR          LCL        UCL          Interpretation

Aggregate     54.54      49.71      60.04      27.07        24.69      29.79        high
        1     54.54      49.71      60.04      27.07        24.69      29.79        high
        2     54.54      49.71      60.04      27.07        24.69      29.79        high


Question: 8a
Has either your district or state established school PERFORMANCE standards?
Item: A0164
sample size = 1,006

1 = Yes
2 = No

                         Index      Index                  GDR        GDR
Category      Index      LCL        UCL        GDR          LCL        UCL          Interpretation

Aggregate     70.04      60.22      81.69      10.44        8.99       12.16        high
        1     70.04      60.22      81.69      10.44        8.99       12.16        high
        2     70.04      60.22      81.69      10.44        8.99       12.16        high
```

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 8b
LAST school year (2002-03), was this school evaluated on district or state PERFORMANCE standards?
Item: A0165
sample size = 856

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	91.33	77.25	108.29	10.05	8.51	11.90	**high**
1	91.33	77.25	108.29	10.05	8.51	11.90	high
2	91.33	77.25	108.29	10.05	8.51	11.90	high

Question: 9 - page 6
Which of the following best describes this school's performance last year?
Item: A0166
sample size = 883

1 = Passed all district and state performance standards
2 = Passed most district and state performance standards
3 = Passed some district and state performance standards
4 = Passed no district and state performance standards

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	50.38	46.49	55.02	30.12	27.58	32.66	**high**
1N							unreliable (NDR sig)
2N							unreliable (NDR sig)
3N							unreliable (NDR sig)
4R				0.79	0.43	1.46	unreliable (not problematic)

Question: 10
LAST school year (2002-03), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?
Item: A0189
sample size = 1,001

Index	LCL	UCL	Interpretation
80.9907	51.5164	110.465	**high**

Question: 11
What was the total number of suspensions during the LAST school year (2003-03)?
Item: A0190
sample size = 912

Index	LCL	UCL	Interpretation
28.2953	23.9523	32.638	**moderate**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Questions: 12a-12c
LAST school year (2002-03), what percentage of students had at least one parent or guardian
participating in the following events?

Question: 12a
Open house or back-to-school night
Item: A0234
sample size = 1,024

1 = 0-25%
2 = 26-50%
3 = 51-75%
4 = 51-75%
5 = Not applicable
```

		Index	Index		GDR	GDR	
Category	Index	LCL	UCL	GDR	LCL	UCL	Interpretation
Aggregate	53.66	50.41	57.45	38.18	35.69	40.68	**high**
1	63.47	54.33	74.34	9.77	8.29	11.51	high
2	60.50	54.60	67.21	19.73	17.81	21.90	high
3	70.78	64.87	77.43	25.29	23.19	27.66	high
4	35.71	31.97	40.00	17.48	15.66	19.57	moderate
5R				4.10	3.18	5.28	unreliable (not problematic)

```
Question: 12b
All regularly scheduled schoolwide parent-teacher conferences
Item: A0235
sample size = 1,018

1 = 0-25%
2 = 26-50%
3 = 51-75%
4 = 51-75%
5 = Not applicable
```

		Index	Index		GDR	GDR	
Category	Index	LCL	UCL	GDR	LCL	UCL	Interpretation
Aggregate	45.14	41.97	48.87	31.43	29.04	33.83	**moderate**
1	66.32	57.24	77.05	10.81	9.34	12.54	high
2	55.04	48.83	62.21	15.42	13.69	17.42	high
3	62.65	56.43	69.73	19.25	17.35	21.42	high
4N							unreliable (NDR sig)
5	37.05	29.79	46.18	5.30	4.24	6.63	moderate

```
Question: 12c
One or more special subject-area events (e.g., science fair, concerts, etc.)
Item: A0236
sample size = 1,012

1 = 0-25%
2 = 26-50%
3 = 51-75%
4 = 51-75%
5 = Not applicable
```

		Index	Index		GDR	GDR	
Category	Index	LCL	UCL	GDR	LCL	UCL	Interpretation
Aggregate	69.56	66.32	73.34	51.38	48.80	53.97	**high**
1N							unreliable (NDR sig)
2	80.87	74.30	88.26	26.58	24.43	29.00	high
3	83.38	77.67	89.74	33.99	31.68	36.58	high
4	50.98	46.47	56.08	23.32	21.27	25.64	high
5R				6.82	5.60	8.31	unreliable (problematic)

```
Question: 13
What is your current ANNUAL salary for your position at this school before taxes and deductions?
Item: A0263
sample size = 992
```

Index	LCL	UCL	Interpretation
9.5509	5.7974	13.304	**low**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

School Reinterview Questionnaire—Private Schools

Questions: 1a-1f
Around the first of October, how many students enrolled in grades K-12 and comparable ungraded levels were-

Question: 1a
Hispanic, regardless of race?
Item: S0417
sample size = 226

Index	LCL	UCL	Interpretation
4.986	3.025	6.947	**low**

Question: 1b
White, not of Hispanic origin?
Item: S0418
sample size = 222

Index	LCL	UCL	Interpretation
3.447	0.282	6.612	**low**

Question: 1c
Black, not of Hispanic origin?
Item: S0419
sample size = 218

Index	LCL	UCL	Interpretation
0.410	0.034	0.786	**low**

Question: 1d
Asian or Pacific Islander?
Item: S0420
sample size = 215

Index	LCL	UCL	Interpretation
2.293	-1.690	6.277	**low**

Question: 1e
American Indian or Alaska Native?
Item: S0421
sample size = 207

Index	LCL	UCL	Interpretation
0.515	-0.039	1.068	**low**

Question: 1f
Total students
Item: S0422
sample size = 218

Index	LCL	UCL	Interpretation
2.189	0.304	4.075	**low**

Question: 2
For this school year (2003-04), what is the Average Daily Attendance (ADA) at this school?
Item: S0423
sample size = 201

Index	LCL	UCL	Interpretation
79.850	44.536	115.164	**high**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 3
What is the current capacity of this school's building(s)?
Item: S0429
sample size = 225

Index	LCL	UCL	Variance
4.990	1.303	8.677	**low**

Question: 4a
Does this school have one or more temporary buildings?
Item: S0430
sample size = 238

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	25.42	16.81	38.65	6.30	4.13	9.61	**moderate**
1	25.42	16.81	38.65	6.30	4.13	9.61	moderate
2	25.42	16.81	38.65	6.30	4.13	9.61	moderate

Question: 4b
What is the capacity of the temporary building(s)?
Item: S0431
sample size = 25

Small sample size

Questions: 5-7

Not for the Private Schools

Question: 8
Around the first of October, how many TEACHERS held full-time or part-time positions or assignment in this school?

Full-time
Item: S0513
sample size = 241

Index	LCL	UCL	Interpretation
2.801	1.056	4.547	**low**

Part-time
Item: S0514

Not on original Private School Questionnaire

Questions: 9a-9f
Of the full-time and part-time TEACHERS in this school around the first of October, how many were–

Question: 9a
Hispanic, regardless of race?
Item: S0515
sample size = 226

Index	LCL	UCL	Interpretation
45.366	7.288	83.443	**moderate**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9b
White, not of Hispanic origin?
Item: S0516
sample size = 225

Index	LCL	UCL	Interpretation
4.623	1.637	7.609	**low**

Question: 9c
Black, not of Hispanic origin?
Item: S0517
sample size = 215

Index	LCL	UCL	Interpretation
7.759	1.527	13.990	**low**

Question: 9d
Asian or Pacific Islander?
Item: S0518
sample size = 212

Index	LCL	UCL	Interpretation
0.191	0.005	0.376	**low**

Question: 9e
American Indian or Alaska Native?
Item: S0519
sample size = 206

Index	LCL	UCL	Interpretation
5.015	1.153	8.877	**low**

Question: 9f
Total Teachers
Item: S0520
sample size = 234

Index	LCL	UCL	Interpretation
2.724	1.133	4.316	**low**

Question: 10
Of the students enrolled in this school, how many have an Individual Education Plan (IEP)
Because they have special needs?
Item: S0604
sample size = 232

Index	LCL	UCL	Interpretation
5.685	0.583	10.786	**low**

Question: 11a
Does this school primarily serve students with disabilities?
Item: S0605
sample size = 127

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	5.51	2.99	10.17
1	5.51	2.99	10.17
2	5.51	2.99	10.17

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 11b
How many IEP students are in each of the following settings?

All day in a regular classroom
Item: S0606
sample size = 52

Small sample size

Most of the day in a regular classroom
Item: S0607
sample size = 25

Small sample size

Some of the day in a regular classroom
Item: S0608
sample size = 8

Small sample size

Little or none of the day in a regular classroom
Item: S0609
sample size = 7

Small sample size


Question: 12a
Of the students enrolled in this school as of October 1, have any been identified as
limited-English proficient

Item: S0610
sample size = 232

1 = Yes
2 = No

                        Index    Index              GDR    GDR
Category     Index       LCL      UCL      GDR       LCL    UCL     Interpretation

Aggregate    35.75      25.44    50.69     9.05      6.33   12.94   moderate
        1    35.75      25.44    50.69     9.05      6.33   12.94   moderate
        2    35.75      25.44    50.69     9.05      6.33   12.94   moderate


Question: 12b
How many limited-English proficient students are enrolled in this school?
Item: S0611
sample size = 25

Small sample size


Question: 13a
Does this school have any prekindergarten students?
Item: S0630

Not on original Private School Questionnaire


Question: 13b
Around the first of October, how many prekindergarten students were enrolled in this school?
Item: S0631

Not on original Private School Questionnaire
```

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 14
Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?
Item: S0632
sample size = 241

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	1.08	0.24	4.86	0.41	0.09	1.86	**low**
1	1.08	0.24	4.86	0.41	0.09	1.86	low
2	1.08	0.24	4.86	0.41	0.09	1.86	low

Question: 15
Around the first of October, how many students at this school were APPROVED for free or reduced-price lunches?

Prekindergarten students approved
Item: S0633
sample size = 56

Small sample size

Other students approved (kindergarten and higher)
Item: S0634
sample size = 59

Small sample size

Question: 16
Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?
Item: S0635
sample size = 239

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	11.30	6.48	19.52	3.77	2.19	6.47	**low**
1	11.30	6.48	19.52	3.77	2.19	6.47	low
2	11.30	6.48	19.52	3.77	2.19	6.47	low

Question: 17
How many students participate in the Title 1 program?

Prekindergarten students participating
Item: S0636
sample size = 47

Small sample size

Other students participating (kindergarten and higher)
Item: S0637
sample size = 48

Small sample size

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

School Reinterview Questionnaire—Public Schools

```
Questions: 1a-1f
Around the first of October, how many students enrolled in grades K-12 and comparable ungraded
levels were-
```

```
Question: 1a
Hispanic, regardless of race?
Item: S0417
sample size = 633
```

Index	LCL	UCL	Interpretation
19.3464	3.1881	35.505	**low**

```
Question: 1b
White, not of Hispanic origin?
Item: S0418
sample size = 621
```

Index	LCL	UCL	Interpretation
27.4223	10.0822	44.762	**moderate**

```
Question: 1c
Black, not of Hispanic origin?
Item: S0419
sample size = 626
```

Index	LCL	UCL	Interpretation
3.6103	-14.3896	21.610	**low**

```
Question: 1d
Asian or Pacific Islander?
Item: S0420
sample size = 614
```

Index	LCL	UCL	Interpretation
7.2098	4.6359	9.784	**low**

```
Question: 1e
American Indian or Alaska Native?
Item: S0421
sample size = 603
```

Index	LCL	UCL	Interpretation
89.6797	63.6400	115.719	**high**

```
Question: 1f
Total students
Item: S0422
sample size = 614
```

Index	LCL	UCL	Interpretation
23.3378	9.7729	36.903	**moderate**

```
Question: 2
For this school year (2003-04), what is the Average Daily Attendance (ADA) at this school?
Item: S0423
sample size = 560
```

Index	LCL	UCL	Interpretation
80.5973	63.8118	97.383	**high**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 3
What is the current capacity of this school's building(s)?
Item: S0429
sample size = 563

Index	LCL	UCL	Interpretation
11.3031	1.8736	20.732	**low**

Question: 4a
Does this school have one or more temporary buildings?
Item: S0430
sample size = 647

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	14.25	11.04	18.46	6.03	4.64	7.84	**low**
1	14.25	11.04	18.46	6.03	4.64	7.84	low
2	14.25	11.04	18.46	6.03	4.64	7.84	low

Question: 4b
What is the capacity of the temporary building(s)?
Item: S0431
sample size = 147

Index	LCL	UCL	Interpretation
23.1475	14.5655	31.730	**moderate**

Question: 5
Does this school receive performance reports from the district that cover such things as students' scores on achievement tests or graduation rates?
Item: S0455
sample size = 647

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	65.75	53.66	80.87	9.13	7.38	11.31	**high**
1	65.75	53.66	80.87	9.13	7.38	11.31	high
2	65.75	53.66	80.87	9.13	7.38	11.31	high

Question: 6
Regardless of source, does this school have performance reports?
Item: S0456
sample size = 64

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	9.38	4.85	18.13
1	9.38	4.85	18.13
2	9.38	4.85	18.13

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Questions: 7a-7e
Does this school use these performance reports to-

Question: 7a
Evaluate the progress of students in this school?
Item: S0457
sample size = 630

1 = Yes
2 = No

This question is not problematic. This is a Yes/No question that has a rare category and the GDR is less than 5 percent.

Category	GDR	LCL	UCL
Aggregate	1.90	1.19	3.05
1	1.90	1.19	3.05
2R	1.90	1.19	3.05

Question: 7b
Determine the next year's instructional focus?
Item: S0458
sample size = 626

1 = Yes
2 = No

Index calculated using Hui-Walter Method
NDR was Significant (Yes/No question)

Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
90.10	88.4421	91.7615	8.15	6.47	10.25	**high**

Question: 7c
Realign the curriculum, such as with content standards and/or other indicator criteria?
Item: S0459
sample size = 621

1 = Yes
2 = No

This question is problematic. This is a Yes/No question that has a rare category and the GDR is greater than 5 percent.

Category	GDR	LCL	UCL
Aggregate	5.80	4.41	7.62
1	5.80	4.41	7.62
2R	5.80	4.41	7.62

Question: 7d
Inform parents and the community of the school's progress?
Item: S0460
sample size = 629

1 = Yes
2 = No

This question is not problematic. This is a Yes/No question that has a rare category and the GDR is less than 5 percent.

Category	GDR	LCL	UCL
Aggregate	1.59	0.95	2.66
1	1.59	0.95	2.66
2R	1.59	0.95	2.66

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 7e
Prompt school-level initiatives for improvement?
Item: S0461
sample size = 622

1 = Yes
2 = No

Index calculated using Hui-Walter Method
NDR was Significant (Yes/No question)

Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
92.48	89.2626	95.6988	5.31	3.99	7.06	**high**

Question: 8
Around the first of October, how many TEACHERS held full-time or part-time positions or assignment in this school?

Full-time
Item: S0513
sample size = 656

Index	LCL	UCL	Interpretation
5.9598	0.3051	11.615	**low**

Part-time
Item: S0514
sample size = 579

Index	LCL	UCL	Interpretation
23.0014	14.4267	31.576	**moderate**

Questions: 9a-9f
Of the full-time and part-time TEACHERS in this school around the first of October, how many were-

Question: 9a
Hispanic, regardless of race?
Item: S0515
sample size = 637

Index	LCL	UCL	Interpretation
43.5287	15.7858	71.272	**moderate**

Question: 9b
White, not of Hispanic origin?
Item: S0516
sample size = 633

Index	LCL	UCL	Interpretation
9.8034	5.1893	14.417	**low**

Question: 9c
Black, not of Hispanic origin?
Item: S0517
sample size = 626

Index	LCL	UCL	Interpretation
0.5583	-0.0080	1.125	**low**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9d
Asian or Pacific Islander?
Item: S0518
sample size = 608

Index	LCL	UCL	Interpretation
6.9949	-0.9236	14.913	**low**

Question: 9e
American Indian or Alaska Native?
Item: S0519
sample size = 601

Index	LCL	UCL	Interpretation
28.2615	-34.7632	91.286	**moderate**

Question: 9f
Total Teachers
Item: S0520
sample size = 627

Index	LCL	UCL	Interpretation
6.5703	3.3952	9.745	**low**

Question: 10
Of the students enrolled in this school, how many have an Individual Education Plan (IEP)
Because they have special needs?
Item: S0604
sample size = 596

Index	LCL	UCL	Interpretation
8.6688	4.4957	12.842	**low**

Question: 11a
Does this school primarily serve students with disabilities?
Item: S0605
sample size = 618

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	71.38	58.29	87.76	9.55	7.71	11.82	**high**
1	71.38	58.29	87.76	9.55	7.71	11.82	high
2	71.38	58.29	87.76	9.55	7.71	11.82	high

Question: 11b How many IEP students are in each of the following settings?

All day in a regular classroom
Item: S0606
sample size = 351

Index	LCL	UCL	Interpretation
43.9531	24.7582	63.148	**moderate**

Most of the day in a regular classroom
Item: S0607
sample size = 392

Index	LCL	UCL	Interpretation
29.8459	11.7861	47.906	**moderate**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Some of the day in a regular classroom
Item: S0608
sample size = 346

Index	LCL	UCL	Interpretation
38.4295	29.5428	47.316	**moderate**

Little or none of the day in a regular classroom
Item: S0609
sample size = 332

Index	LCL	UCL	Interpretation
21.1609	9.1916	33.130	**moderate**

Question: 12a
Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?
Item: S0610
sample size = 578

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	15.48	12.20	19.71	7.61	5.94	9.75	**low**
1	15.48	12.20	19.71	7.61	5.94	9.75	low
2	15.48	12.20	19.71	7.61	5.94	9.75	low

Question: 12b
How many limited-English proficient students are enrolled in this school?
Item: S0611
sample size = 325

Index	LCL	UCL	Interpretation
3.7025	1.3593	6.046	**low**

Question: 13a
Does this school have any prekindergarten students?
Item: S0630
sample size = 654

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	11.93	9.02	15.83	5.05	3.79	6.71	**low**
1	11.93	9.02	15.83	5.05	3.79	6.71	low
2	11.93	9.02	15.83	5.05	3.79	6.71	low

Question: 13b
Around the first of October, how many prekindergarten students were enrolled in this school?
Item: S0631
sample size = 139

Index	LCL	UCL	Interpretation
5.6240	0.9791	10.269	**low**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 14
Does this school participate in the National School Lunch Program (that is, the federal free or
reduced-price lunch program)?
Item: S0632
sample size = 652

1 = Yes
2 = No
```

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	8.27	4.48	15.28	1.07	0.58	1.98	low
1	8.27	4.48	15.28	1.07	0.58	1.98	low
2	8.27	4.48	15.28	1.07	0.58	1.98	low

```
Question: 15
Around the first of October, how many students at this school were APPROVED for free or reduced-
price lunches?

Prekindergarten students approved
Item: S0633
sample size = 366
```

Index	LCL	UCL	Interpretation
47.7849	14.8565	80.713	moderate

```
Other students approved (kindergarten and higher)
Item: S0634
sample size = 519
```

Index	LCL	UCL	Interpretation
11.0196	-2.2353	24.274	low

```
Question: 16
Around the first of October, did any students enrolled in this school receive Title I services at
this school, or at any other location?
Item: S0635
sample size = 604

1 = Yes
2 = No
```

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	18.08	14.55	22.56	8.61	6.86	10.81	low
1	18.08	14.55	22.56	8.61	6.86	10.81	low
2	18.08	14.55	22.56	8.61	6.86	10.81	low

```
Question: 17
How many students participate in the Title 1 program?

Prekindergarten students participating
Item: S0636
sample size = 208
```

Index	LCL	UCL	Interpretation
27.1333	10.0624	44.204	moderate

```
Other students participating (kindergarten and higher)
Item: S0637
sample size = 268
```

Index	LCL	UCL	Interpretation
4.1270	-7.3591	15.613	low

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Private Teacher Reinterview Questionnaire

Question: 1
In what year did you begin teaching, either full-time or part-time, at the elementary or secondary level?
Item: T0035
sample size = 290

Index	LCL	UCL	Interpretation
2.6046	0.1863	5.0230	**low**

Question: 2
Which statement best describes the way YOUR classes at this school are organized?
Item: T0066
sample size = 293

1 = You instruct several classes of different student most or all of the day in one or more subjects (such as algebra, history, biology). (Departmentalized Instruction)
2 = You are an elementary school teacher who teaches only one subject (such as art, music, physical education or computer skills). *Elementary Enrichment Class)
3 = You instruct the same group of students all or most of the day in multiple subjects. (Self-Contained Class)
4 = You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching a single group of students. (Team Teaching)
5 = You instruct selected students released from their regular classes in specific skills or to address specific needs (such as gifted and talented, special education, reading, English as a Second Language). (Pull-Out" Class)

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	15.19	11.82	20.66	9.90	7.03	12.77	**low**
1	14.80	10.47	21.04	7.17	5.02	10.24	low
2	27.91	18.90	41.38	5.80	3.90	8.62	moderate
3	7.79	4.76	12.75	3.75	2.30	6.13	low
4R				2.39	1.30	4.41	unreliable (not problematic)
5R				0.68	0.23	2.06	unreliable (not problematic)

Question: 3
This school year, what is your MAIN teaching assignment field at this school?
Item: T0075
sample size = 138

1 = Elementary Education
2 = Special Education
3 = Arts & Music
4 = English and Language Arts
5 = English as a Second Language
6 = Foreign Languages
7 = Health Education

8 = Mathematics and Computer Science
9 = Natural Sciences
10 = Social Sciences
11 = Vocational/Technical Education
12 = Miscellaneous
13 = Other

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	8.18	5.71	13.93	7.25	3.62	10.88	**low**
1R				2.90	1.30	6.46	unreliable (not problematic)
2R				0.72	0.16	3.25	unreliable (not problematic)
3	0.00	0.00	6.87	0.00	0.00	1.96	low
4	8.26	3.29	20.72	2.17	0.87	5.44	low
6	0.00	0.00	10.18	0.00	0.00	1.96	low
7	0.00	0.00	16.18	0.00	0.00	1.96	low
8	13.41	5.42	30.53	2.90	1.30	6.46	low
9	10.32	3.34	26.68	2.17	0.87	5.44	low
10	9.88	3.26	29.94	1.45	0.48	4.38	low
11R				1.45	0.48	4.38	unreliable (not problematic)
12	5.65	1.26	25.43	0.72	0.16	3.25	low
13R				0.00	0.00	1.96	unreliable (not problematic)

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 4a
Do you have a bachelor's degree?
Item: T0116
sample size = 299

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	8.14	3.65	18.18	1.34	0.60	2.98	**low**
1	8.14	3.65	18.18	1.34	0.60	2.98	low
2	8.14	3.65	18.18	1.34	0.60	2.98	low

Question: 4b
In what year did you receive your bachelor's degree?
Item: T0117
sample size = 257

Index	LCL	UCL	Interpretation
0.2321	0.0912	0.3729	**low**

Question: 4c
Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?
Item: T0118
sample size = 256

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	17.27	11.73	25.57	6.64	4.47	9.87	**low**
1	17.27	11.73	25.57	6.64	4.47	9.87	low
2	17.27	11.73	25.57	6.64	4.47	9.87	low

Question: 4d
What was your major field of study?
Item: T0119
sample size = 254

1 = Elementary Education
2 = Secondary Education
3 = Special Education
4 = Other Education
5 = Arts & Music
6 = English and Language Arts
7 = English as a Second Language
8 = Foreign Languages

9 = Mathematics and Computer Science
10 = Health Education
11 = Natural Sciences
12 = Social Sciences
13 = Vocational/Technical Education
14 = Miscellaneous
15 = Other

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	10.91	8.28	15.43	9.06	6.09	12.02	**low**
1	7.72	4.49	13.30	3.54	2.06	6.09	low
2R				1.97	0.96	4.04	unreliable (not problematic)
3R				0.39	0.09	1.76	unreliable (not problematic)
4R				0.39	0.09	1.76	unreliable (not problematic)
5	7.03	2.80	17.65	1.18	0.47	2.96	low
6	14.34	7.05	28.14	2.36	1.22	4.57	low
8R				1.57	0.71	3.51	unreliable (not problematic)
9	0.00	0.00	9.08	0.00	0.00	1.07	low
10R				0.39	0.09	1.76	unreliable (not problematic)
11	7.56	2.49	22.92	0.79	0.26	2.38	low
12	4.28	1.41	12.99	0.79	0.26	2.38	low
13R				1.18	0.47	2.96	unreliable (not problematic)
14R				1.57	0.71	3.51	unreliable (not problematic)
15R				1.97	0.96	4.04	unreliable (not problematic)

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 4e
Did you have a second major field of study?
Item: T0120
sample size = 242

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	26.78	20.30	35.70	12.40	9.47	16.44	**moderate**
1	26.78	20.30	35.70	12.40	9.47	16.44	moderate
2	26.78	20.30	35.70	12.40	9.47	16.44	moderate

Question: 4f
What was your second major field of study?
Item: T0121
sample size = 72

1 = Elementary Education	9 = Mathematics and Computer Science
2 = Secondary Education	10 = Health Education
3 = Special Education	11 = Natural Sciences
4 = Other Education	12 = Social Sciences
5 = Arts & Music	13 = Vocational/Technical Education
6 = English and Language Arts	14 = Miscellaneous
7 = English as a Second Language	15 = Other
8 = Foreign Languages	

Category	GDR	LCL	UCL
Aggregate	22.22	14.16	30.28
1	6.94	3.38	14.27
2	4.17	1.67	10.43
3	2.78	0.92	8.39
4	2.78	0.92	8.39
5	5.56	2.49	12.38
6	4.17	1.67	10.43
8	5.56	2.49	12.38
9	0.00	0.00	3.76
10	1.39	0.31	6.23
11	1.39	0.31	6.23
12	5.56	2.49	12.38
13	1.39	0.31	6.23
14	1.39	0.31	6.23
15	1.39	0.31	6.23

Question: 5a
Do you have a master's degree?
Item: T0123
sample size = 259

1 = Yes
2 = No

Index calculated using Hui-Walter Method
NDR was Significant (Yes/No question)

Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
5.45	5.2524	5.6468	2.32	1.20	4.48	**low**

Question: 5b
In what year did you receive your master's degree?
Item: T0124
sample size = 78

Small sample size

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 5c
Was this degree awarded by a university's Department or College of Education, or a college's
Department or School of Education?
Item: T0125
sample size = 78

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	5.13	2.30	11.42
1	5.13	2.30	11.42
2	5.13	2.30	11.42

Question: 5d
What was your major field of study?
Item: T0126
sample size = 76

1 = Elementary Education	9 = Mathematics and Computer Science
2 = Secondary Education	10 = Health Education
3 = Special Education	11 = Natural Sciences
4 = Other Education	12 = Social Sciences
5 = Arts & Music	13 = Vocational/Technical Education
6 = English and Language Arts	14 = Miscellaneous
7 = English as a Second Language	15 = Other
8 = Foreign Languages	

Category	GDR	LCL	UCL
Aggregate	13.16	6.78	19.54
1	5.26	2.36	11.72
2	2.63	0.87	7.95
3	1.32	0.29	5.90
4	3.95	1.58	9.88
5	0.00	0.00	3.56
6	0.00	0.00	3.56
8	0.00	0.00	3.56
9	0.00	0.00	3.56
10	0.00	0.00	3.56
11	0.00	0.00	3.56
12	0.00	0.00	3.56
13	1.32	0.29	5.90
14	3.95	1.58	9.88

Question: 6
How long did your practice teaching last?
Item: T0155
sample size = 290

1 = I had no practice teaching
2 = 4 weeks or less
3 = 5-7 weeks
4 = 8-11 weeks
5 = 12 weeks or more

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	36.19	31.05	43.36	24.48	20.33	28.64	**moderate**
1N							unreliable (NDR sig)
2R				3.10	1.81	5.33	unreliable (not problematic)
3	69.84	50.31	97.65	7.93	5.64	11.16	high
4	49.56	40.28	61.54	17.24	14.06	21.36	moderate
5N							unreliable (NDR sig)

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 7 part 1
Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies?
Item: T0156
sample size = 279

1 = Yes
2 = No

Index calculated using Hui-Walter Method
NDR was Significant (Yes/No question)

Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
46.45	41.6672	51.2346	12.90	10.09	16.69	**moderate**

Question: 7 part 2
How many courses?
Item: T0157
sample size = 214

1 = 1 or 2 courses
2 = 3 to 4 courses
3 = 5 to 9 courses
4 = 10 or more courses

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	57.07	50.84	65.80	42.52	36.96	48.08	**high**
1N							unreliable (NDR sig)
2	58.40	47.95	72.03	23.36	19.24	28.76	high
3	67.86	57.06	81.75	28.04	23.62	33.72	high
4	45.48	35.77	58.53	17.29	13.67	22.17	moderate

Question: 8
Which of the following describes how you obtained the teaching methods or teaching strategies coursework?
Item: T0159
sample size = 228

1 = Through an alternative program designed to expedite the transition of non-teachers to a
    teaching career (e.g., a state, district or university alternative program)
2 = Through a bachelor's degree granting program (B.A. or B.S.)
3 = Through a fifth year program (not leading to a master's degree)
4 = Through a master's degree granting program (M.A., M.S., M.Ed., M.A.T.)
5 = Through individual courses (not part of a program leading to a degree)
6 = Other

Failed Bowker Test

Question: 9a
Do you currently hold regular or full certification by an accrediting or certifying body OTHER THAN THE STATE?
Item: T0421
sample size = 295

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	48.88	38.52	62.57	13.56	10.74	17.30	**moderate**
1	48.88	38.52	62.57	13.56	10.74	17.30	moderate
2	48.88	38.52	62.57	13.56	10.74	17.30	moderate

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 9b
Some certificates may allow you to teach in multiple content areas.  In what content area(s) does
this teaching certificate allow you to teach at this school?
Item: T0422
sample size = 35
```

```
1 = Elementary Education                    8 = Mathematics and Computer Science
2 = Secondary Education                      9 = Health Education
3 = Special Education                        10 = Natural Sciences
4 = Arts & Music                             11 = Social Sciences
5 = English and Language Arts                12 = Vocational/Technical Education
6 = English as a Second Language             13 = Miscellaneous
7 = Foreign Languages                        14 = Other
```

Category	GDR	LCL	UCL
Aggregate	14.29	4.56	24.02
1	8.57	3.43	21.45
4	0.00	0.00	7.73
5	5.71	1.89	17.27
7	0.00	0.00	7.73
8	5.71	1.89	17.27
9	2.86	0.64	12.81
11	0.00	0.00	7.73
12	2.86	0.64	12.81
13	0.00	0.00	7.73
14	2.86	0.64	12.81

```
Question: 9b part 2
Which of the following grade ranges does this certification apply to?
```

```
Question: 9b. part 2 0423
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0423
sample size = 33
```

```
1 = Yes
2 = No
```

Category	GDR	LCL	UCL
Aggregate	6.06	2.01	18.32
1	6.06	2.01	18.32
2	6.06	2.01	18.32

```
Question: 9b part 2 0424
Secondary grades (including middle school)
Item: T0424
sample size = 33
```

```
1 = Yes
2 = No
```

Category	GDR	LCL	UCL
Aggregate	18.18	11.24	33.33
1	18.18	11.24	33.33
2	18.18	11.24	33.33

```
Question: 9b part 2 0425
Ungraded
Item: T0425
sample size = 33
```

```
1 = Yes
2 = No
```

Category	GDR	LCL	UCL
Aggregate	6.06	2.01	18.32
1	6.06	2.01	18.
2	6.06	2.01	18.32

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9c part 1
If there is an additional content area that the certificate described above allows you to teach,
please list it below. Otherwise, GO TO item 10a on page 11.
Item: T0427
sample size = 4

1 = Elementary Education	8 = Mathematics and Computer Science
2 = Secondary Education	9 = Health Education
3 = Special Education	10 = Natural Sciences
4 = Arts & Music	11 = Social Sciences
5 = English and Language Arts	12 = Vocational/Technical Education
6 = English as a Second Language	13 = Miscellaneous
7 = Foreign Languages	14 = Other

Category	GDR	LCL	UCL
Aggregate	100.00	100.00	100.00
1	75.00	73.21	144.44
2	25.00	23.21	94.44
4	25.00	23.21	94.44
5	25.00	23.21	94.44
7	25.00	23.21	94.44
13	25.00	23.21	94.44

Question: 9c part 2
Which of the following grade ranges does this certification apply to?

Question: 9c. part 2 0427
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0427
sample size = 5

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	54.12
1	0.00	0.00	54.12
2	0.00	0.00	54.12

Question 9c part 2
Which of the following grade ranges does this certification apply to?

Question: 9c. part 2 0428
Secondary grades (including middle school)
Item: T0428
sample size = 5

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	54.12
1	0.00	0.00	54.12
2	0.00	0.00	54.12

Question: 9c part 2 0429
Ungraded
Item: T0429
sample size = 5

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	54.12
1	0.00	0.00	54.12
2	0.00	0.00	54.12

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 9d part 1
If there is an additional content area that the certificate described above allows you to teach
please list it below.  Otherwise, GO TO item 10a on page 11.
Item: T0430
sample size = 3
```

```
1 = Elementary Education              8 = Mathematics and Computer Science
2 = Secondary Education               9 = Health Education
3 = Special Education                 10 = Natural Sciences
4 = Arts & Music                      11 = Social Sciences
5 = English and Language Arts         12 = Vocational/Technical Education
6 = English as a Second Language      13 = Miscellaneous
7 = Foreign Languages                 14 = Other
```

Category	GDR	LCL	UCL
Aggregate	33.33	0.00	78.10
4	0.00	0.00	90.20
8	0.00	0.00	90.20
10	33.33	33.66	123.20
13	33.33	33.66	123.20

```
Question: 9d part 2
Which of the following grade ranges does this certification apply to?
```

```
Question: 9d part 2 0431
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0431
sample size = 3
```

```
1 = Yes
2 = No
```

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	90.20
1	0.00	0.00	90.20
2	0.00	0.00	90.20

```
Question: 9d part 2 0432
Secondary grades (including middle school)
Item: T0432
sample size = 3
```

```
1 = Yes
2 = No
```

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	90.20
1	0.00	0.00	90.20

```
Question: 9d part 2 0433
Ungraded
Item: T0433
sample size = 3
```

```
1 = Yes
2 = No
```

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	90.20
1	0.00	0.00	90.20
2	0.00	0.00	90.20

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9e
If there is an additional content area that the certificate described in item 11b allows you to
teach, please list it below. Otherwise GO TO item 12 on page 15.
Items: T0434, T0435, T0436, T0437

There were no respondents who answered this question.

Question: 9f
If there is an additional content area that the certificate described in item 11b allows you to
teach, please list it below. Otherwise, GO TO item 12 on page 15.
Items: T0438, T0439, T0440, T0441

There were no respondents who answered this question.

Question: 10a
Do you have a current teaching certificate from this state?
Item: T0442
sample size = 283

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	5.06	2.74	9.35	2.47	1.34	4.56	**low**
1	5.06	2.74	9.35	2.47	1.34	4.56	low
2	5.06	2.74	9.35	2.47	1.34	4.56	low

Question: 10b – page 11
Which of the following describes this current teaching certificate you hold from this state?
Item: T0443
sample size = 149

1 = Regular or standard state certificate or advanced professional certificate
2 = Probationary certificate (issued after satisfying all requirements except the completion of a
    probationary period)
3 = Provisional or other type of certificate given to persons who are still participating in what
    the state calls an alternative certification program
4 = Temporary certificate (requires some additional college coursework, student teaching, and/or
    passage of a test before regular certification can be obtained)
5 = Waiver or emergency certificate (issued to persons with insufficient teacher preparation
    who must complete a regular certification program in order to continue teaching)

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	39.27	27.61	65.21	7.38	3.86	10.91	**moderate**
1	36.90	22.20	61.65	6.71	4.01	11.23	moderate
2R				2.68	1.21	5.98	unreliable (not problematic)
3R				4.03	2.08	7.79	unreliable (not problematic)
4R				1.34	0.44	4.06	unreliable (not problematic)
5R				0.00	0.00	1.82	unreliable (not problematic)

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10c part 1
Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked in item 10b allow you to teach in this state?
Item: T0444
sample size = 130

```
1 = Elementary Education            8 = Mathematics and Computer Science
2 = Secondary Education             9 = Health Education
3 = Special Education               10 = Natural Sciences
4 = Arts & Music                    11 = Social Sciences
5 = English and Language Arts       12 = Vocational/Technical Education
6 = English as a Second Language    13 = Miscellaneous
7 = Foreign Languages              14 = Other
```

Category	GDR	LCL	UCL
Aggregate	6.92	3.26	10.59
1	2.31	0.92	5.77
2	1.54	0.51	4.65
3	0.00	0.00	2.08
4	0.77	0.17	3.45
5	1.54	0.51	4.65
7	0.00	0.00	2.08
8	2.31	0.92	5.77
9	1.54	0.51	4.65
10	0.77	0.17	3.45
11	2.31	0.92	5.77
12	0.00	0.00	2.08
14	0.77	0.17	3.45

Question: 10c part 2
Which of the following grade ranges does this certification apply to?

Question: 10c part 2 0445
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0445
sample size = 127

```
1 = Yes
2 = No
```

Category	GDR	LCL	UCL
Aggregate	7.87	4.71	13.17
1	7.87	4.71	13.17
2	7.87	4.71	13.17

Question: 10c part 2 0446
Secondary grades (including middle school)
Item: T0446
sample size = 126

```
1 = Yes
2 = No
```

Category	GDR	LCL	UCL
Aggregate	16.67	12.28	23.20
1	16.67	12.28	23.20
2	16.67	12.28	23.20

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10c part 2 0447
Ungraded
Item: T0447
sample size = 126

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	1.59	0.53	4.80
1	1.59	0.53	4.80
2	1.59	0.53	4.80

Question: 10d part 1
If there is an additional content area that the certificate described in item 10b allows you to teach, please list it below. Otherwise, GO TO item 11a on page 13.
Item: T0448
sample size = 33

1 = Elementary Education   8 = Mathematics and Computer Science
2 = Secondary Education   9 = Health Education
3 = Special Education   10 = Natural Sciences
4 = Arts & Music   11 = Social Sciences
5 = English and Language Arts   12 = Vocational/Technical Education
6 = English as a Second Language   13 = Miscellaneous
7 = Foreign Languages   14 = Other

Category	GDR	LCL	UCL
Aggregate	27.27	14.52	40.03
1	6.06	2.01	18.32
2	6.06	2.01	18.32
3	0.00	0.00	8.20
5	18.18	11.24	33.33
7	0.00	0.00	8.20
8	3.03	0.68	13.58
9	6.06	2.01	18.32
10	3.03	0.68	13.58
12	3.03	0.68	13.58

Question: 10d part 2
Which of the following grade ranges does this certification apply to?

Question: 10d. part 2 0449
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0449
sample size = 31

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	16.13	9.63	31.36
1	16.13	9.63	31.36
2	16.13	9.63	31.36

Question: 10d part 2 0450
Secondary grades (including middle school)
Item: T0450
sample size = 31

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	12.90	7.36	27.17
1	12.90	7.36	27.17
2	12.90	7.36	27.17

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 10d part 2 0451
Ungraded
Item: T0451
sample size = 30

1 = Yes
2 = No

Category      GDR       LCL       UCL

Aggregate    10.00      4.00     25.02
        1    10.00      4.00     25.02
        2    10.00      4.00     25.02
```

```
Question: 10e part 1
If there is an additional content area that the certificate described in item 10b allows you to
teach, please list it below.  Otherwise, GO TO item 11a on page 13.
Item: T0452
sample size = 10
```

```
1 = Elementary Education              8 = Mathematics and Computer Science
2 = Secondary Education               9 = Health Education
3 = Special Education                 10 = Natural Sciences
4 = Arts & Music                      11 = Social Sciences
5 = English and Language Arts         12 = Vocational/Technical Education
6 = English as a Second Language      13 = Miscellaneous
7 = Foreign Languages                 14 = Other

Category      GDR       LCL       UCL

Aggregate    40.00     14.52     65.48
        1    10.00      2.23     44.83
        3     0.00      0.00     27.06
        5    10.00      2.23     44.83
        7     0.00     12.72     54.34
        8     0.00      0.00     27.06
        9    20.00     12.72     54.
       10     0.00      0.00     27.06
       11    10.00      2.23     44.83
       12    10.00      2.23     44.83
```

```
Question: 10e part 2
Which of the following grade ranges does this certification apply to?
```

```
Question: 10e part 2 0453
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0453
sample size = 6

1 = Yes
2 = No

Category      GDR       LCL       UCL

Aggregate     0.00      0.00     45.10
        1     0.00      0.00     45.10
        2     0.00      0.00     45.10
```

```
Question: 10e part 2 0454
Secondary grades (including middle school)
Item: T0454
sample size = 6

1 = Yes
2 = No

Category      GDR       LCL       UCL

Aggregate     0.00      0.00      0.00
        1     0.00      0.00     45.10
```

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 10e part 2 0455
Ungraded
Item: T0455
sample size = 6

1 = Yes
2 = No

Category       GDR        LCL        UCL

Aggregate     16.67      14.19      64.24
        1     16.67      14.19      64.24
        2     16.67      14.19      64.24
```

```
Question: 10f part 1
If there is an additional content area that the certificate described in item 10b allows you to
teach, please list it below.  Otherwise, GO TO item 11a on page 13.
Item: T0456
sample size = 4

1 = Elementary Education              8 = Mathematics and Computer Science
2 = Secondary Education               9 = Health Education
3 = Special Education                 10 = Natural Sciences
4 = Arts & Music                      11 = Social Sciences
5 = English and Language Arts         12 = Vocational/Technical Education
6 = English as a Second Language      13 = Miscellaneous
7 = Foreign Languages                 14 = Other

Category       GDR        LCL        UCL

Aggregate     25.00       0.00      60.62
        3      0.00       0.00      67.65
       10      0.00       0.00      67.65
       11     25.00      23.21      94.44
       12     25.00      23.21      94.44
```

```
Question: 10f part 2
Which of the following grade ranges does this certification apply to?
```

```
Question: 10f part 2 0457
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0457
sample size = 4

1 = Yes
2 = No

Category       GDR        LCL        UCL

Aggregate     25.00      23.21      94.44
        1     25.00      23.21      94.44
        2     25.00      23.21      94.44
```

```
Question: 10f part 2 0458
Secondary grades (including middle school)
Item: T0458
sample size = 4

1 = Yes
2 = No

Category       GDR        LCL        UCL

Aggregate      0.00       0.00       0.00
        1      0.00       0.00      67.65
```

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10f part 2 0459
Ungraded
Item: T0459
sample size = 4

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	25.00	23.21	94.44
1	25.00	23.21	94.44
2	25.00	23.21	94.44

Question: 10g part 1
If there is an additional content area that the certificate described in item 10b allows you to teach, please list it below. Otherwise, GO TO item 11a below.
Item: T0460
sample size = 2

1 = Elementary Education	8 = Mathematics and Computer Science	
2 = Secondary Education	9 = Health Education	
3 = Special Education	10 = Natural Sciences	
4 = Arts & Music	11 = Social Sciences	
5 = English and Language Arts	12 = Vocational/Technical Education	
6 = English as a Second Language	13 = Miscellaneous	
7 = Foreign Languages	14 = Other	

Category	GDR	LCL	UCL
Aggregate	50.00	0.00	108.16
5	50.00	59.49	175.81
10	0.00	0.00	135.30
11	50.00	59.49	175.81

Question: 10g part 2
Which of the following grade ranges does this certification apply to?

Question: 10g part 2 0461
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0461
sample size = 2

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
2	0.00	0.00	135.30

Question: 10g part 2 0462
Secondary grades (including middle school)
Item: T0462
sample size = 2

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	135.30

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10g part 2 0463
Ungraded
Item: T0463
sample size = 2

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
2	0.00	0.00	135.30

Question: 11a
Do you have another current teaching certificate from this state?
Item: T0187
sample size = 150

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	52.56	34.02	82.10	8.67	5.51	13.62	**high**
1	52.56	34.02	82.10	8.67	5.51	13.62	high
2	52.56	34.02	82.10	8.67	5.51	13.62	high

Question: 11b
Which of the following describes this other current teaching certificate you hold from this state?
Item: T0188
sample size = 6

1 = Regular or standard state certificate or advanced professional certificate
2 = Probationary certificate (issued after satisfying all requirements except the completion of a probationary period)
3 = Provisional or other type of certificate given to persons who are still participating in what the state calls an alternative certification program
4 = Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained)
5 = Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	45.10

Question: 11c part 1
In what content area(s) does this other current teaching certificate, marked in 11b above, allow you to teach in this state?
Item: T0189
sample size = 8

1 = Elementary Education
2 = Secondary Education
3 = Special Education
4 = Arts & Music
5 = English and Language Arts
6 = English as a Second Language
7 = Foreign Languages

8 = Mathematics and Computer Science
9 = Health Education
10 = Natural Sciences
11 = Social Sciences
12 = Vocational/Technical Education
13 = Miscellaneous
14 = Other

Category	GDR	LCL	UCL
Aggregate	25.00	0.00	50.18
1	12.50	10.18	48.65
3	12.50	10.18	48.65
4	12.50	10.18	48.65
5	12.50	10.18	48.65
11	0.00	0.00	33.83

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 11c part 2
Which of the following grade ranges does this certification apply to?

Question: 11c. part 2 0190
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0190
sample size = 7

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	14.29	11.86	55.37
1	14.29	11.86	55.37
2	14.29	11.86	55.37

Question: 11c part 2 0191
Secondary grades (including middle school)
Item: T0191
sample size = 6

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	16.67	14.19	64.24
1	16.67	14.19	64.24
2	16.67	14.19	64.24

Question: 11c part 2 0192
Ungraded
Item: T0192
sample size = 6

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	45.10
1	0.00	0.00	45.10
2	0.00	0.00	45.10

Question: 11d
If there is an additional content area that the certificate described in item 11b allows you to
teach, please list it below. Otherwise GO TO item 12 on page 15.
Items: T0193, T0194, T0195, T0196

There were no respondents who answered this question.

Question: 11e
If there is an additional content area that the certificate described in item 11b allows you to
teach, please list it below. Otherwise, GO TO item 12 on page 15.
Items: T0197, T0198, T0199, T0200

There were no respondents who answered this question.

Question: 11f
If there is an additional content area that the certificate described in item 11b allows you to
teach, please list it below. Otherwise, GO TO item 12 on page 15.
Items: T0201, T0202, T0203, T0204

There were no respondents who answered this question.

Question: 11g
If there is an additional content area that the certificate described in item 11b allows you to
teach, please list it below. Otherwise, GO TO item 12 on page 15.
Items: T0205, T0206, T0207, T0208

There were no respondents who answered this question.

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 12a
In the past 12 months, have you participated in any professional development activities specific to and concentrating on the content of the subject(s) you teach?
Item: T0243
sample size = 293

1 = Yes
2 = No

Index calculated using Hui-Walter Method
NDR was significant (Yes/No question)

Index	LCL	Index UCL	Index GDR	LCL	GDR UCL	GDR Interpretation
54.66	52.1837	57.1271	24.57	20.90	29.17	**high**

Question: 12b
In the past 12 months, how many hours did you spend on these activities?
Item: T0244
sample size = 157

1 = 8 hours or less
2 = 9-16 hours
3 = 17-32 hours
4 = 33 hours or more

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	67.73	60.67	78.17	50.96	44.39	57.52	**high**
1	55.45	43.38	72.11	21.02	16.53	27.23	high
2	72.77	59.11	91.14	26.75	21.80	33.42	high
3	81.04	66.72	100.15	29.30	24.19	36.14	high
4	62.65	50.32	79.35	24.84	20.03	31.38	high

Question: 12c
Overall, how useful were these activities to you?
Item: T0245
sample size = 158

1 = Not useful
2 = Somewhat useful
3 = Useful
4 = Very useful

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	63.28	55.39	75.01	41.77	35.32	48.23	**high**
1R				1.90	0.76	4.75	unreliable (not problematic)
2	64.51	51.38	82.39	23.42	18.73	29.82	high
3	75.36	63.93	90.40	36.08	30.65	43.22	high
4	48.20	38.05	62.09	22.15	17.57	28.44	moderate

Question: 13
Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?
Item: T0279
sample size = 291

Index	LCL	UCL	Interpretation
29.7176	8.7764	50.6587	**moderate**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 14
Of all the students you teach at this school, how many are of limited-English proficiency?
Item: T0284
sample size = 291

Index	LCL	UCL	Interpretation
66.0494	57.3351	74.7637	**high**

Question: 15
How many total hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at this school?
Item: T0297
sample size = 298

Index	LCL	UCL	Interpretation
14.9948	11.3170	18.6726	**low**

Question: 16
How many hours are you required to work to receive base pay during a typical FULL WEEK at this school?
Item: T0298
sample size = 279

Index	LCL	UCL	Interpretation
16.1036	7.4842	24.7229	**low**

Question: 17
How many hours a week do you spend delivering instruction to a class of students?
Item: T0299
sample size = 288

Index	LCL	UCL	Interpretation
33.7292	15.3275	52.1309	**moderate**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Public Teacher Reinterview Questionnaire

Question: 1
In what year did you begin teaching, either full-time or part-time, at the elementary or secondary level?
Item: T0035
sample size = 735

Index	LCL	UCL	Interpretation
0.7279	0.3118	1.144	**low**

Question: 2
Which statement best describes the way YOUR classes at this school are organized?
Item: T0066
sample size = 738

1 = You instruct several classes of different student most or all of the day in one or
    more subjects (such as algebra, history, biology). (Departmentalized Instruction)
2 = You are an elementary school teacher who teaches only one subject (such as art,
    music, physical education or computer skills). *Elementary Enrichment Class)
3 = You instruct the same group of students all or most of the day in multiple subjects.
    (Self-Contained Class)
4 = You are one of two or more teachers, in the same class, at the same time, and are
    jointly responsible for teaching a single group of students. (Team Teaching)
5 = You instruct selected students released from their regular classes in specific skills
    or to address specific needs (such as gifted and talented, special education,
    reading, English as a Second Language). (Pull-Out" Class)

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	10.29	8.40	12.99	6.91	5.37	8.45	**low**
1	5.81	4.06	8.31	2.85	1.99	4.07	low
2	17.37	11.90	25.32	2.57	1.77	3.75	low
3	7.08	5.06	9.90	3.25	2.33	4.54	low
4R				2.30	1.55	3.42	unreliable (not problematic)
5	16.68	11.66	23.86	2.85	1.99	4.07	low

Question: 3
This school year, what is your MAIN teaching assignment field at this school?
Item: T0075
sample size = 450

1 = Elementary Education
2 = Special Education
3 = Arts & Music
4 = English and Language Arts
5 = English as a Second Language
6 = Foreign Languages
7 = Health Education

8 = Mathematics and Computer Science
9 = Natural Sciences
10 = Social Sciences
11 = Vocational/Technical Education
12 = Miscellaneous
13 = Other

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	4.08	2.94	6.24	3.56	2.12	4.99	**low**
1R				0.67	0.27	1.67	unreliable (not problematic)
2R				0.67	0.27	1.67	unreliable (not problematic)
3	0.00	0.00	2.62	0.00	0.00	0.60	low
4	1.42	0.47	4.32	0.44	0.15	1.34	low
5R				0.00	0.00	0.60	unreliable (not problematic)
6R				0.00	0.00	0.60	unreliable (not problematic)
7	0.00	0.00	3.23	0.00	0.00	0.60	low
8	6.78	3.67	12.52	1.56	0.84	2.87	low
9	3.55	1.59	7.93	0.89	0.40	1.98	low
10	6.63	3.22	13.66	1.11	0.54	2.28	low
11	6.75	3.48	13.08	1.33	0.69	2.58	low
13R				0.44	0.15	1.34	unreliable (not problematic)

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 4a
Do you have a bachelor's degree?
Item: T0116
sample size = 748

1 = Yes
2 = No

This question is not problematic.  This is a Yes/No question that has a rare category and the GDR
is less than 5 percent.

Category     GDR      LCL      UCL

Aggregate    1.34     0.80     2.24
        1    1.34     0.80     2.24
        2R   1.34     0.80     2.24


Question: 4b
In what year did you receive your bachelor's degree?
Item: T0117
sample size = 704

Index          LCL        UCL        Interpretation

0.7997       -0.0163      1.616      low


Question: 4c
Was this degree awarded by a university's Department or College of Education, or a college's
Department or School of Education?
Item: T0118
sample size = 705

1 = Yes
2 = No
```

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	24.06	19.42	29.92	7.66	6.13	9.58	**moderate**
1	24.06	19.42	29.92	7.66	6.13	9.58	moderate
2	24.06	19.42	29.92	7.66	6.13	9.58	moderate

```
Question: 4d
What was your major field of study?
Item: T0119
sample size = 686

1 = Elementary Education               9 = Mathematics and Computer Science
2 = Secondary Education               10 = Health Education
3 = Special Education                 11 = Natural Sciences
4 = Other Education                   12 = Social Sciences
5 = Arts & Music                      13 = Vocational/Technical Education
6 = English and Language Arts         14 = Miscellaneous
7 = English as a Second Language      15 = Other
8 = Foreign Languages
```

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	14.39	12.27	17.22	11.81	9.78	13.83	**low**
1	5.91	4.06	8.62	2.77	1.90	4.03	low
2R				2.04	1.32	3.16	unreliable (not problematic)
3R				0.73	0.35	1.50	unreliable (not problematic)
4R				1.17	0.66	2.07	unreliable (not problematic)
5	0.76	0.17	3.43	0.15	0.03	0.65	low
6	10.59	5.99	18.40	1.31	0.76	2.26	low
7R				0.15	0.03	0.65	unreliable (not problematic)
8R				0.00	0.00	0.39	unreliable (not problematic)
9N							unreliable (NDR sig)
10R				1.46	0.87	2.44	unreliable (not problematic)
11	8.59	4.65	15.87	1.02	0.55	1.88	low
12	15.46	10.07	23.67	2.19	1.43	3.33	low
13	18.41	11.99	28.17	2.19	1.43	3.33	low
14R				0.73	0.35	1.50	unreliable (not problematic)
15	80.05	62.40	103.02	5.98	4.63	7.72	high

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 4e
Did you have a second major field of study?
Item: T0120
sample size = 675

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	30.41	25.77	36.02	12.59	10.69	14.89	**moderate**
1	30.41	25.77	36.02	12.59	10.69	14.89	moderate
2	30.41	25.77	36.02	12.59	10.69	14.89	moderate

Question: 4f
What was your second major field of study?
Item: T0121
sample size = 184

1 = Elementary Education
2 = Secondary Education
3 = Special Education
4 = Other Education
5 = Arts & Music
6 = English and Language Arts
7 = English as a Second Language
8 = Foreign Languages

9 = Mathematics and Computer Science
10 = Health Education
11 = Natural Sciences
12 = Social Sciences
13 = Vocational/Technical Education
14 = Miscellaneous
15 = Other

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	24.26	19.87	31.07	21.74	16.74	26.74	**moderate**
1	25.27	15.91	40.38	6.52	4.07	10.44	moderate
2R				7.07	4.49	11.11	unreliable (problematic)
3	16.55	6.61	37.75	2.17	0.98	4.84	low
4R				0.54	0.12	2.44	unreliable (not problematic)
5R				2.72	1.32	5.58	unreliable (not problematic)
6	26.74	16.43	43.68	5.98	3.66	9.77	moderate
7	11.22	3.58	29.04	1.63	0.65	4.08	low
8R				0.00	0.00	1.47	unreliable (not problematic)
9	3.16	0.70	14.21	0.54	0.12	2.44	low
10R				0.54	0.12	2.44	unreliable (not problematic)
11	22.09	11.67	41.09	3.80	2.06	7.02	moderate
12N							unreliable (NDR sig)
13R				1.63	0.65	4.08	unreliable (not problematic)
14R				0.00	0.00	1.47	unreliable (not problematic)
15R				6.52	4.07	10.44	unreliable (problematic)

Question: 5a
Do you have a master's degree?
Item: T0123
sample size = 706

1 = Yes
2 = No

Index calculated using Hui-Walter Method
NDR was Significant (Yes/No question)

Index	LCL	Index UCL	Index GDR	GDR LCL	GDR UCL	Interpretation
3.29	3.1097	3.4733	1.70	1.06	2.72	**low**

Question: 5b
In what year did you receive your master's degree?
Item: T0124

Index	LCL	UCL	Interpretation
2.9071	0.6970	5.117	**low**

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 5c
Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?
Item: T0125
sample size = 333

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	25.53	17.02	38.39	4.80	3.19	7.23	**moderate**
1	25.53	17.02	38.39	4.80	3.19	7.23	moderate
2	25.53	17.02	38.39	4.80	3.19	7.23	moderate

Question: 5d
What was your major field of study?
Item: T0126
sample size = 324

1 = Elementary Education
2 = Secondary Education
3 = Special Education
4 = Other Education
5 = Arts & Music
6 = English and Language Arts
7 = English as a Second Language
8 = Foreign Languages

9 = Mathematics and Computer Science
10 = Health Education
11 = Natural Sciences
12 = Social Sciences
13 = Vocational/Technical Education
14 = Miscellaneous
15 = Other

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	14.59	11.76	18.89	12.35	9.34	15.35	**low**
1	2.15	0.86	5.40	0.93	0.37	2.32	low
2	23.49	14.91	37.00	4.01	2.55	6.31	moderate
3	7.05	3.43	14.52	1.54	0.75	3.17	low
4	29.39	21.12	41.14	7.10	5.05	9.99	moderate
5R				0.00	0.00	0.84	unreliable (not problematic)
6	7.47	2.98	18.74	0.93	0.37	2.32	low
7R				0.00	0.00	0.84	unreliable (not problematic)
8R				0.00	0.00	0.84	unreliable (not problematic)
9R				0.62	0.20	1.87	unreliable (not problematic)
10R				1.23	0.55	2.75	unreliable (not problematic)
11R				1.23	0.55	2.75	unreliable (not problematic)
12N							unreliable (NDR sig)
13R				0.00	0.00	0.84	unreliable (not problematic)
14R				0.93	0.37	2.32	unreliable (not problematic)
15	52.07	33.66	80.60	4.32	2.79	6.68	high

Question: 6
How long did your practice teaching last?
Item: T0155
sample size = 729

1 = I had no practice teaching
2 = 4 weeks or less
3 = 5-7 weeks
4 = 8-11 weeks
5 = 12 weeks or more

Failed Bowker Test

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 7 part 1
Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies?
Item: T0156
sample size = 699

1 = Yes
2 = No

This question is problematic. This is a Yes/No question that has a rare category and the GDR is greater than 5 percent.

Category	GDR	LCL	UCL
Aggregate	8.01	6.43	9.98
1	8.01	6.43	9.98
2R	8.01	6.43	9.98

Question: 7 part 2
How many courses?
Item: T0157
sample size = 654

1 = 1 or 2 courses
2 = 3 to 4 courses
3 = 5 to 9 courses
4 = 10 or more courses

Failed Bowker Test

Question: 8
Which of the following describes how you obtained the teaching methods or teaching strategies coursework?
Item: T0159
sample size = 664

1 = Through an alternative program designed to expedite the transition of non-teachers to a
    teaching career (e.g., a state, district or university alternative program)
2 = Through a bachelor's degree granting program (B.A. or B.S.)
3 = Through a fifth year program (not leading to a master's degree)
4 = Through a master's degree granting program (M.A., M.S., M.Ed., M.A.T.)
5 = Through individual courses (not part of a program leading to a degree)
6 = Other

Failed Bowker Test

Question: 9a
Which of the following describes the teaching certificate you currently hold in this state?
Item: T0166
sample size = 738

1 = Regular or standard state certificate or advanced professional certificate
2 = Probationary certificate (issued after satisfying all requirements except the completion of a
    probationary period)
3 = Provisional or other type of certificate given to persons who are still participating in what
    the state calls an alternative certification program
4 = Temporary certificate (requires some additional college coursework, student teaching, and/or
    passage of a test before regular certification can be obtained)
5 = Waiver or emergency certificate (issued to persons with insufficient teacher preparation
    who must complete a regular certification program in order to continue teaching)

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	33.02	27.06	41.47	7.18	5.62	8.74	**moderate**
1	21.61	16.32	28.68	4.47	3.36	5.95	moderate
2R				2.44	1.66	3.59	unreliable (not problematic)
3R				1.63	1.02	2.60	unreliable (not problematic)
4N							unreliable (NDR sig)
5R				0.14	0.03	0.61	unreliable (not problematic)
6N							unreliable (NDR sig)

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9b part 1
Some certificates may allow you to teach in multiple content areas. In what content area(s) does the teaching certificate marked above allow you to teach in this state?
Item: T0167
sample size = 671

1 = Elementary Education	8 = Mathematics and Computer Science
2 = Secondary Education	9 = Health Education
3 = Special Education	10 = Natural Sciences
4 = Arts & Music	11 = Social Sciences
5 = English and Language Arts	12 = Vocational/Technical Education
6 = English as a Second Language	13 = Miscellaneous
7 = Foreign Languages	14 = Other

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	12.52	10.45	15.36	9.54	7.67	11.40	**low**
1	7.82	5.66	10.79	3.87	2.81	5.34	low
2R				3.13	2.19	4.47	unreliable (not problematic)
3	14.34	9.19	22.28	2.09	1.35	3.23	low
4	3.54	1.41	8.87	0.45	0.18	1.12	low
5	16.68	11.02	25.17	2.38	1.58	3.59	low
6R				0.15	0.03	0.67	unreliable (not problematic)
7R				0.15	0.03	0.67	unreliable (not problematic)
8	7.24	3.52	14.91	0.75	0.36	1.53	low
9	18.09	11.14	29.14	1.79	1.12	2.86	low
10	12.16	7.11	20.52	1.49	0.89	2.49	low
11R				1.49	0.89	2.49	unreliable (not problematic)
12	7.24	3.52	14.91	0.75	0.36	1.53	low
14R				0.60	0.27	1.33	unreliable (not problematic)

Question: 9b part 2
Which of the following grade ranges does this certification apply to?

Question: 9b part 2 0168 - page 10
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0168
sample size = 664

1 = Yes
2 = No

Index calculated using Hui-Walter Method
NDR was Significant (Yes/No question)

Index	dex LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
22.27	19.6866	24.8587	10.39	8.65	12.54	**moderate**

Question: 9b part 2 0169
Secondary grades (including middle school)
Item: T0169
sample size = 666

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	29.77	25.47	34.92	14.11	12.10	16.54	**moderate**
1	29.77	25.47	34.92	14.11	12.10	16.54	moderate
2	29.77	25.47	34.92	14.11	12.10	16.54	moderate

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 9b part 2 0170
Ungraded
Item: T0170
sample size = 666

1 = Yes
2 = No
```

This question is problematic. This is a Yes/No question that has a rare category and the GDR is greater than 5 percent.

Category	GDR	LCL	UCL
Aggregate	5.11	3.85	6.76
1R	5.11	3.85	6.76
2	5.11	3.85	6.76

```
Question: 9c part 1
If there is an additional content area that the certificate described above allows you to teach,
please list it below.  Otherwise, GO TO item 10a on page 12.
Item: T0171
sample size = 245
```

1 = Elementary Education	8 = Mathematics and Computer Science
2 = Secondary Education	9 = Health Education
3 = Special Education	10 = Natural Sciences
4 = Arts & Music	11 = Social Sciences
5 = English and Language Arts	12 = Vocational/Technical Education
6 = English as a Second Language	13 = Miscellaneous
7 = Foreign Languages	14 = Other

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	22.81	18.98	28.47	20.41	16.17	24.64	**moderate**
1	28.78	17.98	46.12	4.90	3.06	7.84	moderate
2	40.62	24.09	68.20	4.08	2.44	6.83	moderate
3	9.11	4.42	18.75	2.04	0.99	4.19	low
4R				1.63	0.73	3.64	unreliable (not problematic)
5	30.10	20.47	44.55	6.94	4.67	10.31	moderate
6	0.00	0.00	9.67	0.00	0.00	1.10	low
7R				0.00	0.00	1.10	unreliable (not problematic)
8	17.13	8.99	31.93	2.86	1.55	5.27	low
9R				6.94	4.67	10.31	unreliable (problematic)
10N							unreliable (NDR sig)
11	17.69	10.79	28.97	4.49	2.75	7.34	low
12R				1.22	0.49	3.06	unreliable (not problematic)
13R				1.22	0.49	3.06	unreliable (not problematic)
14R				0.00	0.00	1.10	unreliable (not problematic)

```
Question: 9c part 2
Which of the following grade ranges does this certification apply to?

Question: 9c part 2 0172
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0172
sample size = 237

1 = Yes
2 = No
```

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	24.44	18.43	32.74	12.24	9.31	16.31	**moderate**
1	24.44	18.43	32.74	12.24	9.31	16.31	moderate
2	24.44	18.43	32.74	12.24	9.31	16.31	moderate

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 9c part 2 0173
Secondary grades (including middle school)
Item: T0173
sample size = 237

1 = Yes
2 = No

                    Index    Index               GDR      GDR
Category    Index    LCL      UCL      GDR        LCL      UCL      Interpretation

Aggregate   24.01   17.23    33.76    9.28       6.55     13.16    moderate
        1   24.01   17.23    33.76    9.28       6.55     13.16    moderate
        2   24.01   17.23    33.76    9.28       6.55     13.16    moderate


Question: 9c part 2 0174
Ungraded
Item: T0174
sample size = 236

1 = Yes
2 = No
```

This question is problematic. This is a Yes/No question that has a rare category and the GDR is greater than 5 percent.

```
Category    GDR      LCL      UCL

Aggregate   5.51     3.50     8.66
       1R   5.51     3.50     8.66
        2   5.51     3.50     8.66


Question: 9d part 1
Some certificates may allow you to teach in multiple content areas.  In what content area(s) does
the teaching certificate marked in 9a allow you to teach in this state?
Item: T0175
sample size = 105

1 = Elementary Education            8 = Mathematics and Computer Science
2 = Secondary Education             9 = Health Education
3 = Special Education              10 = Natural Sciences
4 = Arts & Music                   11 = Social Sciences
5 = English and Language Arts      12 = Vocational/Technical Education
6 = English as a Second Language   13 = Miscellaneous
7 = Foreign Languages              14 = Other

Category    GDR      LCL      UCL

Aggregate   22.86    16.12    29.60
        1    9.52     5.69    15.93
        2    2.86     1.14     7.15
        3    1.90     0.63     5.76
        4    0.95     0.21     4.27
        5   15.24    10.76    22.30
        6    0.00     0.00     2.58
        7    0.95     0.21     4.27
        8    0.95     0.21     4.27
        9    1.90     0.63     5.76
       10    0.95     0.21     4.27
       11    4.76     2.32     9.78
       12    0.95     0.21     4.27
       13    4.76     2.32     9.78
```

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9d part 2
Which of the following grade ranges does this certification apply to?

Question: 9d. part 2 0176
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0176
sample size = 95

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	10.53	6.77	17.13
1	10.53	6.77	17.13
2	10.53	6.77	17.13

Question: 9d part 2 0177
Secondary grades (including middle school)
Item: T0177
sample size = 95

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	13.68	9.31	20.91
1	13.68	9.31	20.91
2	13.68	9.31	20.91

Question: 9d part 2 0178
Ungraded
Item: T0178
sample size = 95

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	7.37	4.00	13.59
1	7.37	4.00	13.59
2	7.37	4.00	13.59

Question: 9e part 1
If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 10a on page 12.
Item: T0179
sample size = 41

1 = Elementary Education
2 = Secondary Education
3 = Special Education
4 = Arts & Music
5 = English and Language Arts
6 = English as a Second Language
7 = Foreign Languages

8 = Mathematics and Computer Science
9 = Health Education
10 = Natural Sciences
11 = Social Sciences
12 = Vocational/Technical Education
13 = Miscellaneous
14 = Other

Category	GDR	LCL	UCL
Aggregate	19.51	9.33	29.69
1	9.76	4.38	21.73
2	7.32	2.92	18.31
3	2.44	0.54	10.93
5	7.32	2.92	18.31
6	0.00	0.00	6.60
7	2.44	0.54	10.93
8	2.44	0.54	10.93
10	0.00	0.00	6.60
11	2.44	0.54	10.93
13	4.88	1.61	14.74

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 9e part 2
Which of the following grade ranges does this certification apply to?

Question: 9e. part 2 0180
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0180
sample size = 26

1 = Yes
2 = No

Category      GDR        LCL        UCL

Aggregate     3.85       0.86       17.24
        1     3.85       0.86       17.24
        2     3.85       0.86       17.24


Question: 9e part 2 0181
Secondary grades (including middle school)
Item: T0181
sample size = 27

1 = Yes
2 = No

Category      GDR        LCL        UCL

Aggregate     7.41       2.45       22.39
        1     7.41       2.45       22.39
        2     7.41       2.45       22.39


Question: 9e part 2 0182
Ungraded
Item: T0182
sample size = 27

1 = Yes
2 = No

Category      GDR        LCL        UCL

Aggregate     3.70       0.83       16.60
        1     3.70       0.83       16.60
        2     3.70       0.83       16.60


Question: 9f part 1
If there is an additional content area that the certificate described above allows you to teach,
please list it below.  Otherwise, GO TO item 10a on page 12.
Item: T0183
sample size = 16

1 = Elementary Education              8 = Mathematics and Computer Science
2 = Secondary Education              9 = Health Education
3 = Special Education                10 = Natural Sciences
4 = Arts & Music                     11 = Social Sciences
5 = English and Language Arts        12 = Vocational/Technical Education
6 = English as a Second Language     13 = Miscellaneous
7 = Foreign Languages                14 = Other

Category      GDR        LCL        UCL
Aggregate     0.00       0.00       0.00
        3     0.00       0.00       16.91
        5     0.00       0.00       16.91
        9     0.00       0.00       16.91
       10     0.00       0.00       16.91
       11     0.00       0.00       16.91
```

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 9f part 2
Which of the following grade ranges does this certification apply to?

Question: 9f. part 2 0184
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0184
sample size = 12

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
2	0.00	0.00	22.55

Question: 9f part 2 0185
Secondary grades (including middle school)
Item: T0185
sample size = 12

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	22.55

Question: 9f part 2 0186
Ungraded
Item: T0186
sample size = 12

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
2	0.00	0.00	22.55

Question: 10a
Do you have another current teaching certificate in this state?
Item: T0187
sample size = 695

1 = Yes
2 = No

Category	Index	Index LCL	Index UCL	GDR	GDR LCL	GDR UCL	Interpretation
Aggregate	47.27	38.07	58.90	7.63	6.09	9.55	**moderate**
1	47.27	38.07	58.90	7.63	6.09	9.55	moderate
2	47.27	38.07	58.90	7.63	6.09	9.55	moderate

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 10b
Which of the following describes this current teaching certificate you hold in this state?
Item: T0188
sample size = 31

1 = Regular or standard state certificate or advanced professional certificate
2 = Probationary certificate (issued after satisfying all requirements except the completion of a
    probationary period)
3 = Provisional or other type of certificate given to persons who are still participating in what
    the state calls an alternative certification program
4 = Temporary certificate (requires some additional college coursework, student teaching, and/or
    passage of a test before regular certification can be obtained)
5 = Waiver or emergency certificate (issued to persons with insufficient teacher preparation
    who must complete a regular certification program in order to continue teaching)

Category    GDR       LCL       UCL

Aggregate   9.68      0.94      18.41
        1   9.68      3.87      24.22
        2   9.68      3.87      24.22
        3   0.00      0.00       8.73


Question: 10c part 1
In what content area(s) does this current teaching certificate, marked in 10b above, allow you to
teach in this state?
Item: T0189
sample size = 29

1 = Elementary Education              8 = Mathematics and Computer Science
2 = Secondary Education               9 = Health Education
3 = Special Education                 10 = Natural Sciences
4 = Arts & Music                      11 = Social Sciences
5 = English and Language Arts         12 = Vocational/Technical Education
6 = English as a Second Language      13 = Miscellaneous
7 = Foreign Languages                 14 = Other

Category    GDR       LCL       UCL

Aggregate   10.34     1.04      19.65
        1    3.45     0.77      15.46
        2    3.45     0.77      15.46
        3    0.00     0.00       9.33
        4    3.45     0.77      15.46
        5    0.00     0.00       9.33
        6    0.00     0.00       9.33
        8    3.45     0.77      15.46
       10    6.90     2.28      20.84
       14    0.00     0.00       9.33


Question: 10c part 2
Which of the following grade ranges does this certification apply to?

Question: 10c. part 2 0190
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0190
sample size = 29

1 = Yes
2 = No

Category    GDR       LCL       UCL

Aggregate   20.69     12.98     37.73
        1   20.69     12.98     37.73
        2   20.69     12.98     37.73
```

```
Question: 10c part 2 0191
Secondary grades (including middle school)
Item: T0191
sample size = 29

1 = Yes
2 = No

Category      GDR        LCL        UCL

Aggregate     31.03      21.57      49.83
        1     31.03      21.57      49.83
        2     31.03      21.57      49.83


Question: 10c part 2 0192
Ungraded
Item: T0192
sample size = 29

1 = Yes
2 = No

Category      GDR        LCL        UCL

Aggregate      0.00       0.00       9.33
        1      0.00       0.00       9.33
        2      0.00       0.00       9.33


Question: 10d part 1
If there is an additional content area that the certificate described above allows you to teach,
please list it below.  Otherwise, GO TO item 11a on page 14.
Item: T0193
sample size = 5

1 = Elementary Education          8 = Mathematics and Computer Science
2 = Secondary Education           9 = Health Education
3 = Special Education            10 = Natural Sciences
4 = Arts & Music                 11 = Social Sciences
5 = English and Language Arts    12 = Vocational/Technical Education
6 = English as a Second Language 13 = Miscellaneous
7 = Foreign Languages            14 = Other

Category      GDR        LCL        UCL

Aggregate     20.00       0.00      49.43
        3     20.00      17.63      76.49
        7      0.00       0.00      54.12
       11     20.00      17.63      76.49


Question: 10d part 2
Which of the following grade ranges does this certification apply to?

Question: 10d part 2 0194
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0194
sample size = 5

1 = Yes
2 = No

Category      GDR        LCL        UCL

Aggregate     20.00      17.63      76.49
        1     20.00      17.63      76.49
        2     20.00      17.63      76.49
```

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10d part 2 0195
Secondary grades (including middle school)
Item: T0195
sample size = 5

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	54.12

Question: 10d part 2 0196
Ungraded
Item: T0196
sample size = 5

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	54.12
1	0.00	0.00	54.12
2	0.00	0.00	54.12

Question: 10e part 1
In what content area(s) does this current teaching certificate, marked in 10b, allow you to teach in this state?
Item: T0197
sample size = 4

1 = Elementary Education
2 = Secondary Education
3 = Special Education
4 = Arts & Music
5 = English and Language Arts
6 = English as a Second Language
7 = Foreign Languages

8 = Mathematics and Computer Science
9 = Health Education
10 = Natural Sciences
11 = Social Sciences
12 = Vocational/Technical Education
13 = Miscellaneous
14 = Other

Category	GDR	LCL	UCL
Aggregate	75.00	39.38	110.62
1	50.00	42.70	124.95
3	0.00	0.00	67.65
6	50.00	42.70	124.95
8	25.00	23.21	94.44
10	25.00	23.21	94.44

Question: 10e part 2
Which of the following grade ranges does this certification apply to?

Question: 10e part 2 0198
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0198
sample size = 3

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	66.67	67.00	156.54
1	66.67	67.00	156.54
2	66.67	67.00	156.54

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
Interpretation "unreliable (problematic)" = index for that category is unreliable, and answer category is problematic.
Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10e part 2 0199
Secondary grades (including middle school)
Item: T0199
sample size = 3

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	90.20

Question: 10e part 2 0200
Ungraded
Item: T0200
sample size = 3

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	90.20
1	0.00	0.00	90.20
2	0.00	0.00	90.20

Question: 10f part 1
If there is an additional content area that the certificate described above allows you to teach, please list it below. Otherwise, GO TO item 11a on page 14.
Item: T0201
sample size = 1

1 = Elementary Education   8 = Mathematics and Computer Science
2 = Secondary Education   9 = Health Education
3 = Special Education   10 = Natural Sciences
4 = Arts & Music   11 = Social Sciences
5 = English and Language Arts   12 = Vocational/Technical Education
6 = English as a Second Language   13 = Miscellaneous
7 = Foreign Languages   14 = Other

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
3	0.00	0.00	270.60

Question: 10f part 2
Which of the following grade ranges does this certification apply to?

Question: 10f part 2 0202
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0202
sample size = 1

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	270.60

"R" next to the answer category = category is rare.
"N" next to an answer category = NDR for that category is significant.
Interpretation "unreliable (not problematic)" = index for that category is unreliable, but answer category is not problematic.
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Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 10f part 2 0203
Secondary grades (including middle school)
Item: T0203
sample size = 1

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	270.60

Question: 10f part 2 0204
Ungraded
Item: T0204
sample size = 1

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	270.60

Question: 10g part 1
If there is an additional content area that the certificate described above allows you to teach,
please list it below. Otherwise, GO TO item 11a on page 14.
Item: T0205
sample size = 1

1 = Elementary Education   8 = Mathematics and Computer Science
2 = Secondary Education   9 = Health Education
3 = Special Education   10 = Natural Sciences
4 = Arts & Music   11 = Social Sciences
5 = English and Language Arts   12 = Vocational/Technical Education
6 = English as a Second Language   13 = Miscellaneous
7 = Foreign Languages   14 = Other

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
3	0.00	0.00	270.60

Question: 10g part 2
Which of the following grade ranges does this certification apply to?

Question: 10g part 2 0206
Elementary grades (including early childhood, preschool and kindergarten)
Item: T0206
sample size = 1

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	270.60

Question: 10g part 2 0207
Secondary grades (including middle school)
Item: T0207
sample size = 1

1 = Yes
2 = No

Category	GDR	LCL	UCL
Aggregate	0.00	0.00	0.00
1	0.00	0.00	270.60

"R" next to the answer category = category is rare.
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Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

```
Question: 10g part 2 0208
Ungraded
Item: T0208
sample size = 1

1 = Yes
2 = No

Category       GDR        LCL        UCL

Aggregate      0.00       0.00       0.00
        1      0.00       0.00     270.60
```

```
Question: 11a
In the past 12 months, have you participated in any professional development activities specific
to and concentrating on the content of the subject(s) you teach?
Item: T0243
sample size = 727

1 = Yes
2 = No

Index calculated using Hui-Walter Method
NDR was Significant (Yes/No question)

            Index       Index                  GDR        GDR
Index        LCL         UCL       GDR          LCL        UCL      Interpretation

66.04      62.0447     70.0279     17.19       15.08      19.68      high
```

```
Question: 11b
In the past 12 months, how many hours did you spend on these activities?
Item: T0244
sample size = 534

1 = 8 hours or less
2 = 9-16 hours
3 = 17-32 hours
4 = 33 hours or more

                      Index     Index                GDR       GDR
Category     Index     LCL       UCL      GDR         LCL       UCL      Interpretation

Aggregate    68.07    63.77     73.38     50.56      47.00     54.12     high
       1N                                                               unreliable (NDR sig)
       2     73.81    66.43     82.44     30.34      27.32     33.86     high
       3N                                                               unreliable (NDR sig)
       4N                                                               unreliable (NDR sig)
```

```
Question: 11c
Overall, how useful were these activities to you?
Item: T0245
sample size = 531

1 = Not useful
2 = Somewhat useful
3 = Useful
4 = Very useful

                      Index     Index                GDR       GDR
Category     Index     LCL       UCL      GDR         LCL       UCL      Interpretation

Aggregate    56.29    51.46     62.31     35.59      32.18     39.01     high
       1R                                  2.45       1.56      3.85     unreliable (not problematic)
       2     61.96    54.30     71.07     22.03      19.33     25.25     high
       3     59.76    53.71     66.83     29.94      26.93     33.47     high
       4     44.53    38.06     52.36     16.76      14.35     19.68     moderate
```

"R" next to the answer category = category is rare.
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Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

Question: 13
Of all the students you teach at this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?
Item: T0279
sample size = 707

Failed *t* test

Question: 14
Of all the students you teach at this school, how many are of limited-English proficiency?
Item: T0284
sample size = 722

Index	LCL	UCL	Interpretation
40.1430	31.5286	48.758	moderate

Question: 15
How many total hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at this school?
Item: T0297
sample size = 738

Index	LCL	UCL	Interpretation
52.3196	31.5258	73.113	**high**

Question: 16
How many hours are you required to work to receive base pay during a typical FULL WEEK at this school?
Item: T0298
sample size = 723

Failed *t* test

Question: 17
How many hours a week do you spend delivering instruction to a class of students?
Item: T0299
sample size = 712

Index	LCL	UCL	Interpretation
65.6425	49.3645	81.921	**high**

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Interpretation "unreliable (NDR sig)" = index for that category is unreliable, because NDR is significant for that answer category.

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Attachment S-1. Principal Reinterview Questionnaire

OMB No. 1850-0598: Approval Expires 08/31/2004

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

PRINCIPAL REINTERVIEW QUESTIONNAIRE
SCHOOLS AND STAFFING SURVEY
2003–04 SCHOOL YEAR

(Please correct any errors in name, address, and ZIP code.)

THIS SURVEY HAS BEEN ENDORSED BY:

American Counseling Association
American Federation of Teachers
American Montessori Society
Association of Boarding Schools
Association of Christian Schools International
Association of Christian Teachers and Schools
Association of Waldorf Schools of North America
Christian Schools International
Council for American Private Education
Council of Chief State School Officers
Council of Great City Schools
Council of Islamic Schools in North America
Evangelical Lutheran Church in America
Islamic School League of America
Jesuit Secondary Education Association
Lutheran Church-Missouri Synod
National Association of Elementary School Principals
National Association of Episcopal Schools

National Association of Independent Schools
National Association of Private Special Education Centers
National Association of Secondary School Principals
National Center for Improving Science Education
National Catholic Education Association
National Christian School Association
National Coalition of Girls' Schools
National Council of Private School Accreditation
National Education Association
National Independent Private Schools Association
National Middle School Association
North American Division of Seventh-Day Adventists
Oral Roberts University Educational Fellowship
Solomon Schechter Day School Association
Toussaint Institute
United States Conference of Catholic Bishops
Wisconsin Evangelical Lutheran Synod

NOTICE

This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107–279, the Education Sciences Reform Act of 2002.

FORM SASS-2(R)

USCENSUSBUREAU

230100

INSTRUCTIONS

a. It is important that this questionnaire be completed by the school PRINCIPAL/SCHOOL HEAD, not by anyone else.

b. Please use black ink to complete this questionnaire. Do not write any comments near the answer spaces.

c. The data you enter on this form will be captured through the use of imaging technology. Please print all information clearly in ordinary characters.

Correct marking example – (Use care to keep characters in their designated spaces.)	**Incorrect** marking example –
E N G L I S H	e n g l i s h

₁ ☐ Yes   ₁ ☑ Yes   **or**   ₁ ■ Yes
₂ ☒ No   ₂ ☒ No   ₂ ☐ No

d. If you are unsure about how to answer a question, please give the best answer you can rather than leave it blank.

e. If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). The Census Bureau is also available to answer your questions via e-mail at: dsd.sass@census.gov.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 10 to 15 minutes per response, including the time spent to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, e-mail: dsd.sass@census.gov, or write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., #9018, Washington, DC 20006.

FORM SASS-2E (11-17-2003)   230100   3

1. **What is the highest degree you have earned?**

● *Mark (X) only one box.*

0006
- 1 ☐ Associate degree
- 2 ☐ Bachelor's degree (B.A., B.S., B.E., etc.)
- 3 ☐ Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
- 4 ☐ Education specialist or professional diploma (at least one year beyond master's level)
- 5 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
- 6 ☐ Do not have a degree

2. **How many total hours do you spend on ALL school-related activities for this school during a typical FULL WEEK?**

● *Include hours spent working during the school day, before school, after school, and on weekends.*

0040 ☐☐☐   Total weekly hours

3. **How many total hours do you spend interacting with students during a typical FULL WEEK at this school?**

● *Include both formal and informal interactions.*

0041 ☐☐☐   Total weekly hours

4. **How many months is the contract year for your position as principal/school head of this school?**

● *Mark (X) only one box.*

0042
- 1 ☐ Less than 9 months
- 2 ☐ 9 months
- 3 ☐ 9-1/2 months
- 4 ☐ 10 months
- 5 ☐ 10-1/2 months
- 6 ☐ 11 months
- 7 ☐ 11-1/2 months
- 8 ☐ 12 months

5. **Please indicate the extent to which you agree or disagree with each of the following statements.**

● *Mark (X) ONE box on each line.*

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. The stress and disappointments involved in serving as principal/school head of this school aren't really worth it. (0043)	1 ☐	2 ☐	3 ☐	4 ☐
b. The faculty and staff at this school like being here; I would describe them as a satisfied group. (0044)	1 ☐	2 ☐	3 ☐	4 ☐
c. If I could get a higher paying job, I'd leave education as soon as possible. (0045)	1 ☐	2 ☐	3 ☐	4 ☐
d. I think about transferring to another school. (0047)	1 ☐	2 ☐	3 ☐	4 ☐
e. I don't seem to have as much enthusiasm now as I did when I began my career as a principal/school head. (0048)	1 ☐	2 ☐	3 ☐	4 ☐
f. I think about staying home from school because I'm just too tired to go. (0049)	1 ☐	2 ☐	3 ☐	4 ☐

4

230407

FORM SASS-2B (11-17-2003)

6.   In your opinion, what percentage of teachers in this school are presently teaching to high academic standards?

0149   ☐☐☐ Percent

STOP → *If you are the principal/school head of a private school, please skip ahead to item 10. If you are the principal of a public school, please continue with item 7a.*

7a.   Does this school have a formal school improvement plan?

0160   1 ☐ Yes

2 ☐ No → GO TO item 8a below.

b.   Do you use any of the following to assess this school's progress on that plan?

(1)   State or national tests

0161   1 ☐ Yes

2 ☐ No

(2)   Parent or student surveys

0162   1 ☐ Yes

2 ☐ No

(3)   Student portfolios

0163   1 ☐ Yes

2 ☐ No

8a.   Has either your district or state established school PERFORMANCE standards?

0164   1 ☐ Yes

2 ☐ No → GO TO item 10 on page 6.

b.   LAST school year (2002–03), was this school evaluated on district or state PERFORMANCE standards?

0165   1 ☐ Yes

2 ☐ No

9. **Which of the following best describes this school's performance last year?**

● *Mark (X) only one box.*

0100 1 ☐ Passed all district and state performance standards

2 ☐ Passed most district and state performance standards

3 ☐ Passed some district and state performance standards

4 ☐ Passed no district and state performance standards

10. **LAST school year (2002–03), how many students were expelled from this school, that is, removed or transferred for at least the remainder of the school year?**

● *If none, please mark (X) the box.*

0 ☐ None

0160 ☐☐☐,☐☐ Students

11. **What was the total number of suspensions during the LAST school year (2002–03)?**

● *Include in-school and out-of-school suspensions. If none, please mark (X) the box.*

0 ☐

0161 ☐☐,☐☐ Suspensions

12. **LAST school year (2002–03), what percentage of students had at least one parent or guardian participating in the following events?**

● *Mark (X) ONE box for each line.*

	0–25%	26–50%	51–75%	76–100%	Not applicable
a. Open house or back-to-school night 0234	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. All regularly scheduled schoolwide parent-teacher conferences 0235	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. One or more special subject-area events (e.g., science fair, concerts, etc.) 0236	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

13. **What is your current ANNUAL salary for your position at this school before taxes and deductions?**

● *If your position includes multiple duties (e.g., you teach a class and serve as principal/school head at this school), please include your entire salary before taxes and deductions. Please report in whole dollars.*

0263 $☐☐☐,☐☐☐.☐0☐0☐ Per year

14. **Please enter the date you completed this questionnaire.**

Report month as a number, i.e., 01 for January, 02 for February, etc.

Month   Day   Year

0265 ☐☐ 0266 ☐☐ 0267 2☐0☐0☐☐

Please return this questionnaire in the enclosed envelope. If you do not have the return envelope, call 1–800–221–1204, or mail your questionnaire to:

U.S. Census Bureau
Attn: Econ Batching Unit
Bldg 60 B, DCB
1201 E. 10th Street
Jeffersonville IN 47132

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Attachment S-2. School Reinterview Questionnaire

INSTRUCTIONS

a. Please use black ink to complete this questionnaire. Do not write any comments near the answer spaces.

b. If you are unsure about how to answer a question, please give the best answer you can rather than leave it blank.

c. If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). The Census Bureau is also available to answer your questions via e-mail at: dsd.sass@census.gov.

YOUR COMMENTS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 10 to 15 minutes per response, including the time spent to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, e-mail: dsd.sass@census.gov, or write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., #9018, Washington, DC 20006.

▌ GENERAL INFORMATION ABOUT THIS SCHOOL

1. **Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were –**

♠ *Do NOT include prekindergarten, postsecondary, or adult education students. If none, please mark (X) the box.*

a. Hispanic, regardless of race?

0 ☐ None

0417 ☐,☐☐☐ Students

b. White, not of Hispanic origin?

0 ☐ None

0418 ☐,☐☐☐ Students

c. Black, not of Hispanic origin?

0 ☐ None

0419 ☐,☐☐☐ Students

d. Asian or Pacific Islander?

0 ☐ None

0420 ☐,☐☐☐ Students

e. American Indian or Alaska Native?

0 ☐ None

0421 ☐,☐☐☐ Students

f. Total students *(sum of entries in items 1a–e)*

0422 ☐,☐☐☐ Total students

2. **For this school year (2003–04), what is the Average Daily Attendance (ADA) at this school?**

♠ *Round to the nearest whole percent.*

0423 ☐☐☐ Percent

3. **What is the current capacity of this school's building(s)?**

♠ *Do not count the capacity of temporary buildings.*

0424 ☐,☐☐☐ Students

4

340403

FORM SASS-3A (11-25-2003)

4a.   Does this school have one or more temporary buildings?

   1 ☐ Yes

   2 ☐ No → [GO TO the "**STOP**" note following this item.]

b.   What is the capacity of the temporary building(s)?

☐ , ☐ ☐ ☐ Students

STOP → [If this school is a private school, please GO TO Section II on page 6.
If this school is a public school, please continue with item 5.]

---

5.   Does this school receive performance reports from the district that cover such things as students' scores on achievement tests or graduation rates?

   1 ☐ Yes → [GO TO item 7 below.]

   2 ☐ No

---

6.   Regardless of source, does this school have performance reports?

   1 ☐ Yes

   2 ☐ No → [GO TO item 8 on page 6.]

---

7.   Does this school use these performance reports to –

a.   Evaluate the progress of students in this school?

   1 ☐ Yes

   2 ☐ No

b.   Determine the next year's instructional focus?

   1 ☐ Yes

   2 ☐ No

c.   Realign the curriculum, such as with content standards and/or other indicator criteria?

   1 ☐ Yes

   2 ☐ No

d.   Inform parents and the community of the school's progress?

   1 ☐ Yes

   2 ☐ No

e.   Prompt school-level initiatives for improvement?

   1 ☐ Yes

   2 ☐ No

▌▌ STAFFING

For all teacher counts entered in items 8 and 9:

● *INCLUDE these types of teachers:*
  - Regular classroom teachers
  - Special area or resource teachers (e.g., special education, Title I, art, music, physical education)
  - Long-term substitute teachers

● *INCLUDE as part-time teachers:*
  - Itinerant teachers who teach part-time at this school
  - Employees reported in other items of this section if they also have a part-time teaching assignment at this school

● *DO NOT INCLUDE:*
  - Student teachers
  - Short-term substitute teachers
  - Teachers who teach ONLY prekindergarten or adult education

---

8. **Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school?**

● *If none, please mark (X) the box.*

  ▫ ☐ None

  ☐☐☐ Full-time

  ▫ ☐ None

  ☐☐☐ Part-time

YOUR COMMENTS

340601

FORM SASS-3(S) (11-25-2003)

9. Of the full-time and part-time TEACHERS in this school around the first of October, how many were –

● *If none, please mark (X) the box.*

a. **Hispanic, regardless of race?**

☐ None

☐☐☐ Teachers

b. **White, not of Hispanic origin?**

☐ None

☐☐☐ Teachers

c. **Black, not of Hispanic origin?**

☐ None

☐☐☐ Teachers

d. **Asian or Pacific Islander?**

☐ None

☐☐☐ Teachers

e. **American Indian or Alaska Native?**

☐ None

☐☐☐ Teachers

f. **Total teachers** *(sum of entries in items 9a–e)*

☐☐☐ Teachers

NOTE: *Sum of entries in items 9a–e should equal the sum of the entries in item 8 on page 6.*

YOUR COMMENTS

III SPECIAL PROGRAMS AND SERVICES

10. Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have special needs?

● *Do not include prekindergarten, postsecondary, or adult education students. If none, please mark (X) the box.*

0 ☐ None ➡ [GO TO item 12a below.]

☐,☐☐☐ Students

11a. Does this school primarily serve students with disabilities?

1 ☐ Yes ➡ [GO TO item 12a below.]

2 ☐ No

b. How many IEP students are in each of the following instructional settings?

● *The sum of entries in item 11b should equal the entry in item 10 above.*

☐,☐☐☐ **All day in a regular classroom** (100 percent of the school day)

☐,☐☐☐ **Most of the day in a regular classroom** (80–99 percent of the school day)

☐,☐☐☐ **Some of the day in a regular classroom** (40–79 percent of the school day)

☐,☐☐☐ **Little or none of the day in a regular classroom** (0–39 percent of the school day)

12a. Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?

● *Do not include prekindergarten, postsecondary, or adult education students.*

(Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

1 ☐ Yes

2 ☐ No ➡ [GO TO item 13a below.]

b. How many limited-English proficient students are enrolled in this school?

☐,☐☐☐ Students

13a. Does this school have any prekindergarten students?

NOTE: Previous items asking for student counts requested that prekindergarten students be excluded. Prekindergarten students are included here because they often receive National School Lunch Program and Title I services asked about in items 14–17.

1 ☐ Yes

2 ☐ No ➡ [GO TO item 14 on page 9.]

b. Around the first of October, how many prekindergarten students were enrolled in this school?

☐☐☐ Prekindergarten students

8

340809

FORM SASS-3A (11-25-2003)

14. **Does this school participate in the National School Lunch Program (that is, the federal free or reduced-price lunch program)?**

   1 ☐ Yes

   2 ☐ No ➔ GO TO item 16 below.

15. **Around the first of October, how many students at this school were APPROVED for free or reduced-price lunches?**

   ● *Report a separate count for prekindergarten students.*

   ● *If none, please mark (X) the box.*

   0 ☐ None

   ☐☐☐ Prekindergarten students approved

   0 ☐ None

   ☐,☐☐☐ Other students approved (kindergarten and higher)

16. **Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?**

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

   1 ☐ Yes

   2 ☐ No ➔ GO TO item 18 below.

17. **How many students participate in the Title I program?**

   ● *Report a separate count for prekindergarten students.*

   ● *If none, please mark (X) the box.*

   0 ☐ None

   ☐☐☐ Prekindergarten students participating

   0 ☐ None

   ☐,☐☐☐ Other students participating (kindergarten and higher)

18. **Please enter the date you completed this questionnaire.**

   ● *Report month as a number, i.e., 01 for January, 02 for February, etc.*

Month   Day   Year

☐☐   ☐☐   **200**☐

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341004

FORM SASS-3.7b (11-25-2003)