

Everything you wanted to know about NCES' National Teacher and Principal Survey (NTPS) but were afraid to ask!

Julia Merlin, Maura Spiegelman
National Center for Education Statistics

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What is the NTPS?

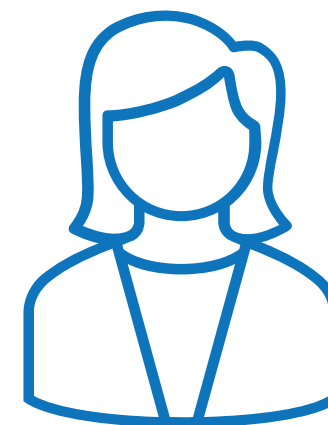
The National Teacher and Principal Survey (NTPS)

- U.S. Department of Education's primary source of information on K-12 public and private schools from the **perspectives of teachers and administrators**
- Coordinated surveys of public and private

Schools



Principals



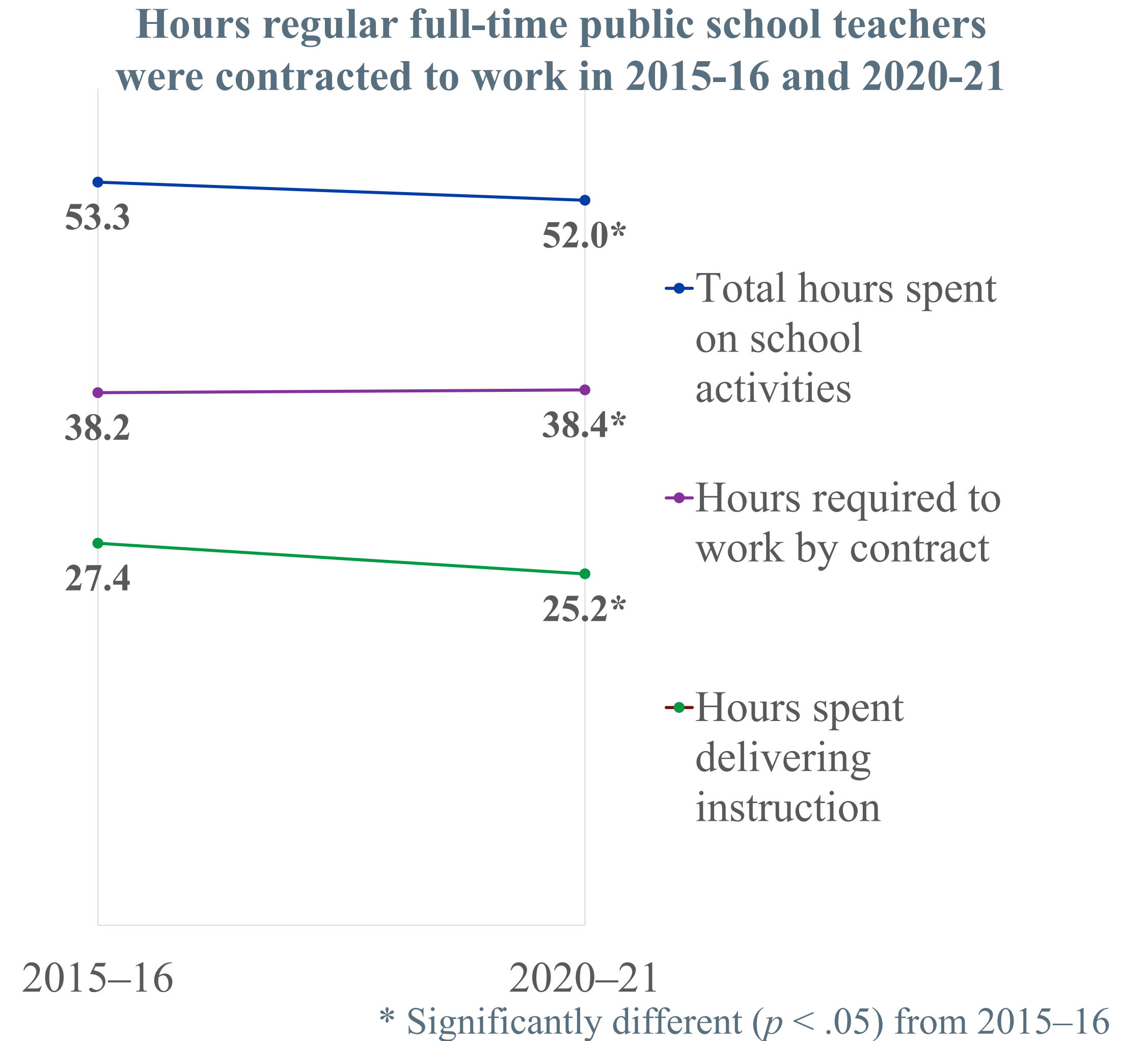
Teachers



- Follow-up surveys to study **principal and teacher attrition**

The National Teacher and Principal Survey (NTPS)

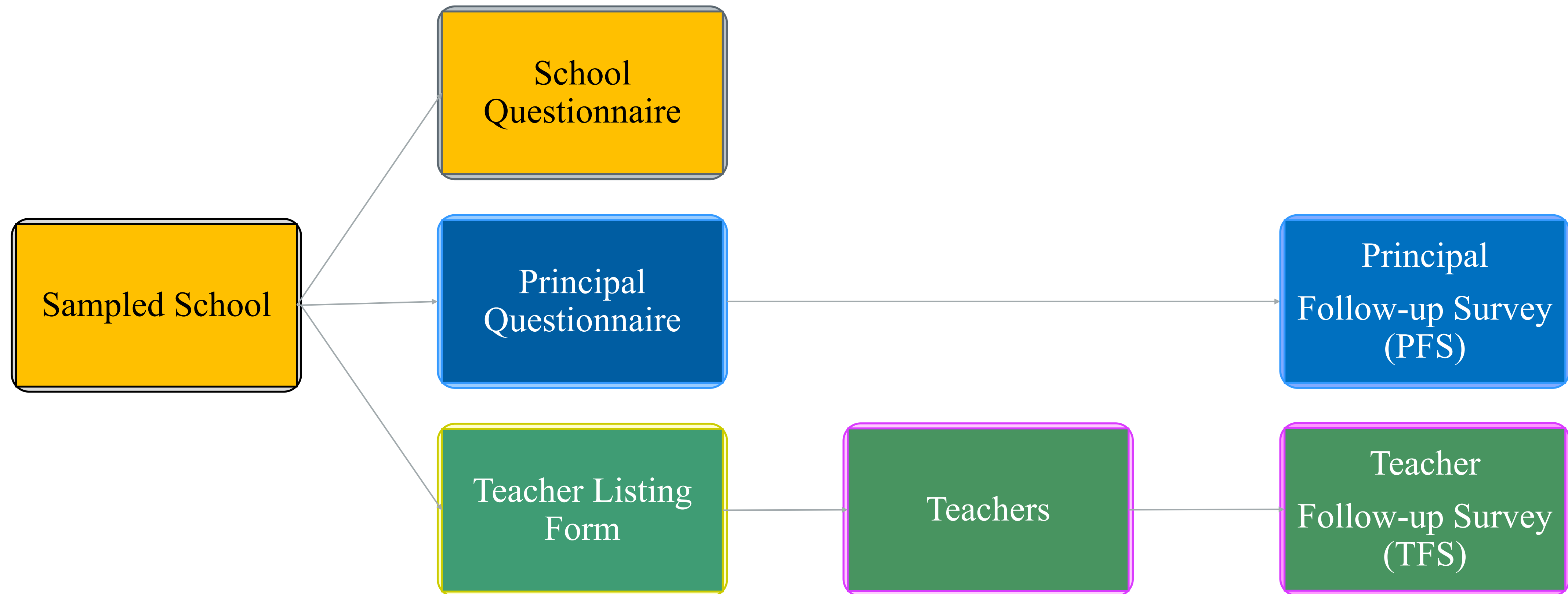
- Schools and Staffing Survey (SASS) conducted from 1987-88 to 2011-12
- NTPS collected in 2015-16, 2017-18, and 2020-21 school years
 - Repeated cross-sectional design and **repeated questions** allows for **trend analysis** to look at patterns over time



The National Teacher and Principal Survey (NTPS)

- Most collections are designed to provide estimates for **states** (public) and school affiliation (private), as well as **characteristics** such as:
 - **School level** (e.g., elementary, middle, high, combined schools)
 - **Community type** (e.g., city, suburban, town, rural)
 - Student eligibility for **free or reduced-price lunch** (FRPL)
 - Teacher or principal **race or ethnicity**
 - Teacher or principal **years of experience**

National Teacher and Principal Survey (NTPS) Components



What kinds of information are collected on the NTPS?

School Questionnaire

Core

- General information
- Student support and wellness services
- Community service requirements
- Special programs and services

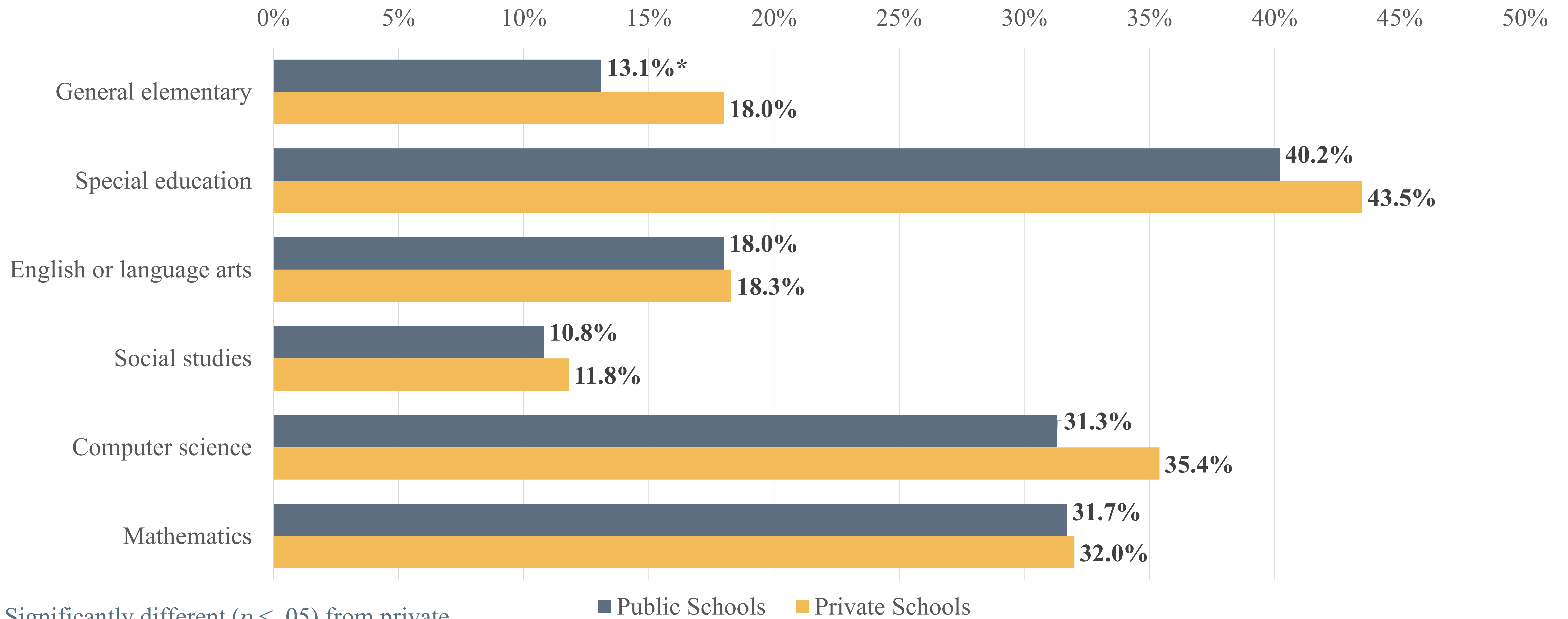
Set B rotating (2017-18, 2023-24)

- Instructional time
- School and classroom organization

Set A rotating (2015-16, 2020-21)

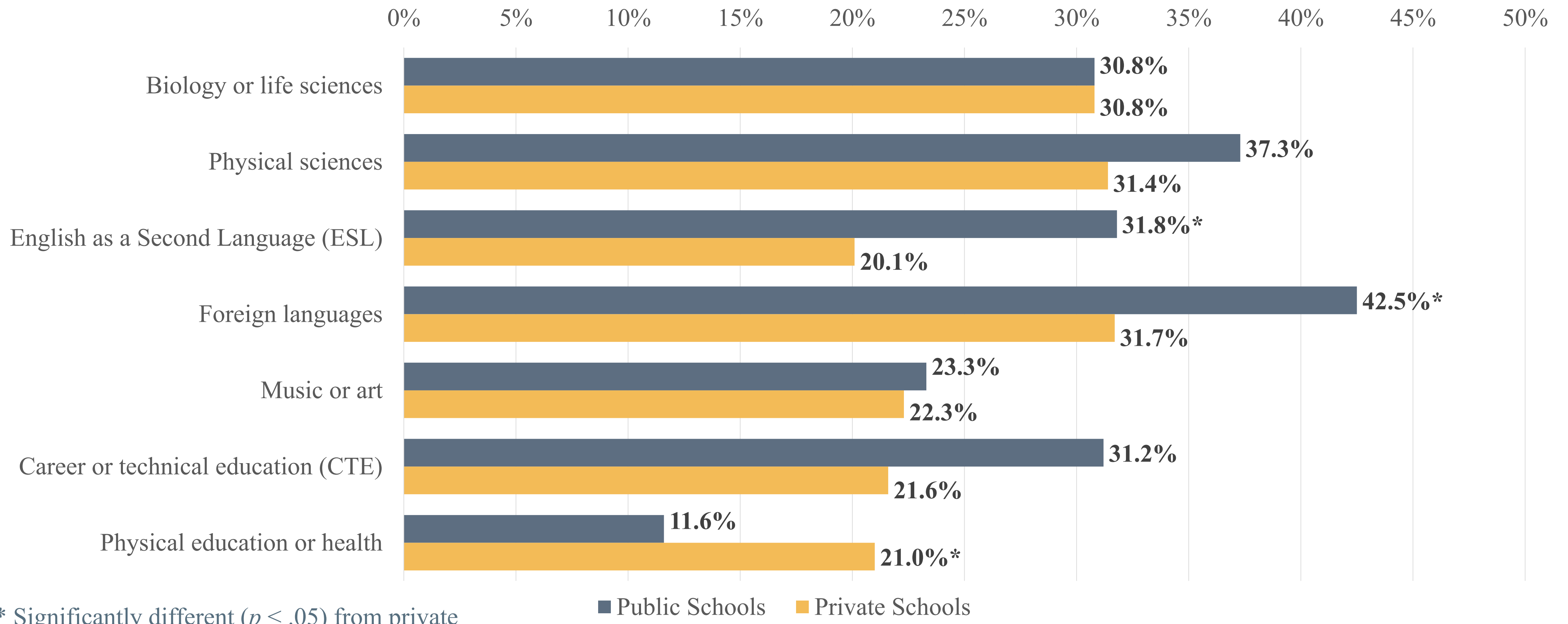
- School staffing

Both public and private schools with vacancies in various subject areas found it very difficult or were unable to fill their vacancies



Among schools with a vacancy in a given subject area, the percentage that found it very difficult or were unable to fill a vacancy.

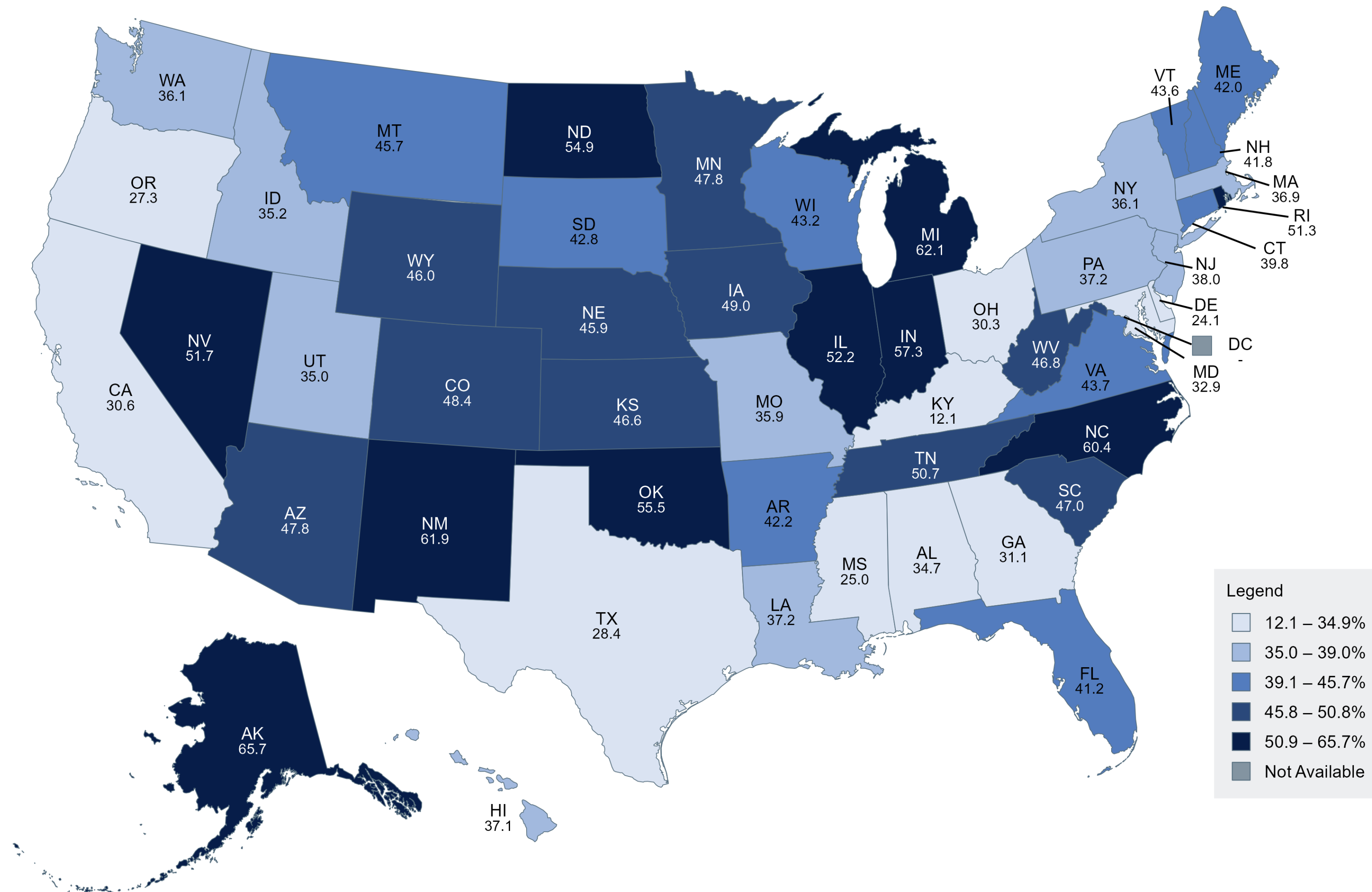
Both public and private schools with vacancies in various subject areas found it very difficult or were unable to fill their vacancies (continued)



Among schools with a vacancy in a given subject area, the percentage that found it very difficult or were unable to fill a vacancy.

Difficulty filling vacancies for public special education teachers

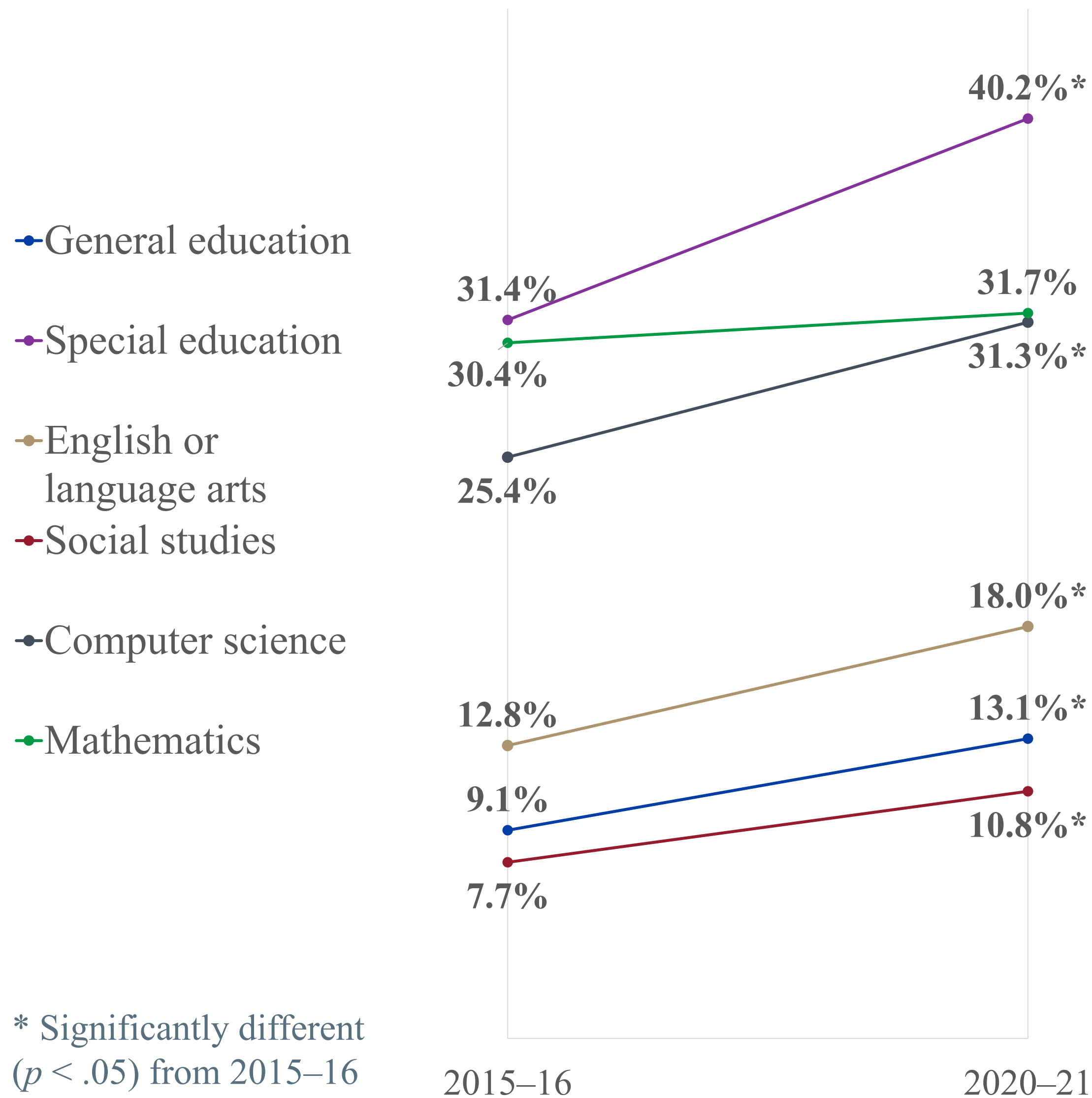
12.1% to 65.7%
across states



Among schools with a vacancy in special education, the percentage that found it very difficult or were unable to fill a vacancy.

SOURCE: 2020–21 National Teacher and Principal Survey

Compared to 2015–16, public schools had more difficulty filling 2020-21 vacancies in...

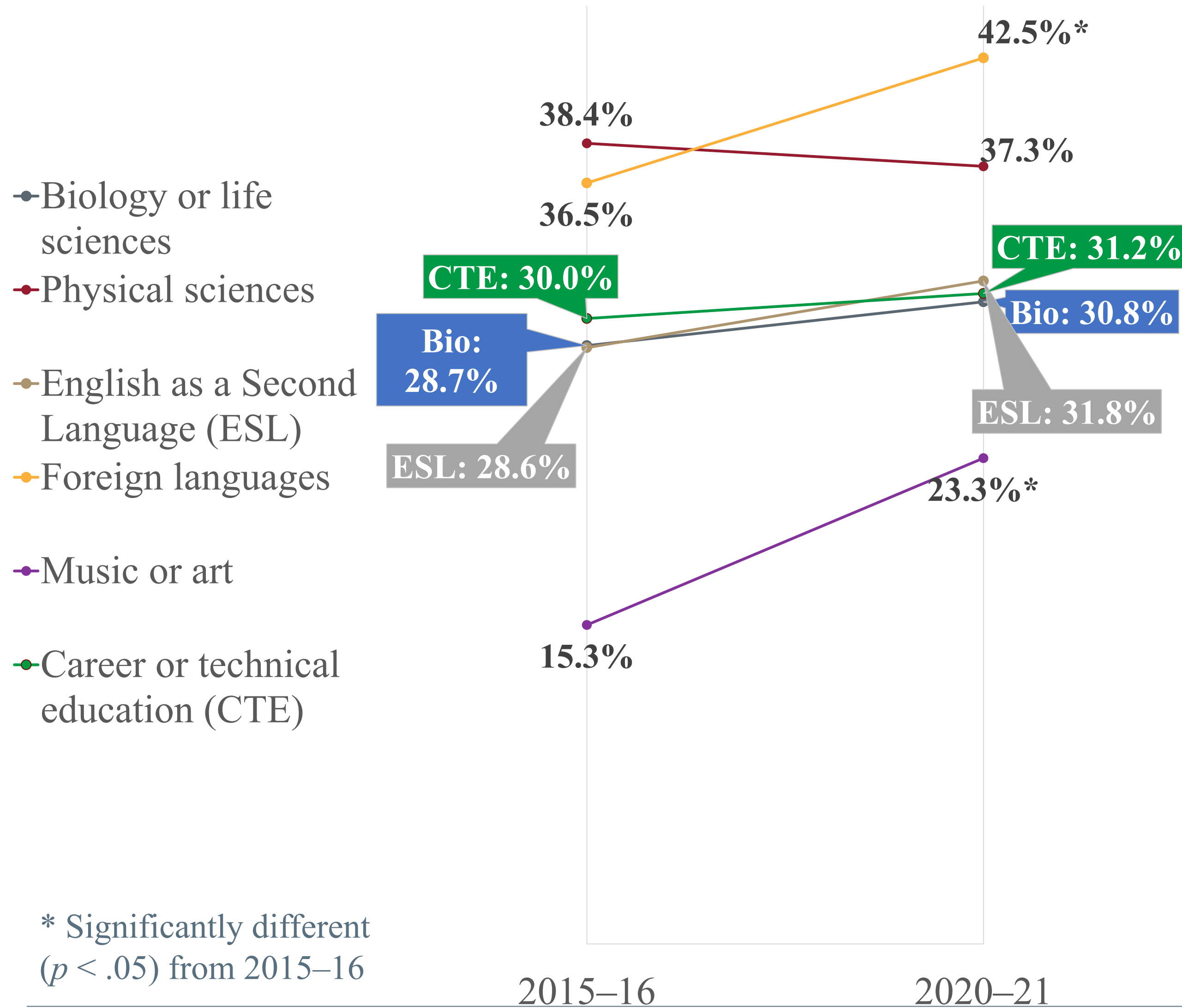


* Significantly different ($p < .05$) from 2015–16

- **General education**
- **Special education**
- **English or language arts**
- **Social studies**
- **Computer science**

Among schools with a vacancy in a given subject area, the percentage that found it very difficult or were unable to fill a vacancy.

Compared to 2015–16, public schools had more difficulty filling 2020-21 vacancies in...



- Foreign languages
- Music or art

* Significantly different ($p < .05$) from 2015–16

Among schools with a vacancy in a given subject area, the percentage that found it very difficult or were unable to fill a vacancy.

Principal Questionnaire

Core

- Principal experience and training
- Goals and decision making
- School climate and safety
- Principal engagement
- Principal demographic information

Set B rotating (2017-18, 2023-24)

- Teacher evaluation
- Teacher professional development
- Principal evaluation
- Principal professional development

Set A rotating (2015-16, 2020-21)

- Working conditions and principal perceptions

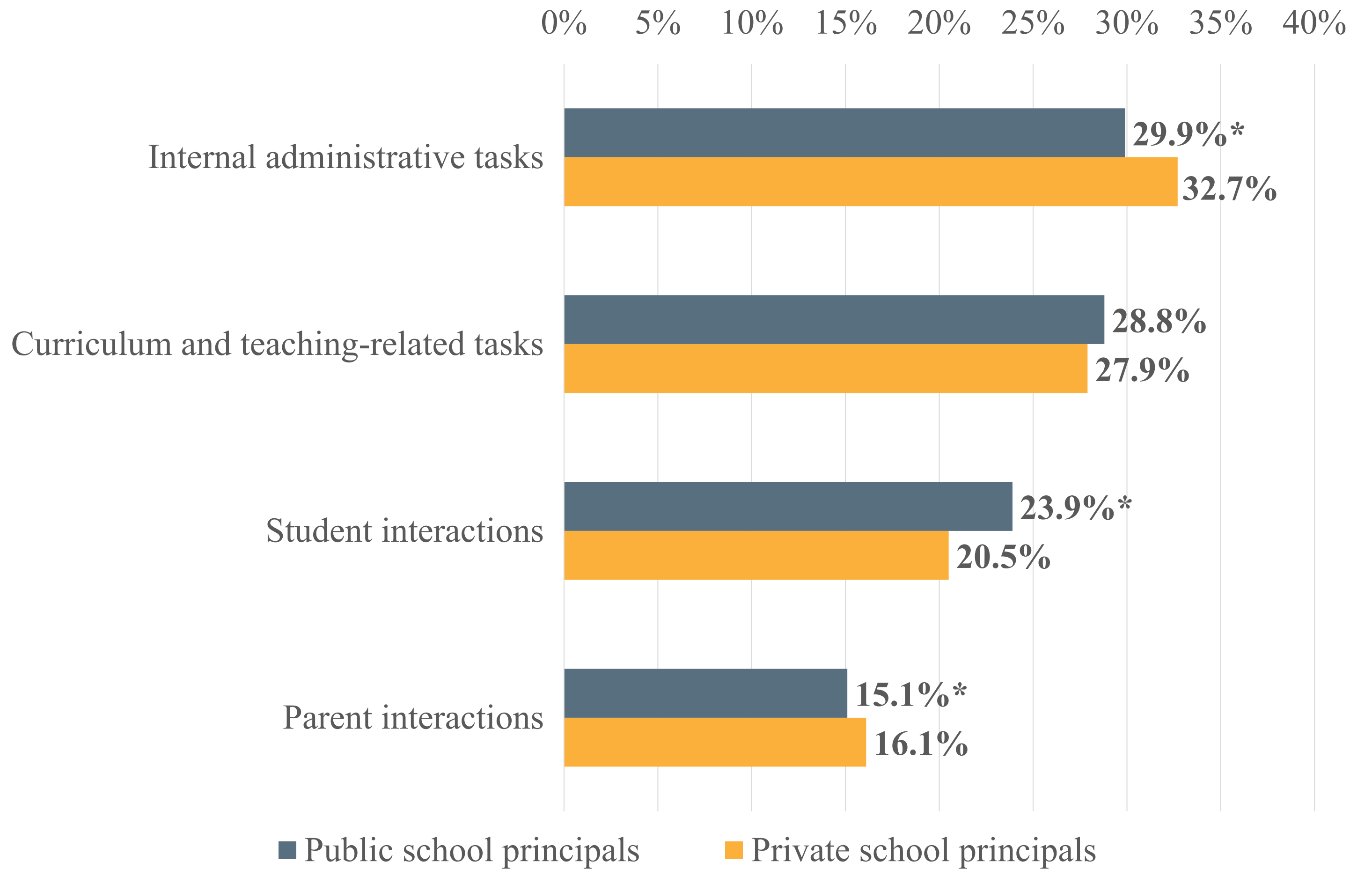
Principals' typical week

58.3*
(public)

Total hours worked

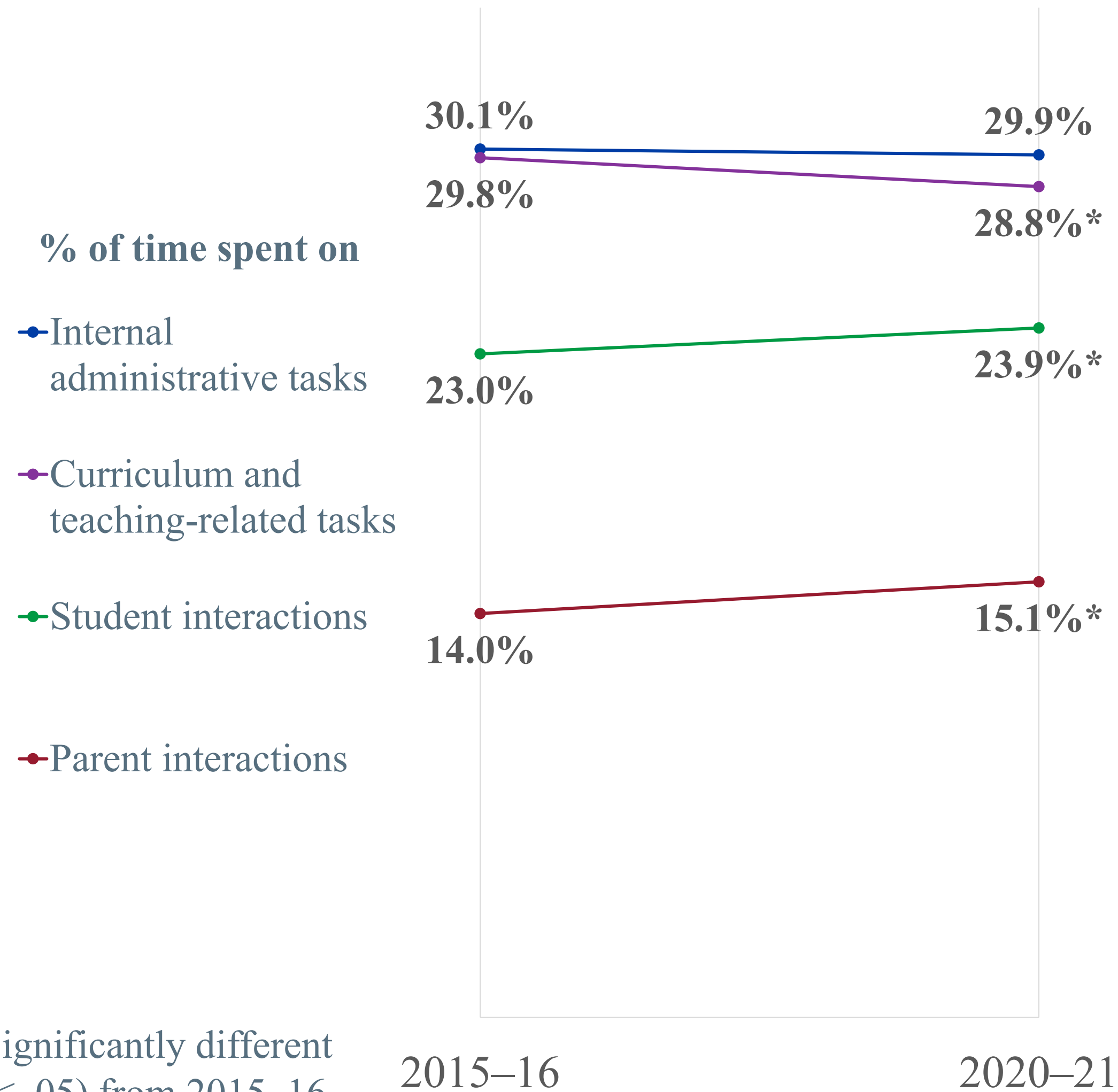
54.5
(private)

Percentage of time spent on various school-related tasks



* Significantly different ($p < .05$) from private

Compared to 2015–16, public school principals in 2020–21 spent...



- Relatively less time on **curriculum and teaching-related tasks**
- Relatively more time on **student and parent interactions**

* Significantly different ($p < .05$) from 2015–16

Principals reporting having major influence over decisions about...

Public		Private
92.9%*	Evaluating teachers	83.2%
89.4%*	Hiring new full-time teachers	85.8%
63.6%*	Determining the content of in-service professional development programs	77.9%
60.2%*	Setting discipline policy	77.0%
58.7%*	Setting performance standards for students at their school	71.5%
57.6%	Deciding how the school budget will be spent	58.9%
35.0%*	Establishing curriculum	65.3%

Response options included “no influence,” “minor influence,” “moderate influence,” “major influence,” and “not applicable.” * Significantly different ($p < .05$) from private Principals who reported “not applicable” are excluded from the table.

Teacher Questionnaire

Core

- General information
- Class organization
- Education and training
- Certification
- General employment and background information
- Teacher engagement
- Teacher demographic information

Set B rotating (2017-18, 2023-24)

- Teacher evaluation
- Teacher professional development

Set A rotating (2015-16, 2020-21)

- Early career experiences
- Teacher working conditions
- School climate and teacher attitudes

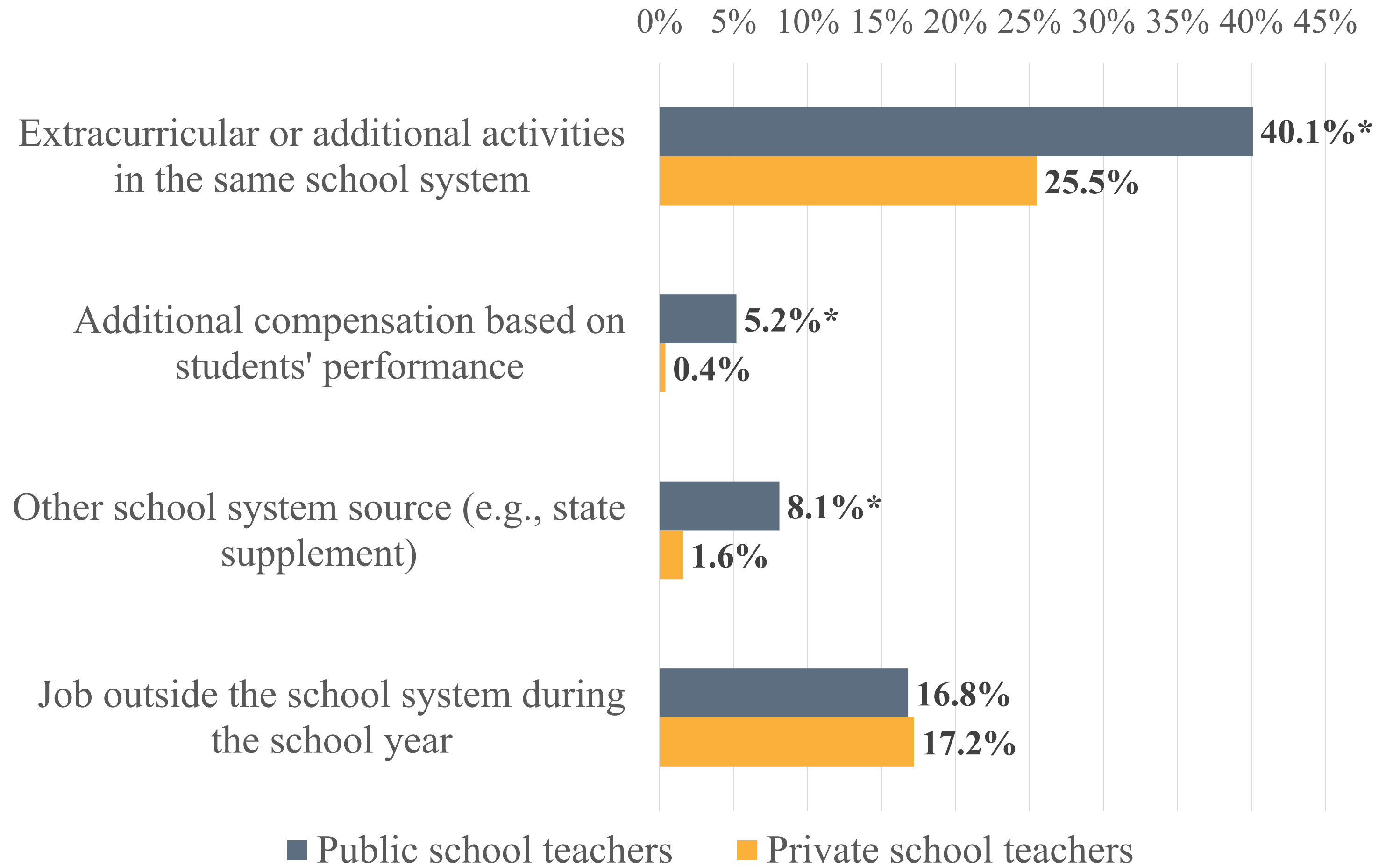
Teachers' income

\$61,600*
(public)

**Base salary for regular,
full-time teachers**

\$46,400
(private)

Percentage of regular, full-time teachers with various types of salary supplements



* Significantly different ($p < .05$) from private

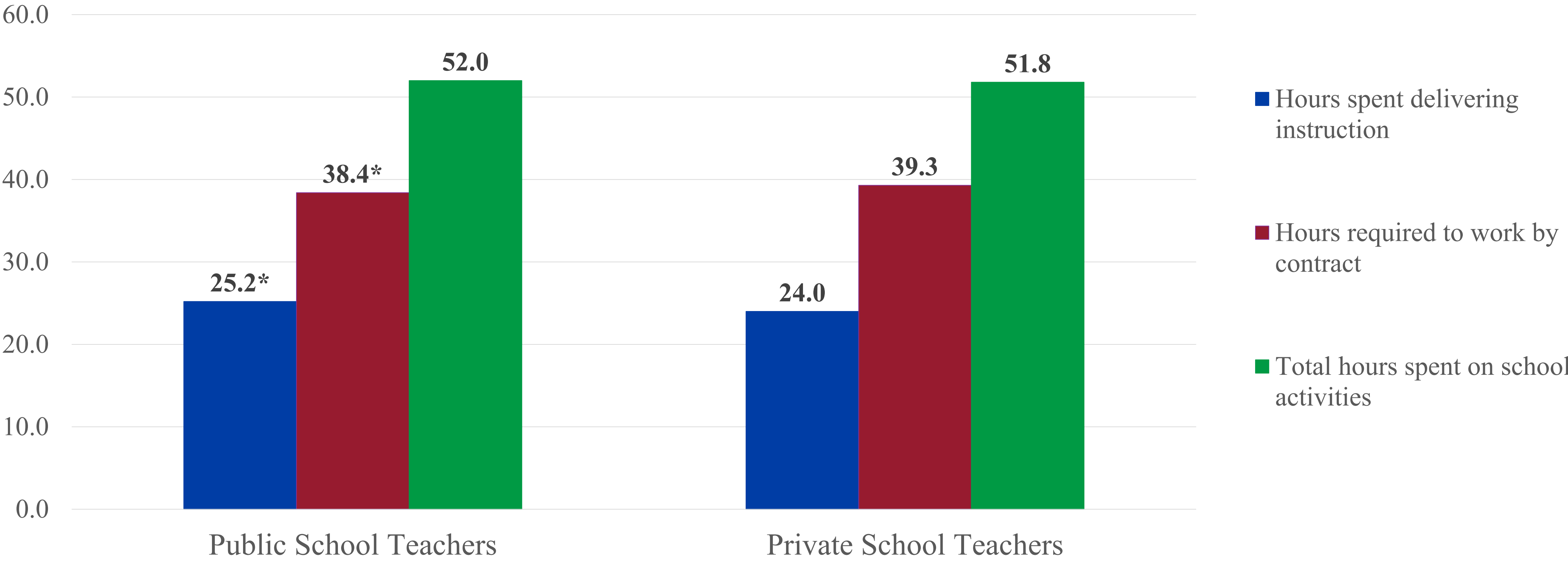
Refers to a regular full-time teacher, whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or part-time teacher.

Full-time teachers spent hours working during a typical week

* Significantly different ($p < .05$) from private

Refers to a regular full-time teacher, whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or part-time teacher.

Full-time teachers spent 52 hours working during a typical week

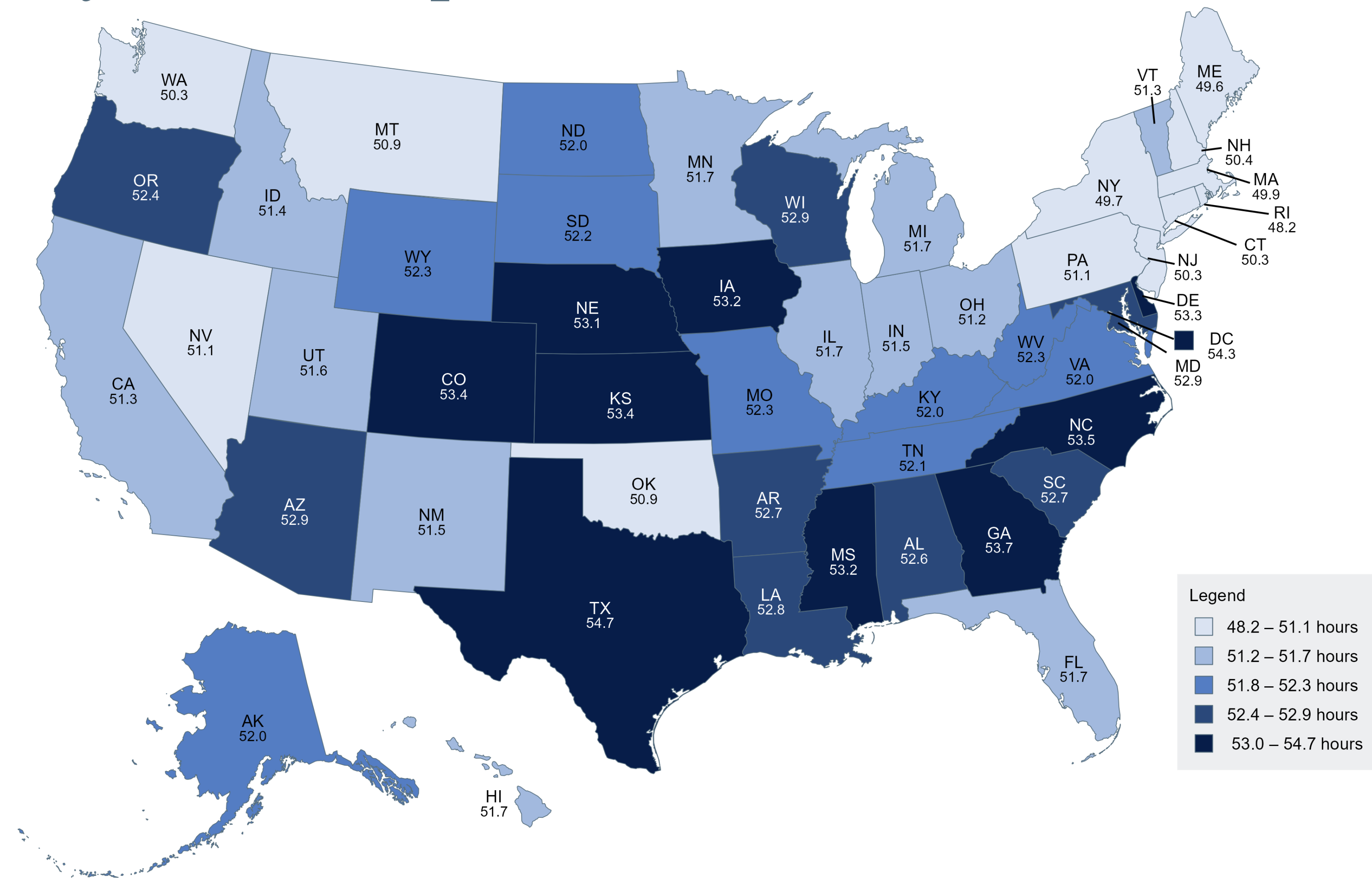


* Significantly different ($p < .05$) from private

Refers to a regular full-time teacher, whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or part-time teacher.

Hours worked by full-time public school teachers

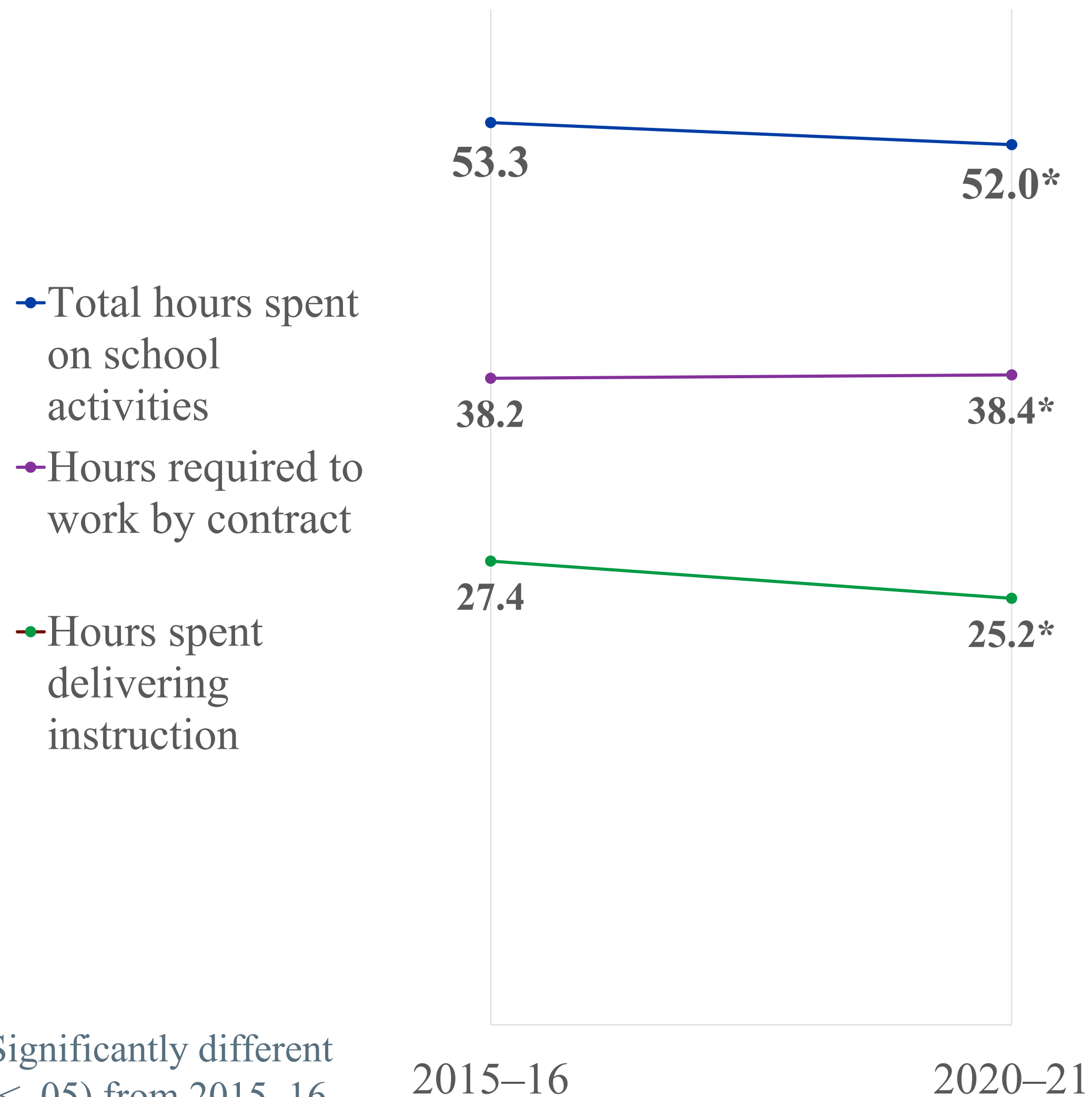
48.2 hours to
54.7 hours
across states



Refers to a regular full-time teacher, whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or part-time teacher.

SOURCE: 2020–21 National Teacher and Principal Survey

Compared to 2015–16, full-time public school teachers in 2020–21...



- **Were contracted to work more hours**
- Spent fewer hours **delivering instruction to students**
- Spent fewer hours **working in total**

* Significantly different ($p < .05$) from 2015–16

Refers to a regular full-time teacher, whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or part-time teacher.

SOURCE: 2015–16 and 2020–21 National Teacher and Principal Survey 23

How are NTPS data used, and by whom?

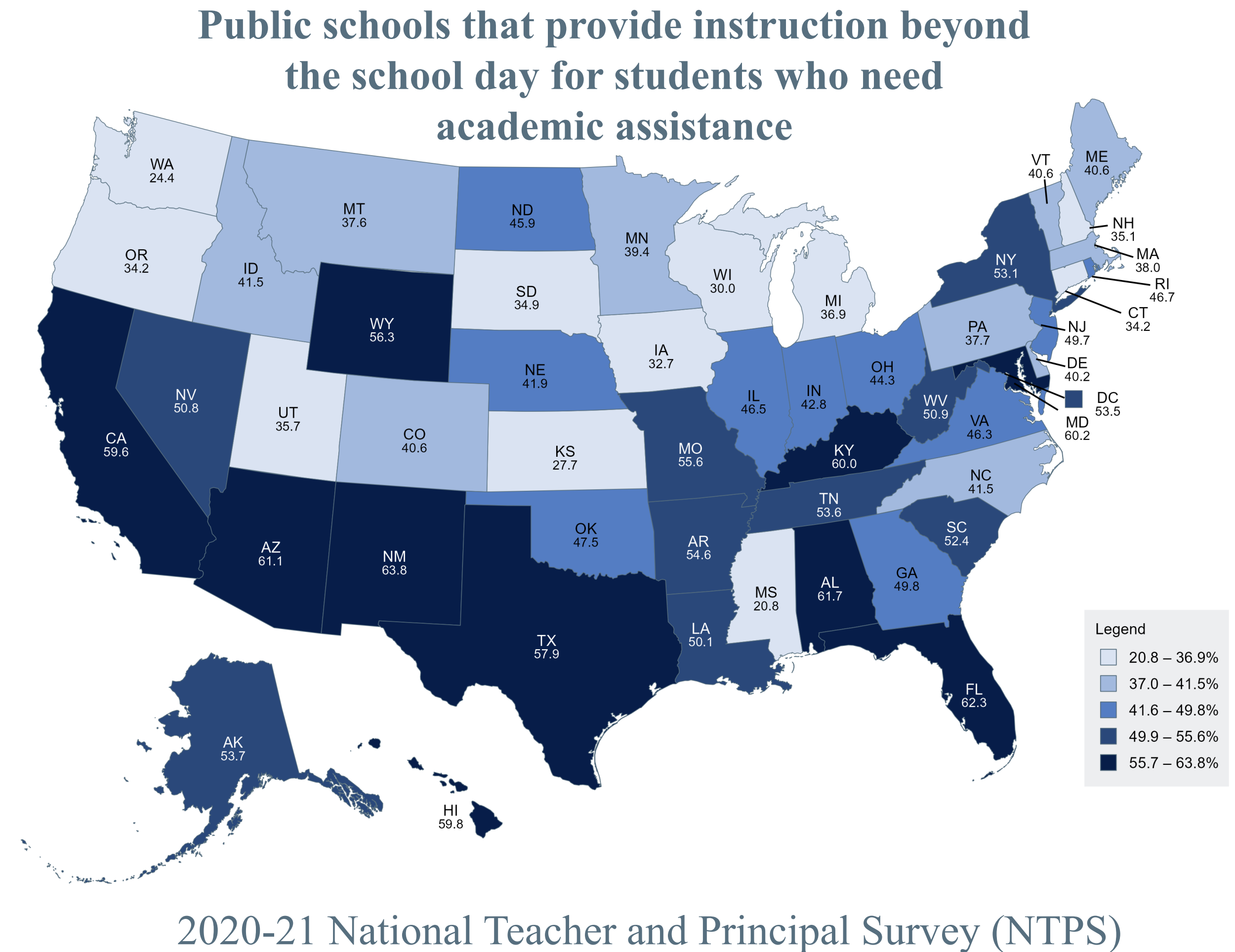
National Teacher and Principal Survey (NTPS)

Which of the questions below align with your current goals?

- What percentage of teachers **work another job during the school year** or over the summer?
- Which school policies and practices affect **teachers' decisions to remain**?
- What percentage of teachers or principals are **satisfied with their jobs**?
- How does principals' **perceived influence over decisions** at their school **relate to job satisfaction**?
- What percentage of teachers say they would leave teaching if they could get a higher paying job, and **what percentage actually do leave one year later**?
- What kinds of **early preparation do teachers receive** before entering the classroom for the first time?
- What percentage of schools offer **online courses**?
- Are schools facing **hiring problems due to staff vacancies**? And if so, where are they?

NTPS: Significance for federal, state, and district decision making

- Trustworthy national or state level data are important for education leaders needing to:
 - Make policy, grant, and other funding decisions based on prominent challenges or experiences in the field
 - Understand how local results compare nationally or at the state-level
 - Compare current results to prior conditions to study how local change compares to national or state trends



Characteristics of the 2020–21 teacher workforce

	Public	Private
Race/ethnicity	<ul style="list-style-type: none">• 80%* non-Hisp. White• 9%* Hisp.• 6%* non-Hisp. Black• 2% non-Hisp. Asian• 2% non-Hisp. two or more races	<ul style="list-style-type: none">• 83% non-Hisp. White• 8% Hisp.• 4% non-Hisp. Black• 2% non-Hisp. Asian• 2% non-Hisp. two or more races
Sex	77% female	75% female
Age	43* years old	45 years old
Salary	\$61,600* (base, full-time)	\$46,400 (base, full-time)

* Significantly different ($p < .05$) from private

Characteristics of the 2020–21 principal workforce

	Public	Private
Race/ethnicity	<ul style="list-style-type: none">• 77%* non-Hisp. White• 10%* non-Hisp. Black• 9%* Hisp.• 1%* non-Hisp. Asian• 1% non-Hisp. two or more races	<ul style="list-style-type: none">• 83% non-Hisp. White• 6% non-Hisp. Black• 6% Hisp.• 2% non-Hisp. Asian• 1% non-Hisp. two or more races
Sex	56%* female	63% female
Age	49* years old	51 years old
Salary	\$105,900*	\$78,600

* Significantly different ($p < .05$) from private

Policy uses for NTPS: Selected examples



1. California Senate Bill 328 - School start time
2. Congressional Research Services (CRS) and U.S. Government Accountability Office (GAO)
3. U.S. Department of Education grants
4. Federal Interagency Forum on Child and Family Statistics
5. H.R.305 - One School, One Nurse Act



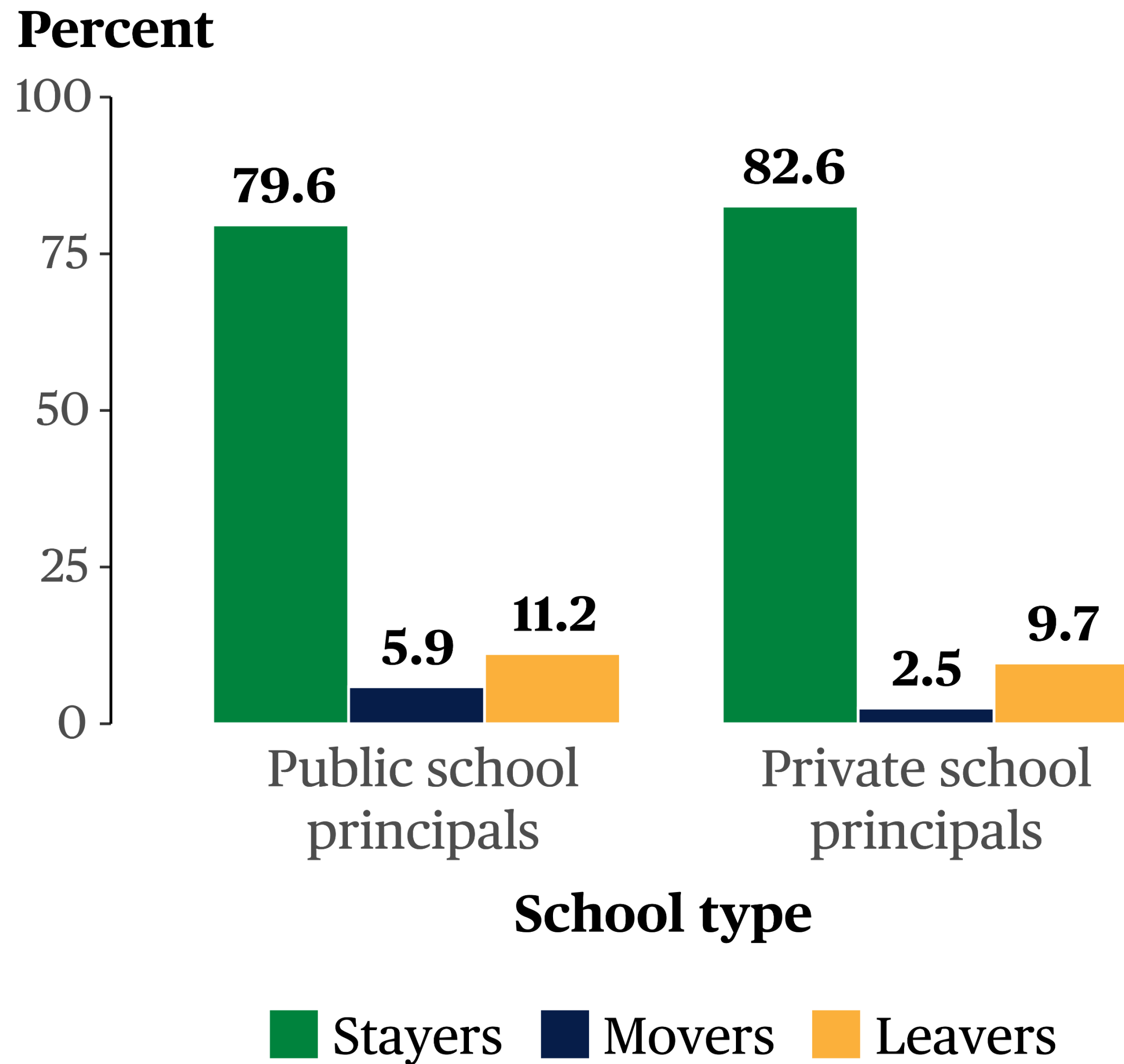
Findings: Principal Attrition

Principal Follow-up Survey (PFS)

- One-question follow-up survey about the current job held by K–12 public and private school principals to determine whether they are a:

Status	Definition
Stayers	Worked as a principal in the same school during the 2020-21 and 2021–22 school years
Movers	Moved to become a principal in another school during the 2021–22 school year
Leavers	Left the profession; no longer working as a principal during the 2021–22 school year

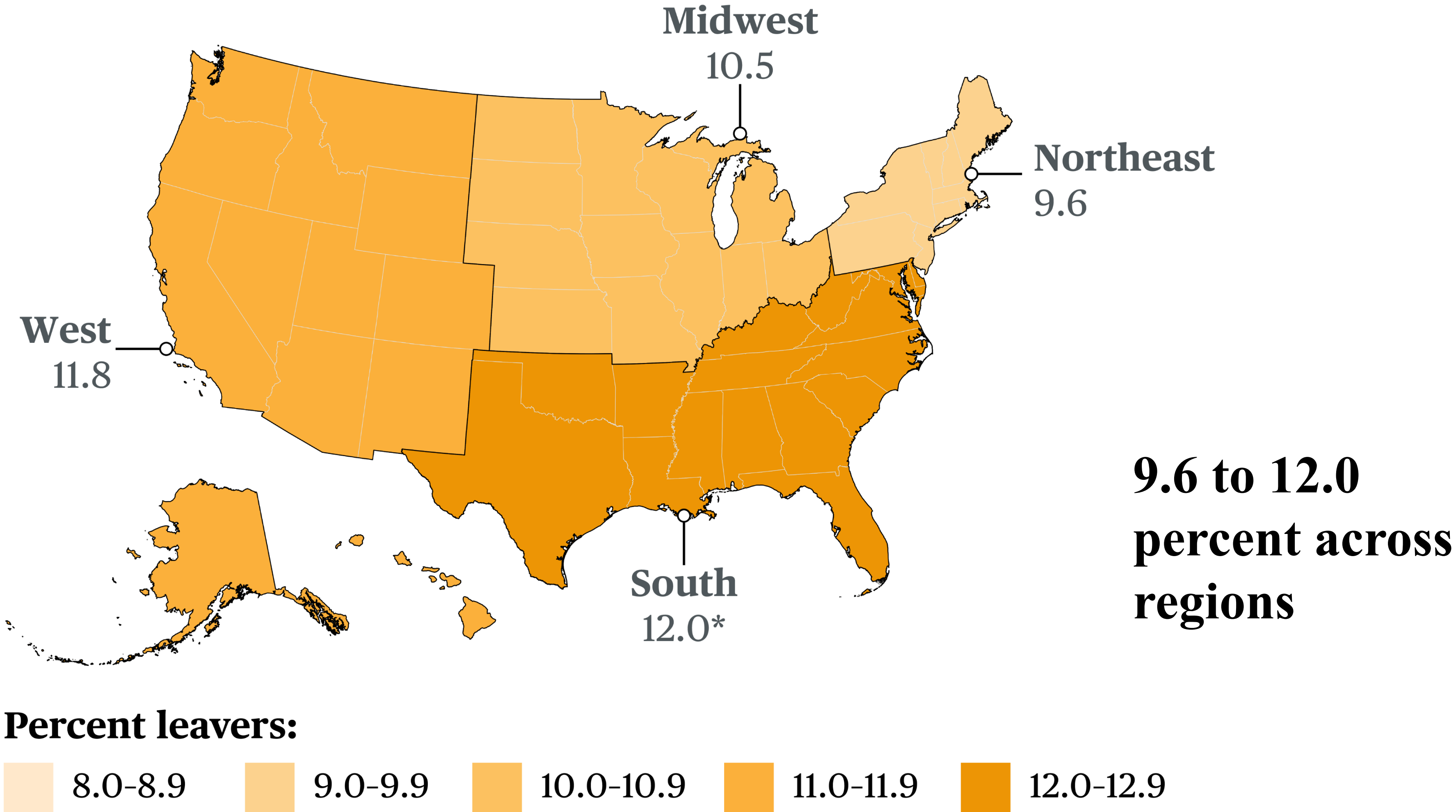
Between the 2020-21 and 2021-22 school years...



11.2 percent of public and 9.7 percent of private school principals **left the profession**

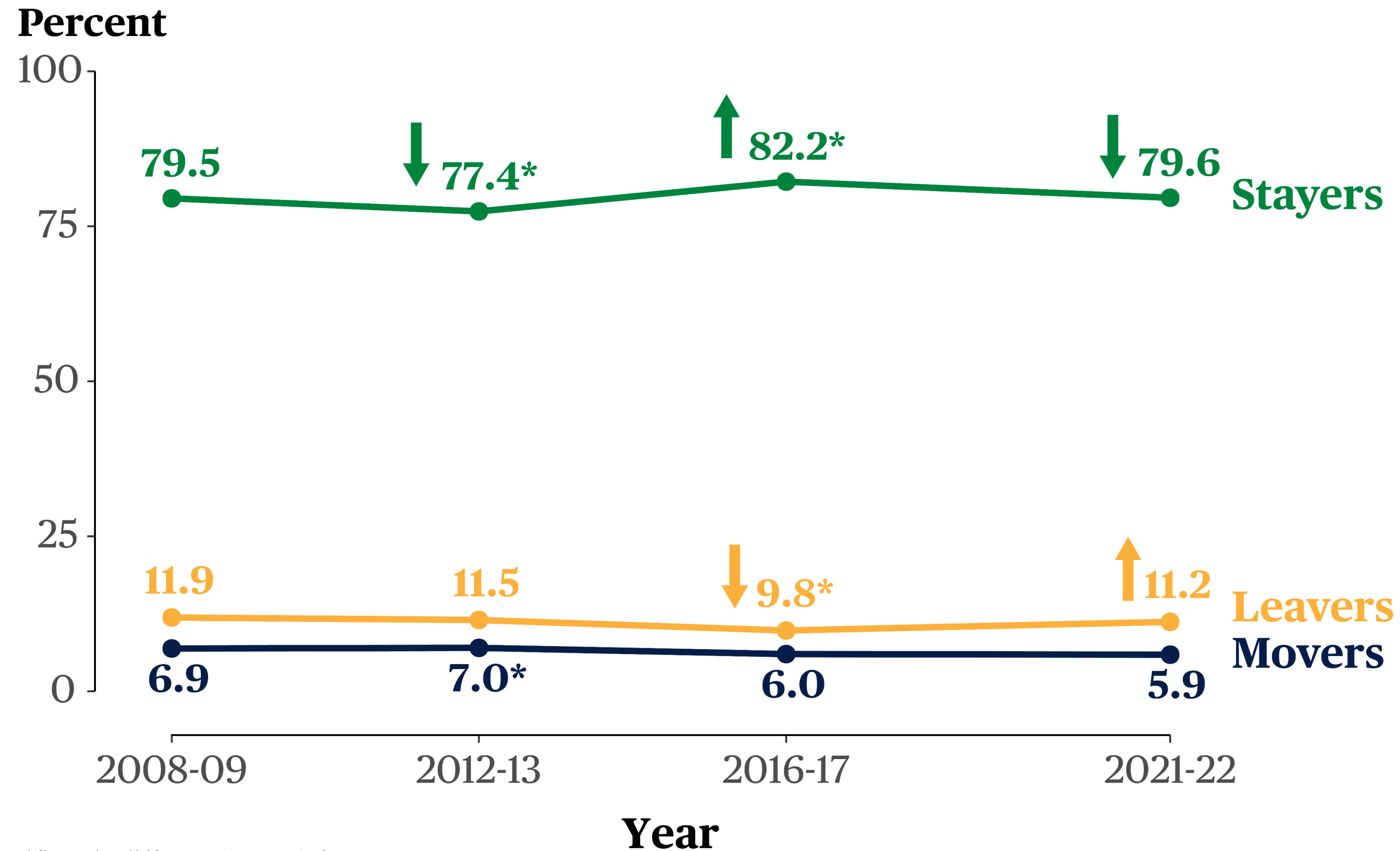
5.9 percent of public and 2.5 percent of private school principals **moved to a different school**

Percentage of 2020-21 public school principals who left the profession



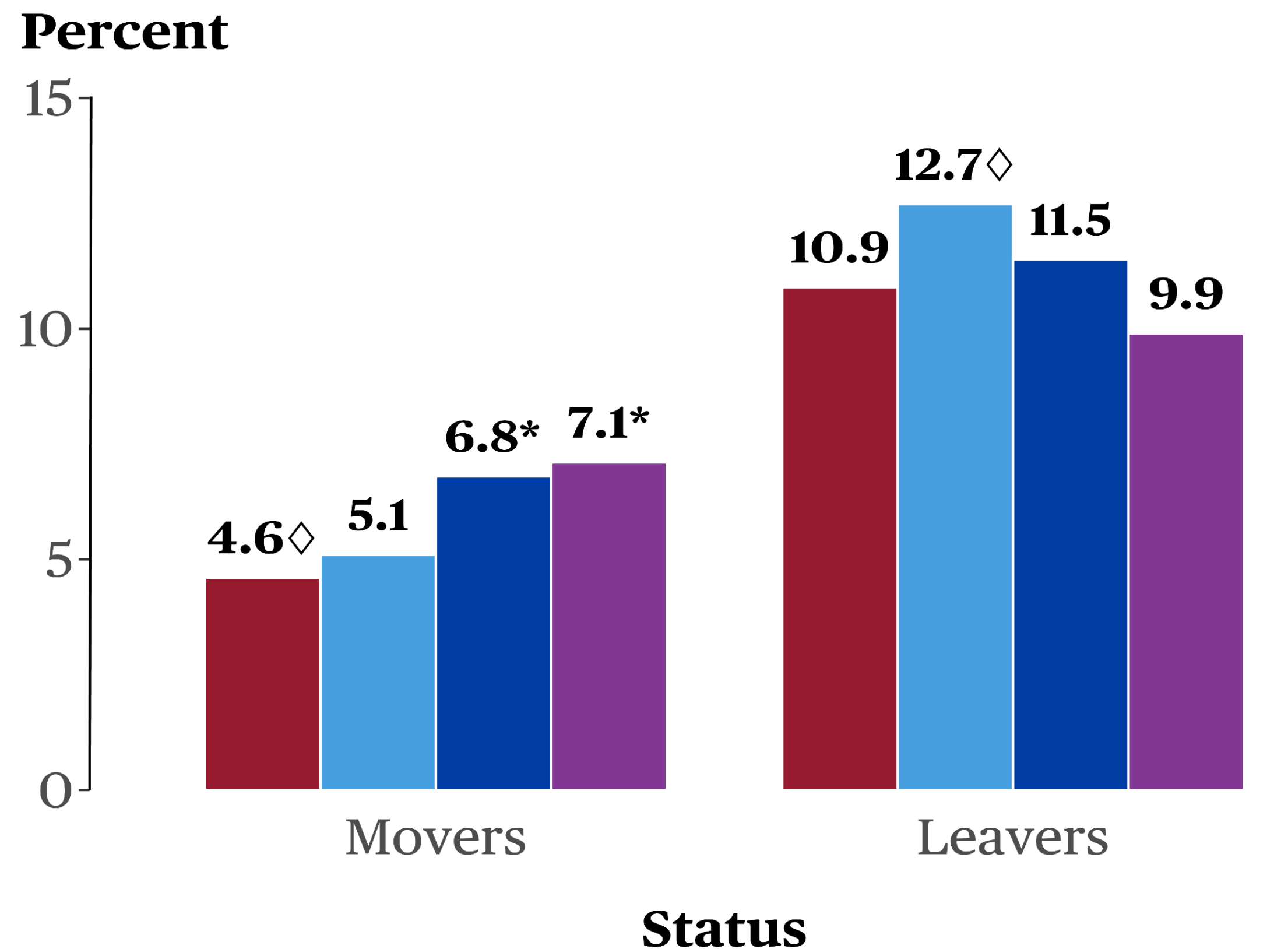
* Significantly different ($p < .05$) from principals in schools in the Northeast

A higher percentage of public school principals left the profession than 5 years earlier



* Significantly different ($p < .05$) from 2021-22
➔ Significantly different ($p < .05$) from previous year

Between the 2020-21 and 2021-22 school years...



Public schools with 50 percent or more students of color enrolled had a **higher percentage of principals moving to a different school**

Percent students of color enrolled:
■ 0-24 ■ 25-49 ■ 50-74 ■ 75 or more

* Significantly different ($p < .05$) from public school principals in schools with 0-24 percent of students of color enrolled

\diamond Significantly different ($p < .05$) from public school principals in schools with 75 percent or more of students of color enrolled

Teacher Follow-up Survey (TFS)

- Teacher status in the school year following the NTPS:

Status	Definition
Stayers	Worked as a teacher in the same school during the 2020-21 and 2021–22 school years
Movers	Moved to become a teacher in another school during the 2021–22 school year
Leavers	Left the profession; no longer working as a teacher during the 2021–22 school year

- Detailed questionnaires on current job and career choices
- Linked to NTPS teacher data
- 2021-22 TFS expected to be released in winter 2023

CURRENT COLLECTIONS

2023-24 NTPS Collection

- During the 2023-24 school year
 - Sampled schools asked to complete a short screener in August 2023
 - **Principal Questionnaire, School Questionnaire**, and Teacher Listing Form collection starting in September 2023
 - **Teacher Questionnaire** collection starting in November 2023
 - Follow-up e-mails, letters, and telephone calls through the summer of 2024
- Data collection strategies
 - Web survey or paper survey (whichever respondents prefer)
 - Rotating modules to reduce survey length
 - Extant data used, when possible, to reduce redundancy between the NTPS and other federal collections
- Followed by the PFS and TFS during the 2024-25 school year

Research Resources: Report and Table Library

- Table library for NTPS, SASS, PFS, and TFS:
<https://nces.ed.gov/surveys/ntps/tableSearch.asp>
- NCES publication library for NTPS:
<https://nces.ed.gov/pubsearch/getpubcats.asp?sid=122>
- NCES publication library for SASS:
<https://nces.ed.gov/pubsearch/getpubcats.asp?sid=003>

Research Resources: Study Instruments and Data Access

- NTPS, PFS, and TFS questionnaires: <https://nces.ed.gov/surveys/ntps/>
- SASS, PFS, and TFS questionnaires: <https://nces.ed.gov/surveys/sass/>
- Data from all sources: <https://nces.ed.gov/surveys/ntps/ntps-sass-data.asp>

Data files

- Restricted-use data files
 - SASS, PFS and TFS, NTPS
 - <https://nces.ed.gov/statprog/instruct.asp>
- DataLab
 - SASS, NTPS
 - <https://nces.ed.gov/datalab/index.aspx>
- All NTPS data are available as restricted-use files AND in DataLab
- TFS and PFS 2021-22 data expected to be released winter 2023

For More Information

Contact NCES Staff

Maura Spiegelman, Study Director
National Teacher and Principal Survey

▶ Maura.Spiegelman@ed.gov

Julia Merlin, Study Director
Principal Follow-Up Survey and Teacher Follow-Up Survey

▶ Julia.Merlin@ed.gov

Study Site

▶ <https://nces.ed.gov/surveys/ntps/>