

Characteristics of 2020-21 Public and Private K-12 School Principals in the United States

Results From the National Teacher and Principal Survey

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Characteristics of 2020–21 Public and Private K–12 School Principals in the United States

Results From the National Teacher and Principal Survey

First Look

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Introduction

The 2020-21 National Teacher and Principal Survey (NTPS)¹ is a nationally representative survey of public² and private³ K-12 schools, principals, and teachers in the 50 states and the District of Columbia. State-level data are also available for public schools, principals, and teachers. NTPS collects data on core topics including teacher and principal preparation, classes taught, school characteristics, and demographics of the teacher and principal labor forces. The survey is developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES) within the U.S. Department of Education, and data are collected by the U.S. Census Bureau. This report presents basic estimates from the Public School Principal and Private School Principal Data Files of the 2020-21 NTPS, of the third collection of NTPS.

The purpose of NTPS is to collect data to provide a detailed picture of U.S. elementary and secondary schools and their staff. Data are collected through school, principal, and teacher surveys. Data on the three surveys can be linked using the school identification number (see the *User's Manual for the 2020-21 National Teacher and Principal Survey Volumes 1-4*, Petraglia et al. 2022).

The 2020-21 NTPS used a school-based sample of public and private schools. The selected samples included about 9,900 traditional and charter public schools and their principals, 68,300 public school teachers, 3,000 private schools and their principals, and 8,000 private school teachers.

Data were collected between October 2020 and August 2021. Items about how schools first adapted to the coronavirus (COVID-19) pandemic during the spring of 2020 were included in the school, principal, and teacher questionnaires. See Berger et al. (2022) for an initial look at results from these items using preliminary NTPS data. In addition, an item was included at the beginning of each questionnaire asking about the current effect of COVID-19 on instruction at the school at the time the survey was completed during the 2020-21 school year. Other topics in the 2020-21 NTPS school principal survey included

- General demographic information about the school principal, such as race/ethnicity, salary, and birth year;
- Principal's education and professional experience, such as highest degree earned, years as a principal at the current school and at any school, and number of years teaching before becoming and while serving as a principal;
- Goals and decisionmaking, including importance of various educational goals for students, and perceived influence on decisions about various activities at the school;

¹ NTPS is a redesign of the Schools and Staffing Survey (SASS). NTPS was introduced in the 2015-16 school year and administered again in 2017-18 and 2020-21

² Public schools include traditional public and charter schools.

³ While SASS included both public and private sector schools, principals, and teachers, the 2015-16 administration of NTPS only included the public sector. The 2017-18 and 2020-21 administrations of NTPS included both public and private sector schools.

- School climate and safety, such as occurrence of different types of problems at the school, and parent participation in different activities; and
- Working conditions and perceptions of their job as a principal, such as total weekly hours spent on school related activities, average time spent on different activities, agreement with various statements about their job, and plans to remain a principal.

The purpose of this First Look is to provide summaries of the new data collected using tables of descriptive information. Selected findings presented in the tables and text show the range of information available in the 2020-21 NTPS Public School Principal and Private School Principal data files. Findings presented in the text do not include all differences in the tables and do not emphasize any one issue.

This First Look highlights findings from the NTPS public school principal and private school principal surveys. Findings from the school and teacher surveys are presented in two companion First Look reports:

- *Characteristics of 2020-21 Public and Private K-12 Schools in the United States: Results From the National Teacher and Principal Survey First Look (NCES 2022-111); and*
- *Characteristics of 2020-21 Public and Private K-12 School Teachers in the United States: Results From the National Teacher and Principal Survey First Look (NCES 2022-113).*

Results shown in this report are not causal. Many of the variables in the report relate to one another, but only simple comparisons are presented, which do not account for all possible relationships. More information about NTPS can be found at <https://nces.ed.gov/surveys/ntps>.

Selected Findings

- Among public K-12 school principals during the 2020-21 school year, 77 percent were non-Hispanic White, 10 percent were non-Hispanic Black or African American, 9 percent were Hispanic, and 3 percent were another race/ethnicity. Among private K-12 school principals, 83 percent were non-Hispanic White, 6 percent were non-Hispanic Black or African American, 6 percent were Hispanic, and 5 percent were another race/ethnicity (table A-1).
- Overall, 56 percent of public K-12 school principals and 63 percent of private K-12 school principals were female. A higher percentage of public elementary school principals were female (69 percent) than were middle, secondary/high, or combined/other school principals (44 percent, 36 percent, and 52 percent, respectively). At private schools, a higher percentage of elementary/middle school principals were female (75 percent) than were principals at secondary/high or combined/other schools (45 percent and 62 percent, respectively). Among public school principals, 33 percent were younger than 45 years old, 44 percent were 45 to 54 years old, and 22 percent were 55 years or older. Among private school principals, 30 percent were younger than 45 years old, 30 percent were 45 to 54 years old, and 40 percent were 55 years or older (table A-2).
- The most common highest degree reported for public K-12 school principals was a master's degree (62 percent), compared to those reporting an education specialist or professional diploma (25 percent), a doctorate or first professional degree (11 percent), and a bachelor's degree or less (2 percent). For private K-12 school principals, the most common highest degree reported was also a master's degree (52 percent), compared to those reporting a bachelor's degree or less (28 percent), an education specialist or professional diploma (11 percent), or a doctorate or first professional degree (9 percent) (table A-3).
- Public K-12 school principals reported an average annual salary of \$105,900. Public school principals in secondary/high schools reported higher average salaries (\$111,100) than principals in middle schools, elementary schools, and combined/other schools (\$108,700, \$103,900, and \$98,800, respectively). Private K-12 school principals reported an average annual salary of \$78,600. Private school principals in secondary/high schools reported higher average salaries (\$111,500), than principals in combined/other schools and elementary/middle schools (\$76,700, and \$65,400, respectively) (table A-4).
- Public K-12 school principals spent an average of 58.3 hours per week on all school-related activities.⁴ On average, public school principals spent about 30 percent of their time on internal administrative tasks, 29 percent on curriculum and teaching-related tasks, 24 percent on student interactions, and 15 percent on parent interactions. Private K-12 school principals spent an average of 54.5 hours per week on all school-related activities. On average, private school principals spent about 33 percent of their time on internal administrative tasks,

⁴ Includes hours spent during the school day, before and after school, and on the weekends.

28 percent on curriculum and teaching-related tasks, 20 percent on student interactions, and 16 percent on parent interactions (table A-5).

- Public K-12 school principals reported having an average of 6.9 years of experience as a principal, of which an average of 4.5 years was spent as a principal at their current school. Private K-12 school principals reported having an average of 9.0 years of experience as a principal, of which an average of 6.7 years was spent as a principal at their current school (table A-6).
- Among public K-12 school principals, about 9 out of 10 reported having a major influence on evaluating teachers (93 percent) and hiring new full-time teachers (89 percent). Among private K-12 school principals, 86 percent reported having a major influence on hiring new teachers and 83 percent reported having a major influence on evaluating teachers (table A-7).
- Among public K-12 school principals, 94 percent agreed that they were generally satisfied with being principal at their school. However, 34 percent agreed that they did not seem to have as much enthusiasm as they did when began their job, and 25 percent agreed that if they could get a higher paying job they would leave their job as soon as possible. Among private K-12 school principals, 92 percent agreed that they were generally satisfied with being principal at their school, while 30 percent agreed that they did not seem to have as much enthusiasm as they did when they began their job, and 16 percent agreed that if they could get a higher paying job they would leave their job as soon as possible (table A-8).

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Appendix A: Estimate and Standard Error Tables

Table A-1. Principals' race/ethnicity: Percentage distribution of K-12 school principals, by race/ethnicity, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	American Indian or Alaska Native, non-Hispanic	Asian, non-Hispanic	Black or African American, non-Hispanic	Hispanic, regardless of race	Native Hawaiian or other Pacific Islander, non-Hispanic	White, non-Hispanic	Two or more races, non-Hispanic
All principals	0.7	1.3	9.5	8.7	0.3	78.4	1.3
All public school principals	0.6	1.0	10.4	9.3	0.3	77.1	1.3
School classification							
Traditional public	0.6	0.9	9.8	8.9	0.3	78.2	1.3
Charter school	0.7!	1.3	16.1	13.2	0.5!	66.6	1.5
Community type							
City	0.5!	2.0	18.5	15.5	0.3	61.1	2.0
Suburban	0.3!	0.9	9.8	9.9	0.4!	77.8	0.9
Town	0.9!	‡	6.4	5.0	0.4!	86.2	0.9!
Rural	1.0	‡	4.6	4.1	‡	88.6	1.4
School level¹							
Elementary	0.5	1.2	10.9	10.4	0.3!	75.5	1.3
Middle	0.8!	0.5!	11.2	8.0	‡	77.8	1.6
Secondary/high	0.8!	0.7	10.6	8.8	0.4!	77.4	1.3
Combined/other	1.0	‡	4.7	6.1	‡	86.0	1.1!
Student enrollment							
Less than 100	1.3!	‡	9.3	10.9	‡	77.7	‡
100-199	1.9!	‡	9.6	6.9	‡	78.7	2.0!
200-499	0.5	0.9	11.5	8.2	0.3!	77.0	1.6
500-749	0.5!	1.1	9.4	10.9	‡	76.8	1.1
750-999	‡	1.4!	9.9	10.9	‡	76.1	1.4!
1,000 or more	‡	1.6	9.6	9.7	0.4!	77.7	0.7!
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.4!	0.9	3.6	3.9	‡	89.9	1.0
35-49	‡	0.6!	4.2	3.4	‡	90.2	1.1!
50-74	‡	0.9	7.7	7.3	0.5!	81.6	1.7
75 or more	1.0	1.1	18.4	15.9	0.2!	61.9	1.5

See notes at end of table.

Table A-1. Principals' race/ethnicity: Percentage distribution of K-12 school principals, by race/ethnicity, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	American Indian or Alaska Native, non-Hispanic	Asian, non-Hispanic	Black or African American, non-Hispanic	Hispanic, regardless of race	Native Hawaiian or other Pacific Islander, non-Hispanic	White, non-Hispanic	Two or more races, non-Hispanic
All private school principals	0.8!	2.4	6.1	6.3	‡	83.1	1.2
School classification							
Catholic	‡	1.0!	1.7!	8.3	‡	87.7	1.2!
Other religious	‡	2.1 !	8.8	3.7	‡	83.2	0.8!
Nonsectarian	‡	4.5	5.3	9.4	‡	77.8	1.8!
Community type							
City	‡	4.0	8.3	8.0	‡	76.0	1.7!
Suburban	‡	2.4!	8.0	7.5	‡	80.9	1.1 !
Town	‡	‡	‡	3.1 !	‡	91.9	‡
Rural	‡	‡	‡	3.5!	‡	93.5	‡
School level¹							
Elementary/middle	‡	5.1 !	8.2!	11.3	‡	73.6	‡
Secondary/high	‡	‡	5.2	4.7	‡	87.5	1.5!
Combined/other	‡	2.0	5.6	5.3	‡	84.9	1.4
Student enrollment							
Less than 100	1.6!	3.5	7.9	7.0	‡	79.1	1.0!
100-199	‡	1.4!	6.1	5.4	‡	85.7	1.0!
200-499	‡	1.7!	3.3	7.4	‡	85.7	1.7!
500-749	‡	‡	‡	‡	‡	96.2	‡
750 or more	‡	‡	‡	1.8!	‡	94.0	‡

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. Either there are too few cases for a reliable analysis, or the coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population. Hispanic includes Latino. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-2. Principals' age and sex: Average and median age of K-12 school principals and percentage distribution of principals, by age category, sex, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Average age of principals	Median age of principals	Percent of principals				
			Age			Sex ¹	
			Younger than 45 years	45-54 years	55 years or older	Male	Female
All principals	49.1	48.2	32.7	41.3	26.0	42.6	57.4
All public school principals	48.5	47.8	33.3	44.3	22.5	44.0	56.0
School classification							
Traditional public	48.6	47.9	32.6	45.1	22.3	44.7	55.3
Charter school	47.8	46.5	39.9	35.6	24.5	37.5	62.5
Community type							
City	48.5	47.8	32.8	45.1	22.1	37.6	62.4
Suburban	48.7	47.9	32.6	45.7	21.7	41.7	58.3
Town	48.3	47.6	32.5	43.7	23.8	52.1	47.9
Rural	48.4	47.7	34.9	41.9	23.2	49.5	50.5
School level²							
Elementary	48.4	47.7	34.3	43.0	22.7	31.4	68.6
Middle	47.9	47.1	35.2	46.6	18.2	56.3	43.7
Secondary/high	49.1	48.1	29.4	45.9	24.6	64.5	35.5
Combined/other	48.7	48.0	33.3	43.5	23.2	48.2	51.8
Student enrollment							
Less than 100	51.1	50.8	23.2	42.5	34.2	49.2	50.8
100-199	49.3	48.8	29.4	42.3	28.2	46.8	53.2
200-499	48.0	47.3	35.6	43.0	21.4	38.9	61.1
500-749	48.0	47.3	35.0	45.0	20.0	41.1	58.9
750-999	48.8	47.9	32.9	47.1	20.0	50.1	49.9
1,000 or more	49.2	48.2	28.7	49.3	22.1	61.6	38.4
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	48.6	47.6	33.9	43.9	22.2	48.0	52.0
35-49	48.1	47.2	35.8	43.7	20.5	50.2	49.8
50-74	48.4	47.8	33.4	45.2	21.4	48.1	51.9
75 or more	48.7	48.1	31.9	44.3	23.9	37.3	62.7

See notes at end of table.

Table A-2. Principals' age and sex: Average and median age of K-12 school principals and percentage distribution of principals, by age category, sex, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Average age of principals	Median age of principals	Percent of principals				
			Age			Sex ¹	
			Younger than 45 years	45-54 years	55 years or older	Male	Female
All private school principals	51.5	50.6	30.4	30.0	39.6	37.2	62.8
School classification							
Catholic	51.3	50.3	31.6	29.3	39.1	31.5	68.5
Other religious	51.8	50.9	31.4	27.1	41.5	43.9	56.1
Nonsectarian	51.0	50.4	27.0	36.4	36.5	30.2	69.8
Community type							
City	52.5	51.6	26.7	30.6	42.7	33.9	66.1
Suburban	51.4	50.8	29.5	30.2	40.3	33.3	66.7
Town	51.3	49.8	27.2	38.0	34.7	38.4	61.6
Rural	50.2	48.8	38.5	25.4	36.1	47.8	52.2
School level²							
Elementary/middle	50.9	49.6	35.6	24.1	40.3	24.9	75.1
Secondary/high	52.2	51.3	25.8	32.8	41.4	55.4	44.6
Combined/other	51.5	50.6	29.7	31.1	39.2	37.5	62.5
Student enrollment							
Less than 100	51.2	50.2	33.2	26.9	39.9	34.0	66.0
100-199	51.5	51.0	30.0	30.2	39.9	35.8	64.2
200-499	51.9	51.1	25.4	34.6	39.9	39.7	60.3
500-749	50.7	49.1	32.3	36.7	31.0	60.2	39.8
750 or more	53.9	51.7	18.9	37.8	43.3	56.2	43.8

¹ Principals were asked whether they were male or female. Although this variable is labeled "sex," the questionnaire did not use either the term "gender" or "sex."

² Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-3. Principals' highest degree earned: Percentage distribution of K-12 school principals, by highest degree earned, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma ¹	Doctorate or first professional degree
All principals	7.4	59.8	22.1	10.7
All public school principals	2.0	61.9	25.0	11.0
School classification				
Traditional public	1.4	61.8	25.7	11.1
Charter school	8.1	63.6	18.0	10.4
Community type				
City	2.3	63.2	20.9	13.6
Suburban	1.7	61.2	24.0	13.1
Town	2.2 !	62.3	29.7	5.7
Rural	2.0	61.3	28.3	8.5
School level²				
Elementary	2.1	62.2	25.0	10.8
Middle	0.7 !	62.0	25.4	11.8
Secondary/high	2.0	62.5	23.4	12.0
Combined/other	3.9	58.8	28.7	8.6
Student enrollment				
Less than 100	6.3	59.2	27.3	7.2
100-199	3.6 !	63.0	25.1	8.2
200-499	1.8	61.4	25.8	11.0
500-749	1.4	62.9	25.2	10.5
750-999	1.2 !	63.8	22.1	12.8
1,000 or more	0.8	60.5	22.5	16.1
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	2.2	60.2	25.9	11.7
35-49	1.0 !	61.8	29.4	7.9
50-74	2.6	63.3	23.9	10.2
75 or more	1.9	62.5	23.5	12.0

See notes at end of table.

Table A-3. Principals' highest degree earned: Percentage distribution of K-12 school principals, by highest degree earned, school type, and selected school characteristics: 2020-21--Continued

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma ¹	Doctorate or first professional degree
All private school principals	28.2	51.6	11.0	9.3
School classification				
Catholic	7.9	69.8	15.1	7.2
Other religious	42.0	40.3	8.3	9.5
Nonsectarian	23.0	54.0	11.9	11.2
Community type				
City	20.4	59.0	11.3	9.2
Suburban	24.2	52.1	12.5	11.2
Town	32.2	49.1	11.9	6.9!
Rural	44.1	40.8	7.7	7.4
School level²				
Elementary/middle	34.4	50.3	9.6	5.6!
Secondary/high	10.1	60.7	16.8	12.4
Combined/other	29.5	50.4	10.4	9.8
Student enrollment				
Less than 100	43.6	41.1	7.7	7.6
100-199	19.1	56.0	14.2	10.7
200-499	10.2	67.3	13.3	9.2
500-749	3.8!	67.9	11.4	16.9
750 or more	‡	55.8	23.4!	16.8

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. Either there are too few cases for a reliable analysis, or the coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

¹ At least 1 year beyond the master's level.

² Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-4. Principals' average annual salary: Average annual salary for K-12 school principals, by years of experience as a principal, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All principals	\$100,500	\$92,800	\$100,700	\$106,900
All public school principals	105,900	98,100	105,300	114,000
School classification				
Traditional public	106,500	98,700	106,000	114,400
Charter school	99,900	92,900	99,000	110,100
Community type				
City	112,600	104,400	112,400	119,900
Suburban	116,800	108,400	115,300	126,500
Town	95,400	89,100	93,900	104,100
Rural	90,700	85,500	90,600	96,500
School level¹				
Elementary	103,900	96,500	103,200	111,800
Middle	108,700	100,900	108,000	117,400
Secondary/high	111,100	103,500	111,100	118,800
Combined/other	98,800	88,600	97,900	110,000
Student enrollment				
Less than 100	89,300	84,300	88,100	95,300
100-199	95,800	81,200	99,100	102,500
200-499	103,400	96,400	103,100	110,900
500-749	107,900	99,300	106,000	119,200
750-999	114,300	108,900	113,500	120,600
1,000 or more	123,900	115,400	123,000	132,800
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	111,000	103,300	109,100	119,600
35-49	105,500	97,600	105,800	111,300
50-74	102,600	95,700	102,100	110,200
75 or more	104,100	96,400	104,200	112,400
Reported effect of COVID-19 on instruction²				
Offering only distance-learning instruction	116,400	110,600	114,900	124,200
Offering a hybrid of in-person and distance-learning instruction	103,900	95,600	103,700	111,900
Offering only in-person instruction or no effect on the instruction offered	96,000	89,200	94,200	106,000

See notes at end of table.

Table A-4. Principals' average annual salary: Average annual salary for K-12 school principals, by years of experience as a principal, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All private school principals	\$78,600	\$72,800	\$77,100	\$84,800
School classification				
Catholic	79,200	70,400	80,200	86,700
Other religious	63,000	55,300	61,600	69,500
Nonsectarian	106,300	104,000	102,400	111,800
Community type				
City	87,100	78,600	83,000	95,800
Suburban	84,600	75,100	87,300	89,000
Town	56,500	50,400	58,500	59,600
Rural	63,600	71,700	57,200	62,600
School level¹				
Elementary/middle	65,400	62,000	62,400	71,600
Secondary/high	111,500	99,900	110,800	119,900
Combined/other	76,700	72,200	75,000	81,800
Student enrollment				
Less than 100	60,100	57,300	58,000	64,500
100-199	79,200	85,000	74,800	78,600
200-499	100,600	83,500	101,600	109,300
500-749	119,100	111,600	116,900	126,500
750 or more	147,600	122,900	142,000	160,200
Reported effect of COVID-19 on instruction²				
Offering only distance-learning instruction	84,600	69,400	78,300	104,000
Offering a hybrid of in-person and distance-learning instruction	87,300	80,700	85,700	93,600
Offering only in-person instruction or no effect on the instruction offered	66,600	64,900	64,500	70,400

¹Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

² Principals were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Principals who reported an annual salary of zero are excluded from the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-5. Principals' average time spent: Average hours per week that K-12 school principals spent on all school-related activities and average percentage of time per school year spent on various school-related tasks, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Average hours per week on all school-related activities ¹	Average percentage of time spent per school year			
		Internal administrative tasks	Curriculum and teaching-related tasks	Student interactions	Parent interactions
All principals	57.5	30.4	28.6	23.2	15.3
All public school principals	58.3	29.9	28.8	23.9	15.1
School classification					
Traditional public	58.4	29.5	28.9	24.1	15.1
Charter school	58.0	33.3	27.9	21.1	15.0
Community type					
City	59.6	30.1	30.6	22.4	14.7
Suburban	58.2	29.7	28.8	23.6	15.6
Town	57.7	29.4	28.0	25.6	15.0
Rural	57.5	30.0	27.2	24.8	14.9
School level²					
Elementary	58.0	28.8	30.6	23.4	15.2
Middle	58.6	28.8	28.2	24.8	15.5
Secondary/high	59.0	32.8	25.9	23.7	14.4
Combined/other	58.0	30.9	25.4	25.2	15.5
Student enrollment					
Less than 100	51.0	32.2	25.7	25.2	13.3
100-199	56.9	31.0	26.2	25.6	14.8
200-499	58.3	28.6	29.4	24.9	14.9
500-749	59.1	29.2	29.2	23.5	16.0
750-999	60.6	30.4	29.9	22.4	15.2
1,000 or more	61.0	33.6	28.2	19.6	15.1
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	58.2	30.7	26.8	23.6	15.6
35-49	58.3	29.1	27.1	25.5	15.5
50-74	58.2	30.2	28.3	24.4	14.8
75 or more	58.5	29.3	30.9	23.2	14.8
Reported effect of COVID-19 on instruction³					
Offering only distance-learning instruction	58.7	29.6	28.3	24.2	15.1
Offering a hybrid of in-person and distance-learning instruction	58.5	30.1	29.1	23.5	15.2
Offering only in-person instruction or no effect on the instruction offered	55.7	28.4	26.8	26.4	14.6

See notes at end of table.

Table A-5. Principals' average time spent: Average hours per week that K-12 school principals spent on all school-related activities and average percentage of time per school year spent on various school-related tasks, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Average hours per week on all school-related activities ¹	Average percentage of time spent per school year			
		Internal administrative tasks	Curriculum and teaching-related tasks	Student interactions	Parent interactions
All private school principals	54.5	32.7	27.9	20.5	16.1
School classification					
Catholic	59.0	35.0	24.1	20.8	16.7
Other religious	51.9	29.7	32.3	20.8	15.2
Nonsectarian	54.7	36.2	23.3	19.5	17.4
Community type					
City	56.7	34.0	24.4	21.2	17.0
Suburban	56.7	34.2	25.4	20.4	17.0
Town	53.2	32.0	31.0	21.3	13.1
Rural	48.4	28.9	35.7	19.0	14.7
School level²					
Elementary/middle	52.9	33.0	28.8	20.2	15.7
Secondary/high	57.2	34.1	22.7	22.9	15.5
Combined/other	54.5	32.4	28.5	20.2	16.3
Student enrollment					
Less than 100	50.3	29.4	33.2	20.5	15.2
100-199	57.2	35.6	24.0	20.4	16.7
200-499	59.4	35.6	21.6	21.1	17.6
500-749	59.9	37.1	22.3	20.0	15.8
750 or more	59.9	38.1	22.2	17.2	16.8
Reported effect of COVID-19 on instruction³					
Offering only distance-learning instruction	52.3	33.3	25.5	20.2	18.1
Offering a hybrid of in-person and distance-learning instruction	57.7	33.9	25.6	20.5	16.6
Offering only in-person instruction or no effect on the instruction offered	50.9	31.1	30.9	20.5	15.3

¹ Includes hours spent during the school day, before and after school, and on the weekends.

² Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

³ Principals were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Detail may not sum to 100 because the percentage of time spent on "other" activities is not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-6. Principals' years of experience: Average total years of experience as a K-12 school principal, average years as a principal at current school, and percentage distribution of school principals, by reported years of experience as a principal at current school, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Average total years of experience	Average years at current school	Percent of principals by reported years of experience at current school		
			Less than 3 years	3-9 years	10 years or more
All principals	7.3	5.0	40.1	44.1	15.8
All public school principals	6.9	4.5	40.7	46.3	13.1
School classification					
Traditional public	7.0	4.5	40.4	46.3	13.3
Charter school	6.4	4.3	43.2	45.7	11.1
Community type					
City	7.0	4.5	38.2	49.5	12.3
Suburban	6.9	4.6	40.4	45.5	14.1
Town	7.0	4.3	40.8	48.2	11.0
Rural	6.8	4.5	43.5	42.9	13.6
School level¹					
Elementary	7.0	4.7	38.8	47.4	13.8
Middle	6.7	4.4	42.0	44.8	13.1
Secondary/high	6.9	4.2	43.8	45.2	11.0
Combined/other	6.8	4.7	41.5	44.4	14.1
Student enrollment					
Less than 100	7.4	4.7	39.2	44.7	16.1
100-199	7.3	5.0	38.6	46.6	14.8
200-499	6.8	4.5	40.7	46.7	12.7
500-749	6.7	4.5	39.4	47.9	12.7
750-999	6.9	4.5	43.9	42.8	13.4
1,000 or more	7.0	4.3	41.9	46.0	12.1
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	7.3	4.9	36.8	48.1	15.1
35-49	7.4	4.9	39.3	45.2	15.5
50-74	6.7	4.2	44.0	44.1	11.8
75 or more	6.6	4.3	42.1	46.4	11.5

See notes at end of table.

Table A-6. Principals' years of experience: Average total years of experience as a K-12 school principal, average years as a principal at current school, and percentage distribution of school principals, by reported years of experience as a principal at current school, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Average total years of experience	Average years at current school	Percent of principals by reported years of experience at current school		
			Less than 3 years	3-9 years	10 years or more
All private school principals	9.0	6.7	37.8	35.9	26.3
School classification					
Catholic	8.0	5.4	43.4	36.5	20.0
Other religious	9.6	7.4	35.6	35.2	29.2
Nonsectarian	9.0	6.8	36.0	36.7	27.3
Community type					
City	9.7	7.2	32.7	37.1	30.2
Suburban	9.4	6.8	38.2	37.6	24.3
Town	8.6	6.7	39.6	32.9	27.5
Rural	7.6	5.9	44.1	32.9	23.0
School level¹					
Elementary/middle	8.8	6.9	42.9	26.9	30.1
Secondary/high	9.0	6.3	34.6	41.7	23.6
Combined/other	9.0	6.7	36.9	37.4	25.7
Student enrollment					
Less than 100	9.0	7.3	36.3	34.0	29.7
100-199	8.3	5.8	43.5	33.2	23.4
200-499	9.4	6.2	36.2	41.1	22.7
500-749	8.8	5.5	40.9	43.1	15.9
750 or more	12.8	9.8	23.8	42.9	33.3

¹Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population. Years of experience do not include the current school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-7. Principals' influence on decisions: Percentage of K-12 school principals who thought they had a major influence on decisions concerning various activities at their school, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Setting performance standards for students	Establishing curriculum	Determining the content of in-service professional development programs for teachers	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how their school budget will be spent
All principals	61.3	41.2	66.5	90.9	88.7	63.7	57.9
All public school principals	58.7	35.0	63.6	92.9	89.4	60.2	57.6
School classification							
Traditional public	57.2	32.8	62.1	92.9	89.4	59.3	57.9
Charter school	72.9	55.8	78.9	92.2	90.2	69.1	54.3
Community type							
City	59.8	29.9	64.7	91.0	88.1	55.0	59.8
Suburban	57.1	28.9	59.3	93.2	89.4	57.2	61.1
Town	59.1	42.9	64.1	94.0	91.9	65.4	55.3
Rural	59.2	43.7	67.6	93.9	89.6	66.8	52.2
School level¹							
Elementary	59.1	32.3	61.5	93.1	88.3	57.8	58.8
Middle	55.5	30.4	64.6	93.8	93.0	61.4	60.1
Secondary/high	58.9	39.0	66.3	92.1	89.8	61.6	57.2
Combined/other	61.4	50.4	68.6	91.7	89.1	70.5	46.2
Student enrollment							
Less than 100	60.7	49.4	66.0	93.0	87.0	65.5	54.0
100-199	60.9	44.2	65.1	91.5	88.1	67.0	49.5
200-499	59.1	36.2	63.1	92.8	87.8	61.7	56.7
500-749	57.3	29.2	62.4	94.1	90.8	59.5	59.3
750-999	60.1	29.5	62.3	92.7	90.7	54.9	59.2
1,000 or more	56.3	29.8	67.6	91.5	94.6	51.2	64.1
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	55.9	33.0	61.1	92.7	91.0	62.8	57.8
35-49	53.6	33.6	62.6	93.2	93.0	60.1	54.9
50-74	60.3	36.8	65.4	93.9	90.7	61.7	56.2
75 or more	61.6	35.9	64.8	92.4	86.5	57.8	59.0
Reported effect of COVID-19 on instruction²							
Offering only distance-learning instruction	57.4	31.4	63.0	91.0	85.2	57.3	60.5
Offering a hybrid of in-person and distance-learning instruction	59.0	34.9	63.8	93.6	90.6	60.1	57.4
Offering only in-person instruction or no effect on the instruction offered	59.3	44.5	63.6	91.5	90.1	69.3	51.8

See notes at end of table.

Table A-7. Principals' influence on decisions: Percentage of K-12 school principals who thought they had a major influence on decisions concerning various activities at their school, by school type and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Setting performance standards for students	Establishing curriculum	Determining the content of in-service professional development programs for teachers	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how their school budget will be spent
All private school principals	71.5	65.3	77.9	83.2	85.8	77.0	58.9
School classification							
Catholic	71.4	62.6	78.0	90.8	93.2	78.3	58.4
Other religious	72.2	69.0	75.8	79.2	79.5	78.1	55.7
Nonsectarian	70.5	61.0	81.7	82.7	89.6	73.4	65.5
Community type							
City	72.7	65.4	79.2	86.0	88.0	78.8	62.1
Suburban	78.4	68.1	83.5	87.2	89.0	78.0	58.8
Town	66.5	76.0	82.7	85.2	82.8	77.9	53.9
Rural	61.5	56.5	65.1	71.9	78.4	72.4	56.3
School level¹							
Elementary/middle	69.6	63.3	74.9	78.6	81.9	76.4	64.0
Secondary/high	74.4	62.1	77.1	80.9	85.8	75.5	58.5
Combined/other	71.6	66.4	78.8	84.9	86.8	77.4	57.6
Student enrollment							
Less than 100	70.2	64.9	72.6	78.8	81.1	76.4	59.1
100-199	71.5	67.7	83.2	90.5	90.0	78.4	57.7
200-499	74.0	63.7	84.0	86.3	90.7	78.0	59.8
500-749	73.4	65.0	77.0	84.5	91.1	77.9	57.1
750 or more	74.2	63.6	77.2	71.7	84.0	65.6	60.3
Reported effect of COVID-19 on instruction²							
Offering only distance-learning instruction	75.0	66.2	74.9	87.5	83.4	72.9	56.4
Offering a hybrid of in-person and distance-learning instruction	74.0	66.1	80.2	85.2	89.6	79.0	58.9
Offering only in-person instruction or no effect on the instruction offered	68.2	64.2	75.3	80.3	81.2	75.1	59.1

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

² Principals were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Response options included “no influence,” “minor influence,” “moderate influence,” “major influence,” and “not applicable.” Principals who reported “not applicable” are excluded from the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal and Private School Principal Data Files,” 2020-21.

Table A-8. Principals' agreement about their position: Percentage of K-12 school principals who agreed with statements about their position as a principal, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	The stress and disappointments involved in being a principal at this school aren't really worth it	I am generally satisfied with being principal at this school	If I could get a higher paying job I'd leave this job as soon as possible	I think about transferring to another school	I don't seem to have as much enthusiasm now as I did when I began this job	I think about staying home from school because I'm just too tired to go
All principals	17.5	93.8	23.6	16.7	33.6	17.0
All public school principals	17.8	94.2	25.4	17.5	34.5	17.1
School classification						
Traditional public	17.6	94.3	25.5	17.2	34.4	16.8
Charter school	19.3	93.1	24.5	20.0	35.0	20.4
Community type						
City	18.1	93.5	26.7	17.3	33.2	17.3
Suburban	16.2	94.7	23.8	15.8	34.5	16.8
Town	19.4	93.3	28.3	18.4	33.8	15.6
Rural	18.7	94.6	24.8	19.4	36.2	18.0
School level¹						
Elementary	17.0	94.3	24.8	16.4	34.5	17.5
Middle	18.3	94.5	27.9	19.1	35.4	16.1
Secondary/high	18.9	93.6	26.2	18.0	34.5	16.2
Combined/other	19.4	94.1	23.2	20.6	32.7	18.6
Student enrollment						
Less than 100	18.9	92.9	24.9	21.1	33.3	18.0
100-199	16.0	94.5	24.7	19.2	34.1	15.5
200-499	18.9	94.2	26.2	19.0	34.7	18.1
500-749	16.0	94.6	25.2	15.8	34.7	17.8
750-999	17.2	94.5	25.9	16.2	34.4	16.5
1,000 or more	17.2	94.1	22.3	11.3	33.3	12.6
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	17.5	93.8	25.2	17.5	37.4	17.1
35-49	15.6	95.9	20.6	16.2	35.2	16.2
50-74	14.9	94.6	24.9	17.9	33.1	16.8
75 or more	20.1	93.6	27.5	17.7	32.9	17.6
Reported effect of COVID-19 on instruction²						
Offering only distance-learning instruction	18.8	93.9	26.3	17.3	32.9	17.3
Offering a hybrid of in-person and distance-learning instruction	17.2	94.3	25.3	17.4	35.1	17.4
Offering only in-person instruction or no effect on the instruction offered	20.2	93.3	24.3	19.2	33.6	13.5

See notes at end of table.

Table A-8. Principals' agreement about their position: Percentage of K-12 school principals who agreed with statements about their position as a principal, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	The stress and disappointments involved in being a principal at this school aren't really worth it	I am generally satisfied with being principal at this school	If I could get a higher paying job I'd leave this job as soon as possible	I think about transferring to another school	I don't seem to have as much enthusiasm now as I did when I began this job	I think about staying home from school because I'm just too tired to go
All private school principals	16.3	92.4	16.3	13.6	30.1	16.7
School classification						
Catholic	20.7	90.6	21.0	19.2	34.7	19.3
Other religious	12.6	93.8	12.5	9.1	26.9	14.2
Nonsectarian	18.8	91.5	18.8	16.4	31.3	18.6
Community type						
City	16.9	92.7	17.9	14.2	28.7	16.1
Suburban	17.0	94.3	15.6	15.7	29.4	17.8
Town	20.8	88.8	19.0	13.5	46.5	21.0
Rural	12.5	90.3	14.0	9.5	26.5	14.0
School level¹						
Elementary/middle	14.4	94.5	17.0	10.3	28.9	18.3
Secondary/high	18.5	91.1	17.2	15.8	32.1	16.1
Combined/other	16.4	92.0	16.0	14.2	30.0	16.3
Student enrollment						
Less than 100	13.6	92.8	16.0	11.0	26.8	15.8
100-199	17.8	92.2	15.9	15.3	31.3	16.8
200-499	21.0	90.8	18.2	16.8	37.0	19.8
500-749	13.9	94.9	14.4	15.8	26.2	12.4
750 or more	17.7	94.5	13.2	18.5	28.7	11.7
Reported effect of COVID-19 on instruction²						
Offering only distance-learning instruction	19.8	93.3	13.6	14.4!	23.4	16.1
Offering a hybrid of in-person and distance-learning instruction	18.5	93.1	18.0	15.5	31.9	19.0
Offering only in-person instruction or no effect on the instruction offered	13.2	91.3	14.6	11.3	28.7	14.0

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

² Principals were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Response options included "strongly disagree," "somewhat disagree," "somewhat agree," and "strongly agree." Principals who reported "somewhat agree" or "strongly agree" were considered to have reported that they "agreed" with different statements.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-S1. Standard errors for Table A-1: Principals' race/ethnicity: Percentage distribution of K-12 school principals, by race/ethnicity, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	American Indian or Alaska Native, non-Hispanic	Asian, non-Hispanic	Black or African American, non-Hispanic	Hispanic, regardless of race	Native Hawaiian or other Pacific Islander, non-Hispanic	White, non-Hispanic	Two or more races, non-Hispanic
All principals	0.10	0.15	0.34	0.40	0.05	0.50	0.14
All public school principals	0.10	0.13	0.38	0.45	0.06	0.56	0.16
School classification							
Traditional public	0.11	0.14	0.42	0.47	0.07	0.60	0.17
Charter school	0.31	0.39	1.34	1.19	0.21	1.60	0.39
Community type							
City	0.20	0.39	0.99	0.89	0.10	1.27	0.43
Suburban	0.13	0.20	0.68	0.71	0.15	0.96	0.21
Town	0.32	†	0.90	1.00	0.16	1.40	0.30
Rural	0.23	†	0.56	0.62	†	0.85	0.29
School level							
Elementary	0.13	0.22	0.61	0.65	0.09	0.81	0.22
Middle	0.28	0.15	1.01	0.81	†	1.27	0.38
Secondary/high	0.25	0.21	0.83	0.92	0.15	1.18	0.40
Combined/other	0.29	†	0.87	1.12	†	1.44	0.47
Student enrollment							
Less than 100	0.45	†	1.87	2.12	†	2.65	†
100-199	0.71	†	1.55	1.47	†	2.27	0.68
200-499	0.13	0.21	0.64	0.57	0.11	0.83	0.28
500-749	0.22	0.31	0.84	0.93	†	1.27	0.32
750-999	†	0.50	1.12	1.39	†	1.72	0.44
1,000 or more	†	0.38	0.93	0.90	0.15	1.28	0.23
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.15	0.23	0.53	0.55	†	0.83	0.22
35-49	†	0.21	0.74	0.65	†	1.03	0.36
50-74	†	0.26	0.72	0.96	0.17	1.18	0.48
75 or more	0.20	0.26	0.81	0.89	0.07	1.15	0.28

See notes at end of table.

Table A-S1. Standard errors for Table A-1: Principals' race/ethnicity: Percentage distribution of K-12 school principals, by race/ethnicity, school type, and selected school characteristics: 2020-21--Continued

School type and selected school characteristic	American Indian or Alaska Native, non-Hispanic	Asian, non-Hispanic	Black or African American, non-Hispanic	Hispanic, regardless of race	Native Hawaiian or other Pacific Islander, non-Hispanic	White, non-Hispanic	Two or more races, non-Hispanic
All private school principals	0.32	0.48	0.79	0.71	†	1.16	0.26
School classification							
Catholic	†	0.47	0.60	1.50	†	1.68	0.51
Other religious	†	0.62	1.49	0.82	†	1.83	0.38
Nonsectarian	†	1.34	1.04	1.71	†	2.19	0.65
Community type							
City	†	1.10	1.34	1.28	†	1.91	0.60
Suburban	†	0.78	1.68	1.30	†	2.24	0.45
Town	†	†	†	1.55	†	2.52	†
Rural	†	†	†	1.23	†	1.74	†
School level							
Elementary/middle	†	1.58	2.55	2.42	†	3.56	†
Secondary/high	†	†	1.44	0.99	†	1.90	0.70
Combined/other	†	0.53	0.86	0.77	†	1.30	0.36
Student enrollment							
Less than 100	0.65	0.88	1.44	1.17	†	1.95	0.44
100-199	†	0.57	1.35	1.28	†	2.11	0.47
200-499	†	0.67	0.76	1.37	†	1.74	0.63
500-749	†	†	†	†	†	1.52	†
750 or more	†	†	†	0.68	†	1.89	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-S2. Standard errors for Table A-2: Principals' age and sex: Average and median age of K-12 school principals and percentage distribution of principals, by age category, sex, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Average age of principals	Median age of principals	Percent of principals				
			Age			Sex	
			Younger than 45 years	45-54 years	55 years or older	Male	Female
All principals	0.11	0.13	0.56	0.62	0.57	0.60	0.60
All public school principals	0.11	0.14	0.63	0.73	0.62	0.66	0.66
School classification							
Traditional public	0.13	0.16	0.71	0.77	0.67	0.70	0.70
Charter school	0.32	0.39	1.55	1.72	1.64	1.62	1.62
Community type							
City	0.20	0.24	1.17	1.23	1.00	1.24	1.24
Suburban	0.21	0.25	1.18	1.28	1.12	1.15	1.15
Town	0.29	0.45	1.56	2.02	1.80	1.84	1.84
Rural	0.24	0.32	1.27	1.33	1.20	1.35	1.35
School level							
Elementary	0.17	0.19	0.89	0.96	0.87	0.90	0.90
Middle	0.25	0.38	1.45	1.60	1.28	1.60	1.60
Secondary/high	0.22	0.25	1.04	1.52	1.31	1.29	1.29
Combined/other	0.34	0.43	1.97	2.35	1.94	2.40	2.40
Student enrollment							
Less than 100	0.56	0.43	2.36	3.27	3.15	2.95	2.95
100-199	0.48	0.82	2.40	2.73	2.61	2.80	2.80
200-499	0.18	0.22	1.03	1.04	0.90	1.13	1.13
500-749	0.18	0.20	1.20	1.45	1.10	1.30	1.30
750-999	0.34	0.38	1.99	2.19	1.71	1.96	1.96
1,000 or more	0.25	0.28	1.36	1.51	1.34	1.71	1.71
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.23	0.28	1.26	1.31	1.11	1.20	1.20
35-49	0.27	0.32	1.69	1.78	1.40	1.65	1.65
50-74	0.26	0.38	1.39	1.56	1.32	1.68	1.68
75 or more	0.19	0.21	0.94	1.11	1.02	1.20	1.20

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Principals' age and sex: Average and median age of K-12 school principals and percentage distribution of principals, by age category, sex, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Average age of principals	Median age of principals	Percent of principals				
			Age			Sex	
			Younger than 45 years	45-54 years	55 years or older	Male	Female
All private school principals	0.36	0.45	1.43	1.33	1.52	1.39	1.39
School classification							
Catholic	0.56	1.08	2.40	2.46	2.57	2.31	2.31
Other religious	0.59	0.71	2.22	1.99	2.44	2.33	2.33
Nonsectarian	0.55	0.57	2.39	2.37	2.52	2.07	2.07
Community type							
City	0.54	0.58	2.11	2.20	2.26	1.78	1.78
Suburban	0.54	0.62	2.15	1.97	2.18	1.98	1.98
Town	1.11	0.89	3.68	4.60	4.68	4.31	4.31
Rural	0.97	1.19	4.10	3.09	4.22	4.24	4.24
School level							
Elementary/middle	1.09	2.03	4.54	3.29	4.42	3.17	3.17
Secondary/high	0.56	0.77	2.14	2.31	2.57	2.93	2.93
Combined/other	0.43	0.56	1.72	1.65	1.82	1.71	1.71
Student enrollment							
Less than 100	0.65	0.91	2.53	2.09	2.71	2.30	2.30
100-199	0.64	0.78	2.64	2.58	2.80	2.64	2.64
200-499	0.50	0.64	2.29	2.39	2.41	2.17	2.17
500-749	0.82	0.75	4.62	4.64	3.69	4.48	4.48
750 or more	1.27	1.57	3.44	5.46	6.15	6.36	6.36

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-S3. Standard errors for Table A-3: Principals' highest degree earned: Percentage distribution of K-12 school principals, by highest degree earned, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma	Doctorate or first professional degree
All principals	0.31	0.56	0.46	0.39
All public school principals	0.20	0.60	0.54	0.44
School classification				
Traditional public	0.21	0.67	0.61	0.49
Charter school	0.94	1.82	1.42	0.96
Community type				
City	0.28	1.17	1.02	0.87
Suburban	0.41	1.08	0.95	0.81
Town	0.67	1.86	1.68	0.77
Rural	0.39	1.22	1.16	0.82
School level				
Elementary	0.30	0.93	0.83	0.66
Middle	0.23	1.44	1.18	0.99
Secondary/high	0.38	1.15	1.01	0.87
Combined/other	1.0	2.15	2.03	1.24
Student enrollment				
Less than 100	1.60	3.12	2.93	2.17
100-199	1.16	2.83	2.50	1.55
200-499	0.29	0.99	0.83	0.69
500-749	0.33	1.35	1.21	0.79
750-999	0.40	2.12	1.76	1.45
1,000 or more	0.19	1.44	1.28	1.24
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	0.30	1.22	1.07	0.83
35-49	0.30	1.67	1.61	0.97
50-74	0.64	1.56	1.34	0.89
75 or more	0.38	1.02	0.93	0.76

See notes at end of table.

Table A-S3. Standard errors for Table A-3: Principals' highest degree earned: Percentage distribution of K-12 school principals, by highest degree earned, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma	Doctorate or first professional degree
All private school principals	1.29	1.36	0.86	0.82
School classification				
Catholic	1.61	2.39	1.77	1.18
Other religious	2.35	2.02	1.28	1.34
Nonsectarian	2.21	2.36	1.58	1.39
Community type				
City	1.84	2.25	1.55	1.22
Suburban	2.24	2.29	1.60	1.35
Town	5.08	4.34	3.01	2.78
Rural	3.57	3.48	1.88	1.80
School level				
Elementary/middle	4.03	4.21	2.28	1.97
Secondary/high	1.98	2.73	2.34	1.50
Combined/other	1.72	1.71	0.98	1.03
Student enrollment				
Less than 100	2.38	2.16	1.18	1.26
100-199	2.27	2.77	1.95	1.74
200-499	1.63	2.38	1.69	1.34
500-749	1.88	4.37	3.08	3.71
750 or more	†	6.63	7.03	3.48

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-S4. Standard errors for Table A-4: Principals' average annual salary: Average annual salary for K-12 school principals, by years of experience as a principal, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All principals	\$380	\$1,020	\$590	\$850
All public school principals	280	620	510	700
School classification				
Traditional public	290	660	560	760
Charter school	950	1,520	1,260	2,560
Community type				
City	580	1,290	860	1,420
Suburban	560	1,160	930	1,150
Town	710	1,350	1,110	1,600
Rural	650	900	1,180	1,080
School level				
Elementary	410	800	680	1,060
Middle	600	1,550	960	1,470
Secondary/high	730	1,520	1,180	1,250
Combined/other	1,310	1,550	2,170	2,530
Student enrollment				
Less than 100	2,180	3,280	3,700	3,610
100-199	1,410	1,900	2,450	2,820
200-499	470	950	790	1,040
500-749	590	1,280	840	1,410
750-999	1,050	2,090	1,410	2,030
1,000 or more	780	1,680	1,280	1,480
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	670	1,370	870	1,420
35-49	970	1,670	1,760	1,470
50-74	700	1,360	970	1,640
75 or more	580	960	980	1,370
Reported effect of COVID-19 on instruction				
Offering only distance-learning instruction	830	1,570	1,140	1,510
Offering a hybrid of in-person and distance-learning instruction	360	700	650	920
Offering only in-person instruction or no effect on the instruction offered	1,170	2,100	1,720	2,730

See notes at end of table.

Table A-S4. Standard errors for Table A-4: Principals' average annual salary: Average annual salary for K-12 school principals, by years of experience as a principal, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All private school principals	\$1,460	\$3,830	\$2,000	\$2,440
School classification				
Catholic	1,520	1,950	2,500	3,410
Other religious	1,690	2,640	2,870	3,380
Nonsectarian	4,240	13,250	4,980	5,020
Community type				
City	2,030	3,360	2,540	4,270
Suburban	2,010	3,070	3,720	3,560
Town	2,420	3,940	4,910	3,570
Rural	5,200	14,420	4,470	5,190
School level				
Elementary/middle	2,660	4,910	4,580	4,400
Secondary/high	3,630	4,730	7,200	6,340
Combined/other	1,960	5,370	2,310	3,040
Student enrollment				
Less than 100	1,530	2,800	2,280	3,260
100-199	4,040	12,160	3,000	3,560
200-499	2,850	4,120	4,810	5,120
500-749	5,930	10,980	7,880	12,740
750 or more	9,100	8,210	9,260	16,820
Reported effect of COVID-19 on instruction				
Offering only distance-learning instruction	4,970	6,400	6,860	9,780
Offering a hybrid of in-person and distance-learning instruction	1,700	3,040	3,100	3,190
Offering only in-person instruction or no effect on the instruction offered	2,880	7,620	2,750	3,700

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-S5. Standard errors for Table A-5: Principals' average time spent: Average hours per week that K-12 school principals spent on all school-related activities and average percentage of time per school year spent on various school-related tasks, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Average hours per week on all school-related activities	Average percentage of time spent per school year			
		Internal administrative tasks	Curriculum and teaching-related tasks	Student interactions	Parent interactions
All principals	0.17	0.22	0.21	0.17	0.11
All public school principals	0.17	0.22	0.20	0.19	0.12
School classification					
Traditional public	0.19	0.23	0.22	0.21	0.13
Charter school	0.48	0.54	0.47	0.41	0.27
Community type					
City	0.35	0.36	0.37	0.29	0.20
Suburban	0.31	0.37	0.35	0.37	0.22
Town	0.42	0.55	0.46	0.47	0.27
Rural	0.38	0.42	0.35	0.35	0.24
School level					
Elementary	0.25	0.32	0.29	0.26	0.17
Middle	0.32	0.46	0.44	0.39	0.24
Secondary/high	0.36	0.44	0.34	0.44	0.24
Combined/other	0.76	0.76	0.53	0.69	0.36
Student enrollment					
Less than 100	1.26	1.09	0.93	1.07	0.59
100-199	0.73	0.86	0.75	0.81	0.43
200-499	0.27	0.34	0.29	0.28	0.16
500-749	0.36	0.42	0.36	0.33	0.26
750-999	0.48	0.62	0.51	0.51	0.32
1,000 or more	0.38	0.53	0.42	0.34	0.27
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	0.29	0.42	0.35	0.38	0.24
35-49	0.42	0.52	0.46	0.51	0.24
50-74	0.41	0.45	0.43	0.38	0.24
75 or more	0.31	0.38	0.36	0.30	0.19
Reported effect of COVID-19 on instruction					
Offering only distance-learning instruction	0.39	0.48	0.41	0.43	0.23
Offering a hybrid of in-person and distance-learning instruction	0.22	0.26	0.24	0.22	0.15
Offering only in-person instruction or no effect on the instruction offered	0.81	0.75	0.55	0.77	0.40

See notes at end of table.

Table A-S5. Standard errors for Table A-5: Principals' average time spent: Average hours per week that K-12 school principals spent on all school-related activities and average percentage of time per school year spent on various school-related tasks, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Average hours per week on all school-related activities	Average percentage of time spent per school year			
		Internal administrative tasks	Curriculum and teaching-related tasks	Student interactions	Parent interactions
All private school principals	0.52	0.57	0.60	0.41	0.27
School classification					
Catholic	0.71	0.91	0.91	0.71	0.43
Other religious	0.93	0.93	1.11	0.70	0.50
Nonsectarian	0.76	1.08	0.96	0.73	0.51
Community type					
City	0.68	0.77	0.77	0.66	0.38
Suburban	0.62	0.86	0.79	0.56	0.42
Town	1.38	1.79	2.47	1.33	0.73
Rural	1.75	1.46	2.08	1.18	0.93
School level					
Elementary/middle	1.10	1.57	1.87	1.31	0.66
Secondary/high	0.70	0.81	0.85	0.66	0.48
Combined/other	0.68	0.70	0.80	0.49	0.33
Student enrollment					
Less than 100	0.97	0.97	1.18	0.75	0.51
100-199	0.65	0.88	0.76	0.56	0.49
200-499	0.60	0.84	0.67	0.57	0.40
500-749	1.78	1.74	1.40	1.05	0.60
750 or more	1.41	1.83	1.25	0.90	0.94
Reported effect of COVID-19 on instruction					
Offering only distance-learning instruction	1.54	2.02	1.85	1.35	1.05
Offering a hybrid of in-person and distance-learning instruction	0.51	0.66	0.82	0.45	0.33
Offering only in-person instruction or no effect on the instruction offered	1.03	1.00	1.22	0.73	0.57

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-S6. Standard errors for Table A-6: Principals' years of experience: Average total years of experience as a K-12 school principal, average years as a principal at current school, and percentage distribution of school principals, by reported years of experience as a principal at current school, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Average total years of experience	Average years at current school	Percent of principals by reported years of experience at current school		
			Less than 3 years	3-9 years	10 years or more
All principals	0.09	0.07	0.62	0.59	0.45
All public school principals	0.08	0.06	0.64	0.67	0.47
School classification					
Traditional public	0.09	0.06	0.69	0.70	0.50
Charter school	0.22	0.18	1.91	1.73	1.15
Community type					
City	0.15	0.11	1.19	1.27	0.87
Suburban	0.14	0.11	1.10	1.08	0.93
Town	0.23	0.14	1.66	1.72	1.05
Rural	0.18	0.13	1.45	1.39	0.95
School level					
Elementary	0.12	0.09	0.97	0.99	0.70
Middle	0.16	0.12	1.49	1.64	1.00
Secondary/high	0.18	0.12	1.38	1.39	0.96
Combined/other	0.23	0.21	2.37	2.39	1.53
Student enrollment					
Less than 100	0.44	0.30	3.15	3.26	2.42
100-199	0.37	0.30	2.73	2.71	2.00
200-499	0.13	0.09	1.09	1.10	0.72
500-749	0.15	0.11	1.40	1.43	0.93
750-999	0.21	0.18	2.16	2.04	1.44
1,000 or more	0.18	0.12	1.47	1.51	0.94
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	0.15	0.12	1.17	1.24	0.96
35-49	0.21	0.15	1.64	1.69	1.20
50-74	0.20	0.14	1.57	1.64	1.11
75 or more	0.14	0.10	1.17	1.13	0.73

See notes at end of table.

Table A-S6. Standard errors for Table A-6: Principals' years of experience: Average total years of experience as a K-12 school principal, average years as a principal at current school, and percentage distribution of school principals, by reported years of experience as a principal at current school, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Average total years of experience	Average years at current school	Percent of principals by reported years of experience at current school		
			Less than 3 years	3-9 years	10 years or more
All private school principals	0.27	0.24	1.63	1.34	1.37
School classification					
Catholic	0.39	0.31	2.59	2.38	2.20
Other religious	0.46	0.41	2.69	2.30	2.17
Nonsectarian	0.44	0.41	2.39	2.57	2.33
Community type					
City	0.46	0.35	2.09	2.23	2.24
Suburban	0.42	0.41	2.48	2.37	2.04
Town	0.83	0.80	4.77	4.54	4.88
Rural	0.74	0.66	4.90	3.98	3.56
School level					
Elementary/middle	0.80	0.71	4.22	3.34	3.64
Secondary/high	0.37	0.32	2.61	2.89	2.23
Combined/other	0.32	0.27	1.78	1.60	1.52
Student enrollment					
Less than 100	0.46	0.41	2.67	2.38	2.25
100-199	0.52	0.38	2.94	2.68	2.27
200-499	0.42	0.35	2.48	2.49	2.21
500-749	0.76	0.56	4.51	4.55	3.19
750 or more	1.83	1.98	3.90	5.64	6.44

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-S7. Standard errors for Table A-7: Principals' influence on decisions: Percentage of K-12 school principals who thought they had a major influence on decisions concerning various activities at their school, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Setting performance standards for students	Establishing curriculum	Determining the content of in-service professional development programs for teachers	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how their school budget will be spent
All principals	0.59	0.55	0.59	0.40	0.39	0.59	0.55
All public school principals	0.66	0.61	0.71	0.35	0.42	0.66	0.61
School classification							
Traditional public	0.72	0.65	0.75	0.37	0.45	0.70	0.66
Charter school	1.52	1.71	1.48	0.77	1.05	1.69	1.54
Community type							
City	1.28	1.06	1.27	0.65	0.85	1.24	1.31
Suburban	1.23	1.10	1.19	0.60	0.71	1.19	1.14
Town	1.69	1.71	1.66	0.78	1.03	1.76	1.78
Rural	1.33	1.34	1.31	0.75	0.90	1.41	1.33
School level							
Elementary	1.00	0.87	1.00	0.52	0.67	0.99	0.95
Middle	1.68	1.47	1.58	0.70	0.78	1.55	1.45
Secondary/high	1.39	1.34	1.45	0.78	0.90	1.26	1.35
Combined/other	2.28	2.19	2.42	1.36	1.48	2.35	2.33
Student enrollment							
Less than 100	3.14	3.26	3.49	2.02	2.31	3.65	3.42
100-199	2.89	2.59	2.47	1.63	1.86	2.72	2.82
200-499	0.96	0.98	1.07	0.55	0.67	1.11	1.00
500-749	1.35	1.11	1.35	0.67	0.83	1.40	1.42
750-999	1.96	1.76	2.15	1.08	1.32	1.99	2.09
1,000 or more	1.57	1.44	1.40	0.90	0.80	1.62	1.31
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	1.29	1.12	1.38	0.72	0.77	1.31	1.24
35-49	1.82	1.61	1.79	0.87	0.92	1.61	1.80
50-74	1.50	1.54	1.62	0.72	1.07	1.57	1.70
75 or more	1.21	0.99	1.20	0.63	0.81	1.13	1.05
Reported effect of COVID-19 on instruction							
Offering only distance-learning instruction	1.59	1.45	1.58	0.88	1.20	1.57	1.37
Offering a hybrid of in-person and distance-learning instruction	0.78	0.76	0.81	0.38	0.47	0.79	0.73
Offering only in-person instruction or no effect on the instruction offered	2.59	2.62	2.67	1.45	1.78	2.70	2.53

See notes at end of table.

Table A-S7. Standard errors for Table A-7: Principals' influence on decisions: Percentage of K-12 school principals who thought they had a major influence on decisions concerning various activities at their school, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Setting performance standards for students	Establishing curriculum	Determining the content of in-service professional development programs for teachers	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how their school budget will be spent
All private school principals	1.24	1.44	1.36	1.28	1.15	1.29	1.52
School classification							
Catholic	2.32	2.53	2.44	1.84	1.55	2.44	2.60
Other religious	2.00	2.26	2.40	2.40	2.18	1.94	2.48
Nonsectarian	2.53	2.57	1.84	1.86	1.37	2.26	2.35
Community type							
City	2.02	2.06	1.90	1.72	1.48	1.80	2.32
Suburban	1.68	2.20	1.80	1.52	1.62	1.82	2.29
Town	4.57	4.19	4.09	3.32	4.11	4.31	5.01
Rural	3.81	3.67	4.60	4.21	3.34	3.71	4.16
School level							
Elementary/middle	3.53	3.74	3.53	4.23	3.63	3.33	3.78
Secondary/high	2.08	2.60	2.43	2.12	2.21	2.26	2.54
Combined/other	1.68	1.83	1.64	1.38	1.34	1.64	1.99
Student enrollment							
Less than 100	2.16	2.28	2.36	2.40	2.12	2.06	2.65
100-199	2.58	2.69	2.10	1.56	1.64	2.36	2.93
200-499	2.03	2.46	1.88	1.72	1.44	2.16	2.48
500-749	3.88	4.20	3.86	2.81	2.72	3.72	4.31
750 or more	4.79	5.27	4.80	5.06	4.03	5.04	5.71
Reported effect of COVID-19 on instruction							
Offering only distance-learning instruction	4.78	5.81	4.91	3.33	4.48	5.27	5.92
Offering a hybrid of in-person and distance-learning instruction	1.64	1.74	1.60	1.47	1.23	1.52	1.80
Offering only in-person instruction or no effect on the instruction offered	2.21	2.54	2.34	2.24	2.13	2.31	2.82

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table A-S8. Standard errors for Table A-8: Principals' agreement about their position: Percentage of K-12 school principals who agreed with statements about their position as a principal, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	The stress and disappointments involved in being a principal at this school aren't really worth it	I am generally satisfied with being principal at this school	If I could get a higher paying job I'd leave this job as soon as possible	I think about transferring to another school	I don't seem to have as much enthusiasm now as I did when I began this job	I think about staying home from school because I'm just too tired to go
All principals	0.49	0.31	0.55	0.45	0.58	0.43
All public school principals	0.54	0.33	0.64	0.52	0.62	0.50
School classification						
Traditional public	0.57	0.35	0.71	0.56	0.68	0.54
Charter school	1.28	0.87	1.35	1.37	1.58	1.32
Community type						
City	1.02	0.61	1.17	0.94	1.11	1.02
Suburban	1.02	0.57	1.10	0.90	1.12	0.88
Town	1.24	0.98	1.55	1.30	1.39	1.08
Rural	1.21	0.59	1.15	1.13	1.40	1.17
School level						
Elementary	0.76	0.48	0.93	0.74	0.91	0.75
Middle	1.30	0.74	1.55	1.21	1.48	1.14
Secondary/high	1.10	0.72	1.09	1.16	1.34	0.89
Combined/other	1.85	0.95	1.87	2.06	2.08	1.86
Student enrollment						
Less than 100	2.14	1.81	2.83	2.70	2.89	2.04
100-199	2.05	1.07	2.48	2.04	2.59	1.85
200-499	0.83	0.50	0.95	0.84	0.98	0.75
500-749	1.10	0.70	1.31	1.07	1.34	1.12
750-999	1.56	0.89	1.81	1.67	2.00	1.67
1,000 or more	1.20	0.81	1.38	1.00	1.40	0.97
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	1.01	0.64	1.17	0.94	1.27	0.95
35-49	1.40	0.70	1.33	1.34	1.58	1.19
50-74	1.10	0.71	1.42	1.27	1.53	1.26
75 or more	0.91	0.54	1.02	0.84	0.98	0.84
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	1.17	0.70	1.39	1.12	1.34	1.18
Offering a hybrid of in-person and distance-learning instruction	0.64	0.38	0.75	0.62	0.73	0.59
Offering only in-person instruction or no effect on the instruction offered	2.01	1.17	2.14	1.91	2.36	1.64

See notes at end of table.

Table A-S8. Standard errors for Table A-8: Principals' agreement about their position: Percentage of K-12 school principals who agreed with statements about their position as a principal, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	The stress and disappointments involved in being a principal at this school aren't really worth it	I am generally satisfied with being principal at this school	If I could get a higher paying job I'd leave this job as soon as possible	I think about transferring to another school	I don't seem to have as much enthusiasm now as I did when I began this job	I think about staying home from school because I'm just too tired to go
All private school principals	1.12	0.77	1.12	0.89	1.43	1.09
School classification						
Catholic	2.19	1.57	2.16	2.10	2.52	2.12
Other religious	1.50	1.11	1.62	1.19	2.27	1.71
Nonsectarian	2.07	1.48	2.04	1.81	2.35	2.00
Community type						
City	1.75	0.99	1.88	1.46	2.10	1.77
Suburban	1.61	0.97	1.56	1.48	2.15	1.81
Town	4.23	3.31	3.53	3.09	5.09	3.84
Rural	2.50	2.21	2.79	1.85	3.58	2.73
School level						
Elementary/middle	2.36	1.61	2.70	1.77	2.92	3.09
Secondary/high	2.20	1.87	2.01	1.96	2.71	1.99
Combined/other	1.37	0.97	1.35	1.14	1.81	1.37
Student enrollment						
Less than 100	1.59	1.24	1.73	1.33	2.31	1.78
100-199	2.12	1.58	2.32	2.06	2.73	2.14
200-499	2.30	1.18	1.93	1.81	2.59	2.23
500-749	3.07	2.06	3.33	3.01	4.00	3.05
750 or more	3.66	1.80	3.18	3.91	4.85	3.08
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	4.45	2.70	3.94	4.65	4.96	3.91
Offering a hybrid of in-person and distance-learning instruction	1.53	0.84	1.46	1.25	1.59	1.51
Offering only in-person instruction or no effect on the instruction offered	1.58	1.46	1.72	1.44	2.37	1.75

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Appendix B: Methodology and Technical Notes

Overview of the NTPS Principal Survey

The National Teacher and Principal Survey (NTPS) is conducted by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES) within the U.S. Department of Education. Data are collected by the U.S. Census Bureau on behalf of NCES. NTPS is a nationally representative sample survey of public and private K-12 schools, principals, and teachers in the 50 states and the District of Columbia. State representative data are also available for public schools, principal, and teachers. The NTPS was previously conducted during the 2015-16 and 2017-18 school years; 2020-21 is the third NTPS collection. The NTPS is the successor to the Schools and Staffing Survey (SASS), which was conducted seven times from the 1987-88 to 2011-12 school years.

The 2020-21 NTPS consisted of questionnaires for six types of respondents: public schools, private schools, public school principals, private school principals, public school teachers, and private school teachers. The information can be linked across teachers, principals, and schools by each sector (public and private). There is a separate data file for each type of respondent by sector (public school, private school, public school principal, private school principal, public school teacher, and private school teacher). NTPS collects data using core and rotating modules on each questionnaire. The core modules repeat every data collection cycle, while the rotating modules alternate data collection cycles. Core modules include items on topics such as teacher and principal preparation, classes taught, school characteristics, and demographics of the teacher and principal labor force. Rotating modules include items on important education topics, such as teacher and principal evaluation, professional development, working conditions, and school staffing. See table B-1 for additional information about the core and rotating modules. For the content of the questionnaires, see <https://nces.ed.gov/surveys/ntps/questionnaires.asp>.

Table B-1. National Teacher and Principal Survey core and rotating questionnaire modules, by type of questionnaire respondent and data collection cycle

Core and Rotating Questionnaire Modules
Teacher Questionnaires
Core Modules (every cycle)
<ul style="list-style-type: none">• General employment and background information (including base salary, salary supplements, and demographic characteristics)• Professional experience and preparation for teaching• Class organization• Education and training• Certification
Rotating Modules Set A (2015–16, 2020–21)
<ul style="list-style-type: none">• Early career experiences• Working conditions• School climate and teacher attitudes
Rotating Modules Set B (2017–18)
<ul style="list-style-type: none">• Teacher evaluation• Teacher professional development• Teacher engagement

See notes at end of table.

Table B-1. National Teacher and Principal Survey core and rotating questionnaire modules, by type of questionnaire respondent and data collection cycle—Continued

Core and Rotating Questionnaire Modules

Principal Questionnaires

Core Modules (every cycle)

- General information (including demographic characteristics)
- Principals' educational and professional experience
- Educational goals for students

Rotating Modules Set A (2015–16, 2020–21)

- Working conditions (including job duties)
- Perceptions (satisfaction and future plans)

Rotating Modules Set B (2017–18)

- Evaluation (of self and of teachers)
- Professional development (for self and for teachers)

School Questionnaires

Core Modules (every cycle)

- General information (including length of school day and school year)
- Community service requirements
- Special programs and services

Rotating Modules Set A (2015–16, 2020–21)

- School staffing

Rotating Modules Set B (2017–18)

- Instructional time
 - School and classroom organization
-

SOURCE: National Teacher and Principal Survey—Questionnaires (<https://nces.ed.gov/surveys/ntps/questionnaires.asp>).

The 2020–21 NTPS data collection was conducted during the coronavirus pandemic, which affected school operations starting in March 2020. Items about how schools first adapted to COVID-19 during the spring of 2020 were included on the School, Principal, and Teacher Questionnaires. See Berger et al. (2022) for an initial look at results from these items using preliminary NTPS data. In addition, an item was included at the beginning of each of these questionnaires asking about the current operational effect of COVID-19 on instruction at the school at the time the survey was completed during the 2020–21 school year.

NTPS was designed to produce national, regional, and state estimates for public elementary and secondary schools, principals, and teachers, including public charter schools and the principals and teachers within them. For private schools, the sample supports national, regional, and affiliation strata estimates for schools, principals, and teachers. Because private schools were selected for sampling by affiliation strata and region rather than state, comparisons between public and private schools and their principals and teachers are possible only at the regional and national levels.

For additional information on the specific NTPS-related topics discussed in this appendix, consult the *Survey Documentation for the 2020–21 National Teacher and Principal Survey* (Cox et al. forthcoming) or the *User's Manual for the 2020–21 National Teacher and Principal Survey Volumes 1–4* (Petraglia et al. 2022). To access additional general information on NTPS or for electronic copies of the questionnaires, go to the NTPS home page (<https://nces.ed.gov/surveys/ntps>).

Sampling Frames and Sample Selection

Public schools. The starting point for the 2020-21 NTPS public school sampling frame was the 2017-18 Common Core of Data (CCD) Nonfiscal School Universe data file¹ which was refreshed with data from the 2018-19 CCD to create the final sampling frame for the 2020-21 NTPS. The sampling frame was adjusted from the CCD to fit the definition of a school eligible for NTPS. To be eligible for NTPS, a school was defined as an institution or part of an institution that provides instruction to students in one or more of grades 1-12 or the ungraded equivalent, and has one or more teachers who provide instruction in one or more buildings apart from a private home or without a physical building. In addition, a public school receives public funds as primary support, and is operated by an education agency.

The 2020-21 NTPS universe of public schools was confined to the 50 states plus the District of Columbia and excluded the other jurisdictions, Department of Defense overseas schools, and CCD schools that did not offer teacher-provided classroom instruction in grades 1-12 or the ungraded equivalent. This last group included schools that were essentially administrative units that may oversee entities that provide classroom instruction or may only provide funding and oversight. Although Bureau of Indian Education-funded (BIE) schools are eligible for NTPS, the sample size allocated does not support separate BIE estimates.

The NTPS definition of a school is generally similar to the CCD definition, with some exceptions. NTPS allows schools to define themselves. In past NCES data collections, Census Bureau staff observed that in situations where two or more schools have the same administration, these schools were reported separately on CCD but generally reported as one entity for sample surveys. Thus, CCD schools with the same location, address, and phone number were collapsed during the frame building on the assumption that the respondent would consider them to be one school. A set of rules was applied to determine in which instances school records should be collapsed together. When school records were collapsed together, the student and teacher counts, grade ranges, and names as reported to CCD were all modified to reflect the change. It was also possible for two or more schools with different administrations to share the same building; in that case, they were preserved as separate schools.

Finally, since CCD and NTPS differ in scope and their definition of a school, some records were deleted, added, or modified to provide better coverage and a more efficient sample design for NTPS. For a detailed list of frame modifications, see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming). After deleting, collapsing, and adding school records, the 2020-21 NTPS public school sampling frame consisted of about 87,000 traditional public schools and 8,500 public charter schools.

NTPS uses a systematic, probability proportionate to size (PPS) sample, where size is defined to be the square root of the number of full-time-equivalent (FTE) teachers in the school (for an explanation of PPS sampling, see Cochran 1977). Schools were stratified (explicitly and implicitly)

¹ For more information about CCD, see <https://nces.ed.gov/ccd/>.

and sampled (with probabilities determined by size as well as precision objectives) based on the following characteristics:

- school grade level (primary, middle, high, combined);
- state;
- poverty status (low, high);
- enrollment (less than 100, 100-199, 200-499, 500+)
- collapsed urbanicity (city, suburban, town, rural); and
- charter status (charter, traditional public).

In addition to oversampling based on specific school characteristics, sample sizes were inflated for schools in 29 states with smaller numbers of schools, in order to ensure that all state-level estimates would meet the criteria required for publication.

Prior to sampling, schools were sorted by the following:

- smaller states (states that required oversampling in order to have an expected CV less than 30 percent vs. other states within each region);
- charter status (two levels);
- combined grade status (two levels);
- small school status (two levels);
- school grade level (four levels);
- urbanicity (four levels);
- poverty status (four levels);
- school size category (six levels);
- state; and
- number of FTE teachers.

This sample design and its associated precision requirements resulted in a total public school sample of about 9,900 public schools.

Private schools: The 2020-21 NTPS private school frame was based on the 2017-18 Private School Universe Survey (PSS) list frame and certainty area frame. In order to provide coverage of private schools founded after the PSS list frame was developed and to improve coverage and update frame information on existing private schools, the Census Bureau collected membership lists in early 2017 from private school associations and religious denominations. The associations were asked to list all schools meeting the PSS school definition. The Census Bureau also collected additional frame information (grade range, number of teachers, and number of students) during the refresh operation. To be eligible for NTPS, a school was defined as an institution or part of an institution that provides instruction to students in one or more of grades 1-12 or the ungraded equivalent, and has one or more teachers who provide instruction in one or more buildings apart from a private home or without a physical building. In addition, a private school is not supported primarily by public funds. The 50 states and the District of Columbia were also asked to provide lists of private schools meeting the PSS definition of a school. Schools on the private school association membership lists and the state lists were compared to the 2017-18 PSS list frame. Any

school that did not match to the 2017-18 PSS list frame was added to the existing 2020-21 PSS list frame. After these changes, the private school sampling frame consisted of about 23,200 private schools.

The NTPS private school sample that was drawn from the list frame was a systematic PPS sample, where size was defined to be the square root of the number of FTE teachers in the school. Schools were stratified (explicitly and implicitly) and sampled (with probabilities determined by size as well as precision objectives) based on the following characteristics:

- affiliation strata (Catholic, Baptist, Seventh-day Adventist/Lutheran, Jewish/other religious, nonsectarian special emphasis/special education, and nonsectarian regular;
- grade level (elementary, secondary, and combined);
- school size (large, small); and
- oversampling division (2 levels—mid-Atlantic states versus all others).

Prior to sampling, schools were sorted by the following:

- affiliation (three levels);
- grade level (three levels);
- Census region (four levels);
- urbanicity (four levels);
- affiliation (eleven levels);
- school size (five levels);
- state;
- highest grade;
- urbanicity (twelve levels);
- ZIP code;
- school enrollment; and
- PIN (unique school ID).

The 11 affiliation strata included 3 strata for Catholic (parochial, diocesan, and private); one stratum each for Baptist, Jewish, Lutheran, Seventh-day Adventist, and other religious; and 3 strata for nonsectarian (regular, special emphasis, and special education).

In addition to the list frame, NTPS uses an area frame to improve coverage, since the list frame is believed to under-cover private schools; in the 2020-21 NTPS, all area frame schools were selected with certainty. Of the 3,000 private schools sampled for the 2020-21 NTPS, 2,745 were from the list frame and 255 were from the area frame.

Principals. The principal or school head of each sampled school was selected. About 12,900 school principals were sampled (9,900 public school principals and 3,000 private school principals).

Data Collection Procedures

In 2020-21, NTPS employed a combined mail-based and internet survey approach, with subsequent telephone, mail, and e-mail follow-up. Data collection included the Teacher Listing Form (TLF), Principal Questionnaire, School Questionnaire, and Teacher Questionnaire. This report focuses on the Principal Questionnaire.

The 2020-21 NTPS data collection was conducted during the coronavirus pandemic, which affected school operations starting in March 2020. An item was included at the beginning of each non-TLF questionnaire asking about the current operational effect of COVID-19 on instruction at the school at the time the survey was completed during the 2020-21 school year. Additional information about this item is provided in appendix C.

Initial school packages, including the Principal Questionnaire, were mailed in October 2020.² Next, schools were telephoned to verify school information, establish a survey coordinator, and follow up on the TLF if the school had not already provided an electronic teacher list. Data collection for the school and principal surveys ended in July 2021 and for the teacher survey in August 2021.

For some schools, the early phases of data collection also used survey coordinators. The role of the survey coordinator was designed to improve response by having the coordinator be the primary contact person at the school who could remind staff to complete their questionnaires, and collect completed questionnaires if applicable. However, due to the effects of COVID-19 on school operations during the 2020-21 school year, the use of survey coordinators was discontinued later in data collection, with school, principal, and teacher packages being mailed directly to principals and teachers.

The Web was the primary mode of data collection for all questionnaire types for the 2020-21 NTPS. Paper questionnaires were introduced in the later mailings.

Data Processing and Imputation

For questionnaires completed on paper, the Census Bureau checked the questionnaires, keyed the data, and implemented quality control procedures. These data were combined with responses from questionnaires completed online, and those that had a preliminary classification of a complete interview were submitted to a series of computer edits consisting of a range check, a consistency edit,³ a blanking edit,⁴ and a logic edit.⁵ After these edits were implemented and

² The NTPS school package contained a letter to the principal or survey coordinator, a sealed envelope containing a letter with login information for the TLF, a sealed envelope containing a letter with login information for the Principal Questionnaire, and a sealed envelope containing a letter with login information for the School Questionnaire.

³ The consistency edits identified inconsistent entries within each case and, whenever possible, corrected them. If the inconsistencies could not be corrected, the inconsistent entries were deleted.

⁴ Blanking edits deleted answers to questions that should not have been filled in (e.g., if a respondent followed a wrong skip pattern).

⁵ Data were added to questionnaire records during the logic edits, which filled in some items where data were missing or incomplete using other information on the same questionnaire or from other related data sources.

reviewed by analysts, the records were put through another edit to make a final determination as to whether the case was eligible for the survey and whether sufficient data had been collected for the case to be classified as a complete interview.

After the final edits were run, cases with “not-answered” values for items remained. Values were imputed for these cases using two main approaches. First, donor respondent methods, such as hot-deck imputation, were used. Second, if no suitable donor case could be matched, the few remaining items were imputed using mean or mode from groups of similar cases to impute a value to the item with missing data. After each stage of imputation, data checks were used to verify that the imputed data were consistent with the existing questionnaire data for other response fields. If the imputed data were inconsistent with the existing questionnaire data, the imputed value was removed by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value. Edit and imputation flags, indicating which edit or imputation method was used, were assigned to each relevant survey variable. For further information, see the sections on data processing and imputation in the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming).

Response Rates

Unit response rates. The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. The weighted NTPS unit response rate was produced by dividing the weighted number of respondents who completed questionnaires by the weighted number of eligible sampled cases, using the initial base weight (the inverse of the probability of selection).⁶ The weighted response rate using the initial base weight was 68.0 percent for public school principals and 61.7 percent for private school principals. Table B-2 provides response rates for public and private school principals by selected school characteristics used in sampling and weighting.

⁶ For the formula used to calculate the unit response rate, see *2012 Revision of NCES Statistical Standards: Final* (NCES 2014-097).

Table B-2. Weighted unit response rates for public and private K-12 school principals, using the initial base weight, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Response rate
All public school principals	68.0
School classification	
Traditional public	68.1
Charter school	66.7
Community type	
City	55.2
Suburban	66.5
Town	79.1
Rural	78.1
School level¹	
Primary	68.0
Middle	68.4
High	65.3
Combined	74.0
Student enrollment	
Less than 100	71.7
100-199	73.8
200-499	70.4
500-749	66.3
750-999	63.3
1,000 or more	59.9
Percent of K-12 students who were approved for free or reduced-price lunches	
Less than 35	69.3
35-49	71.8
50-74	70.9
75 or more	61.2
All private school principals	61.7
School classification	
Catholic	73.1
Other religious	55.5
Nonsectarian	62.4
Community type	
City	61.9
Suburban	64.4
Town	77.2
Rural	51.4
School level²	
Elementary	70.7
Secondary	66.8
Combined	49.9
Student enrollment	
Less than 100	56.3
100-199	71.5
200-499	66.4
500-749	55.5
750 or more	56.2

¹ The school level variable used for public school sampling, weighting, and reporting of response rates was created from the public school sampling frame (the Common Core of Data Nonfiscal School Universe data file). It differs from the school level analysis variable, which was created using information about the specific grades taught at the school as reported on the NTPS School Questionnaire. These two variables are similar but not identical among responding public schools; more than 95 percent of responding schools reported a school level that was consistent with their school level on the sampling frame. Because the analysis variable was created from questionnaire data rather than the sampling frame and is therefore unavailable for nonresponding schools, response rates are not available by this variable.

² The school level variable used for private school sampling, weighting, and reporting of response rates was created from the private school sampling frame (the Private School Universe Survey list frame and certainty area frame). It differs from the school level analysis variable, which was created using information about the specific grades taught at the school as reported on the NTPS Private School Questionnaire. These two variables are similar but not identical among responding private schools; more than 70 percent of responding schools reported a school level that was consistent with their school level on the sampling frame. Because the analysis variable was created from questionnaire data rather than the sampling frame and is therefore unavailable for nonresponding schools, response rates are not available by this variable.

NOTE: Response rates were weighted using the inverse of the probability of selection and adjusted, if needed, to reflect multiple chances of selection from the frame or other situations, such as subsampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Documentation Data Files," 2020-21.

Unit nonresponse bias analysis. Because the *NCES Statistical Standards* (4-4) require analysis of nonresponse bias for any survey stage with a base-weighted response rate less than 85 percent, the NTPS principal data were evaluated for potential bias. The following frame characteristics were used in the nonresponse bias analysis for the Public School Principals data:

- *Charter status:* traditional public, charter;
- *Enrollment:* less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 to less than 1,000, 1,000 or more;
- *Percent of enrollment with race other than White:* less than 5 percent, 5 to less than 10 percent, 10 to less than 20 percent, 20 to less than 30 percent, 30 to less than 50 percent, 50 percent or more;
- *Percent free or reduced-price lunch eligible:* less than 35 percent, 35 to less than 50 percent, 50 to less than 75 percent, 75 percent or more;
- *Community type (locale):* city, suburb, town, rural;
- *Pupil-teacher ratio:* less than 10, 10 to less than 15, 15 to less than 20, 20 or more;
- *Grade level:* primary, middle, high, combined;
- *Region:* Northeast, Midwest, South, West;
- *Number of teachers:* less than 10, 10 to less than 25, 25 to less than 50, 50 to less than 75, 75 or more;
- *Title I status:* Title I program, Title I noneligible, Title I eligible but no Title I program; and
- *State:* 50 states and District of Columbia.

The following frame characteristics were used in the nonresponse bias analysis for the Private School Principals data:

- *Affiliation (3 level):* Catholic, other religious, nonsectarian;
- *Affiliation (11 level):* Catholic–Parochial, Catholic–Diocesan, Catholic–Private, Baptist, Jewish, Lutheran, Seventh-day Adventist, Other religious, Nonsectarian–Regular, Nonsectarian–Special Emphasis, Nonsectarian–Special Education;
- *Enrollment:* less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 or more;
- *Community type (locale):* city, suburb, town, rural;
- *Grade level:* elementary, secondary, combined;
- *Region:* Northeast, Midwest, South, West; and
- *Number of teachers:* less than 5, 5 to less than 15, 15 to less than 30, 30 to less than 50, 50 or more.

First, the base-weighted distributions of the frame characteristics for responding principals were compared to the base-weighted distributions of the frame characteristics for sampled principals using *t* tests, with significant differences indicating potential nonresponse bias prior to weighting adjustments. Table B-3 presents national-level public school groups with a statistically significant difference in base-weighted percentages between the sampled cases and respondents. Fifty-nine of the 93 response categories, or 63 percent, showed evidence of bias. Table B-4 presents similar information for national-level private school groups. Twenty-two of the 35 response categories, or 63 percent, showed evidence of bias. Additionally, the unit base-weighted response rate of each

Table B-3. Indication of potential bias for public K-12 school principal data at the national level and state level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2020-21

Characteristic	Base-weighted respondent distribution	Nonresponse- adjusted respondent distribution
School type		
Charter		X
Traditional public		X
School enrollment		
100 to less than 200	X	
200 to less than 500	X	
500 to less than 750	X	
750 to less than 1,000	X	
1,000 or more	X	
Percent non-White students		
Less than 5	X	
5 to less than 10	X	
10 to less than 20	X	
20 to less than 30	X	
50 or more	X	
Percent eligible for free or reduced-price lunches		
35 to less than 50	X	
50 to less than 75	X	
75 or more	X	
Community type		
City	X	
Suburban	X	
Town	X	
Rural	X	
Student to teacher ratio		
10 to less than 15	X	
20 or more	X	
School Level		
High	X	
Combined	X	X
Region		
Midwest	X	X
South	X	
West		X
Number of teachers		
10 to less than 25	X	X
25 to less than 50	X	
50 to less than 75	X	
75 or more	X	

See notes at end of table.

Table B-3. Indication of potential bias for public K-12 school principal data at the national level and state level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2020-21—Continued

Characteristic	Base-weighted respondent distribution	Nonresponse- adjusted respondent distribution
Title I status		
Has Title I program	x	
Title I non-eligible	x	x
Eligible but no Title I program	x	
State		
Alabama	x	
Alaska	x	
Arkansas	x	
California	x	
District of Columbia	x	x
Florida		x
Hawaii	x	x
Idaho	x	x
Illinois	x	
Indiana	x	
Kansas	x	
Kentucky		x
Maine	x	x
Maryland	x	x
Michigan	x	
Mississippi	x	
Missouri	x	
Montana	x	
Nebraska		x
Nevada		x
New Hampshire	x	
New Mexico		x
New York	x	
North Dakota	x	x
Ohio	x	
Oklahoma	x	
Oregon	x	x
Rhode Island		x
South Dakota		x
Texas	x	x
Utah	x	
Vermont	x	
Washington	x	x
West Virginia	x	
Wisconsin	x	
Wyoming	x	

NOTE: x denotes comparisons that indicate potential bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Documentation Data File," 2020-21.

Table B-4. Indication of potential bias for private K-12 school principal data at the national level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2020-21

Characteristic	Base-weighted respondent distribution	Nonresponse- adjusted respondent distribution
Affiliation (3 level)		
Catholic	x	
Other religious	x	
Affiliation (11 level)		
Catholic - Parochial	x	
Catholic - Diocesan	x	
Jewish	x	
Lutheran	x	
Other religious	x	
Nonsectarian - regular	x	
Enrollment		
Less than 100	x	
100 to less than 200	x	
200 to less than 500	x	
500 to less than 750		x
Community type		
Town	x	
Rural	x	
School level		
Elementary	x	x
Secondary	x	x
Combined	x	x
Region		
Northeast	x	x
Midwest	x	
South		x
Number of teachers		
Less than 5	x	x
5 to less than 15	x	x
15 to less than 30	x	x
50 or more	x	x

NOTE: x denotes comparisons that indicate potential bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Principal Documentation Data File," 2020-21.

school group was compared to the overall base-weighted response rate through a *t* test and the base-weighted distribution of responding principals and the base-weighted distribution of nonrespondents were compared through a likelihood ratio chi-square test to find any groups that would have been over- or underrepresented by the respondents without nonresponse adjustment. The results for each set of tests were mostly consistent with the results presented in tables B-3 and B-4. Each comparison group with evidence of potential bias prior to weighting adjustments had a significant difference in response rate from the overall response rate and the respondents and nonrespondents had different distributions by each frame variable with a school group showing potential bias before weighting adjustments except for the grade level variable.

Weighting adjustments were designed to reduce or eliminate nonresponse bias and to reduce the variance introduced due to sampling by adjusting the sample estimates to known totals from the frame. The final-weighted comparisons to eligible cases shown in tables B-3 and B-4 reflect the effect of weighting adjustment. These tables show that weighting adjustments eliminated most but not all evidence of potential bias for public and private school principals. In addition, evidence of potential bias formed for some items as a result of the weighting adjustments.

For public school principals (see table B-3), there is evidence of potential bias after weighting adjustments for the following national-level and state-level items included in the nonresponse bias analysis:

- school type, charter and traditional public;
- school level, combined;
- schools in the Midwest and West;
- number of teachers, for schools with 10 to less than 25 teachers;
- Title I status, with Title I non-eligible; and
- schools in the following states: district of Columbia, Florida, Hawaii, Idaho, Kentucky, Maine, Maryland, Nebraska, Nevada, New Mexico, North Dakota, Oregon, Rhode Island, South Dakota, Texas, and Washington.

For private school principals (see table B-4), there is evidence of potential bias after weighting adjustments for the following national-level items included in the nonresponse bias analysis:

- schools with enrollment of 500 to less than 750 students;
- school level for elementary, secondary, and combined;
- schools in the Northeast and South; and
- number of teachers, for schools with less than 5, 5 to less than 15, 15 to less than 30, 50 or more teachers.

For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming).

Item response rates. The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted NTPS item response rate is calculated by dividing the weighted number of respondents who provided an answer to an item by the weighted number of respondents who were eligible to answer that item.⁷ Table B-5 provides a summary of the weighted item response rates. For both the public school principal and private school principal data, there were no items with a response rate below 85 percent. For further information on item response rates and bias analysis, see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming).

⁷ For the formula to calculate the item response rate, see *2012 Revision of NCES Statistical Standards: Final* (NCES 2014-097).

Table B-5. Summary of weighted item response rates, by survey: 2020-21

Survey	Percent of items with a response rate of 85 percent or more	Percent of items with a response rate of less than 85 percent
Public School Principal	100	0
Private School Principal	100	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Documentation Data Files," 2020-21.

Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For NTPS, a base weight was used as the starting point. In most cases, this base weight was the reciprocal of the unit's probability of selection on the frame (the initial base weight), and in other cases, adjustments were made to this frame base weight to reflect multiple chances of selection from the frame or other situations such as subsampling.

Next, a series of nonresponse adjustment factors were calculated and applied based on a weighting cell adjustment. Weighting cells were developed using tree search algorithms. These cells were selected to be homogeneous in response propensity within cells and heterogeneous in response propensity across cells (response propensity is the underlying chance that a particular sample unit will respond by completing the questionnaire: its individual response rate). The adjustment was the inverse of the weighted response rate within each cell, and each respondent in the cell received this adjustment. Nonrespondents were given weights of zero and the respondents were reweighted to represent the nonrespondents. The variables included in the tree search algorithms overlap substantially with those examined for potential bias, and included all subgroups that showed potential bias (listed in tables B-3 and B-4). All of the subgroups that showed potential bias for public school principals as given in table B-3 were used as cell generators by the tree search algorithms except for charter status; similarly, for private school principals, all subgroups that showed potential bias as given in table B-4 were used, except for region and grade level. For both, other subgroups which are related were also included, and may show differential response conditional on other subgroups (i.e., they may be chosen as cell generators by the tree search algorithm within particular branches).

Finally, for the principal file, a raking factor was calculated and applied to the sample to adjust the sample totals to the frame totals (after adjusting for school splits and mergers), so that the sum of the weights within each of the specified cells was equal to the corresponding frame total for the cell. For public school principals, these cells were defined based on school level, urbanicity, and percentage of students eligible for free or reduced-price lunch; for private school principals, the cells were defined based on school level, affiliation, and urbanicity. The weights were then adjusted to the frame totals by an iterative process, referred to as raking, until the weights simultaneously aggregated to be equal to each set of control totals. In some cases, extreme weights may be trimmed back to a cutoff value. This all improves the precision of survey estimates.

The product of these factors is the final weight for each NTPS respondent, which appears as AFNLWGT on NTPS Public School Principal and Private School Principal Data Files.

Variance Estimation

In surveys with complex sample designs, such as NTPS, direct estimates of sampling errors that assume a simple random sample typically underestimate the variability in the estimates. The NTPS sample design and estimation include procedures that deviate from the assumption of simple random sampling, such as sampling with differential probabilities.

NTPS uses jackknife replication to calculate appropriate sampling errors that account for the complex sample design. Jackknife replication methods involve dropping a small portion of the sample from the full sample and computing the statistic of interest for the retained and reweighted sample (the jackknife replicate). The sum of squares of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. The NTPS principal data file included a set of 200 replicate weights designed to produce variance estimates. The set of replicate weights for each file should be applied to the respondents in that file. The replicate weights for NTPS respondents are AREPWT1-AREPWT200 for principals.

Reliability of Data

A survey estimate is subject to two types of errors: nonsampling and sampling. Nonsampling errors are attributed to many sources, including definitional difficulties, the inability or unwillingness of respondents to provide correct information, differences in the interpretation of questions, an inability to recall information, errors made in collection (e.g., in recording or coding the data), errors made in processing the data, and errors made in estimating values for missing data. Quality control and edit procedures were used to reduce errors made by respondents, coders, and interviewers. In contrast, sampling errors result from the collection of data from a sample of the population rather than the full target population, and estimates of the magnitude of sampling error for NTPS data can be derived or calculated. The survey estimates may differ from the values that would be obtained from a census of the target population using the same questionnaire, instructions, and interviewers.

Caution Concerning Comparisons of Estimates

The 2020-21 NTPS data collection was conducted during the coronavirus pandemic, which affected school operations starting in March 2020 and throughout the 2020-21 school year. The disruption to instruction during the 2020-21 school year may have affected responses provided to items on the school, principal, and teacher surveys. As a result, the data collected might reflect the unique circumstances of the 2020-21 school year. For example, the question on the principal survey asking about the percentage of time a principal spent on various tasks in the school, including student and parent interactions, may have been affected by the prevalence of online and hybrid instruction in schools during the 2020-21 school year. On the school survey, questions about staff counts and students receiving special programs and services may have been affected by

educational disruptions. On the teacher survey, questions about class organization, teacher working conditions, school climate and teacher attitudes, and general employment information (particularly earnings from sources other than their base teaching salary) may have been affected by disruptions teachers faced during the coronavirus pandemic. Other changes in responses may have occurred where respondents had difficulty answering items that were designed and tested for in-person instruction, for example, the question on the School Questionnaire asking about average daily attendance, or questions on the Teacher Questionnaire asking about instructional time during a typical school week. See Spiegelman, Kephart, and Katz (2021) for a discussion of some of these issues. Note that these survey questions are examples, rather than an exhaustive list. Data users should keep these disruptions and challenges in mind when comparing responses on the 2020-21 NTPS to responses on previous NTPS and SASS data collections. Please also note that respondents were asked to report their school's instructional status at the time they completed the survey (i.e., fully in-person instruction, a hybrid of in-person and remote instruction, fully remote instruction). This provides contextual information about the circumstances under which the survey was completed and does not capture information about a school's official operating status(es) during the 2020-21 school year. Additional information about this variable is provided in appendix C.

Data collection operations for the 2020-21 NTPS differed from past cycles due to COVID-19. For example, initial materials were mailed to schools starting in October 2020, rather than in September. Historically, schools, principals, and teachers received approximately the same number of mail and e-mail contacts. For the 2020-21 NTPS, additional e-mails, unaccompanied by mailed materials, were sent to staff. While previous NTPS administrations used both telephone and in-person follow-up operations, the 2020-21 only followed up by telephone. For more information, please see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming).

The 2020-21 NTPS categorizes school level differently for analysis than previous years of NTPS. In 2020-21, public schools are grouped into elementary, middle, secondary/high, and combined/other, and private schools are grouped into elementary/middle, secondary/high, and combined/other. These groupings are described in appendix C. In contrast, earlier NTPS surveys categorized public schools as primary, middle, high, and combined, and private schools as elementary, secondary, and combined. Due to these changes in categorization, users should exercise caution when comparing estimates by school level between the 2020-21 NTPS and previous years.

The 2017-18 and 2020-21 NTPS collected information on the National School Lunch Program differently than previous years of both NTPS and SASS. Rather than asking for a count of K-12 students approved for the program, schools were asked to report the percentage of K-12 students approved for the program. Additionally, schools that did not participate in the program were previously treated as a separate category for reporting purposes, but in the 2017-18 and 2020-21 reports, they are grouped with schools that participated in the program but had no students approved for the program. This change was made due to the small size of the number of schools that did not participate and the categories used for sampling, calculating response rates, and conducting bias analyses. Due to both the change in the question and the change in categorization

of non-participating schools for 2017-18 and 2020-21, users should exercise caution when comparing estimates for, or reported by, the percentage of students approved for free or reduced-price lunches.

Appendix C: Description of Variables

Description of Variables

The variables that are included in this report are listed in table C-1. Those with variable names that begin with “A” and are followed by four digits are survey variables that come from items on the Public and Private School Principal Questionnaires. The variables without the letter plus four digit names are derived variables, meaning they were created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these. They are frequently used in National Center for Education Statistics publications and have been added to the data files to facilitate data analysis. The definitions for the created variables follow table C-1.

Table C-1. Variables used in the *Characteristics of 2020–21 Public and Private K–12 School Principals in the United States: Results From the National Teacher and Principal Survey report: 2020–21*

Variable	Variable name in data files
Annual salary	A0908
Charter school identifier ¹	CHARFLAG
Highest degree earned	A0106
Hours spent per week on school-related activities	A1400
Reported effect of COVID-19 on instruction	A1910
Percentage of students in the school approved for National School Lunch Program ¹	NSLAPP_S
Percentage of time spent on internal administrative tasks	A1401
Percentage of time spent on curriculum and teaching-related activities	A1402
Percentage of time spent on interacting with students	A1403
Percentage of time spent on interacting with parents	A1404
Principal’s age ¹	AGE_P
Principal’s agreement with generally satisfied statement	A1409
Principal’s agreement with get a higher paying job statement	A1410
Principal’s agreement with not have as much enthusiasm statement	A1412
Principal’s agreement with staying home from school statement	A1413
Principal’s agreement with stress and disappointments involved statement	A1408
Principal’s agreement with transferring to another school statement	A1411
Principal’s influence on deciding how your school budget will be spent	A0209
Principal’s influence on determining the content of in-service professional development programs for teachers of this school	A0205
Principal’s influence on establishing curriculum at this school	A0204
Principal’s influence on evaluating teachers of this school	A0206
Principal’s influence on hiring new full-time teachers of this school	A0207
Principal’s influence on setting discipline policy at this school	A0208
Principal’s influence on setting performance standards for students of this school	A0203
Principal’s race/ethnicity	A0901-A0906

See notes at end of table.

Table C-1. Variables used in the *Characteristics of 2020–21 Public and Private K–12 School Principals in the United States: Results From the National Teacher and Principal Survey* report: 2020–21—Continued

Variable	Variable name in data files
Principal's sex	A0900
School level ¹	SCHLEV_CCD
Student enrollment in K-12 and ungraded ¹	SCHSIZE
Three-category private school typology ¹	RELIG
Total years of experience as a school principal	A0104
Total years of experience as a school principal at current school	A0105
Urban-centric school locale code ¹	URBANS12

¹The definition for this variable can be found in Appendix C: Description of Variables.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020–21.

Charter school identifier (CHARFLAG): A flag variable taken from the Public School Data File that identifies charter schools. 1 = School is a public charter school, 2 = School is a traditional public school. A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulation. CHARFLAG is based on S0500 from the Public School Data File.

Principal's age (AGE_P): A variable based on a respondent's reported year of birth. AGE_P is a continuous variable that was created by subtracting the principal's reported year of birth (A0907) from the year of data collection (2020).

Percentage of students in school approved for the National School Lunch Program (NSLAPP_S): Taken from the Public and Private School Data Files, NSLAPP_S is a continuous variable for the percentage of K-12 students (S0427) approved for the National School Lunch Program, among schools that participated in the National School Lunch Program (NSLP) (S0409=1). For this report, NSLAPP_S is recoded as a categorical variable describing the proportion of students approved for free or reduced-price lunches. Schools that did not participate in the NSLP have valid skip values, but were categorized as having no approved students for the purposes of this report.

School level (SCHLEV_CCD): School level for both public and private schools, based on guidelines set by the Common Core of Data (CCD). Information about grades offered by the school came from the NTPS school survey. For cases where the school was a non-interview for NTPS, sample file (CCD for public or Private School Survey for private) or other information was used to impute (if available). School levels for SCHLEV_CCD are defined in the CCD guidelines as:

Elementary: offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades.

- Middle: offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades.

- Secondary: offer at least one of grade 9 to 11, the number of secondary grades is greater than the number of middle grades, and do not offer grade 12.
- High: offer grade 12, and if other secondary grades are offered, the number of secondary grades is greater than the number of middle grades.
- Ungraded: offer only ungraded instruction.
- Other: offer both elementary and secondary/high grades, or grades in all three levels (elementary, middle, secondary/high).

For this report, SCHLEV_CCD was recoded into four categories for public schools and three categories for private schools, as follows:

Public schools

- Elementary;
- Middle;
- Secondary/high; and
- Combined/other (aggregation of Ungraded and Other).

Private schools

- Elementary/middle;
- Secondary/high; and
- Combined/other (aggregation of Ungraded and Other).

Student enrollment in K-12 and ungraded (SCHSIZE): Taken from the Public School and Private School Data Files, SCHSIZE is a categorical variable based on the number of K-12 and ungraded students enrolled in the school (S0115 for public and S4115 with S0151 subtracted for private). For this report, SCHSIZE was recoded into six categories for public schools and five categories for private schools.

Three-category private school typology (RELIG): Taken from the Private School Data File, RELIG is a three-category variable based on the variables that identify the religious or nonreligious orientation of a private school (S0186-S0297 and S0320-S0321): Catholic, Other religious, or Nonsectarian.

Urban-centric school locale code (URBANS12): Taken from the Public and Private School Data Files, URBANS12 is a created variable collapsed from the 12 category urban-centric school locale code (SLOCP12) which was updated to incorporate Census population and geography information and recoded into four categories, as follows:

- City: includes city, large; city, midsize; city, small;
- Suburban: includes suburb, large; suburb, midsize; suburb, small;
- Town: includes town, fringe; town, distant; town, remote; and
- Rural: includes rural, fringe; rural, distant; rural, remote.

Variable About the Reported Effect of COVID-19 on Instruction

In addition to the core and rotating topics described in table B-1, the 2020-21 NTPS included a question asking about the current effect of the coronavirus pandemic on instruction at the school

at the time the survey was completed. Given the start date for the 2020-21 NTPS, the length of the data collection window, and predictions about the 2020-21 school year, the COVID-19-related questions focused on how schools adapted to the COVID-19 pandemic during the spring of 2020. In addition, school principals were asked to report the current effect of the coronavirus pandemic on instruction at the school at the time they completed the survey. Principals were asked to indicate whether they were currently offering only distance-learning instruction because of the coronavirus pandemic, currently offering a hybrid of in-person and distance-learning instruction because of the coronavirus pandemic, currently offering only in-person instruction with additional safety precautions because of the coronavirus pandemic, or there was currently no effect on the instruction offered because of the coronavirus pandemic. For principals, this variable is A1910. Because principals may have completed the Principal questionnaire at any time during the 2020-21 school year, this variable cannot be used to provide information about the distribution of in-person, hybrid, or remote instruction at any given point in time. This contextual variable provides information about the circumstances under which the survey was completed and does not capture information about a school's official operating status(es) during the 2020-21 school year. Table C-2 provides additional information about the percentage distribution of school principals reporting how COVID affected instruction by school type and selected school characteristics.

Table C-2. At the time the Principal Questionnaire was completed, percentage distribution of K-12 school principals reporting how COVID-19 affected instruction, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Offering only distance-learning instruction	Offering a hybrid of in-person and distance-learning instruction	Offering only in-person instruction or no effect on the instruction offered
All principals	17.5	67.4	15.2
All public school principals	20.7	71.4	7.8
School classification			
Traditional public	19.7	72.3	8.0
Charter school	31.2	62.7	6.0
Community type			
City	31.2	65.6	3.2
Suburban	23.6	71.4	5.0
Town	13.1	76.2	10.7
Rural	10.1	75.2	14.7
School level¹			
Elementary	19.6	73.2	7.2
Middle	21.8	73.7	4.5
Secondary/high	25.1	67.6	7.3
Combined/other	14.2	65.5	20.4
Student enrollment			
Less than 100	18.5	61.0	20.5
100-199	21.7	66.8	11.5
200-499	19.8	72.1	8.1
500-749	21.9	72.8	5.3
750-999	21.8	75.0	3.2
1,000 or more	22.7	73.6	3.7
Percent of K-12 students who were approved for free or reduced-price lunches			
0-34	16.2	70.9	12.9
35-49	15.8	75.3	8.9
50-74	20.9	71.7	7.4
75 or more	25.5	70.3	4.2
All private school principals	4.9	51.9	43.2
School classification			
Catholic	4.6	61.9	33.5
Other religious	4.2	41.0	54.9
Nonsectarian	6.8	62.6	30.6
Community type			
City	9.6	60.6	29.9
Suburban	3.6	61.1	35.3
Town	‡	35.2	63.3
Rural	1.4 ¹	31.6	67.0
School level¹			
Elementary/middle	6.1	40.5	53.3
Secondary/high	9.4	63.3	27.4
Combined/other	3.9	53.1	43.1

See notes at end of table.

Table C-2. At the time the Principal Questionnaire was completed, percentage distribution of K-12 school principals reporting how COVID-19 affected instruction, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Offering only distance-learning instruction	Offering a hybrid of in-person and distance-learning instruction	Offering only in-person instruction or no effect on the instruction offered
Student enrollment			
Less than 100	5.5	40.6	53.9
100-199	4.1	54.8	41.0
200-499	5.1	68.8	26.1
500-749	2.6 [‡]	72.5	24.9
750 or more	4.2 [‡]	68.3	27.5

[‡] Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

[‡] Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-2021 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population. Principals were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction reported at the time the survey was completed, not a summary of the school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.

Table C-S2. Standard errors for Table C-2: At the time the Principal Questionnaire was completed, percentage distribution of K-12 school principals reporting how COVID-19 affected instruction, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Offering only distance-learning instruction	Offering a hybrid of in-person and distance-learning instruction	Offering only in-person instruction or no effect on the instruction offered
All principals	0.45	0.53	0.43
All public school principals	0.53	0.57	0.36
School classification			
Traditional public	0.57	0.60	0.39
Charter school	1.60	1.54	1.04
Community type			
City	1.18	1.20	0.42
Suburban	1.01	1.09	0.48
Town	1.17	1.32	0.99
Rural	0.86	1.18	1.04
School level			
Elementary	0.72	0.82	0.49
Middle	1.23	1.36	0.59
Secondary/high	1.09	1.21	0.77
Combined/other	1.57	2.13	1.79
Student enrollment			
Less than 100	2.44	3.23	2.65
100-199	2.31	2.63	1.61
200-499	0.92	0.96	0.54
500-749	1.07	1.15	0.63
750-999	1.56	1.60	0.64
1,000 or more	1.20	1.26	0.53
Percent of K-12 students who were approved for free or reduced-price lunches			
0-34	1.03	1.18	0.90
35-49	1.38	1.48	0.93
50-74	1.34	1.39	0.85
75 or more	0.94	1.01	0.42
All private school principals	0.57	1.41	1.39
School classification			
Catholic	0.98	2.60	2.54
Other religious	0.79	2.28	2.23
Nonsectarian	1.24	2.50	2.28
Community type			
City	1.39	2.37	2.26
Suburban	0.75	2.40	2.35
Town	†	4.84	4.94
Rural	0.61	3.61	3.62
School level			
Elementary/middle	1.76	3.88	4.09
Secondary/high	1.49	2.53	2.53
Combined/other	0.62	1.69	1.69
Student enrollment			
Less than 100	0.94	2.23	2.30
100-199	1.04	2.50	2.43
200-499	1.12	2.50	2.28
500-749	1.00	4.35	4.23
750 or more	1.48	6.73	6.98

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21.