

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.

A0053	Yrs princpl this sch	A0063	Athletic coach
A0054	Yrs princpl oth schls	A0064	Sponsor
A0055	Yrs tchng before princpl	A0065	Prog for aspiring princpls
A0056	Yrs tchng since princpl	A0066	Prog for Ind ed admin
A0057*	Currently teaching in this sch	A0067	Most imp goal
A0058	Dept head	A0068	Second most imp goal
A0059	Curriculum spec/coordinator	A0069	Third most imp goal
A0060	Assistant principal	A0070	How far along ed goals
A0061	Counselor	A0071	How far along organizational goals
A0062	Library media specialist	A0072	How far along financial

A0073	How far along attracting students	A0116	Influence on disc policy sch board
A0074	How far along assessment sys	A0117	Influence on disc policy district staff
A0075	How far along parent involvement	A0118	Influence on disc policy principal
A0076	Influence on standrds state	A0119	Influence on disc policy tchrs
A0077	Influence on standrds sch board	A0120	Influence on disc policy council
A0078	Influence on standrds district staff	A0121	Influence on disc policy parents
A0079	Influence on standrds principal	A0122	Influence on spending state
A0080	Influence on standrds curr spec	A0123	Influence on spending sch board
A0081	Influence on standrds tchrs	A0124	Influence on spending district staff
A0082	Influence on standrds council	A0125	Influence on spending principal
A0083	Influence on standrds parents	A0126	Influence on spending curr spec
A0084	Influence on curriculum state	A0127	Influence on spending tchrs
A0085	Influence on curriculum sch board	A0128	Influence on spending council
A0086	Influence on curriculum district staff	A0129	Influence on spending parents
A0087	Influence on curriculum principal	A0130	Problem student tardiness
A0088	Influence on curriculum curr spec	A0131	Problem student absenteeism
A0089	Influence on curriculum tchrs	A0132	Problem tchr absenteeism
A0090	Influence on curriculum council	A0133	Problem class cutting
A0091	Influence on curriculum parents	A0134	Problem phys conflicts
A0092	Influence on prof dev prog state	A0135	Problem theft
A0093	Influence on prof dev prog sch board	A0136	Problem vandalism
A0094	Influ prof dev prog district staff	A0137	Problem student pregnancy
A0095	Influence on prof dev prog principal	A0138	Problem alcohol use
A0096	Influence on prof dev prog curr spec	A0139	Problem drug abuse
A0097	Influence on prof dev prog tchrs	A0140	Problem weapons
A0098	Influence on prof dev prog college	A0141	Problem disrespect for tchrs
A0099	Influence on prof dev prog council	A0142	Problem drop outs
A0100	Influence on prof dev prog parents	A0143	Problem student apathy
A0101	Influence on eval tchrs state	A0144	Problem parental involvement
A0102	Influence on eval tchrs sch board	A0145	Problem poverty
A0103	Influence on eval tchrs district staff	A0146	Problem unprepared students
A0104	Influence on eval tchrs principal	A0147	Problem student health
A0105	Influence on eval tchrs tchrs	A0148	Prof dev state initiatives
A0106	Influence on eval tchrs council	A0149	Prof dev dist initiatives
A0107	Influence on eval tchrs parents	A0150	Prof dev sch improvmtnt plan
A0108	Influence on hiring tchrs state	A0151	Prof dev academic stndrds
A0109	Influence on hiring tchrs sch board	A0152	Prof dev skills stndrds
A0110	Influence on hiring tchrs district staff	A0153	Prof dev tchr preferences
A0111	Influence on hiring tchrs principal	A0154	Prof dev support sch goals
A0112	Influence on hiring tchrs tchrs	A0155	Prof dev support dist goals
A0113	Influence on hiring tchrs council	A0156	Prof dev support stndrds
A0114	Influence on hiring tchrs parents	A0157	Prof dev eval imprvmt
A0115	Influence on disc policy state	A0158	Prof dev eval stu achvmnt

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

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

1. Northeast: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania
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
4. West: Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Ala

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_ITCY= 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 lunches

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).