SAID in Graphics, Contest Data Description

Data Point: Public School Principals’ Perceptions of Influence by School Level and Community Type (NCES 2018-014)

This Data Point report is available at: https://nces.ed.gov/pubs2018/2018014.pdf

The data used in constructing this Data Point is restricted. However, the data set in your team DropBox is derived from the similar 1999-2000 Public School Principal Questionnaire from the Schools and Staffing Survey data. This data set contains some imputed values and drops some observations with missing variables (typically because they did not have a corresponding school level survey). The full operational dataset for 1999-2000 contains a large number of weight variables. This set contains only one, called here WEIGHT.

This data set is not to be used for any research projects as it is missing some information to be used correctly in those circumstances. It is provided here for demonstration purposes.

Figure 1 in the Data Point is based on variable A0087 (Principal Influence on Curriculum; the number choosing level 5), URBANIC (3 levels in the provided data instead of 4 in the report) and SCHLEVEL (3 levels in the provided data instead of 4 in the report).

Figure 2 in the Data Point uses A0125 (Principal influence on Spending; the number choosing level 5) instead of A0087.

The Variables

The dataset contains variables from the Public School Principal Questionnaire from the Schools and Staffing Survey for 1999-2000 (identified below with an A in front of a four digit number), as well as others derived from those questions or from the general school survey.

The Public School Principal Questionnaire from the Schools and Staffing Survey for 1999-2000 can be found at: https://nces.ed.gov/surveys/sass/pdf/9900/sass2a.pdf. It contains the details of questions A0053 to A0230 that begin on page 4 of the questionnaire. (Note small numbers next to each question in the questionnaire). An * indicates an explanatory vote for the variable is included at the end of this document.

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A0159  Prof dev part of tchrs work
A0160  Prof dev planned by tchrs
A0161  Prof dev presented by tchrs
A0162  Prof dev with resources
A0163  Prof dev w/ tchrs
A0164  Tchrs givn time for prof dev
A0165* Prof dev time use substitutes
A0166* Prof dev time early dismissal
A0167* Prof days before sch yr
A0168* Prof days during sch yr
A0169* Prof days after sch yr
A0170* Common planning time
A0171* Reduced work loads
A0172  Sch has own prof dev budget
A0173  Pcnt of fculty tchng to hi standards
A0174* Dismissal barrier policies
A0175* Dismissal barrier decisions not
A0176* Dismissal barrier inadequate doc
A0177* Dismissal barrier tenure
A0178* Dismissal barrier tchr assn
A0179* Dismissal barrier too stressful
A0180  Partcpated in university crses
A0181  Visiting other schools
A0182  Research
A0183  Mentoring
A0184  Principal network
A0185  Participated in prncpls workshops
A0186  Presenter at workshops
A0187* Attending assn meeting
A0188  Decision making body
A0189* Council principal
A0190* Council vice principal
A0191* Council teachers
A0192* Council department heads
A0193* Council students
A0194* Council parents
A0195* Council community reps
A0196* Council Superintendent/dist rep
A0197  Freq facilitate achvmnt sch mission
A0198  Freq supervise staff
A0199  Freq guide dev of curriclm
A0200  Freq facilitate stu learning
A0201  Freq provide prof dev actvties
A0202  Freq build prof community
A0203  Freq dev public relations
A0204  Freq maintain phys security
A0205  Freq manage sch facilities
A0206  Freq attend dist meetings
A0207  State/dist has sch perf goals
A0208* Sch req to meet dist/st goals
A0209* Sch met dist/st goals
A0210* Receivd cash/resrces for entire sch
A0211* Receivd cash/resrces for tchrs
A0212* Received other recognition
A0213* Yes in 22c
A0214* Req to write plan
A0215* Put on evaluation cycle
A0216* Provided w.tech assistance
A0217* Given additional resources
A0218* Req to replace principal
A0219* Reconst or taken over
A0220* Reduced funding
A0221  Sch improvement plan
A0222* Assessment tests
A0223* Assessment surveys
A0224* Assessment portfolios
A0225  Highest degree
A0226* Salary
A0227  Gender
A0228  Race
A0229* Tribal affiliation
A0230  Ethnicity
The remaining questions are derived from other information on the Principal Survey, or gained from the School Survey [https://nces.ed.gov/surveys/sass/pdf/9900/sass3a.pdf](https://nces.ed.gov/surveys/sass/pdf/9900/sass3a.pdf).

**URBANIC** is the Urbanicity of the School

1. Large or Mid-size central city
2. Urban fringe of large or mid-size city
3. Small town/rural

**REGION** is the Census Region

2. Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas
3. South: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas

**ENRK12UG** is the categorized Total Ungraded and K-12 Enrollment

1. Less than 300 students
2. 300 to 499 students
3. 500 or more students.

**SCHLEVEL** is the School Level

1. Elementary if school has any of grades K–6 and none of grades 9–12
2. Secondary if school has any of grades 7–12 and none of grades K–6
3. Combined for all other cases.

**NUMTCH** is the categorized estimated number of FTE teachers

1. Fewer than 25 teachers
2. 25 - 34 teachers
3. 35 or more teachers

**STU_TCH** is the estimated student teacher ratio (Note that one observation seems to be in error).

**MINENR** is the categorized percent minority students

1. Fewer than 5 percent students
2. 5 - 19 percent students
3. 20 - 49 percent students
4. 50 or more percent students
MINTCH is the categorized percent of minority teachers

1. Less than 1%
2. 1 - 4%
3. 5 - 19%
4. 20 - 49%
5. 50% or more

PGMTYPE is the type of school

1. REGULAR elementary or secondary school
3. Elementary or secondary school with a SPECIAL PROGRAM EMPHASIS (such as a science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.)
4. SPECIAL EDUCATION school - primarily serves students with disabilities
5. VOCATIONAL/TECHNICAL school - primarily serves students being trained for occupations
6. ALTERNATIVE school - offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program, special education, or vocational school

GL_ACDM, GL_GRW, GL_HMRL, GL_LITCY, GL_MRL, GL-SKL, and GL_WRK are derived from the choices for A0067, A0068, A0069 (question 8 was apparently left out because it can be calculated from the others). A value of 1 indicates the corresponding goal was ranked in the top 3, a 2 indicates it was not.
GL_ACDM = academic excellence; GL_GRW = personal growth, GL_HMRL = human relations skills, GL_LITCY= basic literacy, GL_SKL=occupational/vocational skills, GL_WRK=work habits

RACETH_P is the Principal’s race/ethnicity

1. American Indian or Alaska Native, non-Hispanic
2. Asian or Pacific Islander, non-Hispanic
3. Black, non-Hispanic
4. White, non-Hispanic
5. Hispanic, regardless of race

AGE_P is the Principal’s age

1. Under 40
2. 40 – 44
3. 45 – 49
4. 50 – 54
5. 55 and over
FRED is the categorized percent of K-12 students who were approved for free or reduced-priced lunche

1. Less than 5%
2. 5 - 19%
3. 20 - 49%
4. 50% or more

-8 School did not participate in the national school lunch program

WEIGHT is the relative weights to be applied to the principals. The sum of the weights is approximately the number of public schools estimated to exist in the United States while the survey was taken.

Notes on particular variables:

A0057: A response of -8 on A0057 (6c: Are you currently teaching in this school) indicates they answered 0 to A0056 (6b: Years teaching since becoming principal)

A00165 to A0171: A response of -8 on questions A0165 to A0171 (15b(1) to 15b(7)) indicates a response of 2 (No) on A0164 (15a: Does the school provide development time during regular hours).

A0189 to A0196: A response of -8 on questions A0189 to A0196 (20b(1) to 20b(8)) indicates a response of 2 (No) on A0188 (20a: Does the school have a decision making body).

A0208 to A0209: A response of -8 on questions A0208 to A0209 (22b to 22c) indicates a response of 2 (No) on A0207 (22a: Has either your district or your state established school performance goals).

A0210 to A0213: A response of -8 on questions A0210 to A0213 (22d(1) to 22d(3) and 22e) indicates a response of -8 (Skipped) or 2 (No) on A0209 (22c: Did your school meet the minimum district or state performance goals). An additional 2 subjects mistakenly skipped A0213 (22e).

A0214 to A0220: A response of -8 on questions A0214 to A0220 (22f(1) to 22f(7)) indicates a response of -8 (Omit) or 1 (Yes) on A0209 (22c), or a 1 (Yes) on A0213 (22e: Question designed for those not following instructions).

A0222 to A0224: A response of -8 on questions A0222 to A0224 (23b(1) to 23b(3)) indicates a response of 2 (No) on A0221 (23a: Does your school have a formal improvement plan?)

A0226: Salary is categorical with

1. Less than $49,000
2. $49,000 - $59,999
3. $60,000 - $69,999
4. $70,000 - $79,999
5. $80,000 - $89,999
6. $90,000 or more

A0229: A response of -8 on question A0229 (27b: Are you in a federally recognized tribe) indicates a response other than 1 (American Indian or Alaska Native) on A0228 (27a: Race).