
NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

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

NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

Secondary Use of the Schools and Staffing Survey Data

Working Paper No. 1999-17

October 1999

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October 1999

Foreword

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

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

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**Secondary Uses of the
Schools and Staffing Survey Data**



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U.S. Department of Education
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National Center for Education Statistics

October 1999

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Secondary Use of the Schools and Staffing Survey Data

Purpose

The National Center for Education Statistics' (NCES) Schools and Staffing Survey (SASS) provides a large data set of information about teachers, administrators, schools, and districts, as well as information about policies and practices in K-12 education in the United States. Data from the 1987-88, 1990-91, and 1993-94 administrations of SASS include information from public, private, and Bureau of Indian Affairs schools from the Kindergarten level through 12th grade. Data collected by SASS are representative at both state and national levels for public schools and are representative by type of affiliation (e.g., non-sectarian) for private schools.

The National Center for Education Statistics (NCES) uses data generated from SASS to produce reports on issues in education. Other organizations and individuals use information from NCES reports on SASS, and also use the data through other methods—some request tabulations of SASS data that provide descriptive information about the education system in the United States, while others conduct analyses to answer research questions. In the context of this report, use of SASS data for purposes other than publication in NCES reports is referred to as secondary use.

This is the second of two reports to date regarding the secondary use of SASS data. The first report, *Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results* (NCES 99-02), reported progress made in the first three months toward identifying users of SASS data. This updated report, *Secondary Use of the Schools and Staffing Survey*, reports responses to a comprehensive effort to contact all possible users of SASS data. The broad purpose of these reports is to identify uses of the data from the Schools and Staffing Survey, and to determine the extent and variety of such use. In addition, these reports identify research topics that have been studied through use of the Schools and Staffing Survey, as well as individuals and organizations who use SASS.

Knowledge about the use of SASS data is helpful in many ways. Annual reports that track use of SASS data help NCES to identify continuing interest in particular content areas, as well as developing or fading research interests. In this way, recorded changes in the use of data help to inform NCES survey development.

Methodology

Information on the use of SASS data provided in this report was collected through procedures designed to facilitate on-going collection of information in three categories of SASS data usage. These categories include: (1) analytical research, (2) reporting

Secondary use of SASS data means use of SASS data for purposes other than publication in NCES reports.

The purposes of this report are to identify the extent and variety of secondary use of SASS data, describe topics covered in SASS related publications, and create a list of secondary users of SASS data.

The three main types of secondary use of SASS data are analysis, reporting descriptive statistics, and using summative facts (informational use).

descriptive statistics, and (3) using summative facts (informational use). Benefits of collecting information about these three types of data use are outlined below.

Awareness of uses of SASS data will inform decisions about survey development.

First, information about the kinds of analytical research being conducted with SASS data helps to inform development of future survey administrations. Subject areas that are addressed frequently in outside research are good candidates for retention on future versions of the questionnaires. As the Schools and Staffing Survey responds to pressures to measure additional content, knowledge of secondary research topics inform decisions about retention of items in future administrations of SASS. In addition, dissemination of information about the topics being studied with SASS data and the researchers who study these topics serve as a resource to the research community. Researchers are able to identify individuals and organizations with similar research interests, leading to collaboration and information-sharing.

Second, information about publications that report descriptive statistics lend important insight to future development of SASS. Similar to analytical papers, the type and number of publications of this sort, as well as the topics they address, inform survey development. Publications reporting descriptive statistics also give another important piece of information—topics reaching readers who would not be exposed to research in a scholarly journal. On-going tracking of publications reporting descriptive statistics provides information about issues that are currently of interest to the general public.

The variety of informational users indicates widespread interest in SASS data.

Third, knowledge of the number of organizations and individuals using SASS data for informational purposes is also beneficial. In this report we define informational use as use of SASS data that does not result in a publication or presentation. Such use includes requests for specific data tabulations from the National Education Data Resource Center (NEDRC), use of NCES SASS reports, or other use of SASS data that did not result in a publication. For example, using SASS data to facilitate discussion at an internal meeting, or obtaining information to influence policy decisions, would be considered informational use. The magnitude of this type of use indicates an on-going and widespread interest in the issues that the Schools and Staffing Survey addresses, as well as a need for the information contained in the data. The breadth of organizations that use SASS data for informational purposes gives some indication of the variety of reasons that people use SASS data.

A variety of sources were used to develop a list of potential SASS users.

Procedures

For this project we tracked information about individuals and organizations who use SASS data through various techniques. Potential SASS data users were contacted in four ways, via mail,

phone, e-mail, and fax. A sequential method of contact was designed to maximize the likelihood of locating most users of SASS data (for more information on procedures, please see Appendix F). The first step in the process was to make a list of potential SASS data users. This list was created from the following sources:

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

The current list of users of SASS data has nearly doubled in number since last year.

The list generated from these sources currently includes 1,613 individuals and organizations, which has increased from 833 contacts last year. After reviewing the initial list of contacts, procedures were designed and priorities were determined for contacting all those listed.

The procedures were designed to recur at regular intervals. One of the first tasks was to identify individuals who would not need to be contacted in the future. We developed a system to meet this need and recorded the reasons that individuals were placed on this list. Contacts who no longer need to be contacted were labeled “exhausted,” based on the following criteria.

First, individuals were labeled as exhausted if they could not be reached using the contact information that we had regarding them. In addition, if an individual or organization failed to respond after two attempts to contact them, they were similarly categorized as exhausted. Second, individuals were considered exhausted because they were no longer with the contact organization, and that organization had no forwarding information for these people as well as no information on their use of SASS data. Finally, a third group of individuals were considered

exhausted because they were unfamiliar with SASS, or indicated that they did not intend to utilize SASS data in the future.

Out of 1,613 individuals and organizations who were on the list of potential SASS data users, 1,156 were exhausted based on the reasons listed above. However, 457 individuals and organizations reported using SASS data in the past, and should be contacted again regarding future additional use of SASS data.

Findings

The results of the study document that organizations and individuals use SASS data in a number of ways (for an alphabetical listing of individuals and organizations that use SASS data see Appendix A). SASS data is used to report descriptive statistics, to conduct analytical research, and to inform organizations on a variety of issues in education. Table 1 indicates the number of organizations using SASS data in various ways as of August, 1999, and shows that informational use is the most common type of data use among contacts. This finding is not surprising when the length of time and effort for other types of use of SASS data are taken into account. A paper can take months to write, whereas informational use can occur within a brief period.

SASS data inform a wide audience.

Table 1: Organizations That Use SASS Data (August 1999)

Number of organizations that use SASS data by type of use

Type of Organization ^{ab}	Total of this Type	Type of Data Use		
		<i>Data analysis</i>	<i>Descriptive</i>	<i>Informational</i>
Universities and Colleges	58	20	21	56
Research Organizations	29	7	11	25
Government Agencies	49	3	3	56
K-12 School Organizations	23			26
Media Organizations	19		2	22
Associations	21		4	26
Foundations	4		2	6
Individuals	26	1		32
Other	31		5	43
Total	260	31	48	292

Notes: ^a Organizations engaged in more than one type of research are counted in each appropriate column. ^b For a listing of the organizations in each of the above categories, please see Appendix B.

The results presented in Table 1 indicate that there are several organizations engaged in data analysis and descriptive reporting. Publications resulting from these uses of SASS data cover a wide range of topics. Such topics include special education, teacher

Appendix C shows topics of publications and presentations.

qualifications, reform, school finance, teacher retention and attrition, supply and demand of teachers, and many others. In Appendix C, the names and affiliations of researchers who use SASS data are presented according to specific topics they have covered in their research. This information will be useful in upcoming years for longitudinal comparisons of topics. Similarities and differences in the topics covered as years progress will provide insightful assistance in survey development.

Appendices D and E are bibliographies. One lists NCES Working Papers and presentations. The other lists additional publications and presentations that use SASS data.

Also included in this report are two bibliographies of publications and presentations based on SASS data. The first of these is a bibliography of NCES Working Papers related to SASS, shown in Appendix D. The second is a bibliography of other publications and presentations at conferences that were identified as using SASS data, shown in Appendix E. The bibliography of publications and presentations is not comprehensive, but consists of the secondary SASS publications collected to this point. These include 135 NCES Working papers and 190 other publications and presentations. Table 2 shows the number and type of publications produced by various types of organizations. Research organizations and government agencies are the largest group of secondary users of SASS data.

Table 2 : Number of Publications Containing SASS Data, by Type of Organization (August 1999)

Number and type of publications that use SASS data, by type of organization

Type of Organization	Type of Publication	
	<i>Data analysis</i>	<i>Descriptive</i>
Universities and Colleges	105	39
Research Organizations	31	26
Government Agencies	21	4
K-12 School Organizations	1	
Media Organizations		8
Associations		9
Foundations		2
Individuals	3	1
Other		10
Total	161	99

The information contained in this report informs survey development.

Summary of Results

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

Increased content coverage in the 1999-2000 SASS will facilitate additional use of SASS data. Tracking topics covered in these publications will show trends in public interest.

Secondary use of SASS data is extensive. As the survey expands to cover additional content areas in its 1999-2000 administration, an increasing number of organizations and individuals with an interest in educational issues will find it beneficial and necessary to utilize SASS data. As this occurs, the tracking of secondary use of SASS data will gain increasing importance in survey development, as it provides a method by which to document the topics covered most extensively in publications produced by individuals and organizations outside of NCES. Information collected over a period of years will provide important details regarding trends in topics of interest to researchers, policy makers, and the general public.

Appendix A: Alphabetical List of SASS Data Users

Advance
Alabama Department of Education
Alliance Project
American Association for Employment in Education
American Association for Higher Education
American Association of Colleges for Teacher Education
American Counseling Association
American Federation of Teachers
American Fidelity Assurance Co.
American Institutes for Research
Annie E. Casey Foundation
Arizona Department of Education
Arkansas Department of Education
Asbury Park Press
Associated Press
Auburn Washburn USD 437
Banks, Cecily - Independent
Baraboo School District
Beaverton School District
Bering Strait School District
Blue Valley School District
Booz, Allen & Hamilton
Boulett, Kathy - Independent
Brinkley, Donna - Independent
Brinkman, Russel - Independent
California Lutheran University
California State University
California University of Pennsylvania
Carlson Companies Inc

Center for the Future of Children
Center for the Study of Higher and Postsecondary Education
CEO Forum on Education and Technology
Chicago Public Schools
CNA Corporation
Colorado Department of Education
Columbia University
Columbia University School of Social Work
Commonwealth of Virginia
Conejo Valley Unified School
Congressional Research Service
Connecticut Department of Education
Consortium for Policy Research in Education (CPRE)
Copeland, Diane - Independent
Cornell University
Council for Exceptional Children
Council of Chief State School Officers
Council of the Great City Schools
Courier Journal
Cumberland College
Curriculum Concepts
Dade County Public Schools
Daily Southtown
David and Lucile Packard Foundation
Delaware Department of Education
Deming Public Schools
Department of Civil Service
DeWitt Wallace-Reader's Digest Fund
Donahue, Mary - Independent
Early Childhood Today
Education Center

Education Week
Educational Research Service
Educational Testing Service
El Paso Independent School District
Eugene Research Institute
Fairfax County Health Dept.
Fidelity Federal Savings Bank of Florida
Florida Department of Education
Florida Postsecondary Education Planning Committee
Frank Porter Graham Child Development Center
Frankel, David N. - Independent
Frederick D. Patterson Research
Frederick D. Patterson Research at UNCF
Freedom Forum
Gay, Kathleen - Independent
Geese, Paul - Independent
General Accounting Office
George Community School District
George Washington University
Georgetown University
Goethe Institute
Goodwin, Marilyn - Independent
Gouvernement du Quebec
Grossman, Kate - Independent
Harcourt Brace & Company
Hartford Insurance Group
Harvard Smithsonian Center for Astrophysics
Harvard University
Highlands County School board
Howard University
Infinity Inc.

Inside Private School Management Newsletter
IRI Skylight Training and Publishing, Inc.
J.P. Morgan
Johnson, Cynthia - Independent
Jones, Lona - Independent
Journal News
Kansas Department of Education
Kentucky Department of Education
Keokuk Community School District
Kitchell, Melinda - Independent
Kolker, Carole - Independent
Library of Congress
Lichtman, Jeff - Independent
Louisiana Department of Education
Louisiana State University Medical Center
Lutheran Church Missouri Synod
Malcolm Weiner Center for Social Policy
Massachusetts Institute of Social and Economic Research
Mayor's Office for Children and Youth
McDougal Littell
Merced City School District
Michigan Department of Human Services
Michigan State University
Midolthian School District
Mississippi State University
Missouri Department of Elementary and Secondary Education
Modern Red Schoolhouse Institute
Montana Office of Public Instruction
MSTA
National Assessment of Educational Progress (NAEP) (NCES)
National Association for Sport & Physical Ed.

National Association of Elementary School Principals
National Association of Elementary School Principals (NAESP)
National Association of Episcopal Schools
National Catholic Education Association
National Center for Education Information
National Center for Research on Teacher Learning
National Center for Restructuring Education
National Center for Science Teaching and Learning
National Clearinghouse for Professions in Special Education
National Council of Teachers
National Council of Teachers of Mathematics (NCTM)
National Education Association
National Endowment for the Arts
National Geographic Society
National Oceanic and Atmospheric Administration
National Research Council
National Right to Read Foundation
National School Boards Association
National Science Foundation (NSF)
Nebraska Department of Education
Nebraska Lutheran High School
New Jersey Education Association
New Trier High School
New York City School
New York Hall of Science
Newsday
NHMCCD
Nolfol, Sal - Independent
Norris, Michelle - Independent
North Carolina Department of Public Instruction
North Carolina State University

North Central Regional Education Lab (NCREL)
Northlich Stolley Lawarre Advertising
Northwest Regional Educational Laboratory (NWREL)
Office of Educational Research and Improvement (OERI)
Ohio Department of Education
Ohio State University
Oklahoma State University
Oral Roberts University
Paramount Pictures
Pennsylvania Department of Education
Pennsylvania State University, University Park
Pergamit, Mike - Independent
Poly Prep
Porter County Special Education
Portsmouth School District
Postville Community School District
Presidents Committee on the Arts and Humanities
Public Policy Institute of California
Quality Education for Minorities Network
RAND, Inc.
Ranken Technical College
Recruiting New Teachers, Inc.
Regents College
Richardson, Myers & Donofrio Inc
Rural Challenge Policy Program
Rutgers University
Saint Vincent College
San Jose State University
Science Education Researcher
Search Institute
Slippery Rock University

Software and Information Industry Association
Sonoma State University
Sonstelie, John - Independent
South Atlantic Regional Resource Center
Southern Legislative Conference of the Council of State Governments
Southern Regional Education Board
SRI International
Sutterman & Howard
Swarthmore College
Taylor & Francis
Teach for America
Teacher Magazine
Teachers Insurance and Annuity Association - College Retirement
Equities Fund
Temple University
Tennessee State University
Texas Education Agency
U.S. Bureau of Labor Statistics
U.S. Bureau of the Census
U.S. Commission of Civil Rights
U.S. Department of Education
U.S. Department of Education - Planning and Evaluation Service
U.S. Department of Interior
U.S. Department of Justice
U.S. Department of Labor
United Negro College Fund
United States Senate
United Way of America
University of Albany
University of California, Berkeley
University of California, Davis

University of Chicago
University of Florida
University of Georgia
University of Iowa
University of Louisville
University of Lowell
University of Maryland, College Park
University of Massachusetts, Amherst
University of Michigan
University of Missouri, Columbia
University of Missouri, Kansas City
University of Nebraska, Lincoln
University of North Carolina, Chapel Hill
University of Northern Colorado
University of Oregon
University of Pennsylvania
University of Rochester
University of Southern California
University of Virginia
University of Washington
University of Wisconsin
University of Wisconsin, Madison
University of Wisconsin, Stevens Point
Valley View High School, Guidance Office
Virginia Polytechnic Institute
Virgin Islands Department of Education
Washington Department of Education
Washington Education Association
Washington Federation of Independent Schools
Washington Post
Waterford Institute

Wayne, Andrew - Independent
Weeks, Janet - Independent
Weinberg, Francine - Independent
Weinstein, Don - Independent
Westat
WestEd
Western Interstate Commission for Higher Education
Western Michigan University
Western Washington University
Winter, Phoebe - Independent
Wisconsin Center for Education Research
Wisconsin Department of Public Instruction
Wolff, Jonathan - Independent
Working Woman
Wyoming Department of Education

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Appendix B: SASS Data Users by Type of Organization*Universities
and Colleges*

California Lutheran University
California State University
California University of Pennsylvania
Columbia University
Columbia University School of Social Work
Cornell University
Cumberland College
George Washington University
Georgetown University
Harvard University
Howard University
Michigan State University
Mississippi State University
North Carolina State University
Ohio State University
Oklahoma State University
Oral Roberts University
Pennsylvania State University, University Park
Ranken Technical College
Regents College
Rutgers University
Saint Vincent College
San Jose State University
Slippery Rock University
Sonoma State University
Swarthmore College
Temple University
Tennessee State University
University of Albany
University of California, Berkeley
University of California, Davis

University of Chicago
University of Florida
University of Georgia
University of Iowa
University of Louisville
University of Lowell
University of Maryland, College Park
University of Massachusetts, Amherst
University of Michigan
University of Missouri, Columbia
University of Missouri, Kansas City
University of Nebraska, Lincoln
University of North Carolina, Chapel Hill
University of Northern Colorado
University of Oregon
University of Pennsylvania
University of Rochester
University of Southern California
University of Virginia
University of Washington
University of Wisconsin
University of Wisconsin, Madison
University of Wisconsin, Stevens Point
Virginia Polytechnic Institute
Waterford Institute
Western Michigan University
Western Washington University

*Research
Organizations*

Alliance Project
American Institutes for Research
Center for the Study of Higher and Postsecondary Education
CNA Corporation

Consortium for Policy Research in Education (CPRE)
Educational Research Service
Educational Testing Service
Eugene Research Institute
Frank Porter Graham Child Development Center
Frederick D. Patterson Research
Frederick D. Patterson Research at UNCF
Malcolm Weiner Center for Social Policy
Massachusetts Institute of Social and Economic Research
Modern Red Schoolhouse Institute
National Center for Education Information
National Center for Research on Teacher Learning
National Center for Science Teaching and Learning
National Research Council
North Central Regional Education Lab (NCREL)
Northwest Regional Educational Laboratory (NWREL)
Public Policy Institute of California
RAND, Inc.
Science Education Researcher
Search Institute
Southern Regional Education Board
SRI International
Westat
WestEd
Wisconsin Center for Education Research

*Government
Agencies*

Alabama Department of Education
Arizona Department of Education
Arkansas Department of Education
Colorado Department of Education
Commonwealth of Virginia
Congressional Research Service

Connecticut Department of Education
Delaware Department of Education
Department of Civil Service
Fairfax County Health Dept.
Florida Department of Education
General Accounting Office
Gouvernement du Quebec
Kansas Department of Education
Kentucky Department of Education
Library of Congress
Louisiana Department of Education
Mayor's Office for Children and Youth
Michigan Department of Human Services
Missouri Department of Elementary and Secondary Education
Montana Office of Public Instruction
National Assessment of Educational Progress (NAEP) (NCES)
National Center for Restructuring Education
National Endowment for the Arts
National Oceanic and Atmospheric Administration
National Science Foundation (NSF)
Nebraska Department of Education
North Carolina Department of Public Instruction
Office of Educational Research and Improvement (OERI)
Ohio Department of Education
Pennsylvania Department of Education
Porter County Special Education
Presidents Committee on the Arts and Humanities
South Atlantic Regional Resource Center
Texas Education Agency
U.S. Bureau of Labor Statistics
U.S. Bureau of the Census
U.S. Commission of Civil Rights

U.S. Department of Education
U.S. Department of Education - Planning and Evaluation Service
U.S. Department of Interior
U.S. Department of Justice
U.S. Department of Labor
United States Senate
Virgin Islands Department of Education
Washington Department of Education
Western Interstate Commission for Higher Education
Wisconsin Department of Public Instruction
Wyoming Department of Education

*K-12 School
Organizations*

Auburn Washburn USD 437
Baraboo School District
Beaverton School District
Bering Strait School District
Blue Valley School District
Chicago Public Schools
Conejo Valley Unified School
Council of the Great City Schools
Dade County Public Schools
Deming Public Schools
El Paso Independent School District
George Community School District
Highlands County School board
Keokuk Community School District
Merced City School District
Midolthian School District
Nebraska Lutheran High School
New Trier High School
New York City School
Poly Prep

Portsmouth School District
Postville Community School District
Valley View High School, Guidance Office

*Media
Organizations*

Advance
Asbury Park Press
Associated Press
Courier Journal
Daily Southtown
DeWitt Wallace-Reader's Digest Fund
Early Childhood Today
Education Week
Freedom Forum
Inside Private School Management Newsletter
IRI Skylight Training and Publishing, Inc.
Journal News
National Clearinghouse for Professions in Special Education
Newsday
Northlich Stolley Lawarre Advertising
Paramount Pictures
Teacher Magazine
Washington Post
Working Woman

Associations

American Association for Employment in Education
American Association for Higher Education
American Association of Colleges for Teacher Education
American Counseling Association
American Federation of Teachers
Council for Exceptional Children
National Association for Sport & Physical Ed.
National Association of Elementary School Principals
National Association of Elementary School Principals (NAESP)
National Association of Episcopal Schools
National Catholic Education Association
National Council of Teachers
National Council of Teachers of Mathematics (NCTM)
National Education Association
National Geographic Society
National School Boards Association
New Jersey Education Association
Quality Education for Minorities Network
Software and Information Industry Association
Washington Education Association
Washington Federation of Independent Schools

Foundations

Annie E. Casey Foundation
Center for the Future of Children
David and Lucile Packard Foundation
National Right to Read Foundation

Individuals

Banks, Cecily
Boulett, Kathy
Brinkley, Donna
Brinkman, Russel
Copeland, Diane

Donahue, Mary
Frankel, David N.
Gay, Kathleen
Geese, Paul
Goodwin, Marilyn
Grossman, Kate
Johnson, Cynthia
Jones, Lona
Kitchell, Melinda
Kolker, Carole
Lichtman, Jeff
Nolfol, Sal
Norris, Michelle
Pergamit, Mike
Sonstelie, John
Wayne, Andrew
Weeks, Janet
Weinberg, Francine
Weinstein, Don
Winter, Phoebe
Wolff, Jonathan

Other

American Fidelity Assurance Co.
Booz, Allen & Hamilton
Carlson Companies Inc
CEO Forum on Education and Technology
Council of Chief State School Officers
Curriculum Concepts
Education Center
Fidelity Federal Savings Bank of Florida
Florida Postsecondary Education Planning Committee
Goethe Institute

Harcourt Brace & Company
Hartford Insurance Group
Harvard Smithsonian Center for Astrophysics
Infinity Inc.
J.P. Morgan
Louisiana State University Medical Center
Lutheran Church Missouri Synod
McDougal Littell
MSTA
New York Hall of Science
NHMCCD
Recruiting New Teachers, Inc.
Richardson, Myers & Donofrio Inc
Rural Challenge Policy Program
Southern Legislative Conference of the Council of State
Governments
Sutterman & Howard
Taylor & Francis
Teach for America
Teachers Insurance and Annuity Association - College
Retirement Equities
United Negro College Fund
United Way of America

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Appendix C: Topics of Research Based on SASS Data

<i>Topic</i>	<i>Researcher</i>
<i>Administrator training</i>	Emil Haller - Cornell University
<i>African Americans</i>	Frederick D. Patterson Research United Negro College Fund
<i>American Indians</i>	Michael Pavel - Washington State University
<i>Careers</i>	Recruiting New Teachers, Inc. Judith Singer - Harvard University Roy Edelfelt - University of North Carolina, Chapel Hill
<i>Certification</i>	Michael Podgursky - University of Missouri, Columbia Dale Ballou - University of Massachusetts, Amherst David Hand - Oral Roberts University Jianping Shen - Western Michigan University Jeff Archer - Education Week
<i>Class size</i>	Lawrence Picus - University of Southern California Linda Schuurman-Baker - Center for the Future of Children Linda Schuurman-Baker - David and Lucile Packard Foundation Marguerite Roza - Independent

Computers Andres Henriquez - Bank Street College of Education
 Andy Zucker - SRI International

Curriculum Jaekyung Lee - University of Maine

*Decision-
making* Richard Ingersoll - University of Georgia

Demographics Alliance Project
 Jewell Gould - American Federation of Teachers
 Mary L. Queitzsch - Northwest Regional Educational Laboratory
 (NWREL)
 Linda Cave - Western Washington University
 Margaret Osteen - Little River Elementary School
 U.S. Commission of Civil Rights
 University of Washington

Discrimination Lois Joy - Massachusetts Institute of Social and Economic
 Research
 U.S. Commission of Civil Rights

Diversity

Linda Darling-Hammond - Columbia University

Northwest Regional Educational Laboratory (NWREL)

Lucy Barnett - Northwest Regional Educational Laboratory (NWREL)

Mary Dilworth - American Association of Colleges for Teacher Education

American Association of Colleges for Teacher Education

Lynn Boyer - National Clearinghouse for Professions in Special Education

U.S. Commission of Civil Rights

Marcy Bullmaster - National Commission on Teaching

Economics of teaching

Sherwin Rosen - University of Chicago

Education policy

Michael Podgursky - University of Missouri, Columbia

Dale Ballou - University of Massachusetts, Amherst

Education systems

Gene Hall - University of Northern Colorado

Educational goals

U.S. Commission of Civil Rights

Educational inequality

Richard Ingersoll - University of Georgia

*Educational
resources*

Lawrence Picus - University of Southern California

Allan Odden - University of Wisconsin, Madison

Carolyn Adele Busch - Consortium for Policy Research in
Education (CPRE)

Carolyn Adele Busch - University of Wisconsin, Madison

Marguerite Roza - Independent

Enrollment

Frederick D. Patterson Research

United Negro College Fund

Finance policy

Julie Berry Cullen - University of Michigan

David Figlio - University of Florida

Lawrence Picus - University of Southern California

Kim Rueben - Public Policy Institute of California

Allan Odden - University of Wisconsin, Madison

*Foreign
investment*

David Figlio - University of Florida

Gender

Mary L. Queitzsch - Northwest Regional Educational Laboratory (NWREL)

Henry Zheng - National Center for Science Teaching and Learning

Henry Zheng - Ohio State University

American Association of Colleges for Teacher Education

Lisa Smulyan - Swarthmore College

Lois Joy - Massachusetts Institute of Social and Economic Research

Richard Verdugo – National Education Association

Jeffrey Schneider – National Education Association

Gender differences

Henry Zheng - National Center for Science Teaching and Learning

Henry Zheng - Ohio State University

Gender inequality

Richard Verdugo – National Education Association

Jeffrey Schneider – National Education Association

Hispanic

Mary Dilworth - American Association of Colleges for Teacher Education

Indicators

Rolf K. Blank - Council of Chief State School Officers

Lynn Cornett - Southern Regional Education Board

University of Washington

Nicholas Zill - Westat

Kindergarten

Diane Early - Frank Porter Graham Child Development Center

Diane Early - University of North Carolina, Chapel Hill

Nicholas Zill - Westat

Leadership

Henry Zheng - National Center for Science Teaching and Learning

Henry Zheng - Ohio State University

John Bales - Independent

*Library media
specialists*

Andres Henriquez - Bank Street College of Education

*Limited
English
Proficiency
(LEP)*

U.S. Commission of Civil Rights

Jonathan Hull - Southern Legislative Conference of the Council of
State Governments

*Math and
science*

Rolf K. Blank - Council of Chief State School Officers

Mary L. Queitzsch - Northwest Regional Educational Laboratory
(NWREL)

Northwest Regional Educational Laboratory (NWREL)

Linda Cave - Western Washington University

Linda Wilson - Independent

Merit pay

Michael Podgursky - University of Missouri, Columbia

Dale Ballou - University of Massachusetts, Amherst

Methodology

Angela-Jo Wetzel - U.S. Bureau of the Census

Cleo Jenkins - U.S. Bureau of the Census

Judith Singer - Harvard University

*Minority
teachers*

Jianping Shen - Western Michigan University

New teachers

C. Emily Feistritzer - National Center for Education Information

Belinda D. Karge - California State University, Fullerton

Melissa R. Freiberg - University of Wisconsin, Whitewater

Recruiting New Teachers, Inc.

Margaret Osteen - Little River Elementary School

Eileen Weiss (Sclan) - Columbia University

Eileen Weiss (Sclan) - National Center for Restructuring Education

*Organizational
control*

Richard Ingersoll - University of Georgia

*Organizational
structure*

Richard Ingersoll - University of Georgia

*Out-of-field
teaching*

Richard Ingersoll - University of Georgia

Education Week

Jeff Archer - Education Week

Parents Frederick D. Patterson Research
United Negro College Fund
Nicholas Zill - Westat

Pay incentives Michael Podgursky - University of Missouri, Columbia
Dale Ballou - University of Massachusetts, Amherst

Pre-Kindergarten Bill Gormley - Georgetown University

Principal qualifications Henry Zheng - National Center for Science Teaching and Learning
Henry Zheng - Ohio State University

Principals Frederick D. Patterson Research
United Negro College Fund
Michael Podgursky - University of Missouri, Columbia
Dale Ballou - University of Massachusetts, Amherst
Bonnie Billingsley - Virginia Polytechnic Institute
Henry Zheng - National Center for Science Teaching and Learning
Henry Zheng - Ohio State University
Kusum Singh - Virginia Tech
Lisa Smulyan - Swarthmore College
John Bales - Independent

Private schools

Michael Podgursky - University of Missouri, Columbia

Dale Ballou - University of Massachusetts, Amherst

*Professional
community*

Carolyn Riehl - University of Michigan

Adam Gamoran - University of Wisconsin, Madison

*Professional
development*

Richard Ingersoll - University of Georgia

Linda Darling-Hammond - Columbia University

Lynn Cornett - Southern Regional Education Board

Adam Gamoran - University of Wisconsin, Madison

Brad Lenhardt - Northwest Regional Educational Laboratory
(NWREL)

Lucy Barnett - Northwest Regional Educational Laboratory
(NWREL)

Recruiting New Teachers, Inc.

Ohio Department of Education

*Professional-
ization*

Richard Ingersoll - University of Georgia

*Public school
funding*

David Figlio - University of Florida

*Quality of
education*

Michael Podgursky - University of Missouri, Columbia

Dale Ballou - University of Massachusetts, Amherst

Education Week

Ohio Department of Education

Richard Verdugo – National Education Association

Jeffrey Schneider – National Education Association

Reform

Michael Podgursky - University of Missouri, Columbia

Dale Ballou - University of Massachusetts, Amherst

Margaret Goertz - Consortium for Policy Research in Education
(CPRE)

Margaret Goertz - University of Pennsylvania

Jaekyung Lee - University of Maine

Robert E. Floden - Michigan State University

Robert E. Floden - National Center for Research on Teacher
Learning

Jennifer O'Day - University of Wisconsin

*Research
opportunities*

Erling E. Boe - Consortium for Policy Research in Education
(CPRE)

Erling E. Boe - University of Pennsylvania

Rural schools

Michael Podgursky - University of Missouri, Columbia

Dale Ballou - University of Massachusetts, Amherst

<i>Rural teachers</i>	Michael Podgursky - University of Missouri, Columbia Dale Ballou - University of Massachusetts, Amherst
<i>School climate</i>	Richard Ingersoll - University of Georgia Henry Zheng - National Center for Science Teaching and Learning Henry Zheng - Ohio State University Jianping Shen - Western Michigan University
<i>School conflict</i>	Richard Ingersoll - University of Georgia
<i>School effectiveness</i>	Emil Haller - Cornell University John Bales - Independent
<i>School environment</i>	Nicholas Zill - Westat
<i>School finance</i>	Lawrence Picus - University of Southern California Allan Odden - University of Wisconsin, Madison Carolyn Adele Busch - Consortium for Policy Research in Education (CPRE) Carolyn Adele Busch - University of Wisconsin, Madison Marguerite Roza - Independent
<i>School management</i>	Daryl Drury - National School Boards Association

*School
performance*

David Figlio - University of Florida

*School
readiness*

Jianping Shen - Western Michigan University

School safety

Jianping Shen - Western Michigan University

Nicholas Zill - Westat

Richard Verdugo - National Education Association

Jeffrey Schneider - National Education Association

*Second job-
holding/moon-
lighting*

Dan Goldhaber - CNA Corporation

Dominic Brewer - RAND, Inc.

Michael Podgursky - University of Missouri, Columbia

Dale Ballou - University of Massachusetts, Amherst

*Special
education*

Erling E. Boe - Consortium for Policy Research in Education
(CPRE)

Erling E. Boe - University of Pennsylvania

Julie Berry Cullen - University of Michigan

David Figlio - University of Florida

Sharon Bobbitt - U.S. Department of Education

Lynne Cook - California State University

Belinda D. Karge - California State University, Fullerton

Melissa R. Freiberg - University of Wisconsin, Whitewater

George Terhanian - University of Pennsylvania

Marilyn Goodwin - Independent

Lynn Boyer - National Clearinghouse for Professions in Special
Education

Judith Singer - Harvard University

*Student-
teacher ratio*

Linda Schuurman-Baker - Center for the Future of Children

Linda Schuurman-Baker - David and Lucile Packard Foundation

Taxes

David Figlio - University of Florida

Kim Rueben - Public Policy Institute of California

*Teacher
attrition/
retention*

Erling E. Boe - Consortium for Policy Research in Education
(CPRE)
Erling E. Boe - University of Pennsylvania
Texas Education Agency
Richard Ingersoll - University of Georgia
David Baker - Pennsylvania State University
Michael Podgursky - University of Missouri, Columbia
Dale Ballou - University of Massachusetts, Amherst
Linda Darling-Hammond - Columbia University
Sheila Kirby - RAND, Inc.
Sharon Bobbitt - U.S. Department of Education
David Grissmer - RAND, Inc.
Lynne Cook - California State University
Paige Tompkins - Mississippi State University
Bob Rossi - American Institutes for Research
Jianping Shen - Western Michigan University
Marilyn Goodwin - Independent
Margaret Osteen - Little River Elementary School
Eileen Weiss (Sclan) - Columbia University
Eileen Weiss (Sclan) - National Center for Restructuring Education

*Teacher
characteristics*

Brad Lenhardt - Northwest Regional Educational Laboratory
(NWREL)
Lucy Barnett - Northwest Regional Educational Laboratory
(NWREL)

*Teacher
commitment/
satisfaction*

Carolyn Riehl - University of Michigan
 Bonnie Billingsley - Virginia Polytechnic Institute
 Kusum Singh - Virginia Tech
 Marilyn Goodwin - Independent
 Eileen Weiss (Sclan) - Columbia University
 Eileen Weiss (Sclan) - National Center for Restructuring Education
 Judith Singer - Harvard University
 Alliance Project

*Teacher
compensation*

Dan Goldhaber - CNA Corporation
 Dominic Brewer - RAND, Inc.
 David Figlio - University of Florida
 Richard Ingersoll - University of Georgia
 Lawrence Picus - University of Southern California
 Michael Podgursky - University of Missouri, Columbia
 Dale Ballou - University of Massachusetts, Amherst
 Mary Beth Savio - University of Rochester
 Kevin Skelly - University of California, Berkley
 Marguerite Roza - Independent
 Richard Verdugo - National Education Association
 Jeffrey Schneider - National Education Association

*Teacher
education
programs*

Recruiting New Teachers, Inc.
 Mary Dilworth - American Association of Colleges for Teacher
 Education

Teacher effort

Michael Podgursky - University of Missouri, Columbia

Dale Ballou - University of Massachusetts, Amherst

Teacher induction

Richard Ingersoll - University of Georgia

Recruiting New Teachers, Inc.

Ohio Department of Education

Teacher influence

Richard Ingersoll - University of Georgia

Teacher perceptions

Belinda D. Karge - California State University, Fullerton

Melissa R. Freiberg - University of Wisconsin, Whitewater

Jianping Shen - Western Michigan University

Eileen Weiss (Sclan) - Columbia University

Eileen Weiss (Sclan) - National Center for Restructuring Education

Alliance Project

Teacher preparation

Michael Podgursky - University of Missouri, Columbia

Dale Ballou - University of Massachusetts, Amherst

Lynn Cornett - Southern Regional Education Board

Brad Lenhardt - Northwest Regional Educational Laboratory (NWREL)

Lucy Barnett - Northwest Regional Educational Laboratory (NWREL)

Education Week

Gene Hall - University of Northern Colorado

Archie George - University of Idaho

*Teacher
qualifications*

Erling E. Boe - Consortium for Policy Research in Education
(CPRE)

Erling E. Boe - University of Pennsylvania

David Figlio - University of Florida

Richard Ingersoll - University of Georgia

Lawrence Picus - University of Southern California

Kim Rueben - Public Policy Institute of California

Michael Podgursky - University of Missouri, Columbia

Dale Ballou - University of Massachusetts, Amherst

Linda Darling-Hammond - Columbia University

Lynn Cornett - Southern Regional Education Board

Sharon Bobbitt - U.S. Department of Education

Lynne Cook - California State University

Michael Pavel - Washington State University

David Bills - University of Iowa

Mary Ellen Wacker - University of Iowa

Andres Henriquez - Bank Street College of Education

Jianping Shen - Western Michigan University

Brad Lenhardt - Northwest Regional Educational Laboratory
(NWREL)

Lucy Barnett - Northwest Regional Educational Laboratory
(NWREL)

Gene Hall - University of Northern Colorado

Jeff Archer - Education Week

Jonathan Hull - Southern Legislative Conference of the Council of
State Governments

Archie George - University of Idaho

*Teacher
quality*

David Figlio - University of Florida
Richard Ingersoll - University of Georgia
Frederick D. Patterson Research
United Negro College Fund
David Baker - Pennsylvania State University
Michael Podgursky - University of Missouri, Columbia
Dale Ballou - University of Massachusetts, Amherst
Lynn Cornett - Southern Regional Education Board
Sheila Kirby - RAND, Inc.
David Grissmer - RAND, Inc.

*Teacher
recruitment*

Michael Podgursky - University of Missouri, Columbia
Dale Ballou - University of Massachusetts, Amherst

*Teacher
shortages*

Richard Ingersoll - University of Georgia
C. Emily Feistritzer - National Center for Education Information
American Association for Employment in Education

*Teacher supply
and demand*

Erling E. Boe - Consortium for Policy Research in Education
(CPRE)

Erling E. Boe - University of Pennsylvania

Texas Education Agency

Richard Ingersoll - University of Georgia

David Baker - Pennsylvania State University

Linda Darling-Hammond - Columbia University

Sharon Bobbitt - U.S. Department of Education

C. Emily Feistritzer - National Center for Education Information

Lynne Cook - California State University

Michael Pavel - Washington State University

George Terhanian - University of Pennsylvania

Recruiting New Teachers, Inc.

Lynn Boyer - National Clearinghouse for Professions in Special
Education

American Association for Employment in Education

Teaching field

Erling E. Boe - Consortium for Policy Research in Education
(CPRE)

Erling E. Boe - University of Pennsylvania

Sharon Bobbitt - U.S. Department of Education

Lynne Cook - California State University

Technology Andres Henriquez - Bank Street College of Education
CEO Forum on Education and Technology
Craig Jerald - Education Week
Andy Zucker - SRI International

*Title 1 /
Chapter 1* Rolf K. Blank - Council of Chief State School Officers

Unions Mary Beth Savio - University of Rochester

*Urban
education* Jianping Shen - Western Michigan University
Recruiting New Teachers, Inc.

Urbanicity Michael Podgursky - University of Missouri, Columbia
Dale Ballou - University of Massachusetts, Amherst
Mary L. Queitzsch - Northwest Regional Educational Laboratory
(NWREL)

Violence Jianping Shen - Western Michigan University

*Women in
administration* Lisa Smulyan - Swarthmore College
Lois Joy - Massachusetts Institute of Social and Economic
Research

*Working
conditions*

Belinda D. Karge - California State University, Fullerton

Melissa R. Freiberg - University of Wisconsin, Whitewater

Eileen Weiss (Sclan) - Columbia University

Eileen Weiss (Sclan) - National Center for Restructuring Education

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Appendix D: NCES Working Papers Based on SASS Data

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- Anderson, J. (1993). *The distribution of Chapter 1 services: Data from the Schools and Staffing Survey*. U.S. Department of Education. Washington, DC: Office of Educational Research and Improvement. Office of Research.
- Anderson, J. I. (1994). Who decides? Principals' and teachers' views on decision-making. In *Schools and Staffing Survey (SASS), Papers presented at Meetings of the American Statistical Association* (NCES 94-01) (pp. 108-113). U.S. Department of Education. Project Officer, Dan Kasprzyk. Washington, DC: NCES Working Paper.
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- Billingsley, B. S. (1994). Teacher retention / attrition: Issues for research. In *Six papers on teachers from the 1990-91 Schools and Staffing Survey and other related surveys* (NCES 94-06). U.S. Department of Education. Project Officer, Dan Kasprzyk. Washington, DC: NCES Working Paper.
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- Bobbitt, S. A. (1990). *Moonlighting among public and private school teachers*. Paper presented at the Annual Meeting of the American Educational Research Association.
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- Bobbitt, S. A. (1993). *Heaven or Hell? The teaching environment of beginning teachers*. Paper presented at the Annual Meeting of the American Educational Research Association.
- Bobbitt, S. A. (1993). *Using opportunity to learn items in elementary and secondary national surveys*. Paper presented at the Annual Meeting of the American Educational Research Association.
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- Choy, S. P. (1996). *1998-99 Schools and Staffing Survey: Issues Related to Survey Depth* (NCES 96-10). U.S. Department of Education. Project Officer, Dan Kasprzyk. Washington, DC: NCES Working Paper.
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- Cole, C., and Schwanz, D. J. (1998). *SASS documentation: 1993-4 SASS student sampling problems; Solutions for determining the numerators for the SASS Private School (3B) second-stage factors* (NCES 98-05). U.S. Department of Education. Project Officer, Steven Kaufman. Washington, DC: NCES Working Paper.
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- Fink, S. (1995). *Schools and Staffing Survey: 1990-91 SASS cross-questionnaire analysis* (NCES 95-03). U.S. Department of Education. Project Officer, Dan Kasprzyk. Washington, DC: NCES Working Paper.
- Fink, S., Saba, M., Chang, M., and Peng, S. (1996). Documentation of nonresponse and consistency of data categorization across NCES surveys. In *Schools and Staffing Survey (SASS): 1995, Selected papers presented at the 1995 Meeting of the American Statistical Association* (NCES 96-02) (pp. 51-56). U.S. Department of Education. Project Officer, Dan Kasprzyk. Washington, DC: NCES Working Paper.
- Fisher, S. K., and Kasprzyk, D. (1997). Revising the NCES Private School Survey: A method to design a systematic classification of private schools in the United States. In *Selected papers on education surveys: Papers presented at the 1996 meeting of the American Statistical Association* (NCES 97-01) (pp. 13-18). U.S. Department of Education. Project Officer, Dan Kasprzyk. Washington, DC: NCES Working Paper.

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- Fowler, W. J. (1991). *What are the characteristics of principals identified as effective by teachers?* Paper presented at the Annual Meeting of the American Educational Research Association.
- Freidlin, B., and Salvucci, S. (1995). *Empirical evaluation of social, psychological, & educational construct variables used in NCES surveys* (NCES 95-14). U.S. Department of Education. Project Officer, Dan Kasprzyk. Washington, DC: NCES Working Paper.
- Garet, M. S., Chan, T. H., Isaacs, J. B., and Sherman, J. D. (1997). *The determinants of per-pupil expenditures in private elementary and secondary schools: An exploratory analysis* (NCES 97-07). U.S. Department of Education. Project Officer, Stephen Broughman. Washington, DC: NCES Working Paper.
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- Gilford, D. M. (1997). *International comparisons of inservice professional development* (NCES 97-11). U.S. Department of Education. Project Officer, Stephen P. Broughman. Washington, DC: NCES Working Paper.
- Grissmer, D. W., and Kirby, S. N. (1994). Designing the Teacher Follow-Up Survey (TFS): Issue and content. In *Six papers on teachers from the 1990-19 Schools and Staffing Survey and other related surveys* (NCES 94-06). U.S. Department of Education. Project Officer, Dan Kasprzyk. Washington, DC: NCES Working Paper.
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Appendix E: Published and/or Presented Papers Based on SASS Data

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Appendix F: Procedure for Locating Users of SASS Data***Initial Search:***

1. Compile a list of contacts that may be using SASS data. This list includes people with access to restricted-use SASS data, members of the SASS Technical Review Panel, participants in SASS-related conferences, independent researchers known by the NCES SASS team, individuals and organizations requesting information about SASS from the National Education Data Resource Center (NEDRC) or NCES staff, and researchers referred by other contacts.
2. Contact individuals by phone, letter, email, or fax according to which information is available. Individuals and organizations that have requested information from NEDRC are contacted sequentially, beginning with those that made the most recent requests. Inquire of all contacts whether or not they have used SASS data in any way. If they have produced publications, request copies of articles or reference information. Also request referrals to others who may be using SASS data. Each person who is contacted is listed in a database with contact information. This database also includes the date that the person was contacted, whether or not they responded, the nature of their response (e.g., not involved with SASS research), as well as any other relevant information.
3. Examine ERIC abstracts for references to SASS data.
4. As articles or references to articles are received, these are entered into the Endnote SASS library. This facilitates easy access to any publication that uses SASS data. Keywords for searching the Endnote library are determined and entered for each reference as appropriate. NCES papers are only included in the bibliography if the following criteria are met: 1) The paper was presented at a conference, OR 2) It is a working paper. NCES reports are not included in this bibliography.

Annual search:

1. On a yearly basis, individuals and organizations who have published papers that use SASS data are re-contacted to determine if they have produced new publications or plan to produce new publications using SASS data in the future.

2. In addition to individuals and organizations who have previously produced publications that use SASS data, the following sources are used on an annual basis:
 - American Association of School Librarians
 - American Educational Research Association (Annual Meeting)
 - American Educational Research Association (Grant Program)
 - American Educational Research Association – Survey Research Methods Section
 - American Sociological Association – Sociology of Education Section
 - American Statistical Association (Annual Meeting)
 - NCES training seminar attendees
 - U.S. Census Bureau

3. Literature searches are conducted using various reference databases each year. The following databases are used:
 - Congressional Universe
 - Dissertation Abstracts
 - Econ Lit
 - ERIC
 - PAIS International
 - Periodical Abstracts
 - Policy File
 - Psych Lit
 - Reader's Guide to Periodical Literature
 - Social Sciences Index
 - Statistical Universe

4. Also annually, researchers who have been newly added to the user list for restricted SASS data are contacted and asked whether they have conducted research or produced publications using SASS data.

Listing of NCES Working Papers to Date

Please contact Sheilah Jupiter at (202) 219-1761 (sheilah_jupiter@ed.gov) if you are interested in any of the following papers

<u>Number</u>	<u>Title</u>	<u>Contact</u>
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-26 (Oct.)	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimble
97-27 (Oct.)	Pilot Test of IPEDS Finance Survey	Peter Stowe
97-28 (Oct.)	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-29 (Oct.)	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30 (Oct.)	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31 (Oct.)	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32 (Oct.)	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-33 (Oct.)	Adult Literacy: An International Perspective	Marilyn Binkley
97-34 (Oct.)	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35 (Oct.)	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-36 (Oct.)	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West

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<u>Number</u>	<u>Title</u>	<u>Contact</u>
97-37 (Nov.)	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-38 (Nov.)	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97-39 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40 (Nov.)	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
97-41 (Dec.)	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42 (Jan. 1998)	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-43 (Dec.)	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
97-44 (Dec.)	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-01 (Jan.)	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02 (Jan.)	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-03 (Feb.)	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-04 (Feb.)	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.

Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
98-05 (Mar.)	SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-06 (May)	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-07 (May)	Decennial Census School District Project Planning Report	Tai Phan
98-08 (July)	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
98-09 (Aug.)	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98-10 (Aug.)	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
98-11 (Aug.)	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
98-12 (Oct.)	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98-13 (Oct.)	Response Variance in the 1994-95 Teacher Follow-up Survey	Steven Kaufman
98-14 (Oct.)	Variance Estimation of Imputed Survey Data	Steven Kaufman
98-15 (Oct.)	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
98-16 (Dec.)	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
98-17 (Dec.)	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White

Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
1999-01 (Jan.)	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
1999-02 (Feb.)	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
1999-03 (Feb.)	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
1999-04 (Feb.)	Measuring Teacher Qualifications	Dan Kasprzyk
1999-05 (Mar.)	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06 (Mar.)	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
1999-07 (Apr.)	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-08 (May)	Measuring Classroom Instructional Processes: Using Survey and Case Study Fieldtest Results to Improve Item Construction	Dan Kasprzyk
1999-09a (May)	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b (May)	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c (May)	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d (May)	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e (May)	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f (May)	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g (May)	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek

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<u>Number</u>	<u>Title</u>	<u>Contact</u>
1999-10 (May)	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
1999-11 (May)	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
1999-12 (June)	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume III: Public-Use Codebook	Kerry Gruber
1999-13 (June)	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
1999-14 (June)	1994-95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
1999-15 (June)	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
1999-16 (June)	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
1999-17 (Oct.)	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley