Adaptive Design for the Schools and Staffing Survey (SASS)

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Schools and Staffing Survey (SASS)

- Conducted every four years by NCES, data collection by the Census Bureau

- State and national estimates

- School districts, schools, principals, teachers, and libraries

- Starting 2015-16 will be the National Teacher and Principal Survey (NTPS)

- Every two years

- National only

- Schools, teachers, and principals only

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Adaptive Design

- Can we publish more timely by cutting off data collection or data processing early?
- NCES has a performance goal to publish within 12 months of the end of data collection.
- Can we identify the types of cases to focus on collecting first, the ones that drive the estimates?
- What are the implications on estimates?
- Can we use paradata to identify methods that can reduce potential non-sampling bias?

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2011-12 SASS Response Rates

Questionnaire	Response rates achieved by various dates								
	11/1/11	12/6/11	1/3/12	2/7/12	3/6/12	4/3/12	5/1/12	6/5/12	7/10/12
Principal Questionnaire	10.9	41.1	51.6	58.8	63.1	66.1	70.4	73.1	73.1
Teacher Questionnaire	0.0	0.0	7.3	25.0	51.0	60.6	64.3	75.5	76.4

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Multiple Data Sets

- Create 11 data sets, 6 for principals, 5 for teachers

- Reproduce key tables from each data set

- Do some of the interim data sets produce similar estimates to the final data set?

- Ideally identify a response level at which you get similar results, but earlier time frame

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Table 1. Total Number of School Principals and Percentage Distribution of School Principals, by Race/Ethnicity, School Type, and Selected School Characteristics: 2011-12

School type and selected school characteristic	Total number of principals	Percent of principals by race/ethnicity			
		Hispanic, regardless of race	White, non-Hispanic	Black or African American, non-Hispanic	Other[1]
All public schools	89,810	6.8	80.3	10.1	2.8
School classification					
Traditional public	85,350	6.6	81.0	9.7	2.7
Charter school	4,460	11.7	65.0	18.3	5.0
Community type					
City	23,440	11.9	63.4	20.8	3.9
Suburban	24,520	7.0	81.5	9.2	2.2
Town	12,330	5.4	86.1	5.4	3.1
Rural	29,520	3.2	90.1	4.4	2.2
School level					
Primary	50,210	7.9	79.4	10.1	2.6
Middle	13,930	5.9	79.7	11.6	2.9
High	18,390	6.0	82.6	8.8	2.6
Combined	7,280	3.5	81.1	11.2	4.2
Student enrollment					
Less than 100	6,600	4.3	83.4	9.1	3.3
100–199	6,480	3.7	85.8	7.4	3.1
200–499	37,140	6.6	78.9	11.5	3.0
500–749	21,830	6.8	81.1	9.3	2.8
750–999	8,680	9.6	79.8	9.1	1.5
1,000 or more	9,080	9.2	78.0	10.3	2.5
Percent of K–12 students who were approved for free or reduced-price lunches					
0–34	26,840	2.6	91.7	3.4	2.3
35–49	14,850	4.1	88.0	6.1	1.8
50–74	23,010	4.8	82.4	10.1	2.7
75 or more	22,020	16.3	57.8	22.0	3.9
School did not participate in free or reduced-price lunch program	3,090	4.0	87.7	3.6	4.7

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Paradata

- Modes of contact?

- Dates for each contact?

- Mail out dates

- Important for suggesting which modes worthwhile and which aren't

- Also important to plan structure of paradata to support these types of analyses

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