SAID in Graphics, Contest Data Description

First Look: Characteristics of Public Elementary and Secondary School Principals in the United States (NCES 2017-070)

This First Look report is available at: https://nces.ed.gov/pubs2017/2017070.pdf

The data used in constructing this First Look 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.*

**Table 1** in the First Look has column variable similar to RACETH_P (Race/Ethnicity) and row variables related to PGMTYPE (program type), URBANIC (Urbanicity of the school), SCHLEVEL (School Level), ENRK12UG (Total Ungraded and K-12 Enrollment), and FRED (Percent of K-12 students approved for free or reduced priced lunches). Many of these variables has slightly different categories in the data set you are provided.

**Table 2** in the First Look has column variable A0227 (Gender) and one similar to AGE_P (Principal’s age by category). The data set does not include the raw ages to calculate the average or median as in the table. As per the FAQ, you may use a reasonable simulation to generate age values if it is an important part of your graphic. Please provide an explanation of what you did for doing so.

**Table 3** in the First Look has column variable similar to A0225 (Principal’s Highest Degree).

**Table 6** in the First Look has columns derived from the continuous variable A0053 (Years the principal was at the current school), and for the first column A0053 and A0054 (Years the principal was at other schools).

**Table 7** in the First Look has columns derived from variables A0079, A0087, A0095, A0104, A0111, A0118, and A0125 (the various influence variables for the principal, with 5 being “a great deal of influence”).

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  A0092  Influence on prof dev prog state
A0054  Yrs princpl oth schls  A0093  Influence on prof dev prog sch board
A0055  Yrs tchng before princpl  A0094  Influ prof dev prog district staff
A0056  Yrs tchng since princpl  A0095  Influence on prof dev prog principal
A0057  Currently teaching in this sch  A0096  Influence on prof dev prog curr spec
A0058  Dept head  A0097  Influence on prof dev prog tchrs
A0059  Curriculum spec/coordinator  A0098  Influence on prof dev prog college
A0060  Assistant principal  A0099  Influence on prof dev prog council
A0061  Counselor  A0100  Influence on prof dev prog parents
A0062  Library media specialist  A0101  Influence on eval tchrs state
A0063  Athletic coach  A0102  Influence on eval tchrs sch board
A0064  Sponsor  A0103  Influence on eval tchrs district staff
A0065  Prog for aspiring princpls  A0104  Influence on eval tchrs principal
A0066  Prog for Ind ed admin  A0105  Influence on eval tchrs tchrs
A0067  Most imp goal  A0106  Influence on eval tchrs council
A0068  Second most imp goal  A0107  Influence on eval tchrs parents
A0069  Third most imp goal  A0108  Influence on hiring tchrs state
A0070  How far along ed goals  A0109  Influence on hiring tchrs sch board
A0071  How far along organizational goals  A0110  Influence on hiring tchrs district staff
A0072  How far along financial  A0111  Influence on hiring tchrs principal
A0073  How far along attracting students  A0112  Influence on hiring tchrs tchrs
A0074  How far along assessment sys  A0113  Influence on hiring tchrs council
A0075  How far along parent involvement  A0114  Influence on hiring tchrs parents
A0076  Influence on standrdns state  A0115  Influence on disc policy state
A0077  Influence on standrdns sch board  A0116  Influence on disc policy sch board
A0078  Influence on standrdns district staff  A0117  Influence on disc policy district staff
A0079  Influence on standrdns principal  A0118  Influence on disc policy principal
A0080  Influence on standrdns curr spec  A0119  Influence on disc policy tchrs
A0081  Influence on standrdns tchrs  A0120  Influence on disc policy council
A0082  Influence on standrdns council  A0121  Influence on disc policy parents
A0083  Influence on standrdns parents  A0122  Influence on spending state
A0084  Influence on curriculum state  A0123  Influence on spending sch board
A0085  Influence on curriculum sch board  A0124  Influence on spending district staff
A0086  Influence on curriculum district staff  A0125  Influence on spending principal
A0087  Influence on curriculum principal  A0126  Influence on spending curr spec
A0088  Influence on curriculum curr spec  A0127  Influence on spending tchrs
A0089  Influence on curriculum tchrs  A0128  Influence on spending council
A0090  Influence on curriculum council  A0129  Influence on spending parents
A0091  Influence on curriculum parents  A0130  Problem student tardiness
Problem student absenteeism
Problem tchr absenteeism
Problem class cutting
Problem phys conflicts
Problem theft
Problem vandalism
Problem student pregnancy
Problem alcohol use
Problem drug abuse
Problem weapons
Problem disrespect for tchrs
Problem drop outs
Problem student apathy
Problem parental involvement
Problem poverty
Problem unprepared students
Problem student health
Prof dev state initiatives
Prof dev dist initiatives
Prof dev sch improvmt plan
Prof dev academic stndrds
Prof dev skills stndrds
Prof dev tchr preferences
Prof dev support sch goals
Prof dev support dist goals
Prof dev support stndrds
Prof dev eval imprvmt
Prof dev eval stu achvmt
Prof dev part of tchrs work
Prof dev planned by tchrs
Prof dev presented by tchrs
Prof dev with resources
Prof dev w/ tchrs
Tchrs givn time for prof dev
Prof dev time use substitutes
Prof dev time early dismissal
Prof days before sch yr
Prof days during sch yr
Prof days after sch yr
Common planning time
Reduced work loads
Sch has own prof dev budget
Pcnt of fculty tchng to hi standards
Dismissal barrier policies
Dismissal barrier decisions not
Dismissal barrier inadequate doc
Dismissal barrier tenure
Dismissal barrier tchr assn
Partcpatd in university crses
Visiting other schools
Research
Mentoring
Principal network
Participated in prncpls workshops
Presenter at workshops
Attending assn meeting
Decision making body
Council principal
Council vice principal
Council teachers
Council department heads
Council students
Council parents
Council community reps
Council Superintendent/dist rep
Freq facilitate achvmt sch mission
Freq supervise staff
Freq guide dev of curriclm
Freq facilitate stu learning
Freq provide prof dev actvties
Freq build prof community
Freq dev public relations
Freq maintain phys security
Freq manage sch facilties
Freq attend dist meetings
State/dist has sch perf goals
Sch req to meet dist/st goals
Sch met dist/st goals
Receivd cash/resrces for entire sch
Receivd cash/resrces for tchrs
Received other recognition
Yes in 22c
Req to write plan
Put on evaluation cycle
Provided w/tech assistance
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A0217*</td>
<td>Given additional resources</td>
</tr>
<tr>
<td>A0218*</td>
<td>Req to replace principal</td>
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<tr>
<td>A0219*</td>
<td>Reconst or taken over</td>
</tr>
<tr>
<td>A0220*</td>
<td>Reduced funding</td>
</tr>
<tr>
<td>A0221</td>
<td>Sch improvement plan</td>
</tr>
<tr>
<td>A0222*</td>
<td>Assessment tests</td>
</tr>
<tr>
<td>A0223*</td>
<td>Assessment surveys</td>
</tr>
<tr>
<td>A0224*</td>
<td>Assessment portfolios</td>
</tr>
<tr>
<td>A0225</td>
<td>Highest degree</td>
</tr>
<tr>
<td>A0226*</td>
<td>Salary</td>
</tr>
<tr>
<td>A0227</td>
<td>Gender</td>
</tr>
<tr>
<td>A0228</td>
<td>Race</td>
</tr>
<tr>
<td>A0229*</td>
<td>Tribal affiliation</td>
</tr>
<tr>
<td>A0230</td>
<td>Ethnicity</td>
</tr>
</tbody>
</table>

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
2. 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.)
3. SPECIAL EDUCATION school - primarily serves students with disabilities
4. VOCATIONAL/TECHNICAL school - primarily serves students being trained for occupations
5. 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).