

# Documentation for the NCES Common Core of Data Pilot Teacher Compensation Survey (TCS) Agency-Level Public-Use Data File, School Year 2005–06

Final File Version 1a



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Final File Version 1a

May 2009

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## **I. Introduction to the NCES Common Core of Data Pilot Teacher Compensation Survey (TCS) Agency-Level Public-Use Data File, School Year 2005–06, Final File Version 1a**

This documentation is for the agency-level public-use data file (Version 1a) of the National Center for Education Statistics (NCES) Common Core of Data (CCD) Pilot Teacher Compensation Survey (TCS) for school year (SY) 2005–06. It contains a brief description of the data collection along with information required to understand and access the data file. The Pilot TCS data collection is conducted by NCES, a branch of the Institute of Education Sciences in the U.S. Department of Education, and the Governments Division of the U.S. Census Bureau. NCES is authorized to collect these data by Congress through the National Education Statistics Act of 1995, section 404(a), 20 U.S.C. 9003(a). This is the first year of the Pilot TCS data collection.

The CCD Pilot TCS Agency-Level Public-Use Data File provides data users with information on full-time<sup>1</sup> public school teachers reported on the CCD Pilot TCS Restricted-Use Data File for each Local Education Agency (LEA) in participating states. Seven states participated in the 2005–06 collection: Arizona, Arkansas, Colorado, Florida, Iowa, Missouri, and Oklahoma. The CCD Pilot TCS collects a limited amount of data on each public school teacher, including part-time teachers, in participating states. These data items include base and total salaries; health, retirement, and other benefits; full-time/part-time status; full-time equivalency (FTE); contract days; highest degree earned; years of teaching experience; year of birth; race/ethnicity; and gender data.<sup>2</sup> Please see Johnson and Cornman (2008) for the NCES Research and Development Report releasing these Pilot TCS data. Only select data items have been aggregated to the agency-level public-use file.

Each record in the data file is for an LEA and includes: the percentage distribution of teachers by education background and by teaching experience grouping, the mean number of years of teaching experience, the mean base salary, and the mean base salary by teaching experience grouping. Data are based on all full-time public school teachers in the LEA.

The SY 2005–06 TCS Agency-Level Public-Use Data File contains 2,136 records (one record for each LEA in the seven participating states), and each record contains 15 fields. The record layout is provided in appendix A.

The remaining appendixes provide the following information:

- Appendix B—glossary with definitions of key variables;
- Appendix C—state abbreviations and Federal Information Processing Standards (FIPS) state codes;
- Appendix D—minimum, maximum, and mean of continuous variables; and
- Appendix E—specific state notes.

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<sup>1</sup> Teacher full-time/part-time status is determined by the Full-Time Equivalency (FTE) value, Teacher Status Indicator, and Teacher Salary Indicator data reported on the CCD Pilot TCS Restricted-Use Data File: SY 2005–06.

<sup>2</sup> The complete teacher-level data file for the SY 2005–06 Pilot TCS is restricted-use and only available to researchers who have received a restricted data license. Applications for a restricted data license must be made online. For more information about applying for a restricted data license, please visit the NCES website at <http://nces.ed.gov/pubsearch/licenses.asp>.

## **II. User's Guide**

### **A. Survey Methodology**

#### **Common Core of Data survey system**

The TCS is part of the CCD survey system. The CCD collects administrative records data and has nonfiscal and fiscal components and the TCS. The nonfiscal components are the State Nonfiscal Survey of Public Elementary/Secondary Education, the Local Education Agency Universe Survey, and the Public Elementary/Secondary School Universe Survey; the fiscal components are the School District Finance Survey (F-33) and the National Public Education Financial Survey (NPEFS). The Pilot TCS was launched by NCES in 2007 collecting SY 2005–06 data. CCD data are reported annually by state education agencies (SEAs). Participation in the CCD is voluntary.

Data for the TCS are collected from SEAs through an online reporting system. They are then processed, edited, and verified by the U.S. Census Bureau, NCES, and the Education Statistics Services Institute (ESSI) of the American Institutes for Research (AIR). The SY 2005–06 Pilot TCS collection opened on May 23, 2007, and closed on June 29, 2007. Arizona, Arkansas, Colorado, Florida, Iowa, Missouri, and Oklahoma reported data in the SY 2005–06 Pilot TCS. The TCS will be considered a research and development effort until 45 or more states participate in the collection.

#### **Data collection**

The U.S. Census Bureau developed a website for the TCS for the secure transmission of large data files. Respondents were given a username and password to access the website and download instructions for submitting data, data item definitions, a record layout, the data plan, and other information necessary to submit the data file. There were no interactive, online editing features. After submission, U.S. Census Bureau and ESSI staff edited the data based on business rules developed jointly with NCES.

### **B. Data Quality**

#### **Coverage, response, and nonsampling error**

The SY 2005–06 Pilot TCS collection includes all public school teachers in the seven participating states. The SY 2005–06 Pilot TCS Agency-Level Public-Use Data File contains information only on the full-time teachers in LEAs with a legitimate NCES Local Education Agency Identification Number (LEAID) in the participating states. The states included in the SY 2005–06 Pilot TCS Agency-Level Public-Use Data File are: Arizona, Arkansas, Colorado, Florida, Iowa, Missouri, and Oklahoma.

Nonsampling error occurs when reporting states use different data item definitions than those supplied by NCES in the instruction manual of the collection (e.g., one state may define FTE as not greater than 1, whereas another state may not). The NCES definitions of the data items can be found in appendix B of the documentation.

## Data values

All data elements are presented as reported or have been filled with codes “-1” or “-2” by NCES. Descriptions of zero, “-1,” and “-2” are listed below.

- 0: A zero value represents a report of no occurrences of a data element. A value was expected and measured, but zero cases were found in the category (e.g., an LEA having no teachers with more than 30 years of teaching experience would have “0” for Percent of Teachers With More Than 30 Years of Teaching Experience (P\_EXGT30)).
- -1: A value of “-1” indicates that data are missing. A value was expected, but none was measured (e.g., an LEA that has at least one teacher with a doctor’s degree but cannot measure the number of teachers with a doctor’s degree would have “-1” for Percent of Teachers With Master’s or Doctor’s Degree (PCT\_ADVC)). “-1” is also reported for cases where the data cell contains information for less than three full-time teachers or the required reporting standard is not met (i.e., less than 70 percent of the teachers were reported in the Pilot TCS).
- -2: A value of “-2” indicates that data are not applicable. A value was neither expected nor measured (e.g., an LEA having no teachers with more than 30 years of teaching experience would have “-2” for Mean Base Salary for Teachers With More Than 30 Years of Experience (MBSAGT30)).

## SAS code to remove missing and nonapplicable data

It is recommended that data users remove values of “-1” and “-2” from the data file before performing data analysis. The following SAS code can be used to convert “-1” and “-2” to “missing” in the SAS data file:

```
data new;
set TCS_LEA_2005061a;
array remove(*) _numeric_;
do i = 1 to dim (remove);
    if (remove(i) = -1) or (remove(i) = -2) then remove(i) = .;
end;
drop i;
run;
```

## Precautions to prevent disclosure of individual teachers

The data file has undergone disclosure risk analysis to eliminate the possibility of the data being used to identify individual teachers. In the data source of the Pilot TCS Agency-Level Public-Use Data File (i.e., the Pilot TCS Restricted-Use Data File), some data items were swapped between records. These changes resulted in a minimal amount of change to the file overall.

The Pilot TCS Agency-Level Public-Use Data File has also undergone suppression. Suppression is the recoding of data in one or more cells with the purpose of protecting the identity of some teachers. If a data cell contains information for fewer than three full-time teachers, the value of the data cell will be suppressed.

## Data anomalies

Staff at NCES, the U.S. Census Bureau, and ESSi made every effort to verify questionable data collected from the Pilot TCS by conducting nonresponse follow-up, providing respondents with a list of edit failures, and requesting additional information for missing or anomalous data. If no explanation for anomalous data was provided by the state, NCES may have edited the data or changed the data values to missing. For a complete list of edits applied to the Pilot TCS Restricted-Use data for each participating state, see *Documentation for the NCES Common Core of Data Pilot Teacher Compensation Survey (TCS), Restricted-Use Data File, School Year 2005–06* (Zhou et al. 2008).

## C. Unit Identifier

(LEAID) NCES Local Education Agency ID. Each record contains a unique NCES Local Education Agency ID number. The first two characters of this number are the Federal Information Processing Standards (FIPS) code.<sup>3</sup>

Data users can easily link this file to the CCD Local Education Agency Universe Survey files or to other LEA-level files that NCES releases. The variable LEAID is the common link across all LEA-level files and should be used to match LEAs across files.

## Using the ascii text data file

When using the ascii text data file, care should be taken to label the identification number variables as character fields. This is necessary in order to retain the leading zero in many of the identification numbers. It is necessary to keep the leading zeroes when merging these data with other files. This can be accomplished in Excel by using the ‘Import Wizard’ to select the ID fields and set them as text fields.

## D. Data File Versions, Names, and Formats

### File versions

The names of CCD data files include a two-digit version number. The final files are assigned a version number beginning with 1. The character following 1 indicates the version number of the file (e.g., a “1a” file is the first (original) final file, and a “1b” file is the second (revised) final file).

NCES releases a final file (Version 1a) after a publication using the data has been released. (NCES standards require that an NCES publication using the data be released before the data are considered final.) If NCES receives revised data from states or discovers errors in the final data file, a revised file (Version 1b) is released. The documentation for the revised file indicates which states submitted revised data. The revised file is usually released 1 year after the original (Version 1a) final file.

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<sup>3</sup> A list of the Federal Information Processing Standards (FIPS) state codes appears in appendix C. The FIPS code should be used to reference all agencies in a particular state.

## **File names and formats**

The names of the SY 2005–06 Pilot TCS Agency-Level Public-Use Data Files are as follows:

- TCS\_LEA\_2005061a.sas7bdat (SAS file)
- TCS\_LEA\_2005061a.txt (text file)

The first 14 characters indicate the file contents and year, and the last two characters indicate the file version. “TCS” stands for Teacher Compensation Survey, “LEA” stands for Local Education Agency, “200506” stands for SY 2005–06, “1” indicates that the file is ready for final release by NCES, and “a” indicates this is the first version of the final file by NCES.

## **E. Data Plan**

In addition to the teacher compensation data collected in the Pilot TCS, NCES also collects information from each participating state to help process the data and to gain a better understanding of what programs and/or policies are connected with the data items and definitions. The SY 2005–06 Pilot TCS data plan questionnaire and responses are included in the documentation for the restricted-use TCS file. Responses relating to the data included in the public-use data file have been incorporated into the state notes, appendix E.

## **F. State Notes**

The state notes (appendix E) contain information regarding known anomalies specific to each participating state and the edits that the U.S. Census Bureau, NCES, and ESSI made to modify the Pilot TCS Restricted-Use Data File: SY 2005–06, which is the source data file of this agency-level data file.

## References

- Johnson, F., and Cornman, S. (2008). *An Exploratory Evaluation of the Data from the Pilot Teacher Compensation Survey: School Year 2005–06* (NCES 2008-440). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC. Retrieved February 18, 2009, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008440>.
- Zhou, L., Ave, E.P., Holland, E.E., and Johnson, F. (2008). *Documentation for the NCES Common Core of Data Pilot Teacher Compensation Survey (TCS), Restricted-Use Data File, School Year 2005–06* (NCES 2008-342). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

## **Appendix A—Record Layout and Description of Data Elements**



## Appendix A—Record Layout and Description of Data Elements

File name = TCS\_LEA\_2005061a.sas7bdat, School year 2005–06

Number of variables = 15

Number of observations = 2,136

Release: 1a, May 2009

Name	Order	Type	Description
LEAID	1	Character	NCES 7-digit local agency ID
PCT_BACH	2	Numeric	Percent of teachers with bachelor's degree
PCT_ADVC	3	Numeric	Percent of teachers with master's or doctor's degree
P_EX_1_5	4	Numeric	Percent of teachers with 1–5 years of teaching experience
P_EX6_10	5	Numeric	Percent of teachers with 6–10 years of teaching experience
P_EX1120	6	Numeric	Percent of teachers with 11–20 years of teaching experience
P_EX2130	7	Numeric	Percent of teachers with 21–30 years of teaching experience
P_EXGT30	8	Numeric	Percent of teachers with more than 30 years of teaching experience
M_EXP	9	Numeric	Mean number of years of teaching experience
MBSAL1_5	10	Numeric	Mean base salary for teachers with 1–5 years of experience
MBSAL610	11	Numeric	Mean base salary for teachers with 6–10 years of experience
MBSA1120	12	Numeric	Mean base salary for teachers with 11–20 years of experience
MBSA2130	13	Numeric	Mean base salary for teachers with 21–30 years of experience
MBSAGT30	14	Numeric	Mean base salary for teachers with more than 30 years of experience
M_BSAL	15	Numeric	Mean base salary



## **Appendix B—Glossary**



## Appendix B—Glossary

The glossary applies to both the Common Core of Data (CCD) Pilot Teacher Compensation Survey (TCS) Agency-Level Public-Use Data File: School Year 2005–06 and the CCD Pilot TCS Restricted-Use Data File: School Year 2005–06.

**all other benefits**—All other benefits (excluding retirement and health insurance) paid by the school district and other government agencies for teachers (e.g., Unemployment Compensation, Worker’s Compensation, and fringe benefits such as housing allowances, moving expenses, and paid parking).

**bachelor’s degree**—An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4, but not more than 5, years of full-time-equivalent college-level work. This includes all bachelor’s degrees conferred in a 5-year cooperative (work-study) program. A cooperative program provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor’s degrees in which the normal 4 years of work are completed in 3 years.

**base salary**—The negotiated annual salary for teaching duties for school year 2005–06. The base salary excludes pay for additional duties, such as supervising or directing after-school activities, school administration activities, and teaching summer school or adult education classes. Bonuses and other incentives are not included in base salaries.

**Common Core of Data (CCD)**—A group of public elementary/secondary education surveys of the National Center for Education Statistics (NCES). CCD data are collected from the administrative records systems of each state’s department of education.

**contract days**—Number of days specified in a teacher’s contract.

**doctor’s degree**—The highest award a student can earn for graduate study. The doctor’s degree classification includes such degrees as Doctor of Education, Doctor of Juridical Science, Doctor of Public Health, and Doctor of Philosophy, which can be awarded in any field (such as agronomy, food technology, education, engineering, public administration, ophthalmology, or radiology).

**full-time equivalency (FTE)**—The state’s (or district’s) FTE value for a teacher. FTE is the amount of time required to perform a teaching assignment stated as a proportion of a full-time position. It is computed by dividing the amount of time employed by the time normally required for a full-time position.

**gender**—Indicates whether the teacher is female or male.

**health benefits**—All amounts paid by the school district and other government agencies for teachers’ health insurance.

## Appendix B—Glossary

**highest degree earned**—The highest degree earned by a teacher from a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

**local education agency (LEA)**—An agency at the local level whose primary responsibility is to operate public schools or to contract for public school services. An LEA is also called a school district.

**master's degree**—An award that normally requires the successful completion of a program of study of at least the full-time equivalent of 1 or 2 academic years of work beyond the bachelor's degree.

**race/ethnicity**—Categories used to describe groups with which individuals identify or to which they belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

**retirement benefits**—All amounts paid by the school district, municipal, state, and other governments toward a teacher's retirement plan.

**state education agency (SEA)**—The agency of the state charged with primary responsibility for coordinating and supervising public instruction.

**teacher**—A professional school staff member who provides instruction to prekindergarten, kindergarten, grades 1 through 12, or ungraded classes and maintains daily student attendance records.

**teacher salary indicator**—This item indicates whether or not a teacher's base salary includes pay for other official assignments (such as administration, curriculum coordinator, and guidance counseling).

**teacher status indicator**—This indicator is used to determine a teacher's employment status, such as full-time teacher at one school only; full-time teacher assigned to several schools (itinerant teacher); full-time employee, part-time teacher at one school only; full-time employee, part-time teacher assigned to several schools; part-time employee whose primary duty is as a teacher; part-time employee who teaches and performs other duties; and substitute teacher.

**total benefits**—Sum of retirement, health, and all other benefits, or total benefits paid by the district and/or state if unable to break out retirement and health benefits.

**total salary**—The total amount of money paid to a teacher by the school district (for school year 2005–06).

**year of birth**—Teacher's year of birth.

## Appendix B—Glossary

**years of experience**—Years of teaching experience recognized by the school district or state education agency as of the end of the school year. New full-time teachers, hired at the beginning of the school year (with no previous experience), are reported as having 1 year of experience.



**Appendix C—State Abbreviations and Federal Information  
Processing Standards (FIPS) State Codes**



## Appendix C—State Abbreviations and Federal Information Processing Standards (FIPS) State Codes

Table C-1. State abbreviations and Federal Information Processing Standards (FIPS) state codes, by state: School year 2005–06

State	FIPS <sup>1</sup>	Abbreviation <sup>2</sup>	State	FIPS <sup>1</sup>	Abbreviation <sup>2</sup>
Alabama	01	AL	Missouri	29	MO
Alaska	02	AK	Montana	30	MT
Arizona	04	AZ	Nebraska	31	NE
Arkansas	05	AR	Nevada	32	NV
California	06	CA	New Hampshire	33	NH
Colorado	08	CO	New Jersey	34	NJ
Connecticut	09	CT	New Mexico	35	NM
Delaware	10	DE	New York	36	NY
District of Columbia	11	DC	North Carolina	37	NC
Florida	12	FL	North Dakota	38	ND
Georgia	13	GA	Ohio	39	OH
Hawaii	15	HI	Oklahoma	40	OK
Idaho	16	ID	Oregon	41	OR
Illinois	17	IL	Pennsylvania	42	PA
Indiana	18	IN	Rhode Island	44	RI
Iowa	19	IA	South Carolina	45	SC
Kansas	20	KS	South Dakota	46	SD
Kentucky	21	KY	Tennessee	47	TN
Louisiana	22	LA	Texas	48	TX
Maine	23	ME	Utah	49	UT
Maryland	24	MD	Vermont	50	VT
Massachusetts	25	MA	Virginia	51	VA
Michigan	26	MI	Washington	53	WA
Minnesota	27	MN	West Virginia	54	WV
Mississippi	28	MS	Wisconsin	55	WI
			Wyoming	56	WY

<sup>1</sup> Federal Information Processing Standards codes (01–56).

<sup>2</sup> U.S. Postal Service state abbreviation codes.

SOURCE: U.S. Department of Commerce, National Institute of Standards and Technology, Federal Information Processing Standards, (1987). "Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and the Associated Areas" (FIPS pub 5-2).



## **Appendix D—Value Distribution and Field Frequencies**



## Appendix D—Value Distribution and Field Frequencies

Table D-1. Number of records with reported, missing, or not applicable values, and minimum, maximum, and mean of continuous variables for participating states, by variable: School year 2005–06

Variable	Label	Number of records			Minimum	Maximum	Mean
		Reported	Missing	Not applicable			
PCT_BACH	Percent of teachers with bachelor's	1,988	148	0	0.0	100.0	69.2
PCT_ADVC	Percent of teachers with master's or PhD	1,739	397	0	0.0	100.0	32.6
P_EX_1_5	Percent of teachers with 1–5 years of teaching experience	1,891	245	0	0.0	100.0	27.4
P_EX6_10	Percent of teachers with 6–10 years of teaching experience	1,836	300	0	0.0	75.0	22.1
P_EX1120	Percent of teachers with 11–20 years of teaching experience	1,923	213	0	0.0	75.0	28.0
P_EX2130	Percent of teachers with 21–30 years of teaching experience	1,826	310	0	0.0	80.0	20.1
P_EXGT30	Percent of teachers with more than 30 years of teaching experience	1,539	597	0	0.0	42.9	6.3
M_EXP	Mean number of years of teaching experience	2,113	23	0	1	26	13.4
MBSAL1_5	Mean base salary for teachers with 1–5 years of experience	1,832	245	59	\$19,045	\$47,645	\$29,924
MBSAL610	Mean base salary for teachers with 6–10 years of experience	1,772	300	64	22,360	54,559	33,574
MBSA1120	Mean base salary for teachers with 11–20 years of experience	1,883	213	40	23,017	65,553	37,906
MBSA2130	Mean base salary for teachers with 21–30 years of experience	1,699	312	125	23,254	77,390	42,714
MBSAGT30	Mean base salary for teachers with more than 30 years of experience	1,010	601	525	21,532	82,192	46,223
M_BSAL	Mean base salary	2,125	11	0	20,942	62,722	35,689

NOTE: The seven states that participated in the Pilot Teacher Compensation Survey are Arizona, Arkansas, Colorado, Florida, Iowa, Missouri, and Oklahoma.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Pilot Teacher Compensation Survey Agency-Level Public-Use Data File," school year 2005–06, Version 1a.



## **Appendix E—State Notes**



## Appendix E—State Notes

The following notes can be used to track known anomalies specific to each participating state and the edits that the U.S. Census Bureau, the National Center for Education Statistics (NCES), and Education Statistics Services Institute (ESSI) made to modify the Pilot TCS Restricted-Use Data. Each anomaly or edit recorded here applies to school year 2005–06.

### Arizona

- Data on benefits, year of birth, age, contract days, teacher status indicator, salary indicator, and new teacher indicators are not available for Arizona.

### Arkansas

- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by one so that the EXP data reflect the years of experience as of the end of the school year.
- Arkansas’s file did not conform to the definition of teacher, e.g., based on the job titles that were provided, employees who were outside the scope of the survey were part of the original data file. The records of these employees were removed from the file. However, if there was any doubt regarding the status of a record, it was not removed.

### Colorado

- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by one so that the EXP data reflect the years of experience as of the end of the school year.

### Florida

- For the records of full-time teachers teaching in one school only, if the reported full-time equivalency (FTE) was zero or missing and the reported base salary was greater than or equal to the 10<sup>th</sup> percentile of the base salary of all full-time teachers with the same years of experience, the FTE was adjusted to one; otherwise, the FTE was set to “-1” for missing.

### Iowa

- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by one so that the EXP data reflect the years of experience as of the end of the school year.

## Appendix E—State Notes

### Oklahoma

- The state reported zero years of experience (EXP) for new teachers. The years of experience (EXP) data in the data file were the reported EXP increased by one so that the EXP data reflect the years of experience as of the end of the school year.
- For the records of teachers teaching in more than one school, if the state-reported total salary (TOTPAY) reflected the sum of TOTPAY from all schools instead of the specific school in that record, TOTPAY was prorated to the specific school using the proportion of the base salary (BASESAL) to the sum of BASESAL from all schools where the teacher was teaching.
- Data for librarians and counselors are included in the data for Oklahoma, if they also teach in addition to their other duties.