

Documentation for the 2017-18 National Teacher and Principal Survey

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Documentation for the 2017–18 National Teacher and Principal Survey

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Chapter 1. Overview

The National Center for Education Statistics (NCES) sponsors the National Teacher and Principal Survey (NTPS) on behalf of the U.S. Department of Education in order to collect data on public and private elementary and secondary schools in the United States. The U.S. Census Bureau conducts the survey for NCES. The NTPS provides data on the characteristics and qualifications of teachers and principals, teacher hiring practices, professional development, class size, and other conditions in schools across the nation.

The NTPS is a large-scale, nationally representative sample survey of K–12 public and private schools and the principals/administrators and teachers who staff them in the United States. The NTPS replaced the Schools and Staffing Survey (SASS) in 2015, which had historically collected the information necessary to form a complete picture of elementary and secondary education in the United States. The NTPS has a different structure and sample from previous administrations of SASS; however, it maintains the same focus on schools and their teachers and administrators that was traditionally held by the SASS. Like SASS, the NTPS provides a wide range of opportunities for analysis and reporting on elementary and secondary educational issues.

The 2017–18 NTPS data products include six restricted-use data files: Public School, Public School Principal, Public School Teacher, Private School, Private School Principal, and Private School Teacher. Data users can link these files together for additional analytical opportunities. The 2017–18 NTPS data will also appear in DataLab (<https://nces.ed.gov/datalab/>), which allows users to create tables and regressions.

Background

In the early 1980s, education policymakers became increasingly aware of the need for studies that would provide national data on public and private schools, their programs, teachers, and staffing levels. Such data would inform policymakers about the status of teaching and education, identify the areas that most need improvement, and clarify conflicting reports on issues related to policy initiatives, such as teacher shortages.

The first attempt to address these concerns began in 1983 with a series of five surveys:

- The *Survey of Teacher Demand and Shortage* was conducted in 1983–84 among public and private schools and included questions on teacher demand and incentive plans for teachers.
- The *Public School Survey—School Questionnaire* was conducted in 1984–85 to provide descriptive information about public schools (e.g., enrollment and number of teachers), as well as data on use of teacher incentive plans, volunteers, and computers.
- The *Public School Survey—Teacher Questionnaire* was conducted in 1984–85 to provide information about teacher characteristics, qualifications, incentives, and opinions concerning policy issues.
- The *National Survey of Private Schools—School Questionnaire* was conducted in 1985–86 to provide parallel information about private schools.
- The *National Survey of Private Schools—Teacher Questionnaire* was conducted in 1985–86 to provide parallel information about private school teachers.

The Schools and Staffing Survey (SASS)

Due to methodological and content-related concerns with the existing surveys and the increasing demands for more and improved education data, NCES initiated a redesign of its elementary/secondary education surveys in 1985, which resulted in the Schools and Staffing Survey (SASS).

Under a contract with NCES, the RAND Corporation redesigned the elementary/secondary education surveys to collect information relevant to their expanded purposes and to correct the methodological difficulties affecting them. SASS was designed to provide a national snapshot of America's public and private schools, with the first administration in the 1987–88 school year. In order to achieve high response rates and to maintain consistency in procedures across the different SASS questionnaires, NCES selected the U.S. Census Bureau to collect and process the data.

After the 1987–88 administration of SASS, the survey was conducted again during the 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12 school years. During the 6-year hiatus between the 1993–94 and 1999–2000 administrations, NCES examined the purpose, direction, and use of the survey. Toward this purpose, NCES commissioned 12 papers from experts that included recommendations regarding improving and expanding the scope and utility of SASS. These papers are compiled in *The Schools and Staffing Survey: Recommendations for the Future* (NCES 97-596) by John E. Mullens and Daniel Kasprzyk. This work led to a redesign of the survey for the 1999–2000 collection. The 1999–2000 SASS implemented a new set of questionnaires. The questionnaires for public charter schools were designed to collect some of the same data as the four-year longitudinal survey, the National Study of Charter Schools, funded by the Office of Educational Research and Improvement (renamed the Institute of Education Sciences in 2002). By including public charter schools in SASS, public charter school data could be directly compared to “traditional” public school data for the first time. The availability of a complete universe, or sampling frame, for public charter schools made this development feasible in 1999–2000. Public charter schools that met the definition of a SASS school were sampled at 100 percent for the 1999–2000 SASS.¹

The 2003–04 SASS did not continue the practice of including all eligible charter schools. Instead, the 2003–04 SASS drew a sample of charter schools. The public charter school frame used for the 1999–2000 SASS was out-of-date and the 2001–02 Common Core of Data (CCD) frame for charter schools was considered to be incomplete. Moreover, funding to continue administering a separate questionnaire for public charter schools was not available. The sampling of public charter schools continued for the 2007–08 and 2011–12 SASS, with an expanded sample size for the 2011–12 SASS to improve national estimates. Public charter school data are included with traditional public school data, as has been done since the 2003–04 SASS.

While SASS included Bureau of Indian Education (BIE)-funded² schools since its inception in the 1987–88 through 2007–08 collections, SASS has incorporated BIE-funded schools inconsistently over time. For the first administration of SASS, BIE-funded schools were included in the public school frame and treated like other public sector schools throughout the survey lifecycle. For the 1990–91 SASS, a sample of BIE-funded schools was drawn from a list of BIE-funded schools. The BIE-funded schools in the SASS sample were identified as a separate school sector with separate data files. From the 1993–94 SASS

¹ A school was eligible for SASS if it had students in any of grades 1–12 and was in operation during the SASS data collection year.

² The Office of Indian Education Programs of the Bureau of Indian Affairs (BIA) was renamed and established as the Bureau of Indian Education (BIE) in 2006. BIE-funded schools were referred to as BIA schools in the documentation for SASS administrations prior to 2007–08.

through the 2007–08 SASS, BIE-funded schools that met the definition of a SASS school were sampled at 100 percent. Due to funding constraints, BIE-funded schools were not sampled for the 2011–12 SASS and therefore are not included in the data files.

The National Teacher and Principal Survey

Following the administration of the 2011–12 SASS, NCES initiated a redesign of the SASS to the NTPS with three key goals: flexibility, timeliness, and integration with other Department of Education data collections.

The content of the 2011–2012 SASS formed the basis of the NTPS content, though many questions were shifted to different questionnaire instruments within the survey or will be answered through the use of extant data sources. For example, the Civil Rights Data Collection (CRDC) is used to indicate if a school has a school-wide magnet program. For more details on the incorporation of extant data, see chapter 7. Cross sectional analysis of trends is possible for SASS items that have been maintained in NTPS. The principal, school, and teacher questionnaires from past iterations of SASS were updated and serve as the primary survey materials for NTPS.

The NTPS data collection is planned for three school years. The NTPS collects data on core topics including teacher and principal preparation, classes taught, school characteristics, and demographics of the teacher and principal labor force. In addition, each administration of NTPS contains rotating modules on important education topics such as: professional development, working conditions, and evaluations. This approach allows policymakers and researchers to assess trends on both stable and dynamic topics.

In order to answer several key methodological questions and optimize the design of the 2015–16 NTPS, a Pilot Test was conducted during the 2014–15 school year. This pilot test included several experiments related to data collection strategies whose results informed the methods employed for NTPS production. The 2015–16 NTPS included additional experiments to further test data collection strategies for future NTPS administrations. Due to the low response rates achieved for private school components in the 2011–12 SASS, private schools were not included in the 2015–16 NTPS. The 2015–16 iteration was planned to yield nationally-representative, rather than state-representative, estimates for teachers, principals, and schools.

The 2017–18 sought to produce state-representative estimates for public schools. Private schools were included in the 2017–18 NTPS as a pilot test to determine whether the NTPS data collection operations are successful in collecting data from private schools (and their principals and teachers), and whether affiliation-representative estimates could be produced. For more information about the pilot test, please refer to Chapter 6.

NTPS uses both paper and internet data collection instruments. The 2017–18 made use of different contact strategies for priority schools, vendor-purchased teacher data, and experimented with the use of monetary incentives aimed at boosting teacher response rates.

The 2017–18 NTPS provides valuable data for educators, researchers, and policymakers on public (including public charter and BIE-funded) and private schools, and the principals and teachers who work in these schools.

Chapter 2 includes details on the changes to questionnaire content, sample design, and data collection methodology since the 2015–16 NTPS.

Purpose and Content of the Survey

The overall objective of the NTPS is to collect the information necessary for a comprehensive picture of elementary and secondary education in the United States. The abundance of data collected permits detailed analyses of the characteristics of schools, principals, and teachers. The linkage of the NTPS questionnaires enables researchers to examine the relationships among these elements of education. The 2017–18 NTPS consisted of three questionnaires for three target population: a school questionnaire, a principal questionnaire, and a teacher questionnaire. There are different versions of the school, principal, and teacher questionnaires for public schools (School Questionnaire, Principal Questionnaire, and Teacher Questionnaire) and private schools (Private School Principal Questionnaire, Private School Questionnaire, and Private School Teacher Questionnaire) that vary slightly from one another in order to correctly reference the public or private sector.³ NTPS also fields a Teacher Listing Form (TLF) to identify a frame of teachers in sample schools to select for the teacher questionnaires.

School and Private School Questionnaire (Form NTPS-3A and NTPS 3B)

The purpose of the 2017–18 school questionnaires was to obtain school-level data for each sampled school. It included survey items pertaining to general information about the school and student population as well as information about student instructional time, student and classroom organization, and school programs and services. The intended recipient of this questionnaire was the best-suited person available (principal, vice-principal, school administrator, secretary, or some other knowledgeable school staff) to answer specific information about the school. The questionnaire appeared in two versions that contained minor variations in items and phrasing to reflect differences between public and private schools. The 2017–18 School and Private School Questionnaires included the following six sections:

- *Section 1—General Information About This School* obtained information about grade range, enrollment, school type, attendance, length of the school day and school year, length of school day for kindergarten students, whether the school has a library media center, online courses, and programs offered by the school. The Private School Questionnaire also obtained information about the race/ethnicity of students, graduation rates, percentage of graduates that went to a four-year college, the number of full- and part-time teachers, support offered to homeschool students, religious orientation, and affiliation with religious and nonreligious organizations.⁴
- *Section 2—Instructional Time* collected information about the approximate amount of time that third and/or eighth-grade students spent in core academic subjects, and the approximate amount of time that third-grade students spent in select nonacademic subjects during the most recent full week of school.
- *Section 3—Students and Classroom Organization* collected information about class and calendar organization and career preparation.
- *Section 4—Community Service Requirements* collected information about whether the school district offers high school diplomas and, if so, the community service requirements for graduation.
- *Section 5—Special Programs and Services* obtained information about instructional settings for students with disabilities, services for limited-English proficient students, the National School Lunch Program, and Title I services. The School Questionnaire also obtained information about students with Individual Education Plans.
- *Section 6—Contact Information* collected the respondent’s name, title, and contact information.

³ Refer to appendix B for links to access the questionnaires online.

⁴ The additional questions included on Private School Questionnaire are part of the Private School Survey (PSS). The PSS is a universe survey, and schools sampled for NTPS received a single questionnaire that included questions from both PSS and NTPS.

Principal and Private School Principal Questionnaire (Form NTPS-2A and NTPS 2B)

The purpose of the 2017–18 principal questionnaires was to obtain principal-level data from each sampled school from the principal/school head. It included survey items pertaining to the sampled person’s job as principal of that school, as well as some information about the school climate, teacher evaluation and professional development, principal evaluation and professional development, and principal engagement. The questionnaire appeared in two versions that contained minor variations in phrasing to reflect differences between public and private schools in governing bodies and position titles in the schools. The 2017–18 Principal Questionnaire and Private School Principal Questionnaires included the following ten sections:

- *Section 1—Principal or School Head Experience and Training* obtained information about principal work experience, previous positions held, highest degree earned, license or certification in school administration, and current teaching status.
- *Section 2—Goals and Decision Making* obtained attitudinal information about education goals and principal’s influence on school policies and governance.
- *Section 3—School Climate and Safety* obtained information about how often various types of problems occur at the school, parent involvement in school activities, teacher requirements with respect to students with academic and social/emotional needs, and teacher induction programs.
- *Section 4—Teacher Evaluation* focused on the sources of information included in teacher evaluations, frequency of informal and formal evaluations of teachers, use of student achievement growth on standardized assessments in evaluations, and the impact of evaluation on professional development, teaching assignments, and teacher compensation.
- *Section 5—Teacher Professional Development* collected information on professional development opportunities and activities for teachers.
- *Section 6—Principal or School Head Evaluations* collected information on principal evaluations, including attitudinal information about the evaluation process, availability and use of feedback from the evaluation, and the use of student achievement growth on standardized assessments in the evaluation.
- *Section 7—Principal or School Head Professional Development* focused on the types of professional development activities completed the previous school year by the principal or school head.
- *Section 8—Principal or School Head Engagement* collected information about job satisfaction.
- *Section 9—Principal or School Head Demographic Information* obtained information about the principal’s gender, race/ethnicity, age, and salary.
- *Section 10—Contact Information* obtained the principal’s name and contact information.

Teacher and Private School Teacher Questionnaire (Form NTPS-4A and NTPS 4B)

The purpose of the 2017–18 teacher questionnaires was to obtain teacher-level data for each sampled school. It included survey items pertaining to the sampled teacher’s job as a teacher in that school, the sampled teacher’s education, training, and certification as well as some information about professional development, teacher evaluations, and teacher engagement. The 2017–18 Teacher Questionnaire had ten sections and the Private School Teacher Questionnaire had nine sections:

- *Section 1—General Information* obtained general information about teaching status, year teacher began teaching in current school, main activity the previous year, number of schools in which teacher has taught, and years of teaching experience.
- *Section 2—Class Organization* obtained information about grades taught, students with an Individualized Education Program, students of limited-English proficiency, main teaching

assignment, use of instructional software, organization of classes, subjects taught, amount of time spent teaching core academic subjects, and class size.

- *Section 3—Education and Training* collected information on academic degrees, major and minor fields of study, graduate/undergraduate courses on teaching methods or strategies, student teaching, and teacher preparation programs.
- *Section 4—Certification* obtained information on types of teaching certificates held by the teacher, content areas and grade ranges covered by the certification, and whether the teacher entered teaching through an alternative certification program.
- *Section 5—Teacher Evaluations* collected information on evaluation of the teacher, including attitudinal information about the evaluation process and the availability and use of feedback from the evaluation.
- *Section 6—Teacher Professional Development* collected information about professional development activities and their usefulness, whether the teacher received credits toward certification/re-certification, and various support received for professional development activities.
- *Section 7—Teacher Engagement* collected information about teacher engagement, stress and disappointments involved in teaching, and enthusiasm about teaching.
- *Section 8—General Employment and Background Information* obtained information about teacher salary, additional compensation based on student performance, supplemental income, union affiliation, tenure system, gender, marital status, race/ethnicity, and year of birth.
- *Section 9 (Teacher Questionnaire only)—Feedback and Teacher Strategies* collected information to help researchers and policymakers make international comparisons to teachers in other countries, including the year the teacher completed their education or training, the source and types of feedback received, the impact of feedback on the teacher’s work, and attitudinal information about the teacher’s abilities to engage their students.
- *Section 10 (Teacher Questionnaire) or 9 (Private School Teacher Questionnaire)—Contact Information* requested that respondents provide personal contact information in case it is necessary to contact the teacher for follow-up.

Target Populations, Estimates, and Respondent Status

Target Populations

The target populations for the 2017–18 NTPS are described below. For more information on sampling, see chapter 4.

- *Schools.* The target population included traditional public, public charter, and private schools with students in any of grades 1–12 or comparable ungraded levels and in operation during the 2017–18 school year, has its own principal/administrator if it shares a building with another school or institution, is in operation during the 2017–18 school year, and is NOT primarily a postsecondary or adult basic education institution. The following are NOT considered a school: schools located exclusively in a private home, Department of Defense (DoD) schools located outside of the US, offices of special education in an LEA, tutoring services, homeschool clearing houses, and adult learning facilities. BIE-funded schools were included.
- *Principals.* The target population included principals’/school heads of the targeted school populations.
- *Teachers.* The target population included teachers working in the targeted school populations who taught students in any of grades K–12 or in comparable ungraded levels in the 2017–18 school year. A teacher is defined as a full-time or part-time teacher who teaches any regularly scheduled classes in any of grades K–12. This includes administrators, librarians, and other professional or support staff that teach regularly scheduled classes on a part-time basis. Itinerant teachers are included, as well as long-term substitutes who are filling the role of a regular teacher

on a long-term basis. An itinerant teacher is defined as a teacher who teaches at more than one school (e.g., a music teacher who teaches 3 days per week at one school and 2 days per week at another). Short-term substitute teachers and student teachers are not included.

The sampling frame for public schools was the preliminary version of the 2014–15 Common Core of Data (CCD), which reflects the population of public schools during the 2014–15 school year.⁵ CCD includes traditional public schools, public charter schools, DoD-operated domestic military base schools, and special purpose schools, such as special education, vocational, and alternative schools. Schools outside of the United States and schools that teach only prekindergarten, kindergarten, or postsecondary students were excluded from the CCD frame prior to sampling for NTPS. Public schools that were closed or not yet opened as of the 2014–15 school year were not included. Prior to stratification and sampling, CCD schools were collapsed to match the NTPS definition of a school. The purpose and operations of this collapsing activity are discussed in chapter 4.

The sampling frame for private schools is based on a dual frame approach, as described further in chapter 4, since the list frame does not provide complete coverage. The list frame was based on the 2015–16 PSS, updated with private school organization lists and state lists collected by the Census Bureau during the summer of 2016. An area frame was used to find schools missing from the list frame, thereby compensating for the incomplete coverage of the list frame. The area frame was also based on the 2015–16 PSS; the 2017–18 PSS area frame could not be used because NTPS data collection began before the 2017–18 area frame was finalized.

The sampling frame for the teacher questionnaire consisted of lists of teachers provided or edited by schools in the NTPS sample or, for schools that did not provide a teacher list during the NTPS, vendor-purchased teacher rosters and rosters obtained from researching school and district websites. Teachers were defined as any staff who taught a regularly scheduled class to students in grades K–12 or comparable ungraded levels. Census Bureau staff requested the TLF or an electronic list of teachers from all traditional public, public charter, and private schools in the NTPS sample to obtain a complete list of all the teachers employed at each school. The form included space for schools to indicate the following: the teacher's assignment (subject matter), full- or part-time status, and email address. If schools did not return their completed TLF, the vendor-purchased teacher rosters were instead used for teacher sampling if available. For more details on the TLF, see chapter 5. The sample of teachers was selected from all of the sampled schools for which a teacher list was obtained.

All principals from sampled schools were also included in the NTPS sample.

Estimates

The 2017–18 NTPS was designed to produce state-level and national estimates for public primary, middle, and high schools and related components (schools, teachers, and principals), as well as national estimates for public schools with combined grade levels and public charter schools and related components (schools, teachers, and principals). National, regional, and affiliation-level estimates are produced for the private schools (e.g., schools, teachers, and principals). The affiliation strata for private schools are:

- Catholic—parochial;
- Catholic—diocesan;
- Catholic—private;
- Baptist;

⁵ For Key Terms and Definitions refer to appendix A.

- Jewish;
- Lutheran;
- Seventh-Day Adventist;
- Other religious;
- Nonsectarian—regular;
- Nonsectarian—special emphasis; and
- Nonsectarian—special education.

The teacher survey was designed to support comparisons between new and experienced teachers (three years or less of experience vs. more than three years of experience) at both the national and state level for public school teachers and at the regional and affiliation level for private school teachers. Comparisons between teachers by race/ethnicity, detailed experience level (first year, second and third year, fourth or more years) and by full-time or part-time status are possible at the national level.

Respondent Status

The number of respondents that were sampled, determined to be in-scope for NTPS, and completed the interview is presented in Table 1, below. Sampled respondents are those who were selected for participation in NTPS for each questionnaire component type. Sampled respondents were classified as in-scope if they were deemed eligible for NTPS during the screening operation or data collection period. Interviews are in-scope respondents that completed their questionnaire. Cases were classified as having completed the questionnaire if predetermined completion criterion were met by the respondent; these criteria differ by questionnaire type. For details on sampling, see chapter 4. For details on in-scope and out-of-scope cases and on determining how many sampled respondents completed interviews (i.e., final interview status), see chapter 7.

Table 1. Number of schools, principals, and teachers, by interview status: 2017–18

Respondent and interview status	Total	Public school	Private school
School			
Sampled	14,600	10,600	4,000
In-scope	14,164	10,372	3,792
Interviews	9,888	7,404	2,484
Principal			
Sampled	14,600	10,600	4,000
In-scope	14,149	10,357	3,792
Interviews	9,533	7,165	2,368
Teacher			
Sampled	69,615	59,989	9,626
In-scope	64,556	55,513	9,043
Interviews	51,341	44,319	7,022

NOTE: Cases that met sampling requirements are included in the “sampled” category. Of those cases, “in-scope” refers to the sampled cases that met NTPS eligibility requirements (i.e., interviews as well as noninterviews). “Interviews” consist of eligible (in-scope) cases for which data were collected.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Public School Principal, and Public School Teacher Documentation Data Files,” 2017–18.

Contents

This report contains chapters on the following topics: changes in design, content, and methodology from 2011–12 SASS; preparation for the 2017–18 NTPS; frame creation and sample selection; data collection; response rates and bias analysis; data processing; weighting and variance estimation; and data quality.

Information in the chapters is supported by the following appendixes:

- A. Key Terms for NTPS;
- B. Questionnaire Availability;
- C. Crosswalk Among Items in the 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12 SASS, 2015–16, and 2017–18 NTPS Questionnaires and Crosswalk of Variables Across the 2017–18 NTPS Questionnaires;
- D. Report on Results of Special Contact Districts;
- E. 2017–18 NTPS Unit Nonresponse Bias Analysis;
- F. Changes Made to Variables During the Computer Edit, by Data File;
- G. List of Matching Variables for the 2015–16 NTPS;
- H. Imputation Changes to Variables, by Data File;
- I. Extant Data Procedures for the 2017–18 NTPS;
- J. Description of Frame, Created, and Derived Variables; and
- K. Weighting Adjustment Cells.

Chapter 2. Changes in Design, Content, and Methodology

From the 2015–16 NTPS to the 2017–18 NTPS

After the 2011–12 cycle of the Schools and Staffing Survey (SASS), the National Center for Education Statistics (NCES) and the U.S. Census Bureau worked together to redesign the SASS into a new survey called the National Teacher and Principal Survey (NTPS). During this redesign, NCES and Census made changes to the former SASS sample design, survey content, and data collection methodology in preparation for the 2015–16 NTPS. The 2017–18 NTPS was the second administration of the NTPS. This chapter describes the changes implemented for the 2017–18 NTPS.

Sample Design Changes

Changes to the Sample Design for 2017–18 NTPS

The 2017–18 NTPS represents the second iteration of the survey, which replaced the Schools and Staffing Survey (SASS) as one of the key sources of nationally representative data on a range of important education topics. The NTPS design continued to evolve in this second cycle.

There were two major differences between 2015–16 NTPS and 2017–18 NTPS. First, NTPS 2017–18 included a private school component as a test, sampling 4,000 private schools. Second, the 2017–18 NTPS expanded its design to be able to produce state-level estimates for public schools, principals, and teachers. This led to an increase in NTPS sample size and had other implications for variance estimation. Other changes are listed below, for example, adjustments to the sort order and using finite population corrections (FPCs) to enable the state-level estimates.

Private School Test

Private School List Frame and Area Frame Creation

The NTPS surveyed private schools as a test alongside the public school surveying operations. Private schools had previously been surveyed in SASS through the 2011–12 cycle. The overall NTPS private school sample size was 4,000 schools, 3,761 of which were from a list frame and 239 from an area frame. The list frame is constructed primarily from the 2015–16 Private School Survey (PSS), but also incorporates membership lists from private school associations and religious organizations. The area frame supplements the coverage of the list frame, and consists only of cases that do not match to that frame.

The 2015–16 PSS included with certainty the eight largest primary sampling units (PSUs) out of 2,062 total; all of the schools found in those PSUs for that PSS cycle were selected for 2017–18 NTPS. One hundred sixteen other PSUs were sampled for PSS 2015–16; these made up the noncertainty area frame and they were also selected into the NTPS sample. The 2017–18 NTPS area frame was subsampled via a random sample with about one-half probability (selecting 239 of 477 school records).

For more information about the list and area frames, please see chapter 4.

Private School Frame Adjustments

School records were deleted from the PSS list and area frames to create the NTPS private school list with a methodology and process similar to that of the NTPS public school sample. Schools with kindergarten as their highest grade (K–terminal schools), and all schools from the Early Childhood Center (ECC) frame were deleted from the list frame, as were all schools determined during 2015–16 PSS to be out of scope.

Some private school frame variables required imputation (specifically, grade range, religious affiliation, and number of students, which were used in oversampling and stratification, and number of teachers, which was used in the measure of size). Grade ranges and affiliation were determined through web search and/or determinations from the school names. Student and teacher counts were generally imputed using the nearest neighbor imputation process based on a school’s affiliation, level, state, and zip code.

The goals for the 2017–18 NTPS private school sample size allocation were as follows:

- Produce detailed private school affiliation group estimates for each of the 11 affiliations.
- Produce national private sector school-level estimates (i.e., elementary, secondary, and combined).
- Produce regional estimates.

List Frame Sampling Methodology

The NTPS private sample uses a systematic probability proportionate to size (PPS) sample for the list frame, based on the square root of the full-time equivalent (FTE) teachers in the school. However, some types of schools were oversampled as follows:

- Secondary schools were sampled at a rate proportional to 3.33 times the measure of size.
- Nonsectarian schools were sampled at a rate proportional to 1.43 times the measure of size (unless they were in the previous category in which case the rate was as given there).
- The other categories (neither secondary nor nonsectarian schools) were sampled at a rate proportional to 1.0 times the measure of size.

The NTPS private school test sorted schools in a hierarchical order for its systematic sampling. The sort order is as follows:

- Three-level affiliation
- Three-level school span
 - Elementary
 - Secondary
 - Combined
- Four Census regions
- Four-level urbanicity
- Eleven-level affiliation
- Five-level school size
- State
- Highest grade (All Ungraded⁶ and 1st grade through 12th grade)
- Twelve-level urbanicity⁷
- Zip code

⁶ Ungraded school refers to schools that serve students whose grade levels are not defined as grades 1 through 12, but serve students of an equivalent age range. For example, special education centers and alternative schools often classify their students as ungraded.

⁷ SOURCE: Office of Management and Budget (2000). Standards for Defining Metropolitan and Micropolitan Statistical Areas; Notice. Federal Register (65) No. 249.

- School enrollment
- PIN number

Any school with a measure of size greater than the sampling interval (the inverse of the rate at which the sample is selected) was included in the sample with certainty and automatically excluded from the probability sampling operation. This means that schools with an unusually high number of teachers relative to other schools in the same domain were automatically included in the sample. In this initial 2017–18 cycle, 55 schools were included with certainty.

For more details on private school sampling, see chapter 4.

Sample Design and Stratification Changes for Public Schools

The following is a list of design changes made for NTPS Public Schools for the 2017–18 cycle.

State-based design

The 2015–16 NTPS was not designed to produce state-level estimates and therefore did not stratify by state. Instead, there were inflation factors incorporated for the smallest states to guarantee a minimum sample size in each state. For 2017–18, the public school sample was expanded to generate state-level estimates. The target from the sample design was for a 25 percent CV for states, equating to a 5 percent standard error for a population estimate of 20 percent.

The sort order for the 2015–16 NTPS is as follows:

1. Charter status
2. School level
3. Locale
4. Poverty status
5. Adjusted measure of size categories
6. Adjusted type (regular, special education, vocational, other alternative, reportable program, and charter)
7. Adjusted Federal Information Processing Standard Publication (FIPS) State Code (STATE)
8. Full-time equivalent (FTE) Number of Teachers

The sort order for public school sampling for the 2017–18 NTPS follows below. It is structurally similar, but leads with state cells, drops a measure of size, and reprioritizes some variables:

1. State cell (state, but with some grouping)
2. Charter/noncharter schools
3. Combined/all other schools
4. Very small (less than 100 enrollment)/small (100 to 199 enrollment)/all other schools
5. Schools not participating in free-or-reduced-price lunch program/all other schools
6. School level (primary, middle, high, combined)
7. Urbanicity (city, suburb, town, rural)
8. Poverty (high, medium, medium low, low, not participating)
9. School size (six categories)
10. State (within STATE_CELL)
11. FTE (number of teachers)

Note that in 2015–16, stratification was used to assign an oversampling code to each sampling cell. In 2017–18, a state-based design was used to assign the oversampling factors, which incorporated a similar stratification within the state-based design. Changes to the sort order from the previous NTPS were primarily due to the instruction of this state-based design.

As with the private school test sample, schools with an unusually high number of teachers relative to other schools in the same domain were automatically included in the sample. For NTPS 2017–18, 23 schools were included with certainty, while there had been no certainties in 2015–16.

Changes to Weighting and Variance Estimation for the 2017–18 NTPS, for Both Public and Private Schools

Public Schools

While the public school variance estimation methodology stayed the same as in 2015–16 (using the jackknife variance technique known as Simple Deep Stratification JK2), there were changes to the overall procedure. The largest change was the introduction of a Finite Population Correction (FPC) to the variance estimates for 2017–18. The FPC was necessitated by two of the other changes mentioned in this chapter—the need for state-level estimates, coupled with the additional sample size, meant that some smaller states sampled a nonnegligible fraction of their overall frame total. The FPC addresses that issue.

The noncertainty public schools were paired off into variance strata. Before grouping, each replicate r pertains to a stratum s (note that there was an even number of noncertainty public schools in NTPS 2017–18). For each stratum (in which n_s equals 2), there will correspond exactly one replicate r . This replicate weight will be defined as follows:

$$w_{si}(r) = \begin{cases} w_{si}(1 + \sqrt{\tilde{d}_{sij}}) & i \in A_r \\ w_{si}(1 - \sqrt{\tilde{d}_{sij}}) & i \in D_r \\ w_{si} & \text{otherwise} \end{cases}$$

Here A_r is the sampled school which is ‘retained’ for replicate weight r , and D_r is the sample school which is ‘deleted’ for replicate weight r . To incorporate the finite population correction, the replicate weights are ‘shrunk back’ from $2 \cdot w_{si}$ and 0, giving a replicate weight which is larger than w_{si} but smaller than $2 \cdot w_{si}$ in the A_r case, and giving a replicate weight which is smaller than w_{si} but greater than 0 in the D_r case.

Twenty-three certainty public schools were incorporated into the overall variance calculation. The certainty schools were given a value of 1 across all 200 replicate factors.

At the teacher level, there is again one replicate corresponding to each sampled schools or combination of schools. This replicate is denoted r_{\cdot} , and is intentionally separate from r so that the school-level and teacher-level replicates are not compounded.

For schools with an even number of sampled teachers, replicate r_{\cdot} corresponding to school si , the replicate weights are as follows:

$$w_{ssij}(r') = \begin{cases} w_{ssij} \left(1 + \sqrt{\pi_{si}}\right) & j \in A_{si} \\ w_{ssij} \left(1 - \sqrt{\pi_{si}}\right) & j \in D_{si} \\ w_{ssij} & \text{otherwise} \end{cases}$$

Here A_{si} is the set of ‘retained teachers’ for replicate weight r' , and D_{si} are the ‘deleted teachers’. A_{si} and D_{si} should each represent half of the teachers in each school’s sample. Schools with an odd number of sampled teachers are paired with another school, and the teachers from each school are merged into equally sizes A_{si} and D_{si} . For example, if one school has five teachers and another has seven, A_{si} may include three teachers from each school while D_{si} includes the other two from the first school and the other four from the second. Therefore, A_{si} and D_{si} will each include about half of the teachers from each school.

Private Schools

The private schools also used Simple Deep Stratification JK2, matching the methodology used for public schools. The major difference was that the private schools did not include the finite population correction. For school and principals, the final weights are as given:

$$bw_{ij}(r) = \begin{cases} 2 \times bw_{ij} & i = u, ij \in A_i, u \in U(r) \\ 0 & i = u, ij \in D_i, u \in U(r) \\ bw_{ij} & \text{all other cases} \end{cases}$$

Here A_i is the sampled school which is ‘retained’ for replicate weight r , and D_i is the sampled school which is ‘deleted’ for replicate weight r . But there is no FPC, so A_i ’s weight is simply doubled while D_i ’s weight is set to zero. Note that for the private school noncertainty list frame, the schools are paired by frame order; for the area frame, the schools are paired by PSU.

As with public schools, the NTPS private school test contained certainties (55), and those were included in the replicate weight files but not perturbed; all of their replicates were assigned a value of one.

At the teacher level, the replicate factors are paired in a similar manner to public schools, but only for the certainty private schools. If an even number of teachers are sampled from a certainty school, the teacher base weights for sampled teacher ijk are as follows:

$$bw_{ijk}(r) = \begin{cases} 2 \times \tilde{w}_{ij}^{(TLF)}(r) / f_{ijk} & j \in G(r), k \in A(ij) \\ 0 & j \in G(r), k \in D(ij) \\ \tilde{w}_{ii}^{(TLF)}(r) / f_{lik} & \text{all other cases} \end{cases}$$

Here f_{ijk} is the sampling probability for teacher ijk within school ij , $A(ij)$ is the set of ‘retained teachers’ for replicate weight r , and $D(ij)$ are the ‘deleted teachers’. Schools with an odd number of sampled teachers are paired as done for the public schools, and $A(ij)$ and $D(ij)$ should each include about half of the teachers from each school.

For noncertainty schools, the replicate factors are all set to one; there is no perturbation for teachers from these schools.

Other Changes for Public Schools

Public Frame Development and Frame Imputation

The 2015–16 NTPS used the 2013–14 Common Core of Data (CCD) as the foundation for the sampling frame, representing a two-year lag from the survey reference year. The 2017–18 NTPS used the 2014–15 CCD, which represents a three-year lag.

The CCD universe needs to be modified to fit the NTPS definition of a school through procedures to add, delete, and collapse frame schools. For more details on these procedures, see chapter 4.

The original CCD universe needed to be modified through additions, deletions, and collapsing of frame schools in order to have a frame meeting NTPS criteria. For the first NTPS cycle in 2015–16, the NTPS team conducted research and implemented new procedures to adjust the frame. All of these procedures implemented in 2015–16 were kept for the 2017–18 cycle. In addition, all public school imputation methods were left unchanged from the 2015–16 cycle.

Trimming Factors in Raking

Trimming factors are used within the raking adjustment. For the 2015–16 cycle, large weights were “trimmed” to a maximum of eleven times the mean weight. The NTPS 2017–18 Public School weighting process employed, for the first time, a trimming threshold that rounded weights up to a minimum value of one. The new lower bound helped to stabilize the weighting. The NTPS Private School test employed this factor as well.

Summary of Sample Allocation Totals

The respondent universe for the 2017–18 NTPS public school data collection consisted of 93,634 schools in the U.S. located in the 50 states and the District of Columbia (DC) that offered instruction in any of grades K–12. The sample size was designed for a target of completed interviews from 6,700 public schools and 34,722 public teachers.

Given that target, the 2017–18 NTPS public school sample included:

- 10,600 schools and school principals (9,183 traditional public and 1,417 charter schools);
- 59,989 teachers (53,080 traditional public, and 6,909 charter school teachers).

The number of sampled public schools increased, compared to the total sample of 8,300 schools included in the 2015–16 cycle; 1,173 of those were public charter schools and the remaining 7,127 were traditional public schools. See Chapter 4 for further details on the sample allocation and stratification.

The respondent universe for the 2017–18 NTPS private school test included two components: a list frame coming directly from the 2015–16 PSS, which included 24,861 schools, and an area frame containing 477 private schools. The target from the sampling plan was 200–300 area frame schools, so the larger number on the area frame motivated the subsampling.

The 2017–18 NTPS private school test sample included, as previously noted, 3,761 schools from the list frame and 239 schools from the area frame.

Content Changes

The NTPS questionnaires were designed with sections of core modules that will be included in every collection and rotating modules that will alternate every other collection according to a previously established content schedule. The majority of the content changes for 2017–18 stem from replacing the 2015–16 NTPS rotating modules with the alternative 2017–18 NTPS rotating modules. The other major content change was the inclusion of private versions of the NTPS School, Principal, and Teacher Questionnaires for the collection of private school data.

For the public versions of the School, Principal, and Teacher Questionnaires, items in the core modules were slightly modified from their 2015–16 versions for use in the 2017–18 NTPS. The 2015–16 NTPS rotating modules were also replaced with the 2017–18 NTPS rotating modules. In addition to the NTPS core and rotating modules, a special module with items from the Teaching and Learning International Survey (TALIS) was also included in the public school Principal and Teacher Questionnaires; responses from these items will allow NCES to explore the possibility of standardizing such items and give researchers and policy makers a means by which to compare NTPS results with those from other countries.

Because private schools were excluded from the 2015–16 NTPS, items from the private school versions of the 2011–12 SASS were modified for use in the private versions of the School, Principal, and Teacher Questionnaires for the 2017–18 NTPS. Specific survey questions within core modules and entire rotating modules of questions were also introduced or excluded from the 2017–18 NTPS private questionnaires based upon previously established content schedules.

Exhibit 1 includes a synopsis of actions (Deleted, Newly Added, Revised, or No Change) that occurred to questionnaire items during the revision process, organized by questionnaire type. The public versions of the 2017–18 NTPS School, Principal, and Teacher Questionnaires were compared to the same questionnaires from the 2015–16 NTPS, while the private versions of the 2017–18 NTPS questionnaires were compared to those from the 2011–12 SASS. Items with 9000 series source codes on both the public and private versions of these questionnaires were not included in the counts below as they represent respondent contact information items and are not included on the restricted-use data files.

Exhibit 1. Number of deleted, added, revised, and unchanged source codes, by data file: 2017–18

Questionnaire	Number of source codes deleted from the	Number of source codes deleted from the	Number of source codes on the 2017–18 NTPS			
	2015–16 NTPS	2011–12 SASS	Newly added	Revised	No changes	Total
Principal Questionnaire (2a)	38	—	129	5	55	189
Private Principal Questionnaire (2b)	—	131	93	22	34	149
School Questionnaire (3a)	88	—	76	14	46	136
Private School Questionnaire (3b)	—	164	58	86	62	206
Teacher Questionnaire (4a)	102	—	120	3	186	309
Private Teacher Questionnaire (4b)	—	160	80	138	82	300

NOTE: Source codes are used to identify specific items on the SASS/NTPS questionnaires. Principal, school, and teacher questionnaires are indicated with a “2,” “3,” or “4,” respectively. Public versions of the NTPS questionnaires are indicated with an “a,” while private versions of the NTPS questionnaires are indicated with a “b.”

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS) Questionnaires, 2011–12, and National Teacher and Principal Surveys, 2015–16 and 2017–18.

Items from the 2015–16 NTPS Public School, Principal, and Teacher Questionnaires that were not included in the 2017–18 NTPS pertained to the following topics: school staffing, special programs and services, working conditions and principal perceptions, student growth and teacher evaluation, school climate and teacher attitudes, teacher working conditions, early career experiences, and classroom organization. Excluded items were largely comprised of the 2015–16 NTPS rotating modules that were replaced by the 2017–18 NTPS rotating modules; the 2015–16 NTPS rotating modules will replace the 2017–18 NTPS rotating modules for the next NTPS collection. The sections below present detailed information on the specific questions from the 2015–16 NTPS that were not included in the 2017–18 NTPS for each questionnaire type. Question numbers from the 2015–16 NTPS are also included in parentheses following the question wording for each item excluded.

Content added to the 2017–18 NTPS pertained to both public and private school settings. More specifically, new questions were added to the 2017–18 NTPS that were not previously included in the 2015–16 NTPS for public schools, principals, and teachers, and that were not previously included in the 2011–12 SASS for private schools, principals, and teachers. New items on the public versions of these questionnaires included the following topics: teacher evaluation, engagement, and professional development, principal evaluation, engagement, and professional development, school leadership and resources, classroom organization, special programs and services, instructional time, and teaching strategies. New items on the private versions of these questionnaires included each of the abovementioned topics, in addition to the following: principal experience and training, school climate and safety, and teacher education and training. New items were largely comprised of the 2017–18 NTPS rotating modules that replaced by the 2015–16 NTPS rotating modules. An item crosswalk (by source codes) for the 2017–18 NTPS for each questionnaire type is located in “Appendix C. Crosswalk Among Items in the 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, 2011–12 SASS and the 2015–16 and 2017–18 NTPS.”

Principal Questionnaire

Principal Questionnaire—2015–16 NTPS Questions Not Included in the 2017–18 NTPS

- **WORKING CONDITIONS AND PRINCIPAL PERCEPTIONS (2015–16 NTPS MODULE)**
 - Including hours spent during the school day, before and after school, and on the weekends, how many hours, do you spend on ALL school-related activities during a typical FULL WEEK at THIS school? (4-1)

- On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school? (4-2)
 - Internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget (a)
 - Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers (b)
 - Student interactions, including discipline and academic guidance (c)
 - Parent interactions, including formal and informal interactions (d)
 - Other—please specify → (e)
 - Total (f)
- How many days per year are you required to work under your current contract? (4-3)
- Are you represented under a meet-and-confer agreement or a collective bargaining agreement? (4-4)
- How long do you plan to remain a principal? (4-6)
- **STUDENT GROWTH AND TEACHER EVALUATION (2015–16 NTPS MODULE)**
 - During this school year (2015–16), is student achievement growth on standardized assessments used in the performance evaluation of teachers in this school? Please include student achievement growth within a teacher’s classroom as well as team wide, grade wide, or school wide student achievement growth. (5-1)
 - During this school year (2015–16), which of the following sources of information on teacher performance does your school use in teacher evaluations? (5-2)
 - Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator (a)
 - Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district) (b)
 - Teacher self-assessment (c)
 - Portfolios or other artifacts of teacher professional practice (d)
 - Assessments by a peer or mentor teacher that are not based on a teacher professional practice rubric (e)
 - Student work samples (f)
 - Student surveys or other student feedback (g)
 - Parent surveys or other parent feedback (h)
 - Will the performance evaluation results for teachers for this school year (2015–16) be used to inform any of the following decisions about teacher professional development? (5-3)
 - Feedback given to teachers on their professional practice (a)
 - Planning professional development for individual teachers (b)
 - Development of performance improvement plans for low-performing teachers (c)
 - Setting goals with teachers for student achievement growth for the next school year (d)
 - Identifying low-performing teachers for coaching, mentoring, or peer assistance (e)
 - Will the performance evaluation results for teachers for this school year (2015–16) be used to inform any of the following decisions about teacher career advancement? (5-4)

- Recognizing high-performing teachers (a)
 - Determining annual salary increases (b)
 - Determining bonuses or performance-based compensation other than salary increases (c)
 - Granting tenure or similar job protection (d)
 - Career advancement opportunities, such as teacher leadership roles (e)
- Will the performance evaluation results for teachers for this school year (2015–16) be used to inform any of the following decisions about low-performing teachers? (5-5)
 - Loss of tenure or similar job protection (a)
 - Sequencing potential layoffs to reduce staff (b)
 - Dismissing or terminating employment for cause (c)

School Questionnaire

School Questionnaire—2015–16 NTPS Questions Not Included in the 2017–18 NTPS

- **GENERAL INFORMATION ABOUT THIS SCHOOL** (Core Module)
 - Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K–12 or comparable ungraded levels, regardless of funding source? (1-10)
 - Before-school or after-school program providing instruction beyond the normal school day for students who need academic assistance (a)
 - Before-school or after-school program providing instruction beyond the normal school day for students who seek academic advancement or enrichment (b)
 - Before-school or after-school day care programs (c)
 - Does this school have instruction specifically designed to address the needs of students with limited-English proficiency, also known as English-language learners (ELLs)? (1-11)
- **SCHOOL STAFFING** (2015–16 NTPS Module)
 - Of the full-time and part-time TEACHERS in this school around the first of October, how many were—(2-2)
 - Hispanic or Latino, regardless of race? (a)
 - White, not of Hispanic or Latino origin? (b)
 - Black or African American, not of Hispanic or Latino origin? (c)
 - Asian, not of Hispanic or Latino origin? (d)
 - Native Hawaiian or other Pacific Islander, not of Hispanic or Latino origin? (e)
 - American Indian or Alaska Native, not of Hispanic or Latino origin? (f)
 - Two or more races, not of Hispanic or Latino origin? (g)
 - Around the first of October, how many STAFF held full-time or part-time positions or assignments in this school in each of the following categories? (2-3)
 - Principals (a)
 - Vice principals and assistant principals (b)
 - Instructional coordinators and supervisors, such as curriculum specialists (c)
 - Librarians or library media specialists (d)
 - School/guidance counselors, excluding psychologists and social workers (e)
 - Student support services professional staff (f)

- Nurses (1)
- Social workers (2)
- Psychologists (3)
- Speech therapists or pathologists (4)
- Other professional staff (5)
- Aides (g)
 - Regular Title I aides (1)
 - English as a Second Language (ESL) or bilingual teacher aides (2)
 - Special education instructional aides (3)
 - Special education noninstructional aides (4)
 - Library media center instructional aides (5)
 - Library media center noninstructional aides (6)
 - Other classroom instructional aides (7)
 - Other noninstructional aides (8)
- Secretaries and other clerical support staff (h)
- Food service personnel (i)
- Custodial and maintenance personnel (j)
- Data coaches or data coordinators (k)
- Technology specialists (l)
- Security guards or security personnel (not law enforcement) (m)
- School Resource Officers (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations) (n)
- Sworn law enforcement officers who are not School Resource Officers (o)
- Other employees not reported above (p)
- Do any of the teachers or staff have the following specialist assignments in this school? (2-4a)
 - Reading specialist (1)
 - Math specialist (2)
 - Science specialist (3)
- Do any of the teachers or staff have the following coaching assignments in this school? (b)
 - Reading coach (1)
 - Math coach (2)
 - Science coach (3)
 - General instructional/Not subject-specific coach (4)
- For THIS school year (2015–16), were there teaching vacancies in this school, that is, teaching positions for which teachers were recruited and interviewed by this school's hiring authority? (2-5a)
 - How easy or difficult was it to fill the vacancies for this school year in each of the following fields? (b)
 - General elementary (1)
 - Special education (2)
 - English or language arts (3)
 - Social studies (4)
 - Computer science (5)

- Mathematics (6)
- Biology or life sciences (7)
- Physical sciences (e.g., chemistry, physics, earth sciences) (8)
- English as a Second Language (ESL) or bilingual education (9)
- Foreign languages (10)
- Music or art (11)
- Career or technical education (12)
- Other (13)
- Around the first of October, how many teachers were newly hired by this school? (2-6a)
 - Of those newly hired teachers, how many were in their first year of teaching? (b)
- **SPECIAL PROGRAMS AND SERVICES** (Core Module)
 - Does this school have any prekindergarten students? (4-3a)
 - Around the first of October, how many students at this school were APPROVED for free or reduced-price lunches? (4-4b)
 - How many students participate in the Title I program? (4-6)

Teacher Questionnaire

Teacher Questionnaire—2015–16 NTPS Questions Not Included in the 2017–18 NTPS

- **CLASS ORGANIZATION** (Core Module)
 - During your most recent FULL WEEK of teaching, approximately how many hours did YOU spend teaching each of the following subjects at THIS school? (2-11)
 - English, reading, or language arts (including reading and writing) (a)
 - Arithmetic or mathematics (b)
 - Social studies or history (c)
 - Science (d)
- **EARLY CAREER EXPERIENCES** (2015–16 NTPS Module)
 - Was your FIRST year of teaching before the 2011–2012 school year? (5-1)
 - What was your MAIN activity the year before you began teaching at the K–12 or comparable ungraded level? (5-2)
 - What kind of work did you do, that is, what was your occupation? (5-3a)
 - What were your most important activities or duties on that job? (b)
 - How would you classify yourself on that job? (c)
 - In your FIRST year of teaching, how well prepared were you to — (5-4)
 - Handle a range of classroom management or discipline situations? (a)
 - Use a variety of instructional methods? (b)
 - Teach your subject matter? (c)
 - Use computers in classroom instruction? (d)
 - Assess students? (e)
 - Differentiate instruction in the classroom? (f)
 - Use data from student assessments to inform instruction? (g)
 - Teach to state content standards? (h)
 - Teach students who are limited-English proficient [LEP] or English-language learners [ELLs]? (i)

- Teach students with special needs? (j)
 - In your **FIRST** year of teaching, did you participate in a formal schoolwide or districtwide program for beginning teachers aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program)? (5-5)
 - Did you receive the following kinds of support during your **FIRST** year of teaching? (5-6)
 - Reduced teaching schedule or number of preparations (a)
 - Common planning time with teachers in your subject (b)
 - Seminars or classes for beginning teachers (c)
 - Extra classroom assistance (e.g., teacher aides) (d)
 - Regular supportive communication with your principal, other administrators, or department chair (e)
 - Observation and feedback on your teaching aimed at helping you develop and refine your teaching practice **BEYOND** any formal administrative observation and feedback you may have received (f)
 - Release time to participate in support activities for new or beginning teachers (g)
 - In your **FIRST** year of teaching, were you assigned a master or mentor teacher by your school or district? (5-7a)
 - How frequently did you work with your assigned master or mentor teacher during your first year of teaching? (b)
 - Had your assigned master or mentor teacher ever instructed students in the same subject area(s) as yours? (c)
 - Did your assigned master or mentor teacher provide the following types of support during your **FIRST** year of teaching? (5-8)
 - Helped with paperwork or record keeping (a)
 - Demonstrated lessons (b)
 - Helped you prepare lessons that address learning standards (c)
 - Helped you develop student assessment tools (d)
 - Overall, to what extent did your assigned master or mentor teacher improve your teaching in your first year of teaching? (5-9)
- **TEACHER WORKING CONDITIONS** (2015–16 NTPS Module)
 - How many hours does your contract require you to work during a typical **FULL WEEK** at **THIS** school? (6-1)
 - Of the hours you are **CONTRACTED** to work, how many hours during a typical full week do you **DELIVER INSTRUCTION** to students in **THIS** school? (6-2)
 - Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on **ALL** teaching and other school-related activities during a typical **FULL WEEK** at **THIS** school? (6-3)
 - During this school year, do you or will you do the following for this school or district—(6-4)
 - Coach a sport? (a)
 - Sponsor any student groups, clubs, or organizations? (b)
 - Serve as a department lead or chair? (c)
 - Serve as a lead curriculum specialist? (d)
 - Serve on a schoolwide or districtwide committee or task force? (e)
 - Serve as an assigned mentor or mentor coordinator for teachers? (f)

- In the LAST SCHOOL YEAR (2014–15), how much of your own money did you spend on classroom supplies, without reimbursement? (6-5)
- **SCHOOL CLIMATE AND TEACHER ATTITUDES** (2015–16 NTPS Module)
 - How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas? (7-1)
 - Setting performance standards for students at this school (a)
 - Establishing curriculum (b)
 - Determining the content of in-service professional development programs (c)
 - Evaluating teachers (d)
 - Hiring new full-time teachers (e)
 - Setting discipline policy (f)
 - Deciding how the school budget will be spent (g)
 - How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching? (7-2)
 - Selecting textbooks and other instructional materials (a)
 - Selecting content, topics, and skills to be taught (b)
 - Selecting teaching techniques (c)
 - Evaluating and grading students (d)
 - Disciplining students (e)
 - Determining the amount of homework to be assigned (f)
 - To what extent do you agree or disagree with each of the following statements? (7-3)
 - The school administration's behavior toward the staff is supportive and encouraging (a)
 - I am satisfied with my teaching salary (b)
 - The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching (c)
 - I receive a great deal of support from parents for the work I do (d)
 - Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff (e)
 - Routine duties and paperwork interfere with my job of teaching (f)
 - My principal enforces school rules for student conduct and backs me up when I need it (g)
 - Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes (h)
 - Most of my colleagues share my beliefs and values about what the central mission of the school should be (i)
 - The principal knows what kind of school he or she wants and has communicated it to the staff (j)
 - There is a great deal of cooperative effort among the staff members (k)
 - In this school, staff members are recognized for a job well done (l)
 - I worry about the security of my job because of the performance of my students or my school on state and/or local tests (m)
 - State or district content standards have had a positive influence on my satisfaction with teaching (n)
 - I am given the support I need to teach students with special needs (o)

- The amount of student tardiness and class cutting in this school interferes with my teaching (p)
 - I am generally satisfied with being a teacher at this school (q)
 - I make a conscious effort to coordinate the content of my courses with that of other teachers (r)
- To what extent is each of the following a problem in this school? (7-4)
 - Student tardiness (a)
 - Student absenteeism (b)
 - Student class cutting (c)
 - Teacher absenteeism (d)
 - Students dropping out (e)
 - Student apathy (f)
 - Lack of parental involvement (g)
 - Poverty (h)
 - Students come to school unprepared to learn (i)
 - Poor student health (j)
- How long do you plan to remain in teaching? (7-6)
- Has a student FROM THIS SCHOOL ever threatened to injure you? (7-7a)
 - Has a student FROM THIS SCHOOL threatened to injure you IN THE PAST 12 MONTHS? (b)
 - In the past 12 months, how many times has a student FROM THIS SCHOOL threatened to injure you? (c)
- Has a student FROM THIS SCHOOL ever physically attacked you? (7-8a)
 - Has a student FROM THIS SCHOOL physically attacked you IN THE PAST 12 MONTHS? (b)
 - In the past 12 months, how many times has a student FROM THIS SCHOOL physically attacked you? (c)
- GENERAL EMPLOYMENT AND BACKGROUND INFORMATION (Core Module)
 - Are you currently living in a registered domestic partnership or civil union? (8-12c)

Methodological and Procedural Changes

While the 2017–18 NTPS employed a similar methodology to that of the 2015–16 NTPS, specifically in terms of a mail-based survey design with telephone and field follow up, it also included an online component consisting of internet-based survey instruments and a respondent screener portal. In fact, unlike the 2015–16 NTPS, the online component of the 2017–18 NTPS was the primary mode of data collection for the public and private versions of all questionnaire types. As a result of this change from a mail-based survey design to an online web focus, login information for the Teacher Listing Form (TLF) Portal, Principal Questionnaire, and School Questionnaire were sent to schools during the initial school mailings, rather than paper questionnaires. Paper questionnaires were introduced in the third mailings for the 2017–18 NTPS if respondents did not complete the online instrument(s).

Aside from the use of the web as the primary mode of data collection for the 2017–18 NTPS, several other changes were also implemented to improve the efficiency of data collection. These changes involved a push for principals to complete the screener and select a survey coordinator during the summer before data collection started, the use of pre-populated TLFs, and tailored contact strategies for priority schools, or certain school types that typically have low response rates and require a high number of contacts to obtain completed questionnaires (e.g., large schools in urban areas). Additionally, changes also involved the use of monetary incentives to boost teacher response and the use of a contingency plan to boost teacher response. Details regarding these changes are discussed in the sections below and within chapter 5.

Inclusion of Private Schools

Private schools, as well as their principals and teachers, were excluded from the 2015–16 NTPS. In the 2017–18 NTPS, these schools were included as a “Pilot Test” to determine whether the NTPS data collection operations were successful in obtaining information from private schools, principals, and teachers. Questionnaire items that were collected and overlapped with the Private School Survey (PSS) were included in the 2017–18 PSS data file; in the event that response rates for private schools, principals, and teachers were high enough, those data would be included in the 2017–18 NTPS data files.

An experiment was also embedded in private School, Principal, and Teacher Questionnaires for the 2017–18 NTPS. More specifically, private priority schools were divided into two groups, an “early to field” group (priority school data collection path) and a “not early to field” group (nonpriority school data collection path). The ultimate goal of this experiment was to determine whether receiving the “priority” treatment during data collection was successful in boosting response rates. Please see chapter 5 for more information.

Push for Principals to Self-Screen During the Summer

Previous SASS and NTPS administrations have shown that an important part of maximizing response is to establish a school-based “survey coordinator” to serve as the primary point of contact for NTPS staff. When a survey coordinator is successfully established at each school, not only have response rates been historically higher for that school, but a minimal data quality check has also been implemented through this coordinator and the follow up process has been simplified. Considering this, more aggressive measures for establishing a survey coordinator at each school were taken for the 2017–18 NTPS.

Because school principals and administrators often work year-round, for the 2017–18 NTPS, a letter was mailed to the principal of each sampled school in late July, prior to the start of the school year, which encouraged them to login to the NTPS screener using the respondent portal. The screener determined if a sampled school was in scope for the NTPS and also asked the principal to assign a survey coordinator.

For the 2017–18 NTPS, the screener required both a name and email address for any prospective survey coordinator in order to be considered complete. The traditional screener telephone operation that occurred for the 2015–16 NTPS also took place a few weeks later for the 2017–18 NTPS, while many schools were not yet in session, to reduce the burden of response during the initial weeks of the new school year. Please see chapter 5 for more information.

Use of Prepopulated TLFs

For the 2017–18 NTPS, vendor-purchased teacher lists were used to pre-populate TLFs for a subset of sampled public schools, when the data were available, based on the school's priority status and whether a TLF had already been received. The pre-populated TLFs allowed respondents to verify the information on the form and make any necessary corrections, rather than completing the form in its entirety. The pre-populated TLFs were distributed by field representatives to priority schools with available vendor data during two planned field follow-up operations, and were also included in mailed packages to respondents where applicable. The goal of these pre-populated forms was to increase TLF response rates by reducing the burden of completing the entire TLF for any given sampled school. Please see chapter 5 for more information.

Tailored Contact Strategies for Priority Schools

In the 2015–16 NTPS, priority schools were targeted in a field follow-up operation that aimed to collect school-level questionnaires from those that had not previously responded to other school mailings. This operation ultimately proved to be successful, and subsequently prompted the use of more interviewer mediated contact strategies for priority schools in the early stages of data collection during the 2017–18 NTPS. Thus, for the 2017–18 NTPS, data collection for priority schools began, prior to any questionnaire mailings, with a field operation in September 2017 to verify pre-populated TLFs for selected schools. The goal of this operation was to mitigate potential low response rates for these cases. Please see chapter 5 for more information.

Use of Monetary Incentives to Boost Teacher Response

For the 2017–18 NTPS, a teacher incentive experiment was conducted in an effort to increase teacher response rates both overall and for teachers in schools with different types of characteristics (e.g., teachers in city schools). In this experiment, a subset of teachers, and in some instances their school principals and or survey coordinators, received a prepaid incentive at the time of the first contact by mail, or the initial teacher mailing. All teachers within a given school were assigned to the same treatment group or category, meaning they all received or did not receive the incentive; the prepaid incentive amount varied depending on the priority status of the school.

The teacher incentive experiment for the 2017–18 NTPS included two phases. In the first phase, sampled teachers were incentivized during the first 12 waves of teacher sampling, while in the second phase, a combination of teachers and school coordinators or principals were incentivized during the remaining waves of the teacher sampling. The ultimate goal of this incentive experiment was to ensure a large enough sample for key school characteristics to both publish the results for the 2017–18 NTPS and future data collection cycles without fear of insufficient response. Please see chapter 5 for more information.

Contingency Plan to Boost Teacher Response

For the 2017–18 NTPS data collection, a contingency plan was developed to combat low response rates within certain types of schools with the use of additional incentives. Actual and expected response for teachers in different types of schools were monitored on a weekly basis. If a school characteristic was determined to be 'at-risk' by a certain point during data collection, the contingency plan, or portions of

the plan, were executed. Because this was the first time utilizing a contingency incentive plan, it was conducted as an experiment with both a treatment group and a control group that would not receive the incentive. Though the plan was aimed at improving teacher response rates, it was expected that teachers within the same school may discuss the study; thus, all teachers belonging to the same school were subject to the same treatment in order to avoid any negative impacts of differential treatment. The earliest the contingency plan went into effect was wave 13 of the teacher sampling, so schools with teachers sampled during this wave or later were eligible to receive the incentives.

In the event that a contingency incentive plan was activated and a portion of the teachers at a particular school had already responded to the 2017–18 NTPS, two separate actions were taken. For those who had already responded, a letter thanking them for their participation, along with a contingency ‘thank you’ incentive, was received. For those who had not yet responded, a letter requesting participation in the 2017–18 NTPS, along with a prepaid contingency incentive of the same amount, was received. The incentive for the nonresponding group was not conditional upon a response. Please see chapter 5 for more information.

Chapter 3. Preparation for the 2017–18 NTPS

The National Center for Education Statistics (NCES) and the U.S. Census Bureau continually work to improve the questionnaire content for the National Teacher and Principal Survey (NTPS). Prior to the administration of the 2017–18 NTPS, the survey content was examined, tested, and revised to improve the quality of the data. Exhibit 2 presents a summary of the research conducted.

Exhibit 2. Summary of research conducted for the 2017–18 NTPS

Title	Methodology	Study period	Respondent(s)	Key areas of focus
Development and Cognitive Pretesting of Professional Development and Evaluation Questions for School Principals	Cognitive interviews	2016	Principal	Content
Development and Cognitive Pretesting of Instruction Time and Classroom Organization Questions for Schools	Cognitive interviews	2016	School	Content
Development and Cognitive Pretesting of Professional Development and Evaluation Questions for School Teachers	Cognitive interviews	2016	Teacher	Content

Research on NTPS Content

Staff in the U.S. Census Bureau’s Center for Behavioral Science Methods,⁸ with the assistance of a contractor, conducted a series of cognitive interviews to test newly proposed questions, as well as some of the 2011–12 SASS and 2015–16 NTPS questions, prior to the 2017–18 NTPS. The purpose of these interviews was to gather feedback on proposed and current questions for the principal, school, and teacher questionnaires, report the findings, and make recommendations for revisions, if necessary, to the items.

Cognitive Interviews—Principal Questionnaire

The new and revised items tested on the Principal Questionnaire focused on teacher and principal evaluations, teacher and principal professional development, student achievement growth, and principal job satisfaction.

Methods

Recruitment and interviewing took place from December 2015 through July 2016. Researchers recruited 65 public and charter school principals from Washington, D.C., and the following states: California, Florida, Georgia, Illinois, Iowa, Maryland, Massachusetts, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Ohio, Oregon, Pennsylvania, Tennessee, Texas, Virginia, and Wyoming. Cognitive interviews took place at the respondent’s school or at a quiet place, such as a coffee shop. The principals had various levels of experience, with 53 principals having three or more years of experience and 12 having one to three years of experience. The principals represented a variety of school levels, with 36 serving as principals of primary schools, 28 serving in secondary schools, and 1 serving in a combined K–12 school.

⁸ The Center for Behavioral Science Methods was previously named the Center for Survey Measurement.

The interviews were completed in five rounds. The first four rounds of interviews included a subset of the new items intended for the Principal Questionnaire. These rounds of interviews were intended to gather in-depth information about how respondents understood and responded to critical survey items. Respondents were asked to complete the questionnaire while thinking aloud. Interviewers probed, as needed, to gather additional information about the respondent's thought process while answering the items. Interviewers also asked open-ended follow-up questions. Items were modified and reviewed throughout the interviewing process, and the new items were then tested to confirm that the changes made to the item served the intended purpose. A total of 49 respondents participated in the first four rounds of interviews.

During the fifth round of interviews, the Principal Questionnaire was tested in its entirety. Respondents began by completing the questionnaire independently. Upon their completion, interviewers conducted retrospective probing about items that appeared to cause respondents difficulty. A total of 16 respondents participated in the fifth round of interviews. The questionnaire completion time, not including the retrospective probing, ranged from 14 to 25 minutes, with a mean of 19 minutes.

Key Findings

The researchers recommended revisions to several items. The items tested and the findings are summarized below.

- The researchers tested a series of items on sources of teacher performance information used in teacher evaluations. The series was based on an existing NTPS item; however, the reference year was changed from the current school year to the last school year and the response options were changed from *Used in evaluating teachers* and *Not used in evaluating teachers* to *Yes* and *No*. During testing, a sub-item asking whether the amount or content of professional development completed by the teacher was used in teacher evaluations. Researchers suggested minor wording and word emphasis changes, and these changes were implemented on the questionnaire.
- The researchers tested modifications to a series of existing items on teacher observations that were previously collected on the 2011–12 SASS Principal Questionnaire. The original wording asked for the total number of minutes of classroom observation conducted in the three months prior to completing a teacher evaluation and the average length, in minutes, of the typical observation. Respondents were unsure whether informal observations should be included and responded inconsistently, and largely ignored the reference to the previous three months. The researchers subsequently tested and recommended items that asked about formal and informal observations separately and collected the average number and length of observation(s), in minutes, without the time-frame reference. The recommendations to the items were implemented on the questionnaire.
- The researchers tested existing items previously collected on the 2011–12 SASS Principal Questionnaire regarding how often tenured/experienced and untenured/inexperienced teachers are evaluated. During testing, respondents had a tendency to over-report evaluations by including mid-year or other nonsummative evaluations in their response; therefore, researchers added a definition for “evaluation” to the item for subsequent rounds of testing, and definition was included on the questionnaire.
- The researchers tested a new item regarding whether teachers are evaluated on student achievement growth, and, if so, for which groups of students. During testing, researchers suggested streamlined response options of *Students they teach DIRECTLY*, *Students GRADEWIDE*, *Students TEAMWIDE*, and *Students SCHOOLWIDE*, which were implemented on the questionnaire. The public school Principal Questionnaire also included a response item of *Students DISTRICTWIDE*.

- The researchers tested an existing series of items asking whether teacher performance evaluation results are used to inform a variety of decisions about teacher career advancement, including recognition, salary increases, bonuses, teaching assignments, leadership roles, and tenure. The researchers made minor wording changes during testing and the revised items were included on the questionnaire.
- The researchers tested an existing series of items asking whether teacher performance evaluation results are used to inform a variety of decisions about low-performing teachers, including loss of tenure, prioritization for layoffs, teacher reassignment, and termination. A new item, asking about teachers being counseled out of the school, district, or profession, was added during testing. The researchers revised the items during testing, and they were included on the questionnaire.
- The researchers tested a new series of attitudinal items related to professional development opportunities offered to teachers. During testing, minor changes were made to the order and wording of the items, and the items were included on the questionnaire.
- The researchers tested two new series of items on the planning, leadership, and evaluation of teacher professional development. The first proposed series asked how often the following factors are taken into consideration when planning for teacher professional development: teachers' backgrounds, evaluation results, and learning needs; teachers' input; and research about effective school change. The second proposed series asked how often the professional development for teachers is led by teachers and how often it is evaluated for evidence of improvement in school wide achievement. The items were revised for clarity during testing and the sub-item on effective school change was dropped. The response options were re-ordered to *Never*, *Sometimes*, *Frequently*, and *Always* because some respondents assumed the most negative response option would be presented first and mistakenly selected *Always* when they had intended to select *Never*. The items were condensed into a single series of items on the 2017–18 questionnaire and the response options were presented in the recommended order; however, the *Frequently* response option was removed.
- The researchers tested a new series of attitudinal items on the principal's evaluation, beginning with a filter item asking whether the principal was evaluated the previous school year. The items focused on the extent to which the principal agreed that their evaluator and the evaluation process were accurate and fair. The researchers made minor wording changes during testing, and the order of the response options was reversed to *Never*, *Sometimes*, *Frequently*, and *Always*. The questionnaire included the tested items, as well as additional sub-items on the topic; however, the response options were changed to *Strongly Disagree*, *Somewhat Disagree*, *Somewhat Agree*, and *Strongly Agree*.
- The researchers also tested a new set of attitudinal items relating to feedback the principal received from the evaluation. The proposed items asked to what extent the principal agreed or disagreed with the following: they used the feedback to try to improve their performance; and they received feedback on the methods they use to attain the school's performance goals. During testing, the wording was revised and the response options were changed to *Yes* and *No*. The revised items were included on the questionnaire.
- The researchers tested a new item asking whether student achievement growth on standardized assessments is used in the principal's performance evaluation for the current school year. The item included definitions for both student achievement growth and standardized assessment. The wording of the standardized assessment definition was modified slightly during testing, and the item was included on the questionnaire.
- The researchers tested a set of items asking how often the principal's professional development activities were designed to support state or district standards and/or assessments and how often they were designed as part of a school improvement plan. During testing, a filter question was added, the reference period was changed from the past 12 months to the previous school year, and

response items were re-ordered so that the most negative response option was presented first. The revised items were included on the questionnaire.

- The researchers tested two new series of items on the kinds and topics of principal professional development activities in which the principal participated in the past 12 months. During testing, the researchers deleted a sub-item from the series on the kinds of professional development activities and added four sub-items on topics of professional development. In addition, the researchers changed the reference period to the last school year and made minor wording changes. The revised items were included on the questionnaire.
- The researchers tested a new series of attitudinal items related to the principal's engagement. Minor wording changes were made to the items during testing; however, they were not included on the questionnaire.

Cognitive Interviews—School Questionnaire

The new and revised items tested on the School Questionnaire focused on the school's schedule, programs and services offered, instructional time use, student and class organization, Title 1 teachers, participation in the National School Lunch Program and Title 1 program, and opportunities for students in grades 9–12.

Methods

Recruitment and interviewing took place from December 2015 through July 2016. Researchers recruited 40 public and charter school participants from Washington, D.C., and the following states: Illinois, Maryland, New Jersey, Pennsylvania, Texas, and Virginia. The participants included 18 principals, 12 assistant or vice principals, 5 secretaries, 4 school counselors, and 1 director. They represented 17 primary schools and 23 secondary schools, with 8 of the schools having less than 500 students and 32 having 500 or more students.

The interviews were completed in four rounds. The first three rounds of interviews included a subset of the items intended for the School Questionnaire. These rounds of interviews were intended to gather in-depth information about how respondents understood and responded to critical survey items. Respondents were asked to complete the questionnaire while thinking aloud. Interviewers probed, as needed, to gather additional information about the respondent's thought process while answering the items. Interviewers also asked open-ended follow-up questions. Items were modified and reviewed throughout the interviewing process, and the new items were then tested to confirm that the changes made to the item served the intended purpose. A total of 24 respondents participated in the first three rounds of interviews.

During the fourth round of interviews, the School Questionnaire was tested in its entirety. Respondents began by completing the questionnaire independently. Upon their completion, interviewers conducted retrospective probing about items that appeared to cause respondents difficulty. A total of 16 respondents participated in the fourth round of interviews. The questionnaire completion time, not including the retrospective probing, ranged from 9 to 23 minutes, with a mean of 13 minutes.

Key Findings

The researchers recommended revisions to several items. The items tested and the findings are summarized below.

- The researchers tested a new item on the number of days in a typical school week. Respondents did not experience any issues with the question, and it was included on the questionnaire.

- The researchers tested an existing item on the number of days in a typical school week for kindergarten, transitional kindergarten, or transitional first-grade students. Although respondents did not experience any issues with the question, it was reworded slightly during testing to match the other questions regarding the number of days spent per week at school, and it was included on the questionnaire.
- The researchers tested a series of existing items relating to programs offered by the school that were previously collected on the 2011–12 SASS. The wording was revised during testing, and sub-items related to talented or gifted programs, advanced placement courses, and International Baccalaureate programs were removed because the data are available from the Civil Rights Data Collection (CRDC). The remaining items were included on the questionnaire.
- The researchers tested an existing item from the 2011–12 SASS asking whether the school has a magnet program. The item did not need to be revised, and it was included on the questionnaire with subsequent items asking if the magnet program is school-wide and the focus area(s) of the program.
- The researchers tested a series of existing items on programs or services available for students, including before- or after-school programs providing instruction for students who need assistance or seek advancement, extended-day care, and school-related activities or clubs. The wording was modified during the testing process and the questions were included on the questionnaire.
- The researchers tested new items that sought to measure the length of a typical school week for third and eighth-grade students in hours and minutes. Respondents had difficulty with these items, and they were revised during testing to capture the official start and end time of the school day. The revised items were included on the questionnaire.
- The researchers tested new items on the number of minutes per week that third-grade students spend on various academic and nonacademic subjects per week, and that eighth-grade students spend on core academic subjects per week. The items were revised to collect the number of minutes per day and the number of days per week, eliminating the need for respondents to complete the calculations, and included on the questionnaire.
- The researchers tested a series of items previously included on the 2011–12 SASS on the methods of class or student organization, with two new sub-items asking if students are assigned based on their ability and if students are assigned to stay in classes together for two or more years with different teachers. Minor wording changes were made during testing, and the items were included on the questionnaire.
- The researchers tested an existing 2011–12 SASS item asking about a year-round calendar. Respondents had difficulty with the question because they interpreted year-round to mean the school year calendar. The wording was revised, and the question was included on the questionnaire.
- The researchers tested an existing NTPS item on the number of Title I teachers teaching at the school, along with items asking how many prekindergarten and K–12 students participate in the Title I program. During testing, the response categories of *All Prekindergarten* and *All K–12 students* were removed, so that the respondent could either select *No Prekindergarten* and/or *No K–12 students* or enter the number of prekindergarten and/or K–12 students. The revised student count items and the teacher count item were included on the questionnaire.
- The researchers tested a series of items revised from NTPS regarding the number of pre-kindergarten and K–12 students approved for free or reduced-price lunches under the National School Lunch Program. The items were revised during testing to collect the percentages of pre-kindergarten and K–12 students approved rather than the number, and the items were included on the questionnaire.
- The researchers tested two new items asking whether free lunch is provided for all students as part of the National School Lunch Program's Community Eligibility Option and the count of students whose National School Lunch Program eligibility was determined through direct

certification. Definitions of the Community Eligibility Program and Direct Certification were added during testing because many respondents were unfamiliar with the program. The items were included on the questionnaire.

- The researchers tested an existing SASS item asking whether the school has students enrolled in grades 9–12. Several respondents interpreted the item to mean all of grades 9–12, so the item was revised during testing to ask if the school has students enrolled in any of the following grades: 9, 10, 11, or 12. The item was further modified to ask about students enrolled in any grades 9–12 and included on the questionnaire.
- The researchers tested an existing series of SASS items on opportunities available for students in grades 9–12, including dual enrollment, career and technical education courses, work-based learning or internships, and a specialized career academy. The order of the items and their definitions were modified during testing, and the series was included on the questionnaire.

Cognitive Interviews—Teacher Questionnaire

The new and revised items tested on the Teacher Questionnaire focused on the teacher evaluation process and professional development.

Methods

Recruitment and interviewing took place from December 2015 through July 2016. Researchers recruited 78 public and charter school teachers from Washington, D.C., and the following states: Georgia, Illinois, Iowa, Kentucky, Maryland, Minnesota, New Jersey, Pennsylvania, Tennessee, Texas, Vermont, and Virginia. The teachers had various levels of experience, with 66 teachers having three or more years of experience and 12 having one to three years of experience. The teachers represented a variety of school levels, with 42 teaching in primary schools, 34 teaching in secondary schools, and 2 teaching in combined K–12 schools.

The interviews were completed in five rounds. The first four rounds of interviews included a subset of the items intended for the Teacher Questionnaire. These rounds of interviews were intended to gather in-depth information about how respondents understood and responded to critical survey items. Respondents were asked to complete the questionnaire while thinking aloud. Interviewers probed, as needed, to gather additional information about the respondent’s thought process while answering the items. Interviewers also asked open-ended follow-up questions. Items were modified and reviewed throughout the interviewing process, and the new items were then tested to confirm that the changes made to the item served the intended purpose. A total of 58 respondents participated in the first four rounds of interviews.

During the fifth round of interviews, 12 respondents continued to use the think aloud method during completion and 8 respondents completed the full questionnaire independently for timing purposes. Upon their completion, interviewers conducted retrospective probing about items that appeared to cause respondents difficulty. The questionnaire completion time, not including the retrospective probing, ranged from 28 to 52 minutes, with a mean of 35 minutes.

Key Findings

The researchers recommended revisions to several items. The items tested and the findings are summarized below.

- The researchers tested a new item asking whether the teacher was evaluated at their current school during the previous school year, and, if not, why they weren’t evaluated. The response categories were revised during testing, and the item was included on the questionnaire.

- The researchers tested two series of attitudinal items on the school's performance evaluation process and the teacher's evaluation. During testing, the items were revised and combined into one series, with a reference period of the previous school year, and were included on the questionnaire in a grid format.
- The researchers tested a new set of items asking to what extent the teacher agrees or disagrees that: they have used their evaluation feedback to try to improve their teaching; and they received feedback on the methods they use to attain the school's performance goals. During testing, a filter question asking whether the respondent received feedback was added, the response options were changed to *Yes* and *No*, the items were re-ordered, and receiving feedback on teaching methods and meeting the school's performance goals were split into two sub-items. The revised series of items was included on the questionnaire.
- The researchers tested a new item on the relationship between professional development and the teacher's evaluation. The item was revised during testing and included on the questionnaire.
- The researchers tested a new series of items asking how frequently the teacher participated in a variety of professional development activities during the last school year, including aspects of planning, consulting, and collaborating with other teachers, mentoring or being mentored by another teacher, and participating in professional development online, in a workshop, or by conference attendance. The wording of the items was revised during testing and the reference period was changed to reflect the past 12 months. The revised series was included on the questionnaire.
- The researchers tested an item asking how much time the teacher spent participating in a variety of types of professional development. The item included new types of professional development as well as types previously included in the 2011–12 SASS. The question stem and the sub-items were revised during testing and included on the questionnaire.
- The researchers tested an item similar to a 2011–12 SASS item asking the relevance of the professional development activities to the respondent's teaching assignment. The item was revised during testing and included on the questionnaire.
- The researchers tested new items asking whether the teacher was given opportunities to incorporate the lessons learned during professional development into their teaching, and whether they received follow-up and feedback after the professional development. The wording of the items was revised during testing and the reference period was changed to reflect the past 12 months. The items were included on the questionnaire with additional revisions.
- The researchers tested an existing SASS item asking whether the teacher received credits toward re-certification or advanced certification as a result of completing any professional development activities. A time frame was added for consistency with surrounding questions during testing, and the item was included on the questionnaire.
- The researchers tested an existing SASS item asking whether the teacher received various types of support for professional development, including release time from teaching, a stipend, full or partial reimbursement of college tuition, funding or reimbursement for attending conferences or workshops, and funding or reimbursement for travel and/or daily expenses. The items were revised and re-ordered during testing and were included on the questionnaire.
- The researchers tested a new series of attitudinal items about the availability of time for professional development. During testing, the item was revised to ask during which time frames professional development was available, including before or after school days, during in-service days when students are not in school, during regular school days when students are in school, and during summer and other extended school breaks. The item was revised during testing but was not included on the questionnaire.
- The researchers tested a new attitudinal item on how the teacher felt about their professional development at the school, in terms of the resources available, the equitable distribution of the resources available, the alignment of the professional development opportunities with the

school's performance goals and the teacher's professional goals, the impact of the techniques learned on student achievement, their feelings of competence in incorporating the techniques learned, and their opportunity to provide feedback to school leaders about their professional development experience. The items were revised extensively during testing and were included on the questionnaire.

- The researchers tested an item on whether the school provides teachers with time for professional development during regular contract hours. The response categories allowed the respondent to indicate that the time was for individual professional development only, for team-based professional development only, for both individual and team-based professional development, or not provided. During testing, the item was modified to ask separate items on whether time for individual and team-based professional development are provided during regular contract hours, and the revised items were included on the questionnaire.

The NCES used the feedback from the cognitive interviews to improve the NTPS questionnaires. Chapter 2 discusses the changes made to the 2015–16 NTPS questionnaires for the 2017–18 NTPS. The NTPS questionnaires are available on the NCES website. “Appendix B. Questionnaire Availability” provides the website and instructions for accessing electronic files of the final 2017–18 NTPS questionnaires.

Chapter 4. NTPS Frame Creation and Sample Selection Procedures

This chapter discusses how the 2017–18 National Teacher and Principal Survey (NTPS) sampling frame was created and how cases were sampled. The first major section discusses the creation of the frame for traditional public and public charter schools (including schools deleted, added, and otherwise edited) as well as the sampling procedure for traditional public and charter schools. The next major section describes the creation of the frame and the sampling procedure for private schools. The final major section discusses teacher sampling for teachers in both public and private schools.

Traditional Public and Public Charter School Sampling Frame and Sample Selection

Traditional Public and Public Charter School Frame Creation

The foundation for the 2017–18 NTPS traditional public and public charter school frame was the most recent Common Core of Data (CCD) nonfiscal file. For the 2017–18 cycle of NTPS, 2014–15 was the most recent year that the CCD was final. The CCD is based on administrative data collected annually by the National Center for Education Statistics (NCES) from each state education agency, the Department of Defense (DoD), and the Bureau of Indian Education (BIE). For the 2014–15 school year, state education agencies used their administrative record data to report information for 103,169 schools. NCES and the other agencies worked cooperatively to ensure comparability between the elements reported. The CCD is believed to be the most complete public school listing available. The frame includes regular and nonregular traditional public schools (special education, alternative, vocational, or technical) and public charter schools.

In NTPS, a school is defined as an institution or part of an institution: that provides classroom⁹ instruction to students; has one or more teachers to provide instruction; serves students in one or more of grades 1–12 or the ungraded equivalent; and is located in one or more buildings. It is possible for two or more schools to share the same building. If these schools have different administrations (i.e., principals), then they are treated as different schools. This definition is unchanged from the NTPS survey conducted in 2015–16, as well as the Schools and Staffing Surveys (SASS) conducted in 2011–12 and earlier.

To create the NTPS frame, we start with the CCD definition of a school with the following modifications and exceptions. CCD includes some schools that do not offer teacher-provided classroom instruction in grades 1–12 or the equivalent ungraded levels, whereas NTPS does not. In some instances, school records included in the CCD were actually offices that oversee special types of programs that include classroom instruction, or the school provided funding and oversight only; these records were deleted from the sampling frame for NTPS and the appropriate instruction-providing program was added. NTPS collapsed CCD schools where the location address and phone number were the same or they had one administrator, on the assumption that the respondent would consider this to be all one school. (Further discussion of this issue is provided later in this Public and Public Charter Frame Creation section under “School Collapsing.”). NTPS was confined to the 50 states plus the District of Columbia and excluded U.S. territories and overseas schools.

To illustrate, the major differences between NTPS and CCD definitions of a school are presented below:

⁹ Note that virtual schools, which are public schools offering instruction without a physical location, are in scope for NTPS.

- Homebound school programs (i.e., students confined to home due to a long-term illness or condition) that are publicly-supported were included in CCD but not NTPS.
- Schools overseas or in U.S. territories that are operated by the Department of Defense (DoD) were included in CCD but not in NTPS.
- Multiple CCD schools at the same address and with the same phone number were considered one school in NTPS.
- Multiple CCD schools each with a unique administrator who reports to the high school principal were considered one school in NTPS if the respondent said the school covered multiple CCD grade ranges.

Note that the order of the operations listed in the next three sections is not necessarily the order of how these occurred during frame creation; it is just a general list of all operations that occurred.

Frame Deletions

Since CCD and NTPS differ in scope and the definition of a school, some records were deleted, added, or modified in order to provide better coverage and a more efficient sampling frame for NTPS. The following types of school records were deleted from the CCD during the creation of the NTPS sampling frame:

- 1,580 schools were closed as of the 2014–15 school year and deleted from the frame. These schools were identified by the status code found on the CCD file. They are carried on the CCD for one additional year for completeness but are clearly designated as not operating.
- 1,624 schools located outside the 50 states and the District of Columbia were deleted. These schools were located in U.S. territories and were identified as having a FIPS state code of 60 (American Samoa), 66 (Guam), 69 (Northern Marianas), 72 (Puerto Rico), or 78 (U.S. Virgin Islands). Note that this total does not include Department of Defense (DoD) schools located in U.S. territories.
- Eight DoD schools located in U.S. territories were deleted. These schools were identified as having a FIPS state code of 63 and a location state (LSTATE) value of AS (American Samoa), GU (Guam), MP (Northern Marianas), PR (Puerto Rico), or VI (Virgin Islands).
- 145 DoD schools located overseas were deleted. These schools were identified as meeting one of the following criteria:
 - FIPS state code of 63 and a location city (LCITY) value of APO (American Post Office) or FPO (Fleet Post Office)
 - FIPS state code of 63 and a LEA Name value of Bavaria District, Virginia/New York/Puerto Rico District, South Carolina/Ft. Stewart/Cuba District, Isles District, Kaiserslautern District, Mediterranean District, or Japan District.
- 1,169 Homebound, Adult, or nonschool entities were deleted. These schools and programs were clerically identified from a list of schools from the CCD that had terms such as: “HOMEBOUND,” “TARGETED SERVICES,” “PSYCHOANALYTIC,” “ADULT,” “PRISON,” “SUMMER,” “CORRECTIONAL,” or “HOSPITAL” in the name. Since they did not provide classroom instruction to K–12 students, they were not eligible for NTPS. This number also includes non-BIE schools that were duplicates of BIE schools.
- 1,756 schools that offered kindergarten or less as the highest grade were deleted. These schools were identified using the school’s highest grade offered as provided on CCD.
- 57 schools that offered adult education only were deleted. These schools were identified using the school’s highest grade offered as provided by CCD.
- An additional 321 schools were deleted because they were found to be ineligible during the research for missing grade ranges.

Frame Additions

One hundred thirty-four records that were listed on the CCD as districts with no associated school records were determined to be newly-opened schools, based on the name (e.g., included ‘school’ or ‘academy’), teacher, and enrollment counts. They were added to the school frame.

School Collapsing

There were 3,009 school records that were “collapsed” into other school records at the building level and deleted. Past data collections have shown that there are sampled schools that report survey data for the entire building when there is one head principal, instead of reporting only for the part of the school that has been sampled. This issue occurs most often in certain states, in rural areas, or in schools that offer grades K–12 in the same building with one head principal. The problem lies in the conflicting definition of a school as held by the schools themselves and as reported by states to CCD. The schools often consider themselves one cohesive unit while the state does not. For accounting or other administrative purposes, the states artificially split these schools by grade level and report them as two or three separate schools.

If a CCD school within the associated school district is selected for NTPS, then the school often reports for all of grades K–12 rather than for the subset of grades identified by CCD. This caused substantial over-reporting in SASS for aggregated statistics such as enrollment and teacher counts, because these schools were sampled based on the particular grade range as reported on CCD, but these schools then responded based on a much broader grade range (matching how they perceived themselves). In other words, these schools had unrecognized multiple chances of selection for sampling. The unrecognized chances of selection refer to the fact that, regardless of which CCD record in the building was selected, the school was likely to report for the whole building. Thus, the entity that reported data could be selected via multiple CCD records. In the past, SASS data were edited after the field data collection to conform to the CCD grade range. This method was costly and time-consuming. Furthermore, many school respondents have reported they do not keep records at the school level as reported on CCD, making it difficult for them to respond to SASS or NTPS in this manner. For this reason, it was decided for the 2003–04 SASS, and continuing through to the 2017–18 NTPS, to collapse the CCD records whenever this problem was likely to occur.

Census and NCES jointly determined a set of rules for school collapsing to apply during frame creation. This was established during the 2003–04 SASS cycle, with revisions being made to the rules during the 2007–08 SASS cycle. Since then the same rules have been applied for the 2015–16 and 2017–18 NTPS cycles. In order to make the sampling frame more consistent with the school’s actual grade range, these potential problem schools were identified and collapsed to the appropriate building level. When the school records were collapsed together, the student and teacher counts, grade range, and name as reported to CCD were all modified to reflect the change. Schools collapsing were required to match on a keyword in the name, as well as address and phone number, have contiguous grade ranges, and be of the same school type. Based on previous data collection experience, in a few states the rules were modified to require matching on only two of three of the contact information variables—name, address, and phone number. These states were Arkansas, Colorado, Idaho, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, North Dakota, Oklahoma, and South Dakota. The states that required matching on all three of the contact information variables were Illinois, Iowa, New Hampshire, New Mexico, Ohio, Oregon, Utah, Washington, Wisconsin, and Wyoming.

After the operations of deleting school records (see section on Frame Deletions and School Collapsing, above), a total of 9,669 school records were deleted.

After the frame deletion, school collapsing, and frame addition operations were completed, the NTPS school sampling frame consisted of 86,815 traditional public and 6,819 public charter schools. This is considered to be the final 2017–18 NTPS public school sampling frame. Table 2 shows the totals by school type and state during each step in the frame creation process.

Table 2. Total number of public and public charter school records during each step in the frame creation process, by school type and state: 2017–18

School type and state	Final 2014–15 CCD ¹ file	After Deletions ²	After Additions (schools appearing on the district file)	Final Public School Universe (after collapsing procedure)
Total	103,169	96,509	96,643	93,634
Noncharter schools (included in state totals below)	95,865	89,596	89,730	86,815
Charter Schools (included in state totals below)	7,304	6,913	6,913	6,819
BIE-funded ³ schools (NOT included in state totals below)	174	174	174	174
DoD ⁴ Schools (NOT included in state totals below)	208	39	39	39
Alabama	1,665	1,495	1,505	1,505
Alaska	521	510	510	510
Arizona	2,418	2,252	2,255	2,255
Arkansas	1,123	1,085	1,085	960
California	10,511	10,230	10,257	10,257
Colorado	1,872	1,786	1,786	1,671
Connecticut	1,310	1,208	1,209	1,209
Delaware	234	217	218	218
District of Columbia	270	220	220	220
Florida	4,519	4,044	4,045	4,045
Georgia	2,402	2,296	2,296	2,296
Hawaii	292	292	292	292
Idaho	747	724	724	705
Illinois	4,269	4,044	4,070	3,920
Indiana	1,940	1,882	1,882	1,882
Iowa	1,394	1,329	1,329	1,185
Kansas	1,352	1,330	1,330	1,256
Kentucky	1,590	1,450	1,450	1,450
Louisiana	1,442	1,348	1,348	1,348
Maine	620	606	610	610

See notes at end of table.

Table 2. Total number of public and public charter school records during each step in the frame creation process, by school type and state: 2017–18—Continued

School type and state	Final 2014–15 CCD ¹ file	After Deletions ²	After Additions (schools appearing on the district file)	Final Public School Universe (after collapsing procedure)
Maryland	1,450	1,419	1,419	1,419
Massachusetts	1,889	1,786	1,786	1,786
Michigan	3,641	3,444	3,446	3,300
Minnesota	2,535	2,272	2,273	2,061
Mississippi	1,107	1,063	1,063	1,063
Missouri	2,432	2,304	2,305	2,008
Montana	831	828	830	559
Nebraska	1,130	1,028	1,028	870
Nevada	703	663	663	663
New Hampshire	488	477	479	454
New Jersey	2,603	2,473	2,474	2,474
New Mexico	891	860	860	794
New York	4,886	4,780	4,780	4,780
North Carolina	2,654	2,616	2,620	2,620
North Dakota	529	512	512	410
Ohio	3,718	3,578	3,578	3,356
Oklahoma	1,811	1,762	1,808	1,436
Oregon	1,252	1,239	1,239	1,224
Pennsylvania	3,098	3,029	3,029	3,029
Rhode Island	307	297	297	297
South Carolina	1,276	1,230	1,231	1,231
South Dakota	722	701	701	478
Tennessee	1,884	1,787	1,787	1,787
Texas	9,367	8,881	8,881	8,881
Utah	1,050	1,003	1,003	992
Vermont	316	316	316	316
Virginia	2,223	2,071	2,072	2,072
Washington	2,429	2,283	2,283	2,249
West Virginia	766	740	740	740
Wisconsin	2,310	2,142	2,142	1,940
Wyoming	374	364	364	338
American Samoa, Guam, Northern Marianas, Puerto Rico, U.S. Virgin Islands	1,624	0	0	0

¹ CCD refers to the Common Core of Data.² Deletions include closed schools, schools in U.S. territories, DoD schools in U.S. territories and overseas, schools that were found to be ineligible or were duplicates, and schools that offered Kindergarten or less as the highest grade or taught postsecondary only.

NOTE: BIE stands for Bureau of Indian Education. DoD stands for Department of Defense.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), “Public School Frame Data File” before, during, and after frame creation activities, 2017–18.

Frame Imputations and Updates

Prior to sampling from the NTPS frame, there are certain variables that need to be updated and imputed for sampling or conducting the survey operations, such as grade range, enrollment, teacher count, free and reduced-price lunch enrollment, enrollment by race, school county code, school name, address information, and phone number. The following section outlines the steps taken to correct those variables.

If the school's grade range was missing from the CCD file, three methods were used to resolve the issue:

- taking data from the two most current previous CCD files;
- assigning a grade range based on the school's name¹⁰; and
- researching the grade range by locating the school website.

The enrollment and teacher counts were imputed for schools missing this information by applying one of the methods listed below in the following hierarchical order:

- pulling information from one of the two previous CCD files for that school; or
- extrapolating from current CCD student-teacher ratios or averages for the state and grade level.

Free and reduced-price lunch enrollment was imputed for schools missing this information by applying one of the methods listed below in the following hierarchical order:

- pulling information from one of the two previous CCD files for the school; or
- using the Predictive Mean Matching (PMM) imputation method with Poverty Ratio from the Small Area Income and Poverty Estimates (SAIPE) data. The Poverty Ratio for each District ID is calculated as follows: 'Relevant age 5 to 17 in families in poverty' divided by 'Relevant age 5 to 17 Population'; or
- calculating the average percent free or reduced-price lunch enrollment for the state or region, grade level, and collapsed locale and applying the average to the enrollment of the school.

Enrollment by race/ethnicity was imputed for schools missing this information by applying one of the methods listed below in the following hierarchical order:

- pulling information from one of the two previous CCD files for the school; or
- calculating the average percent by race or Hispanic origin for the state or region, grade level, and collapsed locale and applying the average to the total enrollment of the school.

The school's grade range was further edited to drop grades that had no enrollment or less than three students in a given grade. This procedure was not applied to schools with less than 50 students. Correction of the grade range was important for stratification.

In instances where the school name implied considerably fewer grades than it actually offered, the name was modified to eliminate inappropriate descriptions. These schools were identified by comparing the school's name to the grades currently offered. If the name differed considerably from the grade range (e.g., the name contained "High School," but the grades offered were K–12), then the name was modified accordingly.

¹⁰ The grade range assigned could be specific to a school level if the school's name was informative, or generic (typically K–12) if it was not.

Missing address information and phone numbers were filled prior to sampling.

Sample Design Goals

As part of the 2017–18 NTPS, the goals of the sample design were extensively evaluated, and the sampling methodology was modified in some areas, particularly the parts involved in generating public school state-based estimates.

The general goals of the 2017–18 NTPS sample design are summarized as follows:

- Use the 2014–15 final CCD school file as the sample frame with exceptions noted in the previous “Public and Public Charter Frame Creation” section.
- Produce national estimates of traditional public and public charter school characteristics.
- Produce national estimates of primary, middle, high, and combined schools and selected school characteristics of those schools, where combined schools are defined as those that offer both primary and high school grades.
- Produce national estimates of city, suburban, town, and rural schools and selected school characteristics of those schools.
- Produce national estimates of schools with both high and not high Free and Reduced-Price Lunch (FRPL) eligibility rates, and select characteristics of those schools, where a high FRPL eligibility rate is defined as having more than 75 percent of students eligible. FRPL eligibility is used as a proxy for poverty.
- Produce the estimates as described above with a targeted 95 percent confidence interval half width (the standard error times 1.96) of 2.5 percent for a 20 percent characteristic.

In addition, the goals of the sample design research are summarized as follows:

- Produce national estimates of schools categorized by enrollment size and selected school characteristics of those schools.
- Produce national estimates of schools categorized by participation in the free and reduced-price lunch program (four levels determined by the percentages of students and one level for schools not participating in the program) and selected school characteristics of those schools.
- Produce state level estimates.
- For these new school domains and state domains, produce the estimates with a targeted 25 percent CV for a population proportion of 20 percent, which is a weaker requirement than the 95 percent confidence interval half width of 2.5 percent mentioned above.

Sampling Methodology

The NTPS sample is not a simple random sample, but rather is a systematic probability proportionate to size (PPS) sample, where size is defined to be the square root of the full-time equivalent (FTE) number of teachers at the school. However, some types of schools were oversampled by being placed into domains to be used for this purpose. The domains were defined by:

- state
- charter status (charter or not charter)
- grade level (categorized into four groups as described below)
 - primary: lowest grade ≤ 4 and highest grade ≤ 8
 - middle: lowest grade ≥ 5 and highest grade ≤ 8
 - high: lowest grade ≥ 7 and highest grade ≥ 9
 - combined: lowest grade ≤ 6 and highest grade ≥ 9 , or school is ungraded
- urbanicity (defined by first digit of locale—categories listed below)
 - city
 - suburban
 - town
 - rural
- FRPL status (categorized into two groups as described below)
 - low (75 percent or less of enrollment eligible for free or reduced-price lunch)
 - high (more than 75 percent of enrollment eligible for free or reduced-price lunch)
- enrollment (categorized into six groups as described below)
 - enrollment < 100
 - $100 \leq \text{enrollment} < 200$
 - $200 \leq \text{enrollment} < 500$
 - $500 \leq \text{enrollment} < 750$
 - $750 \leq \text{enrollment} < 1000$
 - enrollment ≥ 1000

The oversampling rates were determined as to allow enough sample to meet the previously described goals, particularly to produce state level estimates.

Sample Sort

Prior to sampling, schools were sorted in a prescribed hierarchical order and then sampled systematically. Systemic sampling provides control over the sampling variability of the sample selected with respect to the variables in the sort routine. The higher the variable is in the sort order, the more control we have over its variability in the sample.

The sort order is as follows:

1. State Cell. This sort mechanism separates smaller states (defined as those with standard errors above 5.5 percent) from the others, within each region.
 - Connecticut
 - Maine
 - New Hampshire
 - Rhode Island
 - Vermont
 - All other states in the Northeast (except Connecticut, Maine, New Hampshire, Rhode Island, and Vermont)
 - Iowa
 - Kansas
 - Nebraska
 - North Dakota
 - South Dakota

- All other states in the Midwest (except Iowa, Kansas, Nebraska, North Dakota, and South Dakota)
 - Arkansas
 - Delaware
 - District of Columbia
 - Mississippi
 - West Virginia
 - All other states in the South (except Arkansas, Delaware, District of Columbia, Mississippi, and West Virginia)
 - Alaska
 - Hawaii
 - Idaho
 - Montana
 - Nevada
 - New Mexico
 - Oregon
 - Utah
 - Wyoming
 - All other states in the West (except Alaska, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, and Wyoming)
2. Charter status
 - charter
 - noncharter
 3. Combined grade status
 - grade level: combined
 - grade level: not combined
 4. Small school status
 - enrollment < 100
 - $100 \leq \text{enrollment} < 200$
 - enrollment ≥ 200
 5. School grade level
 - primary
 - middle
 - high
 - combined
 6. Urbanicity (collapsed locale)
 - city
 - suburban
 - town
 - rural
 7. FRPL status
 - high (more than 75 percent free or reduced-price lunch eligible)
 - medium (more than 50 up to 75 percent free or reduced-price lunch eligible)

- medium-low (more than 35 up to 50 percent free or reduced-price lunch eligible)
 - low (35 percent or less free or reduced-price lunch eligible)
8. School size categories
 - enrollment < 100
 - $100 \leq \text{enrollment} < 300$
 - $300 \leq \text{enrollment} < 500$
 - $500 \leq \text{enrollment} < 750$
 - $750 \leq \text{enrollment} < 1000$
 - enrollment ≥ 1000
 9. State
 10. FTE teachers

Sample Selection

Schools were systematically selected using a PPS algorithm. The measure of size used for the schools was the square root of the number of FTE teachers reported for each school or imputed during frame creation for sampling. Any school with a measure of size greater than the sampling interval (the inverse of the rate at which the sample is selected) was included in the sample with certainty and automatically excluded from the probability sampling operation. This means that schools with an unusually high number of teachers relative to other schools in the same domain were deemed certainty and automatically included in the sample. There are 23 public schools included with certainty in the 2017–18 NTPS sample. Overall, this sampling procedure produced a public school sample of 10,600 (1,417 public charter schools and 9,183 traditional public schools).

Table 3 shows the selected sample sizes for schools by state. Table 4 shows the selected sample sizes for schools by domain (charter status, grade level, urbanicity, poverty status, and enrollment). Note that each selected traditional public and public charter school was in sample for all three of the NTPS school-level questionnaire components (the Teacher Listing Form (TLF), School Questionnaire, and Principal Questionnaire).

Table 3. Selected sample sizes for schools, and the percentage of the frame in sample, by state: 2017–18

State	Total sampled schools	Percent of frame in sample— total and by state
Total	10,600	11.32
Alabama	123	8.16
Alaska	167	32.75
Arizona	230	9.97
Arkansas	124	12.92
California	861	8.39
Colorado	208	12.45
Connecticut	151	12.49
Delaware	95	43.58
District of Columbia	158	71.82
Florida	506	12.50
Georgia	229	9.94
Hawaii	101	34.59
Idaho	125	17.68
Illinois	329	8.39
Indiana	148	7.86
Iowa	126	10.62
Kansas	122	9.71
Kentucky	109	7.46
Louisiana	146	10.82
Maine	111	18.11
Maryland	226	15.93
Massachusetts	166	9.29
Michigan	292	8.84
Minnesota	212	10.27
Mississippi	120	11.20
Missouri	185	9.21
Montana	134	23.89
Nebraska	137	15.75
Nevada	148	22.26
New Hampshire	110	24.23
New Jersey	249	10.06
New Mexico	128	15.33
New York	528	11.05
North Carolina	256	9.70
North Dakota	114	27.01
Ohio	321	9.57
Oklahoma	134	9.31
Oregon	138	11.27
Pennsylvania	291	9.61
Rhode Island	103	34.68

See notes at end of table.

Table 3. Selected sample sizes for schools, and the percentage of the frame in sample, by state: 2017–18—Continued

State	Total sampled schools	Percent of frame in sample— total and by state
South Carolina	133	10.80
South Dakota	136	27.31
Tennessee	155	8.67
Texas	976	10.99
Utah	146	14.70
Vermont	95	30.06
Virginia	216	10.42
Washington	187	8.29
West Virginia	114	15.41
Wisconsin	163	8.39
Wyoming	118	34.81

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), "School Sample Data File," 2017–18.

Table 4. Selected sample sizes for schools and the percentage of the frame in sample, by domain: 2017–18

State	Total sampled schools	Percent of frame in sample— total and by selected domains
Total	10,600	11.32
Charter	1,417	20.78
Noncharter	9,183	10.58
Primary	4,717	9.16
Middle	1,721	12.14
High	2,789	13.67
Combined	1,373	18.11
City	3,505	13.44
Suburban	3,265	10.77
Town	1,435	11.36
Rural	2,395	9.73
High poverty	7,940	11.41
Low poverty	2,660	11.07
Enrollment: less than 100	601	7.56
Enrollment: 100 to less than 200	656	8.94
Enrollment: 200 to less than 500	3,682	10.20
Enrollment: 500 to less than 750	2,609	11.15
Enrollment: 750 to less than 1000	1,254	13.27
Enrollment: 1000 or more	1,798	19.11

SOURCE: U. S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), "Public School Sample Data File," 2017–18.

Field Sampling Activities

Once a sampled school was contacted during the screener telephone operation, the grade range was verified. Occasionally, the grade range differed considerably due to a difference in the school's actual grade range and how it was reported on the sampling frame. When a considerable difference occurred and the school reported fewer grades than expected, the sampled school was considered to have split into two or more schools. In this instance, the responding school was asked to provide a list of all of the schools that covered the sampled grade range. Consequently, one school was randomly subsampled from the list of schools covering the expected grade range. The school base weight was adjusted upward accordingly as described in chapter 8. If the school reported having more grades than expected, the respondent was interviewed, and the sampling frame was reviewed to see if the responding school corresponded to more than one sampling frame record. When this occurred, the sampled school was considered a merged school, and the base weight was adjusted downward to account for the fact that the respondent could have fallen into the sample through more than one sampling frame record.

Private School Sampling Frame Creation and Sample Selection

Private List and Area Frame Creation

For the 2017–18 cycle, the NTPS included private schools as a test. Private schools were previously surveyed during the 2011–12 Schools and Staffing Survey (SASS) cycle. The 2017–18 NTPS private school sample consisted of schools selected from a list frame and an area frame. The overall NTPS private school sample size was 4,000 schools, 3,761 of which were from the list frame and 239 from the area frame. The area frame serves as coverage improvement since the list frame is believed to yield undercoverage of private schools.

List Frame

Most of the NTPS private school sample comes from a list frame, which is constructed from matching various sources of private school lists at a national level. The foundations for the 2017–18 NTPS list frame was the 2015–16 Private School Survey (PSS) list frame and the certainty area frame.¹¹ In order to provide coverage of private schools founded since 2016 and to improve coverage of private schools existing in 2016, the Census Bureau collected membership lists during the summer of 2016 from private school associations and religious denominations. The associations were asked to list all schools meeting the PSS school definition. 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 2015–16 PSS list frame. Any school that did not match to the 2015–16 PSS list frame was added to the existing 2017–18 PSS list frame as a “list frame birth.” Schools found to be out-of-scope in the 2015–16 PSS (usually because they had closed) were deleted from the frame. This is the usual method that is followed to create a revised PSS list frame every two years. This updating process was conducted specifically for the development of the PSS list frame, but was used as the starting point for the sampling frame for NTPS private schools.

All 2015–16 PSS certainty area frame schools were included in the 2017–18 NTPS list frame. This small part was comprised of the schools found in PSUs that were selected with certainty.

¹¹ For more information about the 2017–18 PSS, please see <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019071>.

To create the NTPS sampling frame, schools with a highest grade of kindergarten, which are schools by the more expansive PSS definition but not the NTPS definition, were deleted from the frame.

Area Frame

Due to time constraints, the Census Bureau needed to begin data collection several weeks before the 2017–18 PSS area frame schools could be identified. Consequently, part of the 2015–16 PSS area frame was used as the area frame for the 2017–18 NTPS. This part is comprised of the 2015–16 PSS noncertainty area frame schools.

To create the 2015–16 PSS area frame, the United States was divided into 2,062 primary sampling units (PSUs). Each PSU consisted of a single county, independent city, or cluster of geographically contiguous areas with a minimum population of 20,000 according to population projections for 1988, which was when the PSUs were first formed. To avoid having PSUs covering too large a land area, the minimum population standard was relaxed in sparsely-populated areas.

A total of 124 distinct PSUs were in the 2015–16 PSS area sample. The eight largest PSUs were selected with certainty, and 116 additional PSUs were selected to represent the remainder of the country. These 116 PSUs are termed noncertainty since they were not selected with certainty. Area frame schools in the 2015–16 PSS in certainty PSUs were added to the 2017–18 NTPS list frame. In addition, the updated 2017–18 PSS list frame picked up some of the area frame schools. These two frames were then unduplicated, with the duplicate schools being dropped from the area frame. Schools that had kindergarten as the highest grade or that only teach adult education or postsecondary were also removed from the area frame.

The strata for selecting the PSUs were defined the same as for the previous PSS area frame design. Initially, 16 strata were created as had been done for prior cycles of PSS. The strata are defined by combinations of region (Northeast, Midwest, South, West), metro/nonmetro status¹², and high/low percentage of students enrolled in private schools within metro/nonmetro status (i.e., above or below the median enrollment within each metro/nonmetro status). The high/low cutoffs were then adjusted to set the expected variance between the two strata as similar as possible. The purpose of this was to try to lower the survey standard errors resulting from the PSU sampling.

PSS sample sizes were determined for each metro/nonmetro status within each region, proportional to the sum of the square root of the PSU's estimated PSS enrollment. Some adjustments were made so that each sample size was an even number and that sample size was evenly distributed between the high and low percent private enrollment groups. This was done in order to have an even number of cases in each stratum (with a minimum of two) for pairing purposes for the PSS or NTPS variance estimation.

Within each of the 124 PSUs, the Census Bureau attempted to find all private schools eligible for PSS as part of the PSS area frame operation. Regional office field staff created the frame by using yellow pages, local Catholic dioceses, religious institutions, local education agencies, and local government offices. Once the area search lists of schools were constructed, they were matched with the PSS list frame school universe. Schools not found on the list frame were considered part of the area frame.

¹² Metro/nonmetro indicates whether the school is part of a Metropolitan Statistical Area (MSA). MSAs are defined as a part of Core Based Statistical Areas (CBSAs) in official standards by Federal Office of Management and Budget (OMB). Note that the CBSA classification does not correspond to the urban-rural classification.

Private School Frames

The list and area frames were modified to fit the NTPS definition of a school and to meet the needs of the sampling procedure. Specifically, certain records that were expected to be ineligible for NTPS were deleted, and variables needed for sampling were imputed.

Frame Deletions

The following types of records were deleted from the PSS list and area frames to create the NTPS private school list and area frames:

From the list frame:

- schools added from the 2017–18 early childhood center (ECC) frame (a PSS operation whereby states are specifically asked for schools with kindergarten as the highest grade);
- schools from the 2015–16 PSS list frame with kindergarten as the highest grade level; and
- schools that were determined to be out-of-scope for the 2015–16 PSS list frame (e.g., closed, pre-kindergarten only, not providing classroom instruction).

From the area frame:

- schools from noncertainty PSUs of the 2015–16 PSS area frame that were added to the 2017–18 PSS list frame;
- schools with kindergarten as the highest grade level; and
- schools that were determined to be out-of-scope for the 2015–16 PSS area frame (i.e., closed, prekindergarten only, not providing classroom instruction).

Frame Variable Imputation

Although a majority of frame variables had values (as 2015–16 PSS imputed values were available), some school records were missing information needed during the school sample selection. The recoded school grade range, affiliation, and number of students variables were used for assigning the oversampling stratum and also for implicit school stratification during the private school sampling process. The number of teachers was used to form the measure of size in the private school sampling process. Finally, highest grade offered by the school was used in sorting private school records during sampling. Values were assigned for any of these variables if the data were missing in the manner described below.

The school's grade range was imputed in one of the following ways:

- using the web search to determine a school grade;
- using the school's name to assign a generic grade range;
- assigning a grade level of combined (both elementary and secondary levels), as a last resort.

The school's affiliation stratum was assigned by:

- using the web search to determine an association membership;
- using the school's name to assign a particular associated affiliation;
- assigning the rest to the "Nonsectarian-regular" category, as a last resort.

The school's student and teacher counts were imputed as following:

- using nearest (preceding) neighbor value on a sorted school list.

Sample Design Goals

The goals for the 2017–18 NTPS private school sample size allocation for the most part remained the same as the 2011–12 SASS private school goals:

- Produce detailed private school affiliation group estimates for each of the 11 affiliations.
- Produce national private sector school-level estimates (i.e., elementary, secondary, and combined).
- Produce estimates for national and regional public versus private sector comparisons.

As part of the sample allocation for 2017–18 NTPS, research was undertaken on the private school allocation. The sample was optimally allocated to affiliations and grade levels using data collection cost information and variances on selected key reporting variables from the 2011–12 SASS.

The goal of the sample allocation was to produce coefficients of variance (CVs) at the affiliation level of 30 percent or less given a population proportion of 20 percent. Exceptions were made for affiliations where this standard was believed to produce an excessive burden on the schools in the affiliation due to unusually high sampling rates. No specific CV requirements were imposed for region or grade level.

Sampling Methodology

List Frame Methodology

The NTPS private sample from a list frame is a systematic PPS sample, where size is defined to be the square root of the number of FTE teachers in the school. However, some types of schools were oversampled by being placed into domains for oversampling. The domains were defined by:

- Five-level affiliation
 - Catholic
 - Baptist/Seventh Day Adventist
 - Lutheran/Jewish/other religious
 - Nonreligious regular
 - Nonreligious special education or special emphasis
- Three-level school span
 - Elementary
 - Secondary
 - Combined
- Two-level school size
 - Large (greater than 500 students)
 - Small (less than 500 students)
- Census regions
 - Northeast
 - Midwest
 - South
 - West

Secondary schools were regarded as sufficiently important to justify oversampling to achieve reasonable precision levels, with marginal losses for other school domains. To improve the precision for secondary schools the oversampling was accomplished as follows:

- Secondary schools were sampled at a rate proportional to 3.33 times the measure of size
- Nonsectarian schools were sampled at a rate proportional to 1.43 times the measure of size (unless they were in the previous category in which case the rate was as given there)
- The other categories (neither secondary nor nonsectarian schools) were sampled at a rate proportional to 1.0 times the measure of size.

Schools were sorted in a prescribed hierarchical order and then sampled systematically. Systematic sampling provides control over the sampling variability of the sample selected with respect to the variables in the sort. The higher the variable is in the sort, the more control we have over its variability in the sample.

The sort order is as follows:

- Three-level affiliation
 - Catholic
 - Non-Catholic religious
 - Nonreligious
- Three-level school span
 - Elementary
 - Secondary
 - Combined
- Census regions
 - Northeast
 - Midwest
 - South
 - West
- Four-level urbanicity
 - City
 - Suburb
 - Town
 - Rural
- Eleven-level affiliation
 - Catholic—parochial
 - Catholic—diocesan
 - Catholic—private
 - Baptist
 - Jewish
 - Lutheran
 - Seventh-Day Adventist
 - Other religious
 - Nonsectarian—regular
 - Nonsectarian—special emphasis
 - Nonsectarian—special education
- Five-level school size
 - enrollment < 100
 - 100–199
 - 200–499
 - 500–749
 - 750+
- State
- Highest grade (All Ungraded¹³ and 1st grade through 12th grade)

¹³ Ungraded school refers to schools that serve students whose grade levels are not defined as grades 1 through 12, but serve students of an equivalent age range. For example, special education centers and alternative schools often classify their students as ungraded.

- Twelve-level urbanicity¹⁴
 - Large city
 - Midsize city
 - Small city
 - Large suburb
 - Midsize suburb
 - Small suburb
 - Fringe town
 - Distant town
 - Remote town
 - Fringe rural
 - Distant rural
 - Remote rural
- Zip code
- School enrollment
- PIN number

Following this implicit stratification, the list frame schools were systematically selected using a PPS algorithm. The measure of size used for the schools was the square root of the number of FTE teachers reported for each school or imputed during frame creation for sampling. Any school with a measure of size greater than the sampling interval (the inverse of the rate at which the sample is selected) was included in the sample with certainty and automatically excluded from the probability sampling operation. This means that schools with an unusually high number of teachers relative to other schools in the same domain were automatically included in the sample.

The private school sample size selected from the list frame was 3,761 schools. In this sample, 55 schools were included with certainty and 3,706 were noncertainty schools. Table 5 shows the allocated sample sizes for schools by selected characteristics (region, school level, and affiliation).

¹⁴ SOURCE: Office of Management and Budget (2000). Standards for Defining Metropolitan and Micropolitan Statistical Areas; Notice. Federal Register (65) No. 249.

Table 5. Allocated private school list frame sample sizes, by region, school span, and affiliation: 2017–18

Affiliation	Northeast				Midwest			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total	1032	298	413	321	757	343	238	176
Catholic—parochial	75	56	17	2	117	88	23	6
Catholic—diocesan	119	48	65	6	155	79	70	6
Catholic—private	107	12	84	11	73	9	55	9
Baptist	14	3	1	10	22	4	2	16
Jewish	178	33	81	64	15	5	8	2
Lutheran	1	1	0	0	76	51	23	2
Seventh Day Adventist	7	4	2	1	8	4	2	2
Other religious	141	54	24	63	158	63	26	69
Nonsectarian—regular	213	40	94	79	66	14	14	38
Nonsectarian—special emphasis	73	37	18	18	44	23	11	10
Nonsectarian—special education	104	10	27	67	23	3	4	16

Affiliation	South				West			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total	1240	382	238	620	732	286	226	220
Catholic—parochial	60	47	12	1	41	35	6	0
Catholic—diocesan	125	51	66	8	77	35	40	2
Catholic—private	64	9	42	13	51	8	35	8
Baptist	85	19	2	64	17	4	2	11
Jewish	25	9	10	6	27	10	15	2
Lutheran	21	15	3	3	25	15	9	1
Seventh Day Adventist	21	10	8	3	18	8	5	5
Other religious	447	106	32	309	184	62	29	93
Nonsectarian—regular	246	56	39	151	179	60	57	62
Nonsectarian—special emphasis	90	49	16	25	85	45	22	18
Nonsectarian—special education	56	11	8	37	28	4	6	18

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), "School Sample Data File," 2017–18.

Table 6 shows the number of private schools that were sampled from the list frame and the percentage of the frame that was sampled for each affiliation. Table 7 shows the number of private schools sampled from the list frame by school level and Census region as well as the percentage of the frame that was sampled within these categories.

Table 6. Number and percentage of private schools selected from the list frame, by affiliation: 2017–18

Affiliation	Number of sampled schools	Percent of list frame in sample
Total	3,761	15.4
Catholic—parochial	293	11.6
Catholic—diocesan	476	16.9
Catholic—private	295	28.7
Baptist	138	9.1
Jewish	245	25.5
Lutheran	123	10.8
Seventh Day Adventist	54	7.4
Other religious	930	12.5
Nonsectarian—regular	704	25.4
Nonsectarian—special emphasis	292	13.6
Nonsectarian—special education	211	14.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), “School Sample Data File,” 2017–18.

Table 7. The number and percentage of private schools selected from the list frame, by school level and Census region: 2017–18

School level and region	Number of sampled schools	Percent of list frame in sample
Total	3,761	15.4
School level		
Elementary	1,309	9.5
Secondary	1,115	43.9
Combined	1,337	16.4
Region		
Northeast	1,032	17.6
Midwest	757	12.8
South	1,240	15.6
West	732	15.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), “School Sample Data File,” 2017–18.

Area Frame Methodology

For NTPS 2017–18, the area frame included 477 private schools that were found in the areas (a single county, independent city, or cluster of geographically contiguous places) sampled for PSS 2015–16, excluding the areas sampled with certainty. The 2017–18 NTPS area frame sample for the private school sample is a random sample drawn from the area frame with about one half probability. After the subsampling process ran, one of the 16 PSS strata had no schools in subsample. Thus, the area frame sample only represents the other 15 PSS strata. Based on this situation, it was recommended for future cycles that if any subsampling of PSUs is necessary, it should incorporate all PSS PSU strata.

Results

Overall, the sampling procedure produced a private school sample of 4,000 schools (3,761 from the list frame schools and 239 from the area frame schools).

Note that each sampled private school was automatically in sample for the school, principal, and TLF surveys.

Various contact strategies were applied to the selected sample, including use of incentives and timing of contact to improve response rates. The effectiveness of the strategies is tested in this pilot study of private schools.

NTPS Teacher Frame and Sample Selection

Frame Creation

In the 2017–18 administration of NTPS, lists of teachers were collected from schools either electronically using a web instrument, on a paper TLF, by researching school websites, or from a file purchased from a vendor. In a change from the previous cycle, vendor purchased teacher lists were used to produce prepopulated TLFs, which allow the respondents to verify the printed information in the form and make any necessary changes. The paper TLFs were keyed by staff at the National Processing Center (NPC). Both the electronic lists and the lists keyed from paper were sampled on a weekly basis throughout the data collection period. Lists collected from the vendor and not verified by the school were sampled on a one-time basis as a last ditch effort to obtain a list of teachers from sampled schools who did not provide a list themselves.

Along with the names and email addresses of their teachers, sampled schools were asked to provide the following descriptive characteristics of each teacher:

1. teaching status: part-time or full-time; and
2. subject matter taught: special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other.

Stratification

Within each sampled school, teachers were stratified by subject. The strata include math, science, English/language arts, social studies, and other (everything else).

Sample Allocation for Public School Teachers

The goals of the public school teacher sampling were as follows:

- Stratify to ensure sufficient teachers by subject are selected to produce subject by level estimates for middle and high schools with the desired reliability (95 percent confidence interval half-width of 2.5 percent for a 20 percent characteristic).
- Select a minimum of one and a maximum of 20 teachers per school.
- Select an average of seven to nine teachers per school depending upon grade level, school size, urbanicity, and poverty status. The average teacher sample size was limited to this to avoid overburdening the schools, while allowing for a large enough teacher sample to meet the reliability requirements as discussed further in this section.
- Minimize the variance of teacher estimates within school domain by attempting a self-weighting design; that is, attempts were made to equalize the teacher weights within stratum. This constraint was relaxed to accommodate the other goals of teacher sampling.

Based on the 2015–16 NTPS public school teacher response rates, the NTPS 2017–18 average within school teacher sample sizes were set to produce estimates that met the following goals for reliability:

- For the school domains of interest (charter status, grade level, school size, urbanicity, and poverty status), set the number of teachers sampled per school so as to produce estimates with 95 percent confidence interval half-widths of 2.5 percent for a 20 percent characteristic.
- For select teacher domains of interest (school grade level by teacher race and Hispanic origin, subject, and years of experience), set the number of teachers sampled per school so as to produce estimates with 95 percent confidence interval half-widths of 2.5 percent for a 20 percent characteristic.

- For state estimates, set the number of teachers sampled per school so as to produce estimates with CVs below 30 percent (a less strict requirement than a 95 percent confidence interval half-width of 2.5 percent).

Before teachers were allocated to strata, schools were first allocated an overall number of teachers to be selected. This overall sample size was chosen to equalize the teacher weights within school domains (i.e., grade level/school size/urbanicity/poverty status). Teacher weights within stratum were not always equalized, however, due to the minimum and maximum constraints.

Table 8 provides the average number of teachers to be selected within each public school.

Table 8. Average expected number of teachers selected per public school, by school grade level, school size, urbanicity, and poverty status: 2017–18

School size (enrollment)	Urbanicity	Poverty status	Average number of teachers selected by school grade level			
			Primary	Middle	High	Combined
< 100	City	Low/Medium/High	8.170	8.782	8.782	8.170
< 100	Suburb	Low/Medium/High	8.114	8.723	8.723	8.114
< 100	Town/Rural	Low	7.049	7.116	7.760	7.181
< 100	Town/Rural	Medium	7.049	7.116	7.646	6.584
< 100	Town/Rural	High	7.049	7.116	7.996	7.769
>= 100	City	Low	7.752	8.561	8.864	7.609
>= 100	City	Medium	7.860	8.585	8.699	8.326
>= 100	City	High	8.181	8.767	9.084	8.362
>= 100	Suburb	Low	7.549	8.223	8.540	7.394
>= 100	Suburb	Medium	7.556	8.386	8.568	7.528
>= 100	Suburb	High	7.851	8.733	9.396	7.689
>= 100	Town/Rural	Low	7.184	8.001	7.987	7.116
>= 100	Town/Rural	Medium	7.161	7.818	8.069	7.454
>= 100	Town/Rural	High	7.330	7.886	8.045	7.463

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), 2017–18.

Sample Allocation for Private School Teachers

The goals of the private school teacher sampling were as follows:

- Stratify to ensure sufficient teachers by subject are selected to produce subject by level estimates for secondary schools with the desired reliability (CV less than 30 percent for a 20 percent characteristic).
- Select a minimum of one and a maximum of 20 teachers per school.
- Minimize the variance of teacher estimates within school domain by attempting a self-weighting design; that is, attempts were made to equalize the teacher weights within stratum. This constraint was relaxed to accommodate the other goals of teacher sampling.
- Select an average of three to five teachers per school depending upon affiliation, school size, and Census region. The average teacher sample size was limited to this to avoid overburdening the schools, while allowing for a large enough teacher sample to meet the reliability requirements as discussed further in this section.

Based on the 2011–12 SASS private school teacher response rates, the NTPS 2017–18 average within school teacher sample sizes were set to produce estimates that met the following goals for reliability:

- For the school domains of interest (affiliation, grade level, urbanicity, school size, Census region), set the number of teachers sampled per school so as to produce estimates with CVs below 30 percent.
- For select subject and grade level estimates, set the number of teachers sampled per school so as to produce estimates with CVs below 30 percent.

Before teachers were allocated to strata, schools were first allocated an overall number of teachers to be selected. This overall sample size was chosen to equalize the teacher weights within school domains (i.e., affiliation/school size/Census region). Teacher weights within stratum were not always equalized, however, due to the minimum and maximum constraints.

Table 9 provides the average number of teachers to be selected within each private school.

Table 9. Average expected number of teachers selected per private school, by school affiliation, school size, and Census region: 2017–18

School size (enrollment)	Census region	Average number of teachers selected by school affiliation						
		Catholic— parochial/ diocesan	Catholic— private	Baptist/ Lutheran/ Seventh- Day Adventist	Jewish	Other religious	Nonsec- tarian— regular/ special emphasis	Nonsec- tarian— special education
< 100	Northeast	3.474	3.616	3.734	4.626	4.744	3.997	3.885
< 100	Midwest	3.474	3.616	3.920	4.626	4.394	4.012	3.688
< 100	South/West	3.474	3.616	4.061	4.626	4.652	4.790	4.083
100–199	Northeast	4.070	3.768	3.861	4.626	3.651	4.579	3.351
100–199	Midwest	3.643	3.768	3.688	4.626	3.969	3.630	3.351
100–199	South/West	4.177	3.768	3.900	4.626	4.778	4.098	3.351
200–749	Northeast	3.346	3.476	4.036	4.626	3.721	4.328	4.087
200–749	Midwest	3.488	3.353	3.632	4.626	3.890	3.838	4.087
200–749	South/West	3.560	3.495	3.838	4.626	3.943	3.750	4.087
>= 750	Northeast	3.548	3.734	4.399	4.626	3.771	3.868	4.087
>= 750	Midwest	3.548	3.425	4.399	4.626	3.771	3.868	4.087
>= 750	South/West	3.548	3.227	4.399	4.626	3.771	3.868	4.087

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), 2017–18.

Sample Size Calculation

For a given school, the teacher sample size was chosen to equalize the teacher weights within a school domain. Since the school sample was selected proportional to the square root of the number of teachers in the school, an equally-weighted teacher sample within a school domain was obtained by selecting t_i teachers in school i .

$$t_i = W_i * T_i * \left(\frac{C}{Y} \right)$$

where:

- W_i is the school weight for school i (the inverse of the school selection probability).
 T_i is the number of teachers in school i , as reported on the TLF.
 C is the average teacher cluster size (see table 4-8 for public schools and table 4-9 for private schools).
 Y is the simple average of the school's base-weighted number of teachers over all schools.

Given the number of teachers selected in each school, t_i , teachers were allocated to the teacher stratum, j (where j indicates the teacher's subject), in the following manner.

$$t_{ij} = \frac{t_i * T_{ij} * K_j}{\sum_{j=A}^E (T_{ij} * K_j)}$$

where:

K_j	is the oversampling factor for the particular teacher stratum j
T_{ij}	is the number of teachers from stratum j in school i
t_{ij}	is the number of sample teachers selected from school i and teacher stratum j
j	A—Math; B—Science; C—English / Language Arts; D—Social Studies; E—Other

The values of K_j that were applied to the teacher sampling were set to 1.0 for all strata as oversampling was not thought to be necessary. The stratum sample sizes were monitored during the weekly teacher sampling to check that this assumption continued to be true. To make sure a school was not overburdened the maximum number of teachers per school was set at 20, which is more than twice the average cluster size for any given type of school. When the number of sampled teachers exceeded the maximum in a school, the sample size, t_i , was reduced proportionally in all strata to achieve a final sample size of 20 teachers for the school.

Subsampling

During the last few weeks of teacher sampling, it was determined that there was a higher than expected number of teachers sampled across both public and private schools. This was because the actual TLF response rate (with vendor lists included) was higher than the response rate assumption made when determining the expected sample sizes shown in tables 8 and 9. To adjust for this, the sample was reduced using a subsampling rate of 2 in 5 for the last three weeks of teacher sampling—that is, for every five teachers originally allotted to the teacher sample, two were kept in the sample and three were discarded—with the constraint of keeping a minimum of at least one teacher per school in the sample. Some categories of schools with lower TLF response rates (public schools that do not participate in free and reduced lunch programs; public charter schools; public schools in Alaska, the District of Columbia, and Maryland; private schools with Baptist or Seventh Day Adventist affiliation) were excluded from the subsampling. The weights of the teachers kept in sample during subsampling were subsequently increased to account for the teachers that were discarded from the sample.

Sample Selection

Within a school domain and teacher stratum, teacher records were sorted by the teacher subject, and the teacher line number code. The teacher line number is a unique number assigned to identify each teacher within the list of keyed teachers for each school. Within each teacher stratum in each school, teachers were selected systematically with equal probability. Table 10 shows the number of teachers selected in public schools and table 11 shows the number of teachers selected in private schools.

Table 10. Number of selected public school teachers in the NTPS sample, by domain and teacher stratum: 2017–18

Domain/teacher stratum	Total
Total	59,989
Math	4,648
Science	3,634
English/Language Arts	5,709
Social Studies	3,268
Other	42,730
Charter	6,909
Noncharter	53,080
Primary	23,822
Middle	10,785
High	19,081
Combined	6,301
City	20,187
Suburb	20,269
Town	7,709
Rural	11,824
Low poverty	30,060
Medium poverty	15,815
High poverty	14,116
Enrollment: less than 100	1,334
Enrollment: 100–199	2,281
Enrollment: 200–499	17,526
Enrollment: 500–749	15,370
Enrollment: 750–999	8,274
Enrollment: 1000 or more	15,204

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 11. Number of selected private school teachers in the NTPS sample, by domain and teacher stratum: 2017–18

Domain/Teacher stratum	Total
Total	9,626
Math	951
Science	707
English/Language Arts	1,074
Social Studies	600
Other	6,294
Catholic—parochial	709
Catholic—diocesan	1,275
Catholic—private	935
Baptist	337
Jewish	543
Lutheran	307
Seventh-Day Adventist	110
Other religious	2,292
Nonsectarian—regular	2,087
Nonsectarian—special emphasis	617
Nonsectarian—special education	414
Elementary	2,835
Secondary	3,167
Combined	3,624
City	3,981
Suburb	3,671
Town	590
Rural	1,384
Northeast	2,657
Midwest	1,957
South	3,244
West	1,768
Enrollment: less than 100	1,853
Enrollment: 100–199	1,796
Enrollment: 200–499	3,090
Enrollment: 500–749	1,415
Enrollment: 750 or more	1,472

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

About 13 percent of the in-scope public schools and 29 percent of the in-scope private schools did not provide teacher lists and lists could not be obtained from the vendor or the school or district refused to participate in the survey. For these schools, no teachers were selected. A separate weighting factor was created to adjust the weights to reflect the fact that some schools did not provide teacher lists. These factors may cause the overall average number of teachers per school to be slightly different from the target numbers.

To reduce the variance of teacher estimates, one goal of the teacher selection was to make the teacher sample self-weighting (i.e., have equal probabilities of selection), within teacher and school stratum, but not across strata. The goal was generally met. However, since the sample size of teachers in some schools was altered due to the minimum constraint (i.e., at least one teacher per school) or maximum constraint (i.e., no more than 20 teachers per school), this goal was not fully achieved in all schools.

Chapter 5. Data Collection

The 2017–18 National Teacher and Principal Survey (NTPS) utilized a combination of Internet reporting and mail-based methodology for questionnaires, along with telephone and in-person field follow-up. Data collection included the Teacher Listing Form (TLF), Principal Questionnaire or Private School Principal Questionnaire, School Questionnaire or Private School Questionnaire, and Teacher Questionnaire or Private School Teacher Questionnaire. At the beginning of data collection, the Census Bureau contacted sampled schools' principals by mail and e-mail, if the principal's e-mail address was available, to introduce the NTPS and ask them to complete a screener survey to verify their school's information and establish a survey coordinator. The survey coordinator or school principal was contacted again in September 2017, either by mail or in-person, and asked to provide their teachers' information in the Respondent Portal or complete a paper version of the TLF, depending on the school's characteristics. Principals and/or survey coordinators were mailed or given invitations to complete the Principal Questionnaire and the School Questionnaire using an Internet instrument.¹⁵ Once a teacher list was obtained, teachers were sampled and mailed an invitation to complete the Teacher Questionnaire using an Internet instrument; invitations to complete the Teacher Questionnaire were also sent by e-mail when a teacher's e-mail address was available. The Census Bureau mailed reminder letters and packages and sent follow-up e-mails to nonresponding schools and teachers. Telephone interviewers and field representatives contacted school staff as necessary.

¹⁵ Although the survey content varied between public and private schools, Internet survey invitations did not differentiate between the public and private versions of the forms.

Overview of Data Collection

The Census Bureau’s National Processing Center (NPC) mailed sampled public and private schools an advance letter in June and July 2017, respectively, to identify cases with invalid mailing addresses prior to the beginning of data collection. Data collection activities began in late July 2017. The Census Bureau:

- Established a survey coordinator during the screener survey;
- Collected a list of teachers, either electronically or through verification or completion of a paper TLF;
- Provided invitations to complete the Principal Questionnaire and School Questionnaire using the Internet instruments via mail, e-mail, and/or personal visit by a field representative;
- Mailed reminder letters and packages to schools;
- Sent reminder e-mails to survey coordinators and/or school principals;
- Contacted nonresponding schools by telephone or personal visit by a field representative to complete their TLF;
- Sampled teachers from the completed TLF or publicly available teacher data and mailed an invitation to complete the Teacher Questionnaire or Private School Teacher Questionnaire online;
- Sent sampled teachers with valid e-mail addresses an e-mail containing the URL and their unique User ID to complete the Teacher Questionnaire or Private School Teacher Questionnaire online;
- Mailed reminder letters and packages to sampled teachers;
- Sent reminder e-mails to sampled teachers;
- Telephoned survey nonrespondents to remind them to complete their outstanding questionnaire; and
- Contacted all nonrespondents by telephone calls or personal visits by field representatives.

Several factors were considered when deciding how best to reach school populations to encourage their response. The primary factor considered was ‘priority’ school status, which is discussed below. Other factors included type of questionnaire missing, school locale, school size, and proximity to other schools in the sample. These factors are discussed within the relevant sections of this chapter.

Priority School Indicator and Treatment

During previous administrations of the NTPS and the NTPS’s precursor, the Schools and Staffing Survey (SASS), certain school types (e.g., large schools in urban areas) had low response rates and required a high number of contacts in order to obtain complete questionnaires. Thus, the Census Bureau developed a propensity model using 2011–12 SASS data to identify schools with characteristics that correlate with a low propensity to respond and that have a significant impact on weighting. This model was re-assessed for public schools using 2015–16 NTPS data, and was then used to assign a priority flag to approximately 15 percent of public schools sampled for the 2017–18 NTPS. Westat, a contractor in support of the National Center for Education Statistics (NCES), developed a propensity model to assign a priority flag to approximately 60 percent of private schools sampled for the 2017–18 NTPS. Private priority schools were subsequently split into two groups with approximately half of the private priority schools assigned to the priority school treatment group, while the remainder served as a control group to test the effectiveness of the priority school treatment contact strategy with private schools.

The Census Bureau employed more direct contact strategies during the early phases of data collection, such as an in-person visit from a field representative, to mitigate potential low response rates for public priority schools and private priority schools in the priority school treatment group.

Use of Publicly Available Teacher Data

Obtaining a high response rate for the TLF is crucial in order to obtain a sufficient number of responses to the Teacher Questionnaire and Private School Teacher Questionnaire. In previous iterations of the SASS

and NTPS, commercial teacher data were assessed and determined to be of high quality. As a result, the Census Bureau purchased data for the sampled schools from a commercial vendor. The commercial vendor data file included the principal's name and e-mail address, as well as each teacher's name, subject matter taught, and e-mail address. In cases where commercial data for the sampled school was not available, Census Bureau staff conducted web-research to attempt to collect the principal's contact information and compile a teacher list.

The publicly available teacher data, including both the commercial teacher data and the data obtained through web-research, were first used to pre-populate the paper TLF. Respondents were asked to verify the printed information on the form and make any necessary changes. The pre-populated paper TLFs were used in the field operations and for select mail-outs to public schools, but were not used for private schools.

The Census Bureau sampled teachers from the publicly available teacher data for public and private schools that did not complete their TLF. Teachers were not sampled from publicly available data for schools that explicitly refused to participate in the survey.

Internet Questionnaire Instruments

Internet instruments were utilized for multiple purposes throughout data collection. More specifically, there were four distinct Internet instruments, including the Respondent Portal, Principal Questionnaire, School Questionnaire, and Teacher Questionnaire. Each respondent received an individual User ID. Upon login, a four-digit PIN, which served as the password upon subsequent visits, was also generated and displayed to the respondent. Respondents had the opportunity to select a security question that would allow them to reset their PIN if necessary. A PIN could also be reset by contacting the Census Bureau; however, there was a slight delay to complete a PIN reset and data were not retained if a PIN was reset in this manner.

Respondent Portal

The NTPS Respondent Portal is an Internet application that the Census Bureau designed to serve many functions for sampled schools and telephone interviewers. School respondents were able to complete the screener survey, upload their teacher list or enter teacher information manually, view the status of questionnaires, and request replacement paper questionnaires. They were also able to access NTPS resources, such as responses to frequently asked questions, graphs and tables containing data from previous survey iterations, sample reminder e-mail text to send to sampled teachers, and a list of educational associations that endorse the survey. Interviewers could use the Respondent Portal for the same purposes as the school, with the exception of uploading a teacher list.

Principal, School, and Teacher Questionnaires

Almost all respondents were initially asked to complete their Principal Questionnaire, School Questionnaire, or Teacher Questionnaire using the Internet instruments. The same survey instruments were used for both public and private schools; however, the questions varied by school type and were pre-determined via a variable on the instruments' input files.

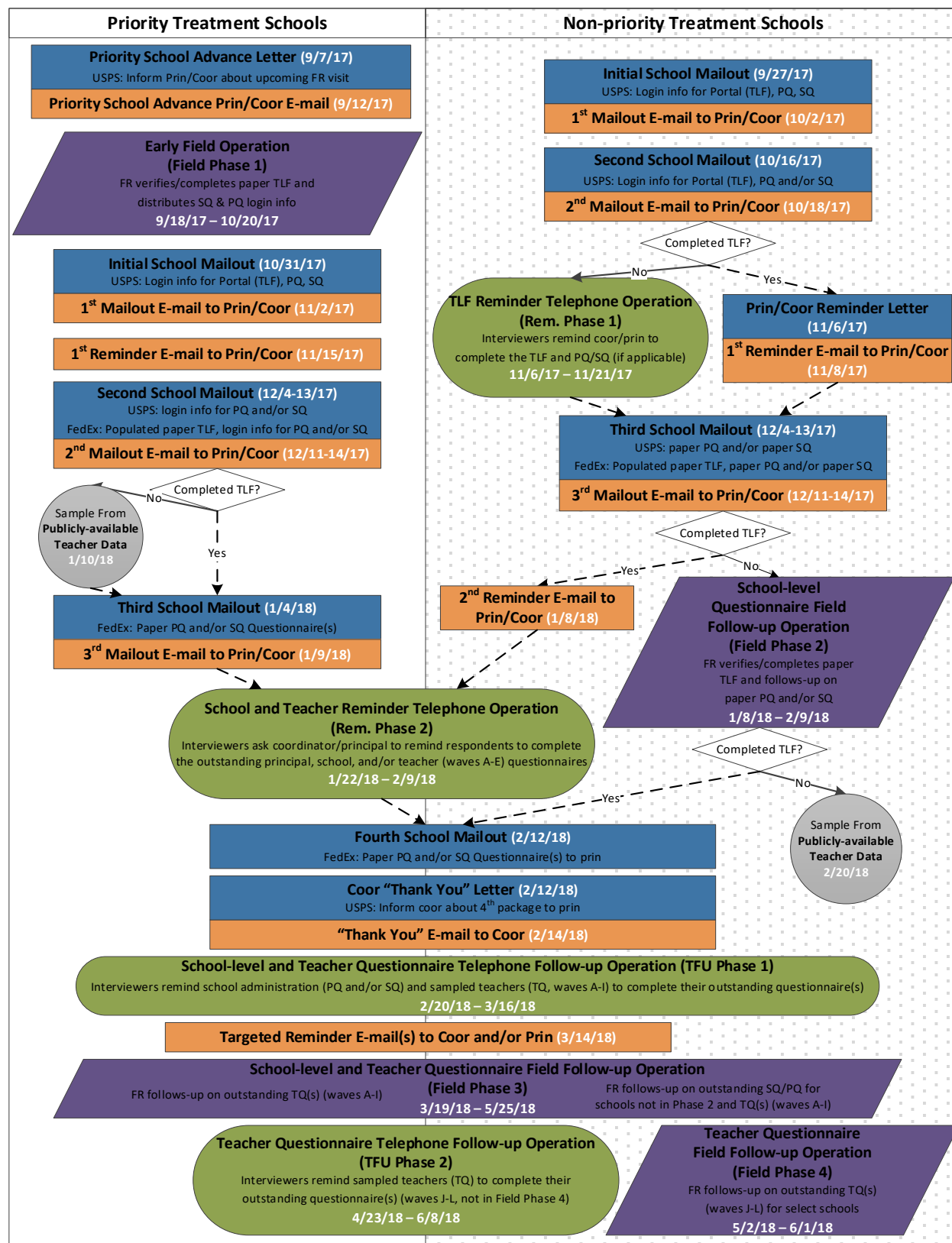
Overall Timing of Data Collection

The 2017–18 NTPS principal, school, and teacher data were collected during the 2017–18 school year. Table 12 summarizes the specific data collection activities for schools, with and without the priority treatment, and the month(s) when each activity occurred. Figure 1 also shows the data collection operations and the school populations that they were intended to reach. The advance letter and screener activities included in table 12 are not included in figure 1, as they were conducted for all schools. Details pertaining to the flow of cases into each operation and the response rates by questionnaire type are presented later in this chapter.

Table 12. Data collection time schedule for schools: 2017–18

Activity	Month of activity
School-level questionnaire collection for priority and nonpriority treatment schools	
Advance letters mailed to schools to verify school name and address	Jun.–Jul. 2017
Screener survey invitation sent to school principals	Jul. 2017
Screener reminder e-mail sent to school principals	Aug. 2017
Telephone screener follow-up operation to verify school information and establish a survey coordinator	Aug. 2017
Completed questionnaires accepted through the Internet instruments and by mail	Sep. 2017–Jul. 2018
School-level questionnaire collection for priority treatment schools	
Priority school advance letter mailed to the survey coordinator or school principal informing them that a local field representative would contact them about the survey	Sep. 2017
Field operation to collect or verify the Teacher Listing Form (TLF) and to provide survey invitations for the Principal Questionnaire and School Questionnaire	Sep–Oct. 2017
Initial school package mailed to the survey coordinator or the school principal	Oct. 2017
Reminder e-mail sent to the survey coordinator or the school principal	Nov. 2017
Second school package sent via mail or FedEx to the survey coordinator or the school principal	Dec. 2017
Third school package sent via FedEx to the survey coordinator or the school principal	Jan. 2018
School-level questionnaire collection for nonpriority treatment schools	
Initial school package mailed to the survey coordinator or the school principal	Sep. 2017
Second school package mailed to the survey coordinator or the school principal	Oct. 2017
Reminder letter sent to the survey coordinator or the school principal of schools that had completed the TLF	Nov. 2017
Telephone reminder operation for school-level questionnaires for schools that had not completed the TLF	Nov. 2017
Third school package sent via mail or FedEx to the survey coordinator or the school principal	Dec. 2017
Reminder e-mail sent to the survey coordinator or school principal of schools that had completed the TLF	Jan. 2018
Field nonresponse follow-up operation for schools that had not completed the TLF	Jan.–Feb. 2018
Teacher Questionnaire collection	
Teachers sampled and invitations to complete the Internet-based Teacher Questionnaires or paper Teacher Questionnaires mailed to survey coordinators or individual teachers	Nov. 2017–Apr. 2018
Second teacher package mailed to survey coordinators or individual teachers	Dec. 2017–Apr. 2018
Third teacher package mailed directly to all nonresponding teachers	Dec. 2017–May 2018
Fourth teacher package mailed directly to all nonresponding teachers	Jan. 2018–May 2018
Targeted reminder e-mail sent to teachers to remind them to complete their Teacher Questionnaire or Private School Teacher Questionnaire	Mar.–Jun. 2018
School-level and teacher questionnaire follow-up for priority and nonpriority treatment schools	
Telephone reminder operation to remind survey coordinators or school principals to complete and return the questionnaires	Jan.–Feb. 2018
Letter mailed to survey coordinators alerting them that follow-up will continue directly with the individual respondents	Feb. 2018
Fourth school package sent via FedEx to school principals	Feb. 2018
Telephone nonresponse follow-up operation to remind nonrespondents to complete their questionnaire	Feb.–Mar. 2018
Targeted reminder e-mail sent to survey coordinators and/or school principals for the Principal Questionnaire or Private School Principal Questionnaire and/or School Questionnaire or Private School Questionnaire	Mar. 2018
Field nonresponse follow-up operation for school-level and teacher questionnaires	Mar.–May 2018
Telephone nonresponse follow-up for late-sampled teachers not included in other follow-up operations	Apr.–Jun. 2018
Field nonresponse follow-up operation for Teacher Questionnaires in select schools	May–Jun. 2018
Close-out school-level data collection	Jul. 2018
Close-out teacher data collection	Aug. 2018

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Figure 1. National Teacher and Principal Survey school-level data collection operations: 2017–18

NOTE: Figure is color-coded by type of activity: mail-outs are in blue; telephone operations are in green; publicly available teacher data sampling operations are in gray; in-person field follow-up operations are in purple; and e-mails are in orange. Teacher Listing Form, Principal Questionnaire, School Questionnaire, and Teacher Questionnaire are abbreviated as TLF, PQ, SQ, and TQ, respectively. "Prin/Coor" indicates that materials were addressed to a principal or school coordinator. Telephone Follow-up Operation is abbreviated as TFU. Teachers were part of one of waves A through L based on when they were sampled.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Details of Data Collection

Advance Contact with Special Permission Districts

Some school districts require researchers to submit an application to conduct research in their schools. An outside contractor, Avar Consulting, Inc., contacted 241 known special permission districts and submitted applications to conduct the NTPS. Avar Consulting did not contact districts that were not accepting research applications for the 2017–18 school year or that verbally refused prior to receiving the application. These efforts began in March 2017 and continued through October 2017; the NCES continued to follow-up with high-impact special permission districts (i.e., large districts whose schools' participation was critical to the success of the survey) through February 2018. Applications were submitted electronically or by mail, depending on the district's application process. Application packages generally included a cover letter, a proposal for research, a research application, and copies of the NTPS questionnaires. Other required forms, such as the Project Officer's resume, a consent form, and an IRB Exemption form, were included for some districts. Districts were provided the names of their schools in sample, by request, after signing an affidavit of nondisclosure.

Once approval was obtained, the Census Bureau followed any individual requirements the districts had established for contacting their schools. These included, but were not limited to, obtaining the principals' consent, including approval correspondence in the schools' mailings, and refraining from contacting the schools during specific time periods.

The background, methods, and findings of this operation are reported in "Appendix D. Report on Results of Special Permission Districts."

Preliminary Contacts with School Principals

School principals were contacted during the summer of 2017, prior to the beginning of data collection for the school-level questionnaires, to verify school information and establish a survey coordinator.

Advance Letter

The Census Bureau's NPC mailed an advance letter to sampled public schools on June 19, 2017, and to sampled private schools on July 7, 2017. The letter briefly introduced the NTPS, alerted the principals that their school had been selected to participate, and asked them to contact the U.S. Census Bureau if their school's name or address were incorrect. Name and address corrections received by mail and telephone were applied to the sample file prior to the initial mail-out in the fall. In addition, staff researched and corrected addresses and telephone numbers for schools that had their letters marked as undeliverable and returned without an address correction by the United States Postal Service (USPS).

Screener Survey

The NPC mailed a screener survey invitation letter to school principals on July 28, 2017, using USPS First Class Mail. The letter introduced the NTPS and asked the principal to complete the screener survey, either by logging into the Respondent Portal or calling the Census Bureau. The principal was also sent an e-mail containing the link to the Respondent Portal and their User ID, if their e-mail address was publicly available.

The Census Bureau's Hagerstown Contact Center (HCC) in Hagerstown, MD, accepted incoming telephone calls in response to the screener survey invitation letter and subsequently contacted schools that had not completed the screener survey from August 9 through August 31, 2017. The HCC interviewers used WebCATI, a web-based call scheduling application developed by the Census Bureau, to schedule the screener telephone follow-up operation phone call and record the outcome of each call attempt. HCC interviewers completed the screener survey on the respondents' behalf using the Respondent Portal.

The screener survey served two purposes: verifying basic information to ensure the school was in-scope for the NTPS and establishing a survey coordinator. To verify basic information, the screener survey items first confirmed the school's name, principal's name, and both the physical and mailing addresses; respondents were asked to update any information that was incorrect. Next, the expected school type (i.e., public, private, or charter) was verified. If the school's type was not as expected, the respondent was given the option to update with one of six categories: public school, private school, charter school, home school, web based or virtual school, or Bureau of Indian Education (BIE) school.¹⁶ Schools that were sampled as public or charter remained in scope for the survey if the respondent indicated that they were a public school, charter school, BIE school, or web based or virtual school. Schools that were sampled as private remained in scope for the survey if the respondent indicated that they were a private school or web based or virtual school. Home schools were out-of-scope for the NTPS.

Next, the screener survey items verified the school's grade range, allowing the respondent to update the low and high grades offered if they differed from the information contained in the sample file. If the school did not provide instruction to students in at least one of grades one to twelve, or the ungraded equivalent, the school was considered out-of-scope for the NTPS. If the grade range differed entirely or significantly from the expected grade range, then the interviewer asked follow-up questions to determine whether the school had split into multiple schools. Interviewers referred cases in which the sampled grade range was served by multiple schools to supervisory staff. These cases were researched and one of the schools was randomly selected to participate in the survey.

Finally, the screener survey items established a survey coordinator. The role of the survey coordinator was to serve as the primary contact person at the school. The respondent was asked to provide the survey coordinator's name, title, school e-mail address, work phone number, and best time to be reached. A survey coordinator's duties included facilitating data collection by distributing survey invitations and questionnaires to the appropriate staff, reminding the staff to complete their surveys, and collecting the paper questionnaires, if applicable, to return to the U.S. Census Bureau. Approximately 43.2 percent of the survey coordinators were the principal or school head; 20.1 percent were the school secretary, receptionist, or other office staff; 8.3 percent were an administrative or executive assistant; and 6.0 percent were an assistant principal or other administrator. The remaining 22.4 percent of survey coordinators were other school or district staff with titles reported at low frequencies.

Early Field Operation for Priority Treatment Schools (Field Phase 1)

As discussed previously, a propensity model was used to assign priority status to a subsample of public and private schools selected for the 2017–18 NTPS. Since this approach was new for private schools, the private priority schools were split between the priority and nonpriority school treatment groups to allow evaluation of the effectiveness of the operation. The Census Bureau employed more direct contact strategies for public priority schools and for private priority schools in the priority school treatment group.

The NPC mailed an advance letter to survey coordinators or school principals of public and private schools in the priority school treatment group on September 7, 2017. The letter informed the principal or coordinator that a local field representative would contact them about the NTPS, provide survey materials, and answer any questions they had about the survey. The survey coordinator and school principal were also sent an e-mail containing the same information, if their e-mail address(es) were available.

¹⁶ Definitions of school types are provided in "Appendix A. Key Terms for NTPS."

The early field operation occurred from September 18 through October 20, 2017. The primary purpose of this operation was to verify or complete the TLF so that teachers could be sampled for the Teacher Questionnaire. Trained field representatives contacted survey coordinators or school principals via personal visits and/or telephone calls. The field representative provided the pre-populated or blank paper TLF to the appropriate respondent. The field representative was available to assist school staff in completing the form, either by walking through the form with the respondent, verifying/completing the form using a printed list of teachers, or verifying/completing the form using information available on the school's website.

The field representative also provided the invitations to complete the online School Questionnaire and Principal Questionnaire to the survey coordinator or school principal. The invitations included an overview of the NTPS, the survey's web address, and the school or principal's unique User ID.

The field representative made additional contacts via telephone calls and/or personal visits to obtain the completed TLF or to verify that the respondent returned it by mail. Each time field representatives contacted a respondent, they updated the outcome code for the appropriate questionnaire(s) and entered any applicable notes in the case management system on their laptop computer.

Schools in the priority treatment group that did not complete their TLF, School Questionnaire, and/or Principal Questionnaire were subsequently contacted by mail, e-mail, and telephone.

Mail-outs and E-mails of School-level Survey Invitations and Questionnaires

Initial Mail-out and Corresponding E-mails

The NPC mailed the initial school packages to survey coordinators or principals of nonpriority treatment schools on September 27, 2017, using USPS First Class Mail. The package contained a letter and three individually-sealed envelopes. The letter introduced the survey to the survey coordinator or school principal and provided instructions for distributing the envelopes. The envelopes contained:

- an invitation to complete the TLF using the Respondent Portal;¹⁷
- an invitation to complete the School Questionnaire using the Internet instrument; and
- an invitation to complete the Principal Questionnaire using the Internet instrument.

The NPC sent corresponding e-mail(s) to the survey coordinator and/or school principal, if their e-mail address(es) were available, on October 2, 2017. The e-mail(s) alerted the survey coordinator and/or school principal that the package had been mailed and provided the appropriate recipient with a web link and User ID to complete their questionnaire(s) online.

The NPC mailed the initial school package to Amish and Mennonite schools on September 27, 2017, using USPS First Class Mail. The package contained a modified version of the initial letter that provided a mailing address to which respondents could write with questions about the survey. The package contained a paper version of the TLF with fewer pages than the traditional form, a paper Private School Principal Questionnaire, a paper Private School Questionnaire, and three return envelopes.

The NPC mailed the initial school packages to survey coordinators or principals of schools in the priority school treatment group that had not completed the TLF, Principal Questionnaire, and/or School Questionnaire on October 31, 2017, using USPS First Class Mail. The package was nearly identical to the initial package for nonpriority treatment schools, except that the letter stated that the enclosed envelopes should be discarded if the questionnaires had already been completed. The NPC sent corresponding

¹⁷ A small number of schools completed the TLF in the Respondent Portal after completing the screener survey. These schools were sent a version of the initial package that did not contain the request to complete the TLF.

e-mail(s) to the survey coordinator and/or school principal, if their e-mail address was available or provided, on November 2, 2017.

The NPC sent reminder e-mail(s) to the survey coordinator and/or principal of priority treatment schools, if their e-mail address was available, on November 15, 2017. The e-mail(s) were tailored to reflect the questionnaire(s) outstanding and sent to the appropriate recipient with a web link and User ID to complete their questionnaire online.

Paper Questionnaire Requests

Survey coordinators and school principals were able to enter requests for paper questionnaires into the Respondent Portal. In addition, telephone interviewers could enter requests for paper questionnaires in the Respondent Portal on behalf of respondents who called the telephone questionnaire assistance line or who received a reminder call as part of the telephone follow-up operations. The NPC mailed the replacement questionnaires, along with a cover letter and a postage-paid envelope, within approximately 14 days of the request.

Second Mail-out, Reminder Letter, and Corresponding E-mails

The NPC sent a second package of school-level survey materials to nonpriority treatment schools with one or more questionnaires outstanding on October 16, 2017. The package was addressed to the survey coordinator or school principal and was sent via USPS First Class Mail. The package contained a letter to the survey coordinator or principal and individually-sealed envelopes with replacement invitations to complete the TLF, Principal Questionnaire, and/or School Questionnaire online. The NPC sent corresponding reminder e-mail(s) to the survey coordinator and/or school principal, if their e-mail address(es) were available, on October 18, 2017. The e-mail(s) referenced the mail package, were tailored to reflect the questionnaire(s) outstanding, and were sent to the appropriate recipient with a web link and User ID to complete the TLF or questionnaire online.

The NPC mailed the second school package to Amish and Mennonite schools on October 16, 2017, using USPS First Class Mail. The package contained a modified version of the letter, a shortened paper TLF, a paper Private School Principal Questionnaire, a paper Private School Questionnaire, and a return envelope for each questionnaire enclosed.

The NPC sent a reminder letter to the survey coordinator or principal of nonpriority treatment schools that had completed the TLF but had not completed the Principal and/or School Questionnaire on November 6, 2017. The letter thanked the respondent for completing the TLF and asked them to remind the appropriate staff to complete the Principal and/or School Questionnaire(s) online. The NPC sent a corresponding reminder e-mail to the survey coordinator and/or school principal on November 8, 2017. The reminder e-mail(s) provided the appropriate recipient with the web link and User ID to complete their questionnaire(s) online. Schools that had not completed their TLF were contacted by phone, during the TLF reminder telephone operation, rather than by mail. That operation is described later in this chapter.

The NPC sent a second package of school-level survey materials to survey coordinators or principals of priority treatment schools with one or more questionnaires outstanding on a flow basis, as packages were prepared, from December 4 through December 13, 2017. The package contained a letter to the survey coordinator or principal and individually-sealed envelopes with replacement invitations to complete the Principal and/or School Questionnaire online. If the TLF had not been completed, the package also contained a pre-populated or blank paper TLF and was sent via FedEx. If the TLF had been completed, the package was sent via USPS First Class Mail.

The NPC sent corresponding reminder e-mail(s) to the survey coordinator and/or principal of priority treatment schools, if their e-mail address(es) were available or provided, from December 11 through December 14, 2017, as school packages were sent out. The e-mail(s) referenced the packages sent and

were tailored to reflect the questionnaire(s) outstanding. Web links and User IDs were provided for the School and Principal Questionnaires, and for the TLF for schools that were sent a blank paper TLF. Schools that were sent a pre-populated TLF were not given the web link and User ID to complete the TLF online; instead, they were asked to verify and return their paper TLF because the pre-populated TLF could not be completed electronically.

Third Mail-out and Corresponding E-mails

The NPC sent a third package of school-level survey materials to survey coordinators or principals of nonpriority treatment schools with one or more questionnaires outstanding on a flow basis, as packages were prepared, from December 4 through December 13, 2017. The package contained a reminder letter and paper questionnaire(s), including a pre-populated or blank TLF, a Principal Questionnaire or Private School Principal Questionnaire, and/or a School Questionnaire or Private School Questionnaire. If the package contained the TLF, it was sent via FedEx; otherwise, it was sent via USPS First Class Mail.

The NPC sent reminder e-mail(s) to the survey coordinator and/or school principal, if their e-mail address(es) were available, from December 11 through December 14, 2017, as school packages were sent out. The e-mail(s) referenced the mailed packages and provided the web link and User ID for the Respondent Portal so that school staff could check the status of their questionnaires.

The NPC mailed the third school package to Amish and Mennonite schools on December 4, 2017, using USPS First Class Mail. The package contained a modified version of the letter, a shortened paper TLF, a paper Private School Principal Questionnaire, a paper Private School Questionnaire, and a return envelope for each questionnaire enclosed.

The NPC sent reminder e-mail(s) to the survey coordinator and/or principal of nonpriority treatment schools that had completed their TLF on January 8, 2018. The e-mail(s) reminded the survey coordinator and/or school principal to complete the School Questionnaire and Principal Questionnaire, and provided the web link and their User ID. Schools that had not completed their TLF were included in the school-level questionnaire field operation, which is described later in this chapter.

The NPC sent a third package of school-level survey materials to survey coordinators or principals of priority treatment schools with an outstanding Principal Questionnaire or School Questionnaire on January 4, 2018, via FedEx. The package contained a reminder letter, a paper Principal Questionnaire or Private School Principal Questionnaire, and/or a paper School Questionnaire or Private School Questionnaire. The TLF was not included in this package because there was not sufficient time for it to be completed and returned before the publicly available teacher data were used for teacher sampling for priority treatment schools. The NPC sent a corresponding reminder e-mail to the survey coordinator or principal on January 9, 2018, informing them that a package of outstanding questionnaire(s) had been sent via FedEx.

Fourth Mail-out and Corresponding E-mails

The NPC sent the fourth school package directly to the school principal of both priority and nonpriority treatment schools on February 12, 2018. The package contained a letter and the outstanding Principal Questionnaire and/or School Questionnaire. At the same time, the NPC mailed a letter to survey coordinators in schools with one or more outstanding questionnaires. The letter thanked the survey coordinator for their help and alerted them that the Census Bureau would begin following-up with the individual survey respondents, which could include principals and/or teachers. The NPC sent a corresponding e-mail to the survey coordinator on February 14, 2018.

The NPC mailed the fourth school package to Amish and Mennonite schools on February 12, 2018, using USPS First Class Mail. The package contained a modified version of the letter, replacement copies of the Private School Principal Questionnaire and/or Private School Questionnaire, and a return envelope for each questionnaire enclosed.

Targeted Reminder E-mails

The NPC sent reminder e-mails to survey coordinators and/or school principals of both priority and nonpriority treatment schools on March 14, 2018. The e-mails included targeted text to reflect the importance of the school's help to allow the NTPS to produce representative data for their school's level, state, and locale type (i.e., city, suburban, town, or rural). The reminder e-mails for public schools included select findings from the 2015–16 NTPS. The reminder e-mails for private schools did not include data points because private schools were not included in the 2015–16 NTPS.

Mail-outs and E-mails of Teacher Survey Invitations and Questionnaires

Teachers were sampled for the survey on a flow basis as TLFs were received and processed by NPC staff. In order to reduce the burden on NPC staff and adjust the mail schedule for holidays, weekly teacher samples were consolidated into 12 waves, referred to as waves A through L. In addition to name and subject matter taught, the TLF requested each teacher's e-mail address. Teachers were contacted by e-mail, as well as by mail, when their e-mail address was available. Teachers received up to four mail-outs and five e-mails. Table 13 provides the mail dates for each teacher wave, as well as the public and private teacher sample sizes and unweighted response rates. Each contact is described in the sections below.

Table 13. Teacher mail-out schedule, with sample sizes and unweighted response rates: 2017–18

Mail-out wave	Initial mail-out date	Second mail-out date	Third mail-out date	Fourth mail-out date	Targeted follow-up e-mail date	Teacher sample size		Unweighted response rate	
						Public	Private	Public	Private
A	11/13/17	12/5/17	12/27/17	1/18/18	3/14/18	9	330	44.4	85.8
B	11/27/17	12/19/17	1/10/18	2/1/18	3/14/18	37	1,122	80.6	81.5
C	12/11/17	1/2/18	1/24/18	2/15/18	3/14/18	3,825	644	73.9	76.8
D	1/2/18	1/23/18	2/14/18	3/8/18	3/27/18	17,293	2,610	88.3	89.5
E	1/16/18	2/6/18	2/28/18	3/22/18	4/10/18	4,329	644	89.1	86.2
F	1/30/18	2/20/18	3/14/18	4/5/18	4/24/18	5,781	894	85.9	87.0
G	2/6/18	2/27/18	3/21/18	4/12/18	5/1/18	8,968	1,351	75.8	64.8
H & I	2/12/18	3/6/18	3/28/18	4/19/18	5/8/18	1,091	92	82.7	71.4
J	2/26/18	3/20/18	4/11/18	5/3/18	5/22/18	6,955	639	83.8	75.4
K	3/12/18	4/3/18	4/25/18	5/17/18	6/5/18	1,989	188	77.0	79.8
L	4/6/18	4/24/18	5/9/18	5/24/18	6/6/18	9,712	1,112	62.6	61.9
Total						59,989	9,626	80.4	79.3

NOTE: Unweighted response rates do not include final completeness checks. Waves H and I followed the same mail-out schedule.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Teacher Control Database," 2017–18.

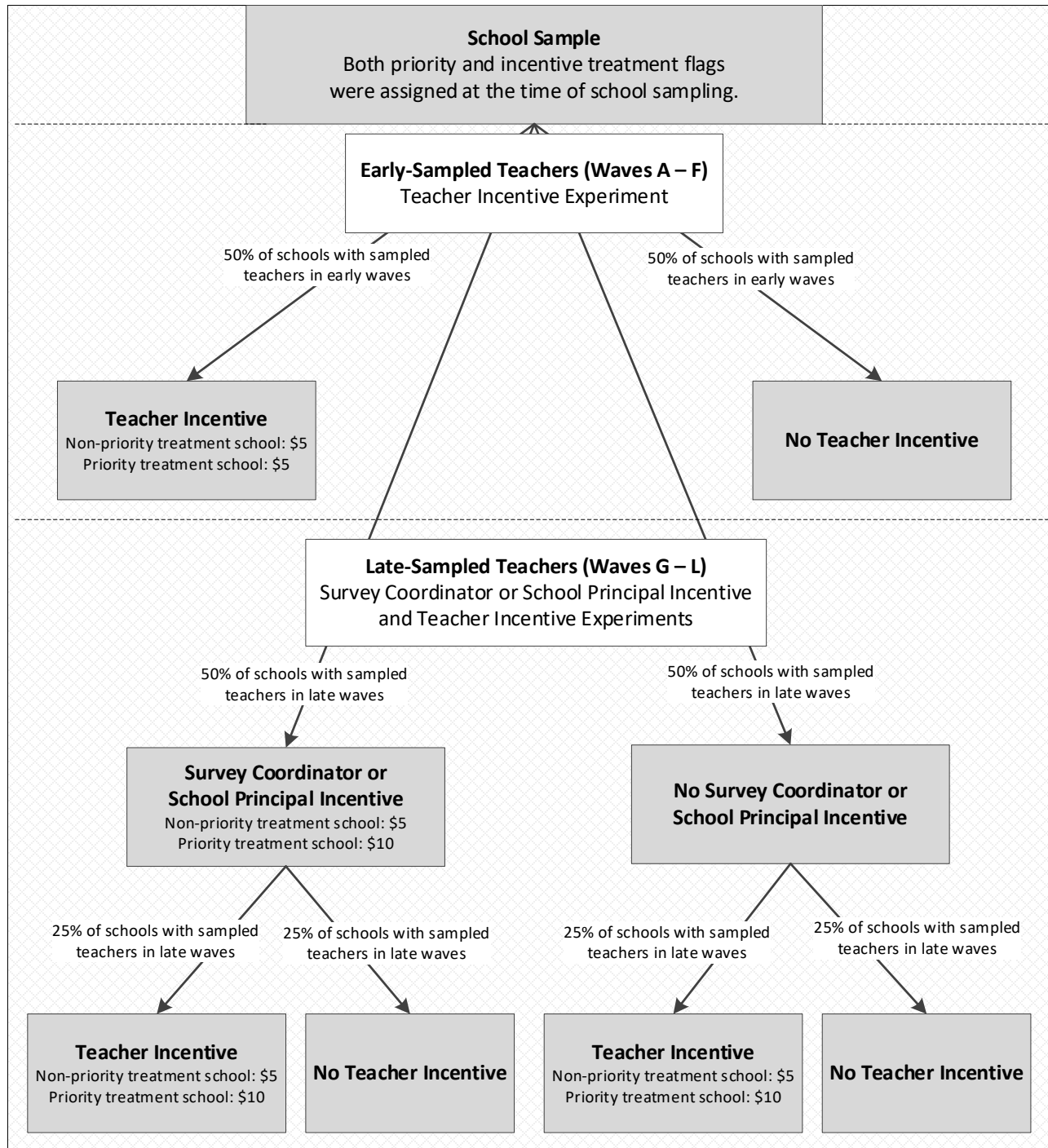
Initial Teacher Mail-out and E-mail

The NPC generally mailed the initial teacher packages on Mondays, from November 13, 2017, through April 6, 2018, via USPS First Class Mail. If a survey coordinator had been established, the initial teacher packages were sent to the survey coordinator with a letter that described the purpose of the Teacher Questionnaire and asked the coordinator to distribute the enclosed packages to the selected teachers. If a survey coordinator had not been established, the packaging of the teacher invitations depended on whether the teachers were considered to be early-sampled or late-sampled. Teachers in waves A through F were considered early-sampled and the NPC mailed the teacher invitations directly to sampled teachers in schools without a coordinator. Teachers in waves G through L were considered late-sampled and the teacher packages were mailed to the school principal to distribute to the selected teachers. If the survey coordinator's or school principal's e-mail address was available, a corresponding e-mail was sent to alert them that a package had been mailed to them.

Each teacher received an individually-sealed envelope containing an invitation to complete the Teacher Questionnaire over the Internet. Teachers for whom an e-mail address was available were sent an e-mail about three days after their package was mailed. Both the mailed survey invitation and the e-mail introduced the survey, included the URL or the hyperlink, and provided the respondent's unique User ID.

There were two incentive experiments that impacted the initial teacher mail-out: a teacher incentive experiment and a survey coordinator or school principal incentive experiment. Figure 2 illustrates the distribution of schools and sampled teachers within the experimental treatment groups as well as the interaction between the two experiments.

Figure 2. National Teacher and Principal Survey (NTPS) teacher and survey coordinator incentive experiments diagram: 2017–18



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

In order to test the impact of offering a monetary incentive to teachers on Teacher Questionnaire response rates, a cash incentive was included in the initial package for approximately half of the sampled teachers. Incentive treatment groups were assigned at the school level, so all teachers within a school received the same treatment (i.e., all teachers received an incentive or no teachers received an incentive). All early-sampled teachers in the incentive treatment group received a \$5 cash incentive. The incentive amount varied by priority treatment status for late-sampled teachers: those in priority treatment schools received a \$10 cash incentive, while those in nonpriority treatment schools received a \$5 cash incentive. The results of the teacher incentive experiment are briefly discussed at the end of this chapter.

A second experiment was conducted to test the impact of offering a monetary incentive to the survey coordinator or school principal on Teacher Questionnaire response rates for late-sampled teachers. If a survey coordinator had not been established, the school principal was treated as the survey coordinator. Approximately half of survey coordinators or school principals received a cash incentive with the initial teacher packages. The incentive amount varied by priority treatment status: survey coordinators or school principals in priority treatment schools received a \$10 cash incentive; survey coordinators or school principals in nonpriority treatment schools received a \$5 cash incentive. The results of the survey coordinator or school principal incentive experiment are briefly discussed at the end of this chapter.

Teachers sampled from Amish and Mennonite schools were sent a modified version of the teacher letter along with a paper Private School Teacher Questionnaire and a return envelope. Amish and Mennonite school teachers were not included in the teacher incentive experiment.

Second Teacher Mail-out and E-mail

The NPC mailed the second teacher packages on a flow basis approximately three weeks after the initial teacher package was mailed, from December 5, 2017, through April 24, 2018. The second teacher packages were mailed to the survey coordinator, if a survey coordinator had been established, with a letter asking the coordinator to distribute the enclosed envelopes and remind the teachers to complete their Teacher Questionnaire online. If a survey coordinator had not been established, the second teacher packages were either mailed directly to the sampled teachers (early-sampled teachers) or to the school principal (late-sampled teachers).

Each teacher received an individually-sealed envelope containing a second invitation to complete the Teacher Questionnaire over the Internet. Teachers with a valid e-mail address were also sent a reminder e-mail with the hyperlink to the survey and their unique User ID.

Teachers sampled from Amish and Mennonite schools were sent a modified letter, a replacement paper Private School Teacher Questionnaire, and a return envelope.

Requested Paper Questionnaires (Remails)

Survey coordinators were able to request a paper Teacher Questionnaire or Private School Teacher Questionnaire for teachers who preferred to complete a paper form or needed a replacement questionnaire using the Respondent Portal. Survey coordinators and individual respondents could also request a paper questionnaire by phone, either by calling the toll-free number or during the telephone reminder and nonresponse follow-up operations. The NPC mailed the replacement questionnaires within approximately 14 days of the request.

Third Teacher Mail-out and E-mail

The NPC mailed the third teacher packages on a flow basis, via USPS First Class Mail, approximately three weeks after the second package, from December 27, 2017, through May 9, 2018. All nonresponding

teachers were sent a paper Teacher Questionnaire or Private School Teacher Questionnaire during the third mailing. The NPC mailed the teacher packages directly to the sampled teachers at the school's address, regardless of whether a survey coordinator was established. Teachers for whom an e-mail address was available were also sent an e-mail that asked them to complete the paper questionnaire or to complete their survey online using the hyperlink and User ID provided.

A third incentive experiment was conducted as part of a contingency plan for late-sampled teachers in domains with low response rates. Teachers identified for the contingency plan incentive received either a \$10 (nonpriority treatment school) or \$20 (priority treatment school) cash incentive in their third mail package. Teachers were identified for the contingency plan at the school level, so all teachers within a school received the same treatment. In addition, responding teachers in schools where one or more teachers received the contingency incentive were sent a thank you letter containing the same monetary amount sent to the nonresponding teachers in their school. The results of the contingency plan incentive experiment are briefly discussed at the end of this chapter.

The third teacher package envelope for public school teachers in the last mail-out wave featured a statement designed to increase the response rate for these late-sampled teachers. The following message was printed under the labeling window in bold black font: "Public school teachers spent an average of 53 hours per week on teaching and school-related activities during the 2015–16 school year." The following question was printed underneath, in slightly larger, bold, red font: "What about you?"

Teachers sampled from Amish and Mennonite schools were sent a modified letter, a third paper Private School Teacher Questionnaire, and a return envelope. Amish and Mennonite school teachers were not included in the teacher contingency plan incentive experiment.

Fourth Teacher Mail-out and E-mail

The NPC sent the fourth teacher packages on a flow basis, via FedEx, approximately three weeks after the third package, from January 18 through May 24, 2018. All nonresponding teachers were sent a paper Teacher Questionnaire or Private School Teacher Questionnaire during the fourth mailing. The NPC sent the teacher packages directly to the sampled teachers at the school's address, regardless of whether a survey coordinator was established. Teachers with a valid e-mail address were also sent an e-mail that asked them to complete the paper questionnaire or to complete their survey online using the hyperlink and User ID provided.

Teachers sampled from Amish and Mennonite schools were sent a modified letter, a fourth paper Private School Teacher Questionnaire, and a return envelope.

Targeted Teacher E-mail

The NPC sent targeted teacher e-mails to nonresponding teachers. Teachers to whom the fourth mail-out was sent before mid-February were sent the targeted teacher e-mail on March 14, 2018. Subsequent waves of teachers were sent the targeted e-mail approximately three weeks after their fourth mail-out, from March 27 through June 6, 2018. The e-mail included targeted text to reflect the importance of their help to allow the NTPS to produce representative teacher data for their school's level, state, and locale type. The e-mails to public school teachers included select findings from the 2015–16 NTPS. The reminder e-mails to private school teachers did not include data points because private school teachers were not included in the 2015–16 NTPS.

Telephone and Field Follow-up Operations

Trained telephone interviewers and/or field representatives contacted survey coordinators and individual respondents during the data collection process. In addition to the screener telephone operation and early field operation previously discussed, there were four telephone operations and three in-person field follow-up operations.

The Tucson Contact Center¹⁸ (TCC) conducted the telephone operations using WebCATI to schedule the calls. Interviewers recorded the outcome of each call attempt (e.g., ring no answer, answering machine message left, etc.) and captured the current status of each questionnaire included in the operation (e.g., respondent will mail, teacher no longer works at this school, respondent refused, etc.). Interviewers used the Respondent Portal to view the status of the questionnaires and to submit questionnaire requests for respondents who needed an initial or replacement paper questionnaire.

Trained local field representatives from the six Census Bureau Regional Offices conducted the field operations using a case management system on their laptop computers. Each time field representatives contacted a respondent, they updated the outcome code for the appropriate questionnaire(s) and entered any applicable notes into the case management system.

Each follow-up operation is described in the following sections.

TLF Reminder Telephone Operation (Rem. Phase 1)

Nonpriority treatment schools that had not completed their TLF were included in the TLF Reminder Telephone Operation in lieu of being mailed a reminder letter. The Tucson Contact Center (TCC) conducted the TLF reminder telephone operation from November 6 through November 21, 2017. Interviewers contacted the survey coordinator, school principal, or other knowledgeable staff to remind them to complete their TLF. The interviewers also reminded school staff to complete the Principal and/or School Questionnaire(s). TCC interviewers were able to complete the TLF on the respondents' behalf using the Respondent Portal.

School-level Questionnaire Field Follow-up Operation (Field Phase 2)

Nonpriority treatment schools that had not completed their TLF were included in the school-level questionnaire field follow-up operation from January 8 to February 9, 2018. During this operation, field representatives contacted survey coordinators, school principals, and/or other knowledgeable staff members to follow-up on the school-level questionnaires. Field representatives had labeled paper questionnaires for all schools in their workload. Public school TLFs were pre-populated when teacher data were publicly available. The field representative provided the pre-populated or blank paper TLF to the appropriate respondent. The field representative was available to assist school staff in completing the form, either by walking through the form with the respondent, verifying/completing the form using a printed list of teachers, or verifying/completing the form using information available on the school's website. The field representative also provided the paper Principal Questionnaire or Private School Principal Questionnaire and/or School Questionnaire or Private School Questionnaire to the survey coordinator or school principal. The field representative made additional contacts via telephone calls and/or personal visits to obtain the completed questionnaires or to verify that the respondents returned the questionnaires by mail.

¹⁸ The NTPS telephone follow-up operations were originally scheduled at the Hagerstown Contact Center; however, they were moved to the Tucson Contact Center because the Hagerstown Contact Center closed in the fall of 2017.

Following the field operation, teachers were sampled from publicly available data if the school had not completed the TLF by February 20, 2018.

School and Teacher Reminder Telephone Operation (Rem. Phase 2)

The TCC conducted the school and teacher reminder telephone operation from January 22 through February 9, 2018. Interviewers contacted nonpriority treatment schools that had completed their TLF and priority treatment schools with outstanding principal or school questionnaire(s). Interviewers also contacted schools with outstanding Teacher Questionnaires for teachers in waves A through D. Teachers in wave E were added to the operation on February 5, 2018, once their second teacher package had been mailed. Interviewers attempted to speak with the survey coordinator, school principal, or other knowledgeable respondent to determine the status of outstanding questionnaires and to ask them to remind the appropriate staff to complete and return the questionnaires as soon as possible.

School-level and Teacher Questionnaire Telephone Follow-up Operation (TFU Phase 1)

The TCC conducted the school-level and teacher questionnaire telephone follow-up operation from February 20 through March 16, 2018. Interviewers attempted to contact the school principal to remind them to complete their Principal and/or School Questionnaire(s). Interviewers also attempted to contact individual teachers in waves A through F who had not completed their Teacher Questionnaire. Teachers in waves G through I were added to the follow-up operation by March 5, 2018, once their second teacher packages had been mailed. Interviewers were able to complete the appropriate questionnaire(s) over the telephone using the Internet questionnaire instrument(s) at the respondent's request.

School-level and Teacher Questionnaire Field Follow-up Operation (Field Phase 3)

The school-level and teacher questionnaire field follow-up operation was conducted from March 19 through May 25, 2018. Both priority and nonpriority schools were included in the operation if they had one or more outstanding Teacher Questionnaire(s) for teachers in waves A through I; nonpriority schools were also included if they had an outstanding School Questionnaire or Principal Questionnaire and had not been included in the school-level questionnaire field follow-up operation (field phase 2). During this operation, local field representatives contacted survey coordinators, school principals, teachers, and/or other knowledgeable staff members to follow-up on the Principal, School, and/or Teacher Questionnaire(s). Field representatives had labeled paper questionnaires for all schools and teachers in their workload.

Teacher Questionnaire Telephone Follow-up Operation (TFU Phase 2)

The TCC conducted the Teacher Questionnaire telephone follow-up operation from April 23 through June 8, 2018. This operation was added in the spring to supplement the Teacher Questionnaire field follow-up operation. Interviewers contacted nonresponding teachers in waves J through L who were not included in the field follow-up phase 4 operation to remind them to complete their questionnaire. Interviewers were able to complete the appropriate questionnaire over the telephone using the Internet questionnaire instruments if the respondent preferred.

Teacher Questionnaire Field Follow-up Operation (Field Phase 4)

The field follow-up phase 4 operation was originally scheduled for April 16 through May 25, 2018, for nonresponding teachers sampled after the cut-off for the previous field operation. However, the operation was delayed due to a delay in teacher sampling, and the workload was reduced to control for costs. The operation was conducted from May 2 through June 1, 2018, and included only teachers in waves J through L who taught in city or charter schools that were located in an area where a field representative had already been trained for the survey.

Accepting Refusals

As previously discussed, prior to the initial mail-out, the Census Bureau applied to school districts that were known to require an application to conduct research in their schools. The Census Bureau did not contact schools in districts that denied permission for their schools to participate; these schools' questionnaires were classified as noninterviews. Additional school districts refused on behalf of their school(s) during the course of data collection. The Census Bureau ceased data collection activities for these schools and classified their questionnaires as noninterviews; however, if a questionnaire had already been completed and returned by respondents, the data were not discarded due to district refusal.

The Census Bureau contacted nonrespondents by mail, telephone, and personal visits. During these follow-up efforts, some school staff members expressed that they or their school did not wish to participate in the survey. Respondents who refused by mail were contacted by telephone or field staff to try to determine the reason for their reluctance and address their concerns. Respondents who refused by telephone were removed from the telephone operation. Many respondents reported that they were too busy or did not have the time to complete their questionnaire; therefore, telephone interviewers or field representatives contacted the respondents in later follow-up operations in case they had found time to complete the survey. Respondents were not contacted again if they adamantly refused either by using a strong tone or words, contacted NCES directly, or sent an e-mail containing strong language to Census Bureau headquarters staff.

Response Rates

Table 14 shows the unweighted response rates of each questionnaire by month. These rates differ from the unweighted final response rates, as those were determined after the data were edited and completeness checks were performed.

Table 14. Cumulative unweighted response rates (in percent) during data collection, by date and questionnaire: 2017–18

Questionnaire	Response rates achieved by various dates									
	10/17/17	11/7/17	12/5/17	1/2/18	2/6/18	3/5/18	4/4/18	5/7/18	6/4/18	7/2/18
Public School Principal Questionnaire	19.8	31.8	36.9	38.1	39.7	62.1	66.0	67.1	67.5	69.2
Private School Principal Questionnaire	27.0	31.0	36.1	37.3	38.4	53.6	57.1	58.7	59.0	62.3
Public School Questionnaire	25.0	37.0	41.9	43.0	44.2	64.4	68.2	69.6	69.9	71.5
Private School Questionnaire	24.4	35.2	40.4	41.3	42.1	56.1	59.0	60.7	60.9	64.2
Public School Teacher Listing Form		5.6	29.1	38.5	55.2 ¹	84.5 ²	84.8	84.8	84.8	84.8
Private School Teacher Listing Form		12.8	35.0	43.1	54.1 ¹	72.9 ²	73.3	73.3	73.3	73.3
Public School Teacher Questionnaire			11.1	4.0	38.9	47.2	59.9	72.7	78.0	80.4
Private School Teacher Questionnaire			40.5	16.6	43.0	53.5	63.4	73.7	77.4	79.3

¹Publicly available teacher data for priority treatment schools were added at this time.

²Publicly available teacher data for nonpriority treatment schools were added at this time.

NOTE: The response rates for the Teacher Questionnaire were calculated based on the number of teachers that had been sampled by each date. The total teacher sample was drawn by 3/15/18; therefore, response rates beginning on 4/4/18 reflect the response rate for all sampled teachers. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "School Control Database" and "Teacher Control Database," 2017–18.

Caveats to Monthly Response Rate Report

There were a few issues during data collection that temporarily affected the response rate calculations. These issues are discussed in the following sections.

Check-in Delays for Electronic TLFs

School staff of nonpriority treatment schools, excluding Amish and Mennonite schools, were initially asked to provide their teacher list electronically via the NTPS Respondent Portal, either by uploading a completed Excel file template or entering data manually into the instrument. Although a subset of the sample was asked to provide their teacher list electronically in previous survey iterations, this was the first survey iteration where the majority of the sample was asked to do so.

Clerical staff at the NPC processed the electronic lists received. Excel lists were reviewed to ensure that the names and e-mail addresses were in the correct format, and the numerical codes were used for the subject(s) taught and full- or part-time teaching status. Staff compared the number of teachers included on both types of electronic list with the expected number of teachers. If the difference between the teacher count and the expected teacher count was greater than 35 percent, with an absolute difference of at least 5 teachers, staff researched the school online or called the TLF respondent to verify the accuracy of the information provided. Finally, staff checked the list in using the Automated Tracking and Control (ATAC) system. Processing the electronic lists took the clerical staff longer than anticipated, causing a substantial backlog of electronic teacher lists to be processed.

There were multiple concerns related to the backlog of electronic TLFs. The first concern was that schools that provided their TLF electronically would continue to receive mail, e-mail, and telephone reminders to complete the TLF as removal from these communications was dependent upon the form being marked as complete in the ATAC system. In order to avoid contacting schools that had already provided the requested information, schools were not contacted for the TLF if they had uploaded a file or manually entered data. However, the TLF was not considered to be complete for the purposes of the status reports until it was reviewed to ensure that it was sufficiently complete. Thus, the TLF response rates shown in table 14 prior to January 2, 2018, when the backlog was eliminated, do not reflect all of the TLFs received.

The second concern with the electronic TLF backlog pertained to the resulting delay in sampling teachers and mailing the Teacher Questionnaire invitations. The Census Bureau took several actions to process the backlog as quickly as possible. In mid-November, Census Bureau programmers automated the review of the manually-entered teacher lists. The manual entry application included edits to ensure that the teacher's name was provided, the e-mail address was in a valid format, and the subject(s) taught and full- or part-time status were output as the valid numerical codes. Programming staff compared the number of teachers reported with the expected number of teachers to identify the lists that were within the acceptable range; these lists were assigned a status code of 'Complete' and were delivered for teacher sampling. Lists that contained a number of teachers that was not within the expected range remained in the NPC clerical staff's workload. In addition to decreasing the number of lists that the NPC clerical staff were required to process, additional staff were added to the operation and were given tips to help increase their efficiency in processing the lists.

Check-in File Delays for Paper Principal and School Questionnaires

All schools, excluding Amish and Mennonite schools, were initially asked to complete the Principal Questionnaire and School Questionnaire using the online instrument. Paper questionnaires were mailed to schools by request beginning in early November 2017; paper questionnaires were mailed to nonpriority treatment schools beginning in early December 2017, and to priority treatment schools in early January 2018. Returned paper questionnaires were checked-in using the ATAC system. The check-in file delivery from the NPC to project staff is an automated daily process, and the files are ultimately used to update the database. Although the NPC was checking-in paper questionnaires, the file delivery process was not initiated and check-in files were not delivered, which subsequently prevented the database and the status reports from reflecting the return of the paper questionnaires. The daily check-in file delivery began in

mid-February 2018, thus resulting in an artificially high response rate jump for the Principal and School Questionnaires between the February and March 2018 dates in table 14.

Subsampling of Teachers from Late Teacher Waves

As discussed previously in chapter 4, there was a higher than expected number of teachers sampled across both public and private schools. This issue was identified in late February 2018, when the teachers sampled from publicly available teacher data for nonpriority treatment schools were added to the teacher database. As a result, a subsampling plan was developed and applied to that week's teacher sample as well as the remaining two week's samples. The necessity of developing and implementing the subsampling plan delayed the initial mail-out for those teachers until April 6, 2018.

Evaluation of Methodology

A variety of methods to improve response rates for all questionnaires, as well as increase the proportion of early responses for the TLF, have been tested during previous iterations of the SASS and NTPS. The tested methods are as follows: in-person data collection for all questionnaires (2003–04 SASS); primarily mail-based data collection with an early in-person follow-up operation focusing on teacher lists (2007–08 SASS); collection of teacher list(s) electronically from public school districts (2011–12 SASS); collection of teacher list(s) electronically from sampled schools (2014–15 NTPS Pilot Test), and collection of school-level questionnaires via Internet instruments (2015–16 NTPS). There were benefits and drawbacks to each of these methods. The 2017–18 NTPS sought to use knowledge gained from these previous administrations to improve the data collection methodology. As noted, the 2017–18 NTPS utilized a combination of Internet reporting and mail-based methodology for the questionnaires, with a variety of telephone and field follow-up operations. Several features of data collection were significant modifications from previous collections and were intended to increase response rates overall, reduce respondent burden, and reduce the number of contacts required to obtain completed questionnaires:

- Collect responses to the TLF, Principal Questionnaire, and School Questionnaire primarily over the Internet;
- Collect teacher lists using pre-populated TLFs; and
- Conduct an in-person field operation focused on the TLF for public priority schools and half of private priority schools prior to the initial mail-out.

The data collection methodology also included teacher and survey coordinator incentive experiments meant to inform future collections, as well as minor improvements to existing methodology. There were elements of the data collection methodology that were successful, as well as elements that require improvement. The following sections discuss these elements.

Internet Response for the TLF, Principal Questionnaire, and School Questionnaire

As discussed previously, the majority of schools were initially asked to respond to the survey components using Internet instruments.

TLF

Schools in the nonpriority treatment group were initially asked to provide their teacher list electronically using the Respondent Portal. Respondents were given the option to upload their teacher list in an Excel file or enter teacher information manually by answering a series of questions about each teacher.

Approximately 55.1 percent of TLFs provided by public schools were completed electronically, either by uploading an Excel file (22.5 percent) or manual entry (32.6 percent). Among responding private schools, approximately 54.7 percent of TLFs were completed electronically, either by uploading an Excel file (19.3 percent) or manual entry (35.4 percent). Both the upload and manual entry features functioned for respondents as intended; however, the clerical staff responsible for processing the teacher lists were not able to do so within the expected time-frame, which caused a significant backlog of TLFs and delayed teacher sampling for schools that responded electronically.

Principal and School Questionnaires

All schools, with the exception of Amish and Mennonite schools, were initially asked to complete their Principal and School Questionnaire using the Internet instruments. Schools in the priority treatment data collection path initially received their survey invitations from a local field representative, while schools in the nonpriority treatment data collection path received their invitations via mail and e-mail.

Approximately 59.3 percent and 66.0 percent of public and private school principals that completed their Principal Questionnaire, respectively, responded to the survey using the online instrument. Approximately 62.3 percent and 69.7 percent of public and private school respondents that completed their School Questionnaire, respectively, responded to the survey using the online instrument. The vast majority of the remaining respondents completed the paper questionnaire that was either mailed to the school or provided by a local field representative, while a small percentage (less than 0.2 percent) completed the survey with a telephone interviewer.

Use of Prepopulated TLFs

As discussed previously, publicly available teacher data were used to pre-populate paper TLFs for public schools. The pre-populated paper TLFs were used in the early field operation and second school mail-out for public priority treatment schools, and in the third mail-out and school-level questionnaire field follow-up operation for public nonpriority treatment schools.

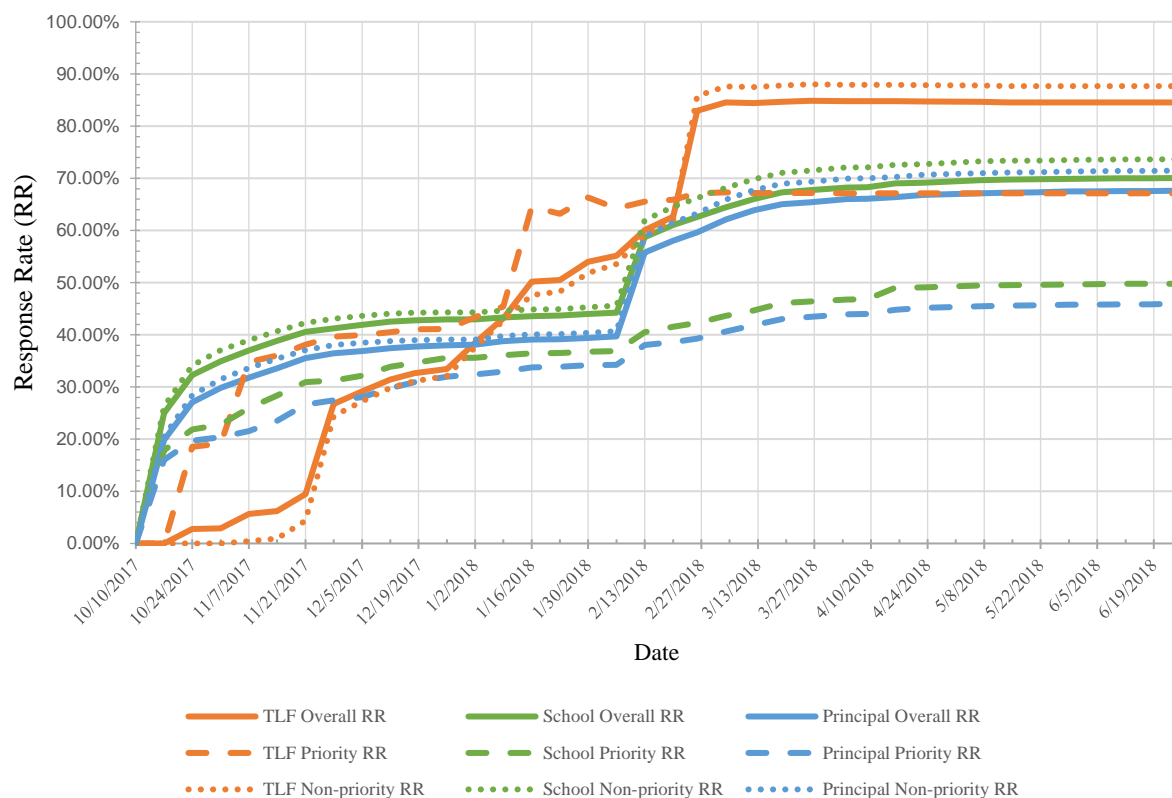
Approximately 63.8 percent of public priority treatment schools and 47.3 percent of public nonpriority treatment schools that received a pre-populated paper TLF completed it. Approximately 5.0 percent and 8.2 percent of public priority and nonpriority treatment schools, respectively, who received a prepopulated TLF later provided their teacher list electronically (either by uploading an Excel file or entering teacher data manually). The publicly available teacher data were used for teacher sampling for the remaining schools, unless the school or district had refused survey participation, was out-of-scope, or the list was deemed to be of insufficient quality for teacher sampling.

Priority School Contact Strategy

Priority School Contact Strategy for Public Schools

As discussed previously, more direct contact strategies were employed with public priority treatment schools, beginning with an early field operation. Approximately 1,600 public schools were identified as priority treatment schools. Of these, approximately 1,000 were included in the early field operation. The remaining priority schools were not included in the early field operation either because their school district had refused survey participation, their district had not yet reached a decision, or they were considered out-of-scope for the survey.

After the early field operation, the public priority treatment school TLF response rate was 19.2 percent, the Principal Questionnaire response rate was 20.5 percent, and the School Questionnaire response rate was 23.0 percent; however, these response rate calculations include schools that could not be contacted due to their district's approval status. The interview rate for public priority treatment schools that were included in the early field operation was 50.8 percent for the TLF, 28.8 percent for the Principal Questionnaire, and 34.7 percent for the School Questionnaire. Figure 3 shows the response rates for public priority and nonpriority treatment schools for the TLF, School Questionnaire, and Principal Questionnaire throughout data collection.

Figure 3. Public school response rates, by questionnaire type and priority status: 2017–18

NOTE: The early field operation began on 9/18/17; however, the first date displayed on this figure is 10/10/17, which is the date of the first status report. The overall and nonpriority TLF response rates were impacted by the TLF check-in delays previously discussed. The significant TLF response rate jumps in January for priority schools and February for nonpriority schools are the result of TLFs being substituted with publicly available teacher data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "School Control Database," 2017–18.

As can be seen in figure 3, even with the more direct contact strategy, the School and Principal Questionnaire response rates for priority treatment schools lagged behind those of nonpriority treatment schools throughout collection. The lag in response rates can likely be attributed to the school characteristics that resulted in the school's priority designation rather than the data collection methodology. There is a strong overlap between schools designated as priority and schools in special permission districts. Although efforts were made to obtain approval to conduct the NTPS in schools in special permission districts, the initial unweighted response rate of schools in all special permission districts was lower than the overall public school response rate for all school-level questionnaires. See "Appendix D. Report on Results of Special Permission Districts" for a comparison of the response rates between schools in special permission districts and public schools overall.

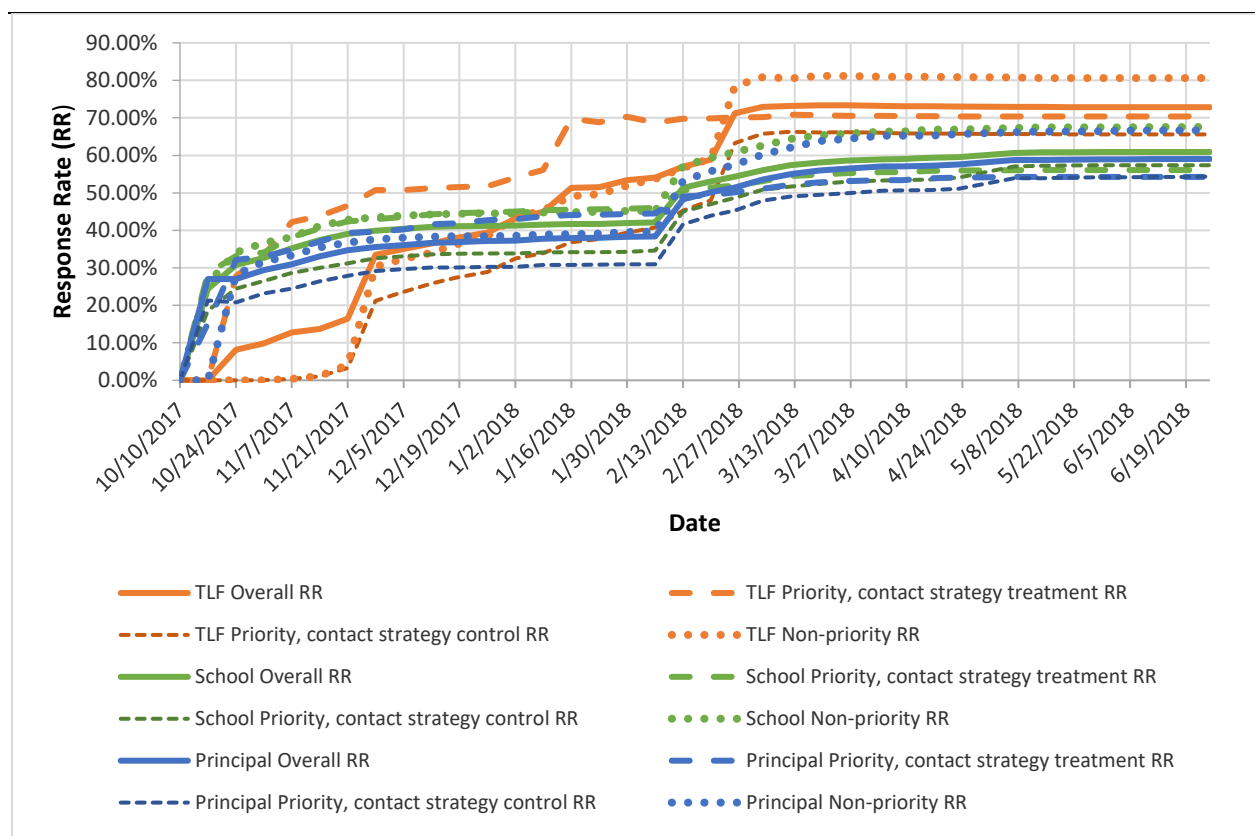
Priority School Contact Strategy for Private Schools

The priority school contact strategy was tested with private priority schools to determine its effect on school-level questionnaire response rates. Of the 4,000 private schools in sample, 2,462 were identified as priority schools. Approximately half of the private priority schools were assigned to the priority school treatment group, while the remainder served as a control group in order to test the effect of priority contact strategies for private priority schools.

After the early field operation, the response rate for the private priority school with priority treatment group's TLF was 33.3 percent, the Principal Questionnaire was 33.0 percent, and the School Questionnaire was 34.1 percent. In comparison, the private priority school with nonpriority treatment group, which had received two mail-outs in lieu of the early field operation, had a TLF response rate of 28.5 percent,¹⁹ a Principal Questionnaire response rate of 23.2 percent, and at School Questionnaire response rate of 26.5 percent on October 31, 2017.

Figure 4 shows the response rate for private priority schools with priority treatment, priority schools with nonpriority treatment, and nonpriority schools for the TLF, School Questionnaire, and Principal Questionnaire throughout data collection.

Figure 4. Private school response rates, by questionnaire type and priority status: 2017–18



NOTE: The early field operation began on 9/18/17; however, the first date displayed on this figure is 10/10/17, which is the date of the first status report. The overall and nonpriority treatment TLF response rates were impacted by the TLF check-in delays previously discussed. The significant TLF response rate jumps in January for priority treatment schools and in February for nonpriority treatment schools are the result of the TLF being substituted with publicly available teacher data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "School Control Database," 2017–18.

¹⁹ This includes the percentage of in-scope private priority schools in the nonpriority treatment group that completed the TLF electronically using the Respondent Portal. These schools were not included in the official response rate reports due to the delay in processing electronic TLFs.

Figure 4 shows that although the School and Principal Questionnaire response rates for priority schools with priority treatment were initially higher than those of priority schools with nonpriority treatment, there was little difference in response rates between the groups at the end of collection. The response rate for private priority schools with nonpriority treatment was approximately 1.3 percentage points higher for the School Questionnaires and approximately 0.1 percentage points higher for the Principal Questionnaire than that of the priority schools with priority treatment, though neither difference was statistically significant. However, the TLF response rate for priority schools with priority treatment was significantly higher than the rate for priority schools with nonpriority treatment, with a difference of approximately 4.8 percentage points.

Use of Incentives

A multi-level teacher incentive experiment was designed to test the impact of offering monetary incentives to teachers and/or survey coordinators on Teacher Questionnaire response rates, particularly within domains that tend to be at-risk of having insufficient response for publishing estimates. The goal of the experiment was to determine whether the use of incentives would increase the overall teacher response rates, specifically within the at-risk domains. There were two phases of the experiment, as well as a contingency plan experiment that was implemented for at-risk domains partway through data collection.

Schools were randomly assigned to eight treatment groups at the time of school sampling, with the intention of having similar numbers of schools and teachers in each phase 1 group and in each phase 2 group. Phase was determined based on the date on which a school's completed TLF was received. Figure 5 provides the treatments and sample sizes for each group during each phase.

Figure 5. Teacher incentive experiment treatment group sample sizes, by phase and school type: 2017–18

Group	Phase one treatment (waves 1–12)	Phase two treatment (waves 13–21)	School (S) and teacher (T) sample sizes			
			Phase 1		Phase 2	
			Public	Private	Public	Private
1	Teacher incentive	Teacher incentive and coordinator/principal incentive	474 S 3,824 T	202 S 799 T	605 S 3,152 T	151 S 398 T
2	Teacher incentive	Teacher incentive and no coordinator/principal incentive	471 S 3,821 T	203 S 785 T	605 S 3,473 T	153 S 433 T
3	Teacher incentive	No teacher incentive and coordinator/principal incentive	465 S 3,694 T	216 S 814 T	622 S 3,526 T	129 S 376 T
4	Teacher incentive	No teacher incentive and no coordinator/principal incentive	443 S 3,595 T	191 S 726 T	635 S 3,508 T	151 S 461 T
5	No teacher incentive	Teacher incentive and coordinator/principal incentive	500 S 4,010 T	198 S 770 T	602 S 3,328 T	150 S 435 T
6	No teacher incentive	Teacher incentive and no coordinator/principal incentive	474 S 3,846 T	198 S 799 T	618 S 3,526 T	152 S 401 T
7	No teacher incentive	No teacher incentive and coordinator/principal incentive	473 S 3,743 T	198 S 737 T	610 S 3,472 T	160 S 476 T
8	No teacher incentive	No teacher incentive and no coordinator/principal incentive	466 S 3,737 T	204 S 814 T	613 S 3,519 T	152 S 402 T

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Teacher Control Database," 2017–18.

Phase 1

Phase 1 was conducted with early-sampled teachers, that is, those teachers in waves A through F, with their initial teacher mail-out occurring between November 13, 2017, and January 30, 2018. Phase 1 included 30,270

teachers from 3,766 public schools and 6,244 teachers from 1,610 private schools. Approximately 49.3 percent and 50.0 percent of public and private school teachers, respectively, were in the teacher incentive treatment group and received a \$5.00 cash incentive with their initial mail-out. Table 15 provides the final teacher response rates for phase 1 teachers by school type, domain, and incentive treatment.

Table 15. Final phase 1 teacher response rates, by school type, domain, and incentive treatment: 2017–18

Public school domain	Final response rate		Private school domain	Final response rate	
	Incentive	No incentive		Incentive	No incentive
All	88.6	84.6*	All	87.5	83.7*
School type			School type		
Charter	84.2	82.8	Catholic	91.2	88.6
Noncharter	89.2	84.8*	Other religious	84.1	78.3*
			Nonsectarian	88.0	85.4
School level			School level		
Primary	86.8	83.6*	Elementary	88.8	87.6
Middle	90.7	86.0*	Secondary	86.5	83.6
High	90.6	87.0*			
Combined	88.6	83.9*	Combined	87.3	80.9*
Locale			Locale		
City	83.6	78.3*	City	86.7	81.1*
Suburban	88.4	84.0*	Suburban	88.4	86.5
Town	92.7	89.0*	Town	88.3	83.7
Rural	93.8	90.7*	Rural	86.8	83.6
Enrollment			Enrollment		
Less than 100	88.1	88.5	Less than 100	88.5	78.5*
100–199	94.1	88.0*	100–199	87.8	85.4
200–499	90.5	87.8*	200–499	86.7	85.0
500–749	88.6	83.9*	500–749	85.8	84.5
750–999	88.1	83.2*	750 or more	88.7	85.1
1000 or more	85.6	80.9*			
Free or reduced price lunch			Region		
0–34 percent	89.6	84.7*	Northeast	82.8	79.7
35–49 percent	90.2	85.8*	Midwest	91.3	88.3
50–74 percent	89.1	86.8*	South	90.3	83.9*
75 percent or more	84.9	79.9*	West	86.1	83.6
Does not report	90.2	85.0			
Nonpriority	90.9	87.6*	Nonpriority	90.5	89.2
Priority	77.3	71.2*	Priority	86.0	80.7*

* $p < .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Teacher Control Database,” 2017–18.

Table 15 shows the use of a teacher incentive significantly increased the final response rate for public school teachers both overall and for almost all domains examined. The only public school domains where the incentive did not significantly increase the final response rate were charter schools and schools with an enrollment of less than 100 students. The teacher incentive significantly increased the final response rate for private school teachers overall and for about half of the tested domains.

Phase 2

Phase 2 was conducted with late-sampled teachers, that is, those teachers in waves G through L, with their initial teacher mail-out occurring between February 6, 2018, and April 6, 2018. Phase 2 included 27,504 teachers from 4,910 public schools and 3,382 teachers from 1,198 private schools, split into four treatment groups:

- Teacher and survey coordinator or principal incentive (23.5 percent and 24.6 percent of public and private school teachers, respectively);
- Teacher incentive only (25.4 and 24.7 percent of public and private school teachers, respectively);
- Coordinator or principal incentive only (25.4 and 25.2 percent of public and private school teachers, respectively); and
- No incentives (25.5 and 25.5 percent of public and private school teachers, respectively).

Teachers in a teacher incentive treatment group and coordinators or principals in the coordinator or principal incentive treatment group received either a \$5.00 or \$10.00 cash incentive with their initial mail-out, depending on whether their school was in the nonpriority or priority treatment group. Table 16 provides the final teacher response rates for phase 2 teachers by school type, domain, and incentive treatment.

Table 16. Final phase 2 teacher response rates, by school type, domain, and incentive treatment: 2017–18

Public school domain	Final response rate Incentive group: T = teacher, SC = survey coordinator				Private school domain	Final response rate Incentive group: T = teacher, SC = survey coordinator			
	T and SC	T only	SC only	None		T and SC	T only	SC only	None
All	77.4	76.7	73.0 ^{1,2}	73.7 ^{1,2}	All	68.7	69.0	62.3 ^{1,2}	68.0 ³
School type					School type				
Charter	71.0	69.1	66.9	69.2	Catholic	77.8	78.7	75.0	78.4
Noncharter	78.5	78.0	74.1 ^{1,2}	74.4 ^{1,2}	Other religious	61.7	61.5	51.0 ^{1,2}	61.2 ³
					Nonsectarian	68.2	66.9	66.8	64.4
School level					School level				
Primary	75.9	76.0	70.5 ^{1,2}	72.2 ^{1,2}	Elementary	73.7	73.1	66.2	70.3
Middle	82.9	76.8 ¹	76.8 ¹	77.5 ¹	Secondary	74.4	75.5	59.8 ^{1,2}	70.5 ³
High	77.2	77.3	70.2 ^{1,2}	72.3 ^{1,2}	Combined	60.1	60.6	61.9	63.7
Combined	77.2	77.1	75.2	74.7 ¹					
Locale					Locale				
City	73.4	71.5	65.6 ^{1,2}	69.3 ^{1,3}	City	71.8	70.0	60.7 ^{1,2}	66.0
Suburban	74.7	76.5	72.6 ²	71.8 ^{1,2}	Suburban	63.0	67.2	61.7	69.1 ³
Town	86.1	82.9	79.2 ¹	81.7 ¹	Town	79.1	61.2	68.4	79.4
Rural	83.6	81.8	83.3	80.2 ¹	Rural	70.6	72.8	67.8	68.3
Enrollment					Enrollment				
Less than 100	76.1	70.1	83.5 ²	78.3	Less than 100	71.5	60.8	64.3	66.3
100–199	87.2	78.6 ¹	83.7	76.5 ¹	100–199	75.2	68.1	62.3 ¹	68.8
200–499	79.6	77.0	75.0 ¹	76.7 ¹	200–499	73.4	72.8	61.3 ^{1,2}	70.8 ³
500–749	77.4	77.3	73.8 ^{1,2}	73.8 ^{1,2}	500–749	61.7	69.4	66.9	67.6
750–999	74.6	75.7	73.1	72.7	750 or more	57.1	68.5	57.0	64.1
1000 or more	75.4	76.8	68.8 ^{1,2}	71.0 ^{1,2}					
Free or reduced price lunch					Region				
0–34 percent	78.1	79.0	75.8 ²	76.1 ²	Northeast	65.1	76.5 ¹	59.6 ²	67.3 ²
35–49 percent	78.9	77.6	74.2 ¹	74.5 ¹	Midwest	70.3	70.3	71.8	70.8
50–74 percent	79.4	80.1	72.1 ^{1,2}	76.2 ^{1,2}	South	65.8	64.3	59.5	68.5
75 percent or more	74.1	71.3	70.1 ¹	67.4 ^{1,2}	West	80.5	66.0 ¹	63.8 ¹	64.5 ¹
Does not report	68.3	58.8	64.4	71.9 ²					
Nonpriority	79.2	78.4	74.9 ^{1,2}	76.0 ^{1,2}	Nonpriority	76.6	74.1	74.6	74.0
Priority	61.3	62.0	55.7 ^{1,2}	53.9 ^{1,2}	Priority	63.6	65.5	55.4 ^{1,2}	63.6 ³

¹ Denotes a statistically significant difference from the Teacher, SC Incentive group and the respective column's group with $p < .05$.² Denotes a statistically significant difference from the Teacher Incentive Only group and the respective column's group with $p < .05$.³ Denotes a statistically significant difference from the SC Incentive Only group and the respective column's group with $p < .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Teacher Control Database," 2017–18.

Table 16 does not show a consistent relationship between the teacher and/or survey coordinator incentives and teacher response rates. The teacher incentive groups, with or without a survey coordinator incentive, had a higher response rate than the nonincentive groups for most domains tested. In the absence of a teacher incentive, a survey coordinator incentive generally resulted in a higher teacher response rate for most domains tested; however, nonincentivized private school teachers with an incentivized survey coordinator tended to have a lower response rates than nonincentivized teachers with a nonincentivized survey coordinator. In almost half of the public school domains tested, teachers in the teacher and survey

coordinator incentive group had a higher response rate than those with only a teacher incentive, but the difference was negligible. In the remaining public school domains tested, and in over half of the private school domains tested, the survey coordinator or principal incentive seemed to have a negative effect on response rates.

Contingency Plan

A contingency plan was developed to combat low teacher response rates within certain types of schools, if necessary, for teachers in waves G and beyond. The actual and expected response rate in each of the key teacher domains was monitored on a weekly basis to determine if the domain was ‘at-risk’ of not meeting the level of response required to publish estimates. In mid-February 2018, the contingency plan was initiated for teachers in waves H and beyond. Since this was the first survey iteration that utilized a contingency incentive, it was done as an experiment with a control group that did not receive the contingency incentive. Public school teachers in the following domains were eligible for the contingency incentive: charter school, high or combined grade level school, city school, a school with an enrollment of 1,000 or more students, or a school with over 75 percent of students eligible for free or reduced-price lunch. Private school teachers in the following domains were eligible for the contingency plan experiment: other religious (non-Catholic) school, nonsectarian school, secondary school, city or rural school, and a school with an enrollment of less than 100 students.

While the plan was aimed at improving teacher response rates, it was expected that the teachers within a school may discuss the study; if some teachers in the school received an additional incentive and others did not, it may have negatively impacted current and future response rates from that school. Thus, all teachers within a school received the same treatment.

The contingency plan incentive was included with the third teacher mail-out, during which nonresponding teachers received a letter requesting their participation in the NTPS via a paper questionnaire and return envelope. The incentive amount varied for priority and nonpriority schools. Teachers in selected nonpriority treatment schools received a \$10 cash incentive, and teachers in selected priority treatment schools received a \$20 cash incentive. At the time the contingency incentive was activated, some teachers at the schools had already responded to the NTPS; these teachers were mailed a letter thanking them for their participation in the NTPS, along with a contingency “thank you” incentive. Table 17 provides the final teacher response rates for teachers eligible for the contingency plan by school type, domain, initial mail-out incentive treatment, and contingency plan treatment.

Table 17. Final teacher response rates for teachers eligible for the contingency plan, by school type, domain, initial mail-out incentive treatment and contingency plan treatment: 2017–18

	Initial mail-out incentive group: T = teacher, SC = survey coordinator Contingency incentive group: CI = contingency incentive, N = no contingency incentive									
	Overall		T & SC incentives		T incentive only		SC incentive only		No incentives	
	CI	N	CI	N	CI	N	CI	N	CI	N
Teacher domain										
All public schools	74.8	71.7*	79.5	73.4*	74.8	74.9	71.5	67.2*	73.7	71.5
Charter	65.5	68.2	73.8	61.9*	60.7*	71.1	62.8	68.2	65.8	69.5
High	74.0	71.2*	75.3	72.2	74.7	74.2	73.3	65.5*	72.5	73.2
Combined	77.7	74.3	87.5	76.0*	72.7	73.3	75.3	74.3	76.2	73.8
City	70.3	67.2*	79.5	65.5*	69.7	72.2	63.7	64.7	69.6	66.2
Enrollment: 1000 or more	74.3	68.8*	76.9	72.1	77.6	73.1	69.5	61.7*	73.8	69.2
Free/Red. price lunch: >75%	70.2	69.8	75.5	74.7	68.1	72.2	68.3	67.5	68.3	65.4
All private schools	66.9	69.9	‡	‡	‡	‡	‡	‡	‡	‡
Other religious	61.9	58.0	‡	‡	‡	‡	‡	‡	‡	‡
Nonsectarian	63.7*	76.0	‡	‡	‡	‡	‡	‡	‡	‡
Secondary	67.9	71.3	‡	‡	‡	‡	‡	‡	‡	‡
City	69.3	70.1	‡	‡	‡	‡	‡	‡	‡	‡
Rural	66.9	70.7	‡	‡	‡	‡	‡	‡	‡	‡
Enrollment: ≤ 100	68.9	67.6	‡	‡	‡	‡	‡	‡	‡	‡

‡Reporting standards not met due to low cell sizes.

*Denotes a significantly lower response rate from the counterpart with $p < .05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Teacher Control Database," 2017–18.

Table 17 shows that for public school teachers overall, the contingency incentive increased the response rate for most initial incentive treatment groups. However, within each domain and treatment group, the effect of the contingency incentive was less consistent, and in some domains and treatments, such as charter school teachers where the teacher received the initial incentive, the contingency incentive appears to have negatively affected response. For private school teachers overall, the contingency incentive did not have a significant positive effect on response rates within any of the tested domains, and had a significant negative effect on response rates within nonsectarian schools.

Chapter 6. Response Rates

This chapter presents the survey response rates for the 2017–18 National Teacher and Principal Survey (NTPS). First, the unit response rates are presented in detail. Next, the item response rates for each survey type are summarized, followed by the nonresponse bias analyses that were conducted both on the units and on specific items with under 85 percent response for this National Teacher and Principal Survey (NTPS). Major findings of this analysis are presented.

Unit Response Rates

Unit response rates are the rate at which the sampled units respond by completing the questionnaire to at least a minimum threshold. Unit response rates can be calculated as unweighted or weighted. The unweighted response rates are the number of interviewed sampled units divided by the number of eligible (in-scope) sampled units, which include respondents plus nonrespondents but not ineligible (out-of-scope) units. The weighted response rates are the base weighted number of interviewed cases divided by the base weighted number of eligible cases in order to account for unequal probabilities of selection. Note that base weighted is equivalent to weighted in this context. See chapter 8 for further discussion of the weighting.

The unweighted, base weighted, and base weighted overall (for teachers, across all stages of selection) response rates for each data file are listed in table 18. Table 19 provides the base weighted response rates by selected characteristics for public schools, principals, and teachers. Table 20 provides the base weighted response rates by selected characteristics for private schools, principals, and teachers. The unweighted response rates provide a general indication of the success of the data collection effort, while the base weighted response rates provide a measure of the quality of the data and the potential for nonresponse bias.

The selected characteristics used in this analysis are frame variables, and therefore values exist for both respondents and nonrespondents. Calculating estimates of these variables using respondents provides an idea of the magnitude of nonresponse bias and whether there are serious data quality concerns that need to be addressed.

Table 18. Unweighted and base weighted response rates and weighted overall response rates in percent, by survey population: 2017–18

Survey population	Unweighted response rate	Weighted response rate	Weighted overall response rate ¹
Public School	71.4	72.5	†
Private School	65.5	64.5	†
Public School Principal	69.2	70.2	†
Private School Principal	62.5	62.6	†
Public School Teacher Listing Form	85.7	87.1	†
Private School Teacher Listing Form	73.7	71.0	†
Public School Teacher	79.8	76.9	67.0
Private School Teacher	77.7	75.9	53.9

† Not applicable.

¹ Weighted Teacher questionnaire response rate times the weighted Teacher Listing Form response rate.

NOTE: Response rates were weighted using the base weight, which is the inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 19. Base weighted response rates in percent for public schools, principals, and teachers, by selected characteristics: 2017–18

Selected characteristic	Schools	Principals	Teachers		Overall teacher response rate ²
			Teacher Listing Form ¹	Teacher questionnaire	
Total	72.5	70.2	87.1	76.9	67.0
School classification					
Charter	67.5	63.4	72.5	75.4	54.7
Traditional public	72.9	70.7	88.2	76.9	67.8
Student enrollment					
Less than 100	73.5	68.8	79.6	76.1	60.6
100–199	78.7	74.2	86.0	83.1	71.5
200–499	75.0	73.5	87.9	80.1	70.4
500–749	69.8	67.5	87.7	77.7	68.1
750–999	69.1	66.9	88.3	74.4	65.7
1,000 or more	68.1	65.9	87.6	73.0	63.9
Percent of enrollment with race other than White					
Less than 5	81.6	79.4	91.8	86.5	79.4
5 to less than 10	80.0	78.1	91.2	82.1	74.9
10 to less than 20	78.4	76.8	91.4	80.2	73.3
20 to less than 30	74.2	73.9	88.9	77.3	68.7
30 to less than 50	78.0	75.7	90.7	77.6	70.4
50 or more	64.6	61.6	82.2	72.7	59.8
Percent of K–12 students who were approved for free or reduced-price lunches					
Less than 35	72.4	70.6	86.5	76.5	66.2
35 to less than 50	77.9	76.1	90.1	78.3	70.5
50 to less than 75	74.0	72.3	88.9	78.9	70.1
75 or more	67.4	63.5	83.9	73.8	61.9
Locale					
City	62.3	59.4	80.5	72.4	58.3
Suburban	70.6	68.4	86.8	74.7	64.8
Town	80.7	78.2	91.9	84.0	77.2
Rural	81.6	80.0	92.2	83.1	76.6
Pupil to teacher ratio					
Less than 10	74.7	69.3	80.9	78.3	63.3
10 to less than 15	73.1	72.0	89.2	77.7	69.3
15 to less than 20	72.5	70.0	87.7	77.4	67.9
20 or more	70.6	67.6	84.0	73.7	61.9

See notes at end of table.

Table 19. Base weighted response rates in percent for public schools, principals, and teachers, by selected characteristics: 2017–18—Continued

Selected characteristic	Schools	Principals	Teachers		Overall teacher response rate ²
			Teacher Listing Form ¹	Teacher questionnaire	
School level					
Primary	71.8	69.7	87.7	77.9	68.3
Middle	72.6	70.1	88.9	76.5	68.0
High	73.5	70.5	86.2	74.5	64.2
Combined	74.7	73.2	81.5	82.7	67.4
Region					
Northeast	69.8	68.4	89.8	74.4	66.8
Midwest	77.4	75.6	89.6	80.4	72.0
South	70.8	68.6	86.4	77.0	66.5
West	72.1	68.3	83.8	75.1	62.9
Number of teachers					
Less than 10	73.9	68.0	79.8	76.2	60.8
10 to less than 25	76.5	74.5	86.5	81.7	70.7
25 to less than 50	71.1	69.2	88.7	77.3	68.6
50 to less than 75	69.8	68.2	88.9	75.9	67.5
75 or more	67.0	64.3	87.2	72.2	63.0
Title I status					
Title I program	72.1	69.5	87.8	77.0	67.6
Title I noneligible	72.2	69.6	84.9	77.2	65.5
Title I eligible but no Title I program	74.7	74.0	88.6	75.7	67.1
Teacher Status					
Full time	†	†	†	83.2	†
Part time	†	†	†	87.1	†
Not reported ³	†	†	†	61.6	†
Teacher subject taught					
Special education	†	†	†	80.2	†
General elementary	†	†	†	77.3	†
Math	†	†	†	78.0	†
Science	†	†	†	77.1	†
English/language arts	†	†	†	75.6	†
Social studies	†	†	†	75.2	†
Vocational/technical	†	†	†	75.3	†
Other	†	†	†	74.5	†
Not reported	†	†	†	79.8	†

† Not applicable.

¹ This includes Teacher Listing Forms collected from schools, during clerical operations, and from vendor data.² Base weighted teacher questionnaire response rate times the base weighted Teacher Listing Form response rate, by the levels of each frame characteristic. Overall response rates were not calculated for Teacher Status and Subject Taught because those were reported on the Teacher Listing Form.³ This includes any record where teacher status is blank, from all sources of the Teacher Listing Forms. Teacher status was not available from vendor purchased lists.

NOTE: Response rates were weighted using the base weight, which is the inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 20. Base weighted response rates in percent for private schools, principals, and teachers, by selected characteristics: 2017–18

Selected characteristic	Schools	Principals	Teachers		Overall teacher response rate ²
			Teacher Listing Form ¹	Teacher questionnaire	
Total	64.5	62.6	71.0	75.9	53.9
Affiliation					
Catholic—parochial	78.2	77.4	89.7	82.0	73.6
Catholic—diocesan	79.5	77.9	90.5	84.6	76.6
Catholic—private	67.6	69.4	75.2	75.7	56.9
Baptist	74.7	72.8	79.4	68.9	54.7
Jewish	42.8	37.3	42.3	63.0	26.6
Lutheran	90.8	86.9	93.6	88.0	82.4
Seventh-Day Adventist	69.1	71.2	83.0	78.8	65.4
Other religious	55.8	53.1	62.7	72.3	45.3
Nonsectarian—regular	48.8	46.5	52.8	75.6	39.9
Nonsectarian—special emphasis	66.3	65.7	68.2	74.3	50.7
Nonsectarian—special education	75.0	72.5	78.1	83.4	65.1
Student enrollment					
Less than 100	61.6	60.2	65.8	74.0	48.7
100–199	70.0	67.2	76.5	79.0	60.4
200–499	66.8	65.2	76.4	77.8	59.4
500–749	66.1	61.2	78.5	74.9	58.8
750 or more	54.8	52.3	69.4	70.7	49.1
Locale					
City	65.8	63.3	71.2	74.3	52.9
Suburban	63.6	61.1	72.2	76.9	55.5
Town	76.6	74.5	80.3	77.8	62.5
Rural	59.2	58.8	65.1	77.4	50.4
School level					
Elementary	67.4	64.6	74.4	79.5	59.1
Secondary	58.1	56.9	67.0	75.8	50.8
Combined	61.7	60.9	66.6	72.5	48.3
Region					
Northeast	58.9	56.7	65.1	72.5	47.2
Midwest	69.3	68.1	79.2	80.6	63.8
South	63.2	60.9	67.8	75.2	51.0
West	68.2	66.3	73.9	76.6	56.6

See notes at end of table.

Table 20. Base weighted response rates in percent for private schools, principals, and teachers, by selected characteristics: 2017–18—Continued

Selected characteristic	Schools	Principals	Teachers		Overall teacher response rate ²
			Teacher Listing Form ¹	Teacher questionnaire	
Number of teachers					
Less than 5	59.9	57.0	62.6	69.3	43.4
5 to less than 15	69.0	68.5	76.4	76.7	58.6
15 to less than 30	65.9	64.1	73.5	79.0	58.1
30 to less than 50	65.4	62.1	75.1	79.1	59.4
50 or more	50.4	45.2	57.3	71.3	40.9
Teacher status					
Full time	†	†	†	84.3	†
Part time	†	†	†	76.2	†
Not reported ³	†	†	†	55.3	†
Teacher subject taught					
Special education	†	†	†	83.3	†
General elementary	†	†	†	77.2	†
Math	†	†	†	78.6	†
Science	†	†	†	76.9	†
English/language arts	†	†	†	75.4	†
Social studies	†	†	†	74.3	†
Vocational/technical	†	†	†	60.8	†
Other	†	†	†	74.4	†
Not reported	†	†	†	56.2	†

† Not applicable.

¹ This includes Teacher Listing Forms collected from schools, during clerical operations, and from vendor data.² Base weighted teacher questionnaire response rate times the base weighted Teacher Listing Form response rate, by the levels of each frame characteristic. Overall response rates were not calculated for Teacher Status and Subject Taught because those were reported on the Teacher Listing Form.³ This includes any record where teacher status is blank, from all sources of the Teacher Listing Forms. Teacher status was not available for vendor purchased lists.

NOTE: Response rates were weighted using the base weight, which is the inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Item Response Rates

Item response rates indicate the percentage of eligible respondents that answered a given survey question, or item. Weighted item response rates are produced by dividing the number of sampled cases responding to an item by the number of sampled cases eligible to answer the item (among those responding to the survey), weighted using either the base weight or the final weight. The final weight for each respondent unit is the base weight adjusted for unit nonresponse and then adjusted to frame totals through ratio raking. See chapter 8 for further discussion of the weighting.

For most items, a counted response is any item that is not missing for which the value of the associated imputation flag is 0. See chapter 7 for detailed information on imputations.

For the 2017–18 NTPS, the base weighted item response rates ranged from 53.1 percent to 100 percent, and the final weighted item response rates ranged from 52.8 percent to 100 percent. For all six NTPS data files, between 91.5 and 100 percent of the items had a base weighted response rate of 85 percent or

higher, and between 91.1 and 100 percent of the items had a final weighted response rate of 85 percent or higher.

Table 21 provides a brief summary of the base weighted item response rates, and Exhibit 3 provides information about the NTPS items that have a base weighted response rate below 70 percent. Similarly, table 22 provides a brief summary of the final weighted item response rates, and Exhibit 4 provides information about the NTPS items that have a final weighted response rate below 70 percent.

Table 21. Summary of base weighted item response rates, by survey population: 2017–18

Survey population	Range of item response rates	Percent of items 85 percent or above	Percent of items 70 percent to less than 85 percent	Percent of items below 70 percent
Public school	74.6–100	96.5	3.5	0.0
Private school	53.1–100	98.0	1.3	0.7
Public school principal	83.7–99.9	99.3	0.7	0.0
Private school principal	55.5–99.9	99.3	0.0	0.7
Public school teacher	55.0–100	93.7	4.7	1.6
Private school teacher	71.8–100	91.5	8.5	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, and Private School Teacher Data Files,” 2017–18.

Exhibit 3. Items with base weighted response rate of less than 70 percent, by survey population: 2017–18

Survey population	Items
Public school	†
Private school	Q5-8a (S0416): How many PREKINDERGARTEN students at this school participate in the Title I program?
Public school principal	†
Private school principal	Q6-1b (A2601): During the LAST school year (2016-17), why were you not evaluated at THIS school?
Public school teacher	Q1-4 (T0103): How much time do you work as a TEACHER in any of grades K–12 or comparable ungraded levels at THIS school? Q2-11c, minutes (T0276): During your most recent FULL WEEK of teaching, approximately how many minutes did YOU spend teaching each of the following subjects at THIS school? Social studies or history Minutes per day. Q2-11d, minutes (T0278): During your most recent FULL WEEK of teaching, approximately how many minutes did YOU spend teaching each of the following subjects at THIS school? Science Minutes per day. Q8-8-amt (T0920): During the CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system? How much?
Private school teacher	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, and Private School Teacher Data Files,” 2017–18.

Table 22. Summary of final weighted item response rates, by survey population: 2017–18

Survey population	Range of item response rates	Percent of items 85 percent or above	Percent of items	
			70 percent to less than 85 percent	Percent of items below 70 percent
Public school	74.1–100	96.5	3.5	0.0
Private school	52.8–100	97.3	2.0	0.7
Public school principal	84.2–99.9	99.3	0.7	0.0
Private school principal	55.7–99.9	99.3	0.0	0.7
Public school teacher	54.9–100	93.3	5.1	1.6
Private school teacher	71.2–100	91.1	8.9	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, and Private School Teacher Data Files,” 2017–18.

Exhibit 4. Items with final weighted response rates of less than 70 percent, by survey population: 2017–18

Survey population	Items
Public school	†
Private school	Q5-8a (S0416): How many PREKINDERGARTEN students at this school participate in the Title I program?
Public school principal	†
Private school principal	Q6-1b (S2601): During the LAST school year (2016-17), why were you not evaluated at THIS school?
Public school teacher	Q1-4 (T0103): How much time do you work as a TEACHER in any of grades K–12 or comparable ungraded levels at THIS school? Q2-11c, minutes (T0276): During your most recent FULL WEEK of teaching, approximately how many minutes did YOU spend teaching each of the following subjects at THIS school? Social studies or history Minutes per day. Q2-11d, minutes (T0278): During your most recent FULL WEEK of teaching, approximately how many minutes did YOU spend teaching each of the following subjects at THIS school? Science Minutes per day. Q8-8-amt (T0920): During the CURRENT SCHOOL YEAR do you, or will you, receive a retirement pension check paid from a teacher retirement system? How much?
Private school teacher	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, and Private School Teacher Data Files,” 2017–18.

Nonresponse Bias Analysis

A comprehensive nonresponse bias analysis was conducted for the 2017–18 NTPS. The analysis evaluated the extent of potential bias introduced by nonresponse at both the unit and item levels, and the extent to which nonresponse weighting adjustments mitigated bias at the unit level. All statistical tests in this analysis are done at the 5 percent significance level per NCES statistical standards.

Unit-level Nonresponse Bias Analysis

Overview of Methodology

Statistical Standard 4-4 of the *NCES Statistical Standards* (U.S. Department of Education 2012) requires analysis of unit nonresponse bias for any survey stage with a base weighted response rate of less than 85 percent. The 2017–18 NTPS public and private school, principal, and teacher data files all failed to reach the 85 percent level. Comparisons between the total sample and respondent populations were made before and after the nonresponse weighting adjustments were applied in order to evaluate the extent to which the adjustments reduced or eliminated nonresponse bias. The following section explains the methodology and summarizes the conclusions.

As defined in the *Office of Management and Budget (OMB)’s Standards and Guidelines for Statistical Reviews*, Section 3.2 (2006), the degree of nonresponse bias is a function of two factors: the nonresponse rate and how much the respondents and nonrespondents differ on survey variables of interest. The mathematical formulation to estimate bias for a sample mean of variable y is as follows:

$$B(\bar{y}_R) = \bar{y}_R - \bar{y}_T = \left(\frac{n_{NR}}{n_T} \right) (\bar{y}_R - \bar{y}_{NR})$$

where

\bar{y}_T = the mean based on all eligible sample cases

\bar{y}_R = the mean based only on respondent cases

\bar{y}_{NR} = the mean based only on nonrespondent cases

n_T = the number of total cases in the sample (i.e., $n_T = n_R + n_{NR}$)

n_R = the number of respondent cases

n_{NR} = the number of nonrespondent cases

A variable-free estimate of the bias, referred to as a relative bias, was used to compare biases across all variables included in the analysis. The relative bias for an estimated mean using only the respondent data, \bar{y}_R , is calculated using the following formula:

$$RelB(\bar{y}_R) = \frac{B(\bar{y}_R)}{\bar{y}_R}$$

Nonresponse bias can exist for any survey variable; however, an estimate of bias can only be obtained if the value of the variable is known for the nonrespondent cases. For this reason, this chapter’s analysis evaluates the sample distributions of variables on the NTPS frames. There are a number of variables available for each data file from the 2017–18 NTPS sampling frames. The variables used are presented in exhibit 5.

Exhibit 5. Variables used in the NTPS unit nonresponse bias analysis: 2017–18**Public Schools, Principals, and Teacher Listing Forms**

- *Charter status*: noncharter, charter
- *Enrollment*: less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 to less than 1000, 1000 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
- *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
- *State*: 50 states and the District of Columbia

Public School Teachers

- *Charter status*: noncharter, charter
- *Enrollment*: less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 to less than 1000, 1000 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
- *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
- *Teacher status*: full time, part time, not reported
- *Subject taught*: special education, general elementary, math, science, English/language arts, social studies, vocational/technical, other, not reported
- *State*: 50 states and the District of Columbia

Private Schools, Principals, and Teacher Listing Forms

- *Affiliation (11 levels)*: 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
- *Locale*: city, suburb, town, rural
- *Grade level*: elementary, secondary, combined
- *Region*: Northeast, Midwest, South, West
- *Number of teachers*: less than 5, 5 to less than 15, 15 to less than 30, 30 to less than 50, 50 or more

Private School Teachers

- *Affiliation (11 levels)*: 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
- *Locale*: city, suburb, town, rural
- *Grade level*: elementary, secondary, combined
- *Number of teachers*: less than 5, 5 to less than 15, 15 to less than 30, 30 to less than 50, 50 or more

See notes at end of table.

Exhibit 5. Variables used in the NTPS unit nonresponse bias analysis: 2017–18—Continued

- *Region*: Northeast, Midwest, South, West
- *Teacher status*: full time, part time, not reported
- *Subject taught*: special education, general elementary, math, science, English/language arts, social studies, vocational/technical, other, not reported

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

For each category of the frame variables in exhibit 5, the estimated bias and relative bias can be calculated using the formulas previously presented, with \bar{y}_R representing the estimated number per every 100 (or percent) in that category based on respondent data and \bar{y}_T representing the estimated number per every 100 (or percent) in that category based on the total eligible sample (both respondents and nonrespondents) data.

To make the nonresponse bias analysis representative of the survey population, the estimated means of the frame variable categories are weighted. Because only the base weights are positive for nonrespondents, the base weights are always used to calculate the estimated mean for the total eligible sample. However, for the estimated mean using only the respondents, either base weights or final weights can be used depending on the purpose of the analysis. As part of the nonresponse bias analysis, the estimated bias and relative bias of the variables in Exhibit 5 are computed both before and after weighting adjustments.

First, the nonresponse bias is estimated before weighting adjustments, using base weights for both the total eligible sample and respondent means, and tested to determine if the bias is significant at the 5 percent level. The relative bias is the ratio of the estimated nonresponse bias to respondent mean. Next, the nonresponse and raking adjustments are applied to the base weights to calculate the *final weights*. The nonresponse adjustment cells were defined based on output from a Chi-square Automatic Interaction Detector (CHAID) procedure, and the variables listed above in Exhibit 5 were included as inputs in the CHAID (see chapter 8 for more details on the weighting). The nonresponse adjustments, which are included in the final weight, were designed to significantly reduce or eliminate unit nonresponse bias for variables included in the models. After the final weights are computed, any remaining bias is estimated for the variables listed above and statistical tests are performed to check the remaining significant nonresponse bias. For this comparison, nonresponse bias is calculated as the difference between the base weighted total eligible sample mean and the final weighted respondent mean. Again, the relative bias using the final weights is also calculated. The comparison of estimated relative bias before and after weighting adjustments evaluates the effectiveness of the weighting nonresponse adjustment (and raking adjustment) in mitigating nonresponse bias. Sample units found to be ineligible for NTPS were excluded from the analysis.

The tables 23 through 38 included in this chapter outline the summary statistics of the unit bias analysis findings for each NTPS questionnaire. For detailed information about the 2017–18 NTPS nonresponse bias analysis results, please refer to the tables in appendix E.

Unit Nonresponse Bias Analysis Results

Public Schools

Tables 23 and 24 contain summary statistics of the findings. Appendix tables E-1 and E-2 provide the detailed bias analysis that is summarized in tables 23 and 24.

Table 23. Summary of NTPS public school unit nonresponse bias—all items: 2017–18

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	7.65
Median estimated percent relative bias (absolute value)	6.51
Percent of variable categories significantly biased	50.54
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	4.14
Median estimated percent relative bias (absolute value)	1.61
Percent of variable categories significantly biased	20.43

¹Relative bias calculated based on comparison between respondent and full eligible sample. Significance is based on a two-tailed *t* distribution with 200 degrees of freedom and significance level $\alpha = 0.05$.

²Before weighting adjustment estimates are weighted using the school base weights.

³After weighting adjustment estimates are weighted using the school final weights, which are the base weights adjusted for nonresponse and raking.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 24. Effects of weighting adjustment on bias reduction—NTPS public school unit nonresponse bias: 2017–18

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	24
		Significant	1
	Increase in difference	Not significant	12
		Significant	9
Significant	>50% Reduction	Not significant	35
		Significant	2
	10%–50% Reduction	Not significant	3
		Significant	4
	<10% Reduction	Not significant	0
		Significant	1
	Increase in difference	Not significant	0
		Significant	2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

As shown in tables 23 and 24, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 51 percent of the variables were significantly biased before nonresponse weighting adjustments. After the adjustments, 20 percent of categories were significantly biased. Table 24 shows that 38 out of 47 items that were significantly biased were no longer biased after adjustments.

Eleven items were significantly biased with an increase in absolute difference after adjustments were made. These items comprise eight states, the ‘less than 35 percent’ category of the percent free or reduced lunch eligible characteristic, the ‘less than 10’ category of the number of teachers characteristic, and the ‘Title 1 program’ category of the Title 1 status characteristic.

Private Schools

Tables 25 and 26 contain summary statistics of the findings. Appendix tables E-3 and E-4 provide the detailed bias analysis that is summarized in tables 25 and 26.

Table 25. Summary of NTPS private school unit nonresponse bias—all items: 2017–18

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	11.22
Median estimated percent relative bias (absolute value)	7.25
Percent of variable categories significantly biased	50.00
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	2.37
Median estimated percent relative bias (absolute value)	2.01
Percent of variable categories significantly biased	0

¹Relative bias calculated based on comparison between respondent and full eligible sample. Significance is based on a two-tailed *t* distribution with 200 degrees of freedom and significance level $\alpha = 0.05$.

²Before weighting adjustment estimates are weighted using the school base weights.

³After weighting adjustment estimates are weighted using the school final weights, which are the base weights adjusted for nonresponse and raking.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 26. Effects of weighting adjustment on bias reduction—NTPS private school unit nonresponse bias: 2017–18

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	13
		Significant	0
	Increase in difference	Not significant	3
		Significant	0
Significant	>50% Reduction	Not significant	15
		Significant	0
	10%–50% Reduction	Not significant	1
		Significant	0
	<10% Reduction	Not significant	0
		Significant	0
	Increase in difference	Not significant	0
		Significant	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

As shown in tables 25 and 26, the weighting adjustments eliminated all significant bias in the variables measured. For all respondents, 50 percent of the variables were significantly biased before nonresponse weighting adjustments. After the adjustments, 0 percent of categories were significantly biased. Table 26 shows that all 16 items that were significantly biased were no longer biased after adjustments.

Public School Principals

Tables 27 and 28 contain summary statistics of the findings. Appendix tables E-5 and E-6 provide the detailed bias analysis that is summarized in tables 27 and 28.

Table 27. Summary of NTPS public school principal unit nonresponse bias—all items: 2017–18

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	8.45
Median estimated percent relative bias (absolute value)	5.91
Percent of variable categories significantly biased	61.29
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	4.20
Median estimated percent relative bias (absolute value)	1.93
Percent of variable categories significantly biased	17.20

¹Relative bias calculated based on comparison between respondent and full eligible sample. Significance is based on a two-tailed *t* distribution with 200 degrees of freedom and significance level $\alpha=0.05$.

²Before weighting adjustment estimates are weighted using the principal base weights.

³After weighting adjustment estimates are weighted using the principal final weights, which are the base weights adjusted for nonresponse and raking.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 28. Effects of weighting adjustment on bias reduction—NTPS public school principal unit nonresponse bias: 2017–18

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	17
		Significant	0
	Increase in difference	Not significant	14
		Significant	5
Significant	>50% Reduction	Not significant	45
		Significant	4
	10%–50% Reduction	Not significant	1
		Significant	3
	<10% Reduction	Not significant	0
		Significant	1
	Increase in difference	Not significant	0
		Significant	3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

As shown in tables 27 and 28, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 61 percent of the variables were significantly biased before nonresponse weighting adjustments. After the adjustments, 17 percent of categories were significantly biased. Table 28 shows that 46 out of 57 items that were significantly biased were no longer biased after adjustments.

Eight items were significantly biased with an increase in absolute difference after adjustments were made. These items comprise six states, the ‘less than 35 percent’ category from the percent free or reduced-price lunch eligible characteristic, and the ‘Title 1 program’ category of the Title 1 status characteristic.

Private School Principals

Tables 29 and 30 contain summary statistics of the findings. Appendix tables E-7 and E-8 provide the detailed bias analysis that is summarized in tables 31 and 32.

Table 29. Summary of NTPS private school principal unit nonresponse bias—all items: 2017–18

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	12.71
Median estimated percent relative bias (absolute value)	9.22
Percent of variable categories significantly biased	50.00
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	2.70
Median estimated percent relative bias (absolute value)	2.00
Percent of variable categories significantly biased	3.13

¹Relative bias calculated based on comparison between respondent and full eligible sample. Significance is based on a two-tailed t distribution with 200 degrees of freedom and significance level $\alpha = 0.05$.

²Before weighting adjustment estimates are weighted using the principal base weights.

³After weighting adjustment estimates are weighted using the principal final weights, which are the base weights adjusted for nonresponse and raking.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 30. Effects of weighting adjustment on bias reduction—NTPS private school principal unit nonresponse bias: 2017–18

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant Significant	12 0
	Increase in difference	Not significant Significant	3 1
Significant	>50% Reduction	Not significant Significant	16 0
	10%–50% Reduction	Not significant Significant	0 0
	<10% Reduction	Not significant Significant	0 0
	Increase in difference	Not significant Significant	0 0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

As shown in tables 29 and 30, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 50 percent of the variables were significantly biased before nonresponse weighting adjustments. After the adjustments, 3 percent of categories were significantly biased. Table 30 shows that the 16 items that were significantly biased were no longer biased after adjustments.

One item was significantly biased with an increase in absolute difference after adjustments were made. This item was the ‘West’ region.

Public School Teachers

The overall teacher response rate is a product of the school response rate to the Teacher Listing Form (TLF) and the teacher response rate to the NTPS questionnaire. Therefore, the nonresponse bias analysis for public school teachers is composed of two parts—one analysis for the TLF and second analysis for the Teacher Questionnaire. Tables 31 through 34 contain summary statistics of the teacher findings. Tables 31 and 32 apply to the TLF. Tables 33 and 34 apply to teachers from schools for which a TLF was completed.

Public School TLF

Tables 31 and 32 contain summary statistics of the findings. Appendix tables E-9 and E-10 provide the detailed bias analysis that is summarized in tables 31 and 32.

Table 31. Summary of NTPS public school Teacher Listing Form (TLF) unit nonresponse bias—all items: 2017–18

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	5.52
Median estimated percent relative bias (absolute value)	3.91
Percent of variable categories significantly biased	55.91
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	4.17
Median estimated percent relative bias (absolute value)	2.45
Percent of variable categories significantly biased	34.41

¹Relative bias calculated based on comparison between respondent and full eligible sample. Significance is based on a two-tailed *t* distribution with 200 degrees of freedom and significance level $\alpha = 0.05$.

²Before weighting adjustment estimates are weighted using the school base weights.

³After weighting adjustment estimates are weighted using the school base weights adjusted for TLF nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 32. Effects of Weighting adjustment on Bias Reduction—NTPS public school Teacher Listing Form unit nonresponse bias: 2017–18

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	22
		Significant	0
	Increase in difference	Not significant	12
		Significant	7
Significant	>50% Reduction	Not significant	23
		Significant	3
	10%–50% Reduction	Not significant	4
		Significant	9
	<10% Reduction	Not significant	0
		Significant	3
	Increase in difference	Not significant	0
		Significant	10

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

As shown in tables 31 and 32, the school-level weighting adjustments eliminated some, but not all, significant TLF nonresponse bias. For all respondents, 56 percent of the variable categories were significantly biased before nonresponse weighting adjustments. After the adjustments, 34 percent of categories were significantly biased. Table 32 shows that 27 out of 52 items that were significantly biased were no longer biased after adjustments.

Seventeen items were significantly biased with an increase in absolute difference after adjustments were made. These items comprise twelve states, the ‘1000 or more’ category of school enrollment, the ‘less than 35 percent’ category of the percent free or reduced-price lunch eligible characteristic, the ‘50 to less than 75’ and ‘75 or more’ categories of the number of teachers characteristic, and the ‘Title 1 program’ category of the Title 1 status characteristic.

Public School Teacher Questionnaire

Tables 33 and 34 contain summary statistics of the findings. Appendix tables E-11 and E-12 provide the detailed bias analysis that is summarized in tables 33 and 34.

Table 33. Summary of NTPS public school teacher unit nonresponse bias—all items: 2017–18

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	5.72
Median estimated percent relative bias (absolute value)	4.13
Percent of variable categories significantly biased	55.24
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	2.78
Median estimated percent relative bias (absolute value)	2.17
Percent of variable categories significantly ¹ biased	14.29

¹Relative bias calculated based on comparison between respondent and full eligible sample. Significance is based on a two-tailed *t* distribution with 200 degrees of freedom and significance level $\alpha = 0.05$.

²Before weighting adjustment estimates are weighted using the teacher base weights adjusted for TLF nonresponse.

³After weighting adjustment estimates are weighted using the teacher final weights, which are the teacher base weights adjusted for both TLF and teacher nonresponse and raking.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 34. Effects of weighting adjustment on bias reduction—NTPS public school teacher unit nonresponse bias: 2017–18

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	22
		Significant	0
	Increase in difference	Not significant	18
		Significant	7
Significant	>50% Reduction	Not significant	38
		Significant	1
	10%–50% Reduction	Not significant	11
		Significant	2
	<10% Reduction	Not significant	0
		Significant	1
	Increase in difference	Not significant	1
		Significant	4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

As shown in tables 33 and 34, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 55 percent of the variable categories were significantly biased before nonresponse weighting adjustments. After the adjustments, 14 percent of categories were significantly biased. Table 34 shows that 50 out of 58 items that were significantly biased were no longer biased after adjustments.

Eleven items were significantly biased with an increase in absolute difference after adjustments were made. These items comprise both levels of the Charter status characteristic, the ‘less than 35 percent’ and ‘50 to less than 75 percent’ categories of the percent free or reduced-price lunch eligible characteristic, the ‘suburb’ locale, the ‘20 or more’ category of pupil-teacher ratio, the ‘combined’ grade level, the ‘Title 1 program’ and ‘Title 1 eligible but no Title 1 program’ categories of the Title 1 status characteristic, and the ‘General elementary’ and ‘Not reported’ categories of the subject taught characteristic.

Private School Teachers

The overall teacher response rate is a product of the school response rate to the TLF and the teacher response rate to the NTPS questionnaire. Therefore, the nonresponse bias analysis for private school teachers is composed of two parts—one analysis for the TLF and second analysis for the Teacher questionnaire. Tables 35 through 38 contain summary statistics of the teacher findings. Tables 35 and 36 apply to the TLF. Tables 37 and 38 apply to teachers from schools for which a TLF was completed.

Private School TLF

Tables 35 and 36 contain summary statistics of the findings. Appendix tables E-13 and E-14 provide the detailed bias analysis that is summarized in tables 35 and 36.

Table 35. Summary of NTPS private school Teacher Listing Form (TLF) unit nonresponse bias—all items: 2017–18

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	11.91
Median estimated percent relative bias (absolute value)	8.48
Percent of variable categories significantly biased	62.50
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	3.03
Median estimated percent relative bias (absolute value)	1.77
Percent of variable categories significantly biased	15.63

¹Relative bias calculated based on comparison between respondent and full eligible sample. Significance is based on a two-tailed *t* distribution with 200 degrees of freedom and significance level $\alpha = 0.05$.

²Before weighting adjustment estimates are weighted using the school base weights.

³After weighting adjustment estimates are weighted using the school base weights adjusted for TLF nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 36. Effects of Weighting adjustment on Bias Reduction—NTPS private school Teacher Listing Form unit nonresponse bias: 2017–18

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	9
		Significant	0
	Increase in difference	Not significant	2
		Significant	1
Significant	>50% Reduction	Not significant	15
		Significant	3
	10%–50% Reduction	Not significant	1
		Significant	0
	<10% Reduction	Not significant	0
		Significant	1
	Increase in difference	Not significant	0
		Significant	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

As shown in tables 35 and 36, the school-level weighting adjustments eliminated some, but not all, significant TLF nonresponse bias. For all respondents, 63 percent of the variable categories were significantly biased before nonresponse weighting adjustments. After the adjustments, 16 percent of categories were significantly biased. Table 36 shows that 16 out of 20 items that were significantly biased were no longer biased after adjustments.

One item was significantly biased with an increase in absolute difference after adjustments were made. This item was the ‘30 to less than 50’ category of number of teachers.

Private School Teacher Questionnaire

Tables 37 and 38 contain summary statistics of the findings. Appendix tables E-15 and E-16 provide the detailed bias analysis that is summarized in tables 37 and 38.

Table 37. Summary of NTPS private school teacher unit nonresponse bias—all items: 2017–18

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	6.42
Median estimated percent relative bias (absolute value)	3.72
Percent of variable categories significantly biased	43.18
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	2.68
Median estimated percent relative bias (absolute value)	1.75
Percent of variable categories significantly ¹ biased	0

¹Relative bias calculated based on comparison between respondent and full eligible sample. Significance is based on a two-tailed *t* distribution with 200 degrees of freedom and significance level $\alpha=0.05$.

²Before weighting adjustment estimates are weighted using the teacher base weights adjusted for TLF nonresponse.

³After weighting adjustment estimates are weighted using the teacher final weights, which are the teacher base weights adjusted for both TLF and teacher nonresponse and raking.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 38. Effects of weighting adjustment on bias reduction—NTPS private school teacher unit nonresponse bias: 2017–18

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	13
		Significant	0
	Increase in difference	Not significant	12
		Significant	0
Significant	>50% Reduction	Not significant	15
		Significant	0
	10%–50% Reduction	Not significant	4
		Significant	0
	<10% Reduction	Not significant	0
		Significant	0
	Increase in difference	Not significant	0
		Significant	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

As shown in tables 37 and 38, the weighting adjustments eliminated all significant bias. For all respondents, 43 percent of the variable categories were significantly biased before nonresponse weighting adjustments. After the adjustments, 0 percent of categories were significantly biased. Table 38 shows that all 19 items that were significantly biased were no longer biased after adjustments.

Item-level Nonresponse Bias Analysis

Overview of Methodology

For all NTPS data files, the item bias analysis examined both the overall item response rate for all cases and the group item response rates for the characteristics listed in Exhibit 6 below, using the final weights for all unit respondents. If the overall response rate for the item fell below 70 percent, the item will be footnoted in NCES publications with “Item response rate fell below 70 percent” to caution the user that the low item response rate introduces some potential for bias in the imputation procedure and the resulting

estimates. For any characteristic with an item response rate less than 85 percent, a nonresponse bias analysis was done using the characteristics listed in Exhibit 6. For each characteristic group, the difference between the overall item response rate and the group item response rate is calculated. The difference is tested for statistical significance at the 0.05 confidence level. All significant differences are evaluated for whether they are also considered noteworthy. A noteworthy difference met the following conditions:

- The difference relative to the overall response rate for the particular item was greater than 10 percent.
- The absolute difference was greater than one percentage point.
- The characteristic group had at least 30 interviews.

Exhibit 6. Variables used in the NTPS item nonresponse bias analysis: 2017–18

<u>Public schools and principals¹</u>	<u>Public school teachers²</u>
<ul style="list-style-type: none"> • Charter status • Enrollment • Percent races other than White • Percent free lunch eligible • Locale • Pupil-teacher ratio • Grade level • Region • Number of teachers • Title 1 status • State 	<ul style="list-style-type: none"> • Charter status • Enrollment • Percent races other than White • Percent free lunch eligible • Locale • Pupil-teacher ratio • Grade level • Region • Number of teachers • Title 1 status • Teacher Status • Subject Taught • State
<u>Private schools and principals³</u>	<u>Private school teachers⁴</u>
<ul style="list-style-type: none"> • Affiliation • Enrollment • Locale • Grade level • Region • Number of teachers 	<ul style="list-style-type: none"> • Affiliation • Enrollment • Locale • Grade level • Region • Number of teachers • Teacher Status • Subject Taught

¹ A total of 93 groups exist for these 11 school characteristic groups.

² In addition to the 93 groups, the Teacher Status and Subject Taught variables collected from the Teacher Listing Form produce 12 more groups, for a total of 105 characteristic groups.

³ A total of 32 groups exist for these 6 school characteristic groups.

⁴ In addition to the 32 groups, the Teacher Status and Subject Taught variables collected from the Teacher Listing Form produce 12 more groups, for a total of 44 characteristic groups.

Table 39 presents the number of items by final weighted response rate for each file. Note that six items are below 70 percent, necessitating footnotes.

Table 39. NTPS number of items by final weighted response rate for each file: 2017–18

File	Total items	Number of items 95 percent or above	Number of items 85 percent to less than 95 percent	Number of items 70 percent to less than 85 percent	Number of items below 70 percent
Public school	115	62	49	4	0
Private school	150	91	55	3	1
Public school principal	137	133	3	1	0
Private school principal	135	122	12	0	1
Public school teacher	255	196	42	13	4
Private school teacher	236	174	41	21	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Item Nonresponse Bias Analysis Results

Public Schools

Four public school items had a response rate below 85 percent, requiring a closer examination. Those items were:

- (1) Q5-6b(1) (S0426): What was the percentage of PREKINDERGARTEN students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?—with a response rate of 81.0 percent
- (2) Q5-6c (S0427): Around the first of October 2017, what was the percentage of GRADES K–12 students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program? —with a response rate of 84.3 percent
- (3) Q5-6d (S0428): What is the count of students whose National School Lunch Program eligibility was determined through direct certification? —with a response rate of 74.1 percent
- (4) Q5-8b (S0414): How many students at this school in GRADES K–12 participate in the Title I program? —with a response rate of 80.3 percent

Table 40 summarizes the item nonresponse bias analysis results for each of the public school items. For each item, the weighted response rate for each of the 93 school characteristic groups in Exhibit 6 were compared to the overall response rate. Note that some of the 93 groups could have no eligible unit-level respondents (for example, enrollment less than 100), in which case an item response rate comparison cannot be made. The table shows how many of the 93 characteristic groups had significantly different response rates from the overall response rate, and how many of those significant differences were noteworthy according to the three criteria previously defined. Finally, the characteristic groups of most concern are listed, which are those that not only have both noteworthy and significant differences but also a response rate that is lower than the overall response rate.

Table 40. Summary of NTPS public school item nonresponse bias: 2017–18

Item	No eligible unit respondents	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		Characteristics with response rates lower than overall (response rate)
				Response rate higher than overall	Response rate lower than overall	
(1)	0	23	5	4	1	Colorado (66%)
(2)	0	22	6	3	3	Hawaii (71%) Maryland (76%) Massachusetts (74%)
(3)	0	31	16	15	1	Virginia (64%)
(4)	0	29	12	8	4	1000 or more students (71%) 75 or more teachers (69%) Title 1 noneligible (66%) New Hampshire (68%)

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Private Schools

Four private school items had a response rate below 85 percent, requiring a closer examination. Those items were:

- (1) Q2-3d, minutes (S2211): During a TYPICAL SCHOOL WEEK, approximately how many minutes per day do most THIRD-GRADE students spend on science at this school?—with a response rate of 82.6 percent
- (2) Q2-3d, days (S2212): During a TYPICAL SCHOOL WEEK, approximately how many days per week do most THIRD-GRADE students spend on science at this school?—with a response rate of 82.9 percent
- (3) Q2-6d, minutes (S2234): During a TYPICAL SCHOOL WEEK, approximately how many minutes per day do most EIGHTH-GRADE students spend on science at this school?—with a response rate of 84.2 percent
- (4) Q5-8a (S0416): How many PREKINDERGARTEN students at this school participate in the Title I program?—with a response rate of 52.8 percent

Table 41 summarizes the item nonresponse bias analysis results for each of the private school items. For each item, the weighted response rate for each of the 32 school characteristic groups in Exhibit 6 were compared to the overall response rate. Note that some of the 32 groups could have no eligible unit-level respondents (for example, enrollment less than 100), in which case an item response rate comparison cannot be made. The table shows how many of the 32 characteristic groups had significantly different response rates from the overall response rate, and how many of those significant differences were noteworthy according to the three criteria previously defined. Finally, the characteristic groups of most concern are listed, which are those that not only have both noteworthy and significant differences but also a response rate that is lower than the overall response rate.

Table 41. Summary of NTPS private school item nonresponse bias: 2017–18

Item	No eligible unit respondents	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		
				Response rate higher than overall	Response rate lower than overall	Characteristics with response rates lower than overall (response rate)
(1)	0	19	7	2	5	Jewish affiliation (65%) 750 or more students (72%) Rural locale (70%) less than 5 teachers (68%) 50 or more teachers (71%)
(2)	0	19	9	4	5	Jewish affiliation (67%) 750 or more students (71%) Rural locale (68%) less than 5 teachers (67%) 50 or more teachers (71%)
(3)	0	17	7	4	3	Jewish affiliation (69%) Rural locale (75%) less than 5 teachers (68%)
(4)	0	6	3	2	1	Other religious affiliation (39%)

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Public School Principals

One public principal item had a response rate below 85 percent, requiring a closer examination. That item was:

- (1) Q1-12 (A0111): In addition to serving as principal, are you CURRENTLY teaching in THIS school?—with a response rate of 84.2 percent

Table 42 summarizes the item nonresponse bias analysis results for the public principal item. The weighted response rate for each of the 93 characteristic groups in Exhibit 6 were compared to the overall response rate. Note that one of the 93 groups had no eligible unit-level respondents (for example, enrollment less than 100), in which case an item response rate comparison cannot be made. The table shows how many of the 93 characteristic groups had significantly different response rates from the overall response rate, and how many of those significant differences were noteworthy according to the three criteria previously defined. The analysis did not find any characteristic groups that had noteworthy and significant differences with a response rate lower than the overall response rate.

Table 42. Summary of NTPS public school principal item nonresponse bias: 2017–18

Item	No eligible unit respondents	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		Characteristics with response rates lower than overall (response rate)
				Response rate higher than overall	Response rate lower than overall	
(1)	1	14	0	0	0	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Private School Principals

One private principal item had a response rate below 85 percent, requiring a closer examination. That item was:

- (1) Q6-1b (A2601): LAST school year, why were you not evaluated at THIS school? —with a response rate of 55.7 percent

Table 43 summarizes the item nonresponse bias analysis results for the private principal item. The weighted response rate for each of the 32 school characteristic groups in exhibit 6 were compared to the overall response rate. The table shows how many of the 32 characteristic groups had significantly different response rates from the overall response rate, and how many of those significant differences were noteworthy according to the three criteria previously defined. The analysis did not find any characteristic groups that had noteworthy and significant differences with a response rate lower than the overall response rate.

Table 43. Summary of NTPS private school principal item nonresponse bias: 2017–18

Item	No eligible unit respondents	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		Characteristics with response rates lower than overall (response rate)
				Response rate higher than overall	Response rate lower than overall	
(1)	0	4	4	2	2	secondary grade level (47%) combined grade level (49%)

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Public School Teachers

Seventeen public teacher items had a response rate below 85 percent, requiring a closer examination. Those items were:

- (1) Q1-4 (T0103): How much time do you work as a TEACHER in any of grades K–12 or comparable ungraded levels at THIS school? —with a response rate of 65.8 percent
- (2) Q2-11a(1), days (T0273): During your most recent FULL WEEK of teaching, approximately how many days per week had time designated for reading instruction at THIS school?—with a response rate of 70.4 percent
- (3) Q2-11c (T0276): During your most recent FULL WEEK of teaching, approximately how many minutes did YOU spend teaching social studies or history at THIS school?—with a response rate of 68.1 percent
- (4) Q2-11c, days (T0277): During your most recent FULL WEEK of teaching, approximately how many days per week did YOU spend teaching social studies or history at THIS school?—with a response rate of 72.8 percent

- (5) Q2-11d (T0278): During your most recent FULL WEEK of teaching, approximately how many minutes did YOU spend teaching science at THIS school?—with a response rate of 68.4 percent
- (6) Q2-11d, days (T0279): During your most recent FULL WEEK of teaching, approximately how many days per week did YOU spend teaching science at THIS school?— with a response rate of 73.1 percent
- (7) Q2-13d(8), students (T0267): number of students in 8th class period, with a response rate of 78.4 percent
- (8) Q2-13d(9), students (T0268): number of students in 9th class period, with a response rate of 76.6 percent
- (9) Q2-13d(10), students (T0269): number of students in 10th class period, with a response rate of 74.4 percent
- (10) Q4-3c(2) (T0426): grade range of teaching certificate marked in question 4-3b, with a response rate of 84.7 percent
- (11) Q4-3e(1), code (T0430): code of first additional content area certified to teach by certificate in question 4-3b, with a response rate of 83.7 percent
- (12) Q4-3e(1) (T0431): grade range certified to teach the first additional content area by certificate in question 4-3b, with a response rate of 83.5 percent
- (13) Q4-3e(3) (T0439): grade range certified to teach the third additional content area by certificate in question 4-3b, with a response rate of 81.0 percent
- (14) Q8-1b-(1) (T0905): DURING THE SUMMER OF 2017, if you have earnings from working in a nonteaching job in the school or any other school, did all these earnings come from your current school?—with a response rate of 80.0 percent
- (15) Q8-7a-amt (T0917): DURING THE CURRENT SCHOOL YEAR, how much additional compensation earned from working in any job OUTSIDE this school system?—with a response rate of 84.3 percent
- (16) Q8-7b (T0918): Which of these best describes this job OUTSIDE this school system?—with a response rate of 84.3 percent
- (17) Q8-8-amt (T0920): During the CURRENT SCHOOL YEAR, how much was received from a retirement pension check paid from a teacher retirement system?—with a response rate of 54.9 percent

Table 44 summarizes the item nonresponse bias analysis results for each of the public teacher items. For each item, the weighted response rate for each of the 105 characteristic groups in exhibit 6 were compared to the overall response rate. Note that some of the 105 groups could have no eligible unit-level respondents (for example, enrollment less than 100), in which case an item response rate comparison cannot be made. The table shows how many of the 105 characteristic groups had significantly different response rates from the overall response rate, and how many of those significant differences were noteworthy according to the three criteria previously defined. Finally, the characteristic groups of most concern are listed, which are those that not only have both noteworthy and significant differences but also a response rate that is lower than the overall response rate.

Table 44. Summary of NTPS public school teacher item nonresponse bias: 2017–18

Item	No eligible unit respondents	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		Characteristics with response rates lower than overall (response rate)
				Response rate higher than overall	Response rate lower than overall	
(1)	0	41	29	21	8	500 to less than 750 students (59%)
						75% or more percent free lunch eligible (57%)
						primary grade level (59%)
						South region (56%)
						full-time teacher status (56%)
						special education subject taught (50%)
						Georgia (48%)
						Texas (50%)
(2)	0	23	12	1	11	middle grade level (56%)
						high school grade level (59%)
						special education subject (51%)
						math subject (57%)
						English/language arts subject (60%)
						other subject (52%)
						District of Columbia (59%)
						Iowa (60%)
						Kentucky (54%)
						Mississippi (58%)
(3)	0	49	25	4	21	Utah (62%)
						1000 or more students (57%)
						pupil teacher ratio less than 10 (59%)
						middle grade level (43%)
						high school grade level (46%)
						75 or more teachers (53%)
						part-time teacher status (33%)
						special education subject (49%)
						math subject (33%)
(3)	0	49	25	4	21	science subject (41%)
						English/language arts subject (42%)
						vocational/technical subject (27%)
						other subject (35%)
						District of Columbia (47%)
						Maine (58%)
						Massachusetts (61%)
						Minnesota (59%)
						Mississippi (53%)
						Ohio (60%)
(3)	0	49	25	4	21	Pennsylvania (54%)
						Vermont (50%)
(3)	0	49	25	4	21	Virginia (61%)

See notes at end of table.

Table 44. Summary of NTPS public school teacher item nonresponse bias: 2017–18—Continued

Item	No eligible unit respondents	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		Characteristics with response rates lower than overall (response rate)
				Response rate higher than overall	Response rate lower than overall	
(4)	0	40	21	4	17	1000 or more students (63%)
						middle grade level (46%)
						high school grade level (51%)
						75 or more teachers (58%)
						part-time teacher status (38%)
						special education subject (54%)
						math subject (36%)
						science subject (32%)
						English/language arts subject (42%)
						vocational/technical subject (29%)
						other subject (41%)
						Kentucky (60%)
						Mississippi (51%)
						Ohio (64%)
						Pennsylvania (62%)
						Vermont (56%)
						Virginia (62%)
(5)	0	50	25	6	19	1000 or more students (57%)
						pupil teacher ratio less than 10 (60%)
						middle grade level (42%)
						high school grade level (46%)
						75 or more teachers (52%)
						part-time teacher status (30%)
						special education subject (49%)
						math subject (39%)
						English/language arts subject (35%)
						social studies subject (34%)
						vocational/technical subject (35%)
						other subject (35%)
						District of Columbia (49%)
						Iowa (57%)
						Minnesota (60%)
						New Jersey (61%)
						Ohio (58%)
						Pennsylvania (59%)
						Vermont (57%)

See notes at end of table.

Table 44. Summary of NTPS public school teacher item nonresponse bias: 2017–18—Continued

Item	No eligible unit respondents	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		Characteristics with response rates lower than overall (response rate)
				Response rate higher than overall	Response rate lower than overall	
(6)	0	36	19	5	14	1000 or more students (62%)
						middle grade level (46%)
						high school grade level (51%)
						75 or more teachers (57%)
						part-time teacher status (33%)
						special education subject (55%)
						math subject (44%)
						English/language arts subject (33%)
						vocational/technical subject (39%)
						other subject (40%)
						Mississippi (55%)
						New Jersey (65%)
						Ohio (63%)
						Wisconsin (64%)
(7)	0	39	23	14	9	less than 100 students (47%)
						1000 or more students (67%)
						50% or more non-White (70%)
						high school grade level (66%)
						less than 10 teachers (55%)
						Title I noneligible (70%)
						science subject (56%)
						California (58%)
(8)	0	38	15	7	8	Minnesota (51%)
						less than 100 students (50%)
						1000 or more students (60%)
						50% or more non-White (69%)
						high school grade level (58%)
						75 or more teachers (68%)
						Title I noneligible (68%)
						math subject (55%)
(9)	0	39	12	5	7	English/language arts subject (57%)
						1000 or more students (57%)
						50% or more non-White (66%)
						high school grade level (52%)
						South region (66%)
						less than 10 teachers (52%)
						Title 1 noneligible (65%)
						English/language arts subject (50%)
(10)	0	16	2	1	1	Hawaii (71%)
(11)	0	25	8	6	2	New Jersey (71%)
						New York (75%)
(12)	0	9	3	2	1	Massachusetts (69%)

See notes at end of table.

Table 44. Summary of NTPS public school teacher item nonresponse bias: 2017–18—Continued

Item	No eligible unit respondents	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		Characteristics with response rates lower than overall (response rate)
				Response rate higher than overall	Response rate lower than overall	
(13)	12	33	1	1	0	†
(14)	0	4	3	3	0	†
(15)	0	16	3	1	2	Hawaii (71%) New York (75%)
(16)	0	16	3	1	2	Hawaii (71%) New York (75%)
(17)	0	20	12	5	7	750 to less than 1000 students (44%)
						10 to less than 20% non-White (45%)
						suburb locale (44%)
						10 to less than 15 pupil teacher ratio (49%)
						middle grade level (46%)
						Northeast region (29%)
						English/language arts subject (38%)

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Private School Teachers

Twenty-one private teacher items had a response rate below 85 percent, requiring a closer examination. Those items were:

- (1) Q2-11a(1), days (T0273): During your most recent FULL WEEK of teaching, approximately how many days per week did YOU spend teaching English, reading or language arts at THIS school?—with a response rate of 77.6 percent
- (2) Q2-11c (T0276): During your most recent FULL WEEK of teaching, approximately how many minutes did YOU spend teaching social studies or history at THIS school?—with a response rate of 78.2 percent
- (3) Q2-11c, days (T0277): During your most recent FULL WEEK of teaching, approximately how many days per week did YOU spend teaching social studies or history at THIS school?—with a response rate of 80.0 percent
- (4) Q2-11d (T0278): During your most recent FULL WEEK of teaching, approximately how many minutes did YOU spend teaching science at THIS school?—with a response rate of 74.5 percent
- (5) Q2-11d, days (T0279): During your most recent FULL WEEK of teaching, approximately how many days per week did YOU spend teaching science at THIS school?—with a response rate of 77.1 percent
- (6) Q2-13d(8), students (T0267): number of students in 8th class period, with a response rate of 84.9 percent
- (7) Q2-13d(9), students (T0268): number of students in 9th class period, with a response rate of 82.1 percent
- (8) Q2-13d(10), students (T0269): number of students in 10th class period, with a response rate of 78.5 percent
- (9) Q3-3d(1) (T0319): In what year did you earn a vocational certificate?—with a response rate of 79.4 percent
- (10) Q3-3c(3) (T0323): Which of the following best describes the SECOND Bachelor's degree earned?—with a response rate of 84.3 percent

- (11) Q3-3d(3) (T0324): In what year did you earn the SECOND Bachelor's degree?—with a response rate of 80.1 percent
- (12) Q4-2b(1), code (T0447): code of content area certified by a teaching certificate from an accrediting or certifying body OTHER THAN THE STATE, with a response rate of 81.7 percent
- (13) Q4-2b(2) (T0448): grade range of certificate from an accrediting or certifying body OTHER THAN THE STATE, with a response rate of 82.4 percent
- (14) Q4-2d(1), code (T0452): code of first additional content area certified by a teaching certificate from an accrediting or certifying body other than the state, with a response rate of 77.5 percent
- (15) Q4-2d(1) (T0453): grade range of certificate for first additional content area from an accrediting or certifying body other than the state, with a response rate of 76.9 percent
- (16) Q8-1b-amt (T0904): DURING THE SUMMER OF 2017, how much was earned working in a nonteaching job in this school or any other school?—with a response rate of 83.1 percent
- (17) Q8-1b-(1) (T0905): DURING THE SUMMER OF 2017, if working in a nonteaching job in this school or any other school, did all of these earnings come from your current school?—with a response rate of 79.6 percent
- (18) Q8-2 (T0908): How many days are covered by your contract, per contract year?—with a response rate of 83.4 percent
- (19) Q8-7a-amt (T0917): DURING THE CURRENT SCHOOL YEAR, how much additional compensation was earned from working in any job OUTSIDE this school?—with a response rate of 83.6 percent
- (20) Q8-7b (T0918): Which of these best describes this job OUTSIDE this school?—with a response rate of 83.6 percent
- (21) Q8-8-amt (T0920): During the CURRENT SCHOOL YEAR, how much was received from a retirement pension check paid from a teacher retirement system?—with a response rate of 71.2 percent

Table 45 summarizes the item nonresponse bias analysis results for each of the private teacher items. For each item, the weighted response rate for each of the 44 characteristic groups in exhibit 6 were compared to the overall response rate. Note that some of the 44 groups could have no eligible unit-level respondents (for example, enrollment less than 100), in which case an item response rate comparison cannot be made. The table shows how many of the 44 characteristic groups had significantly different response rates from the overall response rate, and how many of those significant differences were noteworthy according to the three criteria previously defined. Finally, the characteristic groups of most concern are listed, which are those that not only have both noteworthy and significant differences but also a response rate that is lower than the overall response rate.

Table 45. Summary of NTPS private school teacher item nonresponse bias: 2017–18

Item	No eligible unit respondents	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		Characteristics with response rates lower than overall (response rate)
				Response rate higher than overall	Response rate lower than overall	
(1)	0	8	5	0	5	Nonsectarian—special emphasis affiliation (69%) Nonsectarian—special education affiliation (69%) part-time teacher status (64%) special education subject (65%) other subject (59%)
(2)	0	19	8	2	6	Jewish affiliation (62%) secondary grade level (41%) part-time teacher status (43%) special education subject (64%) math subject (55%) other subject (45%)
(3)	0	13	5	0	5	Jewish affiliation (63%) secondary grade level (45%) part-time teacher status (48%) special education subject (69%) other subject (51%)
(4)	0	24	12	4	8	Jewish affiliation (44%) 750 or more students (64%) secondary grade level (39%) Northeast region (65%) 50 or more teachers (60%) part-time teacher status (38%) special education subject (62%) other subject (41%)
(5)	0	23	11	3	8	Jewish affiliation (40%) 750 or more students (65%) secondary grade level (67%) Northeast region (46%) 50 or more teachers (61%) part-time teacher status (43%) special education subject (68%) other subject (45%)
(6)	0	8	2	1	1	secondary grade level (58%)
(7)	1	9	2	1	1	secondary grade level (44%)
(8)	1	9	1	1	0	†
(9)	0	8	3	2	1	other subject (68%)
(10)	0	10	3	2	1	less than 100 students (68%)
(11)	0	6	1	1	0	†
(12)	0	5	2	2	0	†
(13)	0	8	3	1	2	Catholic—parochial affiliation (67%) Nonsectarian—special education affiliation (62%)

See notes at end of table.

Table 45. Summary of NTPS private school teacher item nonresponse bias: 2017–18—Continued

Item	No eligible unit respondents	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		
				Response rate higher than overall	Response rate lower than overall	Characteristics with response rates lower than overall (response rate)
(14)	0	5	4	4	0	†
(15)	0	6	6	6	0	†
(16)	0	2	0	0	0	†
(17)	0	8	3	3	0	†
(18)	0	15	0	0	0	†
(19)	0	4	0	0	0	†
(20)	0	4	0	0	0	†
(21)	0	7	4	3	1	West region (57%)

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Chapter 7. Data Processing

Data processing includes all activities related to the management of the incoming data from check-in and capture of completed questionnaires to the production of the preliminary data products. Each case is checked in and captured, with separate but consistent procedures for paper and internet questionnaires. Captured data is converted to SAS datasets following the check-in procedure. The data review stage includes a number of activities including various edit procedures, preliminary and final interview status recode (ISR) determinations, as well as imputation of missing data. These activities result in the preliminary data products with each step being discussed in greater detail in this chapter.

Data processing procedures were created specifically for each type of questionnaire: school, principal, and teacher. Data were not mixed across questionnaire types. The processing principles were the same for all questionnaire, but the procedures were tailored to the specific questions and content of each separate instrument.

Three data files were created, each file containing data from a single questionnaire type. These data files are the source files for the documentation files and restricted-use files. The steps involved in creating and finalizing these files are described below.

Questionnaire Check-in

The very first data processing step is to assign an appropriate outcome code for each case. Given the various ways respondents could have provided the survey information (e.g., paper questionnaire, internet questionnaire, telephone, in-person interview), the Census Bureau also had to use a variety of methods to assign the appropriate outcome code for each questionnaire.

Check-in of Paper Questionnaires

Respondents were encouraged to complete and mail back all forms sent to their school. Questionnaires²⁰ received by the NPC were immediately checked using the Automatic Tracking and Control (ATAC) system by clerical staff. At this stage, questionnaires received an outcome code of complete if any items on the questionnaire were answered. Additional outcome codes that were set included refusals, blanks, duplicates, Undeliverable as Addressed (UAA), and various out-of-scope codes.

The questionnaires were then grouped into batches by questionnaire type and interview status (i.e., completes, noninterviews, and out-of-scope for the survey), and those classified as “complete” were sent on for data capture. These outcome codes assigned during check-in were later used to determine the status code of each case.

For cases that did not mail in the paper questionnaire or complete the questionnaire online during the initial phase of data collection, the Census Bureau conducted several reminder and follow-up operations. One type of operation was by a telephone call and the other was by an in-person visit by a field representative (FR). The aim of both operations was to encourage the respondents to complete their questionnaires.

²⁰ The following out-of-scope codes apply to all National Teacher and Principal Survey (NTPS) questionnaire types: ‘School is no longer operating,’ ‘Not a school,’ ‘Wrong grade range,’ ‘Wrong classification (private, etc.),’ ‘Temporarily without students,’ ‘Duplicate school in sample,’ and ‘Other.’ The following out-of-scope codes apply only to the NTPS-4A & 4B teacher questionnaires: ‘No longer works at this school,’ ‘Not a teacher,’ ‘Deceased or moved outside U.S.’ The following out-of-scope code applies only to the NTPS-2A & 2B principal questionnaires: ‘No principal.’

Completed questionnaires picked up by an FR were shipped to the clerical processing staff at the NPC for ATAC check-in and data capture.

Check-in of Internet Questionnaires

Internet instruments were developed for all NTPS questionnaire types—the Principal Questionnaire, School Questionnaire, and Teacher Questionnaire. The internet instrument was the primary mode of data collection for all questionnaire types in the 2017–18 NTPS. The percent of questionnaires collected by mode is provided in Table 46.

Table 46. Mode of collection for all NTPS questionnaire types by data file: 2017–18

Data file	Respondents	Collection Mode			
		Paper	Percent	Web	Percent
Public school principal	7,165	2,855	39.9	4,310	60.2
Private school principal	2,368	790	33.4	1,578	66.6
Public school	7,404	2,719	36.7	4,685	63.3
Private school	2,484	728	29.3	1,756	70.7
Public school teacher	44,319	6,754	15.2	37,565	84.8
Private school teacher	7,022	1,262	18.0	5,760	82.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Public School, Private School, Public School Principal, Private School Principal, Public School Teacher and Private School Teacher IE Files,” 2017–18.

All sampled teachers with a valid email address, either from the teacher list, located using web research, or an outside vendor were offered the Teacher Questionnaire internet instrument as the primary means to complete their questionnaire. Approximately, 84 percent of teachers who completed a NTPS-4A or 4B Teacher questionnaire completed the internet version of the questionnaire.

In addition, the NTPS Internet instruments were available to telephone interviewers if a respondent preferred to complete the questionnaire over the telephone.

Data from the NTPS questionnaires completed on the Internet were retrieved daily from the instrument by Census Bureau programming staff and assigned a check-in code (“net code”) based on the items completed by the respondent; this net code, along with the ATAC outcome code discussed above, was later used to determine the status code of each principal, school, and teacher record.

The internet instrument was programmed so that internet respondents could not skip over critical items (those items that must be answered in order for a questionnaire to be considered complete). On the last screen of each internet questionnaire, the respondent was given the option to submit the completed questionnaire. The internet questionnaires were assigned a check-in code of complete as long as the respondent completed all of the critical items plus ten percent of the remaining items and successfully submitted the completed survey. All other situations where the respondent logged in to the instrument but did not complete the questionnaire were considered to be partially complete and were assigned an interview status code during the preliminary and final ISR stages of data processing that was dependent upon which items the respondent did or did not answer. For further information about the preliminary and final ISR classification, refer to the Data Review section of this chapter.

Data Capture and Imaging

Data Capture of Paper Questionnaires

The 2017–18 NTPS paper questionnaire data were captured using a combination of manual data keying and imaging technology, both of which were facilitated by the Integrated Computer Assisted Data Entry (iCADE) system. The first step in the iCADE system is imaging. The images are then used as the source for electronic data capture, manual keying, and analyst data review.

When the NTPS paper questionnaires were received and checked-in by the Census Bureau clerical processing staff as “complete” (i.e., any items on the questionnaire were answered), they were entered into the iCADE system for control purposes and grouped into batches by questionnaire type for data capture and imaging. The batches of questionnaires were disassembled using a guillotine, and each duplex page was scanned. At the conclusion of the scanning process, the iCADE system matched the number of imaged pages with the number of pages expected for each questionnaire type. If there was a discrepancy between the images scanned and the number of pages expected, a series of screens was presented to clerical staff, enabling a clerk or supervisor either to accept the batch as it was or to pull it from processing until the issue was resolved.

The batches that were accepted after the scanning process were sent to the next stages of data capture: auto registration, Optical Mark Recognition (OMR), and manual registration. During auto registration, all of the scanned images were read into the server by their barcodes, which then identified each page in the batch. Once the pages were identified, the OMR server could then read and recognize the presence of answer marks in the boxes next to pre-coded, categorical items. The OMR server was programmed with the locations of the answer boxes for pre-coded items prior to data capture. The program automatically entered the appropriate data into the OMR script file for that questionnaire.

Certain circumstances could cause the automated processes to fail. For example, an unreadable barcode or a checkbox ambiguity would be flagged by the program for intervention. Batches that could not be completed in the automated processes were directed to a manual registration phase of data capture. This process included showing the images to clerical staff, enabling a clerk or supervisor to resolve the issue by manual repair.

Once all of the OMR data were captured correctly and verified as necessary, all write-in fields (i.e., open-ended, numeric, and character fields) were captured by a process called Key from Image (KFI). First, the server was programmed with the location of expected answer marks for items that were not pre-coded. Then, clerical staff, called keyers, viewed the write-in fields and manually typed (keyed) the data present in the field or entered a code to indicate the field was blank.

The next stage of data capture was a data quality check of the KFI responses, referred to as Analyze KFI. During this check, a percentage of nonblank KFI fields were sampled so that clerks could verify the output. A random number was generated at the starting point for nonblank fields within a batch. Then, the system began at the randomly generated number and took every Xth field for the nonblank fields and all sampled fields were added to a KFI data file. This KFI data file was then sent to a verification clerk who would verify the validity of the KFI output. The verification clerk was presented with an image of the sample fields and was instructed to enter the response, if any, that he or she found in each field. This clerk was not provided with the data entered by the original keyer.

The system compared the KFI entry from the first entry and the verification entry. The fields with differences were flagged in the KFI script file. In addition, the system computed error rates for the

nonblank fields. An error occurred when the clerk's field verification differed from the original KFI entry. Errors were classified into a number of categories, based upon the keying error situation.

For these cases where there was a difference, the batch KFI script file was forwarded to a third clerk, an Adjudicator, who was required to provide an interpretation of the marks with differences. The Adjudicator could (1) agree with the keyer, (2) agree with the verifier, or (3) provide his or her own interpretation of the respondent's answer. The Adjudicator then classified the error into a number of categories based on the keying error situation; this classification served as the final classification. Once the Adjudicator made a decision and the data had been adjusted if necessary, the batch was marked as finished and released to Census Bureau analysts.

Data Capture of the Internet Questionnaires

Data collected via the internet questionnaire instrument did not go through a separate data capture operation. Internet response data were saved by the system in electronic format, so they did not require a data capture process.

Reformatting

As the NTPS paper questionnaire data were captured and transmitted weekly, the resulting output files of raw data were reformatted into SAS datasets. Data collected using the internet questionnaire instruments were in a different electronic format when they were exported from the instrument and therefore needed to be reformatted. Census Bureau analysts provided specifications to programmers that indicated how to merge these paper and internet data files together into a combined reformatted SAS dataset in order to facilitate the remaining data processing. Data were kept in files by questionnaire type. This allowed analysts to proceed with data review and data processing of the paper and internet data together in merged SAS datasets.

Data Review

The overall goal of the data review process was to make sure that the final datasets contained clean, accurate data and that there were no .n (not answered) items on any questionnaire records in the final data files. Each phase of processing had an associated review of the data where analysts reviewed the frequencies data, source code by source code (or groups of source codes, as necessary) in order to observe the changes that occurred in the data throughout the different stages of data processing. These data processing steps, which are outlined and discussed further in this document, include: a preliminary interview status classification; a series of computer edits that check that the data are in range, consistent throughout a questionnaire record, follow the correct skip pattern, and logically follow from responses on related NTPS questionnaires; a final interview status classification; and an imputation stage, during which any remaining "not answered" survey items were imputed. At each step where data were changed by a computer edit, an edit flag was set to indicate the nature of the change. Similarly, imputation flags were set when data were added to indicate that data were imputed. As part of data review, analysts examined those changes.

The primary objectives of the data review were to validate that the processing programs were working as intended and to identify suspicious values. By reviewing the frequency counts of data items at each stage of data processing, analysts were able to make sure that the edit and imputation programs were working correctly; that is, that they were doing what analysts intended for them to do. The data review also helped to ensure that the imputed values were consistent with the other data on the questionnaire record.

Analysts used the frequencies of each data item at each stage of data processing to identify suspicious values (e.g., if an item's response was outside the range of possible answer choices or if an answer

seemed unlikely given the respondent's other responses in the survey). In the early stages of processing, analysts investigated anomalies by visually examining the image of the paper questionnaire page. Analysts verified that the data were keyed correctly and looked for additional information the respondent may have written on the questionnaires outside of the answer spaces provided. Analysts updated the files with corrected information as appropriate.

Preliminary ISR Classification

The preliminary Interview Status Recode (ISR) was a preliminary determination of whether each case was an interview, a noninterview, or was out-of-scope for NTPS. In general, cases with an “out-of-scope” outcome code that had been assigned during data collection were classified as out-of-scope (ISR=3) for the preliminary ISR. Otherwise, cases with data entries were classified as completed interviews (ISR=1). Cases with no data and cases where the district or school had refused were classified as noninterviews (ISR=2).

Computer Edits

After the preliminary ISR classification, all files were submitted to a series of computer edits.²¹ These edits consisted of a range check, a consistency edit, a blanking edit, and a logic edit.

Creating Edit Flags

Because the Consistency edits and Logic edits made actual changes to the existing NTPS data, a series of computer edit flags were created to indicate such changes. These flags enabled analysts to keep track of how much editing was occurring overall, along with what kinds of changes and at which stage of processing these changes were made. The definitions for each flag used during the consistency and logic edits are described in exhibit 7 below.

²¹ The “computer edits” referenced throughout this chapter refer to the range checks, consistency edits, blanking edits, and logic edits that took place after the data were collected and reformatted into SAS datasets. They do not include the edits that were embedded into the internet instruments, which included range checks and consistency edits that would prompt the respondent if a response they entered was out of range or inconsistent with other entries. The NTPS questionnaires completed using the internet questionnaire instrument still underwent the computer edit stage of processing as described throughout this chapter.

Exhibit 7. Edit flags created in processing: 2017–18 NTPS questionnaires

Processing Stage	Flag Variable	Flag Values and Definitions	
Edit Flag Recode	ef_[source code] =	0	Item was not edited during the consistency or logic edits.
		1	Item was edited during only the consistency edits.
		2	Original value was ratio adjusted during the logic edit.
		3	Data were added using data from other variables in same questionnaire.
		4	Data were added using data from another associated questionnaire (principal record, school record, teacher record, or Teacher Listing Form [TLF]).
		5	Data were added using data from the sample file (CCD or TLF).
		12	Item was edited during the consistency edits, and item was ratio adjusted during the logic edit.
		13	Item was edited during the consistency edits and data was added using data from other variables in same questionnaire.
		14	Item was edited during the consistency edits and data was added using data from another associated questionnaire (principal record, school record, teacher record or TLF).
		15	Item was edited during the consistency edits and data were added using data from the sample file (CCD for nonteachers or TLF for teachers).

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Private School, Public School Principal, Private School Principal, Public School Teacher and Private School Teacher Documentation Data Files,” 2017–18.

The edit flags are not included on the restricted-use data files.

Range Check

The first of the computer edits was the range check. The range check was used to delete entries that were outside the range of acceptable values that were set prior to the administration of NTPS. Entries that were deleted as a result of range checks had data added during the logic edit and imputation stages of data processing. The edit flags described above do not reflect the deletion of entries due to range checks.

Consistency Edit

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

1. within items (e.g., if the response to the “Yes/No” part of Public School Questionnaire item 1-11a.—does the school currently have any students enrolled in kindergarten—was “No,” but there was an entry in 1-11b. indicating the length of the school day for kindergarten transitional kindergarten, or transitional first-grade students, the entry in item 1-11a. was deleted); or

2. between items (e.g., if the response to item 1-5 on the Private Principal Questionnaire, years of experience as a principal, indicates that the respondent became a principal before the age of 18 when considering the entry in item 9-4, birth year, the entry in item 1-5 was deleted).

In addition, the consistency edits filled in some items where data were missing or incomplete by using other information on the same data record. For example, if the number of part-time teachers was not reported in item 1-10b on the Public School Questionnaire the total number of teachers was reported in item 1-10c, and the total was greater than or equal to the number of full-time teachers in item 1-10a, the consistency edit entered the difference as the number of part-time teachers in item 1-10b.

Blanking Edit

The blanking edits deleted extraneous entries (e.g., in situations where skip patterns were not followed correctly) and assigned the “not answered” (.n) code to items that should have been answered but were not. Entries that were assigned the “not answered” (.n) code had data added during the logic edit and imputation stages of data processing. The edit flags do not reflect the deletion or assignment of the “not answered” (.n) due to blanking edits.

Logic Edit

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. The four main types of edits that occurred during the logic edits are described in further detail below.

- *Editing data by ratio adjusting the original value.* Data were ratio adjusted in some circumstances so that items were consistent with one another. For example, if the counts of the number of students with disabilities on Private School Questionnaire 5-2b (all entries) did not sum to the reported number of students in item 5-1b, then the ratio for each entry was preserved, but the actual counts were adjusted to be consistent with the total reported number of students with disabilities in items 5-1b.
- *Editing data using other items on the same NTPS questionnaire record.* Based on entries from related items on the same NTPS questionnaire record, assumptions were made about how the respondent might have answered items. For example, item 1-4 on the Teacher Questionnaire asks how much the respondent works as a teacher in any of grades K–12 or comparable ungraded levels at this school. If this item was left blank by the respondent, and the respondent indicated that he or she spend most of their time during the school year as a regular full-time teacher, then item 1-4 was marked “full-time” by the logic edit.
- *Editing data using related items from an associated NTPS questionnaire.* Information from an associated NTPS questionnaire record was sometimes used to add data to the applicable record during the logic edits. For example, item 4-3 on the Principal Questionnaire asks how many days per year the principal is required to work under his or her contract. If this item was left blank by the respondent, then the response to School Questionnaire item 1-6, the number of days in the school year, was used to add data to the principal record.
- *Editing data using information from the sample file.* Information from the sample file was sometimes used to add data to the applicable record during the logic edit. For example, item 5-6a on the School Questionnaire asks whether the school participates in the National School Lunch Program. If the respondent left this item blank and the sample file indicated that the school participates in the National School Lunch Program, then item 5-6a was marked “Yes” by the logic edit.

Values filled in by the logic edits were valid responses because they were within the range of acceptable values that was set prior to the administration of NTPS and were consistent with the respondent's answers to related items.

The only records that were put through the series of computer edits were those classified as interviews in the preliminary ISR. The tables in appendix F show the number of edit changes made to entries for each of the variables within each data file. These changes are summarized in table 47 below.

Table 47. Summary of changes made to variables in the consistency and logic computer edits, by data file: 2017–18

Data file	Total number of complete interviews (ISR = 1)	Total number of variables in questionnaire	Number of variables changed during edits by percent of records on which the variable was changed			
			None	1–15 percent	16–30 percent	More than 30 percent
Public school principal	7,165	148	112	36	0	0
Private school principal	2,368	145	109	36	0	0
Public school	7,404	123	73	36	12	2
Private school	2,484	196	164	29	0	2
Public school teacher	44,319	295	156	123	5	11
Private school teacher	7,022	267	128	123	8	8

NOTE: At the end of data collection there were 132 items on the public school file, 202 on the private school file, 185 items on the public school principal file, 350 items on the public school teacher file and 323 items on the private school teacher file. After post-processing 9 items were dropped from public school file, 6 item were dropped from private school data file, 37 items were dropped from public school principal data file, 55 items were dropped from public school teacher file, and 56 items were dropped private school teacher file.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Public School, Private School, Public School Principal, Private School Principal, Public School Teacher and Private School Teacher Documentation Data Files," 2017–18.

Final Interview Status Edit

After the range checks, consistency edits, blanking edits, and logic edits were completed, the records were put through an edit to make a final determination of whether the case was eligible for the study and, if so, whether sufficient data had been collected for the case to be classified as a completed interview. A final interview status recode (ISR) value was assigned to each case as a result of this edit.

1. Public School Principal Questionnaire (Form NTPS-2A)

A case was classified as **out-of-scope** (ISR=3) if:

- the school named on the questionnaire label was classified as out-of-scope; or
- the school had no principal or administrator.

A case was classified as an **interview** (ISR=1) if:

- neither of the conditions for out-of-scope cases was met; and

- the respondent reported the total number of years served as a principal of his/her current school as well as any other school (item 1-5, A0104) or the respondent reported the total number of years served as principal at the school where she/he is currently principal (item 1-6, A0105); and
- there were valid entries in at least two of these five items:
 - licensure or certificate (item 1-9, A0108);
 - gender (item 9-1, A0900);
 - Hispanic origin (item 9-2, A0901);
 - race (item 9-3, A0902—A0906);
 - year of birth (item 9-4, A0907); and
- there were data in at least 10 percent of the remaining items (17 items for the Public School Principal Questionnaire).

A case was classified as a **noninterview** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

2. Private School Principal Questionnaire (Form NTPS-2B)

A case was classified as **out-of-scope** (ISR=3) if:

- the school named on the questionnaire label was classified as out-of-scope; or
- the school had no principal or administrator.

A case was classified as an **interview** (ISR=1) if:

- neither of the conditions for out-of-scope cases was met; and
- the respondent reported the total number of years served as a principal of his/her current school as well as any other school (item 1-5, A0104) or the respondent reported the total number of years served as principal at the school where she/he is currently principal (item 1-6, A0105); and
- there were valid entries in at least two of these five items:
 - licensure or certificate (item 1-9, A0108);
 - gender (item 9-1, A0900);
 - Hispanic origin (item 9-2, A0901);
 - race (item 9-3, A0902—A0906);
 - year of birth (item 9-4, A0907); and
- there were data in at least 10 percent of the remaining items (13 items for the Private School Principal Questionnaire).

A case was classified as a **noninterview** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

3. Public School Questionnaire (Form NTPS-3A)

A case was classified as **out-of-scope** (ISR=3) if:

- the school named on the questionnaire was not in operation during the 2017–18 school year; or
- the school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- the institution named on the questionnaire was not a public school.

A case was classified as an **interview** (ISR=1) if:

- none of the conditions for out-of-scope cases were met; and
- the grades(s) offered at the school was reported for at least one of the 1st–12th grades or comparable ungraded. (item 1-1, S0102-s0114)
- the K–12 student enrollment was reported and greater than 0 (item 1-2, S0115); and
- the type of school was reported (item 1-7, S0120); and
- the number of teachers working at the school was reported (full- and/or part-time teachers was reported in item 1-10a-b, S0200 and/or S0201, or total teachers was reported in item 1-10c, S0202); and
- there were data in at least 10 percent of the remaining items (11 items on the Public School Questionnaire).

A case was classified as a **noninterview** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

4. Private School Questionnaire (Form NTPS-3B)

A case was classified as **out-of-scope** (ISR=3) if:

- the school named on the questionnaire was not in operation during the 2017–18 school year; or
- the school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- the institution named on the questionnaire was not a private school.

A case was classified as an **interview** (ISR=1) if:

- none of the conditions for out-of-scope cases were met; and
- the grades(s) offered at the school was reported for at least one of the 1st–12th grades or comparable ungraded. (item 1-1, S0102-s0114)
- the K–12 student enrollment was reported and greater than 0 (item 1-2, S0115); and
- the type of school was reported (item 1-9, S0120); and
- the number of teachers working at the school was reported (full- and/or part-time teachers was reported in item 1-10FT-<1/4, S0200 and/or S0180–S0183, or total teachers was reported in item 1-10 Total, S0202); and
- there were data in at least 10 percent of the remaining items (18 items on the Private School Questionnaire).

A case was classified as a **noninterview** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

5. Public School Teacher Questionnaire (Form NTPS-4A)

A case was classified as **out-of-scope** (ISR=3) if:

- the school from which the teacher was sampled was classified as out-of-scope by the Screener instrument; or
- the teacher no longer worked at the school named on the questionnaire (e.g., he/she transferred to another school, left teaching, retired or was deceased); or
- the teacher did not teach any of grades K–12 (e.g., he/she taught PK only); or

- the person named on the label was a short-term substitute teacher, student teacher, or teacher's aide; or
- the person named on the label was not a teacher; or
- the person named on the questionnaire label had never worked at the school; or
- the person named on the questionnaire worked at the school but did not teach any classes (e.g., he/she was an assistant principal, counselor, or librarian); or
- the teacher moved out of the U.S.

A case was classified as an **interview** (ISR=1) if:

- none of the conditions for out-of-scope cases was met; and
- the respondent reported either his/her position at the school (item 1-1, T0100) or his/her full- or part-time teaching status in the school (item 1-4, T0103); and
- at least one grade level of students taught by the respondent was reported (item 2-1, T0200-T0214); and
- the respondent reported his/her main teaching assignment field (item 2-4, T0217 or T5217); and
- the respondent reported either the year that he/she began teaching full- or part-time teaching at the elementary or secondary level (item 1-7, T0108) or the total number of years he/she worked as a full- or part-time teacher at the elementary or secondary level (item 1-9, T0110); and
- the respondent reported whether he/she had a college degree (item 3-1a, T0300, item 3-2a, T0312, or item 3-3, T0317-T0336); and
- there were valid entries in at least four of the following eight items:
 - gender (item 8-11, T0924);
 - Hispanic or Latino origin (item 8-13, T0928);
 - race (item 8-14, T0929–T0933);
 - year of birth (item 8-15, T0534); and
- there were data in at least 10 percent of the remaining items (29 items for the Public School Teacher Questionnaire).

A case was classified as a **noninterview** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

6. Private School Teacher Questionnaire (Form NTPS-4B)

A case was classified as **out-of-scope** (ISR=3) if:

- the school from which the teacher was sampled was classified as out-of-scope by the Screener instrument; or
- the teacher no longer worked at the school named on the questionnaire (e.g., he/she transferred to another school, left teaching, retired or was deceased); or
- the teacher did not teach any of grades K–12 (e.g., he/she taught PK only); or
- the person named on the label was a short-term substitute teacher, student teacher, or teacher's aide; or
- the person named on the label was not a teacher; or
- the person named on the questionnaire label had never worked at the school; or
- the person named on the questionnaire worked at the school but did not teach any classes (e.g., he/she was an assistant principal, counselor, or librarian); or
- the teacher moved out of the U.S.

A case was classified as an **interview** (ISR=1) if:

- none of the conditions for out-of-scope cases was met; and
- the respondent reported either his/her position at the school (item 1-1, T0100) or his/her full- or part-time teaching status in the school (item 1-4, T0103); and
- at least one grade level of students taught by the respondent was reported (item 2-1, T0200-T0214); and
- the respondent reported his/her main teaching assignment field (item 2-4, T0217 or T5217); and
- the respondent reported either the year that he/she began teaching full- or part-time teaching at the elementary or secondary level (item 1-7, T0108) or the total number of years he/she worked as a full- or part-time teacher at the elementary or secondary level (item 1-9, T0110); and
- the respondent reported whether he/she had a college degree (item 3-1a, T0300, item 3-2a, T0312, or item 3-3, T0317-T0336); and
- there were valid entries in at least four of the following eight items:
 - gender (item 8-11, T0924);
 - Hispanic or Latino origin (item 8-13, T0928);
 - race (item 8-14, T0929 –T0933);
 - year of birth (item 8-15, T0534); and
- there were data in at least 10 percent of the remaining items (26 items for the Private School Teacher Questionnaire).

A case was classified as a **noninterview** (ISR=2) if an eligible case did not meet the requirements to be an interview case.

The preliminary ISR and final ISR counts for each data file and the percent of change for each ISR classification are shown in table 48.

Table 48. Preliminary and final interview status recode (ISR) counts and percent change, by data file: 2017–18

Data file	Sample size	Preliminary ISR			Final ISR			Percent change in ISR		
		Inter-views	Non-inter-views	Out of scope	Inter-views	Non-inter-views	Out of scope	Inter-views	Non-inter-views	Out of scope
Public school principal	10,600	7,213	3,147	240	7,165	3,192	243	-0.67	1.43	1.25
Private school principal	4,000	2,393	1,400	207	2,368	1,424	208	-1.04	1.71	0.48
Public school	10,600	7,486	2,889	225	7,404	2,968	228	-1.10	2.73	1.33
Private school	4,000	2,517	1,276	207	2,484	1,308	208	-1.31	2.51	0.48
Public school teacher	59,989	45,531	10,022	4,436	44,319	11,194	4,476	-2.66	11.69	0.90
Private school teacher	9,626	7,225	1,830	571	7,022	2,021	583	-2.81	10.44	2.10

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Public School, Private School, Public School Principal, Private School Principal, Public School Teacher and Private School Teacher Documentation Data Files,” 2017–18.

After the final ISR edits, there were still several interviews with “not-answered” values on the data files for some variables. Values were created for these items in the next step of the processing—imputation.

Imputation Procedures

During the computer edit stage of data processing, extraneous entries were deleted in situations where skip patterns were not followed correctly and the “not answered” (.n) code was assigned to the items that should have been answered but were not. In addition, some data were added or modified based on other items on the same or an associated NTPS questionnaire record. The remaining “not answered” items were eligible for imputation after the computer edit stage of processing was complete. NTPS is a fully-imputed survey, meaning that all “not answered” items that remained after the computer edits were filled with data during imputation.

In order to fill “not answered” items with data, questionnaires were put through an imputation stage of processing during which two main approaches were used. In one approach, “hot deck” imputation, data were imputed from items found on questionnaires of the same type that had certain characteristics in common. These records are called “donor records.”

If the donor, or “hot deck,” imputation was unsuccessful in finding an appropriate donor, the second method of imputation was applied. The second method is known as mean or mode imputation, during which data are imputed from the mean or mode of data found on questionnaires of the same type among respondents who have certain characteristics in common (“donor groups”). This mean and mode imputation was implemented only as a final method of imputation and on an as-needed basis.

When a missing item was imputed from a donor record and the donor answered using the “other” option, the write-in “please specify” portion was not imputed. In addition, none of the write-in items (e.g., open-

ended items) were imputed from donor records. Many of the write-in items ask for information that is very specific to each respondent. For instance, items 1-6 on the Public Teacher Questionnaire has an open-ended write in items that ask information about the respondent's occupation during the previous school year, such as what the specific occupation was and what the most important activities or duties were at that job. Items such as these were not imputed and were left unanswered on the final data files (i.e., given a value of -9 for missing data).

Once the imputation stage was complete, there were no more unanswered items other than the write-in items (e.g., open-ended items) that are not imputed. At this point, Census Bureau analysts performed checks on the imputed data to make sure that they were consistent with other data on the same record. For a small number of cases where imputed data were either inconsistent with other data on the same record or appeared to be outlier data, analysts made adjustments to the imputed data during a post-imputation data review process.

Creating Imputation Flags

Flags that were used in the imputation stage of processing were different from those used for the computer edits and were in the format of `f_[sourcecode]` = (value of 0, 7, 8, or 9). The definitions for each imputation flag used in the 2017–18 NTPS are described in exhibit 8.

Exhibit 8. Imputation flags created in processing: 2017–18 NTPS questionnaires

Processing step	Flag variables	Flag values and definitions	
Imputation specs	<code>f_[source code]</code> =	0	Data reported. Not imputed.
		7	Item was imputed by using data from the record for a similar case (donor).
		8	Item was imputed by using the mean or mode of data for groups of similar cases.
		9	Data value was adjusted during analysts' post-imputation review of data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, Private School Teacher, Restricted-Use Data Files," 2017–18.

The imputation flags are included on the restricted-use data files. By looking at the flag values, data users are able to identify which items were imputed and how the imputations were performed. The data user can use this imputation flag to decide whether or not to include imputed data in his or her analysis and which types of imputed data to employ.

Hot Deck Imputation

During hot deck imputation, responses were added to the missing record by establishing a donor record and then basing imputation on data found within the donor record. Donors were selected based on their answers to specified items called "matching variables." If two respondents had similar information in the selected matching variables, then it was assumed that they were comparable and that imputation of one data item from the other was reasonable.

The matching variables used to establish donor relationships were selected based on the type of data the donor would supply to the record undergoing imputation. For example, since a respondent's answer to a given item may be influenced by the school's enrollment and the proximity of the school to a

metropolitan center, these variables were used to find another respondent in a school with similar characteristics.

Each item on each questionnaire was assigned a unique group of matching variables along with a routine describing the hierarchy of importance of each of the matching variables in determining an appropriate donor. The matching variables were chosen and ordered to ensure that the donors chosen were the most similar to the record with the unanswered data and therefore the best donors possible. All public teacher donor records needed to be from the same state as the record with missing data.

For example, on the Public Principal Questionnaire, item 9-4 asks for the principal's birth year. If the respondent left this item blank, then the most important variable in predicting its value would be the number of years as a principal in any school (YEARPRIN), followed by highest degree the principal earned (DEGREE), followed by the grade levels offered by the school (NLEVEL). Therefore, the ordered matching variables were YEARPRIN, DEGREE, and NLEVEL.

However, item 3-1 concerns the frequency at which a number of problems occur at the school, an area in which the number of years as a principal or highest degree earned may not be useful predictors. Instead, the grade levels offered by the school (NLEVEL) would be the most important indicator, followed by the type of school at which the respondent served as principal (TYPE17), and the proximity of the respondent's school to a metropolitan center (URB). Therefore, the ordered matching variables for this item would be NLEVEL, TYPE17, and URB. The tables in appendix G show the complete list of matching variables used during 2017–18 NTPS hot deck imputation for each data file, along with their definitions and items for which they were used as matching variables.

The matching variables of the donor records had to perfectly match those of the record undergoing imputation. When there were not enough donor records within any given stratification cell of perfectly matched matching variables, the matching variable(s) of least importance was dropped, and the imputation program began a new search for a donor record based upon the subset of matching variables established as variable(s) were dropped in sequence.

As mentioned, for the teacher file all donor records needed to be from the same state as the record with missing data, therefore state could never be dropped when searching for a donor. If the matching variables were reduced to only state and no donor was found, then the value was imputed based on the mean or mode of a matching group of respondents. On the principal and school files, state was not used as a matching variable. Matching variables that were of equal importance on the principal and school files as compared to state on the teacher file were varied and included (but were not limited to) type of school, urbanicity, and the grade levels offered at that particular school.

Once the donor relationship was established, the donor record provided data items either directly or indirectly to the imputed record. Directly meant that the donor's response to an item was imputed to the record undergoing imputation; this occurred most frequently with categorical items. Indirectly meant that a combination of donor's replies, most commonly a ratio, was used to derive a response for the record undergoing imputation. Eight main types of commonly-used direct and indirect donor relationships were defined and used during hot deck imputation, and these are described in further detail below.

- *Simple Imputation.* During the most basic type of imputation, known as simple imputation, the missing item was imputed directly from that item on the donor record. For example, item 1-12 on the Public School Questionnaire asks if the school has a library media center. If this item was still unanswered upon entering the imputation stage of data processing, then item 1-12 was imputed with the response from the donor record and flagged accordingly.

- *Simple Imputation for Multiple Items.* Simple imputation for multiple items was an expansion of simple imputation, where a series of missing items were imputed directly from those items on the donor record. For example, item 2-2 on the Public Principal Questionnaire asks a series of questions about the level of influence the principal has over policies and practices at the school. The item has seven parts, a through g, which include setting performance standards, establishing curriculum, determining the content of in-service professional development programs for teachers, evaluating teachers, hiring new full-time teachers, setting discipline policy, and deciding how the school budget will be spent. If any or all parts of this item were still unanswered upon entering the imputation stage of data processing, then they were imputed with the response from the same donor record and flagged accordingly.
- *Simple Imputation With Blanking Edit, Then Simple Imputation.* Items requiring simple imputation with blanking edits, then simple imputation had two parts. The first part was a simple imputation, where the initial missing item (an item with a yes/no response, referred to as a “screener” item) was imputed using simple imputation, directly from that item on the donor record. Then, depending on the imputed response, the subsequent item(s) were either imputed using simple imputation (when “yes” is imputed to the screener item) or blanked (if “no” is imputed to the screener item). This type of imputation occurs for items where this skip pattern is present. Items following a different skip pattern likely fell into the “Complex Imputation” donor relationship described later in this section.

For these items, there were always two donors established. The first donor was used when both parts (the “screener” portion and the subsequent items) of the imputed item were missing. The second donor was used when the respondent answered the screener item with a “yes” response, but the subsequent item(s) were missing and needed to be imputed. The method of imputation for this second donor was simple imputation.

For example, item 3-2a on the Public School Questionnaire asks if students attend this school across 12 months. If the response to 3-2a is “Yes,” then item 3-2b asks if all students attend the same cycle. If both 3-2a and 3-2b were unanswered upon entering the imputation stage of data processing, then item 3-2a was imputed with the response from the donor record and flagged accordingly first. If “No” was imputed to 3-2a, then item 3-2b was assigned the valid skip code. However, if “Yes” was imputed to 3-2a, then item 3-2b was imputed with the responses from the second donor record and flagged accordingly.

- *Ratio Imputation.* During ratio imputation, the missing item was imputed using the donor’s ratio of that item to some predetermined related item (“ratio variable”) and applying it to that same related item on the record being imputed. For example, item 5-10 on the Public School Questionnaire asks how many designated Title I teachers were teaching at the school around the first of October. If this item was still unanswered upon entering the imputation stage of data processing, then it was imputed by applying the ratio of the number of Title I teachers (item 5-10) to the total number of full- and part-time teachers (item 1-10c) from the donor record to the total number of full- and part-time teachers (item 1-10c) on the record undergoing imputation and flagged accordingly.
- *Ratio Imputation for Multiple Items.* Ratio imputation for multiple items was an expansion of basic ratio imputation, where a series of missing items were imputed using the donor’s ratio of each of those items to some predetermined related item (“ratio variable”) and applying these ratios to that same related item on the record being imputed. For example, item 5-2b on the Public School Questionnaire asks how many students with disabilities spend various portions of their

day (all day, most of the day, some of the day, little or none of the day) in a regular classroom. The item has four parts. If one or several parts of this item were still unanswered upon entering the imputation stage of data processing, then they were imputed by applying the ratio of the number students that spend the specified portion of their day in a regular classroom (item 5-2b (1), (2), (3), and (4)) to total student enrollment (item 1-2) from the donor record to the total student enrollment (item 1-2) on the record undergoing imputation and flagged accordingly.

- *Simple Imputation With Blanking Edit, Then Ratio Imputation.* Items requiring simple imputation with blanking edit, then ratio imputation had two parts. The first part was a simple imputation, where the initial missing item (usually an item with a yes/no response, referred to as a “screener” item) was imputed using simple imputation, directly from that item on the donor record. Then, depending on the imputed response, the subsequent item(s) were either imputed using ratio imputation (when “yes” was imputed to the screener item) or blanked (if “no” was imputed to the screener item). This type of imputation occurred for items where this skip pattern was present. Items following different skip patterns likely fell into the “Complex Imputation” donor relationship.

For these items, there were always two donors. The first donor was used when both parts (the “screener” portion and the subsequent items) of the imputed item were missing. The second donor was used when the respondent answered the screener item with a “yes” response, but the subsequent item(s) were missing and needed to be imputed. The method of imputation for the second donor was ratio imputation.

For example, item 5-1a on the Public School Questionnaire asks if any of the students enrolled in the school has an Individual Education Plan (IEP) because they have special needs. If the response to 5-1a is “yes,” then item 5-1b asks how many students have an IEP because they have special needs. If both 5-1a and 5-1b were unanswered upon entering the imputation stage of data processing, then item 5-1a was imputed with the response from the donor record and flagged accordingly first. If “No” was imputed to item 5-1a, then item 5-1b was assigned the valid skip code. However, if “Yes” was imputed, then item 5-1b was imputed by applying the ratio of the number of students with an IEP (item 5-1b) to total student enrollment (item 1-2) from the donor record to the total student enrollment (item 1-2) on the record undergoing imputation and flagged accordingly.

- *Ratio Imputation With Blanking Edit, Then Ratio Imputation.* Items requiring ratio imputation with blanking edit, then ratio imputation have two parts. The first part was a ratio imputation, where the initial missing item (referred to as a “screener” item) was imputed using the donor’s ratio of that item to some predetermined related item (“ratio variable”) and applying it to that same related item on the record being imputed. Then, depending on the imputed response (whether a value of 0 or a value greater than 0 was imputed), the subsequent item(s) were either imputed using ratio imputation (when a value greater than 0 was imputed to the screener item) or blanked (if a value of 0 was imputed to the screener item). This type of imputation occurred for items where this skip pattern was present. Items following different skip pattern patterns likely fell into the “Complex Imputation” donor relationship.

For these items, there were always two donors. The first donor was used when both parts (the “screener” portion and the subsequent items) of the imputed item were missing. The second donor was used when the respondent answered the screener item with a response greater than 0, but the subsequent item(s) were missing and needed to be imputed. The method of imputation for the second donor was ratio imputation.

For example, item 2-6a on the School Questionnaire asks how many teachers were newly hired by the school around the first of October. If the response to 2-6a is greater than 0, then item 2-6b asks how many of the newly hired teachers were in their first year of teaching. If both 2-6a and 2-6b were unanswered upon entering the imputation stage of processing, then item 2-6a was imputed by applying the ratio of newly hired teachers (item 2-6a) to the total number of full- and part-time teachers (item 2-1c) from the donor record to the total number of full- and part-time teachers (item 2-1c) on the record undergoing imputation. If a value of 0 was imputed to 2-6a, then item 2-6b was assigned the valid skip code. However, if a value greater than 0 was imputed to 2-6a, then item 2-6b was imputed by applying the ratio of newly hired first year teachers (item 2-6b) to total newly hired teachers (item 2-6a) from the donor record to the total newly hired teachers (item 2-6a) on the record undergoing imputation and flagged accordingly.

- *Complex Imputation.* Complex imputation was used when the imputation could not be accomplished using one of the other seven donor relationship types. In these cases, it was simply because, while the general methodology might fit one of the other donor relationships, the skip pattern might have been reverse (e.g., the subsequent items are imputed if the screener is imputed as “No” rather than “Yes”). In other cases, the imputation was deemed “complex” due to its level of difficulty (e.g., too many steps in the imputation process), and therefore separate imputation programs had to be drafted.

Finally, to prevent a single record from having an undue impact on the data, a record could only be used as a donor a maximum of five times.

Data imputed during the “hot deck” imputation were given an imputation flag of value “7.”

Mean and Mode Imputation

During mean and mode imputation, responses were imputed by establishing groups of similar questionnaires (donor groups) and then imputing for a particular item by substituting either the mean (the average of all the responses for that item) or mode (the response that occurs most frequently) of the same data item within that established donor group. Donor groups were selected based on respondents’ data for specified items called “matching variables.” If several respondents answered the selected matching variables in the same manner, then it was assumed that imputation of one data item from the mean or mode of the cases within the similar group was reasonable. The mode of responses within a donor group was used for the categorical items, while the mean was used for continuous items.

The matching variables used to establish donor groups for mean and mode imputation were the same matching variables used during the hot deck imputation. However, if a donor group could not be established even after collapsing each matching variable completely, the mean and mode imputation would drop the least important matching variable(s) in the established matching variable hierarchy and look for a donor group until one was established and the missing data item was imputed.

If a large number of records underwent mean or mode imputation for the same item within a donor group, a different statistical approach was applied as to preserve the distribution of overall responses. This was done at the discretion of the supervisory analyst. Data imputed during the mean and mode imputation were given an imputation flag of value “8.”

Post-Imputation Processing

Following imputation, the computer edits were re-run and any remaining data issues were resolved. These edits were used to ensure that the values imputed were within acceptable ranges and were consistent with other items on the same questionnaire. In a very small number of cases, an imputed value was blanked out

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 based on a number of factors. Census Bureau analysts reviewed:

- the original image of the questionnaire to see if the respondent had made any notes in the margin that might provide insight;
- other items within the same record with related information;
- similar cases to get an understanding of what the respondent might have answered; and/or
- means and modes of similar sub-samples.

When analysts changed or added data for any reason during the post-imputation data review, an imputation flag with a value of “9” was set to indicate this. Once this analyst review was complete, any items that were imputed at a rate greater than 15 percent were analyzed as part of the item bias analysis (see chapter 6 for details about nonresponse bias analysis).

Imputation Summary Tables

The number of source codes (specific items) that were imputed for a given percentage of records during each imputation method are summarized in tables 49 through 54. For example, during hot deck (donor) imputation, 146 survey items were imputed for between 1 and 15 percent of public school principal items.

The first column, “Not imputed for any record,” includes items that are not eligible for imputation (e.g., “please specify” write-in items, respondent information not included on the final data files, time to complete survey) as well as items that required no imputation at one or both of the stages.

The tables in appendix H show the number of imputations applied during each method of imputation to each source code, by data file.

Table 49. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for public school principals 2017–18

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	2	146	0	0
Mean or mode	23	125	0	0
Manual	144	4	0	0
All types	0	148	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal Restricted-Use Data File,” 2017–18.

Table 50. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for private school principals 2017–18

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	1	143	1	0
Mean or mode	132	13	0	0
Manual	139	6	0	0
All types	0	144	1	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School Principal Restricted-Use Data File,” 2017–18.

Table 51. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for public schools: 2017–18

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	21	101	1	0
Mean or mode	83	40	0	0
Manual	69	54	0	0
All types	4	118	1	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Restricted-Use Data File,” 2017–18.

Table 52. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for private schools: 2017–18

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	113	83	0	0
Mean or mode	156	40	0	0
Manual	129	67	0	0
All types	81	115	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School Restricted-Use Data File,” 2017–18.

Table 53. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for public school teachers: 2017–18

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	85	210	0	0
Mean or mode	237	58	0	0
Manual	220	75	0	0
All types	57	236	2	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Teacher Restricted-Use Data File,” 2017–18.

Table 54. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for private school teachers: 2017–18

Type of imputation	Not imputed for any record	Imputed for 1–15 percent of the records	Imputed for 16–30 percent of the records	Imputed for more than 30 percent of the records
Donor	92	174	1	0
Mean or mode	209	58	0	0
Manual	206	60	0	1
All types	50	215	1	1

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School Teacher Restricted-Use Data File,” 2017–18.

Preliminary Data Products

After all stages of imputation were completed and the blanking and consistency edits were run once again, the data were split into data files by questionnaire type (i.e., Principal, School, and Teacher). These three files were used as the source files for the final documentation files.

The documentation files included all variables, including frame variables, survey variables, created variables, extant data, weighting variables, and imputation flags.

In 2015–16 NTPS, NCES made the decision to incorporate extant data into the final public NTPS data products. For the 2017–18 cycle of NTPS, this operation was repeated. The main purpose was to showcase various school-level attributes from multiple sources all on one data file for the convenience of any future analysis and research. The ability to provide various school information without having to place the questions on the public NTPS questionnaires meant that respondent burden was reduced.

The extant data came from three main sources—the Civil Rights Data Collection (CRDC),²² *EDFacts*,²³ and the Common Core of Data (CCD).²⁴

For more information about the procedures followed for gathering, processing, and appending extant data on the public NTPS files, please see appendix I. For a list and description of the extant variables used, please see appendix J.

The documentation files were used to run the unit and item response rates and contain all sampled cases and the base weights in addition to the final weights.

Public School Principal (doc_ntps2a)

The principal final documentation file includes all items from the Public School Principal Questionnaire (Form NTPS-2A) as well as frame variables, created variables, extant data, weighting variables, and imputation flags.

Private School Principal (doc_ntps2b)

The principal final documentation file includes all items from the Private School Principal Questionnaire (Form NTPS-2B) as well as frame variables, created variables, extant data, weighting variables, and imputation flags.

²²The CRDC has been conducted on behalf of the U.S. Department of Education since 1968. As the name indicates, a major function of the CRDC is to provide data on vital education and civil rights issues for American public schools. For NTPS, six variables were added from the 2015–16 CRDC. These variables provided information pertaining to alternative schools, magnet programs, gifted/talented programs, and Advanced Placement (AP) or International Baccalaureate (IB) participation. <https://www2.ed.gov/about/offices/list/ocr/data.html?src=rt>

²³*EDFacts* is an initiative put forth by the U.S. Department of Education that seeks to merge performance data from state education agencies with other sources such as financial grant information. Having access to the state level school and district data on a national level not only reduces respondent burden but also allows these open, robust data sources to be placed at the forefront for any educational policymaking whether that be at the federal, state, or local level. One major area *EDFacts* specializes in is with graduation rates across different demographic characteristics such as race, ethnicity, socioeconomic status, and limited English proficiency. Overall rates as well as the cohort sizes were copied from the 2015–16 *EDFacts* to NTPS.

<https://www2.ed.gov/about/inits/ed/edfacts/index.html>

²⁴The CCD is an annual set of five surveys distributed to state and local agencies that in turn collect data from approximately 100,000 schools and 18,000 school districts. The CCD has been utilized in the past on SASS administrations and the 2015–16 NTPS. While previously used primarily as a source for the frame and occasionally as a reference on data processing, this cycle brought about using additional CCD variables as a replacement for a set of questions on NTPS. The 2017–18 NTPS was designed to omit asking for the counts of students by race on the school questionnaire, which had been on previous SASS cycles, because these data exist on CCD. Comprehensive male, female, pre-kindergarten, and race counts were added from the 2014–15 CCD to NTPS. This set of variables was slightly different that instead of a direct copy with minimal programming, additional variables were created using the aforementioned CCD variables. The end result on the NTPS final files was variables that estimated the percentage of students at a particular school that were male, female, or of a particular race or ethnicity.

<https://nces.ed.gov/ccd/aboutCCD.asp>

Public School (doc_ntps3a)

The school final documentation file includes all items from the Public School Questionnaire (form NTPS-3A) as well as applicable frame variables, created variables, extant data, weighting variables, and imputation flags.

Private School (doc_ntps3b)

The school final documentation file includes all items from the Private School Questionnaire (form NTPS-3B) as well as applicable frame variables, created variables, extant data, weighting variables, and imputation flags.

Public School Teacher (doc_ntps4a)

The public school teacher final documentation file includes all items from the Public School Teacher Questionnaire (Form NTPS-4A) as well as applicable frame variables, created variables, extant data, weighting variables, and imputation flags.

Private School Teacher (doc_ntps4b)

The private school teacher final documentation file includes all items from the Private School Teacher Questionnaire (Form NTPS-4B) as well as applicable frame variables, created variables, extant data, weighting variables, and imputation flags.

The documentation files are the source of the restricted use files. The restricted-use files contain only the respondents' records; processing variables and most sampling variables were removed. In addition, the documentation files and restricted-use files were altered to meet the requirements of data nondisclosure prior to release.

Chapter 8. Weighting and Variance Estimation

This chapter describes the weighting procedures used for the 2017–18 National Teacher and Principal Survey (NTPS). These procedures require the final weights to have the sample estimates reflect the target survey population when analyzing the data. In addition, this chapter describes the variance estimation procedures, which include the methods of estimating sampling errors for weighted estimates in NTPS using the replicate weights.

Weighting

This section describes the weighting processes for each NTPS respondent. The general purpose of weighting is to scale up the sample estimates to represent the target survey population. The steps for weighting were largely the same among various types of respondents. The initial basic weight (the inverse of the sampled unit's probability of selection at the time of initial selection) was used as the starting point, and then a sampling adjustment factor is applied to account for any additional circumstances impacting the probability of selection (e.g., merged or split schools), which produced the base weight. Next, a nonresponse adjustment factor was calculated and applied using information known about the respondents and nonrespondents from the sampling frame data. Finally, various raking-adjustment factors were calculated and applied to the sample, as discussed later in this chapter. The type and number of raking-adjustment factors varied with each NTPS data file. However, each adjusted the sample totals to frame totals in order to reduce sampling variability.

Most components of the weighting process employed weighting classes in the calculation of the weighting adjustments factors. Weighting classes allowed for differential adjustment factors to be computed for the same weighting component through the creation of homogeneous groups. This technique is especially useful when the computed factors are presumed to differ substantially, such as when patterns of nonresponse vary across subpopulations. In subsequent sections, the formula for computing the particular weighting component is presented for each component of NTPS, along with a brief description of each component of the weight. When computations were done within weighting classes, or cells, such as nonresponse adjustments, the cells are described.

The school weighting procedure is described first since schools are the primary sampling unit for the NTPS survey. The principal weighting procedure is described next and is similar to the school weighting procedure. The third section describes the teacher weighting procedure.

The distribution of the final weights from each file is provided in table 55 below.

Table 55: Distribution of final weights for NTPS interviewed cases by respondent type, by data file: 2017–18

Source	Minimum	Weight at given percentile									Maximum	Mean
		1 st	5 th	10 th	25 th	50 th	75 th	90 th	95 th	99 th		
All public schools	1.12	2.11	3.21	4.17	6.61	10.55	16.78	22.09	25.91	34.74	93.80	12.29
Traditional												
Public schools	1.12	2.22	3.32	4.33	7.17	11.55	17.64	22.75	26.41	36.08	93.80	12.96
Public charter schools	1.29	1.79	2.52	3.46	4.95	6.51	8.96	12.07	14.07	20.07	34.24	7.31
All private schools	1.34	1.70	2.13	2.49	4.56	8.67	13.58	18.87	25.69	46.21	115.79	10.57
All public school principals	1.35	2.35	3.35	4.28	6.82	10.96	17.08	22.94	26.94	36.96	124.66	12.68
Traditional public school principals	1.35	2.44	3.42	4.44	7.41	11.79	17.86	23.69	27.67	37.70	124.66	13.34
Public charter school Principals	1.48	1.77	2.86	3.70	5.16	6.76	9.39	12.57	14.87	22.37	28.20	7.62
All private school principals	1.36	1.70	2.25	2.61	4.76	9.12	13.95	19.11	27.15	57.49	121.00	11.09
All public school teachers	3.07	11.98	17.52	23.05	37.49	62.95	93.18	138.00	219.11	394.08	1406.33	79.99
Traditional public school teachers	3.07	12.22	17.53	23.63	44.95	67.65	97.95	144.50	235.97	404.51	1406.33	85.36
Public charter school teachers	4.24	8.59	17.37	21.32	27.12	32.94	41.11	52.30	63.75	93.41	491.94	36.20
All private school teachers	3.71	16.05	20.06	22.62	33.67	64.03	85.71	124.22	165.31	317.85	577.47	72.51

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "School, Principal, and Teacher Data Files," 2017–18.

School Weighting

The final weight for the school data is the product of:

(Initial Basic Weight) and (Sampling Adjustment Factor) and (Nonresponse Adjustment Factor) and (First-Stage Raking-Adjustment Factor) where:

Initial Basic Weight is the inverse of the probability of selection of the school at the time of selection.

Sampling Adjustment Factor is an adjustment that accounts for circumstances that affect the school's probability of selection and that are identified only after the data collection has begun. Examples include a merger between 2 or more schools, identification of duplicate school records, or incorrect building-level collapsing (i.e., a junior high school and a senior high school incorrectly merged to become a junior/senior high school). The collapsing described in chapter 4 is reflected in the initial basic weight, but any changes in the school collapsing described in chapter 4 (i.e., uncollapsing or additional collapsing of schools) are adjusted for in this step.

Nonresponse Adjustment Factor is an adjustment that accounts for total school nonresponse. It is the weighted (product of initial basic weight and sampling adjustment factor) ratio of the total eligible in-scope schools (interviewed schools plus noninterviewed schools) to the total responding in-scope schools (interviewed schools) within cells. The 2017–18 NTPS determined cell definitions by a procedure known as CHAID (Chi-squared Automatic Interaction Detection). The CHAID procedure determines an optimal set of cell definitions as explained in the School Weighting Adjustment Cells section below. The resulting cells require no further collapsing. The cells used for public schools are as presented in table K-1 of appendix K and the cells used for private schools are presented in table K-6 of appendix K. At this stage of the weighting process, noninterviewed and out-of-scope schools are assigned a weight of zero.

First-Stage Raking-Adjustment Factor is a factor that adjusts the sample estimates to known final frame totals after all frame construction. Construction of the frame is described in chapter 4. Each interviewed and out-of-scope public school is assigned to a *grade level* (4 levels—*elementary, middle, high, combined*) by *collapsed poverty* (*high, not high*) raking cell and a *grade level* (4 levels—*elementary, middle, high, combined*) by *locale* (*city, suburb, town, rural*) raking cell. Each interviewed and out-of-scope private school is assigned to a *grade level* (3 levels—*elementary, secondary, combined*) by *affiliation* (11 categories) raking cell and a *grade level* (3 levels—*elementary, secondary, combined*) by *locale* raking cell. A raking procedure brings the weighted total in each cell into agreement with the known frame totals across dimensions. Note that the input weight for frame totals includes both respondent and out-of-scope schools²⁵. For respondent schools, the input weight is the noninterview adjusted weight and for out-of-scope schools the input weight is the base weight.

School Weighting Adjustment Cells

Nonresponse Adjustment Factor

The school nonresponse adjustment factor and first-stage raking adjustments were computed within cells. The schools were classified into cells based on sampling frame data for both the noninterview adjustment and first-stage raking adjustments. Nonresponse adjustment cells were determined using the CHAID procedure.

CHAID first examines the cross tabulations between each of the input fields and the outcome, and tests for significance using a chi-square independence test. If more than one of these relations is statistically significant, CHAID will select the input field that is the most significant (smallest p value). If an input has more than two categories, these are compared, and categories that show no differences in the outcome are collapsed together. This is done by successively joining the pair of categories showing the least significant difference. This category-merging process stops when all remaining categories differ at the specified testing level.

First-Stage Ratio-Adjustment Factor

Table 56 presents the raking cells and the numerator totals for the first-stage raking adjustment factors for the public schools and principals in the weighting process.

²⁵ The frame includes schools that may be out of scope, so out of scope schools were added to the input to ensure the same types of schools were included in both stages of raking.

Table 56. First-Stage Adjustment Cells for Public School and Principal Weights: 2017–18**Table 56A. Grade Level by Collapsed Poverty**

Cell A Value	Grade Level	Collapsed Poverty	Totals
1	1 Elementary	1: Non-high	36,290
2		2: High	15,180
3	2 Middle	1: Non-high	10,837
4		2: High	3,340
5	3 High	1: Non-high	16,591
6		2: High	3,815
7	4 Combined	1: Non-high	5,895
8		2: High	1,686

Table 56B. Grade Level by Locale

Cell B Value	Grade Level	Locale	Totals
1	1 Elementary	1—(City)	15,341
2		2—(Suburb)	18,009
3		3—(Town)	6,074
4		4—(Rural)	12,046
5	2 Middle	1—(City)	3,663
6		2—(Suburb)	5,134
7		3—(Town)	2,276
8		4—(Rural)	3,104
9	3 High	1—(City)	5,341
10		2—(Suburb)	5,911
11		3—(Town)	3,378
12		4—(Rural)	5,776
13	4 Combined	1—(City)	1,740
14		2—(Suburb)	1,251
15		3—(Town)	902
16		4—(Rural)	3,668

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 57 presents the raking cells and the numerator totals for the first-stage raking adjustment factors to the private schools and principals in the weighting process.

Table 57. First-Stage Adjustment Cells for Private School and Principal Weights: 2017–18**Table 57A. Grade Level by Affiliation**

Cell A Value	Grade Level	Affiliation	Totals
1	1 Elementary	1 - Catholic–parochial	2,448
2		2 - Catholic–diocesan and 3 - Catholic–private	2,760
3		4 - Baptist and 7 - Seventh-Day Adventist	967
4		5 - Jewish	462
5		6 - Lutheran	1,057
6		8 - Other religious	4,360
7		9 - Nonsectarian–regular	1,739
8		10 - Nonsectarian–special emphasis and 11 - Nonsectarian–special education	1,709
9	2 Secondary	1 - Catholic–parochial	117
10		2 - Catholic–diocesan	458
11		3 - Catholic–private	415
12		4 - Baptist and 6 - Lutheran and 7 - Seventh-Day Adventist	169
13		5 - Jewish	298
14		8 - Other religious	465
15		9 - Nonsectarian–regular	570
16		10 - Nonsectarian–special emphasis and 11 - Nonsectarian–special education	484
17	3 Combined	1 - Catholic–parochial and 2 - Catholic–diocesan and 3 - Catholic–private	551
18		4 - Baptist and 6 - Lutheran and 7 - Seventh-Day Adventist	1,366
19		5 - Jewish	321
20		8 - Other religious	4,191
21		9 - Nonsectarian–regular	1,528
22		10 - Nonsectarian–special emphasis	645
23		11 - Nonsectarian–special education	1,087

Table 57B. Grade Level by Locale

Cell A Value	Grade Level	Locale	Totals
1	1 Elementary	1—(City)	5,274
2		2—(Suburb)	5,471
3		3—(Town)	1,526
4		4—(Rural)	3,270
5	2 Secondary	1—(City)	1,203
6		2—(Suburb)	971
7		3—(Town)	170
8		4—(Rural)	632
9	3 Combined	1—(City)	3,122
10		2—(Suburb)	3,298
11		3—(Town)	890
12		4—(Rural)	2,380

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Note that raking cells and the numerator totals for the first-stage raking adjustment factors for public and private teachers are presented in Tables 58 and 59 in the teacher section.

To reduce the variance that arises from sampling, we applied the first-stage raking adjustment factor to adjust the sample estimates to known frame totals from the 2017–2018 NTPS universe.

Raking is an iterative process that adjusts sample estimates to totals from the sampling frame one dimension at a time until convergence occurs across all dimensions.

For the raking of public schools an adjustment factor was calculated by dividing the known control total for each of the **8 cells** in Table 56A by the weighted total of surveyed schools in that cell (the weight used includes the initial basic weight, the sampling adjustment factor, and the noninterview adjustment factor). That adjustment factor was applied to all schools in the cell.

Next for raking of public schools, an adjustment factor was calculated by dividing the known control total for each of the **16 cells** in Table 56B by the weighted total of surveyed schools in that cell (the weight used is the weight from the previous step after the new adjustment factor has been applied).

This process continued by alternating back and forth between both tables until the results converged, that is, until there was agreement between the weighted sample totals and the frame totals for all 8 cells in Table 56A and all 16 cells in Table 58B within a very small tolerance.

For the raking of private schools an adjustment factor was calculated by dividing the known control total for each of the **23 cells** in Table 57A by the weighted total of surveyed schools in that cell (the weight used included the initial basic weight, the sampling adjustment factor, and the noninterview adjustment factor). That adjustment factor was applied to all schools in the cell.

Next for raking of private schools, an adjustment factor was calculated by dividing the known control total for each of the **12 cells** in Table 57B by the weighted total of surveyed schools in that cell (the weight used was the weight from the previous step after the new adjustment factor has been applied).

This process continues by alternating back and forth between both tables until the results converged, that is, until there was agreement between the weighted sample totals and the frame totals for all 23 cells in Table 57A and all 12 cells in Table 57B within a very small tolerance.

During the raking (for both public and private schools), if any individual school's weight was *greater* than eleven times greater than the mean of all the weights before raking begins, that school's weight was trimmed so that it was equal to eleven times the mean weight. Or if any individual school's weight was *less* than one before raking began, that school's weight was trimmed so that it was equal to one.

Principal Weighting

The principal weighting was done the same way as the school weighting described above. The CHAID cells used for the public principal noninterview adjustment are shown in table K-2 of appendix K. The CHAID cells used for the private principal noninterview adjustment are shown in table K-7 of appendix K. Since the response status for each of the principal surveys and the corresponding school surveys could be different, the weighting process was done separately for each questionnaire. The sum of the principal weights may be less than the sum of the school weights because some schools do not have principals. See chapter 6 for a discussion of school and principal interview status.

Teacher Weighting

The final weight for public school teachers is the product of:

(Initial Basic Weight) and (School Sampling Adjustment Factor) and (Teacher List Nonresponse Adjustment Factor) and (Teacher-Within-School Nonresponse Adjustment Factor) and (First-Stage Ratio-Adjustment Factor) and (Teacher Adjustment Factor) where:

Initial Basic Weight is the inverse of the probability of selection of the teacher at the time of selection.

School Sampling Adjustment Factor, as discussed above, is an adjustment that accounts for circumstances that affect the school's probability of selection that are identified after the data collection has begun, such as a merger, duplication, or incorrect building-level collapsing (i.e., a junior high school and a senior high school merge to become a junior/senior high school). The collapsing described in chapter 4 is reflected in the initial basic weight, but any changes in the school collapsing described in chapter 4 (i.e., uncollapsing or additional collapsing of schools) are adjusted for in this step.

Teacher List Nonresponse Adjustment Factor is an adjustment that accounts for teachers in schools that did not provide a list of its teachers and for which a vendor list was not available. It is the weighted (the product of the school initial basic weight and the school sampling adjustment factor) ratio of total eligible in-scope schools to the total in-scope schools providing teacher lists, computed within cells (see table K-3 of appendix K for public schools and table K-8 of appendix K for private schools). As with other nonresponse adjustments, the cells were determined using CHAID.

Teacher-within-school Nonresponse Adjustment factor is an adjustment that accounts for sampled teachers who did not respond to the survey. It is the weighted (product of all previously defined components) ratio of the total eligible teachers to the total eligible responding teachers computed within cells (see table K-4 of appendix K for public school teachers and table K-9 of appendix K for private school teachers). CHAID was used to define the cells. At this stage of the weighting procedure, noninterviewed and out-of-scope teachers are assigned a weight of zero.

First-Stage Raking-Adjustment Factor, as discussed above, is a factor computed at the school level that adjusts the sampled school's frame estimates to known final frame totals after all frame construction. Construction of the frame is described in chapter 4. For public school teachers, each interviewed and out-of-scope school is assigned to a *grade level by collapsed poverty* raking cell and a *grade level by locale* raking cell. See Tables 58A and 58B below. For private school teachers, each interviewed and out-of-scope school is assigned to a grade level by affiliation raking cell and a grade level by locale raking cell. See Tables 58A and 58B below. A raking procedure is used to bring the weighted total in each cell into agreement with the known frame totals across dimensions. Note that this procedure is similar to the procedure described for the first-stage raking procedure for schools and principals. Note that the input weight for frame totals includes both respondent and out-of-scope schools. For respondent schools the input weight is the noninterview adjusted weight and for out-of-scope schools the input weight is the base weight.

The **Teacher Adjustment Factor (TAF_i)** is a factor computed at the teacher level that resolves any inconsistencies between the estimated number of teachers on the NTPS school and teacher data files. This factor represents the ratio of the final weighted number of teachers on the school data file to the weighted number of teachers on the teacher data file, within cells. Only interviewed schools and teachers were used to compute the TAF_i .

The teacher initial basic weights and subsequent factors are based on the school's full-time equivalent (FTE) from the sampling frame. Therefore, the TAF_i not only resolves inconsistencies between the school and teacher files, but also implicitly adjusts the final teacher weights from an FTE to a headcount basis. Note that the data on the school file is more recent than the sampling frame; and the TAF_i also addresses this lag. The cells used for the TAF_i are determined through a CHAID analysis, where the CHAID will be unweighted and at the school level.

Teacher Weighting Adjustment Cells

Teacher List Nonresponse Adjustment Factor

Weighting cells for the public teacher list nonresponse adjustment factor were determined by the CHAID procedure and are shown in table K-3 of appendix K.

Weighting cells for the private teacher list nonresponse adjustment factor were determined by the CHAID procedure and are shown in table K-8 of appendix K.

Within School Nonresponse Adjustment Factor

Weighting cells for the public within school nonresponse adjustment factor were determined by the CHAID procedure and are shown in table K-4 of appendix K.

Weighting cells for the private within school nonresponse adjustment factor were determined by the CHAID procedure and are shown in table K-9 of appendix K.

First-Stage Raking-Adjustment Factor

Table 58 presents the raking cells and the numerator totals for the first-stage raking adjustment factors for the public school teachers in the weighting process.

Table 58. First-Stage Adjustment Cells for Public School Teacher Weights: 2017–18

Table 58A. Grade Level by Collapsed Poverty

Cell A Value	Grade Level	Collapsed Poverty	Totals
1	1 Elementary	1: Non-High	1,034,013
2		2: High	453,287
3	2 Middle	1: Non-High	429,121
4		2: High	119,215
5	3 High	1: Non-High	783,126
6		2: High	130,047
7	4 Combined	1: Non-High	150,551
8		2: High	38,873

See notes at end of tables.

Table 58B. Grade Level by Locale

Cell B Value	Grade Level	Locale	Totals
1	1 Elementary	1—(City)	469,660
2		2—(Suburb)	580,060
3		3—(Town)	165,708
4		4—(Rural)	271,872

See notes at end of tables.

Table 58. First-Stage Adjustment Cells for Public School Teacher Weights: 2017–18—Continued**Table 58B. Grade Level by Locale—Continued**

Cell B Value	Grade Level	Locale	Totals
5	2 Middle	1—(City)	148,039
6		2—(Suburb)	237,692
7		3—(Town)	69,817
8		4—(Rural)	92,789
9	3 High	1—(City)	259,425
10		2—(Suburb)	363,100
11		3—(Town)	112,171
12		4—(Rural)	178,477
13	4 Combined	1—(City)	51,768
14		2—(Suburb)	33,280
15		3—(Town)	17,476
16		4—(Rural)	86,899

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table 59 presents the raking cells and the numerator totals for the first-stage raking adjustment factors for the private school teachers in the weighting process.

Table 59. First-Stage Adjustment Cells for Private School Teacher Weights: 2017–18**Table 59A. Grade Level by Affiliation**

Cell A Value	Grade Level	Affiliation	Totals
1	1 Elementary	1—Catholic—parochial, 2—Catholic—diocesan, and 3—Catholic—private	86,159
2		4—Baptist, 5—Jewish, 6—Lutheran, 7—Seventh-Day Adventist, and 8—Other religious	65,780
3		9—Nonsectarian—regular, 10—Nonsectarian—special Emphasis, and 11—Nonsectarian—special Education	44,215
4	2 Secondary	1—Catholic—parochial, 2—Catholic—diocesan, and 3—Catholic—private	39,570
5		4—Baptist, 5—Jewish, 6—Lutheran, 7—Seventh-Day Adventist, and 8—Other religious	17,177
6		9—Nonsectarian—regular, 10—Nonsectarian—Special Emphasis, and 11—Nonsectarian—Special Education	17,636

See notes at end of tables.

Table 59. First-Stage Adjustment Cells for Private School Teacher Weights: 2017–18—Continued**Table 59A. Grade Level by Affiliation—Continued**

Cell A Value	Grade Level	Affiliation	Totals
7	3 Combined	1—Catholic—parochial, 2—Catholic—diocesan, and 3—Catholic—private	17,010
8		4—Baptist, 5—Jewish, 6—Lutheran, 7—Seventh-Day Adventist, and 8—Other religious	128,777
9		9—Nonsectarian—regular, 10—Nonsectarian—Special Emphasis, and 11—Nonsectarian—Special Education	91,309

Table 59B. Grade Level by Locale

Cell A Value	Grade Level	Locale	Totals
1	1 Elementary	1—(City)	80,746
2		2—(Suburb)	79,465
3		3—(Town)	13,912
4		4—(Rural)	22,032
5	2 Secondary	1—(City)	32,760
6		2—(Suburb)	26,258
7		3—(Town)	2,679
8		4—(Rural)	12,687
9	3 Combined	1—(City)	108,017
10		2—(Suburb)	81,269
11		3—(Town)	13,890
12		4—(Rural)	33,921

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Teacher Adjustment Factor

Weighting cells for the public teacher adjustment factor were determined by the CHAID procedure and are shown in table K-5 of appendix K.

Weighting cells for the private teacher adjustment factor were determined by the CHAID procedure and are shown in table K-10 of appendix K.

Variance Estimation

This section describes the variance estimation used for the 2017–18 NTPS, how the replicates were assigned, and how to use the replicate weights to compute variances.

Producing Replicate Weights

In surveys with complex sample designs, such as NTPS, direct estimates of sampling errors that assume a simple random sample will typically underestimate the variability in the estimates. The NTPS sample design and estimation included procedures that deviate from the assumption of simple random sampling (SRS), such as implicit stratification of public schools and list frame private

schools before selecting the school sample, selecting a sample with differential probabilities for both public and private schools, and oversampling certain groups of schools/principals and teachers. Note that the 239 area frame private schools were selected by SRS but those were a fraction of the sampled schools.

The preferred method of calculating sampling errors to reflect these aspects of the complex sample design of NTPS is using replication. Replication methods involve constructing a number of subsamples, or replicates, from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic.

Replicate Weight Methodology for 2017–18 NTPS

For the 2017–18 NTPS, the replicates were assigned using a simple deep stratification jackknife (also known as JK2) methodology for both public and private schools. The technique differed for each group, and for different kinds of schools within each group.

There were 10,600 sampled (certainty and noncertainty) public schools. The noncertainty schools were split into 5,289 variance strata, each consisting of a pair of sampled schools. One certainty school was paired with one noncertainty school. These 5,289 variance strata were combined into 200 final variance strata (original strata 1, 201, 401, etc. are combined into final stratum 1, etc.). For each pair of sampled schools belonging to the identified variance stratum, one school had its weight doubled, the other had its weight zeroed out and both weights were adjusted with a Finite Population Correction (FPC).

For example, to form replicate 1, one of the two schools in original stratum 1 was randomly chosen to have its weight doubled and FPC adjusted slightly down, while the other was assigned a zero weight and FPC adjusted slightly up. Then, one of the two schools in original stratum 201 was randomly chosen to have its weight doubled/adjusted and the other was zeroed/adjusted. This was repeated for each pair of schools belonging to final stratum 1. Each replicate then corresponded to 26 or 27 weight-doubled/adjusted schools and about the same number of weight-zeroed/adjusted schools; schools outside that final variance stratum retained their original weight by being assigned a value of 1 to the corresponding replicate factor.

Certainty public schools were all given a value of 1 to all 200 replicate factors, thus retaining their original weights and were not a part of original/final variance strata assignment.

There were 4,000 sampled private schools, of which 239 were area frame schools, 55 were list frame certainty, and the remaining 3,706 were list frame noncertainty. The area frame and list frame noncertainty schools were split into 1,863 variance strata, with 1,853 consisting of a pair of list frame noncertainty schools and the other ten containing all the area frame strata, per the area frame district rules. These 1,863 variance strata were combined into 200 final variance strata (original strata 1, 201, 401, etc. were combined into final stratum 1, etc.). For each pair of sampled schools belonging to the identified variance stratum, one school had its initial weight set to two and the other had its initial weight set to zero; schools outside that final variance stratum retained their original weight by being assigned a value of 1 to the corresponding replicate factor.

Similar to certainty public schools, certainty private schools were all given a value of 1 for all 200 replicate factors, thus retaining their original weights. These schools were not a part of original/final variance strata assignment.

Multiple scenarios for creating pairs and corresponding replicate weights were provided in two abovementioned plans. Each scenario for all possible school combinations (public, private; certainty, noncertainty; if applicable: area, list) with different numbers of sampled schools (odd/even/singleton) had its unique pairing rule.

School/principal weights were then determined using a recalculated sampling adjustment, nonresponse adjustment, and raking adjustment for each weighting cell. The school/principal trimming factors from the original (full sample) weighting were used for the replicate weighting. This process was carried out to create 200 sets of replicate weights.

For the 2017–18 NTPS, the replicates were assigned using a jackknife methodology for teachers in sampled public and private schools. In addition to the multiple scenarios listed for schools/principals there was another factor for combinations: number of sampled teachers in a sampled school (odd/even/singleton). Note that while certainty schools were not part of the school-level variance stratification, teachers from certainty schools are used in the teacher-level variance stratification, to measure the variability introduced from teacher sampling.

Teacher weights are then determined using a recalculated school sampling adjustment, teacher list nonresponse adjustment, teacher-within-school nonresponse adjustment, first stage raking adjustment, and teacher adjustment for each weighting cell. The trimming factors for raking adjustment come from the original (full sample) weighting and were used for the replicate weighting. This process was carried out to create 200 sets of replicate weights.

Applying Replicate Weights

Each NTPS data file includes a set of 200 replicate weights designed to produce variance estimates. Replicate weights included in the data files were created for each of the 200 replicate factors following the same estimation procedures that were used for the full sample. The replicate weights were produced using a jackknife procedure.

The replicate weights are used to estimate the variance of a statistic, Y , as given below.

$$\overline{Variance(Y)} = \sum_{r=1}^{200} (Y_r - Y)^2$$

Where: Y_r = the estimate of Y using the r^{th} set of replicate weights, and the number of replicate weights is 200 for NTPS.

For more detail about applying weights, please see the User's Manuals for the 2017–18 NTPS (NCES 2020-211, 2020-212, 2020-213, 2020-214).

Public/Private School Replicates

For schools, the replicate weights were created using the jackknife methodology as described above. The replicate weights for the school are SREPWT1 through SREPWT200 on both public and private school files.

Public/Private Principal Replicates

Principal replicate weights were calculated in the same way as the school replicate weights. The replicate weights for the principal are AREPWT1 through AREPWT200 on both public and private school principal files.

Public/Private School Teacher Replicates

The teacher replicate weights were created using jackknife methodology as described above and separately from the school/principal processes. The replicate weights for the teacher are TREPWT1 through TREPWT200 on both public and private school teacher files.

Chapter 9. Reviewing the Quality of NTPS Data

NCES program staff have the responsibility of ensuring that data files are acceptable for public release. Before files are released to the public, staff review the data for errors associated with edit, imputation, and weighting programs. This review utilizes a number of checks that include univariate, bivariate, and multivariate analysis that rigorously examine many aspects of the data without delaying timely release of the National Teacher and Principal Survey (NTPS). This chapter goes over the aspects in which the datasets were reviewed. These include general data quality, nonresponse, weighting, and external data checks. External data checks compare student counts, charter status, and full-time equivalent (FTE) by region and community for public schools. These data checks also compare student counts, and FTE by typology and region for private schools.

General Data Quality

General data quality included reviews known as data checks. These checks involved an examination of individual responses, patterns of response, and summary statistics for variables and files to ensure consistency within items, respondents, and files. In addition, key variables and cross tabulations of key variables were examined for distributions and relationships that were expected based upon prior administrations and other research, as a check of face validity. The specific data checks included edits, frequency counts, and reasonableness of data, as described below.

Edits. The validity of the skip patterns in the questionnaire was established for each NTPS questionnaire during the processing of the data; that is, Census Bureau analysts verified that each item in the questionnaire had the number of responses it should have if skip instructions were followed correctly. This excludes a set of items on the private teacher file which were a sub-section of the certification section. These items were dropped altogether from final data files after a skip pattern error was found on the web instrument. Quality checks on the edit specifications were performed and resulted in some corrections (which were treated as a form of imputation).

Frequency Counts. Unweighted frequency counts for every variable were examined from the restricted-use data files. Variables with out-of-range values or inconsistent values were identified, and these values were corrected.

Reasonableness of Data. Univariate, bivariate, and multivariate tabulations of key survey variables were obtained and compared to estimates from the 2015–16 National Teacher and Principal Survey for public schools, principal, and teachers and the 2011–12 Schools and Staffing Survey for private schools, principals and teachers. Tabulations were reviewed to determine whether the basic relationships observed were within reasonable bounds, allowing for elements of change (such as random fluctuations in variance, or a trend such as overall population growth in a state). The distributions and relationships observed were mainly consistent with expectations.

Response Rates

Response rates were examined for possible bias, and any evidence of bias at the unit or item level was investigated. The details of this analysis are discussed in greater detail in chapter 6. The nonresponse analysis identifies the levels of possible bias, methods for addressing potential bias, and the reduction in bias as a result of these efforts.

Unit Nonresponse. Response rates were calculated at the unit level for all NTPS data files. (See chapter 6 for unit response rate information.) Nonresponding schools, principals, and teachers were studied in

greater detail to identify patterns of unit nonresponse. (See chapter 6 for information on the nonresponse unit bias analysis.) The findings across public school respondents showed that weighting adjustments substantially reduced possible bias for national estimates, though many (characteristic-level) estimates remained potentially biased. Prior to the adjustments, 51 percent of the variables were significantly biased before nonresponse weighting adjustments compared to 20 percent after the adjustments. Please see Tables 25 and 26 in Chapter 6 for more information on public nonresponse weighting adjustments. For private school respondents, the weighting adjustments eliminated all significant bias. For all respondents, 50 percent of the variables were significantly biased before nonresponse weighting adjustments. After the adjustments, 0 percent of categories were significantly biased. Please see tables 27 and 28 in chapter 6 for more information on private nonresponse weighting adjustments. The weighted national response rates for questionnaires varied from 62.6 percent for the LOWEST Questionnaire (Private School Principal Questionnaire) to 76.9 percent for the HIGHEST Questionnaire (Public School Teacher Questionnaire). The weighted overall response rate for the public teacher file, which multiplies the weighted public teacher response rate by the weighted Teacher Listing Form (TLF) response rate, was 67.0 percent. The base-weighted response rate was not below 50 percent for any teacher characteristics used in nonresponse bias analysis. The weighted overall response rate for the private teacher file was 53.9 percent. The base-weighted response rate was below 50 percent for the following private teacher characteristics used in the nonresponse bias analysis: Jewish private schools, Other Religious private schools, Nonsectarian-Regular private schools, less than 100 students enrolled, combined elementary and secondary private schools, Northeast, and less than 5 teachers.

Item Nonresponse. The extent of item nonresponse for each NTPS data file was determined. (See chapter 6 for item response rate information.) Items with high nonresponse rates are identified and reported in tables. Items with a response rate lower than 70 percent are footnoted as such in published tables.

Replicate Weight Checks

The review of the NTPS replicate weights consisted of reviewing the distribution of these weights. The following was done:

1. For each replicate, the weights were totaled. Each replicate total, as well as the average of those numbers, was checked against the full-sample estimate. The standard error of the replicate totals was computed and checked for reasonableness.
2. A coverage analysis was performed for the public school and private school final replicate weights using the school frame, Common Core of Data, and Private School Survey frame variables such as full-time teacher equivalents and Title I status. Normal distribution theory dictates that confidence intervals generated using the standard errors from the replicate weights (equal to the sample estimate plus or minus two standard errors) should cover the true population 95 percent of the time. This was checked empirically using these known frame variables as the true population values: the percentages of times the true population value was within the confidence intervals using the replicate standard errors was tabulated as a quality check on the replicate weights.

External Data Checks

One way to verify the external validity of NTPS data is to make comparisons to the survey universe, or frame, from which the sample is drawn. For public schools, principals, and teachers, the external file is an adjusted version of the Common Core of Data (CCD), an annual administrative census of all public schools and public school districts in the United States and its territories. The corresponding frame for private schools, principals, and teachers is the Private School Universe Survey (PSS).

The sampling frame is drawn from the universe data files, which pertain to 3 years prior to the field collection of NTPS data. Direct comparison can be made between the estimated count of the survey units and the corresponding CCD or PSS count. Such comparisons are made between the 2017–18 NTPS and the sampling frame year of the universe data files (2014–15).

Public School Unit Count Comparison (Public School and School Files)

Comparisons of the number of public schools in NTPS were made to the total number of public schools and the number of public schools with students in the 2014–15 CCD, the year from which NTPS drew its sample of schools. The number of public schools in NTPS is 7.5 percent lower than the number of CCD public schools with students in 2014–15 (table 60).

Table 60. Estimated number and percentage of public schools in 2017–18 NTPS compared with 2014–15, 2015–16 and 2017–18 CCD, by region and community type

State and region (1)	2014–15 CCD public schools ¹ (2)	2015–16 CCD public schools with students (published count) ² (3)	2017–18 CCD public schools ³ (4)	2017–18 NTPS public schools ⁴ (5)	NTPS estimate as a percentage of 2014–15 CCD public schools ⁵ (6)	NTPS estimate as a percentage of 2017–18 CCD public schools ⁶ (7)
Total	98,386	98,456	100,784	90,958	92.5%	90.3%
Region						
Northeast	15,345	15,390	15,376	14,902	97.1%	96.9%
Midwest	25,355	25,310	26,134	21,974	86.7%	84.1%
South	34,319	34,324	35,280	32,214	93.9%	91.3%
West	23,367	23,432	23,994	21,869	93.6%	91.1%
Community type						
City	26,610	†	27,554	25,379	95.4%	92.1%
Suburban	31,176	†	31,821	29,656	95.1%	93.2%
Town	13,408	†	13,450	12,064	90.0%	89.7%
Rural	27,147	†	27,959	23,859	87.9%	85.3%

† Not applicable.

¹ CCD, 2014–15 (ccd_sch_052_1415_w_0216161a.sas7bdat). Regular School Districts include those that are components of supervisory unions. Total for community type is 45 schools lower than for Region due to file (ccd_sch_052_1415_w_0216161a.sas7bdat) which was merged with EDGE_GEOIDS_201415_PUBLIC_SCHOOL_xlsx.xls (102,587 records) to pick up LOCALE variable. 45 CCD records did not have a match on the EDGE file and have unknown LOCALE. These are not included in the Community Type counts.

² CCD Published Count, 2015–16, Selected Statistics from the Public Elementary and Secondary Education Universe: School Year 2015–16, Table 3.

³ CCD, 2017–18 (wide_school_01102019.sas7bdat and edge_geocode_publicsch_1718.sas7bdat). Regular districts do not include those that supervise charter schools or are run by the state.

⁴ NTPS, 2017–18 School File, Final Weight.

⁵ Calculated by dividing column 5 by column 2.

⁶ Calculated by dividing column 5 by column 4.

NOTE: CCD refers to the Common Core of Data. 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), “Final Public School Frame Data File and Public School Data File,” 2017–18; Common Core of Data (CCD), “Membership V. 1a,” 2014–15, ccd_sch_052_1415_w_0216161a.sas7bdat ; *Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2015–16* (NCES 2018-052).

Public School Student Count Comparison (Public School Data File)

Comparisons of the number of public school students in NTPS were made to the frame year of CCD using the published student counts for 2014–15 (table 61). Two comparisons were made, one to the CCD total number of students and the other to the CCD K–12 student count. The latter count does not include any prekindergarten students. The NTPS student counts are for K–12 grade levels, as long as the school reporting a kindergarten also has students in at least one of grades 1 to 12 or an equivalent ungraded level. While there are some public schools included in CCD’s definition of K–12 that may not have been eligible for NTPS, in general, most public kindergarten students would be eligible as students in NTPS; therefore, it does not make sense to exclude kindergarten from the student counts when making the comparison to CCD.

Overall, the NTPS student count is about 3.8 percent higher than CCD’s count of total K–12 students from 2 years prior to NTPS (table 61). There were 1,164,833 prekindergarten students included in CCD in 2014–15. Excluding the prekindergarten students brings the NTPS student count into a closer degree of “fit” than was achieved with the comparison of the number of schools in NTPS to CCD.

Table 61. Estimated number and percentage of public students in 2017–18 NTPS compared to 2014–15 CCD, by region and community type

Region and community type (1)	2014–15 CCD public students ¹ (2)	2014–15 CCD public students less pre-K ² (3)	2015–16 CCD public students ³ (4)	2015–16 CCD public student less pre-K ⁴ (5)	2017–18 NTPS public students ⁵ (6)	NTPS as a percentage of 2014–15 CCD public students less pre-K count ⁶ (7)
Total	50,012,398	48,847,565	50,327,015	49,036,398	50,701,341	103.8%
Region						
Northeast	7,896,524	7,739,444	7,933,762	7,745,297	7,837,205	101.3%
Midwest	10,488,803	10,203,455	10,555,579	10,193,938	10,675,496	104.6%
South	19,492,563	18,857,604	19,641,472	18,992,737	19,813,326	105.1%
West	12,134,508	12,047,062	12,196,202	12,104,426	12,375,313	102.7%
Community type						
City	15,234,773	14,828,336	†	†	15,235,632	102.8%
Suburban	19,881,946	19,526,317	†	†	20,082,950	102.9%
Town	5,679,501	5,515,156	†	†	5,838,403	105.9%
Rural	9,215,230	8,976,830	†	†	9,544,356	106.3%

† Not applicable.

¹ CCD, 2014–15 (ccd_sch_052_1415_w_0216161a.sas7bdat), Total Student Count.

² CCD, 2014–15 (ccd_sch_052_1415_w_0216161a.sas7bdat), Total Student Count without Total Prekindergarten Students.

³ CCD, 2015–16 (ccd_sea_052_1516_w_1a_011717.xlsx), Total Student Count (MEMBER) of 50 states + District of Columbia

⁴ CCD, 2015–16 (ccd_sea_052_1516_w_1a_011717.xlsx), Total Student Count without Total Prekindergarten Students (MEMBER, -PK) of 50 states + District of Columbia.

⁵ NTPS, 2017–18 Public School File, Total Student count, School Final Weight.

⁶ Calculated by dividing column 6 by column 3.

NOTE: CCD refers to the Common Core of Data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Membership V. 1a,” 2014–15 (ccd_sch_052_1415_w_0216161a.sas7bdat); National Teacher and Principal Survey (NTPS), “Final Public School Frame and Public School Data Files,” 2017–18.

Public Charter School Comparison (Public School Data File)

Public charter schools in the 2017–18 NTPS were selected to be representative of the United States overall and at the regional level. Although the overall sample is representative at the national and regional

level only, among those states with a large number of public charter schools, the sample does attempt to be representative for those states. States with fewer public charter schools were all sampled together, and those states with no public charter schools were excluded from the sampling.

The comparisons that are shown in table 62 should not be interpreted as a critique of the sampling that was employed to draw a national sample. Rather, the comparisons show how closely the sample does or does not fit to subnational counts of public charter schools as identified in the CCD frame year. Comparisons are made to the frame year from CCD, as opposed to the concurrent data collection year, because the sample as drawn from the frame year has no way to include any newly-created schools. This is of particular importance for public charter schools, which are counted by CCD only after the state grants a charter for the school and permits the school to begin operation.

Table 62. Estimated number and percentage of public charter schools in 2017–18 NTPS compared to 2014–15 CCD, by region and community type

Region and community type	2014–15 CCD public charter schools ¹	2015–16 CCD public charter schools (published count) ²	2017–18 CCD public charter schools ³	2017–18 NTPS public charter schools (CCD identified) ⁴	2017–18 NTPS un-weighted public charter schools (CHAR FLAG = 1) ⁵	2017–18 NTPS public charter schools (CHAR FLAG = 1) ⁶	NTPS estimate as a percentage of 2014–15 CCD ⁷	NTPS estimate as a percentage of 2017–18 CCD	NTPS estimate (CHAR FLAG=1) as a percentage of 2014–15 CCD ⁹
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Total	6,754	6,857	7,612	6,437	1,397	7,162	95.3%	84.6%	106.0%
Region									
Northeast	681	692	747	672	180	770	98.7%	90.0%	113.1%
Midwest	1,430	1,436	1,617	1,295	242	1,358	90.6%	80.1%	95.0%
South	2,136	2,260	2,506	2,022	517	2,477	94.7%	80.7%	116.0%
West	2,507	2,469	2,742	2,448	458	2,558	97.7%	89.3%	102.0%
Community type									
City	3,783	†	4,273	3,478	838	3,541	91.9%	81.4%	93.6%
Suburban	1,768	†	2,004	1,771	373	1,961	100.2%	88.4%	110.9%
Town	468	†	460	426	69	587	91.0%	92.6%	125.4%
Rural	731	†	875	762	117	1,073	104.2%	87.1%	146.8%

† Not applicable.

¹ CCD, 2014–15 Combined Membership and Directory Files: (ccd_sch_052_1415_w_0216161a.sas7bdat and ccd_sch_029_1415_w_0216161a.sas7bdat), Charter School Indicator.

² CCD Published Count, 2015–16, Selected Statistics from the Public Elementary and Secondary Education Universe: School Year 2015–16, Table 3 (NCES 2018-052).

³ CCD, 2017–18 (wide_school_01102019.sas7bdat).

⁴ NTPS, 2017–18, Public School File, Charter Schools Only, Final School Weight (First digit of SCHSTRAT = 4).

⁵ NTPS, 2017–18, Public School File, Total Unweighted Charter School Count (Based on S0500=1 in preliminary benchmark tables).

⁶ NTPS, 2017–18, Public School File, Charter Schools Only, Final School Weight (Based on S0500=1 in preliminary benchmark tables).

⁷ Calculated by dividing column 5 by column 2.

⁸ Calculated by dividing column 5 by column 4.

⁹ Calculated by dividing column 7 by column 2.

NOTE: CCD refers to the Common Core of Data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Combined Membership and Directory Files (ccd_sch_052_1415_w_0216161a.sas7bdat and ccd_sch_029_1415_w_0216161a.sas7bdat); *Selected Statistics From the Public Elementary and Secondary Education Universe: School Year 2015–16* (NCES 2018-052); CCD, 2017–18 (wide_school_01102019.sas7bdat). National Teacher and Principal Survey (NTPS), “Final Public School Frame and Public School Data Files,” 2017–18;

Public School Teacher FTE Comparison (Public School Teacher Data File)

The comparison between the number of teachers in the NTPS Public School data file and the CCD State Nonfiscal Survey is an **approximation**, since the NTPS public school teacher data are collected and reported in head counts of people rather than in the number of FTE positions reported to CCD (table 63). As an external check, this spots gross differences. There are several reasons why the number of teachers, approximated to FTE counts from the Public School Teacher data file, would differ from CCD State Nonfiscal Survey counts. CCD counts are statewide official tallies of teaching positions—both filled and unfilled, reported from a central agency, and unduplicated to account for teachers in multiple districts or schools. The teacher count from NTPS depends on the cooperation of the schools to provide a list of all current teachers—not positions, the availability of a teacher list through clerical lookup, and commercial vendor data. No teacher list was available for approximately 14 percent of the in-scope public schools. The CCD count reflects some teaching positions for which the teacher is away from the school during the NTPS data collection, such as a teacher who is on maternity leave. The assumptions about the proportions of part-time to full-time teachers, which are used to adjust the headcount data to FTEs, may be reasonable overall but may not be as accurate across school characteristics. When a public school in sample for NTPS is declared out-of-scope, such as when that school merged with another nonsampled school, the teachers that would have been or actually were sampled are also declared out-of-scope. While such factors affect relatively small proportions of the sampled cases, there may be a cumulative effect on the overall count of teachers.

The NTPS teacher estimate of the number of FTE teachers (table 63) was 23.4 percent higher overall than the frame year CCD count of FTE teachers. There could be several reasons for this. One potential reason is that the approximation of FTE teachers from NTPS is not as accurate as the reporting of FTE positions in CCD. Another possible reason is that the school collapsing operation (See chapter 4 for more information on the school collapsing and its effect on teacher counts.) in NTPS may not have completely taken care of the over-reporting of teachers in combined K–12 schools. State-level issues including CCD–NTPS discrepancies, higher numbers of charter schools, school collapsing, and lower response rates may also contribute to these discrepancies and increase when aggregated. A comparison of the NTPS teacher estimate from the teacher file to the NTPS teacher estimate from the school file produced a difference of 19.5 percent.

Table 63. Estimated number and percentage of full-time equivalent (FTE) teachers in public schools in 2017–18 NTPS compared to the 2013–14 CCD, by region and community type: 2013–14 and 2015–16

Region and community type	2014–15 CCD FTE public school teachers ¹	2017–18 CCD FTE public school teachers ²	2017–18 NTPS FTE public school teachers (teacher file) ³	2017–18 NTPS public school teachers (head count) (school file) ⁴	2017–18 NTPS public school teachers (approx. FTE) (school file) ⁵	NTPS school file (head count) as a percentage of 2014–15 CCD ⁶	NTPS school file (head count) as a percentage of 2017–18 CCD ⁷	NTPS school file (approx. FTE) as a percentage of NTPS teacher file ⁸
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Total	2,876,024	3,079,896	2,892,618	3,549,872	3,457,762	123.4%	115.3%	119.5%
Region								
Northeast	582,558	598,341	548,654	685,978	668,025	117.8%	114.7%	82.1%
Midwest	499,683	656,102	636,089	770,696	743,161	154.2%	117.5%	85.6%
South	1,251,151	1,274,226	1,129,027	1,411,261	1,388,645	112.8%	110.8%	81.3%
West	542,626	551,225	578,848	681,937	657,930	125.7%	123.7%	88.0%
Community type								
City	854,907	901,383	812,732	1,037,977	1,012,582	121.4%	115.2%	80.3%
Suburban	1,115,017	1,194,233	1,135,019	1,384,614	1,346,558	124.2%	115.9%	84.3%
Town	330,032	347,182	340,977	402,191	392,791	121.9%	115.8%	86.8%
Rural	575,996	637,096	603,889	725,091	705,831	125.9%	113.8%	85.6%

¹ CCD, 2014–15 Membership and Directory Files (ccd_sch_052_1415_w_0216161a.sas7bdat and ccd_sch_029_1415_w_0216161a.sas7bdat), Full-time Equivalency Count.

² CCD, 2017–18 (wide_school_01102019.sas7bdat and edge_geocode_publicsch_1718.sas7bdat).

³ NTPS, 2017–18 Public School Teacher File, Full-time Equivalency Count, Teacher Final Weight.

⁴ NTPS, 2017–18 Public School, Total Teacher Count, Final School Weight.

⁵ NTPS, 2017–18 Public School, Sum of full-time teachers and half of the part-time teachers reported in the 2017–18 NTPS Public School Data File, Final School Weight.

⁶ Calculated by dividing column 5 by column 2.

⁷ Calculated by dividing column 5 by column 3.

⁸ Calculated by dividing column 6 by column 4.

NOTE: CCD refers to the Common Core of Data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Membership (ccd_sch_052_1415_w_0216161a.sas7bdat) and Directory (ccd_sch_029_1415_w_0216161a.sas7bdat) Files, 2014–15; National Teacher and Principal Survey (NTPS), “Final Public School Frame and Public School Data Files,” 2017–18.

Private School Comparison (Private School Data File)

Comparisons were made of the number of private schools in NTPS to the number of private schools in the sampling frame year of the PSS, 2015–16, the same way that comparisons are made between NTPS public schools and the sampling frame year of the CCD. By construction, the total number of private schools in NTPS 2017–18 matches the total number of schools in 2015–16 PSS, although there is sampling variability in the number of private schools for subsets of NTPS, such as private schools by affiliation stratum and NCES typology. Note that totals by region do not match since region was not used to control NTPS to PSS as described in the private school weighting section of chapter 8.

The comparisons in table 64 show that the number of private schools measured by NTPS in 2017–18 is lower than the comparable number of private schools from PSS in 2015–16. However, the number of private schools measured in the 2017–18 NTPS has been adjusted to match the number of private schools in the 2015–16 PSS.

The stratification groups (termed Affiliation stratum in these tables) for the 2017–18 NTPS are comparable to those used in SASS 2011–12, but are somewhat different from what had been used for previous SASS data collections. Prior to the 2003–04 SASS, there were 19 groups, plus “other,” based on a combination of religious affiliation and school membership groups. In the 2003–04 SASS, the previous

19 groups, and “other,” a rather large category, were streamlined into 11 categories including an “All other religious” category that is smaller than the previous “other” category. The new stratification groups for both 2003–04 and 2007–08 did not use a combination of the religious affiliation and association membership responses for forming any of the categories; rather, only the religious orientation (religious or nonsectarian) and religious affiliation items are used. For the 2007–08 SASS, more streamlining was performed, such that only private schools with a membership size of 800 or more schools nationally have their own stratum group. Groups below that threshold had been sampled at a higher rate than larger groups, and as a result, had tended to respond at lower rates than the larger groups. Now, fewer of these smaller groups’ schools are burdened with responding, but the tradeoff is a lack of detail collected in NTPS about those types of schools. Schools from those groups are still included in sample, but are not specifically drawn as part of any affiliation stratum except “all other religious.” The sampling for 2017–18 was consistent with the 2011–12 methodology.

Table 64. Estimated number of private schools in 2017–18 NTPS compared to 2015–16 PSS, by affiliation stratum, NCES typology, and region

Affiliation stratum, NCES typology, and region (1)	2015–16 PSS traditional private schools ¹ (2)	2017–18 NTPS private schools ² (3)	NTPS estimate as a percentage of 2015–16 PSS ³ (4)
Total	29,429	26,254	79.5
Affiliation stratum			
Catholic—parochial	2,723	2,166	79.5
Catholic—diocesan	3,100	3,562	114.9
Catholic—private	1,108	1,264	114.1
Baptist	1,704	1,473	86.4
Jewish	1,034	735	71.1
Lutheran	1,355	199	14.7
Seventh-Day Adventist	771	303	39.3
All other religious	10,100	9,484	93.9
Nonsectarian, regular	3,170	3,378	106.6
Nonsectarian, special emphasis	2,767	2,018	72.9
Nonsectarian, special education	1,598	1,672	104.6
NCES typology (3-level)			
Catholic	6,931	6,992	100.9
Other religious	14,964	12,194	81.5
Nonsectarian	7,535	7,068	93.8
Region			
Northeast	5,974	6,304	105.5
Midwest	7,176	6,119	85.3
South	9,763	9,080	93.0
West	5,229	4,750	90.8

¹ PSS, 2015–16, Final File (Only Traditional Schools), Final School Weight.

² NTPS, 2017–18, Private School File, Final School Weight.

³ Calculated by dividing column 3 by column 2.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Final File,” 2015–16; National Teacher and Principal Survey (NTPS), “Private School File,” 2017–18.

Private School Student Count Comparison (Private School Data File)

Comparisons were made of the number of private school students in NTPS to the number of private school students in the frame year (2015–16) as well as to the 2013–14 PSS. Overall, the NTPS student count is about 4.2 percent higher than the PSS count in 2013–14 and about 3.0 percent lower than the 2015–16 student count in PSS (table 65). By affiliation stratum, NTPS estimates as a percentage of the 2013–14 PSS ranged from 17.1 percent for the Lutheran stratum to 127.3 percent for the All Other Religious stratum, and the NTPS estimates as a percentage of the 2015–16 PSS ranged from 16.9 percent for the Lutheran stratum to 111.6 percent for the All Other Religious stratum. However, by NCES typology, the NTPS count of private school students was 1.9 percent lower for Catholic, but 6 percent higher for Other Religious and 12.8 percent higher for Nonsectarian.

Table 65. Estimated number of private school students in 2017–18 NTPS compared to 2013–14 and 2015–16 PSS, by affiliation stratum, NCES typology, and region

Affiliation stratum, NCES typology, and region (1)	2013–14 PSS private students in traditional schools ¹ (2)	2015–16 PSS private students in traditional schools ² (3)	2017–18 NTPS private students ³ (4)	NTPS estimate as a percentage of 2013–14 PSS ⁴ (5)	NTPS estimate as a percentage of 2015–16 PSS ⁵ (6)
Total	5,028,975	5,405,705	5,240,807	104.2	97.0
Affiliation Stratum					
Catholic—parochial	733,060	715,329	570,386	77.8	79.7
Catholic—diocesan	934,638	958,435	1,010,340	108.1	105.4
Catholic—private	374,557	403,309	422,445	112.8	104.7
Baptist	226,223	224,102	184,450	81.5	82.3
Jewish	255,274	327,488	279,995	109.7	85.5
Lutheran	198,356	200,750	33,835	17.1	16.9
Seventh-Day Adventist	54,093	52,830	27,218	50.3	51.5
All other religious	1,183,882	1,350,313	1,506,850	127.3	111.6
Nonsectarian, regular	706,130	751,114	806,134	114.2	107.3
Nonsectarian, special emphasis	259,799	313,262	279,900	107.7	89.4
Nonsectarian, special education	102,963	108,772	119,255	115.8	109.6
NCES Typology (3-level)					
Catholic	2,042,255	2,077,073	2,003,171	98.1	96.4
Other Religious	1,917,828	2,155,484	2,032,347	106.0	94.3
Nonsectarian	1,068,892	1,173,147	1,205,289	112.8	102.7
Region					
Northeast	1,120,328	1,232,240	1,224,063	109.3	99.3
Midwest	1,257,168	1,353,913	1,175,306	93.5	86.8
South	1,721,001	1,844,522	1,903,902	110.6	103.2
West	930,478	975,029	937,536	100.8	96.2

¹ PSS, 2013–14, Final File (Only Traditional Schools), Total Student Count, Final School Weight.

² PSS, 2015–16, Final File (Only Traditional Schools), Total Student Count, Final School Weight.

³ NTPS, 2017–18, “Private School Data File,” Total Student Count, Final School Weight.

⁴ Calculated by dividing column 4 by column 2.

⁵ Calculated by dividing column 4 by column 3.

NOTE: PSS refers to the Private School Universe Survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Final File,” 2013–14 and 2015–16; National Teacher and Principals Survey (NTPS), “Private School Data File,” 2017–18.

Private FTE Teacher Comparison (Private School Teacher File)

In 2013–14, the number of teachers collected on the NTPS Private School Teacher data file was collected in part-time and full-time headcounts that were converted to FTE counts. PSS always reports FTE counts of teachers. For ease of comparison, the headcounts of teachers in NTPS were converted to approximate FTE counts in 2013–14 and 2015–16.

The number of private FTE teachers in NTPS (table 66) is 2.3 percent lower overall than the frame year count of teachers in PSS and 6.8 percent higher overall than the count in the 2013–14 PSS. However, both the frame year and 2013–14 PSS teacher counts are quite close in absolute numbers. There are much larger differences by affiliation strata, ranging from about 79 percent below the 2015–16 PSS count for Lutheran, private school teachers to about 11 percent above the PSS count for Catholic—private school teachers. The small sample size of both of these groups (and consequently, relatively larger variance estimates) probably contributes to the large percentage differences in FTE teacher counts.

While the overall number of private schools in NTPS is controlled to the concurrent PSS total, this is not true of the number of FTE teachers. There are several factors that contribute to differences between NTPS estimates and PSS estimates. Schools that closed between the sampling year of 2015–16 and 2017–18 would tend to lower the FTE estimate in NTPS relative to the 2015–16 PSS, at least to the extent that there are differences in the number of FTE teachers between schools that closed and schools that remained open. The 2017–18 NTPS used the 2015–16 PSS area frame instead of the 2017–18 PSS area frame. The difference in area frames could either raise or lower the FTE estimates of teachers in NTPS.

The FTE teachers estimate is slightly higher for Catholic and Nonsectarian private schools, but about 9 percent lower for Other Religious private schools. The differences in the estimates of FTE teachers in NTPS by NCES typology could result from one or more factors. The overall count of private schools in NTPS is controlled to the 2015–16 PSS, but not within each type of private school, so that the number of schools by NCES typology category may be higher in NTPS than in PSS. In addition, differences in the area frames between NTPS and PSS may contribute to this effect.

Table 66. Estimated number and percentage of full-time equivalent (FTE) private school teachers in 2017–2018 NTPS compared to 2013–14 and 2015–16 PSS, by affiliation stratum, NCES typology, and region

Affiliation stratum, NCES typology, and region (1)	2013–14 PSS FTE private school teachers in traditional schools ¹ (2)	2015–16 PSS FTE private school teachers in traditional schools ² (3)	2017–18 NTPS private teachers (head count) (school file) ³ (4)	2017–18 NTPS private teachers (approx. FTE) (school file) ⁴ (5)	2017–18 NTPS private full-time teachers (head count) (school file) ⁵ (6)	2017–18 NTPS private part-time teachers (head count) (school file) ⁶ (7)	NTPS school file (approx. FTE) as a percentage of 2013–14 PSS ⁷ (8)	NTPS school file (approx. FTE) as a percentage of 2015–16 PSS ⁸ (9)
Total	427,963	467,497	509,168	456,860	397,953	110,720	106.8	97.7
Affiliation stratum								
Catholic—parochial	46,342	45,878	42,544	39,155	34,717	7,827	84.5	85.4
Catholic—diocesan	61,670	64,185	75,421	69,587	62,510	12,656	112.8	108.4
Catholic—private	30,543	32,816	39,767	36,447	33,297	6,470	119.3	111.1
Baptist	19,452	19,394	17,856	15,208	12,534	5,322	78.2	78.4
Jewish	27,815	32,354	33,537	26,462	17,005	16,433	95.1	81.8
Lutheran	12,982	12,973	2,881	2,689	2,406	475	20.7	20.7
Seventh-Day Adventist	4,119	3,959	2,570	2,213	1,877	693	53.7	55.9
All other religious	103,574	121,241	143,962	127,068	110,107	33,855	122.7	104.8
Nonsectarian—regular	77,857	84,811	97,426	89,822	81,066	16,219	115.4	105.9
Nonsectarian—special emphasis	25,572	30,500	31,813	27,575	22,659	9,155	107.8	90.4
Nonsectarian—special education	18,037	19,386	21,390	20,634	19,776	1,614	114.4	106.4
NCES typology (3-level)								
Catholic	138,555	142,880	157,732	145,189	130,523	26,954	104.8	101.6
Other religious	167,942	189,920	200,807	173,640	143,929	56,779	103.4	91.4
Nonsectarian	121,466	134,697	150,629	138,031	123,502	26,988	113.6	102.5
Region								
Northeast	107,827	118,160	137,189	121,654	103,776	33,315	112.8	103.0
Midwest	92,938	101,250	101,151	90,529	79,163	21,733	97.4	89.4
South	152,438	168,073	184,547	168,200	149,405	35,002	110.3	100.1
West	74,760	80,014	86,280	76,477	65,610	20,670	102.3	95.6

¹ Private School Universe Survey (PSS), 2013–14, Final File (Only Traditional Schools), Full-time Equivalency Count, Final School Weight.² Private School Universe Survey (PSS), 2015–16, Final File (Only Traditional Schools), Full-time Equivalency Count, Final School Weight.³ NTPS, 2017–18, Private School Count, Total Teacher Count, Final Teacher Weight (Column 6 + Column 7).⁴ NTPS, 2017–18 Private School Count, Approximate Full-time Equivalency Count, Final teacher Weight.⁵ NTPS, 2017–18, Private School Count, Full-time Teacher Count, Final teacher Weight.⁶ NTPS, 2017–18, Private School Count, Part-time Teacher Count, Final teacher Weight.⁷ Calculated by dividing column 5 by column 2.⁸ Calculated by dividing column 5 by column 3.

NOTE: PSS refers to the Private School Universe Survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), “Final File,” 2013–14 and 2015–16; National Teacher and Principal Survey (NTPS), “Private School File,” 2017–18.

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Appendix A. Key Terms for NTPS

The following terms are defined as they apply to the 2017–18 National Teacher and Principal Survey (NTPS).

Affiliation stratum. NTPS 17–18 uses 11 categories into which all private schools are divided based on religious orientation and association membership. These categories are Catholic—parochial, Catholic—diocesan, Catholic—private order, Baptist, Jewish, Lutheran, Seventh-Day Adventist, other religious, nonsectarian—regular program, nonsectarian—special emphasis, and nonsectarian—special education. Schools with multiple affiliations are classified by their first affiliation in the above list. These categories represent the private school sampling strata for NTPS; therefore, the NTPS private school sample is designed to support estimates for each of these affiliation categories.

Automated Tracking and Control System (ATAC). ATAC is a check-in, batching, document research, document storage and reporting system designed by the Census Bureau to track the flow of work through the National Processing Center (NPC) by assigning unit and status codes to each phase that the document (e.g., returned questionnaire) passes through.

Base weight. This is the inverse of the initial probability of selection (termed the initial basic weight) including adjustments to the probability of selection due to schools determined to be splits or mergers during data collection operations. These adjustments to the initial probability of selection are called the sampling adjustment factor. The base weight is defined as the product of the initial basic weight and the sampling adjustment factor.

Bureau of Indian Education (BIE) school (See “School”). Meets all school criteria; operated by or under contract with the Bureau of Indian Education; reported as a BIE school by the state education agency and/or by the Bureau of Indian Education; offers services to American Indian students. BIE schools may include day schools, boarding schools, cooperative schools, and contract schools

Charter (or public charter) 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 regulations. A charter school may be a newly created school or it may previously have been a public or private school. Meets all school criteria; receives public funding as primary support; provides free public elementary and/or secondary school to eligible students.

Combined school. A school is classified as combined if it has one or more of grades K–6 and one or more of grades 9–12; for example, schools with grades K–12, 6–12, 6–9, or 1–12 were classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

Common Core of Data (CCD). CCD is the Department of Education’s primary database on public elementary and secondary education in the United States. CCD is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts and contains data that are designed to be comparable across all states. The objectives of CCD are twofold: first, to provide an official listing of public elementary and secondary schools and school districts in the nation, which can be used to select samples for other NCES surveys; and second, to provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

District. A Local Education Agency (LEA), or public school district, is defined as a government agency that employs elementary or secondary level teachers and is administratively responsible for providing public elementary and/or secondary instruction and educational support services. Districts that do not operate schools but do employ teachers are included; for example, some states have special education cooperatives that employ special education teachers who teach in schools in more than one school district. Supervisory unions are also included.

Elementary school. A school is classified as elementary if it has one or more of grades K–6 and does not have any grades higher than grade 8. For example, schools with grades K–6, 1–3, or 6–8 are classified as elementary.

Final weight. This is the product of the initial basic weight, sampling adjustment factor, separate adjustments for nonresponse at each stage of selection, and one or more stages of ratio adjustment to the frame or to independent sources. The final weight is used to produce weighted estimates from the survey data. See chapter 8 for details on the weighting procedure.

FIPS. FIPS stands for Federal Information Processing Standards and refers to a variety of codes for standardized reference. FIPS county and state codes were developed by the National Institute for Standards and Technology (NIST) as numeric identifiers for each county and state in the United States. In 2009, the American National Standards Institute (ANSI) issued a standardized set of numeric or alphabetic codes to ensure uniform identification of geographic entities through all federal government agencies. These standards replace the FIPS codes. INCITS 38 identifies state codes and replaced FIPS 5-2. INCITS 31 identifies counties and replaced FIPS 6-4. More information on the state and county codes can be found at: <https://www.census.gov/library/reference/code-lists/ansi.html>.

Full-time equivalent. A method of counting teachers that limits the number only to those teachers whose working hours meet or exceed the number of hours prescribed by the school district for full-time employees.

Initial basic weight. This is the inverse of the probability of selection from the initial sampling procedure. In contrast, the **base weight** is the inverse of the probability of selection covering all sampling, including any adjustments to the probability of selection due to schools determined to be splits or mergers during field operations.

Itinerant teacher. A teacher with an assignment that requires the teacher to provide instruction at more than one school.

Missing data. NTPS is a fully imputed dataset. Consequently, the only survey items that lack responses are either those that are part of a skip pattern and should not have been answered by a particular respondent or write-in responses, which include data too specific to reasonably impute from another respondent's data. Data pulled from the frame (i.e., the Common Core of Data or the Private School Universe Survey) are not necessarily imputed for missing data. In these instances, a value of -9, indicating missing data, is provided for that variable.

Net Code. A code assigned to internet questionnaires by the Census Bureau during data collection to reflect the internet survey's completion status.

Outcome Code. A code assigned by either Census Bureau telephone interviewers or field staff that indicates the result of each contact attempt with school staff to promote survey completion.

Principal or School head. A principal is the administrator who has primary responsibility of the overall day-to-day functioning of the school. This person typically holds presiding rank at the school and assumes final responsibility for the overall operation of the institution.

Private school (See “School”). Meets all school criteria; does not receive public funding as primary support; does not operate within the public school system.

Private School Universe Survey (PSS). PSS is a biennial survey designed to collect data from all K–12 private schools in the 50 states and the District of Columbia. It is the universe from which the sample for the private school component of NTPS is selected.

Public school (See “School”). A public school is defined as an institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education agency. Public charter schools, and schools located on domestic military bases and operated by the Department of Defense are included.

Sampling adjustment factor. In the weighting process for each NTPS respondent, the sampling adjustment factor is applied to the initial basic weight to account for any additional circumstances affecting the probability of selection. The product of the initial basic weight and the sampling adjustment factor is the base weight. See the definitions for initial basic weight and base weight.

School. An institution or part of an institution that has one or more teachers who provide instruction to students, has students in one or more of grades 1–12 (or the ungraded equivalent), has its own principal/administrator if it shares a building with another school or institution, is in operation during the 2017–18 school year, and is NOT primarily a postsecondary or adult basic education institution. The following are NOT considered a school: schools located exclusively in a private home, Department of Defense (DoD) schools located outside of the US, offices of special education in an LEA, tutoring services, homeschool clearing houses, and adult learning facilities.

Secondary school. A school is classified as secondary if it has one or more of grades 7–12 and does not have any grade lower than grade 7. For example, schools with grades 9–12, 10–12, or 7–8 are classified as secondary.

State school. State schools are typically run by a State Department of Education and are not overseen by a district (e.g., schools for the blind, etc.).

Status Code. A code used by the Census Bureau during data collection that indicates the current status of each questionnaire. The status code is set using inputs from multiple sources, including web survey instruments, ATAC check-in codes, outcome codes assigned by telephone or in-person interviewers, and input from survey staff obtained through research or contact with the school.

Teachers. A teacher is defined as a full-time or part-time teacher who teaches any regularly scheduled classes in any of grades K–12. This includes administrators, librarians, and other professional or support staff that teach regularly scheduled classes on a part-time basis. Itinerant teachers are included, as well as long-term substitutes who are filling the role of a regular teacher on a long-term basis. An itinerant teacher is defined as a teacher who teaches at more than one school (e.g., a music teacher who teaches 3 days per week at one school and 2 days per week at another). Short-term substitute teachers and student teachers are not included.

Traditional public school. Traditional public schools are publicly-funded schools other than public charter schools. They include regular, special education, vocational/technical, and alternative schools. They also include domestic schools located on military bases and operated by the Department of Defense. See also the definitions for public and public charter schools.

Ungraded. Refers to schools that have an alternative means of classifying students, other than by grade level.

Ungraded students. Ungraded students are those who are not assigned to a particular grade level (kindergarten, 1st grade, 2nd grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to “primary” and “intermediate” levels instead of specific grades.

Valid skip. An item that was not applicable due to a response to a previous item on the same questionnaire and was provided with a value of -8, indicating a valid skip. Certain survey items direct respondents to skip subsequent items based on their answers to the original item, or stem. For instance, if a respondent answered “No” to item 1-11a on the School Questionnaire (“Does this school currently have any students enrolled in kindergarten?”), he or she was directed to skip items 1-11b and 1-11c (respectively, “How long is the school day for a kindergarten, transitional kindergarten, or transitional first-grade student?” and “How many days per week does a kindergarten, transitional kindergarten, or transitional first-grade student attend?”) and to “GO TO item 1-12.” Because the respondent answered that the school in question does not have students in kindergarten, subsequent questions about kindergarten students at that school were not applicable. In instances when an item should not have been answered by the respondent, a value of -8, which designates a valid skip, is applied to that variable(s).

Appendix B. Questionnaire Availability

Questionnaires for every data collection component in every survey cycle of the National Teacher and Principal Survey (NTPS), formerly the Schools and Staffing Survey (SASS), since the first 1987–88 SASS and the first 1988–89 Teacher Follow-up Survey (TFS) are available online as downloadable PDF files. The NTPS questionnaires are available at

<https://nces.ed.gov/surveys/ntps/questionnaires.asp>.

The SASS and TFS questionnaires are available at

<https://nces.ed.gov/surveys/sass/questionnaire.asp>.

Select the survey year of interest and then proceed to select the specific questionnaire to browse or download. The Teacher Listing Form is the form that gathers the data used to select the teacher sample. While no data from this form are reported publicly, the questionnaire form is available on the NCES websites noted above for those interested in survey methodology.

Data will be available through an NCES online data analysis portal called DataLab. This is accessible for no charge on the NCES website at

<https://nces.ed.gov/datalab/>.

All of the NTPS, SASS and TFS questionnaires are in the public domain. All survey items may be copied by anyone who wishes to use them in another survey, without any restrictions. However, we do ask that you acknowledge NCES and the NTPS as the source of the items.

Appendix C. Crosswalk Among Items in the 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12 SASS, 2015–16, and 2017–18 NTPS Questionnaires and Crosswalk of Variables Across the 2017–18 NTPS Questionnaires

Crosswalks linking items across questionnaires for the National Teacher and Principal Survey are presented in this appendix. The NTPS variable crosswalks are presented in the following order:

C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18C-2

C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18C-20

C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18C-36

C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18C-73

C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 through 2017–18C-105

C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18C-148

Within each questionnaire crosswalk, variables are listed in the 2017–18 item order. If there is a blank in the variable’s name for 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, 2011–12, or 2015–16, then that particular 2017–18 item did not have an equivalent item in earlier years. If an item appears in other years but is blank for 2017–18, then that particular item did not appear in the 2017–18 survey cycle. Variables from 2017–18 are categorized for how closely they “match” the corresponding variable in the 2015–16 questionnaire. The categories are:

- **New.** The question was added since the previous survey.
- **Exact.** The question wording and format are **exactly** the same except for changes in reference periods, changes in skip patterns, and item references.
- **Minor.** The question content is the same, but there have been minor changes to the question wording or format. Minor changes include addition or deletion of text in the question, instruction or answer categories, changes in the use of bold and capitalization, and a change in the length of a write-in response category.
- **Major.** The general content of or subject addressed by the item is the same, but the question wording or format has been changed significantly.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0100	Exact		P0100	Exact		A0027	Exact		A0027	Minor		A0027	Minor		A0055	Minor		A205	Minor		ASC030	Minor		ASC039
A0101	Exact		P0101	Minor		A0032	New																	
A0102	Exact		P0102	Exact		A0039	Exact		A0031	New														
A0103	Exact		P0103	Exact		A0037	Exact		A0030	Minor		A0037	Exact		A0065	Exact		A310	Exact		ASPIRING			
A0104	Exact		P0104	Minor		A0025	Exact		A0025	Minor		A0025	Major	A0053 & A0054 show total years as principal at current & previous schools separately.	A0053 & A0054	Major	A325 & A330 show total years as principal at current & previous schools separately.	A325 & A330	Major	ASC044 & ASC045 show total years as principal at current & previous schools separately.	ASC044 & ASC045	Major	ASC051 & ASC052 show total years as principal at current & previous schools separately.	ASC051 & ASC052
A0105	Exact		P0105	Minor		A0026	Exact		A0026	Minor		A0026	Minor		A0053	Minor		A325	Minor		ASC044	Minor		ASC051
A0106	Minor		P0106	Exact		A0058	Minor		A0032	Minor		A0039	Exact		A0225	Major	Asks a set of questions about degrees earned.	A060–A190	Major	Asks a set of questions about degrees earned.	ASC012–ASC027	Major	Asks a set of questions about degrees earned.	ASC012–ASC030, ASC033
A0107	Exact		P0107	Minor		A0051	New																	
A0108	Exact		P0108	Exact		A0038	New																	
A0109	Minor		P0109	New																				
A0110	Exact		P0110	Major	Added instructions clarifying what counts as teaching experience.	A0028	Exact		A0028	Minor		A0028	Exact		A0056	Minor		A210	Minor		ASC031			
A0111	Exact		P0111	Exact		A0029	Exact		A0029	Exact		A0029	Minor		A0057	Minor		A220						
A0200	Exact		P0200	Exact		A0080	Minor		A0040	Exact		A0056	Minor		A0067	Minor		A875	Minor		ASC115			
A0201	Exact		P0201	Exact		A0081	Minor		A0041	Exact		A0057	Minor		A0068	Minor		A880	Minor		ASC116			
A0202	Exact		P0202	Exact		A0082	Minor		A0042	Exact		A0058	Minor		A0069	Minor		A885	Minor		ASC117			

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0203	Exact		P0203	Exact		A0083	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/person influence on activities.	A0046	Minor		A0062	Minor		A0079									
A0204	Exact		P0204	Exact		A0084	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/person influence on activities.	A0053	Exact		A0069	Minor		A0087	Major	Rated on a 6-point scale.	A695	Major	Rated on a 6-point scale.	PRNCURR C	Major	Rated on a 6-point scale.	ASC103

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0205	Exact		P0205	Exact		A0085	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/person influence on activities.	A0060	Minor		A0076	Minor		A0095	Major	Rated on a 6-point scale.	A830						
A0206	Exact		P0206	Exact		A0086	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/person influence on activities.	A0068	Minor		A0084	Minor		A0104	Major	Rated on a 6-point scale.	A860						

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0207	Exact		P0207	Exact		A0087	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/person influence on activities.	A0075	Minor		A0091	Minor		A0111	Major	Rated on a 6-point scale.	A735	Major	Rated on a 6-point scale.	PRNHIRNG	Major	Rated on a 6-point scale.	ASC106
A0208	Exact		P0208	Exact		A0088	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/person influence on activities.	A0082	Exact		A0098	Minor		A0118	Major	Rated on a 6-point scale.	A765	Major	Rated on a 6-point scale.	PRNDISPL	Major	Rated on a 6-point scale.	ASC109

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0209	Exact		P0209	Exact		A0089	Major	11–12 asks a series about principal influence on activities; 07–08 asks a series about group/person influence on activities.	A0089	Exact		A0105	Minor		A0125	Major	Rated on a 6-point scale.	A795						
A0300	Exact		P0300	Exact		A0149	Exact		A0140	Minor		A0204	Major	4-point rating scale; question phrased differently.	A0134	Major	4-point rating scale; question phrased differently.	A580	Major	4-point rating scale; question phrased differently.	ASC073	Major	4-point rating scale; question phrased differently.	ASC091
A0301	Exact		P0301	Exact		A0150	Exact		A0141	Minor		A0205	Major	4-point rating scale; question phrased differently.	A0135	Major	4-point rating scale; question phrased differently.	A585	Major	4-point rating scale; question phrased differently.	ASC074	Major	4-point rating scale; question phrased differently.	ASC092
A0302	Exact		P0302	Exact		A0151	Exact		A0142	Minor		A0206	Major	4-point rating scale; question phrased differently.	A0136	Major	4-point rating scale; question phrased differently.	A590	Major	4-point rating scale; question phrased differently.	ASC075	Major	4-point rating scale; question phrased differently.	ASC093

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0303	Exact		P0303	Exact		A0152	Exact		A0143	Minor		A0207	Major	4-point rating scale; question phrased differently.	A0138	Major	4-point rating scale; question phrased differently.	A600	Major	4-point rating scale; question phrased differently.	ASC077	Major	4-point rating scale; question phrased differently.	ASC095
A0304	Exact		P0304	Exact		A0153	Exact		A0144	Minor		A0208	Major	4-point rating scale; question phrased differently.	A0139	Major	4-point rating scale; question phrased differently.	A605	Major	4-point rating scale; question phrased differently.	ASC078	Major	4-point rating scale; question phrased differently.	ASC096
A0305	Exact		P0305	Exact		A0154	Exact		A0145	Minor		A0209	Major	4-point rating scale; question phrased differently.	A0140	Major	4-point rating scale; question phrased differently.	A610	Major	4-point rating scale; question phrased differently.	ASC079	Major	4-point rating scale; question phrased differently.	ASC097
A0306	Exact		P0306	Exact		A0155	Exact		A0146	Minor		A0210												
A0307	Exact		P0307	Exact		A0156	Exact		A0147	Minor		A0211												
A0308	Exact		P0308	Exact		A0157	Exact		A0148	Minor		A0212												
A0309	Exact		P0309	Exact		A0158	Exact		A0149	Minor		A0213												
A0310	Exact		P0310	Exact		A0159	Exact		A0150	Minor		A0214												
A0311	Minor		P0311	Exact		A0160	Exact		A0151	Minor		A0215	Major	4-point rating scale; question phrased differently.	A0141	Major	4-point rating scale; question phrased differently.	A620	Major	4-point rating scale; question phrased differently.	ASC080			
A0312	Exact		P0312	Exact		A0161	Exact		A0152	Minor		A0216												
A0313	Exact		P0313	Exact		A0180	Minor		A0153	Minor		A0234												
A0314	Exact		P0314	Exact		A0181	Minor		A0154	Minor		A0235												
A0315	Exact		P0315	Exact		A0182	Minor		A0155	Minor		A0236												
A0316	Exact		P0316	Exact		A0183	New																	

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0317	Minor		P0317	Exact		A0184	New																	
A0318	Exact		P0318	Exact		A0185	Minor		A0156	New														
A0319	Exact		P0319	Exact		A0186	New																	
A0320	Exact		P0320	Exact		A0187	New																	
A0321	Exact		P0321	Exact		A0188	New																	
A0322	Exact		P0322	New																				
A0323	Exact		P0323	New																				
A0324	Minor		P0324	New																				
A2400	New																							
A2401	New																							
A2402	New																							
A2403	New																							
A2404	New																							
A2405	New																							
A2406	New																							
A2407	New																							
A2408	New																							
A2409	New																							
A2410	New																							
A2411	New																							
A2412	New																							
A2413	New																							
A2414	New																							
A2415	New																							
A2416	New																							
A2417	New																							
A2418	New																							
A2419	New																							
A2420	New																							
A2421	New																							
A2422	New																							
A2423	New																							
A2424	New																							

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A2425	New																							
A2426	New																							
A2427	New																							
A2428	New																							
A2429	New																							
A2430	New																							
A2431	New																							
A2432	New																							
A2433	New																							
A2434	New																							
A2435	New																							
A2436	New																							
A2437	New																							
A2438	New																							
A2439	New																							
A2440	New																							
A2500	New																							
A2501	New																							
A2502	New																							
A2503	New																							
A2504	New																							
A2505	New																							
A2506	New																							
A2507	New																							
A2508	New																							
A2509	New																							
A2510	New																							
A2511	New																							
A2512	New																							
A2513	New																							

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A2600	New																							
A2601	New																							
A2602	New																							
A2603	New																							
A2604	New																							
A2605	New																							
A2606	New																							
A2607	New																							
A2608	New																							
A2609	New																							
A2610	New																							
A2611	New																							
A2700	New																							
A2701	New																							
A2702	New																							
A2703	New																							
A2704	New																							
A2705	New																							
A2706	New																							
A2707	New																							
A2708	New																							
A2709	New																							
A2710	New																							
A2711	New																							
A2712	New																							
A2713	New																							
A2714	New																							
A2715	New																							
A2716	New																							
A2717	New																							
A2718	New																							
A2800	New																							

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A2801	New																							
A2802	New																							
A2803	New																							
A2804	New																							
A2805	New																							
A0900	Exact		P0900	Exact		A0320	Exact		A0240	Exact		A0254	Exact		A0227	Exact		A890	Exact		ASC121	Exact		ASC072
A0901	Exact		P0901	Exact		A0321	Exact		A0241	Exact		A0255	Minor		A0230	Exact		A905	Exact		ASC124	Exact		ASC074
A0902	Exact		P0902	Exact		A0322	Exact		A0242	Exact		A0256	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0903	Exact		P0903	Exact		A0323	Exact		A0243	Exact		A0257	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0904	Exact		P0904	Exact		A0324	Exact		A0244	Exact		A0258	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0905	Exact		P0905	Exact		A0325	Exact		A0245	Exact		A0259	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0906	Exact		P0906	Exact		A0326	Exact		A0246	Exact		A0260	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0907	Exact		P0907	Exact		A0330	Exact		A0248	Exact		A0262	Exact		A0231	Exact		A910	Exact		ASC125	Exact		ASC075
A0908	Exact		P0908	Exact		A0335	Exact		A0249	Minor		A0263	Minor		A0226	Minor		A495	Minor		ASC055	Minor		ASC060
A2000	New																							
A2001	New																							
A2002	New																							
A2003	New																							
A2004	New																							
A2005	New																							
A2006	New																							
A2007	New																							
A2008	New																							
A2009	New																							
A2010	New																							
A2011	New																							
A2012	New																							
A2013	New																							
A2014	New																							
A2015	New																							

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A2016	New																							
A2017	New																							
A2018	New																							
A2019	New																							
A2020	New																							
A2021	New																							
A2022	New																							
A5022	New																							
A2023	New																							
A2024	New																							
A2025	New																							
A2026	New																							
A2027	New																							
A2028	New																							
A2029	New																							
A2030	New																							
A2031	New																							
A2032	New																							
A2033	New																							
A2034	New																							
A2035	New																							
A0013	Exact		P0013	Exact		A0006	Exact		A0251	Minor		A0265	Minor		A0233									
A0014	Exact		P0014	Exact		A0007	Exact		A0252	Minor		A0266	Minor		A0233									
A0015	Exact		P0015	Exact		A0008	Exact		A0253	Minor		A0267	Minor		A0233									
A0016	Exact		P0016	Exact		A0009	Minor		A0250	Exact		A0264	Exact		A0232	Minor		A915						
			P1400	Exact		A0240	Minor		A0225	Minor		A0040												
			P1401	Exact		A0242	New																	
			P1402	Exact		A0243	New																	
			P1403	Exact		A0244	New																	

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			P1404	Exact		A0245	New																	
			P1405	Exact		A0246	New																	
			P1406	Exact		A0247	Minor		A0227	Major	07–08 asks for days in contract year; 03–04 asks for months.	A0042												
			P1407	Exact		A0248	Minor		A0228	New														
			P1408	New																				
			P1409	New																				
			P1410	New																				
			P1411	New																				
			P1412	New																				
			P1413	New																				
			P1414	Exact		A0252	New																	
			P1500	New																				
			P1501	New																				
			P1502	New																				
			P1503	New																				
			P1504	New																				
			P1505	New																				
			P1506	New																				
			P1507	New																				
			P1508	New																				
			P1509	New																				
			P1510	New																				
			P1511	New																				
			P1512	New																				
			P1513	New																				
			P1514	New																				

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			P1515	New																				
			P1516	New																				
			P1517	New																				
			P1518	New																				
			P1519	New																				
			P1520	New																				
			P1521	New																				
			P5405	Exact		A5246	New																	
						A0006	Exact		A0251	Exact		A0265	Minor		A0233									
						A0007	Exact		A0252	Exact		A0266	Minor		A0233									
						A0008	Exact		A0253	Exact		A0267	Minor		A0233									
						A0009	Minor		A0250	Exact		A0264	Exact		A0232	Minor		A915						
						A0030	New																	
						A0031	New																	
						A0033	New																	
						A0034	New																	
						A0035	New																	
						A0036	New																	
						A0050	New																	
						A0052	New																	
						A0053	New																	
						A0054	New																	
						A0055	Minor		A0033	New														
						A0056	New																	
						A0057	New																	
						A0059	Exact		A0034	New														
						A0060	New																	
						A0061	New																	
						A0062	New																	
						A0063	New																	
						A0064	New																	
						A0065	New																	

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						A0066	New																	
						A0100	Exact		A0100	Exact		A0117	Exact		A0164									
						A0101	Exact		A0101	Exact		A0118	Exact		A0165									
						A0102	Exact		A0102	Exact		A0119	Exact		A0166									
						A0103	Exact		A0103	Exact		A0120	Minor		A0167									
						A0104	Exact		A0104	Exact		A0121	Minor		A0168									
						A0105	Exact		A0105	Exact		A0122	Minor		A0169									
						A0106	Exact		A0106	Exact		A0123	Minor		A0170									
						A0107	Exact		A0107	Exact		A0124	Minor		A0171									
						A0108	Exact		A0108	Minor		A0125	Exact		A0154									
						A0109	Exact		A0109	Minor		A0126	Exact		A0155									
						A0110	Exact		A0110	Minor		A0127	Exact		A0156									
						A0111	Exact		A0111	Major	07–08 states improvement in student achievement: 03–04 states the effects on student achievement.	A0129	Exact		A0158									
						A0112	Exact		A0112	Minor		A0130	Exact		A0159									
						A0113	Exact		A0113	Minor		A0131	Exact		A0160									
						A0114	Exact		A0114	Minor		A0132	Exact		A0161									
						A0115	Exact		A0115	Minor		A0133	Exact		A0162									

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						A0116	Minor		A0116	Major	07–08 includes the option “No, this school does not have instructional aides.”	A0116												
						A0130	Exact		A0125	Minor		A0189												
						A0131	Exact		A0126	Minor		A0190												
						A0132	Exact		A0127	Exact		A0191												
						A0133	Exact		A0128	Exact		A0192												
						A0134	Exact		A0129	Exact		A0193												
						A0135	Exact		A0130	Minor		A0194												
						A0136	Exact		A0131	Major	07–08 states a closed campus for students; 03–04 states to require students to stay on campus.	A0195												
						A0137	Exact		A0132	Minor		A0196												
						A0138	Exact		A0133	Minor		A0197												
						A0139	Exact		A0134	Exact		A0198												
						A0140	Exact		A0135	Exact		A0199												
						A0141	Exact		A0136	Exact		A0200												
						A0142	Exact		A0137	Exact		A0201												
						A0143	Exact		A0138	Exact		A0202												
						A0144	Exact		A0139	Exact		A0203												
						A0145	New																	

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						A0146	New																	
						A0147	New																	
						A0148	New																	
						A0189	Exact		A0157	Exact		A0240												
						A0190	Exact		A0159	Major	07–08 asks for this year information; 03–04 asks for last year information.	A0237												
						A0191	Exact		A0160	Exact		A0243												
						A0192	Exact		A0161	Exact		A0244												
						A0210	Exact		A0171	New														
						A0211	Minor		A0172	New														
						A0212	Minor		A0173	New														
						A0213	Minor		A0174	New														
						A0214	Exact		A0175	New														
						A0215	Minor		A0176	New														
						A0216	Minor		A0177	New														
						A0217	Minor		A0178	New														
						A0218	Minor		A0179	New														
						A0219	Minor		A0180	New														
						A0220	Minor		A0181	New														
						A0221	Minor		A0182	New														
						A0222	Minor		A0183	New														
						A0223	Exact		A0184	New														
						A0224	Minor		A0185	New														
						A0225	Minor		A0186	New														

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						A0226	Minor		A0187	New														
						A0227	Minor		A0188	New														
						A0228	Minor		A0189	New														
						A0229	Minor		A0190	New														
						A0230	Minor		A0191	New														
						A0241	Minor		A0226	Exact		A0041												
						A0249	New																	
						A0250	New																	
						A0251	New																	
						A0260	Exact		A0206	Minor		A0150	Minor		A0174									
						A0261	Exact		A0207	Minor		A0151	Minor		A0175									
						A0262	Exact		A0208	Minor		A0152												
						A0263	Exact		A0209	Minor		A0153												
						A0264	Exact		A0210	Minor		A0154												
						A0265	Exact		A0211	Minor		A0155	Minor		A0177									
						A0266	Exact		A0212	Minor		A0156	Minor		A0178									
						A0267	Exact		A0213	Minor		A0157	Minor		A0179									
						A0268	Exact		A0214	Minor		A0158												
						A0269	Exact		A0215	Minor		A0159												
						A0270	New																	
						A0271	New																	
						A0272	New																	
						A0273	New																	
						A0274	New																	
						A0275	New																	
						A0276	New																	
						A0277	New																	
						A0278	New																	
						A0279	New																	
						A0280	New																	
						A0281	New																	
						A0282	New																	

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for Public School Principals: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comment	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						A0283	New																	
						A0284	New																	
						A0285	New																	
						A0286	New																	
						A0287	New																	
						A0288	New																	
						A0289	New																	
						A0290	New																	
						A0291	New																	
						A0292	New																	
						A0293	Exact		A0216	New														
						A0294	Exact		A0217	New														
						A0327	Minor		A0247	Exact		A0261	Exact		A0229	Exact		A900	Exact		ASC123			
						A5052	New																	
						A5054	New																	
						A5057	New																	
						A5291	New																	

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017–18.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0100	Minor					A0027	Exact		A0027	Minor		A0027	Minor		A0055	Minor		A205	Minor		ASC030	Minor		ASC039
A0101	Major	Broken out into separate question in 2017–18				A0032	New																	
A0102	Minor					A0039	Exact		A0031	New														
A0103	Minor					A0037	Exact		A0030	Minor		A0037	Exact		A0065	Exact		A310	Exact		ASPIRING			
A0104	Minor					A0025	Exact		A0025	Minor		A0025	Major	A0053 & A0054 show total years as principal at current & previous schools separately.	A0053 & A0054	Major	A325 & A330 show total years as principal at current & previous schools separately.	A325 & A330	Major	ASC044 & ASC045 show total years as principal at current & previous schools separately.	ASC044 & ASC045	Major	ASC044 & ASC045 show total years as principal at current & previous schools separately.	ASC051 & ASC052
A0105	Minor					A0026	Exact		A0026	Minor		A0026	Minor		A0053	Minor		A325	Minor		ASC044	Minor		ASC051
A0106	Minor	New skip instruction added				A0058	Minor		A0032	Minor		A0039	Exact		A0225	Major	Asks a set of questions about degrees earned.	A060–A0190	Major	Asks a set of questions about degrees earned.	ASC012–ASC027	Major	Asks a set of questions about degrees earned.	ASC012–ASC030, ASC033
A0107	Major	Change in format of question and asks about highest degree instead of bachelors			4	A0051	New																	
A0108	Minor					A0038	New																	
A0109	New																							
A0110	Major	Change in wording and format of question				A0028	Exact		A0028	Minor		A0028	Exact		A0056	Minor		A210	Minor		ASC031			
A0111	Minor					A0029	Exact		A0029	Minor		A0029	Minor		A0057	Minor		A220						

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0200	Exact					A0080	Major	11–12 has an additional response option.	A0040	Exact		A0056	Minor		A0067	Minor		A875	Minor		ASC115			
A0201	Exact					A0081	Major	11–12 has an additional response option.	A0041	Exact		A0057	Minor		A0068	Minor		A880	Minor		ASC116			
A0202	Exact					A0082	Major	11–12 has an additional response option.	A0042	Exact		A0058	Minor		A0069	Minor		A885	Minor		ASC117			
A0203	Exact					A0083	Major	11–12 asks about influence the principal has on certain activities; 07–08 asks about influence different groups have on certain activities.	A0046	Minor		A0062	Minor		A0079									

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0204	Exact					A0084	Major	11–12 asks about influence the principal has on certain activities; 07–08 asks about influence different groups have on certain activities.	A0053	Minor		A0069	Minor		A0087	Major	Rated on a 6 point scale.	A695	Major	Rated on a 6 point scale.	PRNCURR C	Major	Rated on a 6 point scale.	ASC103
A0205	Exact					A0085	Major	11–12 asks about influence the principal has on certain activities; 07–08 asks about influence different groups have on certain activities.	A0060	Minor		A0076	Minor		A0095	Major	Rated on a 6 point scale.	A830						

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0206	Exact					A0086	Major	11–12 asks about influence the principal has on certain activities; 07–08 asks about influence different groups have on certain activities.	A0068	Minor		A0084	Minor		A0104	Major	Rated on a 6 point scale.	A860						
A0207	Exact					A0087	Major	11–12 asks about influence the principal has on certain activities; 07–08 asks about influence different groups have on certain activities.	A0075	Minor		A0091	Minor		A0111	Major	Rated on a 6 point scale.	A735	Major	Rated on a 6 point scale.	PRNHIRN G	Major	Rated on a 6 point scale.	ASC106

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0208	Exact					A0088	Major	11–12 asks about influence the principal has on certain activities; 07–08 asks about influence different groups have on certain activities.	A0082	Minor		A0098	Minor		A0118	Major	Rated on a 6 point scale.	A765	Major	Rated on a 6 point scale.	PRNDISPL	Major	Rated on a 6 point scale.	ASC109
A0209	Exact					A0089	Major	11–12 asks about influence the principal has on certain activities; 07–08 asks about influence different groups have on certain activities.	A0089	Minor		A0105	Minor		A0125	Major	Rated on a 6 point scale.	A795						
A0300	Exact					A0149	Exact		A0140	Exact		A0204	Major	4-point rating scale; question phrased differently.	A0134	Major	4-point rating scale; question phrased differently.	A580	Major	4-point rating scale; question phrased differently.	ASC073	Major	4-point rating scale; question phrased differently.	ASC091

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0301	Exact					A0150	Exact		A0141	Exact		A0205	Major	4-point rating scale; question phrased differently.	A0135	Major	4-point rating scale; question phrased differently.	A585	Major	4-point rating scale; question phrased differently.	ASC074	Major	4-point rating scale; question phrased differently.	ASC092
A0302	Exact					A0151	Exact		A0142	Exact		A0206	Major	4-point rating scale; question phrased differently.	A0136	Major	4-point rating scale; question phrased differently.	A590	Major	4-point rating scale; question phrased differently.	ASC075	Major	4-point rating scale; question phrased differently.	ASC093
A0303	Exact					A0152	Exact		A0143	Exact		A0207	Major	4-point rating scale; question phrased differently.	A0138	Major	4-point rating scale; question phrased differently.	A600	Major	4-point rating scale; question phrased differently.	ASC077	Major	4-point rating scale; question phrased differently.	ASC095
A0304	Exact					A0153	Exact		A0144	Exact		A0208	Major	4-point rating scale; question phrased differently.	A0139	Major	4-point rating scale; question phrased differently.	A605	Major	4-point rating scale; question phrased differently.	ASC078	Major	4-point rating scale; question phrased differently.	ASC096
A0305	Exact					A0154	Exact		A0145	Exact		A0209	Major	4-point rating scale; question phrased differently.	A0140	Major	4-point rating scale; question phrased differently.	A610	Major	4-point rating scale; question phrased differently.	ASC079	Major	4-point rating scale; question phrased differently.	ASC097
A0306	Exact					A0155	Exact		A0146	Exact		A0210												
A0307	Exact					A0156	Exact		A0147	Exact		A0211												
A0308	Exact					A0157	Exact		A0148	Exact		A0212												
A0309	Exact					A0158	Exact		A0149	Exact		A0213												
A0310	Exact					A0159	Exact		A0150	Exact		A0214												
A0311	Minor					A0160	Exact		A0151	Exact		A0215	Major	4-point rating scale; question phrased differently.	A0141	Major	4-point rating scale; question phrased differently.	A620	Major	4-point rating scale; question phrased differently.	ASC080			

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A0312	Exact					A0161	Exact		A0152	Exact		A0216												
A0313	Minor					A0180	Minor		A0153	Exact		A0234												
A0314	Minor					A0181	Minor		A0154	Exact		A0235												
A0315	Minor					A0182	Minor		A0155	Minor		A0236												
A0316	Minor					A0183	New																	
A0317	Minor					A0184	New																	
A0318	Minor					A0185	Minor		A0156	New														
A0319	Minor					A0186	New																	
A0320	Minor					A0187	New																	
A0321	Minor					A0188	New																	
A0322	New																							
A0323	New																							
A0324	New																							
A2400	New																							
A2401	New																							
A2402	New																							
A2403	New																							
A2404	New																							
A2405	New																							
A2406	New																							
A2407	New																							
A2408	New																							
A2409	New																							
A2410	New																							
A2411	New																							
A2412	New																							
A2413	New																							
A2414	New																							
A2415	New																							
A2416	New																							
A2417	New																							
A2418	New																							
A2419	New																							

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A2420	New																							
A2421	New																							
A2422	New																							
A2423	New																							
A2424	New																							
A2426	New																							
A2427	New																							
A2428	New																							
A2429	New																							
A2430	New																							
A2431	New																							
A2432	New																							
A2433	New																							
A2434	New																							
A2435	New																							
A2436	New																							
A2437	New																							
A2438	New																							
A2439	New																							
A2440	New																							
A2500	New																							
A2501	New																							
A2502	New																							
A2503	New																							
A2504	New																							
A2505	New																							
A2506	New																							
A2507	New																							
A2508	New																							
A2509	New																							

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A2510	New																							
A2511	New																							
A2512	New																							
A2513	New																							
A2600	New																							
A2601	New																							
A2602	New																							
A2603	New																							
A2604	New																							
A2605	New																							
A2606	New																							
A2607	New																							
A2608	New																							
A2609	New																							
A2610	New																							
A2611	New																							
A2700	New																							
A2703	New																							
A2704	New																							
A2705	New																							
A2706	New																							
A2707	New																							
A2708	New																							
A2709	New																							
A2710	New																							
A2711	New																							
A2712	New																							
A2713	New																							
A2714	New																							
A2715	New																							
A2716	New																							
A2717	New																							
A2718	New																							

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
A2800	New																							
A2801	New																							
A2802	New																							
A2803	New																							
A2804	New																							
A2805	New																							
A0900	Exact					A0320	Exact		A0240	Exact		A0254	Exact		A0227	Exact		A890	Exact		ASC121	Exact		ASC072
A0901	Exact					A0321	Exact		A0241	Exact		A0255	Minor		A0230	Exact		A905	Exact		ASC124	Exact		ASC074
A0902	Exact					A0322	Exact		A0242	Exact		A0256	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0903	Exact					A0323	Exact		A0243	Exact		A0257	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0904	Exact					A0324	Exact		A0244	Exact		A0258	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0905	Exact					A0325	Exact		A0245	Exact		A0259	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0906	Exact					A0326	Exact		A0246	Exact		A0260	Minor		A0228	Exact		A895	Exact		ASC122	Exact		ASC073
A0907	Exact					A0330	Exact		A0248	Exact		A0262	Exact		A0231	Exact		A910	Exact		ASC125	Exact		ASC075
A0908	Minor					A0335	Major	11–12 has an additional response option.	A0249	Minor		A0263	Minor		A0226	Minor		A495	Minor		ASC055	Minor		ASC060
A0013	Exact					A0006	Exact		A0251	Minor		A0265	Minor		A0233									
A0014	Exact					A0007	Exact		A0252	Minor		A0266	Minor		A0233									
A0015	Exact					A0008	Exact		A0253	Minor		A0267	Minor		A0233									
A0016	Exact					A0009	Minor		A0250	Exact		A0264	Exact		A0232	Minor		A915						
						A0030	New																	
						A0031	New																	
						A0033	New																	
						A0034	New																	
						A0035	New																	
						A0036	New																	
						A0050	New																	
						A0052	New																	

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						A5052	New																	
						A0053	New																	
						A0054	New																	
						A5054	New																	
						A0055	Major	11– 12 asks only about a master’s degree; 07–08 asks about a master’s degree or higher in Education Administration.	A0033	New														
						A0056	New																	
						A0057	New																	
						A5057	New																	
						A0059	Exact		A0034	New														
						A0060	New																	
						A0061	New																	
						A0062	New																	
						A0063	New																	
						A0064	New																	
						A0065	New																	
						A0066	New																	
						A0100	Exact		A0100	Exact		A0117	Exact		A0164									
						A0101	Exact		A0101	Exact		A0118	Exact		A0165									
						A0102	Exact		A0102	Exact		A0119	Exact		A0166									
						A0103	Exact		A0103	Exact		A0120	Exact		A0167									
						A0104	Exact		A0104	Exact		A0121	Exact		A0168									
						A0105	Exact		A0105	Exact		A0122	Exact		A0169									
						A0106	Exact		A0106	Exact		A0123	Exact		A0170									
						A0107	Exact		A0107	Exact		A0124	Exact		A0171									

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						A0108	Exact		A0108	Exact		A0125	Exact		A0154									
						A0110	Exact		A0110	Exact		A0127	Exact		A0156									
						A0111	Exact		A0111	Major	03–04 states the effects on students achievement; 07–08 states improvement in student achievement.	A0129	Exact		A0158									
						A0112	Exact		A0112	Exact		A0130	Exact		A0159									
						A0113	Exact		A0113	Exact		A0131	Exact		A0160									
						A0114	Exact		A0114	Exact		A0132	Exact		A0161									
						A0115	Exact		A0115	Exact		A0133	Exact		A0162									
						A0116	Minor		A0116	Major	07–08 includes the option “No, this school does not have instructional aides.”	A0116												
						A0130	Exact		A0125	Minor		A0189												
						A0131	Exact		A0126	Minor		A0190												
						A0132	Exact		A0127	Exact		A0191												
						A0133	Exact		A0128	Exact		A0192												
						A0134	Exact		A0129	Exact		A0193												
						A0135	Exact		A0130	Minor		A0194												

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						A0136	Exact		A0131	Major	07–08 states a closed campus for students; 03–04 states to require students to stay on campus.	A0195												
						A0137	Exact		A0132	Minor		A0196												
						A0138	Exact		A0133	Minor		A0197												
						A0139	Exact		A0134	Exact		A0198												
						A0140	Exact		A0135	Exact		A0199												
						A0141	Exact		A0136	Exact		A0200												
						A0142	Exact		A0137	Exact		A0201												
						A0143	Exact		A0138	Exact		A0202												
						A0144	Exact		A0139	Exact		A0203												
						A0145	New																	
						A0146	New																	
						A0147	New																	
						A0148	New																	
						A0189	Exact		A0157	Exact		A0240												
						A0190	Exact		A0159	Major	07–08 asks for this year information; 03–04 asks for last year information.	A0237												
						A0191	Exact		A0160	Exact		A0243												
						A0192	Exact		A0161	Exact		A0244												

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						A0210	Exact		A0171	New														
						A0211	Minor		A0172	New														
						A0212	Minor		A0173	New														
						A0213	Minor		A0174	New														
						A0214	Exact		A0175	New														
						A0215	Exact		A0176	New														
						A0216	Exact		A0177	New														
						A0217	Exact		A0178	New														
						A0218	Exact		A0179	New														
						A0219	Exact		A0180	New														
						A0220	Exact		A0181	New														
						A0221	Exact		A0182	New														
						A0222	Minor		A0183	New														
						A0223	Exact		A0184	New														
						A0224	Minor		A0185	New														
						A0225	Minor		A0186	New														
						A0226	Minor		A0187	New														
						A0227	Exact		A0188	New														
						A0228	Exact		A0189	New														
						A0229	Exact		A0190	New														
						A0230	Exact		A0191	New														
						A0240	Minor		A0225	Minor		A0040												
						A0241	Minor		A0226	Exact		A0041												
						A0242	New																	
						A0243	New																	
						A0244	New																	
						A0245	New																	
						A5246	New																	
						A0246	New																	

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						A0247	Minor		A0227	Major	07–08 asks for days in contract year; 03–04 asks for months.	A0042												
						A0249	New																	
						A0250	New																	
						A0251	New																	
						A0252	New																	
						A0260	Exact		A0206	Minor		A0150	Minor		A0174									
						A0261	Exact		A0207	Minor		A0151	Minor		A0175									
						A0262	Exact		A0208	Minor		A0152												
						A0263	Exact		A0209	Minor		A0153												
						A0264	Exact		A0210	Minor		A0154												
						A0265	Exact		A0211	Minor		A0155			A0177									
						A0266	Exact		A0212	Minor		A0156			A0178									
						A0267	Exact		A0213	Minor		A0157			A0179									
						A0268	Exact		A0214	Minor		A0158												
						A0269	Exact		A0215	Minor		A0159												
						A0270	New																	
						A0271	New																	
						A0272	New																	
						A0273	New																	
						A0274	New																	
						A0275	New																	
						A0276	New																	
						A0277	New																	
						A0278	New																	
						A0279	New																	
						A0280	New																	
						A0281	New																	
						A0282	New																	
						A0283	New																	

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk— Private School Principal Questionnaire (NTPS-2B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable Name	Match type to 07–08	Comments	Variable Name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						A0284	New																	
						A0285	New																	
						A0286	New																	
						A0287	New																	
						A0288	New																	
						A0289	New																	
						A0290	New																	
						A0291	New																	
						A5291	New																	
						A0292	New																	

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017-18.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0100	Exact		S0100	Exact		S0024	New																	
S0101	Exact		S0101	Exact		S0025	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0025	Exact		S0400	Minor		S0060	Exact		S0125	Exact		OFFERKG	Exact		SSC102
S0102	Exact		S0102	Exact		S0026	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0026	Exact		S0401	Minor		S0066	Minor		S0135	Minor		OFFER1	Minor		SSC104
S0103	Exact		S0103	Exact		S0027	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0027	Exact		S0402	Minor		S0068	Minor		S0145	Minor		OFFER2	Minor		SSC106
S0104	Exact		S0104	Exact		S0028	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0028	Exact		S0403	Minor		S0070	Minor		S0155	Minor		OFFER3	Minor		SSC108

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																									
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88	
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name	
S0105	Exact		S0105	Exact		S0029	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0029	Exact		S0404	Minor		S0072	Minor		S0165	Minor		OFFER4	Minor			SSC110
S0106	Exact		S0106	Exact		S0030	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0030	Exact		S0405	Minor		S0074	Minor		S0175	Minor		OFFER5	Minor			SSC112
S0107	Exact		S0107	Exact		S0031	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0031	Exact		S0406	Minor		S0076	Minor		S0185	Minor		OFFER6	Minor			SSC114
S0108	Exact		S0108	Exact		S0032	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0032	Exact		S0407	Minor		S0078	Minor		S0195	Minor		OFFER7	Minor			SSC116

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																									
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88	
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name	
S0109	Exact		S0109	Exact		S0033	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0033	Exact		S0408	Minor		S0080	Minor		S0205	Minor		OFFER8	Minor			SSC118
S0110	Exact		S0110	Exact		S0034	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0034	Exact		S0409	Minor		S0082	Minor		S0215	Minor		OFFER9	Minor			SSC120
S0111	Exact		S0111	Exact		S0035	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0035	Exact		S0410	Minor		S0084	Minor		S0225	Minor		OFFER10	Minor			SSC122
S0112	Exact		S0112	Exact		S0036	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0036	Exact		S0411	Minor		S0086	Minor		S0235	Minor		OFFER11	Minor			SSC124
S0113	Exact		S0113	Exact		S0037	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0037	Exact		S0412	Minor		S0088	Minor		S0245	Minor		OFFER12	Minor			SSC126

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																									
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88	
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name	
S0114	Exact		S0114	Exact		S0038	Major	11–12 requires a Yes/No for each grade; 07–08 options are mark (X) all that apply.	S0038	Exact		S0413	Minor		S0090	Minor		S0115	Minor		OFFERUG	Minor			SSC132
S0115	Exact		S0115	Minor		S0039	Minor		S0039	Exact		S0414	Minor		S0092	Minor		S0255	Minor		ENRK12UG				
S0116	Exact		S0116	Exact		S0057	Minor		S0050	Exact		S0423	Minor		S0107										
S0117	Exact		S0117	Major	Question ask for both start and end time	S0060	Exact		S0053	New															
S0131	New																								
S0118	Exact		S0118	New																					
S0132	New																								
S0133	New																								
S0119	Exact		S0119	Minor		S0062	Minor		S0055	New															
S0120	Exact		S0120			S0055	Exact		S0048	Minor		S0441	Minor		S0110	Minor		S0760	Minor		PGMTYPE	Major	Response options differ.		SSC014
S5120	Exact		S5120			S5055	Exact		S5048	Minor		S5441			S5110										
S0500	Minor		S0500	Exact		S0290	Exact		S0230	Exact		S0661													
S0501	Exact		S0501	Exact		S0294	New																		
S5501	Exact		S5501	Exact		S5294	New																		

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0200	Minor		S0200	Exact		S0150	Exact		S0120	Minor		S0513	Minor		S0228	Minor		S0910	Minor		FULTEACH	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC157
S0201	Minor		S0201	Exact		S0151	Exact		S0121	Minor		S0514	Minor		S0227	Minor		S0850	Minor		PARTEACH	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC157
S0202	Minor		S0202	Exact		S0152	New																	
S0121	Exact		S0121	Major	Instructions added to only answer yes in students enrolled in kindergarten.	S0063	Minor		S0056	Exact		S0426												
S0122	Exact		S0122	Exact		S0064	Major	11–12 count includes transitional K or transitional 1 st -grade students.	S0057	Exact		S0427												

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Com-ments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0123	Minor		S0123	Exact		S0065	Major	11–12 count includes transitional K or transitional 1 st -grade students.	S0058	Exact		S0428												
S0124	Minor		S0124	Exact		S0066	Exact		S0062	Minor		S0434												
S0125	Exact		S0125	New																				
S0126	Exact		S0126	New																				
S0134	New																							
S0135	New																							
S0136	New																							
S0137	New																							
S0138	New																							
S0139	New																							
S0140	New																							
S0141	New																							
S0142	New																							
S0143	New																							
S0144	Major	Question wording has been changed	S0127	Exact		S0098	Minor		S0087	Exact		S0477	Minor		S0134	Major	Asks about programs inside & outside of regular school hours.	S1400	Major	Asks about programs inside & outside of regular school hours.	AFTERPGM	Major	Asks about programs inside & outside of regular school hours.	SSC078

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0145	Major	Question wording has been changed	S0128	Exact		S0099	New																	
S0146	Major	Question wording has been changed	S0129	Exact		S0100	Exact		S0088	Exact		S0478	Minor		S0134									
S0147	New																							
S2200	New																							
S2201	New																							
S2202	New																							
S2203	New																							
S2204	New																							
S2205	New																							
S2206	New																							
S2207	New																							
S2208	New																							
S2209	New																							
S2210	New																							
S2211	New																							
S2212	New																							
S2213	New																							
S2214	New																							
S2215	New																							
S2216	New																							
S2217	New																							
S2218	New																							
S2219	New																							
S2220	New																							
S2221	New																							
S2222	New																							
S2223	New																							

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S2224	New																							
S2225	New																							
S2226	New																							
S2227	New																							
S2228	New																							
S2229	New																							
S2230	New																							
S2231	New																							
S2232	New																							
S2233	New																							
S2234	New																							
S2235	New																							
S2300	New																							
S2301	New																							
S2302	New																							
S2303	New																							
S2304	New																							
S2305	New																							
S2306	New																							
S2307	New																							
S2308	New																							
S2309	New																							
S2310	New																							
S2311	New																							
S2312	New																							
S2313	New																							
S2314	New																							
S2315	New																							
S2316	New																							
S0300	Exact		S0300	New																				

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Com-ments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0301	Exact		S0301	New																				
S0302	Exact		S0302	New																				
S0400	Exact		S0400	Exact		S0250	Minor		S0200	New														
S0401	Exact		S0401	Exact		S0251	Minor		S0201	Major	07–08 added a filter question asking if the school has IEP students; 03–04 reports the number of IEP students.	S0604	Minor		S0315									
S0402	Exact		S0402	Exact		S0252	Exact		S0202	Exact		S0605												
S0403	Exact		S0403	Exact		S0253	Exact		S0203	Minor		S0606	Minor		S0316									
S0404	Exact		S0404	Exact		S0254	Exact		S0204	Minor		S0607	Minor		S0317									
S0405	Exact		S0405	Exact		S0255	Exact		S0205	Minor		S0608	Minor		S0318									
S0406	Exact		S0406	Exact		S0256	Exact		S0206	Minor		S0609	Minor		S0319									
S0421	New																							
S0422	New																							
S0423	New																							
S0424	New																							
S0425	New																							
S0409	Exact		S0409	Exact		S0272	Exact		S0215	Exact		S0632	Minor		S0285	Exact		S1645	Exact		NOLUNCH	Exact		SSC087
S0408	Minor		S0408	Exact		S0271	Exact		S0214	Exact		S0631												
S0426	New																							
S0427	New																							
S0428	New																							
S0429	New																							
S0412	Minor		S0412	Exact		S0275	Exact		S0218	Exact		S0635	Exact		S0288	Minor		S1600	Minor		CHPTRON E	Minor		SSC081

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0416	Major	Broken out into a separate question	S0416	Exact		S0278	Minor		S0219	New														
S0414	Major	Broken out into a separate question	S0414	Exact		S0277	Minor		S0222	Minor		S0637	Major	03–04 asks for separate counts for pre-kindergarten and other students (kindergarten and higher); 99–00 asks for one count regardless of grade level.	S0290	Minor		S1605, S1610	Minor		ONESVPK, ONESVK12	Minor		SSC083
S0417	Exact		S0417	Exact		S0280	Exact		S0223	Minor		S0653	Exact		S0306									
S0418	Exact		S0418	Exact		S0281	Exact		S0224	Exact		S0654	Exact		S0307									
S0419	Exact		S0419	Exact		S0282	Exact		S0225	Exact		S0655	Exact		S0308									
S0420	Minor		S0420	Exact		S0283	Minor		S0226	Minor		S0656	Exact		S0309	Minor		S1625	Minor		ONETEACH			
S0004	Exact		S0004	Exact		S0006	Exact		S0236	Exact		S0669	Minor		S0350	Minor	Years reported as two digits	S2365						
S0005	Exact		S0005	Exact		S0007	Exact		S0237	Exact		S0670	Minor		S0350	Minor	Year reported as two digits.	S2365						
S0006	Exact		S0006	Exact		S0008	Exact		S0238	Exact		S0671	Minor		S0350	Minor	Year reported as two digits.	S2365						

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0007	Exact		S0007	Exact		S0009	Minor		S0235	Exact		S0668	Exact		S0349	Major	Hours & minutes reported separately	S2355, S2360						
			S0130	Exact		S0262	New																	
			S0203	Exact		S0155	Minor		S0122	Minor		S0515	Minor		S0249	Minor		S0975	Minor		HISPNTCH	Minor		SSC059
			S0204	Exact		S0156	Minor		S0123	Minor		S0516	Exact		S0250	Minor		S0985	Minor		WHITETC H	Minor		SSC061
			S0205	Exact		S0157	Minor		S0124	Minor		S0517	Exact		S0251	Minor		S0980	Minor		BLACKTC H	Minor		SSC060
			S0206	Exact		S0158	Major	11–12 Asian or Pacific Islander is separated into 2 questions.	S0125	Minor		S0518	Minor		S0253	Minor		S0970	Minor		ASIANATCH	Minor		SSC058
			S0207	Exact		S0159	Major	11–12 Asian or Pacific Islander is separated into 2 questions.	S0125	Minor		S0518	Minor		S0253	Minor		S0970	Minor		ASIANATCH	Minor		SSC058
			S0208	Exact		S0160	Minor		S0126	Minor		S0519	Exact		S0252	Minor		S0965	Minor		AMINDTC H	Minor		SSC057
			S0209	Exact		S0161	New																	
			S0210	Minor		S0168	Minor		S0128	Minor		S0521	Minor		S0206	Minor		S0875	Minor		FTHEADS	Major	Includes both principals & assistant principals. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91 & 93–94.	SSC156

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0211	Minor		S0169	Minor		S0129	Minor		S0522	Minor		S0205	Minor		S0815	Minor		PTHEADS	Major	Includes both principals & assistant principals. Question asks for FTEs in 87–88 & asks full-& part-time staff separately in 90–91 & 93–94.	SSC156
			S0212	Minor		S0170	Minor		S0130	Minor		S0523	Minor		S0208	Minor		S0880	Minor		FTASSIST			
			S0213	Minor		S0171	Minor		S0131	Minor		S0524	Minor		S0207	Minor		S0820	Minor		PTASSIST			
			S0214	Minor		S0172	Minor		S0132	Minor		S0525	Minor		S0212	Minor		S0890	Minor		FTPROSTF	Major	Question asks for FTEs in 87–88 & asks full-& part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
			S0215	Minor		S0173	Minor		S0133	Minor		S0526	Minor		S0211	Minor		S0830	Minor		PTPROSTF	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0216	Minor		S0174	Minor		S0134	Minor		S0527	Minor		S0214	Minor		S0900	Minor		FTLIBRNS	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC161
			S0217	Minor		S0175	Minor		S0135	Minor		S0528	Minor		S0213	Minor		S0840	Minor		PTLIBRNS	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC161
			S0218	Minor		S0176	Minor		S0136	Minor		S0529	Minor		S0216	Minor		S0895	Minor		FTGUIDES / FVTTCOUN	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC160
			S0219	Minor		S0177	Minor		S0137	Minor		S0530	Minor		S0215	Minor		S0835	Minor		PTGUIDES / PVTTCOUN	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC160

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0220	Minor		S0178	Minor		S0138	Minor		S0531	Minor		S0218	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
			S0221	Minor		S0179	Minor		S0139	Minor		S0532	Minor		S0217	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0222	Minor		S0180	Minor		S0140	Minor		S0533	Minor		S0220	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
			S0223	Minor		S0181	Minor		S0141	Minor		S0534	Minor		S0219	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0224	Minor		S0182	Minor		S0142	Minor		S0535	Minor		S0222	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
			S0225	Minor		S0183	Minor		S0143	Minor		S0536	Minor		S0221	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0226	Minor		S0184	Minor		S0144	Minor		S0537	Minor		S0224	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
			S0227	Minor		S0185	Minor		S0145	Minor		S0538	Minor		S0223	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0228	Minor		S0186	Minor		S0146	Minor		S0539	Minor		S0226	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
			S0229	Minor		S0187	Minor		S0147	Minor		S0540	Minor		S0225	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0230	Minor		S0188	Minor		S0148	Minor		S0541	Minor		S0234	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
			S0231	Minor		S0189	Minor		S0149	Minor		S0542	Minor		S0233	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0232	Minor		S0190	Minor		S0150	Minor		S0543	Minor		S0236	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
			S0233	Minor		S0191	Minor		S0151	Minor		S0544	Minor		S0235	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0234	Minor		S0192	Minor		S0152	Minor		S0545	Major	99–2000 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides.”	S0232	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
			S0235	Minor		S0193	Minor		S0153	Minor		S0546	Major	99–2000 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides.”	S0231	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0236	Minor		S0194	Minor		S0154	Minor		S0547	Major	99–2000 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides.”	S0232	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
			S0237	Minor		S0195	Minor		S0155	Minor		S0548	Major	99–2000 shows the general category “Special education aides,” while 03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides.”	S0231	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0238	Minor		S0196	Minor		S0156	Minor		S0549	Major	99–2000 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides.”	S0230	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
			S0239	Minor		S0197	Minor		S0157	Minor		S0550	Major	99–2000 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides.”	S0229	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0240	Minor		S0198	Minor		S0158	Minor		S0551	Major	99–2000 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides.”	S0230	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0241	Minor		S0199	Minor		S0159	Minor		S0552	Major	99–2000 shows the general category “Library media center aides,” while 03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides.”	S0229	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
			S0242	Minor		S0200	Minor		S0160	Minor		S0553	Major	99–2000 shows the category “Other teacher aides such as kindergarten aides,” while 03–04 shows “Other classroom instructional aides.”	S0238	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0243	Minor		S0201	Minor		S0161	Minor		S0554	Major	99–2000 shows the category “Other teacher aides such as kindergarten aides,” while 03–04 shows “Other classroom instructional aides.”	S0237	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
			S0244	Minor		S0202	Minor		S0162	Minor		S0555	Minor		S0240	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0245	Minor		S0203	Minor		S0163	Minor		S0556	Minor		S0239	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
			S0246	Minor		S0204	Minor		S0164	Minor		S0557	Minor		S0242	Minor		S0925	Minor		FTALLOTH	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
			S0247	Minor		S0205	Minor		S0165	Minor		S0558	Minor		S0241	Minor		S0865	Minor		PTALLOTH	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0248	Minor		S0206	Minor		S0166	Minor		S0559	Minor		S0244	Major	Options collapsed into one category.	S0930	Major	Options collapsed into one category.	FTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
			S0249	Minor		S0207	Minor		S0167	Minor		S0560	Minor		S0243	Major	Options collapsed into one category.	S0870	Major	Options collapsed into one category.	PTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0250	Minor		S0208	Minor		S0168	Minor		S0561	Minor		S0246	Major	Options collapsed into one category.	S0930	Major	Options collapsed into one category.	FTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
			S0251	Minor		S0209	Minor		S0169	Minor		S0562	Minor		S0245	Major	Options collapsed into one category.	S0870	Major	Options collapsed into one category.	PTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
			S0252	New																				
			S0253	New																				
			S0254	New																				
			S0255	New																				
			S0256	New																				
			S0257	New																				
			S0258	New																				
			S0259	New																				
			S0260	New																				
			S0261	New																				

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0262	Minor		S0210	Minor		S0170	Minor		S0563	Minor		S0248	Major	Options collapsed into one category.	S0930	Major	Options collapsed into one category.	FTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
			S0263	Minor		S0211	Minor		S0171	Minor		S0564	Minor		S0247	Major	Options collapsed into one category.	S0870	Major	Options collapsed into one category.	PTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
			S0264	Exact		S0215	Exact		S0172	New														
			S0265	Exact		S0216	Exact		S0173	New														
			S0266	Exact		S0217	Exact		S0174	New														
			S0267	Exact		S0218	Exact		S0175	New														
			S0268	Exact		S0219	Exact		S0176	New														
			S0269	Exact		S0220	Exact		S0177	New														
			S0270	Exact		S0221	New																	

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			S0271	Minor		S0225	Minor		S0179	Exact		S0566	Minor		S0256	Minor		S1100	Minor		VACNCY			
			S0272	Exact		S0226	Minor		S0180	Minor		S0567	Minor		S0265	Exact		S1150	Exact		GENLVAC			
			S0273	Exact		S0227	Minor		S0181	Minor		S0568	Minor		S0266	Exact		S1155	Exact		SPECLVAC			
			S0274	Exact		S0228	Minor		S0182	Minor		S0569	Minor		S0267	Exact		S1160	Exact		ENGLVAC			
			S0275	Exact		S0229	Minor		S0183	Minor		S0570	Minor		S0268									
			S0276	Exact		S0230	Minor		S0184	Minor		S0571	Minor		S0269									
			S0277	Exact		S0231	Minor		S0185	Minor		S0572	Minor		S0270	Exact		S1165	Exact		MATHVAC			
			S0278	Exact		S0232	Minor		S0186	Minor		S0573	Minor		S0271	Exact		S1175	Exact		BIOSVAC			
			S0279	Exact		S0233	Minor		S0187	Minor		S0574	Minor		S0272	Exact		S1170	Exact		PHYSVAC			
			S0280	Exact		S0234	Minor		S0188	Minor		S0575	Minor		S0273	Exact		S1180	Exact		ESOLVAC			
			S0281	Exact		S0235	Minor		S0189	Minor		S0576	Minor		S0274	Exact		S1185	Exact		FORGNVAC			
			S0282	Exact		S0236	Minor		S0190	Minor		S0577	Minor		S0275	Exact		S1190						
			S0283	Exact		S0237	Minor		S0191	Minor		S0578	Minor		S0276	Major	Options not collapsed into one category.	S1210, S1200						
			S0284	Exact		S0238	New																	
			S0285	Major		S0239	Exact		S0192	New														
			S0286	Exact		S0240	Exact		S0193	New														
			S0407	Exact		S0270	Exact		S0213	Exact		S0630												
			S0410	Exact		S0273	Minor		S0217	Minor		S0634	Minor		S0287	Exact		S1660	Exact			Major	Asks how many students are eligible.	SSC085
			S0411	Exact		S0274	Exact		S0216	Minor		S0633	Minor		S0286	Exact		S1655	Exact			Major	Asks how many students are eligible.	SSC085
						S0276	Minor		S0221	New														

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0279	Exact		S0220	Minor		S0636	Major	03–04 asks for separate counts for pre-kindergarten and other students (kindergarten and higher); 99–00 asks for one count regardless of grade level.	S0290	Minor		S1605, S1610	Minor		ONESVPK, ONESVK12	Minor		SSC083
						S0040	Exact		S0040	Minor		S0415	Minor		S0093									
						S0041	Exact		S0041	Minor		S0416	Minor		S0095	Minor		S0455	Major	Asks for percentage instead of number.	PCTMALE	Major	Asks for percentage instead of number.	SSC016
						S0045	Minor		S0042	Minor		S0417	Minor		S0096	Minor		S0415	Minor		HISPNSTU	Minor		SSC054
						S0046	Minor		S0043	Minor		S0418	Minor		S0097	Minor		S0425	Minor		WHITESTU	Minor		SSC056
						S0047	Minor		S0044	Minor		S0419	Minor		S0098	Minor		S0420	Minor		BLACKSTU	Minor		SSC055
						S0048	Major	11–12 is separated into two questions.	S0045	Minor		S0420	Minor		S0100	Minor		S0410	Minor		ASIANSTU	Minor		SSC053
						S0049	Major	11–12 is separated into two questions.	S0045	Minor		S0420	Minor		S0100	Minor		S0410	Minor		ASIANSTU	Minor		SSC053
						S0050	Minor		S0046	Minor		S0421	Minor		S0099	Minor		S0405	Minor		AMINDSTU	Minor		SSC052

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0051	New																	
						S0052	Minor		S0047	Minor		S0422	Exact		S0101									
						S0056	Exact		S0049	Exact		S0443	Exact		S0111									
						S0058	Minor		S0051	Minor		S0424	Exact		S0102	Exact		S0470	Exact		NUMHOUS	Major	Refers to students in the highest grade.	SSC049
						S0059	Minor		S0052	Minor		S0425	Exact		S0103	Exact		S0475	Exact		NUMMNT E	Major	Refers to students in the highest grade.	SSC050
						S0061	Exact		S0054	New														
						S0080	Minor		S0070	Exact		S0447	Exact		S0115	Exact		S0700	Exact		ADMITREQ	Major	Response options differ.	SSC099
						S0081	Minor		S0071	Exact		S0448	Exact		S0116	Major	Options are mark all that apply.	S0705	Major	Options are mark all that apply.	ADMITES T	Major	Options are mark all that apply.	SSC091
						S0082	Minor		S0072	Exact		S0449	Exact		S0117	Major	Options are mark all that apply.	S0710	Major	Options are mark all that apply.	ACHVTES T	Major	Options are mark all that apply.	SSC092
						S0083	Minor		S0073	Exact		S0450	Exact		S0118	Major	Options are mark all that apply.	S0715	Major	Options are mark all that apply.	RECORDS	Major	Options are mark all that apply.	SSC093
						S0084	Minor		S0074	Exact		S0451	Exact		S0119	Major	Options are mark all that apply.	S0720	Major	Options are mark all that apply.	SPECIAL	Major	Options are mark all that apply.	SSC094
						S0085	Minor		S0075	Exact		S0452	Exact		S0120	Major	Options are mark all that apply.	S0725	Major	Options are mark all that apply.	TALENT	Major	Options are mark all that apply.	SSC095
						S0086	Minor		S0076	Exact		S0453	Exact		S0121	Major	Options are mark all that apply.	S0730	Major	Options are mark all that apply.	INTRVIEW	Major	Options are mark all that apply.	SSC096
						S0087	Minor		S0077	Exact		S0454	Exact		S0122	Major	Options are mark all that apply.	S0735	Major	Options are mark all that apply.	RECMNDS	Major	Options are mark all that apply.	SSC097
						S0088	New																	
						S0089	New																	

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0090	Exact		S0078	Exact		S0444	Exact		S0112									
						S0091	Exact		S0079	Exact		S0445	Exact		S0113									
						S0092	Minor		S0081	Exact		S0462	Minor		S0125									
						S0093	Exact		S0082	Minor		S0463	Minor		S0126	Major	Does not specify that students need to be identified as gifted/ talented.	S1390	Major	Does not specify that students need to be identified as gifted/ talented.	GIFTDPG M	Major	Does not specify that students need to be identified as gifted/ talented.	SSC072
						S0094	Exact		S0083	Exact		S0464	Minor		S0127									
						S0095	Exact		S0084	Exact		S0465	Minor		S0128									
						S0096	Exact		S0085	Exact		S0466	Minor		S0129									
						S0097	Exact		S0086	Exact		S0468												
						S0101	Exact		S0089	Minor		S0479	Minor		S0148									
						S0102	Exact		S0091	Minor		S0481	Minor		S0149									
						S0120	Exact		S0100	Minor		S0489	Minor		S0141									
						S0121	Exact		S0101	Minor		S0490	Minor		S0142									
						S0122	Exact		S0102	Minor		S0491	Minor		S0143									
						S0123	Exact		S0103	New														
						S0124	Exact		S0104	Major	07–08 moved item into a series; 03–04 asks as a separate item.	S0494	Minor		S0146									
						S0125	Exact		S0105	Exact		S0496	Minor		S0151									
						S0126	Exact		S0106	Exact		S0497	Exact		S0152									
						S0127	Exact		S0107	Exact		S0498	Exact		S0155									

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0128	Major	11–12 is separated into two questions; 07–08 asked as one question.	S0108	New														
						S0129	Major	11–12 is separated into two questions; 07–08 asked as one question.	S0108	New														
						S0130	Exact		S0109	New														
						S0131	Exact		S0110	Minor		S0500	Minor		S0158									
						S0132	Exact		S0111	Major	07–08 includes the option in whether the following is an opportunity available in the school for grades 9–12; 03–04 includes this option in whether the school offers the program.	S0467	Minor		S0130									
						S0133	Exact		S0112	Exact		S0503	Exact		S0161	Minor		S1820						
						S0134	New																	

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0135	Major	11–12 asks for the number that graduated with a diploma; 07–08 asks for percentage that graduated with a diploma.	S0113	Minor		S0504	Exact		S0164									
						S0136	Minor		S0114	Minor		S0505	Minor		S0165									
						S0260	Minor		S0207	Minor		S0610	Exact		S0320	Minor		S1290						
						S0261	Minor		S0208	Exact		S0611	Exact		S0321	Major	Asks for number identified as LEP around 10/1	S1295						
						S0263	New																	
						S0264	New																	
						S0265	New																	
						S0266	New																	
						S0267	New																	
						S0268	Minor		S0209	Exact		S0625												
						S0269	Minor		S0210	Exact		S0626												
						S0285	Exact		S0211	Major	07–08 includes two “No” options.	S0627	Exact		S0339									

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Com-ments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0286	Exact		S0212	Major	07–08 includes two “No” options.	S0628	Exact		S0340									
						S0291	Exact		S0231	Exact		S0662												
						S0292	New																	
						S0293	New																	
						S0295	Exact		S0232	Minor		S0665												
						S5293	New																	

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017-18.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0114	Exact					S0700	Minor		S0400	Exact		S0700	Minor		S0090	Minor		S0115	Minor		OFFERUG	Minor		SSC132
S0150	Exact					S0701	Minor		S0401	Exact		S0701	Minor		S0091	Minor		S0120	Minor		NUMBRUG	Minor		SSC133
S0100	Exact					S0702	Exact		S0402	Exact		S0702	Minor		S0058									
S0151	Exact					S0703	Exact		S0403	Exact		S0703	Minor		S0059									
S0101	Exact					S0704	Minor		S0404	Exact		S0704	Minor		S0060	Exact		S0125	Exact		OFFERKG	Exact		SSC102
S0152	Exact					S0705	Minor		S0405	Exact		S0705	Minor		S0061	Exact		S0130	Exact		NUMBRKG	Exact		SSC103
S0148	Exact					S0706	Minor		S0406	Exact		S0706	Minor		S0062									
S0153	Exact					S0707	Minor		S0407	Exact		S0707	Minor		S0063									
S0149	Minor					S0708	Minor		S0408	Exact		S0708	Minor		S0064									
S0154	Exact					S0709	Minor		S0409	Exact		S0709	Minor		S0065									
S0102	Exact					S0710	Exact		S0410	Exact		S0710	Minor		S0066	Minor		S0135	Minor		OFFER1	Minor		SSC104
S0155	Exact					S0711	Exact		S0411	Exact		S0711	Minor		S0067	Minor		S0140	Minor		NUMBR1	Minor		SSC105
S0103	Exact					S0712	Exact		S0412	Exact		S0712	Minor		S0068	Minor		S0145	Minor		OFFER2	Minor		SSC106
S0156	Exact					S0713	Exact		S0413	Exact		S0713	Minor		S0069	Minor		S0150	Minor		NUMBR2	Minor		SSC107
S0104	Exact					S0714	Exact		S0414	Exact		S0714	Minor		S0070	Minor		S0155	Minor		OFFER3	Minor		SSC108
S0157	Exact					S0715	Exact		S0415	Exact		S0715	Minor		S0071	Minor		S0160	Minor		NUMBR3	Minor		SSC109
S0105	Exact					S0716	Exact		S0416	Exact		S0716	Minor		S0072	Minor		S0165	Minor		OFFER4	Minor		SSC110
S0158	Exact					S0717	Exact		S0417	Exact		S0717	Minor		S0073	Minor		S0170	Minor		NUMBR4	Minor		SSC111
S0106	Exact					S0718	Exact		S0418	Exact		S0718	Minor		S0074	Minor		S0175	Minor		OFFER5	Minor		SSC112
S0159	Exact					S0719	Exact		S0419	Exact		S0719	Minor		S0075	Minor		S0180	Minor		NUMBR5	Minor		SSC113
S0107	Exact					S0720	Exact		S0420	Exact		S0720	Minor		S0076	Minor		S0185	Minor		OFFER6	Minor		SSC114
S0160	Exact					S0721	Exact		S0421	Exact		S0721	Minor		S0077	Minor		S0190	Minor		NUMBR6	Minor		SSC115
S0108	Exact					S0722	Exact		S0422	Exact		S0722	Minor		S0078	Minor		S0195	Minor		OFFER7	Minor		SSC116
S0161	Exact					S0723	Exact		S0423	Exact		S0723	Minor		S0079	Minor		S0200	Minor		NUMBR7	Minor		SSC117
S0109	Exact					S0724	Exact		S0424	Exact		S0724	Minor		S0080	Minor		S0205	Minor		OFFER8	Minor		SSC118
S0162	Exact					S0725	Exact		S0425	Exact		S0725	Minor		S0081	Minor		S0210	Minor		NUMBR8	Minor		SSC119
S0110	Exact					S0726	Exact		S0426	Exact		S0726	Minor		S0082	Minor		S0215	Minor		OFFER9	Minor		SSC120
S0163	Exact					S0727	Exact		S0427	Exact		S0727	Minor		S0083	Minor		S0220	Minor		NUMBR9	Minor		SSC121
S0111	Exact					S0728	Exact		S0428	Exact		S0728	Minor		S0084	Minor		S0225	Minor		OFFER10	Minor		SSC122

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0164	Exact					S0729	Exact		S0429	Exact		S0729	Minor		S0085	Minor		S0230	Minor		NUMBR10	Minor		SSC123
S0112	Exact					S0730	Exact		S0430	Exact		S0730	Minor		S0086	Minor		S0235	Minor		OFFER11	Minor		SSC124
S0165	Exact					S0731	Exact		S0431	Exact		S0731	Minor		S0087	Minor		S0240	Minor		NUMBR11	Minor		SSC125
S0113	Exact					S0732	Exact		S0432	Exact		S0732	Minor		S0088	Minor		S0245	Minor		OFFER12	Minor		SSC126
S0166	Exact					S0733	Exact		S0433	Exact		S0733	Minor		S0089	Minor		S0250	Minor		NUMBR12	Minor		SSC127
S0115	Minor					S0734	Minor		S0434	Exact		S0734	Minor		S0900									
S0167	Minor					S0045	Minor		S0042	Minor		S0417	Minor		S0096	Minor		S0415	Minor		HISPNSTU	Minor		SSC054
S0168	Minor					S0046	Minor		S0043	Minor		S0418	Exact		S0097	Minor		S0425	Minor		WHITESTU	Minor		SSC056
S0169	Minor					S0047	Minor		S0044	Minor		S0419	Exact		S0098	Minor		S0420	Minor		BLACKSTU	Minor		SSC055
S0170	Minor					S0048	Major	11–12 is separated into two questions.	S0045	Minor		S0420	Minor		S0100	Minor		S0410	Minor		ASIANSTU	Minor		SSC053
S0171	Minor					S0049																		
S0172	Minor					S0050	Minor		S0046	Exact		S0421	Minor		S0099	Minor		S0405	Minor		AMINDSTU	Minor		SSC052
S0173	Minor					S0051	New																	
S0174	Minor					S0735	Exact		S0435	Exact		S0735	Exact		S0901	Exact		S0450	Exact		COEDSCHL	Exact		SSC015
S0175	Minor					S0041	Exact		S0041	Minor		S0416	Minor		S0095	Minor		S0455	Major	Question asks for percentage instead of number.	PCTMALE	Major	Question asks for percentage instead of number.	SSC016
S0176	Minor					S0133	Exact		S0112	Minor		S0503	Exact		S0161	Minor		S1820						
S0177	Exact					S0134	Exact		S0515	Exact		S0798	Exact		S0162	Minor		S1825	Minor		ENROL12	Minor		SSC139
S0178	Minor					S0135	Minor		S0516	Exact		S0799	Minor		S0163	Minor		S1835	Minor		GRADNUM	Minor		SSC140
S0179	Exact					S0136	Minor		S0114	Minor		S0505	Minor		S0165									
S0117	Major	Question now asks about start and end time				S0060	Exact		S0053	New														
S0131	New																							
S0118	New																							
S0132	New																							
S0133	New																							

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0119	Minor					S0062	Minor		S0055	Exact		S0063	Exact		S0470	Exact		S0465	Exact		NUMDAYS	Major	Refers to students in the highest grade.	SSC048
S0120	Major	Values are different				S0055	Exact		S0048	Minor		S0441	Minor		S0110	Minor		S0760	Minor		PGMTYPE	Major	Response options differ.	SSC014
S5120	Exact					S5055	Exact		S5048	Exact		S5441	Exact		S5110									
S0200	Minor					S0150	Exact		S0120	Minor		S0513	Exact		S0228	Minor		S0935	Minor		FULTEACH	Major		SSC174
S0180	Minor					S0820	Exact		S0520	Minor		S0791	Exact		S0959	Minor		S0940						
S0181	Minor					S0821	Exact		S0521	Minor		S0792	Exact		S0960	Minor		S0945						
S0182	Minor					S0822	Exact		S0522	Minor		S0793	Exact		S0961	Minor		S0950						
S0183	Minor					S0823	Exact		S0523	Minor		S0794	Exact		S0962	Minor		S0955						
S0202	Minor					S0152	Exact		S0524	Exact		S0795	Exact		S0963	Minor		S0960	Minor		TOTTEACH			
S0121	Minor					S0063	Exact		S0056	Minor		S0426												
S0122	Minor					S0064	Major	11–12 includes transitional K or transitional 1 st -grade students.	S0057	Exact		S0427	Minor		S0903									
S0123	Minor					S0065	Major	11–12 includes transitional K or transitional 1 st -grade students.	S0058	Exact		S0428	Minor		S0904									
S0124	Minor					S0066	Exact		S0062	Minor		S0434	Exact		S0798	Minor		S1440	Minor		OWNLIBRY			
S0184	Minor					S0736	Exact		S0436	Exact		S0736	Exact		S0905	Major	Asked only of alternative schools.	S0765						
S0185	Minor					S0737	Exact		S0437	Exact		S0737	Exact		S0906	Exact		S0775	Minor		FAMILYRES	Exact		SSC019

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0186	Minor					S0738	Exact		S0438	Exact		S0738	Exact		S0907	Minor		S0485	Minor		AFFILPUR	Major	Combines orientation, purpose, or affiliation; & religious denomination.	SSC020*
S0187	Minor					S0739	Exact		S0439	Exact		S0739	Exact		S0908	Minor		S0490	Minor		RELIGDEN	Major	Combines orientation, purpose, or affiliation; & religious denomination.	SSC020*
S0188	Minor					S0740	Exact		S0440	Major	07–08 includes Church of the Nazarene as an option.	S0740	Exact		S0909	Minor		S0495	Minor		AFFILIAT	Major	Response options differ.	SSC021*
S0189	Exact					S0741	Exact		S0441	Exact		S0741	Minor		S0910	Minor		S0500			CATHTYPE	Minor		SSC022
S5188	Exact					S5740	Exact		S5440	Exact		S5740	Exact		S5909									
S0190	Minor					S0742	Exact		S0442	Exact		S0742	Exact		S0911									
S0191	Minor					S0743	Exact		S0443	Exact		S0743	Exact		S0912	Minor		S0505	Minor		ACE	Minor		SSC023
S0192	Minor					S0744	Exact		S0444	Exact		S0744	Exact		S0913	Minor		S0520	Minor		AACS	Minor		SSC024
S0193	Minor					S0745	Exact		S0445	Exact		S0745	Exact		S0914	Minor		S0535	Minor		ACSI	Minor		SSC026
S0194	Minor					S0746	Exact		S0446	Exact		S0746	Exact		S0915									
S0195	Minor					S0747	Exact		S0447	New														
S0196	Minor					S0748	Exact		S0448	Exact		S0747	Exact		S0916	Minor		S0560	Minor		CSI	Minor		SSC029
S0197	Minor					S0749	Exact		S0449	Exact		S0749	Exact		S0918									
S0198	Minor					S0750	Exact		S0450	Exact		S0750	Exact		S0919	Minor		S0605	Minor		FRIENDS	Minor		SSC031
S0199	Minor					S0751	Exact		S0451	Exact		S0751	Exact		S0920	Minor		S0610	Minor		SVNTHDAY	Minor		SSC032
S0287	Minor					S0752	Exact		S0452	Minor		S0752												
S0288	Minor					S0753	Exact		S0453	Exact		S0753	Exact		S0921	Minor		S0645	Minor		JESUITS	Minor		SSC033
S0289	Minor					S0754	Exact		S0454	Exact		S0754	Exact		S0922	Minor		S0615	Minor		EPISCPLS	Minor		SSC035
S0290	Minor					S0755	Exact		S0455	Exact		S0755	Exact		S0923	Minor		S0640	Minor		NCEA	Minor		SSC038
S0291	Minor					S0756	Exact		S0456	Exact		S0756	Exact		S0924									

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																									
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88	
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name	
S0292	Minor					S0757	Exact		S0457	Minor		S0757	Exact		S0925	Minor		S0660	Minor		HBREWDA Y	Minor			SSC043
S0293	Minor					S0758	Exact		S0458	Exact		S0758	Exact		S0926	Minor		S0675	Minor		ORALRBTS	Minor			SSC044
S0294	Minor					S0759	Exact		S0459	New															
S0295	Minor					S0760	Exact		S0460	Minor		S0759	Exact		S0927	Minor		S0665	Minor		SCHECHTR	Minor			SSC045
S0296	Minor					S0761	Exact		S0461	Exact		S0760	Exact		S0928										
S0297	Minor					S0762	Exact		S0462	Minor		S0761	Exact		S0929										
S5297	Exact					S5762	Exact		S5462	Exact		S5761	Exact		S5929										
S0298	Minor					S0763	Exact		S0463	Exact		S0762	Exact		S0930	Minor		S0525	Minor		AMONTSRI	Minor			SSC025
S0299	Minor					S0764	Exact		S0464	New															
S0303	Minor					S0765	Exact		S0465	Exact		S0763	Exact		S0931	Minor		S0530	Minor		OTHMTSRI				
S0304	Minor					S0766	Exact		S0466	Exact		S0764	Exact		S0932	Minor		S0540	Minor		MLTRYSCH	Minor			SSC027
S0305	Minor					S0767	Exact		S0467	Exact		S0765	Exact		S0933										
S0306	Minor					S0771	Exact		S0471	Exact		S0769	Exact		S0937	Minor		S0570	Minor		NAPEC	Minor			SSC037
S0307	Minor					S0772	Exact		S0472	Exact		S0770	Exact		S0938	Minor		S0575	Minor		OTHXPCHL				
S0308	Minor					S0773	Exact		S0473	Exact		S0771	Exact		S0939	Minor		S0595	Minor		ECIS				
S0309	Minor					S0774	Exact		S0474	Exact		S0772	Exact		S0940										
S0310	Minor					S0776	Exact		S0476	Exact		S0774	Exact		S0942	Minor		S0635	Minor		LABSCHLS				
S0311	Minor					S0777	Exact		S0477	Minor		S0775	Exact		S0943										
S0312	Minor					S0778	Exact		S0478	Minor		S0776	Exact		S0944										
S5312	Exact					S5778	Exact		S5478	Exact		S5776	Exact		S5944										
S0313	Minor					S0779	Exact		S0479	Exact		S0777	Exact		S0945	Minor		S0510	Minor		ASN				
S0314	Minor					S0780	Exact		S0480	Exact		S0779	Exact		S0947	Minor		S0620	Minor		NAIS	Minor			SSC036
S0315	Minor					S0781	Exact		S0481	Exact		S0780	Exact		S0948										
S0316	Minor					S0783	Exact		S0483	Exact		S0782	Exact		S0950	Minor		S0625	Minor		NIPSA	Minor			SSC042
S0317	Minor					S0784	Exact		S0484	Exact		S0783	Exact		S0951										
S0318	Minor					S0785	Exact		S0485	Minor		S0784	Exact		S0952										
S5318	Exact					S5785	Exact		S5485	Exact		S5784	Exact		S5952										
S0125	New																								
S0126	New																								
S0141	Minor					S0092	Minor		S0081	Exact		S0462	Exact		S0125										

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0142	Minor					S0094	Exact		S0083	Exact		S0464	Minor		S0127									
S0143	Minor					S0097	Exact		S0086	Exact		S0468												
S0144	Minor					S0098	Minor		S0087	Exact		S0477	Minor		S0134	Major	Asks about programs inside & outside of regular school hours.	S1400	Major	Different lead-in question 93 asks about programs inside & outside of regular school hours.	AFTERPG M	Major	Asks about programs inside & outside of regular school hours.	SSC078
S0145	Minor					S0099	New																	
S0146	Minor					S0100	Exact		S0088	Exact		S0478	Minor		S0134									
S0147	New																							
S2200	New																							
S2201	New																							
S2202	New																							
S2203	New																							
S2204	New																							
S2205	New																							
S2206	New																							
S2207	New																							
S2208	New																							
S2209	New																							
S2210	New																							
S2211	New																							
S2212	New																							
S2213	New																							
S2214	New																							
S2215	New																							
S2216	New																							
S2217	New																							
S2218	New																							
S2219	New																							

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S2220	New																							
S2221	New																							
S2222	New																							
S2223	New																							
S2224	New																							
S2225	New																							
S2226	New																							
S2227	New																							
S2228	New																							
S2229	New																							
S2230	New																							
S2231	New																							
S2232	New																							
S2233	New																							
S2234	New																							
S2235	New																							
S2300	Minor					S0120	Exact		S0100	Minor		S0489	Minor		S0141									
S2301	New																							
S2302	Minor					S0121	Exact		S0101	Minor		S0490	Minor		S0142									
S2303	Minor					S0122	Exact		S0102	Minor		S0491	Minor		S0143									
S2304	New																							
S2305	Minor					S0123	Exact		S0103	New														
S2306	Minor					S0124	Exact		S0104	Major	07–08 moved item into a series.	S0494	Minor		S0146									
S2307	Minor					S0125	Exact		S0105	Exact		S0496	Minor		S0151									
S2308	Exact					S0126	Exact		S0106	Exact		S0497	Minor		S0152									
S2309	New																							
S2310	New																							
S2311	New																							

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S2312	New																							
S2313	New																							
S2314	New																							
S2315	New																							
S2316	New																							
S0300	Exact					S0560	Minor		S0370	Exact		S0276	Exact		S0574	Minor		S1760						
S0301	Exact					S0567	Exact		S0377	Exact		S0283	Minor		S0583	Minor		S1805						
S0302	Exact					S0568	Exact		S0378	Major	07–08 asks for the minimum number of hours; 03–04 asks “How many hours.”	S0285												
S0400	Minor					S0250	Minor		S0200	New														
S0401	Minor					S0251	Minor		S0201	Major	07–08 has a filter question asking if the school has students with a formally identified disability; 03–04 reports the number of IEP students.	S0604	Minor		S0315									
S0402	Exact					S0252	Minor		S0202	Minor		S0605												
S0403	Exact					S0253	Minor		S0203	Minor		S0606	Minor		S0316									
S0404	Exact					S0254	Minor		S0204	Minor		S0607	Minor		S0317									
S0405	Exact					S0255	Minor		S0205	Minor		S0608	Minor		S0318									
S0406	Exact					S0256	Minor		S0206	Minor		S0609	Minor		S0319									
S0421	Minor					S0260	Minor		S0207	Exact		S0610	Exact		S0320	Minor		S1290						

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
S0422	Exact					S0261	Minor		S0208	Exact		S0611	Exact		S0321	Major	Asks for number identified as LEP around 10/1.	S1295						
S0423	Exact					S0262	New																	
S0424	Exact					S0263	New																	
S0425	Exact					S0264	New																	
S0409	Exact					S0272	Exact		S0215	Exact		S0632	Minor		S0285	Exact		S1645				Exact		SSC087
S0408	New																							
S0426	New																							
S0427	New																							
S0412	Minor					S0275	Exact		S0218	Exact		S0635	Exact		S0288	Minor		S1600	Minor		CHPTRONE			
S0416	New																							
S0414	New																							
S0417	Exact					S0280	Exact		S0223	Minor		S0653	Exact		S0306									
S0418	Exact					S0281	Exact		S0224	Exact		S0654	Exact		S0307									
S0419	Exact					S0282	Exact		S0225	Exact		S0655	Exact		S0308									
S0014	Exact					S0006	Exact		S0236	Exact		S0669	Minor		S0350	Major	Year reported as two digits.	S2365						
S0015	Exact					S0007	Exact		S0237	Exact		S0670	Minor		S0350	Major	Year reported as two digits.	S2365						
S0016	Exact					S0008	Exact		S0238	Exact		S0671	Minor		S0350	Major	Year reported as two digits.	S2365						
S0017	Exact					S0009	Minor		S0235	Exact		S0668	Minor		S0349									
						S0039	New																	
						S0052	Minor		S0047	Exact		S0422	Exact		S0101									
						S0057	Minor		S0050	Exact		S0423	Minor		S0107									
						S0058	Minor		S0051	Minor		S0424	Exact		S0102	Exact		S0470	Exact		NUMHOURS	Major	Refers to students in the highest grade.	SSC049

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0059	Minor		S0052	Minor		S0425	Exact		S0103	Exact		S0475	Exact		NUMMNT E	Major	Refers to students in the highest grade.	SSC050
						S0061	Exact		S0054	New														
						S0782	Exact		S0482	Exact		S0781	Exact		S0949	Minor		S0515	Minor		NCACS	Minor		SSC040
						S0800	Exact		S0500	Exact		S0800	Exact		S0965	Exact		S0780						
						S0801	Exact		S0501	Minor		S0801	Exact		S0966	Minor		S0785	Minor		ALLBOARD			
						S0802	Exact		S0502	Minor		S0802	Minor		S0967	Minor		S0790	Major		BOARDNUM	Major	Asks for percentage instead of number.	SSC017
						S0803	Exact		S0503	Exact		S0803	Exact		S0968	Exact		S0795	Exact		CHARGETU	Exact		SSC088
						S0804	Exact		S0504	Exact		S0804	Exact		S0969	Exact		S0800	Exact		DISCOUNT	Exact		SSC089
						S0805	Exact		S0505	Minor		S0805												
						S0806	Minor		S0506	Exact		S0806	Exact		S0970	Exact		S0805	Exact		TUITIN	Exact		SSC090
						S0080	Minor		S0070	Exact		S0447	Exact		S0115	Exact		S0700	Exact		ADMITREQ	Major	Response options differ.	SSC099
						S0081	Minor		S0071	Exact		S0448	Exact		S0116	Major	Options are mark all that apply.	S0705	Major	Options are mark all that apply.	ADMITEST	Major	Options are mark all that apply.	SSC091
						S0082	Minor		S0072	Exact		S0449	Exact		S0117	Major	Options are mark all that apply.	S0710	Major	Options are mark all that apply.	ACHVTEST	Major	Options are mark all that apply.	SSC092
						S0083	Minor		S0073	Exact		S0450	Exact		S0118	Major	Options are mark all that apply.	S0715	Major	Options are mark all that apply.	RECORDS	Major	Options are mark all that apply.	SSC093
						S0084	Minor		S0074	Exact		S0451	Exact		S0119	Major	Options are mark all that apply.	S0720	Major	Options are mark all that apply.	SPECIAL	Major	Options are mark all that apply.	SSC094
						S0085	Minor		S0075	Exact		S0452	Exact		S0120	Major	Options are mark all that apply.	S0725	Major	Options are mark all that apply.	TALENT	Major	Options are mark all that apply.	SSC095
						S0086	Minor		S0076	Exact		S0453	Exact		S0121	Major	Options are mark all that apply.	S0730	Major	Options are mark all that apply.	INTRVIEW	Major	Options are mark all that apply.	SSC096

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0087	Minor		S0077	Exact		S0454	Exact		S0122	Major	Options are mark all that apply.	S0735	Major	Options are mark all that apply.	RECMNDS	Major	Options are mark all that apply.	SSC097
						S0088	New																	
						S0810	Minor		S0510	Exact		S0807	Exact		S0123	Major	Options are mark all that apply.	S0740	Major	Options are mark all that apply.	RELIGAFF			
						S0089	New																	
						S0093	Exact		S0082	Minor		S0463	Minor		S0126	Major	Does not specify that students need to be identified as gifted/ talented.	S1390	Major	Does not specify that students need to be identified as gifted/ talented.	GIFTDPGM	Major	Does not specify that students need to be identified as gifted/ talented.	SSC072
						S0095	Exact		S0084	Exact		S0465	Minor		S0128									
						S0096	Exact		S0085	Exact		S0466	Minor		S0129									
						S0561	Exact		S0371	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0277	Minor		S0575	Minor		S1765	Minor		YRSENGL			
						S0562	Exact		S0372	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0278	Minor		S0576	Minor		S1770	Minor		YRSMATH			

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0563	Exact		S0373	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0279	Minor		S0577	Minor		S1775	Minor		YRSCOMP			
						S0564	Exact		S0374	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0280	Minor		S0578	Minor		S1780	Minor		YRSSOC			
						S0565	Minor		S0375	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0281	Minor		S0579	Minor		S1785	Minor		YRSSCI			
						S0566	Exact		S0376	Major	07–08 includes a “None” option; 03–04 includes a “Not applicable option.”	S0282	Minor		S0580	Minor		S1790	Minor		YRSLANG			
						S0155	Minor		S0122	Minor		S0515	Minor		S0249	Minor		S0975	Minor		HISPNTCH	Minor		SSC059
						S0156	Minor		S0123	Minor		S0516	Exact		S0250	Minor		S0985	Minor		WHITETCH	Minor		SSC061
						S0157	Minor		S0124	Minor		S0517	Exact		S0251	Minor		S0980	Minor		BLACKTCH	Minor		SSC060

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0158	Major	11–12 Asian or Pacific Islander separated into two questions.	S0125	Minor		S0518	Minor		S0253	Minor		S0970	Minor		ASIANATCH	Minor		SSC058
						S0159																		
						S0160	Minor		S0126	Minor		S0519	Minor		S0252	Minor		S0965	Minor		AMINDTCH	Minor		SSC057
						S0161	New																	
						S0168	Minor		S0128	Minor		S0521	Minor		S0206	Minor		S0875	Minor		FTHEADS	Minor	Includes both principals & assistant principals. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC156
						S0169	Minor		S0129	Minor		S0522	Minor		S0205	Minor		S0815	Minor		PTHEADS	Minor	Includes both principals & assistant principals. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC156
						S0170	Minor		S0130	Minor		S0523	Minor		S0208	Minor		S0880	Minor		FTASSIST			
						S0171	Minor		S0131	Minor		S0524	Minor		S0207	Minor		S0820	Minor		PTASSIST			
						S0825	Minor		S0525	Minor		S0796	Minor		S0210	Minor		S0885						

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0826	Minor		S0526	Minor		S0797	Minor		S0209	Minor		S0825						
						S0172	Minor		S0132	Minor		S0525	Minor		S0212	Minor		S0890	Minor		FTPROSTF	Major	Question asks for FTEs in 87–88 & asks full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
						S0173	Minor		S0133	Minor		S0526	Minor		S0211	Minor		S0830	Minor		PTPROSTF	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
						S0174	Minor		S0134	Minor		S0527	Minor		S0214	Minor		S0900	Minor		FTLIBRNS	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC161
						S0175	Minor		S0135	Minor		S0528	Minor		S0213	Minor		S0840	Minor		PTLIBRNS	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC161
						S0176	Minor		S0136	Minor		S0529	Minor		S0216	Minor		S0895	Minor		FTGUIDES, FVTVCOUN	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC160

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0177	Minor		S0137	Minor		S0530	Minor		S0215	Minor		S0835	Minor		PTGUIDES, PTVTCOUN	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC160
						S0178	Minor		S0138	Minor		S0531	Minor		S0218	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
						S0179	Minor		S0139	Minor		S0532	Minor		S0217	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0180	Minor		S0140	Minor		S0533	Minor		S0220	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
						S0181	Minor		S0141	Minor		S0534	Minor		S0219	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
						S0182	Minor		S0142	Minor		S0535	Minor		S0222	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
						S0183	Minor		S0143	Minor		S0536	Minor		S0221	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0184	Minor		S0144	Minor		S0537	Minor		S0224	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
						S0185	Minor		S0145	Minor		S0538	Minor		S0223	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
						S0186	Minor		S0146	Minor		S0539	Minor		S0226	Major	Options collapsed into one category.	S0905	Major	Options collapsed into one category.	FTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0187	Minor		S0147	Minor		S0540	Minor		S0225	Major	Options collapsed into one category.	S0845	Major	Options collapsed into one category.	PTPROSTF	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC162
						S0188	Minor		S0148	Minor		S0541	Minor		S0234	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
						S0189	Minor		S0149	Minor		S0542	Minor		S0233	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0190	Minor		S0150	Minor		S0543	Minor		S0236	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
						S0191	Minor		S0151	Minor		S0544	Minor		S0235	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
						S0192	Minor		S0152	Minor		S0545	Major	03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides,” while 99–2000 shows the general category “Special education aides.”	S0232	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0193	Minor		S0153	Minor		S0546	Major	03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides,” while 99–2000 shows the general category “Special education aides.”	S0231	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
						S0194	Minor		S0154	Minor		S0547	Major	03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides,” 99–2000 shows the general category “Special education aides.”	S0232	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0195	Minor		S0155	Minor		S0548	Major	03–04 differentiates between “Special education instructional aides” & “Special education non-instructional aides;” 99–00 shows the general category “Special education aides.”	S0231	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
						S0196	Minor		S0156	Minor		S0549	Major	03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides;” 99–00 shows the general category “Library media center aides.”	S0230	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0197	Minor		S0157	Minor		S0550	Major	03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides;” 99–00 shows the general category “Library media center aides.”	S0229	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
						S0198	Minor		S0158	Minor		S0551	Major	03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides;” 99–00 shows the general category “Library media center aides.”	S0230	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0199	Minor		S0159	Minor		S0552	Major	03–04 differentiates between “Library media center instructional aides” & “Library media center non-instructional aides;” 99–00 shows the general category “Library media center aides.”	S0229	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
						S0200	Minor		S0160	Minor		S0553	Major	03–04 shows “Other classroom instructional aides;” 99–00 shows the category “Other teacher aides such as kindergarten aides.”	S0238	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0201	Minor		S0161	Minor		S0554	Major	03–04 shows “Other classroom instructional aides;” 99–00 shows the category “Other teacher aides such as kindergarten aides.”	S0237	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
						S0202	Minor		S0162	Minor		S0555	Minor		S0240	Major	Options collapsed into one category.	S0920	Major	Options collapsed into one category.	FTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165
						S0203	Minor		S0163	Minor		S0556	Minor		S0239	Major	Options collapsed into one category.	S0860	Major	Options collapsed into one category.	PTAIDES	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC165

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0204	Minor		S0164	Minor		S0557	Minor		S0242	Minor		S0925	Minor		FTALLOTH	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
						S0205	Minor		S0165	Minor		S0558	Minor		S0241	Minor		S0865	Minor		PTALLOTH	Major	Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
						S0206	Minor		S0166	Minor		S0559	Minor		S0244	Major	Options collapsed into one category.	S0930	Major	Options collapsed into one category.	FTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
						S0207	Minor		S0167	Minor		S0560	Minor		S0243	Major	Options collapsed into one category.	S0870	Major	Options collapsed into one category.	PTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0208	Minor		S0168	Minor		S0561	Minor		S0246	Major	Options collapsed into one category.	S0930	Major	Options collapsed into one category.	FTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
						S0209	Minor		S0169	Minor		S0562	Minor		S0245	Major	Options collapsed into one category.	S0870	Major	Options collapsed into one category.	PTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
						S0210	Minor		S0170	Minor		S0563	Minor		S0248	Major	Options collapsed into one category.	S0930	Major	Options collapsed into one category.	FTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0211	Minor		S0171	Minor		S0564	Minor		S0247	Major	Options collapsed into one category.	S0870	Major	Options collapsed into one category.	PTALLOTH	Major	Options collapsed into one category. Question asks for FTEs in 87–88 & full- & part-time staff separately in 90–91, 93–94, & 99–2000.	SSC166
						S0451	New																	
						S0215	Exact		S0172	New														
						S0216	Exact		S0173	New														
						S0217	Exact		S0174	New														
						S0218	Exact		S0175	New														
						S0219	Exact		S0176	New														
						S0220	Exact		S0177	New														
						S0221	New																	
						S0265	New																	
						S0266	New																	
						S0267	New																	
						S0268	Minor		S0209	Exact		S0625												
						S0269	Minor		S0210	Exact		S0626												
						S0285	Exact		S0211	Major	07–08 includes two “No” options.	S0627	Exact		S0339									
						S0286	Exact		S0212	Major	07–08 includes two “No” options.	S0628	Exact		S0340									
						S0270	New																	

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0271	New																	
						S0273	Minor		S0217	Minor		S0634	Minor		S0287	Exact		S1660				Major	Asks how many students are eligible.	SSC085
						S0274	Minor		S0216	Minor		S0633	Minor		S0286	Exact		S1655				Major	Asks how many students are eligible.	SSC085
						S0276	Minor		S0221	New														
						S0277	Minor		S0222	Minor		S0637	Major	Combines pre-K & K–12 students into one number.	S0290	Minor		S1605, S1610	Minor		ONESVPK, ONESVK12	Major	Included both pre-K & K–12.	SSC083
						S0278	Minor		S0219	New														
						S0279	Exact		S0220	Minor		S0636	Major	Combines pre-K & K–12 students into one number.	S0290	Minor		S1605, S1610	Minor		ONESVPK, ONESVK12	Major	Included both pre-K & K–12.	SSC083
						S0283	New																	
						S0225	Minor		S0179	Exact		S0566	Minor		S0256	Minor		S1100	Minor		VACNCY			
						S0226	Minor		S0180	Minor		S0567	Minor		S0265	Exact		S1150	Exact		GENLVAC			
						S0227	Minor		S0181	Minor		S0568	Minor		S0266	Exact		S1155	Exact		SPECLVAC			
						S0228	Minor		S0182	Minor		S0569	Minor		S0267	Exact		S1160	Exact		ENGLVAC			
						S0229	Minor		S0183	Minor		S0570	Minor		S0268									
						S0230	Minor		S0184	Minor		S0571	Minor		S0269									
						S0231	Minor		S0185	Minor		S0572	Minor		S0270	Exact		S1165	Exact		MATHVAC			
						S0232	Minor		S0186	Minor		S0573	Minor		S0271	Exact		S1175	Exact		BIOSVAC			
						S0233	Minor		S0187	Minor		S0574	Minor		S0272	Exact		S1170	Exact		PHYSVAC			
						S0234	Minor		S0188	Minor		S0575	Minor		S0273	Exact		S1180	Exact		ESOLVAC			
						S0235	Minor		S0189	Minor		S0576	Minor		S0274	Exact		S1185	Exact		FORGNVAC			
						S0236	Minor		S0190	Minor		S0577	Minor		S0275	Exact		S1190						
						S0237	Minor		S0191	Minor		S0578	Minor		S0276	Major	Options not collapsed into one category.	S1210, S1200						
						S0238	New																	

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0239	Minor		S0192	Minor		S0077	Exact		S0487									
						S0240	Exact		S0193	New														
						S0523	Exact		S0315	Exact		S0332	Minor		S0628	Exact		S2300	Exact		RETRAINING			
						S0476	New																	
						S0475	New																	
						S0480	Major	11–12 combines into one question: asks the total teachers dismissed or did not have contracts renewed; 07–08 asks the number teachers dismissed or did not have contracts renewed as a result of poor performance by nontenured and tenured teachers.	S0318	Major	07–08 asks for number of nontenured teachers; 03–04 asks for teachers with 3 or fewer years of experience.	S0091	Minor		S0495									
									S0319	Major	07–08 asks for number of tenured teachers; 03–04 asks for teachers with more than 3 years of experience.	S0092	Minor		S0496									
						S5484	New																	
						S0485	New																	
						S0487	New																	
						S0486	New																	
						S0489	New																	

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0488	New																	
						S0503	Minor		S0328	Exact		S0113	Exact		S0500	Minor		S2095	Minor		SALSCHED			
						S0504	Exact		S0329	New														
						S0505	Minor		S0330	Minor		S0114	Exact		S0501	Exact		S2100	Exact		MINBACH			
						S0506	Minor		S0331	Minor		S0115	Exact		S0502									
						S0507	Minor		S0332	Minor		S0117	Exact		S0503	Exact		S2105	Exact		MINMASTER			
						S0508	Minor		S0333	Minor		S0119	Minor		S0505	Exact		S2115	Exact		MAXMASTER			
						S0509	New																	
						S0510	Minor		S0334	Exact		S0121	Exact		S0506	Exact		S2120	Exact		HIGHSAL			
						S0511	Exact		S0335	Major	07–08 is separated into two questions; 03–04 includes in one question.	S0122												
						S0512	Exact		S0336	Major	07–08 is separated into two questions; 03–04 includes in one question.	S0123												
						S0513	Exact		S0337	Minor		S0124	Minor		S0517									
						S0514	Exact		S0338	Minor		S0125	Minor		S0518									
						S0515	Exact		S0339	Minor		S0126	Minor		S0519									

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0516	Exact		S0340	Major	07–08 separated into two questions asking separately about defined-benefit and defined-contribution retirement plans; 03–04 only asked about retirement plans.	S0127												
						S0517	Minor		S0341	Major														
						S0518	Minor		S0342	New														
						S0519	Exact		S0343	Minor		S0128												
						S0520	Exact		S0344	Minor		S0129	Minor		S0520									
						S0521	Exact		S0345	Minor		S0130	Minor		S0521									
						S0522	Exact		S0346	Minor		S0131	Minor		S0522									
						S0524	Exact		S0347	Exact		S0315	Exact		S0611									
						S0525	Exact		S0348	Exact		S0316	Exact		S0612									
						S0526	Exact		S0349	New														

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18—Continued

NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						S0527	Exact		S0350	Major	07–08 moved item into a series.	S0319	Exact		S0615	Major	Specifies pay incentives as cash bonuses, different step on salary scale, or other salary increase. Asks about organization school is affiliated with, as well as school.	S2210						
						S0453	Minor		S0297	Major	07–08 asks for days in teacher’s contract year; 03–04 asks for months.	S0095	Minor		S0499	Exact		S2080	Exact		LNGTHYR			
						S0456	New																	
						S0457	New																	

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017-18.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0100	Exact		T0100	Exact		T0025	Minor		T0025	Exact		T0026	Minor		T0051	Minor		T0020	Minor		TSC011		Response options differ.	TSC010*
T0101	Exact		T0101	Exact		T0026	Exact		T0026	Exact		T0027	Exact		T0052									
T0102	Exact		T0102	Minor		T0027	Minor		T0027	Exact		T0028	Exact		T0053	Exact		T0025						
T0103	Exact		T0103	Exact		T0028	Major	11–12 has an additional response option.	T0028	Exact		T0029	Exact		T0054	Exact		T0030	Exact		TSC012	Exact		TSC012
T0104	Exact		T0104	New																				
T0105	Exact		T0105	Major		T0030	Major	11–12 asks for the school year; 07–08 asks for the year.	T0036	Exact		T0034	Exact		T0064	Exact		T0145	Exact		TSC038	Exact		TSC031
T0106	Minor		T0106	Minor		T0031	Major	11–12 has an additional response option.	T0030	Exact		T0030	Exact		T0059	Major	Options were grouped into 3 questions.	T0150, T0160	Major	Options collapsed into one question. In 87–88 & 93–94, options were grouped into 3 ques-tions.	TSC039	Major	Options 4 & 5 from 87–88 crosswalk. Response options differ.	TSC032, TSC034

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T5106	Exact		T5106	Exact		T5031	Exact		T5030	Exact		T5030	Exact		T5059									
T0107	Exact		T0107	New																				
T0108	Exact		T0108	Major		T0040	Major	11–12 asks for the school year; 07–08 asks for the year.	T0037	Exact		T0035												
T0109	Exact		T0109	Minor		T0041	New																	
T0110	Exact		T0110	Exact		T0042	New																	
T0200	Exact		T0200	Exact		T0070	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0050	Minor		T0051	Minor		T0192	Exact		T0715	Exact		TSC113	Exact		TSC140
T0201	Exact		T0201	Exact		T0071	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0051	Minor		T0052	Minor		T0193	Exact		T0720	Exact		TSC114	Exact		TSC141

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0202	Exact		T0202	Exact		T0072	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0052	Minor		T0053	Minor		T0194	Exact		T0725	Exact		TSC115	Exact		TSC142
T0203	Exact		T0203	Exact		T0073	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0053	Minor		T0054	Minor		T0195	Exact		T0730	Exact		TSC116	Exact		TSC143
T0204	Exact		T0204	Exact		T0074	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0054	Minor		T0055	Minor		T0196	Exact		T0735	Exact		TSC117	Exact		TSC144

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0205	Exact		T0205	Exact		T0075	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0055	Minor		T0056	Minor		T0197	Exact		T0740	Exact		TSC118	Exact		TSC145
T0206	Exact		T0206	Exact		T0076	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0056	Minor		T0057	Minor		T0198	Exact		T0745	Exact		TSC119	Exact		TSC146
T0207	Exact		T0207	Exact		T0077	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0057	Minor		T0058	Minor		T0199	Exact		T0750	Exact		TSC120	Exact		TSC147

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0208	Exact		T0208	Exact		T0078	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0058	Minor		T0059	Minor		T0200	Exact		T0755	Exact		TSC121	Exact		TSC148
T0209	Exact		T0209	Exact		T0079	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0059	Minor		T0060	Minor		T0201	Exact		T0760	Exact		TSC122	Exact		TSC149
T0210	Exact		T0210	Exact		T0080	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0060	Minor		T0061	Minor		T0202	Exact		T0765	Exact		TSC123	Exact		TSC150

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0211	Exact		T0211	Exact		T0081	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0061	Minor		T0062	Minor		T0203	Exact		T0770	Exact		TSC124	Exact		TSC151
T0212	Exact		T0212	Exact		T0082	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0062	Minor		T0063	Minor		T0204	Exact		T0775	Exact		TSC125	Exact		TSC152
T0213	Exact		T0213	Exact		T0083	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0063	Minor		T0064	Minor		T0205	Exact		T0780	Exact		TSC126	Exact		TSC153

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0214	Exact		T0214	Exact		T0084	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0064	Minor		T0065	Minor		T0191	Minor		T0710	Minor		TSC112	Minor		TSC156
T0215	Exact		T0215	Minor		T0085	Exact		T0065	Minor		T0279	Minor		T0244									
T0216	Minor		T0216	Exact		T0086	Minor		T0066	Minor		T0284	Minor		T0249	Major	Asks for percentag e instead of number.	T1585, T1590						
T0217	Exact		T0217	Minor		T0090	Exact		T0067	Minor		T0069	Minor		T0102									
T5217	Exact		T5217	Minor		T5090	Exact		T5067	Exact		T5069	Minor		T5102									
T0218	Exact		T0218	Exact		T0091	New																	
T0219	Exact		T0219	New																				
T0220	Exact		T0220	New																				
T0221	Exact		T0221	Exact		T0092	Exact		T0068	Minor		T0066	Minor		T0206	Exact		T0790	Exact		TSC128	Major	Response options differ.	TSC157
T0222	Exact		T0222	Exact		T0093	Exact		T0069	Major	07–08 includes a third option.	T0067	Exact		T0207									
T0223	Exact		T0223	Minor		T0094	Exact		T0070	Minor		T0068	Exact		T0208	Minor		T0795	Minor		TSC129	Minor		TSC158
T0224	Exact		T0224	Exact		T0095	Exact		T0071	New														
T0270	New																							
T0271	New																							

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0272	New																							
T0273	New																							
T0274	New																							
T0275	New																							
T0276	New																							
T0277	New																							
T0278	New																							
T0279	New																							
T0230	Exact		T0230	Exact		T0105	Minor		T0077	Minor		T0076	Minor		T0213									
T0240, T0241, T0242, T0243, T0244, T0245, T0246, T0247, T0248, T0249	Exact		T0240, T0241, T0242, T0243, T0244, T0245, T0246, T0247, T0248, T0249	Minor		T0110, T0111, T0112, T0113, T0114, T0115, T0116, T0117, T0118, T0119	Exact		T0078, T0081, T0084, T0087, T0090, T0093, T0096, T0099, T0102, T0105	Minor		T0077, T0080, T0083, T0086, T0089, T0092, T0095, T0098, T0101, T0104	Major	Allowed for 15 responses.	T0214, T0216, T0218, T0220, T0222, T0224, T0226, T0228, T0230, T0232, T0234, T0236, T0238, T0240, T0242	Major	Allowed for 15 responses.	T0825, T0835, T0845, T0855, T0865, T0875, T0885, T0895, T0905, T0915, T0925, T0935, T0945, T0955, T0965	Minor	Allowed for 10 response s.	TSC137, TSC145, TSC153, TSC161, TSC169, TSC177, TSC185, TSC193, TSC201, TSC209	Major	Allowed for 9 responses.	TSC166, TSC173, TSC180, TSC187, TSC194, TSC201, TSC208, TSC215, TSC222
T5240, T5241, T5242, T5243, T5244, T5245, T5246, T5247, T5248, T5249	Exact		T5240, T5241, T5242, T5243, T5244, T5245, T5246, T5247, T5248, T5249	Minor		T5110, T5111, T5112, T5113, T5114, T5115, T5116, T5117, T5118, T5119	Exact		T5078, T5081, T5084, T5087, T5090, T5093, T5096, T5099, T5102, T5105	Minor		T5077, T5080, T5083, T5086, T5089, T5092, T5095, T5098, T5101, T5104												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0250, T0251, T0252, T0253, T0254, T0255, T0256, T0257, T0258, T0259	Exact		T0250, T0251, T0252, T0253, T0254, T0255, T0256, T0257, T0258, T0259	Minor		T0120, T0121, T0122, T0123, T0124, T0125, T0126, T0127, T0128, T0129	Exact		T0079, T0082, T0085, T0088, T0094, T0097, T0100, T0103, T0106	Minor		T0078, T0081, T0084, T0087, T0090, T0093, T0096, T0099, T0102, T0105												
T0260, T0261, T0262, T0263, T0264, T0265, T0266, T0267, T0268, T0269	Exact		T0260, T0261, T0262, T0263, T0264, T0265, T0266, T0267, T0268, T0269	Minor		T0130, T0131, T0132, T0133, T0134, T0135, T0136, T0137, T0138, T0139	Exact		T0080, T0083, T0086, T0089, T0092, T0095, T0098, T0101, T0104, T0107	Minor		T0079, T0082, T0085, T0088, T0091, T0094, T0097, T0100, T0103, T0106	Major	Allowed for 15 responses.	T0215, T0217, T0219, T0221, T0223, T0225, T0227, T0229, T0231, T0233, T0235, T0237, T0239, T0241, T0243	Major	Allowed for 15 responses.	T0830, T0840, T0850, T0860, T0870, T0880, T0890, T0900, T0910, T0920, T0930, T0940, T0950, T0960, T0970	Minor	Allowed for 10 responses.	TSC140, TSC148, TSC156, TSC164, TSC172, TSC180, TSC188, TSC196, TSC204, TSC212	Major	Allowed for 9 responses.	TSC169, TSC176, TSC183, TSC190, TSC197, TSC204, TSC211, TSC218, TSC225
T0300	Exact		T0300	Exact		T0160	Exact		T0110	Exact		T0116	Exact		T0070	Exact		T0170	Exact		TSC040	Exact		TSC043
T5301	Exact		T5301	Exact		T5166	Exact		T5116	Exact		T9002	Exact		T0077									
T5302	Exact		T5302	Exact		T5167	Exact		T5117	Exact		T9003	Minor	Separated city & state.	T5078									
T5303	Exact		T5303	Exact		T5168	Exact		T5118	Exact		T9004	Minor	Separated city & state.	T5078									

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0304	Exact		T0304	Exact		T0169	Exact		T0119	Exact		T0122	Exact		T0079	Exact		T0215						
T0305	Exact		T0305	Exact		T0161	Exact		T0111	Exact		T0117	Exact		T0071	Exact		T0180	Exact		TSC042	Exact		TSC046
T0306	Exact		T0306	Major		T0162	Exact		T0112	Exact		T0118												
T0307	Exact		T0307	Minor		T0163	Exact		T0113	Exact		T0119	Exact		T0072	Minor		T0175	Minor		TSC041	Minor		TSC044
T5307	Exact		T5307	Exact		T5163	Exact		T5113	Exact		T5119												
T0308	Exact		T0308	Exact		T0164	Minor		T0114	Minor		T0120	Exact		T0073	Exact		T0185	Major	Second major or a minor field of study combine d.	TSC043			
T0309	Exact		T0309	Minor		T0165	Minor		T0115	Exact		T0121	Exact		T0074	Minor		T0190	Major	Second major or a minor field of study combine d.	TSC044	Minor		TSC045
T5309	Exact		T5309	Exact		T5165	Exact		T5115	Minor		T5121	Exact		T5072									
T0310	Exact		T0310	Exact		T0176	New																	
T0311	Exact		T0311	Minor		T0177	New																	
T5311	Exact		T5311	Exact		T5177	New																	
T0312	Exact		T0312	Exact		T0170	Exact		T0120	Exact		T0123	Exact		T0080	Exact		T0235	Exact		TSC045	Exact		TSC051
T0313	Exact		T0313	Exact		T0171	New																	
T0314	Exact		T0314	Exact		T0172	Exact		T0121	Exact		T0124	Exact		T0082	Exact		T0245	Exact		TSC047	Exact		TSC054
T0315	Exact		T0315	Major		T0173	Exact		T0122	Exact		T0125												
T0316	Exact		T0316	Minor		T0174	Exact		T0123	Exact		T0126	Exact		T0081	Minor		T0240	Minor		TSC046	Minor		TSC052
T5316	Exact		T5316	Exact		T5174	Exact		T5123	Exact		T5126												
T0317	Exact		T0317	Exact		T0180	Exact		T0124	Minor		T0127	Minor		T0083									
T0318	Exact		T0318	Minor		T0181	Exact		T0125	Exact		T0128												
T5318	Exact		T5318	Minor		T5181	Exact		T5125	Exact		T5128												
T0319	Exact		T0319	Exact		T0183	Exact		T0126	Exact		T0129						T0280						
T0320	Exact		T0320	Minor		T0184	Exact		T0127	Exact		T0130	Minor		T0085	Minor		T0275	Minor		TSC050	Minor		TSC040

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																										
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91		1987–88			2017–18
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name		
T5320	Exact		T5320	Minor		T5184	Exact		T5127	Exact		T5130	Exact		T5085											
T0321	Exact		T0321	Exact		T0186	Exact		T0128	Exact		T0131	Minor		T0086	Exact		T0280	Exact		TSC051	Exact		TSC042		
T0322	Exact		T0322	Minor		T0187	Exact		T0129	Exact		T0132	Minor		T0088	Minor		T0225				Minor		TSC048		
T5322	Exact		T5322	Minor		T5187	Exact		T5129	Exact		T5132	Exact		T5088											
T0323	Exact		T0323	Minor		T0188	Minor		T0130	Exact		T0133														
T0324	Exact		T0324	Exact		T0189	Exact		T0131	Exact		T0134	Minor		T0089	Exact		T0230				Exact		TSC050		
T0325	Exact		T0325	Minor		T0190	Exact		T0132	Exact		T0135	Minor		T0091	Minor		T0255				Minor		TSC056		
T5325	Exact		T5325	Minor		T5190	Exact		T5132	Exact		T5135	Exact		T5091											
T0326	Exact		T0326	Minor		T0191	Minor		T0133	Exact		T0136														
T0327	Exact		T0327	Exact		T0192	Exact		T0134	Exact		T0137	Minor		T0092	Exact		T0260				Exact		TSC058		
T0328	Exact		T0328	Minor		T0193	Exact		T0135	Exact		T0138	Minor		T0094	Minor		T0290	Minor		TSC053	Minor		TSC060		
T5328	Exact		T5328	Minor		T5193	Exact		T5135	Exact		T5138	Exact		T5094											
T0329	Exact		T0329	Minor		T0194	Minor		T0136	New																
T0330	Exact		T0330	Exact		T0195	Exact		T0137	Exact		T0139	Minor		T0095	Exact		T0295	Exact		TSC054	Exact		TSC062		
T0331	Exact		T0331	Minor		T0196	Exact		T0138	Exact		T0140	Minor		T0097											
T5331	Exact		T5331	Minor		T5196	Exact		T5138	Exact		T5140	Exact		T5097											
T0332	Exact		T0332	Minor		T0197	Minor		T0139	New																
T0333	Exact		T0333	Exact		T0198	Exact		T0140	Exact		T0141	Minor		T0098											
T0334	Exact		T0334	Minor		T0199	Exact		T0141	Minor		T0142	Minor		T0100	Minor		T0305	Minor		TSC056	Minor		TSC064, TSC068		
T5334	Exact		T5334	Minor		T5199	Exact		T5141	Minor		T5142	Exact		T5100											
T0335	Exact		T0335	Minor		T0200	Minor		T0142	Minor		T0143														
T0336	Exact		T0336	Exact		T0201	Exact		T0143	Minor		T0144	Minor		T0101	Exact		T0310	Exact		TSC057	Exact		TSC066, TSC070		
T0337	Exact		T0337	Exact		T0206	Minor		T0150	Exact		T0156														
T0338	Exact		T0338	Exact		T0207	Exact		T0151	Minor		T0157														
T0339	Exact		T0339	New																						
T0340	Exact		T0340	New																						
T0341	Exact		T0341	New																						

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0342	Exact		T0342	New																				
T0343	Exact		T0343	New																				
T0344	Exact		T0344	New																				
T0345	Exact		T0345	New																				
T0346	Exact		T0346	New																				
T0347	Exact		T0347	Exact		T0208	New																	
T0348	Exact		T0348	New																				
T0349	Exact		T0349	Minor		T0209	Major	11–12 includes an additional response option.	T0152	Exact		T0155	Minor		T0128									
T0400	Minor		T0400	Minor		T0311	Exact		T0153															
T0401	Exact		T0401	Exact		T0250	Minor		T0160	Major	07–08 response options differ.	T0166	Minor		T0104	Minor		T0340	Major	Response options differ.	TSC102	Major	Response options differ.	TSC132
T0402	Exact		T0402	Exact		T0251	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0161	Minor		T0167												
T5402	Exact		T5402	Exact		T5251	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5161															

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0403	Exact		T0403	Minor		T5251	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5161	Minor		T5167												
T0404	Exact		T0404	Minor		T0252	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0162	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kinder-garten.”	T0168												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0405	Exact		T0405	Minor		T0253, T0254	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0163, T0164	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondar y grades including middle school.”	T0169												
T0406	Exact		T0406	Exact		T0255	Exact		T0165	New														
T0407	Exact		T0407	Exact		T0256	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0166	Minor		T0171												
T5407	Exact		T5407	Exact		T5256	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5166	Minor		T5171												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0408	Exact		T0408	Exact		T0257	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0167	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementar y grades (including early childhood, preschool and kinder-garten.”	T0172												
T0409, T0410	Exact		T0409, T0410	Exact		T0258, T0259	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0168, T0169	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondar y grades (including middle school).”	T0173												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0411	Exact		T0411	Exact		T0260	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0171	Minor		T0175												
T5411	Exact		T5411	Exact		T5260	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5171	Minor		T5175												
T0412	Exact		T0412	Exact		T0261	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0172	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten.)”	T0176												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0413, T0414	Exact		T0413, T0414	Exact		T0262, T0263	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0173, T0174	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondar y grades (including middle school).”	T0177												
T0415	Exact		T0415	Exact		T0264	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0176	Minor		T0179												
T5415	Exact		T5415	Exact		T5264	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5176	Minor		T5179												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0416	Exact		T0416	Exact		T0265	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0177	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten.)”	T0180												
T0417, T0418	Exact		T0417, T0418	Exact		T0266, T0267	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0178, T0179	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0181												
T0419	Exact		T0419	Exact		T0268	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0180															

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T5419	Exact		T5419	Exact		T5268	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5181	Minor		T5183												
T0420	Exact		T0420	Exact		T0269	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0182															
T0421, T0422	Exact		T0421, T0422	Exact		T0270, T0271	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0183, T0184	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0185	Major		T0113	Minor		T0365						
T0423	Exact		T0423	Exact		T0275	Minor		T0185	Minor		T0187												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0424	Exact		T0424	Exact		T0276	Exact		T0186	Major	07–08 response options differ.	T0188												
T0425	Exact		T0425	Minor		T0277	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0187	Minor		T0189												
T5425	Exact		T5425	Minor		T5277	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5187	Minor		T5189												
T0426	Exact		T0426	Minor		T0278	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0188	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementar y grades (including early childhood, preschool and kinder-garten).”	T0190												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0427, T0428	Exact		T0427, T0428	Minor		T0279, T0280	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0189, T0190	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0191												
T0429	Exact		T0429	Exact		T0281	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0191															
T0430	Exact		T0430	Exact		T0282	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0192	Minor		T0193												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T5430	Exact		T5430	Exact		T5282	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5192	Minor		T5193												
T0431	Exact		T0431	Exact		T0283	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0193	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementar y grades (including early childhood, preschool and kinder-garten.)”	T0194												
T0432, T0433	Exact		T0432, T0433	Exact		T0284, T0285	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0194, T0195	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondar y grades (including middle school).”	T0195												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0434	Exact		T0434	Exact		T0286	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0197	Minor		T0197												
T5434	Exact		T5434	Exact		T5286	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5197	Minor		T5197												
T0435	Exact		T0435	Exact		T0287	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0198	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementar y grades (including early childhood, preschool and kinder-garten.)”	T0198												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–1—Continued 8

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0436, T0437	Exact		T0436, T0437	Exact		T0288, T0289	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0199, T0200	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondar y grades (including middle school).”	T0199												
T0438	Exact		T0438	Exact		T0290	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0202	Minor		T0201												
T5438	Exact		T5438	Exact		T5290	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5202	Minor		T5201												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0439	Exact		T0439	Exact		T0291	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0203	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementar y grades (including early childhood, preschool and kinder-garten.)”	T0202												
T0440, T0441	Exact		T0440, T0441	Exact		T0292, T0293	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0204, T0205	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0203												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0442	Exact		T0442	Exact		T0294	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0207	Minor		T0205												
T5442	Exact		T5442	Exact		T5294	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5207	Minor		T5205												
T0443	Exact		T0443	Exact		T0295	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0208	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kinder-garten.)”	T0206												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0444, T0445	Exact		T0444, T0445	Exact		T0296, T0297	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0209, T0210	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0207												
T2500	New																							
T2501	New																							
T2502	New																							
T2503	New																							
T2504	New																							
T2505	New																							
T2506	New																							
T2507	New																							
T2508	New																							
T2509	New																							
T2510	New																							
T2511	New																							
T2512	New																							
T2513	New																							
T2600	New																							
T2601	New																							

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T2602	New																							
T2603	New																							
T2604	New																							
T2605	New																							
T2606	New																							
T2607	New																							
T2608	New																							
T2609	New																							
T2610	New																							
T2611	New																							
T2612	New																							
T2613	New																							
T2614	New																							
T2615	New																							
T2616	New																							
T2617	New																							
T2618	New																							
T2619	New																							
T2620	New																							
T2621	New																							
T2622	New																							
T2623	New																							
T2624	New																							
T2625	New																							
T2626	New																							
T2627	New																							
T2628	New																							
T2629	New																							
T2630	New																							
T2631	New																							
T2632	New																							
T2633	New																							

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T2700	New																							
T2701	New																							
T2702	New																							
T2703	New																							
T2704	New																							
T2705	New																							
T2706	New																							
T0900	Exact		T0900	Exact		T0500	Exact		T0335	Exact		T0393	Exact		T0341	Exact		T1390	Exact		TSC286			
T0901	Exact		T0901	Exact		T0501	Exact		T0336	Exact		T0394	Exact		T0342	Exact		T1395	Exact		TSC287	Exact		TSC304
T0902	Exact		T0902	Exact		T0502	Minor		T0337	New														
T0903	Exact		T0903	Exact		T0503	Exact		T0338	Exact		T0395	Exact		T0343	Exact		T1400	Exact		TSC288			
T0904	Exact		T0904	Exact		T0504	Exact		T0339	Exact		T0396	Exact		T0344	Exact		T1405	Exact		TSC289	Exact		TSC305
T0905	Exact		T0905	Exact		T0505	Minor		T0340	New														
T0906	Exact		T0906	Exact		T0506	Exact		T0341	Exact		T0397	Exact		T0345	Exact		T1410	Exact		TSC290			
T0907	Exact		T0907	Exact		T0507	Exact		T0342	Exact		T0398	Exact		T0346	Exact		T1415	Exact		TSC291	Exact		TSC306
T0908	Exact		T0908	Exact		T0029	Minor		T0029	New														
T0909	Exact		T0909	Exact		T0508	Minor		T0343	Exact		T0399	Minor		T0347	Minor		T1420	Minor		TSC292	Minor		TSC307
T0910	Exact		T0910	Exact		T0509	Minor		T0344	Minor		T0400	Minor		T0348	Minor		T1425	Minor		TSC293			
T0911	Exact		T0911	Exact		T0510	Exact		T0345	Minor		T0401	Minor		T0349	Minor		T1430	Minor		TSC294	Minor		TSC308
T0912	Exact		T0912	Exact		T0511	New																	
T0913	Exact		T0913	Exact		T0512	New																	
T0914	Exact		T0914	Exact		T0513	Minor		T0346	Minor		T0402	Minor		T0350	Minor		T1450	Minor		TSC298			
T0915	Exact		T0915	Exact		T0514	Exact		T0347	Minor		T0403	Minor		T0351	Minor		T1455	Minor		TSC299			
T0916	Exact		T0916	Exact		T0515	Exact		T0348	Exact		T0404	Minor		T0352	Exact		T1435	Exact		TSC295			
T0917	Exact		T0917	Exact		T0516	Exact		T0349	Minor		T0405	Minor		T0353	Minor		T1440	Minor		TSC296	Minor		TSC309
T0918	Exact		T0918	Exact		T0517	Exact		T0350	Exact		T0406	Exact		T0354	Exact		T1445	Exact		TSC297			
T0919	Exact		T0919	Exact		T0518	New																	
T0920	Exact		T0920	Exact		T0519	New																	
T0921	Exact		T0921	Exact		T0520	Exact		T0351	Exact		T0407	Exact		T0355	Exact		T0695						

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0922	Exact		T0922	Exact		T0521	New																	
T0923	Exact		T0923	Exact		T0522	New																	
T0924	Exact		T0924	Exact		T0525	Exact		T0352	Exact		T0408	Exact		T0356	Exact		T1525	Exact		SEX	Exact		TSC319
T0925	Exact		T0925	Exact		T0526	New																	
T0926	Exact		T0926	New																				
T0928	Exact		T0928	Exact		T0527	Exact		T0353	Exact		T0409	Minor		T0359	Minor		T1540	Minor		HISPANIC	Minor		TSC321
T0929	Exact		T0929	Exact		T0528	Exact		T0354	Exact		T0410	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0930	Exact		T0930	Exact		T0529	Exact		T0355	Exact		T0411	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0931	Exact		T0931	Exact		T0530	Exact		T0356	Exact		T0412	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0932	Exact		T0932	Exact		T0531	Exact		T0357	Exact		T0413	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0933	Exact		T0933	Exact		T0532	Exact		T0358	Exact		T0414	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0934	Exact		T0934	Exact		T0534	Exact		T0360	Exact		T0416	Exact		T0360	Exact		T1545	Exact		BIRTHYR	Exact		TSC322
T2900	New																							
T2901	New																							
T2902	New																							
T2903	New																							
T2904	New																							
T2905	New																							
T2906	New																							
T2907	New																							
T2908	New																							
T2909	New																							
T2910	New																							
T2911	New																							
T2912	New																							
T2913	New																							
T2914	New																							
T2915	New																							
T2916	New																							
T2917	New																							
T2918	New																							
T2919	New																							

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T2920	New																							
T2921	New																							
T2922	New																							
T2923	New																							
T2924	New																							
T2925	New																							
T2926	New																							
T2927	New																							
T2928	New																							
T2929	New																							
T2930	New																							
T2931	New																							
T2932	New																							
T2933	New																							
T2934	New																							
T2935	New																							
T2936	New																							
T2937	New																							
T2938	New																							
T5938	New																							
T2939	New																							
T2940	New																							
T2941	New																							
T2942	New																							
T2943	New																							
T2944	New																							
T2945	New																							
T2946	New																							
T2947	New																							

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T2948	New																							
T2949	New																							
T2950	New																							
T2951	New																							
T2952	New																							
T2953	New																							
T0020	Exact		T0033	Exact		T0006	Exact		T0362	Minor		T0418	Minor		T0362									
T0021	Exact		T0034	Exact		T0007	Exact		T0363	Minor		T0419	Minor		T0362									
T0022	Exact		T0035	Exact		T0008	Exact		T0364	Minor		T0420	Minor		T0362									
T0023	Exact		T0036	Exact		T0009	Exact		T0361	Exact		T0417	Exact		T0361	Minor		T1610	Minor		SURVM INS			
			T0225	Exact		T0096	Exact		T0072	Minor		T0070	Minor		T0209	Exact		T0800	Exact		TSC130	Exact		TSC159
			T0226	Exact		T0097	Exact		T0073	Exact		T0071												
			T0227	Exact		T0098	Exact		T0074	Minor		T0072	Minor		T0210	Exact		T0805	Exact		TSC131	Exact		TSC160
			T0228	Exact		T0099	Exact		T0075	Minor		T0073	Minor		T0211	Exact		T0810	Exact		TSC132	Exact		TSC161
			T0229	Exact		T0100	Exact		T0076	Minor		T0074	Minor		T0212	Exact		T0815	Exact		TSC133	Exact		TSC162
			T0927	New																				
			T1500	Exact		T0210	Exact		T0213	Exact		T0209	Minor		T0123									
			T1501	New																				
			T5502	New																				
			T5503	New																				
			T1504	New																				
			T1505	Exact		T0211	Exact		T0214	Exact		T0210	Exact		T0129									
			T1506	Exact		T0212	Exact		T0215	Exact		T0211	Exact		T0130									
			T1507	Exact		T0213	Exact		T0216	Exact		T0212	Exact		T0131									
			T1508	Exact		T0214	Exact		T0217	Exact		T0213	Exact		T0132									
			T1509	Exact		T0215	Exact		T0218	Exact		T0214	Exact		T0134									
			T1510	Exact		T0216	New		T0219	Exact		T0215	Exact		T0135									
			T1511	Exact		T0217	New																	
			T1512	Exact		T0218	New																	
			T1513	New																				
			T1514	New																				

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			T1515	Major		T0220	Minor		T0220	Exact		T0216	Exact		T0136	Major	Specifies to not include student teaching & asks about a formal program.	T0700	Major	Specifies to not include student teaching & asks about a formal program.	TSC110			
			T1516	Exact		T0221	Exact		T0221	Major	07–08 combines teaching schedule & number of preparations into one question.	T0217, T0218	Exact		T0137									
			T1517	Exact		T0222	Exact		T0222	Exact		T0219	Exact		T0139									
			T1518	Exact		T0223	Exact		T0223	Exact		T0220	Exact		T0140									
			T1519	Exact		T0224	Exact		T0224	Exact		T0221	Exact		T0141									
			T1520	Exact		T0225	Exact		T0225	Exact		T0222	Exact		T0142									
			T1521	New																				
			T1522	New																				
			T1523	Minor		T0230	New																	
			T1524	Minor		T0231	New																	
			T1525	Exact		T0232	New																	
			T1526	New																				
			T1527	New																				
			T1528	New																				
			T1529	New																				
			T1530	Exact		T0233	New																	

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
			T1600	Minor		T0391	Minor		T0261	Minor		T0298			T0273	Exact		T0990	Exact		TSC219	Exact		TSC234
			T1601	Minor		T0390	Minor		T0262	Major	03–04 has no mention of pay requirements.	T0299												
			T1602	Exact		T0392	Minor		T0260	Minor		T0297	Major	Doesn't include teaching hours, combines two categories into one.	T0276, T0277	Major	Doesn't include teaching hours, combines two categories into one.	T0995, T1000	Major	Doesn't include teaching hours, combines two categories into one.	TSC220, TSC221	Major	Doesn't include teaching hours, combines two categories into one.	TSC235, TSC236
			T1603	Minor		T0393	Exact		T0263	Exact		T0300												
			T1604	Minor		T0394	Exact		T0264	Exact		T0301												
			T1605	Minor		T0395	Exact		T0265	Exact		T0302												
			T1606	Minor		T0396	Exact		T0266	Exact		T0303												
			T1607	Minor		T0397	Exact		T0267	Exact		T0304												
			T1608	Minor		T0398	New																	
			T1609	Exact		T0399	Exact		T0268	New														
			T1700	Exact		T0420	New																	
			T1701	Exact		T0421	New																	
			T1702	Exact		T0422	New																	
			T1703	Exact		T0423	New																	
			T1704	Exact		T0424	New																	
			T1705	Exact		T0425	New																	
			T1706	Exact		T0426	New																	
			T1707	Exact		T0427	Exact		T0280	Minor		T0318	Minor		T0293	Minor		T1045	Minor		TSC248	Minor		TSC279
			T1708	Exact		T0428	Exact		T0281	Minor		T0319	Minor		T0294	Minor		T1050	Minor		TSC249	Minor		TSC280
			T1709	Exact		T0429	Exact		T0282	Minor		T0320	Minor		T0295	Minor		T1055	Minor		TSC250	Minor		TSC281

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
			T1710	Exact		T0430	Exact		T0283	Minor		T0321	Minor		T0296	Minor		T1060	Minor		TSC251			
			T1711	Exact		T0431	Exact		T0284	Minor		T0322	Minor		T0297	Minor		T1065	Minor		TSC252	Minor		TSC282
			T1712	Exact		T0432	Exact		T0285	Minor		T0323	Minor		T0298	Minor		T1070	Minor		TSC253	Minor		TSC283
			T1713	Exact		T0435	Exact		T0286	Minor		T0331	Minor		T0300	Minor		T1205				Minor		TSC240
			T1714	Exact		T0436	Exact		T0287	Minor		T0332	Minor		T0301	Minor		T1210				Minor		TSC241
			T1715	Exact		T0437	Exact		T0288	Minor		T0333	Minor		T0302	Minor		T1215	Minor		TSC226	Minor		TSC242
			T1716	Exact		T0438	Exact		T0289	Minor		T0334	Minor		T0303	Minor		T1225				Minor		TSC244
			T1717	Exact		T0439	Exact		T0290	Minor		T0335	Minor		T0304	Minor		T1230				Minor		TSC245
			T1718	Exact		T0440	Exact		T0291	Minor		T0336	Minor		T0305	Minor		T1240				Minor		TSC247
			T1719	Exact		T0441	Exact		T0292	Minor		T0337	Minor		T0306	Minor		T1245	Minor		TSC227	Minor		TSC248
			T1720	Exact		T0442	Exact		T0293	Minor		T0338	Minor		T0308	Minor		T1255	Minor		TSC228	Minor		TSC250
			T1721	Exact		T0443	Exact		T0294	Minor		T0339	Minor		T0309	Minor		T1260				Minor		TSC251
			T1722	Exact		T0444	Exact		T0295	Minor		T0340	Minor		T0310									
			T1723	Exact		T0445	Exact		T0296	Minor		T0341	Minor		T0311	Minor		T1270				Minor		TSC253
			T1724	Exact		T0446	Exact		T0297	Minor		T0342	Minor		T0312	Minor		T1275				Minor		TSC254
			T1725	Exact		T0447	Exact		T0298	Minor		T0343	Minor		T0313									
			T1726	Exact		T0448	Exact		T0299	Minor		T0344												
			T1727	Exact		T0449	Exact		T0300	Minor		T0346	Minor		T0314									
			T1728	Exact		T0450	Exact		T0301	Minor		T0348	Minor		T0317	Minor		T1300				Minor		TSC259
			T1729	Exact		T0451	Exact		T0302	Minor		T0350	Minor		T0320	Minor		T1310	Exact		TSC234			
			T1730	Exact		T0452	New																	
			T1731	Exact		T0455	Exact		T0303	Minor		T0364	Minor		T0321	Minor		T1075	Minor		TSC254	Minor		TSC262
			T1732	Exact		T0456	Exact		T0304	Minor		T0365	Minor		T0322	Minor		T1080	Minor		TSC255	Minor		TSC263
			T1733	Exact		T0457	Exact		T0305	Minor		T0366	Minor		T0324	Minor		T1090	Minor		TSC257	Minor		TSC265
			T1734	Exact		T0458	Exact		T0306	Minor		T0367	Minor		T0323	Minor		T1085	Minor		TSC256	Minor		TSC264
			T1735	Exact		T0459	Exact		T0307	Minor		T0369	Minor		T0333	Minor		T1140	Minor		TSC268			
			T1736	Exact		T0460	Exact		T0308	Minor		T0370	Minor		T0334	Minor		T1145	Minor		TSC269			
			T1737	Exact		T0461	Exact		T0309	Minor		T0371	Minor		T0335	Minor		T1155	Minor		TSC271			
			T1738	Exact		T0462	Exact		T0310	Minor		T0372	Minor		T0336	Minor		T1165	Minor		TSC273			
			T1739	Exact		T0463	Exact		T0311	Minor		T0373	Minor		T0337	Minor		T1175						
			T1740	Exact		T0464	Exact		T0312	Minor		T0374	Minor		T0338	Minor		T1185						
			T1741	Exact		T0465	Exact		T0313	Minor		T0375												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
			T1742	Exact		T0466	Exact		T0314	Minor		T0376												
			T1743	Exact		T0467	Exact		T0315	Minor		T0377												
			T1744	Exact		T0468	Exact		T0316	Minor		T0378												
			T1745	Exact		T0469	Exact		T0317	Minor		T0379												
			T1746	Exact		T0470	Exact		T0318	Minor		T0380												
			T1747	Exact		T0471	Exact		T0319	Minor		T0381												
			T1748	Exact		T0473	Exact		T0321	Major	07–08 has additional options.	T0383	Exact		T0340	Exact		T1370	Exact		TSC276	Exact		TSC288
			T1749	Exact		T0475	Exact		T0322	Exact		T0384	Exact		T0280	Exact		T1325						
			T1750	Exact		T0476	Exact		T0323	Exact		T0385	Minor		T0281	Minor		T1330						
			T1751	Exact		T0477	Exact		T0324	Exact		T0386	Minor		T0282	Minor		T1335						
			T1752	Exact		T0478	Exact		T0325	Exact		T0387	Exact		T0283	Exact		T1340						
			T1753	Exact		T0479	Exact		T0326	Exact		T0388	Minor		T0284	Minor		T1345						
			T1754	Exact		T0480	Exact		T0327	Exact		T0389	Minor		T0285	Minor		T1350						
						T0032	Major	11–12 asks if box 9 or 10 from previous items was marked; 07–08 asks only if box 10 was marked.	T0031	Exact		T0031	Exact		T0060									
						T0035	Exact		T0034	Exact		T0032	Minor		T0062									
						T0036	Exact		T0035	Exact		T0033	Exact		T0063									
						T0043	New																	
						T0044, T0045	Major	11–12 separated into two question s.	T0038	Minor		T0036	Minor		T0065	Exact		T0105	Exact		FTPUB	Exact		TSC023
						T0046	Minor		T0039	Minor		T0037	Minor		T0066	Exact		T0110	Exact		PTPUB	Exact		TSC024

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
						T0047	Major	11–12 asks for the number of FT and PT years in a series; 07–08 asks as one question.	T0041	Minor		T0039	Exact		T0068	Minor		T0095	Minor		FTPVT	Minor		TSC025
						T0048	Major	11–12 asks for the number of FT and PT years in a series; 07–08 asks as one question.	T0041	Minor		T0039	Exact		T0068	Minor		T0095	Minor		FTPVT	Minor		TSC025
						T0049	Major	11–12 asks for the number of FT and PT years in a series; 07–08 asks as one question	T0042	Minor		T0040	Exact		T0069	Minor		T0100	Minor		PTPVT	Minor		TSC026

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
						T0205	Exact		T0144	New														
						T0300	Exact		T0154	New														
						T0301	New																	
						T0302	New																	
						T0303	New																	
						T0304	Minor		T0155	New														
						T0305	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0145	Minor		T0145												
						T0306	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0146	Minor		T0146												
						T0307	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0147	Minor		T0147												

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
						T0308	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0148	Minor		T0148												
						T0309	New																	
						T0310	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0149	Exact		T0150												
						T0311	Exact		T0153	New														
						T0312	Major	11–12 combines into 1 question.	T0211, T0212	New														
						T0330	New																	
						T0331	New																	
						T0332	New																	
						T0333	New																	
						T0334	New																	
						T0335	New																	
						T0336	New																	
						T0337	New																	

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						T0338	Exact		T0234	Exact		T0243	Minor		T0159	Major	Different time frame.	T0610						
						T0339	Exact		T0235	Exact		T0244	Minor		T0160	Major	Different time frame; different scale.	T0615						
						T0340	Exact		T0236	Exact		T0245	Minor		T0161									
						T0341	Exact		T0237	Minor		T0246	Exact		T0168	Major	Different time frame.	T0590						
						T0342	Exact		T0238	Exact		T0247	Exact		T0169	Major	Different time frame; different scale.	T0595						
						T0343	Exact		T0239	Exact		T0248	Minor		T0170									
						T0344	Exact		T0240	Exact		T0249												
						T0345	Exact		T0241	Exact		T0250												
						T0346	Exact		T0242	Exact		T0251												
						T0347	Exact		T0243	Exact		T0252	Exact		T0174									
						T0348	Exact		T0244	Exact		T0253	Exact		T0175									
						T0349	Exact		T0245	Exact		T0254	Minor		T0176									

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						T0350	Exact		T0246	Major	07–08 asked about professional development on teaching students with disabilities in the past 12 months; 03–04 asked about 8 hours or more of professional development on teaching special education students in the past three years.	T0283	Exact		T0248									
						T0351	Major	11–12 asks for the past 12 months; 07–08 asks for the last 3 years.	T0247	New														
						T0352	Exact		T0248	New														

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
						T0353	Minor		T0249	Major	07–08 specified in the past 12 months; 03–04 specified in the past three years 8 hours or more.	T0285	Exact		T0250	Major	Only of those who teach LEP students.	T1580						
						T0354	Major	11–12 asks for the past 12 months; 07–08 asks for the last 3 years.	T0250	New														
						T0355	Exact		T0251	New														
						T0356	Exact		T0252	Exact		T0255	Exact		T0177									
						T0357	New																	
						T0358	New																	
						T0359	New																	
						T0360	New																	
						T0361	New																	
						T0362	New																	
						T0363	New																	
						T0364	New																	
						T0365	New																	
						T0366	New																	
						T0400	New																	
						T0401	New																	
						T0402	New																	

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—Teacher Questionnaire (NTPS-4A) for Public School Teachers: 1987–88 Through 2017–18—Continued

NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 15–16	Comments	Variable name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Com-ments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Com-ments	Variable name	Match type to 93–94	Com-ments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
						T0403	New																	
						T0472	Exact		T0320	Exact		T0382	Exact		T0339	Exact		T1320	Exact		TSC236	Exact		TSC261
						T0533	Exact		T0359	Exact		T0415	Exact		T0358	Exact		T1535	Exact		TRIBE			
						T5033	Exact		T5032	Exact		T5031	Minor		T5061									
						T5034	Minor		T5033	Exact		T9001	Minor		T9061									
						T5036	Exact		T5035	Exact		T5033	Exact		T5063									
						T5301	New																	
						T5302	New																	
						T5303	New																	
						T5356	Exact		T5252	Exact		T5255	Exact		T5177									

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017-18.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18

NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18																								
2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Com-ments	Variable name	Match type to 87–88	Comments	Variable name
T0100	Exact					T0025	Minor		T0025	Exact		T0026	Minor		T0051	Minor		T0020	Minor		TSC011		Response options differ.	TSC010*
T0101	Exact					T0026	Exact		T0026	Exact		T0027	Exact		T0052									
T0102	Minor					T0027	Minor		T0027	Minor		T0028	Exact		T0053	Exact		T0025						
T0103	Exact					T0028	Minor		T0028	Exact		T0029	Exact		T0054	Exact		T0030	Exact		TSC012	Exact		TSC012
T0104	New																							
T0105	Major	11–12 asks in which school year the teacher began teaching at this school; 17-18 asks for the month and year the teacher began teaching				T0030	Major	11–12 asks in which school year the teacher began teaching at this school; 07–08 asks in which year the teacher began teaching at this school.	T0036	Exact		T0034	Exact		T0064	Exact		T0145	Exact		TSC038	Exact		TSC031
T0106	Minor					T0031	Minor		T0030	Exact		T0030	Exact		T0059	Major	Options were grouped into 3 questions.	T0150, T0160	Major	Options collapsed into one question. In 87–88 & 93–94, options were grouped into 3 questions.	TSC039	Major	Options 4 & 5 from 87–88 crosswalk. Response options differ.	TSC032, TSC034
T5106	Exact					T5031	Exact		T5030	Exact		T5030												
T0107	New																							

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0108	Major	11–12 asks in which school year the teacher first began teaching at elementary or secondary level; 17–18 asks for month/year the teacher began teaching at elementary or secondary level.				T0040	Major	11–12 asks in which school year the teacher first began teaching at elementary or secondary level; 07–08 asks in which year the teacher began teaching at elementary or secondary level.	T0037	Exact		T0035												
T0109	Minor					T0041	New																	
T0110	Minor					T0042	New																	
T0200	Minor					T0070	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0050	Minor		T0051	Minor		T0192	Exact		T0715	Exact		TSC113	Exact		TSC140
T0201	Minor					T0071	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0051	Minor		T0052	Minor		T0193	Exact		T0720	Exact		TSC114	Exact		TSC141

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0202	Minor					T0072	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0052	Minor		T0053	Minor		T0194	Exact		T0725	Exact		TSC115	Exact		TSC142
T0203	Minor					T0073	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0053	Minor		T0054	Minor		T0195	Exact		T0730	Exact		TSC116	Exact		TSC143
T0204	Minor					T0074	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0054	Minor		T0055	Minor		T0196	Exact		T0735	Exact		TSC117	Exact		TSC144
T0205	Minor					T0075	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0055	Minor		T0056	Minor		T0197	Exact		T0740	Exact		TSC118	Exact		TSC145

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0206	Minor					T0076	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0056	Minor		T0057	Minor		T0198	Exact		T0745	Exact		TSC119	Exact		TSC146
T0207	Minor					T0077	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0057	Minor		T0058	Minor		T0199	Exact		T0750	Exact		TSC120	Exact		TSC147
T0208	Minor					T0078	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0058	Minor		T0059	Minor		T0200	Exact		T0755	Exact		TSC121	Exact		TSC148
T0209	Minor					T0079	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0059	Minor		T0060	Minor		T0201	Exact		T0760	Exact		TSC122	Exact		TSC149

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0210	Minor					T0080	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0060	Minor		T0061	Minor		T0202	Exact		T0765	Exact		TSC123	Exact		TSC150
T0211	Minor					T0081	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0061	Minor		T0062	Minor		T0203	Exact		T0770	Exact		TSC124	Exact		TSC151
T0212	Minor					T0082	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0062	Minor		T0063	Minor		T0204	Exact		T0775	Exact		TSC125	Exact		TSC152
T0213	Minor					T0083	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0063	Minor		T0064	Minor		T0205	Exact		T0780	Exact		TSC126	Exact		TSC153

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0214	Minor					T0084	Major	11–12 requires a Yes/No response for each grade; 07–08 options are mark all that apply.	T0064	Minor		T0065	Minor		T0191	Minor		T0710	Minor		TSC112	Minor		TSC156
T0215	Minor					T0085	Minor		T0065	Major	07–08 asks for number of students with a formally identified disability; 03–04 asks for number of students with an IEP.	T0279	Minor		T0244									
T0216	Minor					T0086	Minor		T0066	Minor		T0284	Minor		T0249	Major	Asks for percentage instead of number.	T1585, T1590						
T0217	Minor					T0090	Exact		T0067	Minor		T0069												
T5217	Minor					T5090	Exact		T5067	Exact		T5069												
T0218	Exact					T0091	New																	
T0219	New																							
T0220	New																							
T0221	Exact					T0092	Exact		T0068	Minor		T0066	Minor		T0206	Exact		T0790	Exact		TSC128	Major	Response options differ.	TSC157
T0222	Minor					T0093	Minor		T0069	Major	07–08 includes a third option.	T0067	Exact		T0207									

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0223	Minor					T0094	Exact		T0070	Minor		T0068	Exact		T0208	Minor		T0795	Minor		TSC129	Minor		TSC158
T0224	Exact					T0095	Exact		T0071	New														
T0270	New																							
T0271	New																							
T0272	New																							
T0273	New																							
T0274	New																							
T0275	New																							
T0276	New																							
T0277	New																							
T0278	New																							
T0279	New																							
T0230	Exact					T0105	Exact		T0077	Minor		T0076												
T5240	Minor					T5110	Exact		T5078	Minor		T5077												
T5241	Minor					T5111	Exact		T5081	Minor		T5080												
T5242	Minor					T5112	Exact		T5084	Minor		T5083	Minor		T0113	Minor		T0365						
T5243	Minor					T5113	Exact		T5087	Minor		T5086												
T5244	Minor					T5114	Exact		T5090	Minor		T5089			T5059									
T5245	Minor					T5115	Exact		T5093	Minor		T5092	Minor		T5061									
T5246	Minor					T5116	Exact		T5096	Minor		T5095	Minor		T9061									
T5247	Minor					T5117	Exact		T5099	Minor		T5098	Exact		T5063									
T5248	Minor					T5118	Exact		T5102	Minor		T5101												
T5249	Minor					T5119	Exact		T5105	Minor		T5104												
T0240, T0241, T0242, T0243, T0244, T0245, T0246, T0247, T0248, T0249	Minor					T0110, T0111, T0112, T0113, T0114, T0115, T0093, T0116, T0117, T0118, T0119	Exact		T0078, T0081, T0083, T0084, T0087, T0090, T0092, T0095, T0096, T0098, T0099, T0101, T0102, T0105	Minor		T0077, T0080, T0083, T0086, T0089, T0092, T0095, T0098, T0101, T0104	Major	Allowed for 15 responses.	T0214, T0216, T0218, T0220, T0222, T0224, T0226, T0228, T0230, T0232, T0234, T0236, T0238, T0240, T0242	Major	Allowed for 15 responses.	T0825, T0835, T0845, T0855, T0865, T0875, T0885, T0895, T0905, T0915, T0925, T0935, T0945, T0955, T0965	Minor	Allowed for 10 responses.	TSC137, TSC145, TSC153, TSC161, TSC169, TSC177, TSC185, TSC193, TSC201, TSC209	Major	Allowed for 9 responses.	TSC166, TSC173, TSC180, TSC187, TSC194, TSC201, TSC208, TSC215, TSC222

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0250, T0251, T0252, T0253, T0254, T0255, T0256, T0257, T0258, T0259	Minor					T0120, T0121, T0122, T0123, T0124, T0125, T0126, T0127, T0128, T0129	Exact		T0079, T0082, T0085, T0088, T0091, T0094, T0097, T0100, T0103, T0106	Minor		T0078, T0081, T0084, T0087, T0090, T0093, T0096, T0099, T0102, T0105	Major	Allowed for 15 responses.	T0215, T0217, T0219, T0221, T0223, T0225, T0227, T0229, T0231, T0233, T0235, T0237, T0239, T0241, T0243	Major	Allowed for 15 responses.	T0830, T0840, T0850, T0860, T0870, T0880, T0890, T0900, T0910, T0920, T0930, T0940, T0950, T0960, T0970	Minor	Allowed for 10 responses.	TSC140, TSC148, TSC156, TSC164, TSC172, TSC180, TSC188, TSC196, TSC204, TSC212	Major	Allowed for 9 responses.	TSC169, TSC176, TSC183, TSC190, TSC197, TSC204, TSC211, TSC218, TSC225
T0260, T0261, T0262, T0263, T0264, T0265, T0266, T0267, T0268, T0269	Exact					T0130, T0131, T0132, T0133, T0134, T0135, T0136, T0137, T0138, T0139	Exact		T0080, T0083, T0086, T0089, T0092, T0095, T0098, T0101, T0104, T0107	Minor		T0079, T0082, T0085, T0088, T0091, T0094, T0097, T0100, T0103, T0106												
T0300	Exact					T0160	Exact		T0110	Exact		T0116												
T5301	Exact					T5166	Exact		T5116	Exact		T9002												
T5302	Exact					T5167	Exact		T5117	Exact		T9003												
T5303	Exact					T5168	Exact		T5118	Exact		T9004												
T0304	Exact					T0169	Exact		T0119	Exact		T0122												
T0305	Exact					T0161	Exact		T0111	Exact		T0117												
T0306	Minor					T0162	Exact		T0112	Exact		T0118												
T0307	Minor					T0163	Exact		T0113	Exact		T0119												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T5307	Minor					T5163	Exact		T5113	Exact		T5119												
T0308	Exact					T0164	Minor		T0114	Minor		T0120												
T0309	Minor					T0165	Minor		T0115	Minor		T0121												
T5309	Minor					T5165	Exact		T5115	Exact		T5121												
T0310	Exact					T0176	New																	
T0311	Minor					T0177	New																	
T5311	Minor					T5177	New																	
T0312	Exact					T0170	Exact		T0120	Exact		T0123												
T0313	Exact					T0171	New																	
T0314	Exact					T0172	Exact		T0121	Exact		T0124												
T0315	Minor					T0173	Exact		T0122	Exact		T0125	Exact		T0070	Exact		T0170	Exact		TSC040	Exact		TSC043
T0316	Minor					T0174	Exact		T0123	Exact		T0126	Exact		T0071	Exact		T0180	Exact		TSC042	Exact		TSC046
T5316	Minor					T5174	Exact		T5123	Exact		T5126												
T0317	Exact					T0180	Exact		T0124	Minor		T0127												
T0318	Minor					T0181	Exact		T0125	Exact		T0128	Exact		T0072	Minor		T0175	Minor		TSC041	Minor		TSC044
T5318	Minor					T5181	Exact		T5125	Exact		T5128												
T0319	Exact					T0183	Exact		T0126	Exact		T0129	Exact		T0073	Exact		T0185	Major	Second major or a minor field of study combined.	TSC043			
T0320	Minor					T0184	Exact		T0127	Exact		T0130	Exact		T0074	Minor		T0190	Major	Second major or a minor field of study combined.	TSC044	Minor		TSC045
T5320	Minor					T5184	Exact		T5127	Exact		T5130												
T0321	Exact					T0186	Exact		T0128	Exact		T0131	Exact		T0079	Exact		T0215						
T0322	Minor					T0187	Exact		T0129	Exact		T0132	Exact		T0080	Exact		T0235	Exact		TSC045	Exact		TSC051
T5322	Minor					T5187	Exact		T5129	Exact		T5132												
T0323	Minor					T0188	Minor		T0130	Exact		T0133	Exact		T0082	Exact		T0245	Exact		TSC047	Exact		TSC054
T0324	Exact					T0189	Exact		T0131	Exact		T0134												
T0325	Minor					T0190	Exact		T0132	Exact		T0135	Exact		T0081	Minor		T0240	Minor		TSC046	Minor		TSC052
T5325	Minor					T5190	Exact		T5132	Exact		T5135												
T0326	Minor					T0191	Minor		T0133	Exact		T0136	Minor		T0083									

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0327	Exact					T0192	Exact		T0134	Exact		T0137												
T0328	Minor					T0193	Exact		T0135	Exact		T0138												
T5328	Minor					T5193	Exact		T5135	Exact		T5138												
T0329	Minor					T0194	Minor		T0136	New			Minor		T0085	Minor		T0275	Minor		TSC050	Minor		TSC040
T0330	Exact					T0195	Exact		T0137	Exact		T0139	Minor		T0086	Exact		T0280	Exact		TSC051	Exact		TSC042
T0331	Minor					T0196	Exact		T0138	Exact		T0140	Minor		T0088	Minor		T0225				Minor		TSC048
T5331	Minor					T5196	Exact		T5138	Exact		T5140												
T0332	Minor					T0197	Minor		T0139	New														
T0333	Exact					T0198	Exact		T0140	Exact		T0141	Minor		T0089	Exact		T0230				Exact		TSC050
T0334	Minor					T0199	Exact		T0141	Minor		T0142	Minor		T0091	Minor		T0255				Minor		TSC056
T5334	Minor					T5199	Exact		T5141	Minor		T5142												
T0335	Minor					T0200	Minor		T0142	Exact		T0143												
T0336	Exact					T0201	Exact		T0143	Exact		T0144	Minor		T0092	Exact		T0260				Exact		TSC058
T0337	Minor					T0206	Minor		T0150	Exact		T0156	Minor		T0100	Minor		T0305	Minor		TSC056	Minor		TSC064, TSC068
T0338	Minor					T0207	Exact		T0151	Minor		T0157												
T0339	New																							
T0340	New																							
T0341	New																							
T0342	New																							
T0343	New																							
T0344	New																							
T0345	New																							
T0346	New																							
T0347	Minor					T0208	New																	
T0348	New																							
T0349	Minor					T0209	Major	11–12 omits one of the answer options from 07–08.	T0152	Exact		T0155	Minor		T0101	Exact		T0310	Exact		TSC057	Exact		TSC066, TSC070
T0400	Minor					T0311	Exact		T0153	New														
T0446	Exact					T0700	Exact		T0405	Exact		T0421	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0447	Minor					T0701	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0406	Minor		T0422	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T5447	Minor					T5701	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5406	Minor		T5422												
T0448	Minor					T0702	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0407	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0423	Exact		T0358	Exact		T1535	Exact		TRIBE			

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0449	Minor					T0703	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0408	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0424	Exact		T0360	Exact		T1545	Exact		BIRTHYR	Exact		
T0450	Minor					T0704	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0409	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0424	Exact		T0361	Minor		T1610	Minor		SURVMI NS			
T0451	Exact					T0705	Exact		T0410	New		T0362	Minor											
T0452	Minor					T0706	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0411	Minor		T0426												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T5452	Minor					T5706	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5411	Minor		T5426												
T0453	Minor					T0707	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0412	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0427												
T0454	Minor					T0708	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0413	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0428	Exact		T0067	Exact		T0090	Exact		TSC028			

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0455	Minor					T0709	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0414	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12;” 03–04 states “Secondary grades (including middle school).”	T0428												
T0456	Minor					T0710	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0416	Minor		T0430												
T5456	Minor					T5710	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5416	Minor		T5430												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0457	Minor					T0711	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0417	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0431												
T0458	Minor					T0712	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0418	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0432												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0459	Minor					T0713	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0419	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0432												
T0460	Minor					T0714	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0421	Minor		T0434												
T5460	Minor					T5714	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5421	Minor		T5434												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0461	Minor					T0715	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0422	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0435												
T0462	Minor					T0716	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0423	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0436												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0463	Minor					T0717	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0424	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0436												
T0464	Minor					T0718	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0426	Minor		T0438												
T5464	Minor					T5718	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5426	Minor		T5438												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0465	Minor					T0719	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0427	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0439												
T0466	Minor					T0720	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0428	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0440												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0467	Minor					T0721	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0429	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0440												
T0468	Minor					T0725	Exact		T0430	Minor		T0442												
T0401	Minor					T0250	Minor		T0160	Major	07–08 format & wording of options differ from 03–04.	T0443												
T0402	Minor					T0251	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0161	Minor		T0444												
T5402	Minor					T5251	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5161	Minor		T5444												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0403	Exact					T0252	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0162	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0445												
T0404	Exact					T0253	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0163	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0446												
T0405	Exact					T0254	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0164	Major														
T0406	Minor					T0255	Exact		T0165	New														
T0407	Minor					T0256	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0166	Minor		T0448												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T5407	Minor					T5256	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5166	Minor		T5448												
T0408	Exact					T0257	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0167	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0449												
T0409	Exact					T0258	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0168	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0450												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0410	Exact					T0259	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0169	Major														
T0411	Minor					T0260	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0171	Minor		T0452												
T5411	Minor					T5260	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5171	Minor		T5452												
T0412	Exact					T0261	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0172	Major	07–08 states “Early childhood, preschool, and any of grades K–5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0453												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0413	Exact					T0262	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0173	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”;	T0454												
T0414	Exact					T0263	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0174	Major	03–04 states “Secondary grades (including middle school).”													
T0415	Minor					T0264	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0176	Minor		T0456												
T5415	Minor					T5264	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5176	Minor		T5456												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0416	Exact					T0265	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0177	Major	07–08 states “Early childhood, preschool, and any of grades K–5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0457												
T0417	Exact					T0266	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0178	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-	T0458												
T0418	Exact					T0267	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0179	Major	12”; 03–04 states “Secondary grades (including middle school).”													
T0419	Minor					T0268	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0181	Minor		T0460												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T5419	Minor					T5268	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5181	Minor		T5460												
T0420	Exact					T0269	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0182	Major	07–08 states “Early childhood, preschool, and any of grades K–5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0461												
T0421	Exact					T0270	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0183	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0462												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0422	Exact					T0271	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0184	Major														
T0423	Exact					T0275	Minor		T0185	Minor		T0187												
T0424	Minor					T0276	Minor		T0186	Major	07–08 format & wording of options differ from 03–04.	T0188												
T0425	Minor					T0277	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0187	Minor		T0189												
T5425	Minor					T5277	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5187	Minor		T5189												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0426	Exact					T0278	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0188	Major	07–08 states “Early childhood, preschool, and any of grades K–5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0190												
T0427	Exact					T0279	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0189	Major	07–08 states two options “Any of grades 6–8” & “Any of grades 9–	T0191												
T0428	Exact					T0280	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0190	Major	12”; 03–04 states “Secondary grades (including middle school).”													
T0429	Minor					T0281	Exact		T0191	New														

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0430	Minor					T0282	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0192	Minor		T0193												
T5430	Minor					T5282	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5192	Minor		T5193												
T0431	Exact					T0283	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0193	Major	07–08 states “Early childhood, preschool, and any of grades K–5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0194												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0432	Exact					T0284	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0194	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”;	T0195												
T0433	Exact					T0285	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0195	Major	03–04 states “Secondary grades (including middle school).”													
T0434	Minor					T0286	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0197	Minor		T0197												
T5434	Minor					T5286	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5197	Minor		T5197												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0435	Exact					T0287	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0198	Major	07–08 states “Early childhood, preschool, and any of grades K–5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0198												
T0436	Exact					T0288	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0199	Major	07–08 states two options “Any of grades 6–8” & “Any of grades	T0199												
T0437	Exact					T0289	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0200	Major	9–12”; 03–04 states “Secondary grades (including middle school).”													
T0438	Minor					T0290	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0202	Minor		T0201												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T5438	Minor					T5290	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5202	Minor		T5201												
T0439	Exact					T0291	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0203	Major	07–08 states “Early childhood, preschool, and any of grades K–5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0202												
T0440	Exact					T0292	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0204	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0203												
T0441	Exact					T0293	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0205	Major														

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0442	Minor					T0294	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0207	Minor		T0205												
T5442	Minor					T5294	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T5207	Minor		T5205												
T0443	Exact					T0295	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0208	Major	07–08 states “Early childhood, preschool, and any of grades K-5”; 03–04 states “Elementary grades (including early childhood, preschool and kindergarten).”	T0206												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0444	Exact					T0296	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0209	Major	07–08 states two options “Any of grades 6-8” & “Any of grades 9-12”; 03–04 states “Secondary grades (including middle school).”	T0207												
T0445	Exact					T0297	Major	11–12 asks items in a table format; 07–08 asks items in a series.	T0210	Major														
T2500	New																							
T2501	New																							
T2502	New																							
T2503	New																							
T2504	New																							
T2505	New																							
T2506	New																							
T2507	New																							
T2508	New																							
T2509	New																							
T2510	New																							
T2511	New																							

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T2512	New																							
T2513	New																							
T2600	New																							
T2601	New																							
T2602	New																							
T2603	New																							
T2604	New																							
T2605	New																							
T2606	New																							
T2607	New																							
T2608	New																							
T2609	New																							
T2610	New																							
T2611	New																							
T2612	New																							
T2613	New																							
T2614	New																							
T2615	New																							
T2616	New																							
T2617	New																							
T2618	New																							
T2619	New																							
T2620	New																							
T2621	New																							
T2622	New																							
T2623	New																							
T2624	New																							
T2625	New																							
T2626	New																							
T2627	New																							
T2628	New																							
T2629	New																							

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T2630	New																							
T2631	New																							
T2632	New																							
T2633	New																							
T2700	New																							
T2701	New																							
T2702	New																							
T2703	New																							
T2704	New																							
T2705	New																							
T2706	New																							
T0900	Exact					T0500	Exact		T0335	Minor		T0393												
T0901	Exact					T0501	Minor		T0336	Minor		T0394	Exact		T0339	Exact		T1320	Exact		TSC236	Exact		TSC261
T0902	Minor					T0502	New																	
T0903	Minor					T0503	Exact		T0338	Minor		T0395	Exact		T0340	Exact		T1370	Exact		TSC276	Exact		TSC288
T0904	Exact					T0504	Minor		T0339	Minor		T0396	Exact		T0280	Exact		T1325						
T0905	Minor					T0505	New																	
T0906	Exact					T0506	Exact		T0341	Minor		T0397	Minor		T0281	Minor		T1330						
T0907	Minor					T0507	Exact		T0342	Minor		T0398	Minor		T0282	Minor		T1335						
T0908	Exact					T0029	Minor		T0029	New														
T0909	Exact					T0508	Minor		T0343	Minor		T0399	Exact		T0283	Exact		T1340						
T0910	Minor					T0509	Minor		T0344	Minor		T0400	Minor		T0284	Minor		T1345						
T0911	Minor					T0510	Exact		T0345	Minor		T0401	Minor		T0285	Minor		T1350						
T0912	Minor					T0511	New																	
T0913	Minor					T0512	New																	
T0914	Minor					T0513	Minor		T0346	Minor		T0402	Exact		T0341	Exact		T1390	Exact		TSC286			
T0915	Minor					T0514	Exact		T0347	Minor		T0403	Exact		T0342	Exact		T1395	Exact		TSC287	Exact		TSC304
T0916	Minor					T0515	Minor		T0348	Minor		T0404	Exact		T0343	Exact		T1400	Exact		TSC288			
T0917	Minor					T0516	Exact		T0349	Minor		T0405	Exact		T0344	Exact		T1405	Exact		TSC289	Exact		TSC305
T0918	Minor					T0517	Minor		T0350	Exact		T0406	Exact		T0345	Exact		T1410	Exact		TSC290			

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
T0919	Exact					T0518	New																	
T0920	Minor					T0519	New																	
T0921	New																							
T0922	Exact					T0521	New																	
T0923	Exact					T0522	New																	
T0924	Exact					T0525	Exact		T0352	Exact		T0408	Minor		T0347	Minor		T1420	Minor		TSC292	Minor		TSC307
T0925	Minor					T0526	New																	
T0926	New																							
T0928	Exact					T0527	Exact		T0353	Exact		T0409	Minor		T0348	Minor		T1425	Minor		TSC293			
T0929	Exact					T0528	Exact		T0354	Exact		T0410	Minor		T0349	Minor		T1430	Minor		TSC294	Minor		TSC308
T0930	Exact					T0529	Exact		T0355	Exact		T0411	Minor		T0350	Minor		T1450	Minor		TSC298			
T0931	Exact					T0530	Exact		T0356	Exact		T0412	Minor		T0351	Minor		T1455	Minor		TSC299			
T0932	Exact					T0531	Exact		T0357	Exact		T0413	Minor		T0352	Exact		T1435	Exact		TSC295			
T0933	Exact					T0532	Exact		T0358	Exact		T0414	Minor		T0353	Minor		T1440	Minor		TSC296	Minor		TSC309
T0934	Exact					T0534	Exact		T0360	Exact		T0416	Exact		T0355	Exact		T0695						
T0033	Exact					T0006	Exact		T0362	Minor		T0418	Minor		T0359	Minor		T1540	Minor		HISPANIC	Minor		TSC321
T0034	Exact					T0007	Exact		T0363	Minor		T0419	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0035	Exact					T0008	Exact		T0364	Minor		T0420	Minor		T0357	Minor		T1530	Minor		RACE	Minor		TSC320
T0036	Exact					T0009	Exact		T0361	Exact		T0417	Exact		T0356	Exact		T1525	Exact		SEX	Exact		TSC319
						T0032	Major	11–12 asks if box 9 or 10 was marked in the previous item; 07–08 asks only if box 10 was marked in the previous item.	T0031	Exact		T0031	Exact		T0060									
						T5033	Exact		T5032	Exact		T5031												
						T5034	Minor		T5033	Exact		T9001												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						T0035	Exact		T0034	Exact		T0032	Minor		T0062									
						T0036	Exact		T0035	Exact		T0033	Exact		T0063									
						T5036	Exact		T5035	Exact		T5033												
						T0043	New																	
						T0044	New																	
						T0045	Minor		T0038	Minor		T0039												
						T0046	Minor		T0039	Minor		T0040												
						T0047	New																	
						T0048	Minor		T0041	Exact		T0036												
						T0049	Minor		T0042	Exact		T0037												
						T0096	Exact		T0072	Minor		T0070	Minor		T0209	Exact		T0800	Exact		TSC130	Exact		TSC159
						T0097	Exact		T0073	Minor		T0071												
						T0098	Exact		T0074	Minor		T0072	Minor		T0210	Exact		T0805	Exact		TSC131	Exact		TSC160
						T0099	Exact		T0075	Minor		T0073	Minor		T0211	Exact		T0810	Exact		TSC132	Exact		TSC161
						T0100	Exact		T0076	Minor		T0074	Minor		T0212	Exact		T0815	Exact		TSC133	Exact		TSC162
						T0205	Exact		T0144	New			Minor		T0094	Minor		T0290	Minor		TSC053	Minor		TSC060
						T0210	Exact		T0213	Exact		T0209												
						T0211	Exact		T0214	Minor		T0210												
						T0212	Exact		T0215	Minor		T0211												
						T0213	Exact		T0216	Minor		T0212												
						T0214	Exact		T0217	Minor		T0213												
						T0215	Exact		T0218	Minor		T0214												
						T0216	Minor		T0219	Minor		T0215												
						T0217	New																	
						T0220	Minor		T0220	Exact		T0216												
						T0221	Exact		T0221	Major	07–08 combines teaching schedule & number of preparations into one question.	T0217												
												T0218												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						T0222	Exact		T0222	Exact		T0219	Minor		T0123									
						T0223	Exact		T0223	Exact		T0220	Exact		T0129									
						T0224	Exact		T0224	Exact		T0221	Exact		T0130									
						T0225	Exact		T0225	Exact		T0222	Exact		T0131									
						T0230	New																	
						T0231	New																	
						T0232	New																	
						T0233	New																	
						T0300	Exact		T0154	New														
						T5301	New																	
						T0301	New																	
						T5302	New																	
						T0302	New																	
						T5303	New																	
						T0303	New																	
						T0304	Minor		T0155	New														
						T0305	Major	11–12 asks in a table format; 07–08 asks in a series.	T0145	Minor		T0145												
						T0306	Major	11–12 asks in a table format; 07–08 asks in a series.	T0146	Minor		T0146	Minor		T0095	Exact		T0295	Exact		TSC054	Exact		TSC062
						T0307	Major	11–12 asks in a table format; 07–08 asks in a series.	T0147	Minor		T0147	Minor		T0097									
						T0308	Major	11–12 asks in a table format; 07–08 asks in a series.	T0148	Exact		T0148												

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						T0309	New																	
						T0310	Major	11–12 asks in a table format; 07–08 asks in a series.	T0149	Exact		T0150	Minor		T0098									
						T0330	New																	
						T0331	New																	
						T0332	New																	
						T0333	New																	
						T0334	New																	
						T0335	New																	
						T0336	New																	
						T0337	New																	
						T0338	Exact		T0234	Exact		T0243	Exact		T0137									
						T0339	Exact		T0235	Exact		T0244	Exact		T0139									
						T0340	Exact		T0236	Exact		T0245	Exact		T0140									
						T0341	Exact		T0237	Exact		T0246	Exact		T0141									
						T0342	Exact		T0238	Exact		T0247	Exact		T0142									
						T0343	Exact		T0239	Exact		T0248	Exact		T0147									
						T0344	Exact		T0240	Exact		T0249	Minor		T0188									
						T0345	Exact		T0241	Exact		T0250	Minor		T0189									
						T0346	Exact		T0242	Exact		T0251	Minor		T0190									
						T0347	Exact		T0243	Exact		T0252	Minor		T0159	Major	Different time frame.	T0610						
						T0348	Exact		T0244	Exact		T0253	Minor		T0160	Major	Different time frame; different scale.	T0615						
						T0349	Exact		T0245	Exact		T0254	Minor		T0161									

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						T0350	Exact		T0246	Major	07–08 asked about professional development on teaching students with disabilities in the past 12 months; 03–04 asked about 8 hours or more of professional development on teaching special education students in the past three years.	T0283	Exact		T0168	Major	Different time frame.	T0590						
						T0351	Major	11–12 asks for the past 12 months; 07–08 asks for the last 3 years.	T0247	New					T0169	Exact		T0595	Major	Different time frame. Different scale.				
						T0352	Exact		T0248	New		T0170	Minor											

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						T0353	Minor		T0249	Major	07–08 specified in the past 12 months; 03–04 specified in the past three years 8 hours or more.	T0285												
						T0354	Major	11–12 asks for the past 12 months; 07–08 asks for the last 3 years.	T0250	New														
						T0355	Exact		T0251	New														
						T0356	Exact		T0252	Exact		T0255	Exact		T0174									
						T5356	Exact		T5252	Exact		T5255												
						T0357	New																	
						T0358	New																	
						T0359	New																	
						T0360	New																	
						T0361	New																	
						T0362	New																	
						T0363	New																	
						T0364	New																	
						T0365	New																	
						T0366	New																	
						T0390	Minor		T0262	Major	03–04 has no mention of pay requirements.	T0299	Exact		T0248									

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						T0391	Minor		T0261	Minor		T0298	Minor		T0176									
						T0392	Minor		T0260	Minor		T0297	Exact		T0175									
						T0393	Exact		T0263	Exact		T0300												
						T0394	Exact		T0264	Exact		T0301												
						T0395	Exact		T0265	Exact		T0302	Exact		T0250	Major	Only of those who teach LEP students.	T1580						
						T0396	Exact		T0266	Exact		T0303												
						T0397	Exact		T0267	Exact		T0304												
						T0398	New																	
						T0399	Exact		T0268	New		T0177	Exact											
						T0400	New																	
						T0401	New																	
						T0402	New																	
						T0403	New																	
						T0420	New																	
						T0421	New																	
						T0422	New																	
						T0423	New																	
						T0424	New																	
						T0425	New																	
						T0426	New																	
						T0427	Exact		T0280	Exact		T0318												
						T0428	Exact		T0281	Exact		T0319												
						T0429	Exact		T0282	Exact		T0320												
						T0430	Exact		T0283	Exact		T0321												
						T0431	Exact		T0284	Exact		T0322												
						T0432	Exact		T0285	Exact		T0323												
						T0435	Exact		T0286	Exact		T0331												
						T0436	Exact		T0287	Exact		T0332												
						T0437	Exact		T0288	Exact		T0333												
						T0438	Exact		T0289	Exact		T0334	Minor		T0293	Minor		T1045	Minor		TSC248	Minor		TSC279
						T0439	Exact		T0290	Exact		T0335	Minor		T0294	Minor		T1050	Minor		TSC249	Minor		TSC280
						T0440	Exact		T0291	Exact		T0336	Minor		T0295	Minor		T1055	Minor		TSC250	Minor		TSC281

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						T0441	Exact		T0292	Exact		T0337	Minor		T0296	Minor		T1060	Minor		TSC251			
						T0442	Exact		T0293	Exact		T0338	Minor		T0297	Minor		T1065	Minor		TSC252	Minor		TSC282
						T0443	Exact		T0294	Exact		T0339	Minor		T0298	Minor		T1070	Minor		TSC253	Minor		TSC283
						T0444	Exact		T0295	Minor		T0340	Minor		T0300	Minor		T1205				Minor		TSC240
						T0445	Exact		T0296	Exact		T0341	Minor		T0301	Minor		T1210				Minor		TSC241
						T0446	Exact		T0297	Exact		T0342	Minor		T0302	Minor		T1215	Minor		TSC226	Minor		TSC242
						T0447	Minor		T0298	Exact		T0343	Minor		T0303	Minor		T1225				Minor		TSC244
						T0448	Exact		T0299	Exact		T0344	Minor		T0304	Minor		T1230				Minor		TSC245
						T0449	Exact		T0300	Exact		T0346	Minor		T0305	Minor		T1240				Minor		TSC247
						T0450	Exact		T0301	Exact		T0348	Minor		T0306	Minor		T1245	Minor		TSC227	Minor		TSC248
						T0451	Exact		T0302	Exact		T0350	Minor		T0308	Minor		T1255	Minor		TSC228	Minor		TSC250
						T0452	New																	
						T0455	Exact		T0303	Exact		T0364	Minor		T0309	Minor		T1260				Minor		TSC251
						T0456	Exact		T0304	Exact		T0365	Minor		T0310									
						T0457	Exact		T0305	Exact		T0366	Minor		T0311	Minor		T1270				Minor		TSC253
						T0458	Exact		T0306	Exact		T0367	Minor		T0312	Minor		T1275				Minor		TSC254
						T0459	Exact		T0307	Exact		T0369	Minor		T0313									
						T0460	Exact		T0308	Exact		T0370												
						T0461	Exact		T0309	Exact		T0371	Minor		T0314									
						T0462	Exact		T0310	Exact		T0372	Minor		T0317	Minor		T1300				Minor		TSC259
						T0463	Exact		T0311	Exact		T0373	Minor		T0320	Minor		T1310	Exact		TSC234			
						T0464	Exact		T0312	Exact		T0374	Minor		T0321	Minor		T1075	Minor		TSC254	Minor		TSC262
						T0465	Exact		T0313	Minor		T0375	Minor		T0322	Minor		T1080	Minor		TSC255	Minor		TSC263
						T0466	Exact		T0314	Minor		T0376	Minor		T0324	Minor		T1090	Minor		TSC257	Minor		TSC265
						T0467	Exact		T0315	Minor		T0377	Minor		T0323	Minor		T1085	Minor		TSC256	Minor		TSC264
						T0468	Exact		T0316	Minor		T0378	Minor		T0333	Minor		T1140	Minor		TSC268			
						T0469	Exact		T0317	Minor		T0379	Minor		T0334	Minor		T1145	Minor		TSC269			
						T0470	Exact		T0318	Minor		T0380	Minor		T0335	Minor		T1155	Minor		TSC271			
						T0471	Exact		T0319	Minor		T0381	Minor		T0336	Minor		T1165	Minor		TSC273			
						T0472	Exact		T0320	Exact		T0382	Minor		T0337	Minor		T1175						

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 1987–88 through 2017–18—Continued

2017–18			2015–16			2011–12			2007–08			2003–04			1999–2000			1993–94			1990–91			1987–88
Variable name	Match type to 11–12	Comments	Variable Name	Match type to 11–12	Comments	Variable name	Match type to 07–08	Comments	Variable name	Match type to 03–04	Comments	Variable name	Match type to 99–00	Comments	Variable name	Match type to 93–94	Comments	Variable name	Match type to 90–91	Comments	Variable name	Match type to 87–88	Comments	Variable name
						T0473	Exact		T0321	Major	07–08 has additional options.	T0383	Minor		T0338	Minor		T1185						
						T0475	Exact		T0322	Exact		T0384												
						T0476	Exact		T0323	Exact		T0385												
						T0477	Exact		T0324	Exact		T0386												
						T0478	Exact		T0325	Exact		T0387												
						T0479	Exact		T0326	Exact		T0388												
						T0480	Exact		T0327	Exact		T0389												
						T0730	Minor		T0450	Exact		T0464												

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017-18.

Appendix D. Report on Results of Special Contact Districts

This appendix contains a report prepared by the U.S. Census Bureau. Its contents are listed below.

Background	D-2
Methods	D-2
Findings	D-3

The table in this appendix is as follows:

Table	Page
D-1. Initial unweighted response rates (percent), by special permission district status and questionnaire: 2017–18.....	D-4

Background

Public school district staff can serve as gatekeepers to the schools they operate. In recent years, an increasing number of districts have developed formal review and approval procedures before nonmandatory data collections can be conducted within their schools. These processes often operate similar to an Institutional Review Board (IRB) model, which review research applications for potential research projects. The National Center for Education Statistics (NCES) does not systematically search for such school district policies. Over the years, though, various surveys sponsored by NCES have identified a common set of school districts with known policies for handling research requests through these approval processes. Securing the approval of these districts is essential to the success of the National Teacher and Principal Survey (NTPS). During past cycles of the Schools and Staffing Survey (SASS, the predecessor to the NTPS) and the 2015–16 NTPS, many districts indicated that formal approval from the district was required before they would allow schools to participate in the SASS or NTPS. Often, the approval process required several months to complete, making it difficult to obtain approval during the SASS data collection period. In the 2003–04 and 2007–08 administrations of SASS, the NCES and Education Statistics Services Institute (ESSI) attempted to identify and contact districts with a formal approval process well ahead of data collection in order to secure this approval. In the 2011–12 administration of SASS and the 2015–16 administration of NTPS, the U.S. Census Bureau was responsible for these activities. In the 2017–18 NTPS, an outside contractor, Avar Consulting, Inc., was responsible for researching and/or contacting the districts to obtain the requirements for submission of an external research request, compiling the research request packet, submitting the research request packet to the appropriate personnel/department, and following up as necessary.

Prior to 2017–18 NTPS data collection, the Census Bureau identified 2,212 sampled schools within 241 school districts that required approval to conduct surveys with schools in their district. These were identified based on historic knowledge of district requirements from past administrations of SASS, NTPS, and other NCES sponsored surveys. The Census Bureau referred to these districts as “special permission districts.” Avar Consulting contacted all known special permission districts and submitted applications to conduct the NTPS in all of these districts, with the exception of districts that were not accepting research applications for the 2017–18 school year or verbally refused prior to receiving the application.

Methods

Avar Consulting staff began researching districts in early 2017. The purpose of the research was to determine the requirements each district had for granting approval for the NTPS and to identify a contact person for the district. Application packages generally included a cover letter, informational (draft) copies of the NTPS questionnaires, and a research application and/or research proposal. These applications often requested background on the study, information on the sampling plan, survey questionnaires, school resources required, and a plan for protecting the confidentiality of data. Avar Consulting staff prepared research applications or proposals according to the districts’ requirements and submitted them directly to the district. Other required forms, such as the Project Officer’s resume, a consent form, and an IRB Exemption form, were included for some districts, as needed. Districts were provided the names of their schools in sample, by request, after signing an affidavit of nondisclosure.

Avar Consulting utilized a tracking database that housed details of the special permission districts, including a description of research requirements, contact names, contact history, and the initial and final outcomes of contact with the district. Avar Consulting provided regular updates on the progress of the approval process to the NCES and the Census Bureau.

Findings

At the time of the initial mail-out for the 2017–18 NTPS, 83 districts had approved their participation in NTPS, 107 districts had denied participation, and 51 districts had not yet responded to the application. Schools in districts that denied participation were not contacted during the initial mail-out or anytime thereafter. Survey packages²⁶ were mailed to schools in the majority of districts where a decision was pending (i.e., where the district had neither approved nor denied participation in the NTPS), with the exception of those where NCES staff were in regular contact with the district regarding their participation.

Avar Consulting ceased following up with the special permission districts regarding the applications in October 2017. NCES continued to follow-up with high-impact districts through February 2018, successfully converting 5 districts whose participation was necessary in order to publish state-level estimates. At the end of follow-up efforts, 90 districts approved their schools' participation in NTPS, approval in 47 districts was pending, and 104 districts denied participation.

Of the special permission districts who approved participation in the NTPS, 14 had “special handling procedures” related to the package contents or the appropriate recipient. These special procedures included, but were not limited to: sending the district's letter granting permission when sending materials to the school; altering the text of the letters; having principals formally approve survey participation in their schools by signing a Principal Permission Form; and/or having all sampled staff that wished to participate sign a Participant Informed Consent Form before taking the study.

Table D-1 provides the response rates for the school-level questionnaires for schools in approving special permission districts, schools in all special permission districts (including those that refused), and public schools overall. These response rates differ from the unweighted final response rates, which were calculated after the data were edited and completeness checks were performed. Although efforts were made to obtain approval to conduct the NTPS in schools in special permission districts, the initial unweighted response rate of schools in all special permission districts was lower than the overall public school response rate for all school-level questionnaires. The initial unweighted response rate for schools in approving special permission districts was greater than the response rate for schools in all special permission districts, but less than the response rate for public schools overall, for the School and Principal Questionnaires. The initial unweighted response rate for the Teacher Listing Form for schools in approving special permission districts was higher than the response rate for all public schools, due to the use of publicly available teacher lists.

²⁶The initial package of NTPS questionnaires or Internet invitations (including the Teacher Listing Form, Principal Questionnaire, and School Questionnaire) was provided to schools in September 2017.

Table D-1. Initial unweighted response rates (percent), by special permission district status and questionnaire: 2017–18

Questionnaire	Response rate		
	Schools in approving special permission districts	Schools in all special permission districts ²	All public schools ²
Teacher Listing Form ¹	88.2	67.4	84.8
School Questionnaire	60.7	50.8	71.5
Principal Questionnaire	64.6	47.3	69.1

¹ Includes Teacher Listing Forms substituted with publicly available teacher lists.

² Includes schools in special permission districts that refused their schools' participation in the survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "School Control Database," 2017–18; *Documentation for the 2017–18 National Teacher and Principal Survey*, National Teacher and Principal Survey (NTPS), 2017–18.

Appendix E. 2017–18 NTPS Unit Nonresponse Bias Analysis

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Table E-1. Effect of nonresponse adjustment on public school (3A) bias estimates, before nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Charter Status:							
Charter	7.15	6.65	-0.50	0.13	-3.84	0.0002	-0.07
Noncharter	92.85	93.35	0.50	0.13	3.84	0.0002	0.01
School enrollment:							
Less than 100	7.46	7.56	0.10	0.23	0.44	0.6629	0.01
100 to less than 200	7.73	8.38	0.65	0.17	3.94	0.0001	0.08
200 to less than 500	38.72	40.03	1.31	0.31	4.28	0.0000	0.03
500 to less than 750	25.57	24.61	-0.96	0.30	-3.16	0.0018	-0.04
750 to less than 1000	10.27	9.79	-0.48	0.19	-2.48	0.0140	-0.05
1000 or more	10.25	9.62	-0.63	0.14	-4.40	0.0000	-0.07
Percent non-White:							
Less than 5 percent	10.34	11.63	1.29	0.21	6.16	0.0000	0.11
5 to less than 10 percent	9.58	10.57	0.99	0.19	5.16	0.0000	0.09
10 to less than 20 percent	12.42	13.43	1.01	0.21	4.93	0.0000	0.08
20 to less than 30 percent	9.69	9.91	0.22	0.20	1.07	0.2844	0.02
30 to less than 50 percent	15.12	16.26	1.15	0.24	4.85	0.0000	0.07
50 percent or more	42.86	38.20	-4.66	0.33	-14.20	0.0000	-0.12
Percent Free Lunch Eligible:							
Less than 35 percent	28.85	28.81	-0.04	0.29	-0.14	0.8867	0.00
35 to less than 50 percent	17.03	18.29	1.26	0.23	5.40	0.0000	0.07
50 to less than 75 percent	28.49	29.08	0.58	0.31	1.91	0.0581	0.02
75 percent or more	25.62	23.82	-1.80	0.29	-6.24	0.0000	-0.08
Locale:							
City	27.99	24.06	-3.93	0.30	-13.07	0.0000	-0.16
Suburb	32.51	31.65	-0.86	0.32	-2.67	0.0081	-0.03
Town	13.21	14.70	1.49	0.22	6.90	0.0000	0.10
Rural	26.29	29.59	3.30	0.26	12.62	0.0000	0.11

See notes at end of table.

Table E-1. Effect of nonresponse adjustment on public school (3A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Pupil teacher ratio:							
Less than 10	7.13	7.35	0.21	0.21	1.04	0.3000	0.03
10 to less than 15	36.03	36.32	0.28	0.32	0.86	0.3884	0.01
15 to less than 20	38.94	38.93	-0.02	0.32	-0.05	0.9588	0.00
20 or more	17.89	17.41	-0.48	0.27	-1.75	0.0808	-0.03
Grade level:							
Primary	55.49	54.97	-0.52	0.29	-1.78	0.0770	-0.01
Middle	15.55	15.57	0.02	0.22	0.09	0.9272	0.00
High School	21.14	21.41	0.27	0.22	1.24	0.2162	0.01
Combined	7.81	8.04	0.23	0.14	1.62	0.1078	0.03
Region:							
Northeast	16.30	15.69	-0.61	0.25	-2.49	0.0135	-0.04
Midwest	24.20	25.83	1.63	0.28	5.71	0.0000	0.06
South	35.53	34.66	-0.87	0.32	-2.73	0.0069	-0.03
West	23.96	23.82	-0.15	0.30	-0.50	0.6199	-0.01
Number of teachers:							
Less than 10	9.93	10.11	0.18	0.26	0.70	0.4856	0.02
10 to less than 25	29.28	30.87	1.59	0.32	5.02	0.0000	0.05
25 to less than 50	43.62	42.74	-0.88	0.33	-2.62	0.0095	-0.02
50 to less than 75	10.88	10.47	-0.41	0.16	-2.58	0.0106	-0.04
75 or more	6.29	5.81	-0.48	0.11	-4.37	0.0000	-0.08
Title 1 Status:							
Title 1 program	56.47	56.14	-0.34	0.34	-0.98	0.3281	-0.01
Title 1 Less than 35	28.54	28.41	-0.12	0.29	-0.43	0.6697	0.00
Title 1 eligible but no Title 1 program	14.99	15.45	0.46	0.23	1.96	0.0518	0.03

See notes at end of table.

Table E-1. Effect of nonresponse adjustment on public school (3A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
State:							
Alabama	1.56	1.67	0.12	0.09	1.32	0.1880	0.07
Alaska	0.55	0.50	-0.05	0.03	-1.85	0.0664	-0.09
Arizona	2.31	2.40	0.09	0.10	0.83	0.4081	0.04
Arkansas	1.02	1.24	0.21	0.05	4.02	0.0001	0.17
California	10.72	9.98	-0.74	0.24	-3.04	0.0027	-0.07
Colorado	1.91	1.73	-0.17	0.09	-1.89	0.0607	-0.10
Connecticut	1.30	1.16	-0.14	0.09	-1.54	0.1258	-0.12
Delaware	0.24	0.25	0.01	0.01	1.42	0.1560	0.06
District of Columbia	0.23	0.17	-0.05	0.01	-7.00	0.0000	-0.32
Florida	4.22	4.05	-0.17	0.14	-1.19	0.2351	-0.04
Georgia	2.41	2.29	-0.11	0.10	-1.12	0.2646	-0.05
Hawaii	0.32	0.36	0.04	0.02	2.91	0.0040	0.12
Idaho	0.77	0.83	0.07	0.04	1.72	0.0867	0.08
Illinois	4.20	4.25	0.05	0.15	0.32	0.7496	0.01
Indiana	1.92	2.16	0.24	0.09	2.71	0.0073	0.11
Iowa	1.28	1.49	0.21	0.06	3.25	0.0014	0.14
Kansas	1.36	1.58	0.22	0.06	3.64	0.0003	0.14
Kentucky	1.38	1.59	0.21	0.07	3.02	0.0029	0.13
Louisiana	1.59	1.56	-0.04	0.09	-0.40	0.6863	-0.02
Maine	0.66	0.70	0.04	0.03	1.47	0.1428	0.06
Maryland	1.55	0.97	-0.58	0.07	-8.53	0.0000	-0.59
Massachusetts	1.92	1.85	-0.07	0.12	-0.57	0.5660	-0.04
Michigan	3.38	3.77	0.39	0.11	3.61	0.0004	0.10

See notes at end of table.

Table E-1. Effect of nonresponse adjustment on public school (3A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Minnesota	2.17	2.32	0.15	0.10	1.50	0.1361	0.07
Mississippi	1.15	1.26	0.12	0.06	2.03	0.0435	0.09
Missouri	2.16	2.24	0.08	0.09	0.89	0.3746	0.04
Montana	0.62	0.66	0.04	0.04	1.16	0.2467	0.07
Nebraska	0.94	0.93	-0.01	0.05	-0.18	0.8579	-0.01
Nevada	0.71	0.78	0.07	0.03	1.97	0.0500	0.09
New Hampshire	0.50	0.60	0.10	0.02	3.92	0.0001	0.16
New Jersey	2.79	2.62	-0.16	0.11	-1.43	0.1532	-0.06
New Mexico	0.90	0.98	0.08	0.05	1.56	0.1215	0.08
New York	5.13	4.36	-0.77	0.15	-5.19	0.0000	-0.18
North Carolina	2.83	2.75	-0.08	0.12	-0.67	0.5017	-0.03
North Dakota	0.44	0.51	0.07	0.02	3.95	0.0001	0.15
Ohio	3.77	3.85	0.08	0.13	0.60	0.5491	0.02
Oklahoma	1.54	1.87	0.33	0.06	5.23	0.0000	0.17
Oregon	1.29	1.46	0.17	0.05	3.31	0.0011	0.12
Pennsylvania	3.35	3.63	0.29	0.11	2.68	0.0079	0.08
Rhode Island	0.33	0.39	0.06	0.01	4.79	0.0000	0.16
South Carolina	1.46	1.77	0.31	0.06	4.88	0.0000	0.17
South Dakota	0.56	0.58	0.02	0.03	0.46	0.6468	0.03
Tennessee	1.84	1.91	0.06	0.10	0.65	0.5188	0.03
Texas	9.39	8.13	-1.27	0.23	-5.59	0.0000	-0.16
Utah	1.07	1.26	0.19	0.04	4.55	0.0000	0.15
Vermont	0.34	0.37	0.04	0.02	1.90	0.0587	0.09
Virginia	2.33	2.33	0.00	0.09	-0.01	0.9896	0.00
Washington	2.43	2.41	-0.02	0.12	-0.12	0.9034	-0.01

See notes at end of table.

**Table E-1. Effect of nonresponse adjustment on public school (3A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—
Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
West Virginia	0.79	0.84	0.06	0.04	1.33	0.1848	0.07
Wisconsin	2.03	2.16	0.13	0.09	1.46	0.1458	0.06
Wyoming	0.37	0.45	0.07	0.01	6.82	0.0000	0.17

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Data File,” 2017–18.

Table E-2. Effect of nonresponse adjustment on public school (3A) bias estimates, after nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Charter status:							
Charter	7.15	7.08	-0.07	0.14	-0.52	0.6070	-0.01
Noncharter	92.85	92.92	0.07	0.14	0.52	0.6070	0.00
School enrollment:							
Less than 100	7.46	7.10	-0.36	0.22	-1.67	0.0968	-0.05
100 to less than 200	7.73	7.88	0.15	0.15	0.97	0.3308	0.02
200 to less than 500	38.72	39.04	0.32	0.31	1.02	0.3109	0.01
500 to less than 750	25.57	25.50	-0.08	0.30	-0.25	0.8015	0.00
750 to less than 1000	10.27	10.24	-0.03	0.21	-0.17	0.8690	0.00
1000 or more	10.25	10.25	0.00	0.18	0.02	0.9855	0.00
Percent non-White:							
Less than 5 percent	10.34	10.19	-0.15	0.17	-0.88	0.3775	-0.01
5 to less than 10 percent	9.58	9.43	-0.14	0.17	-0.86	0.3907	-0.02
10 to less than 20 percent	12.42	12.69	0.27	0.18	1.51	0.1331	0.02
20 to less than 30 percent	9.69	9.44	-0.25	0.20	-1.25	0.2117	-0.03
30 to less than 50 percent	15.12	15.76	0.65	0.21	3.05	0.0026	0.04
50 percent or more	42.86	42.48	-0.38	0.28	-1.38	0.1700	-0.01
Percent Free Lunch Eligible:							
Less than 35 percent	28.85	28.05	-0.80	0.29	-2.75	0.0066	-0.03
35 to less than 50 percent	17.03	17.49	0.46	0.24	1.96	0.0513	0.03
50 to less than 75 percent	28.49	28.74	0.25	0.29	0.86	0.3897	0.01
75 percent or more	25.62	25.71	0.09	0.24	0.36	0.7229	0.00
Locale:							
City	27.99	27.90	-0.09	0.19	-0.46	0.6443	0.00
Suburb	32.51	32.60	0.09	0.18	0.53	0.6000	0.00
Town	13.21	13.26	0.05	0.16	0.33	0.7417	0.00
Rural	26.29	26.23	-0.06	0.23	-0.25	0.8003	0.00

See notes at end of table.

Table E-2. Effect of nonresponse adjustment on public school (3A) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Pupil teacher ratio:							
Less than 10	7.13	7.12	-0.01	0.19	-0.05	0.9594	0.00
10 to less than 15	36.03	35.98	-0.06	0.32	-0.18	0.8571	0.00
15 to less than 20	38.94	39.14	0.20	0.32	0.63	0.5318	0.01
20 or more	17.89	17.76	-0.13	0.24	-0.55	0.5809	-0.01
Grade level:							
Primary	55.49	55.49	0.00	0.18	-0.02	0.9810	0.00
Middle	15.55	15.45	-0.11	0.12	-0.86	0.3921	-0.01
High School	21.14	21.36	0.22	0.16	1.34	0.1829	0.01
Combined	7.81	7.71	-0.10	0.08	-1.29	0.1981	-0.01
Region:							
Northeast	16.30	16.38	0.08	0.05	1.67	0.0964	0.00
Midwest	24.20	24.16	-0.04	0.04	-1.09	0.2758	0.00
South	35.53	35.42	-0.11	0.05	-2.12	0.0355	0.00
West	23.96	24.04	0.08	0.04	2.17	0.0315	0.00
Number of teachers:							
Less than 10	9.93	9.46	-0.47	0.24	-1.99	0.0480	-0.05
10 to less than 25	29.28	29.72	0.44	0.31	1.40	0.1626	0.01
25 to less than 50	43.62	43.46	-0.16	0.33	-0.48	0.6344	0.00
50 to less than 75	10.88	11.10	0.21	0.18	1.20	0.2317	0.02
75 or more	6.29	6.27	-0.02	0.13	-0.14	0.8880	0.00
Title 1 status:							
Title 1 program	56.47	57.31	0.84	0.31	2.66	0.0084	0.01
Title 1 noneligible	28.54	28.08	-0.45	0.29	-1.54	0.1248	-0.02
Title 1 eligible but no Title 1 program	14.99	14.60	-0.39	0.21	-1.87	0.0625	-0.03

See notes at end of table.

Table E-2. Effect of nonresponse adjustment on public school (3A) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
State:							
Alabama	1.56	1.51	-0.05	0.08	-0.61	0.5415	-0.03
Alaska	0.55	0.45	-0.10	0.02	-4.33	0.0000	-0.23
Arizona	2.31	2.38	0.07	0.10	0.70	0.4863	0.03
Arkansas	1.02	1.01	-0.01	0.04	-0.25	0.7994	-0.01
California	10.72	10.14	-0.58	0.17	-3.43	0.0007	-0.06
Colorado	1.91	1.75	-0.16	0.09	-1.68	0.0945	-0.09
Connecticut	1.30	1.31	0.01	0.09	0.14	0.8882	0.01
Delaware	0.24	0.24	0.00	0.01	-0.03	0.9723	0.00
District of Columbia	0.23	0.23	0.00	0.01	0.01	0.9897	0.00
Florida	4.22	4.75	0.54	0.15	3.68	0.0003	0.11
Georgia	2.41	2.44	0.03	0.10	0.35	0.7295	0.01
Hawaii	0.32	0.49	0.17	0.03	6.65	0.0000	0.35
Idaho	0.77	0.78	0.02	0.04	0.42	0.6734	0.02
Illinois	4.20	4.19	-0.01	0.14	-0.08	0.9370	0.00
Indiana	1.92	2.02	0.10	0.09	1.18	0.2397	0.05
Iowa	1.28	1.36	0.08	0.06	1.30	0.1955	0.06
Kansas	1.36	1.45	0.09	0.06	1.48	0.1409	0.06
Kentucky	1.38	1.49	0.11	0.06	1.77	0.0775	0.08
Louisiana	1.59	1.67	0.08	0.09	0.83	0.4059	0.05
Maine	0.66	0.68	0.02	0.03	0.70	0.4841	0.03
Maryland	1.55	1.18	-0.37	0.08	-4.50	0.0000	-0.31
Massachusetts	1.92	1.79	-0.13	0.07	-1.80	0.0730	-0.07
Michigan	3.38	3.56	0.18	0.09	1.95	0.0522	0.05
Minnesota	2.17	2.20	0.03	0.09	0.35	0.7284	0.01

See notes at end of table.

Table E-2. Effect of nonresponse adjustment on public school (3A) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Mississippi	1.15	1.11	-0.04	0.05	-0.84	0.3992	-0.04
Missouri	2.16	2.07	-0.09	0.08	-1.05	0.2954	-0.04
Montana	0.62	0.62	0.00	0.04	0.13	0.8963	0.01
Nebraska	0.94	0.84	-0.10	0.04	-2.36	0.0192	-0.12
Nevada	0.71	0.86	0.15	0.04	3.75	0.0002	0.17
New Hampshire	0.50	0.55	0.05	0.03	1.79	0.0751	0.10
New Jersey	2.79	2.86	0.07	0.10	0.78	0.4381	0.03
New Mexico	0.90	1.02	0.12	0.05	2.21	0.0283	0.12
New York	5.13	5.13	0.00	0.13	0.02	0.9849	0.00
North Carolina	2.83	2.83	0.00	0.09	0.04	0.9669	0.00
North Dakota	0.44	0.43	0.00	0.02	-0.14	0.8878	-0.01
Ohio	3.77	3.52	-0.25	0.11	-2.23	0.0267	-0.07
Oklahoma	1.54	1.52	-0.02	0.04	-0.39	0.6968	-0.01
Oregon	1.29	1.42	0.13	0.05	2.40	0.0173	0.09
Pennsylvania	3.35	3.26	-0.09	0.07	-1.22	0.2224	-0.03
Rhode Island	0.33	0.43	0.10	0.02	4.75	0.0000	0.24
South Carolina	1.46	1.46	-0.01	0.04	-0.22	0.8232	-0.01
South Dakota	0.56	0.51	-0.05	0.03	-1.78	0.0770	-0.10
Tennessee	1.84	1.99	0.14	0.10	1.44	0.1516	0.07
Texas	9.39	8.92	-0.47	0.13	-3.74	0.0002	-0.05
Utah	1.07	1.24	0.17	0.05	3.61	0.0004	0.14
Vermont	0.34	0.37	0.03	0.02	1.27	0.2042	0.08
Virginia	2.33	2.27	-0.06	0.08	-0.72	0.4752	-0.03
Washington	2.43	2.51	0.08	0.12	0.67	0.5044	0.03

See notes at end of table.

Table E-2. Effect of nonresponse adjustment on public school (3A) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
West Virginia	0.79	0.78	0.00	0.04	-0.08	0.9374	0.00
Wisconsin	2.03	2.00	-0.03	0.09	-0.31	0.7567	-0.01
Wyoming	0.37	0.38	0.01	0.01	0.54	0.5867	0.02

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Data File,” 2017–18.

Table E-3. Effect of nonresponse adjustment on private school (3B) bias estimates, before nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Affiliation:							
Catholic—parochial	9.78	11.86	2.08	0.41	5.12	0.0000	0.18
Catholic—diocesan	10.90	13.43	2.53	0.44	5.73	0.0000	0.19
Catholic—private	4.81	5.04	0.23	0.39	0.60	0.5469	0.05
Baptist	5.84	6.77	0.92	0.38	2.42	0.0164	0.14
Jewish	3.94	2.61	-1.32	0.33	-3.99	0.0001	-0.51
Lutheran	4.13	5.82	1.68	0.21	8.12	0.0000	0.29
Seventh-Day Adventist	2.91	3.11	0.20	0.35	0.58	0.5652	0.07
Other Religious	31.80	27.50	-4.29	1.45	-2.96	0.0034	-0.16
Nonsectarian—regular	12.71	9.62	-3.09	0.89	-3.46	0.0007	-0.32
Nonsectarian—special emphasis	8.06	8.28	0.22	0.51	0.43	0.6664	0.03
Nonsectarian—special education	5.13	5.96	0.83	0.25	3.33	0.0010	0.14
School enrollment:							
Less than 100	49.98	47.75	-2.23	0.92	-2.41	0.0167	-0.05
100 to less than 200	20.62	22.38	1.75	0.82	2.14	0.0335	0.08
200 to less than 500	22.23	23.03	0.80	0.69	1.15	0.2506	0.03
500 to less than 750	4.30	4.41	0.11	0.19	0.56	0.5755	0.02
750 or more	2.87	2.43	-0.43	0.16	-2.65	0.0087	-0.18
Locale:							
City	33.62	34.27	0.64	0.73	0.88	0.3793	0.02
Suburb	33.51	33.00	-0.50	1.09	-0.46	0.6451	-0.02
Town	9.47	11.24	1.78	0.57	3.12	0.0021	0.16
Rural	23.41	21.49	-1.92	1.62	-1.18	0.2377	-0.09
Grade level:							
Elementary	55.72	58.23	2.51	0.84	3.00	0.0030	0.04
Secondary	10.60	9.55	-1.05	0.63	-1.66	0.0991	-0.11
Combined	33.68	32.22	-1.46	0.81	-1.80	0.0737	-0.05

See notes at end of table.

Table E-3. Effect of nonresponse adjustment on private school (3B) bias estimates, before nonresponse adjustments: 2017-18 NTPS — Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Region:							
Northeast	23.80	21.71	-2.09	1.23	-1.69	0.0919	-0.10
Midwest	24.28	26.06	1.79	0.76	2.34	0.0203	0.07
South	34.20	33.50	-0.70	1.67	-0.42	0.6744	-0.02
West	17.72	18.73	1.00	0.66	1.52	0.1308	0.05
Number of teachers:							
Less than 5	23.75	22.06	-1.69	0.87	-1.94	0.0543	-0.08
5 to less than 15	38.66	41.36	2.70	0.95	2.84	0.0049	0.07
15 to less than 30	22.13	22.61	0.49	0.66	0.74	0.4629	0.02
30 to less than 50	8.15	8.25	0.11	0.34	0.31	0.7560	0.01
50 or more	7.32	5.71	-1.60	0.61	-2.63	0.0092	-0.28

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School, Private School Principal, and Private School Teacher Data Files,” 2017–18.

Table E-4. Effect of nonresponse adjustment on private school (3B) bias estimates, after nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Affiliation:							
Catholic—parochial	9.78	9.84	0.06	0.31	0.18	0.8573	0.01
Catholic—diocesan	10.90	10.45	-0.44	0.41	-1.08	0.2813	-0.04
Catholic—private	4.81	4.81	0.00	0.31	-0.01	0.9888	0.00
Baptist	5.84	5.65	-0.20	0.31	-0.62	0.5338	-0.03
Jewish	3.94	3.92	-0.01	0.30	-0.04	0.9695	0.00
Lutheran	4.13	4.24	0.11	0.22	0.48	0.6283	0.03
Seventh-Day Adventist	2.91	2.84	-0.07	0.30	-0.22	0.8238	-0.02
Other Religious	31.80	31.71	-0.09	1.29	-0.07	0.9436	0.00
Nonsectarian—regular	12.71	13.03	0.32	0.75	0.43	0.6653	0.02
Nonsectarian—special emphasis	8.06	8.14	0.08	0.41	0.20	0.8400	0.01
Nonsectarian—special education	5.13	5.37	0.24	0.19	1.31	0.1910	0.05
School enrollment:							
Less than 100	49.98	49.21	-0.77	0.74	-1.03	0.3023	-0.02
100 to less than 200	20.62	21.22	0.60	0.68	0.88	0.3816	0.03
200 to less than 500	22.23	22.31	0.08	0.67	0.11	0.9111	0.00
500 to less than 750	4.30	4.56	0.26	0.21	1.24	0.2152	0.06
750 or more	2.87	2.70	-0.17	0.18	-0.94	0.3461	-0.06
Locale:							
City	33.62	33.84	0.22	0.67	0.33	0.7408	0.01
Suburb	33.51	34.38	0.87	1.01	0.86	0.3888	0.03
Town	9.47	9.30	-0.17	0.65	-0.26	0.7941	-0.02
Rural	23.41	22.48	-0.93	1.43	-0.65	0.5175	-0.04
Grade level:							
Elementary	55.72	55.82	0.10	0.69	0.15	0.8800	0.00
Secondary	10.60	10.40	-0.20	0.64	-0.32	0.7515	-0.02
Combined	33.68	33.78	0.10	0.46	0.22	0.8273	0.00

See notes at end of table.

Table E-4. Effect of nonresponse adjustment on private school (3B) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Region:							
Northeast	23.80	24.01	0.21	0.65	0.33	0.7443	0.01
Midwest	24.28	23.31	-0.97	0.66	-1.46	0.1451	-0.04
South	34.20	34.58	0.38	0.57	0.67	0.5007	0.01
West	17.72	18.09	0.37	0.54	0.69	0.4883	0.02
Number of teachers:							
Less than 5	23.75	23.13	-0.61	0.79	-0.77	0.4393	-0.03
5 to less than 15	38.66	39.30	0.64	0.90	0.70	0.4817	0.02
15 to less than 30	22.13	22.23	0.11	0.56	0.19	0.8503	0.00
30 to less than 50	8.15	8.55	0.41	0.35	1.15	0.2504	0.05
50 or more	7.32	6.78	-0.53	0.68	-0.78	0.4363	-0.08

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School Data File,” 2017–18.

Table E-5. Effect of nonresponse adjustment on public principal (2A) bias estimates, before nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Charter status:							
Charter	7.14	6.45	-0.69	0.13	-5.30	0.0000	-0.11
Noncharter	92.86	93.55	0.69	0.13	5.30	0.0000	0.01
School enrollment:							
Less than 100	7.41	7.26	-0.15	0.26	-0.57	0.5726	-0.02
100 to less than 200	7.73	8.16	0.44	0.19	2.27	0.0241	0.05
200 to less than 500	38.76	40.56	1.80	0.35	5.08	0.0000	0.04
500 to less than 750	25.59	24.62	-0.98	0.33	-2.92	0.0039	-0.04
750 to less than 1000	10.27	9.79	-0.48	0.21	-2.28	0.0236	-0.05
1000 or more	10.24	9.61	-0.64	0.15	-4.27	0.0000	-0.07
Percent non-White:							
Less than 5 percent	10.31	11.65	1.35	0.23	5.96	0.0000	0.12
5 to less than 10 percent	9.57	10.64	1.08	0.21	5.21	0.0000	0.10
10 to less than 20 percent	12.42	13.59	1.16	0.22	5.19	0.0000	0.09
20 to less than 30 percent	9.70	10.20	0.51	0.21	2.41	0.0167	0.05
30 to less than 50 percent	15.13	16.32	1.18	0.24	4.92	0.0000	0.07
50 percent or more	42.87	37.59	-5.28	0.37	-14.43	0.0000	-0.14
Percent Free Lunch Eligible:							
Less than 35 percent	28.82	28.97	0.15	0.33	0.45	0.6504	0.01
35 to less than 50 percent	17.04	18.48	1.44	0.25	5.68	0.0000	0.08
50 to less than 75 percent	28.50	29.37	0.86	0.30	2.88	0.0044	0.03
75 percent or more	25.64	23.18	-2.45	0.32	-7.75	0.0000	-0.11
Locale:							
City	28.00	23.70	-4.30	0.32	-13.40	0.0000	-0.18
Suburb	32.54	31.67	-0.86	0.35	-2.45	0.0153	-0.03
Town	13.22	14.72	1.50	0.24	6.35	0.0000	0.10
Rural	26.24	29.91	3.66	0.30	12.04	0.0000	0.12

See notes at end of table.

Table E-5. Effect of nonresponse adjustment on public principal (2A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Pupil Teacher Ratio:							
Less than 10	7.09	7.00	-0.09	0.23	-0.40	0.6901	-0.01
10 to less than 15	36.04	36.94	0.91	0.37	2.43	0.0159	0.02
15 to less than 20	38.96	38.81	-0.15	0.33	-0.45	0.6562	0.00
20 or more	17.91	17.24	-0.67	0.28	-2.36	0.0194	-0.04
Grade level:							
Primary	55.49	55.11	-0.38	0.32	-1.18	0.2393	-0.01
Middle	15.56	15.54	-0.02	0.25	-0.09	0.9296	0.00
High School	21.14	21.21	0.07	0.24	0.30	0.7619	0.00
Combined	7.81	8.14	0.33	0.16	2.08	0.0390	0.04
Region:							
Northeast	16.32	15.90	-0.42	0.25	-1.66	0.0987	-0.03
Midwest	24.22	26.09	1.87	0.29	6.54	0.0000	0.07
South	35.52	34.71	-0.81	0.33	-2.46	0.0148	-0.02
West	23.94	23.30	-0.64	0.31	-2.08	0.0390	-0.03
Number of teachers:							
less than 10	9.88	9.57	-0.31	0.31	-1.00	0.3195	-0.03
10 to less than 25	29.31	31.09	1.78	0.32	5.51	0.0000	0.06
25 to less than 50	43.64	43.00	-0.63	0.35	-1.81	0.0719	-0.01
50 to less than 75	10.89	10.58	-0.31	0.18	-1.69	0.0923	-0.03
75 or more	6.29	5.76	-0.53	0.12	-4.31	0.0000	-0.09
Title 1 Status:							
Title 1 program	56.49	55.91	-0.58	0.37	-1.57	0.1172	-0.01
Title 1 noneligible	28.52	28.28	-0.24	0.31	-0.78	0.4337	-0.01
Title 1 eligible but no Title 1 program	14.99	15.80	0.82	0.26	3.09	0.0023	0.05

See notes at end of table.

Table E-5. Effect of nonresponse adjustment on public principal (2A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
State:							
Alabama	1.56	1.63	0.07	0.10	0.70	0.4855	0.04
Alaska	0.55	0.53	-0.02	0.03	-0.79	0.4293	-0.04
Arizona	2.32	2.31	-0.01	0.11	-0.10	0.9166	-0.01
Arkansas	1.02	1.28	0.26	0.05	5.04	0.0000	0.20
California	10.73	9.66	-1.07	0.27	-3.98	0.0001	-0.11
Colorado	1.91	1.70	-0.21	0.10	-2.05	0.0413	-0.12
Connecticut	1.30	1.23	-0.07	0.08	-0.88	0.3799	-0.06
Delaware	0.24	0.24	0.00	0.01	0.07	0.9428	0.00
District of Columbia	0.23	0.16	-0.07	0.01	-9.95	0.0000	-0.46
Florida	4.21	4.08	-0.13	0.14	-0.91	0.3622	-0.03
Georgia	2.40	2.25	-0.16	0.11	-1.41	0.1599	-0.07
Hawaii	0.32	0.36	0.04	0.02	2.66	0.0084	0.11
Idaho	0.77	0.82	0.05	0.05	1.12	0.2653	0.06
Illinois	4.21	4.31	0.11	0.16	0.65	0.5133	0.02
Indiana	1.92	2.16	0.24	0.10	2.53	0.0121	0.11
Iowa	1.29	1.54	0.26	0.06	3.95	0.0001	0.17
Kansas	1.36	1.58	0.21	0.07	3.23	0.0014	0.14
Kentucky	1.37	1.57	0.20	0.08	2.61	0.0097	0.13
Louisiana	1.60	1.55	-0.04	0.09	-0.49	0.6229	-0.03
Maine	0.66	0.74	0.08	0.03	2.47	0.0142	0.11
Maryland	1.55	0.83	-0.73	0.07	-9.71	0.0000	-0.88
Massachusetts	1.92	1.86	-0.06	0.12	-0.52	0.6043	-0.03
Michigan	3.38	3.83	0.45	0.12	3.68	0.0003	0.12
Minnesota	2.16	2.26	0.10	0.12	0.82	0.4144	0.04

See notes at end of table.

Table E-5. Effect of nonresponse adjustment on public principal (2A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Mississippi	1.15	1.23	0.08	0.06	1.31	0.1932	0.07
Missouri	2.16	2.38	0.23	0.09	2.43	0.0160	0.09
Montana	0.56	0.58	0.02	0.04	0.58	0.5647	0.04
Nebraska	0.94	0.96	0.01	0.05	0.32	0.7468	0.02
Nevada	0.71	0.80	0.09	0.04	2.20	0.0290	0.11
New Hampshire	0.50	0.61	0.11	0.03	4.15	0.0000	0.17
New Jersey	2.79	2.67	-0.12	0.12	-0.99	0.3226	-0.04
New Mexico	0.90	1.00	0.09	0.05	1.82	0.0701	0.09
New York	5.14	4.43	-0.71	0.16	-4.49	0.0000	-0.16
North Carolina	2.82	2.68	-0.14	0.12	-1.16	0.2460	-0.05
North Dakota	0.44	0.53	0.09	0.02	4.98	0.0000	0.17
Ohio	3.77	3.71	-0.06	0.14	-0.46	0.6454	-0.02
Oklahoma	1.54	1.89	0.35	0.07	5.00	0.0000	0.19
Oregon	1.29	1.43	0.14	0.07	2.18	0.0304	0.10
Pennsylvania	3.35	3.61	0.26	0.11	2.27	0.0241	0.07
Rhode Island	0.33	0.38	0.05	0.02	3.40	0.0008	0.14
South Carolina	1.47	1.80	0.34	0.07	5.13	0.0000	0.19
South Dakota	0.56	0.59	0.03	0.03	0.96	0.3407	0.06
Tennessee	1.85	1.95	0.11	0.09	1.14	0.2545	0.05
Texas	9.39	8.30	-1.09	0.22	-4.89	0.0000	-0.13
Utah	1.07	1.22	0.16	0.04	3.90	0.0001	0.13
Vermont	0.34	0.38	0.04	0.02	2.63	0.0091	0.12
Virginia	2.33	2.39	0.05	0.09	0.60	0.5509	0.02
Washington	2.43	2.45	0.02	0.13	0.11	0.9110	0.01
West Virginia	0.79	0.88	0.09	0.04	1.99	0.0477	0.10

See notes at end of table.

Table E-5. Effect of nonresponse adjustment on public principal (2A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Wisconsin	2.03	2.23	0.20	0.10	2.05	0.0415	0.09
Wyoming	0.37	0.44	0.07	0.01	5.44	0.0000	0.16

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal Data File,” 2017–18.

Table E-6. Effect of nonresponse adjustment on public principal (2A) bias estimates, after nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Charter status:							
Charter	7.14	6.97	-0.18	0.14	-1.24	0.2167	-0.03
Noncharter	92.86	93.03	0.18	0.14	1.24	0.2167	0.00
School enrollment:							
Less than 100	7.41	7.23	-0.18	0.21	-0.83	0.4097	-0.02
100 to less than 200	7.73	7.64	-0.08	0.19	-0.42	0.6725	-0.01
200 to less than 500	38.76	38.83	0.07	0.34	0.21	0.8346	0.00
500 to less than 750	25.59	25.48	-0.12	0.33	-0.35	0.7261	0.00
750 to less than 1000	10.27	10.34	0.06	0.23	0.28	0.7787	0.01
1000 or more	10.24	10.48	0.24	0.19	1.25	0.2145	0.02
Percent non-White:							
Less than 5 percent	10.31	10.02	-0.29	0.17	-1.71	0.0880	-0.03
5 to less than 10 percent	9.57	9.25	-0.32	0.18	-1.80	0.0728	-0.03
10 to less than 20 percent	12.42	12.63	0.21	0.20	1.07	0.2868	0.02
20 to less than 30 percent	9.70	9.56	-0.14	0.20	-0.68	0.4965	-0.01
30 to less than 50 percent	15.13	15.88	0.74	0.22	3.36	0.0009	0.05
50 percent or more	42.87	42.66	-0.21	0.28	-0.74	0.4584	0.00
Percent Free Lunch Eligible:							
Less than 35 percent	28.82	27.96	-0.86	0.32	-2.66	0.0085	-0.03
35 to less than 50 percent	17.04	17.60	0.56	0.26	2.19	0.0298	0.03
50 to less than 75 percent	28.50	28.72	0.22	0.30	0.74	0.4611	0.01
75 percent or more	25.64	25.72	0.08	0.24	0.32	0.7465	0.00
Locale:							
City	28.00	27.92	-0.09	0.19	-0.46	0.6433	0.00
Suburb	32.54	32.62	0.09	0.18	0.49	0.6236	0.00
Town	13.22	13.27	0.05	0.16	0.32	0.7527	0.00
Rural	26.24	26.19	-0.05	0.23	-0.22	0.8272	0.00

See notes at end of table.

Table E-6. Effect of nonresponse adjustment on public principal (2A) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Pupil teacher ratio:							
Less than 10	7.09	6.83	-0.26	0.22	-1.19	0.2336	-0.04
10 to less than 15	36.04	36.28	0.24	0.37	0.65	0.5143	0.01
15 to less than 20	38.96	39.00	0.04	0.34	0.12	0.9040	0.00
20 or more	17.91	17.89	-0.02	0.25	-0.08	0.9381	0.00
Grade level:							
Primary	55.49	55.47	-0.02	0.18	-0.09	0.9289	0.00
Middle	15.56	15.45	-0.11	0.12	-0.88	0.3789	-0.01
High School	21.14	21.36	0.22	0.16	1.35	0.1774	0.01
Combined	7.81	7.72	-0.09	0.08	-1.15	0.2503	-0.01
Region:							
Northeast	16.32	16.38	0.06	0.05	1.22	0.2235	0.00
Midwest	24.22	24.12	-0.10	0.05	-2.18	0.0302	0.00
South	35.52	35.46	-0.07	0.06	-1.11	0.2692	0.00
West	23.94	24.04	0.10	0.04	2.93	0.0037	0.00
Number of teachers:							
Less than 10	9.88	9.38	-0.51	0.27	-1.90	0.0590	-0.05
10 to less than 25	29.31	29.72	0.42	0.32	1.30	0.1950	0.01
25 to less than 50	43.64	43.25	-0.39	0.35	-1.11	0.2679	-0.01
50 to less than 75	10.89	11.27	0.39	0.22	1.79	0.0743	0.03
75 or more	6.29	6.38	0.09	0.14	0.65	0.5159	0.01
Title 1 status:							
Title 1 program	56.49	57.20	0.71	0.34	2.11	0.0359	0.01
Title 1 noneligible	28.52	28.19	-0.34	0.31	-1.11	0.2687	-0.01
Title 1 eligible but no Title 1 program	14.99	14.61	-0.38	0.23	-1.61	0.1088	-0.03

See notes at end of table.

Table E-6. Effect of nonresponse adjustment on public principal (2A) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
State:							
Alabama	1.56	1.45	-0.11	0.08	-1.34	0.1831	-0.07
Alaska	0.55	0.54	-0.01	0.03	-0.17	0.8634	-0.01
Arizona	2.32	2.19	-0.12	0.10	-1.22	0.2221	-0.06
Arkansas	1.02	1.03	0.00	0.04	0.09	0.9249	0.00
California	10.73	10.40	-0.33	0.20	-1.67	0.0961	-0.03
Colorado	1.91	1.64	-0.27	0.10	-2.64	0.0088	-0.17
Connecticut	1.30	1.34	0.04	0.07	0.52	0.6007	0.03
Delaware	0.24	0.26	0.02	0.02	1.10	0.2731	0.07
District of Columbia	0.23	0.22	0.00	0.01	-0.31	0.7549	-0.02
Florida	4.21	4.80	0.59	0.17	3.53	0.0005	0.12
Georgia	2.40	2.49	0.09	0.12	0.71	0.4798	0.03
Hawaii	0.32	0.52	0.20	0.03	6.74	0.0000	0.39
Idaho	0.77	0.79	0.02	0.05	0.43	0.6662	0.03
Illinois	4.21	4.21	0.00	0.12	0.03	0.9729	0.00
Indiana	1.92	2.02	0.10	0.08	1.23	0.2194	0.05
Iowa	1.29	1.31	0.03	0.05	0.48	0.6349	0.02
Kansas	1.36	1.33	-0.03	0.06	-0.54	0.5866	-0.02
Kentucky	1.37	1.42	0.05	0.07	0.75	0.4551	0.04
Louisiana	1.60	1.71	0.11	0.10	1.08	0.2815	0.07
Maine	0.66	0.62	-0.04	0.03	-1.39	0.1658	-0.06
Maryland	1.55	1.01	-0.54	0.08	-6.39	0.0000	-0.54
Massachusetts	1.92	1.97	0.06	0.10	0.58	0.5636	0.03
Michigan	3.38	3.45	0.07	0.09	0.70	0.4827	0.02
Minnesota	2.16	2.20	0.04	0.11	0.38	0.7074	0.02

See notes at end of table.

Table E-6. Effect of nonresponse adjustment on public principal (2A) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Mississippi	1.15	1.13	-0.02	0.05	-0.39	0.6992	-0.02
Missouri	2.16	2.12	-0.03	0.08	-0.43	0.6679	-0.02
Montana	0.56	0.51	-0.05	0.04	-1.26	0.2077	-0.09
Nebraska	0.94	0.89	-0.06	0.05	-1.23	0.2204	-0.07
Nevada	0.71	0.95	0.24	0.05	4.73	0.0000	0.25
New Hampshire	0.50	0.53	0.03	0.02	1.19	0.2336	0.05
New Jersey	2.79	2.72	-0.07	0.08	-0.95	0.3426	-0.03
New Mexico	0.90	1.08	0.17	0.06	2.87	0.0046	0.16
New York	5.14	5.20	0.06	0.12	0.47	0.6384	0.01
North Carolina	2.82	2.82	-0.01	0.12	-0.05	0.9599	0.00
North Dakota	0.44	0.44	0.00	0.02	0.21	0.8327	0.01
Ohio	3.77	3.65	-0.12	0.11	-1.15	0.2502	-0.03
Oklahoma	1.54	1.52	-0.02	0.04	-0.61	0.5401	-0.02
Oregon	1.29	1.39	0.10	0.07	1.43	0.1532	0.07
Pennsylvania	3.35	3.30	-0.05	0.08	-0.66	0.5073	-0.02
Rhode Island	0.33	0.38	0.05	0.02	3.03	0.0028	0.14
South Carolina	1.47	1.45	-0.02	0.04	-0.43	0.6696	-0.01
South Dakota	0.56	0.56	0.00	0.03	0.03	0.9729	0.00
Tennessee	1.85	2.09	0.25	0.11	2.24	0.0260	0.12
Texas	9.39	8.96	-0.43	0.18	-2.39	0.0179	-0.05
Utah	1.07	1.18	0.11	0.05	2.45	0.0151	0.10
Vermont	0.34	0.33	-0.01	0.02	-0.72	0.4702	-0.04
Virginia	2.33	2.32	-0.01	0.08	-0.16	0.8758	-0.01
Washington	2.43	2.44	0.01	0.13	0.04	0.9663	0.00
West Virginia	0.79	0.78	-0.01	0.04	-0.32	0.7467	-0.02
Wisconsin	2.03	1.94	-0.09	0.08	-1.14	0.2557	-0.05
Wyoming	0.37	0.40	0.03	0.02	1.68	0.0937	0.06

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal Data File,” 2017–18.

Table E-7. Effect of nonresponse adjustment on private principal (2B) bias estimates, before nonresponse adjustments: 2017-18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Affiliation:							
Catholic—parochial	9.78	12.09	2.31	0.37	6.17	0.0000	0.19
Catholic—diocesan	10.90	13.57	2.68	0.45	5.97	0.0000	0.20
Catholic—private	4.81	5.34	0.53	0.37	1.42	0.1564	0.10
Baptist	5.84	6.80	0.95	0.42	2.25	0.0255	0.14
Jewish	3.94	2.35	-1.59	0.29	-5.40	0.0000	-0.68
Lutheran	4.13	5.74	1.61	0.22	7.29	0.0000	0.28
Seventh-Day Adventist	2.91	3.31	0.40	0.37	1.09	0.2774	0.12
Other religious	31.80	26.96	-4.84	1.14	-4.24	0.0000	-0.18
Nonsectarian—regular	12.71	9.44	-3.27	0.84	-3.88	0.0001	-0.35
Nonsectarian—special emphasis	8.06	8.46	0.40	0.42	0.96	0.3373	0.05
Nonsectarian—special education	5.13	5.94	0.81	0.26	3.07	0.0024	0.14
School enrollment:							
Less than 100	49.98	48.10	-1.88	0.87	-2.17	0.0315	-0.04
100 to less than 200	20.62	22.15	1.52	0.86	1.77	0.0783	0.07
200 to less than 500	22.23	23.15	0.92	0.61	1.52	0.1313	0.04
500 to less than 750	4.30	4.21	-0.09	0.19	-0.49	0.6245	-0.02
750 or more	2.87	2.39	-0.47	0.17	-2.70	0.0075	-0.20
Locale:							
City	33.62	34.03	0.41	0.68	0.60	0.5508	0.01
Suburb	33.51	32.73	-0.78	0.93	-0.84	0.4011	-0.02
Town	9.47	11.27	1.80	0.56	3.24	0.0014	0.16
Rural	23.41	21.98	-1.43	1.24	-1.15	0.2495	-0.06
Grade level:							
Elementary	55.72	57.56	1.84	0.86	2.16	0.0323	0.03
Secondary	10.60	9.65	-0.96	0.63	-1.53	0.1284	-0.10
Combined	33.68	32.79	-0.89	0.70	-1.27	0.2067	-0.03

See notes at end of table.

Table E-7. Effect of nonresponse adjustment on private principal (2B) bias estimates, before nonresponse adjustments: 2017-18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Region:							
Northeast	23.80	21.55	-2.25	1.19	-1.89	0.0596	-0.10
Midwest	24.28	26.41	2.14	0.73	2.93	0.0038	0.08
South	34.20	33.27	-0.93	1.33	-0.70	0.4837	-0.03
West	17.72	18.77	1.05	0.62	1.68	0.0950	0.06
Number of teachers:							
Less than 5	23.75	21.63	-2.11	0.98	-2.16	0.0316	-0.10
5 to less than 15	38.66	42.33	3.67	1.19	3.10	0.0022	0.09
15 to less than 30	22.13	22.66	0.53	0.67	0.80	0.4236	0.02
30 to less than 50	8.15	8.09	-0.06	0.32	-0.18	0.8598	-0.01
50 or more	7.32	5.28	-2.04	0.64	-3.16	0.0018	-0.39

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School Principal Data File,” 2017–18.

Table E-8. Effect of nonresponse adjustment on private principal (2B) bias estimates, after nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Affiliation:							
Catholic—parochial	9.78	9.81	0.03	0.31	0.11	0.9154	0.00
Catholic—diocesan	10.90	10.54	-0.36	0.43	-0.83	0.4099	-0.03
Catholic—private	4.81	4.72	-0.09	0.29	-0.31	0.7576	-0.02
Baptist	5.84	5.74	-0.10	0.31	-0.32	0.7502	-0.02
Jewish	3.94	3.90	-0.03	0.30	-0.11	0.9135	-0.01
Lutheran	4.13	4.23	0.10	0.22	0.47	0.6393	0.02
Seventh-Day Adventist	2.91	2.75	-0.16	0.31	-0.52	0.6041	-0.06
Other religious	31.80	31.68	-0.11	1.30	-0.09	0.9311	0.00
Nonsectarian—regular	12.71	13.06	0.35	0.75	0.47	0.6362	0.03
Nonsectarian—special emphasis	—8.06	8.12	0.06	0.38	0.14	0.8850	0.01
Nonsectarian—special education	5.13	5.44	0.31	0.19	1.59	0.1134	0.06
School enrollment:							
Less than 100	49.98	49.19	-0.79	0.85	-0.93	0.3523	-0.02
100 to less than 200	20.62	20.55	-0.08	0.74	-0.10	0.9167	0.00
200 to less than 500	22.23	23.08	0.85	0.76	1.11	0.2686	0.04
500 to less than 750	4.30	4.48	0.18	0.21	0.85	0.3974	0.04
750 or more	2.87	2.71	-0.15	0.21	-0.72	0.4734	-0.06
Locale:							
City	33.62	33.80	0.17	0.66	0.26	0.7923	0.01
Suburb	33.51	34.39	0.88	0.99	0.90	0.3702	0.03
Town	9.47	9.29	-0.18	0.65	-0.27	0.7866	-0.02
Rural	23.41	22.52	-0.88	1.41	-0.63	0.5304	-0.04
Grade level:							
Elementary	55.72	55.74	0.02	0.68	0.03	0.9764	0.00
Secondary	10.60	10.41	-0.19	0.64	-0.30	0.7643	-0.02
Combined	33.68	33.85	0.17	0.46	0.37	0.7099	0.01

See notes at end of table.

Table E-8. Effect of nonresponse adjustment on private principal (2B) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Region:							
Northeast	23.80	22.66	-1.14	1.14	-1.00	0.3192	-0.05
Midwest	24.28	24.81	0.54	0.95	0.56	0.5733	0.02
South	34.20	33.50	-0.70	1.16	-0.60	0.5475	-0.02
West	17.72	19.02	1.30	0.64	2.03	0.0434	0.07
Number of teachers:							
Less than 5	23.75	23.97	0.22	0.77	0.29	0.7750	0.01
5 to less than 15	38.66	38.66	0.00	0.66	-0.01	0.9941	0.00
15 to less than 30	22.13	22.43	0.30	0.73	0.41	0.6820	0.01
30 to less than 50	8.15	8.43	0.28	0.32	0.88	0.3797	0.03
50 or more	7.32	6.52	-0.79	0.67	-1.19	0.2369	-0.12

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School Principal Data File,” 2017–18.

Table E-9. Effect of nonresponse adjustment on public Teacher Listing Form (1A) bias estimates, before nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Charter Status:							
Charter	7.15	5.95	-1.20	0.10	-11.78	0.0000	-0.20
Noncharter	92.85	94.05	1.20	0.10	11.78	0.0000	0.01
School enrollment:							
Less than 100	7.46	6.82	-0.64	0.19	-3.35	0.0010	-0.09
100 to less than 200	7.73	7.63	-0.10	0.11	-0.90	0.3674	-0.01
200 to less than 500	38.72	39.07	0.35	0.21	1.67	0.0972	0.01
500 to less than 750	25.57	25.76	0.18	0.18	1.02	0.3076	0.01
750 to less than 1000	10.27	10.41	0.14	0.10	1.42	0.1583	0.01
1000 or more	10.25	10.31	0.06	0.09	0.73	0.4657	0.01
Percent non-White:							
Less than 5 percent	10.34	10.89	0.55	0.14	4.06	0.0001	0.05
5 to less than 10 percent	9.58	10.02	0.45	0.11	4.12	0.0001	0.04
10 to less than 20 percent	12.42	13.03	0.61	0.12	4.95	0.0000	0.05
20 to less than 30 percent	9.69	9.89	0.20	0.12	1.65	0.1007	0.02
30 to less than 50 percent	15.12	15.73	0.61	0.12	5.07	0.0000	0.04
50 percent or more	42.86	40.44	-2.42	0.21	-11.35	0.0000	-0.06
Percent Free Lunch Eligible:							
Less than 35 percent	28.85	28.64	-0.21	0.20	-1.03	0.3024	-0.01
35 to less than 50 percent	17.03	17.61	0.58	0.13	4.51	0.0000	0.03
50 to less than 75 percent	28.49	29.07	0.58	0.18	3.15	0.0019	0.02
75 percent or more	25.62	24.68	-0.94	0.20	-4.75	0.0000	-0.04
Locale:							
City	27.99	25.85	-2.14	0.19	-11.26	0.0000	-0.08
Suburb	32.51	32.40	-0.11	0.21	-0.54	0.5889	0.00

See notes at end of table.

**Table E-9. Effect of nonresponse adjustment on public Teacher Listing Form (1A) bias estimates, before nonresponse adjustments:
2017–18 NTPS—Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Town	13.21	13.93	0.72	0.14	5.17	0.0000	0.05
Rural	26.29	27.82	1.53	0.17	8.81	0.0000	0.05
Pupil teacher ratio:							
Less than 10	7.13	6.62	-0.51	0.17	-3.02	0.0028	-0.08
10 to less than 15	36.03	36.91	0.87	0.20	4.33	0.0000	0.02
15 to less than 20	38.94	39.23	0.28	0.21	1.37	0.1734	0.01
20 or more	17.89	17.24	-0.64	0.19	-3.44	0.0007	-0.04
Grade level:							
Primary	55.49	55.88	0.38	0.20	1.95	0.0530	0.01
Middle	15.55	15.88	0.33	0.12	2.69	0.0077	0.02
High School	21.14	20.93	-0.21	0.17	-1.24	0.2166	-0.01
Combined	7.81	7.31	-0.50	0.10	-4.76	0.0000	-0.07
Region:							
Northeast	16.30	16.82	0.51	0.15	3.48	0.0006	0.03
Midwest	24.20	24.90	0.69	0.17	4.01	0.0001	0.03
South	35.53	35.23	-0.30	0.22	-1.36	0.1766	-0.01
West	23.96	23.05	-0.91	0.20	-4.51	0.0000	-0.04
Number of teachers:							
Less than 10	9.93	9.09	-0.84	0.20	-4.12	0.0001	-0.09
10 to less than 25	29.28	29.08	-0.20	0.19	-1.05	0.2932	-0.01
25 to less than 50	43.62	44.43	0.81	0.19	4.38	0.0000	0.02
50 to less than 75	10.88	11.10	0.22	0.09	2.45	0.0151	0.02
75 or more	6.29	6.29	0.01	0.06	0.10	0.9208	0.00
Title 1 status:							
Title 1 program	56.47	56.95	0.47	0.25	1.91	0.0574	0.01

See notes at end of table.

**Table E-9. Effect of nonresponse adjustment on public Teacher Listing Form (1A) bias estimates, before nonresponse adjustments:
2017–18 NTPS—Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Title 1 noneligible	28.54	27.81	-0.73	0.23	-3.14	0.0019	-0.03
Title 1 eligible but no Title 1 program	14.99	15.25	0.25	0.15	1.70	0.0900	0.02
State:							
Alabama	1.56	1.59	0.03	0.06	0.54	0.5896	0.02
Alaska	0.55	0.47	-0.08	0.02	-4.43	0.0000	-0.17
Arizona	2.31	2.21	-0.10	0.08	-1.27	0.2050	-0.05
Arkansas	1.02	1.12	0.09	0.03	3.29	0.0012	0.08
California	10.72	10.10	-0.62	0.15	-4.03	0.0001	-0.06
Colorado	1.91	1.70	-0.21	0.07	-2.96	0.0034	-0.12
Connecticut	1.30	1.37	0.07	0.05	1.44	0.1503	0.05
Delaware	0.24	0.23	0.00	0.01	-0.46	0.6436	-0.02
District of Columbia	0.23	0.17	-0.06	0.01	-9.23	0.0000	-0.33
Florida	4.22	4.15	-0.07	0.10	-0.71	0.4775	-0.02
Georgia	2.41	2.55	0.14	0.04	3.29	0.0012	0.06
Hawaii	0.32	0.36	0.04	0.00	13.48	0.0000	0.12
Idaho	0.77	0.78	0.01	0.02	0.52	0.6048	0.01
Illinois	4.20	4.36	0.15	0.09	1.69	0.0935	0.04
Indiana	1.92	1.96	0.05	0.05	0.83	0.4053	0.02
Iowa	1.28	1.39	0.11	0.03	3.19	0.0017	0.08
Kansas	1.36	1.51	0.15	0.02	6.40	0.0000	0.10
Kentucky	1.38	1.47	0.09	0.04	2.19	0.0296	0.06
Louisiana	1.59	1.58	-0.02	0.05	-0.31	0.7551	-0.01
Maine	0.66	0.63	-0.03	0.02	-1.28	0.2007	-0.05
Maryland	1.55	0.91	-0.64	0.06	-10.26	0.0000	-0.70
Massachusetts	1.92	1.91	-0.01	0.07	-0.13	0.8951	0.00

See notes at end of table.

**Table E-9. Effect of nonresponse adjustment on public Teacher Listing Form (1A) bias estimates, before nonresponse adjustments:
2017–18 NTPS—Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Michigan	3.38	3.50	0.12	0.07	1.63	0.1057	0.03
Minnesota	2.17	2.23	0.06	0.07	0.90	0.3711	0.03
Mississippi	1.15	1.25	0.10	0.03	3.55	0.0005	0.08
Missouri	2.16	2.15	-0.01	0.06	-0.11	0.9113	0.00
Montana	0.62	0.59	-0.03	0.03	-0.80	0.4228	-0.04
Nebraska	0.94	0.86	-0.08	0.04	-2.22	0.0277	-0.09
Nevada	0.71	0.71	0.00	0.03	-0.02	0.9846	0.00
New Hampshire	0.50	0.54	0.04	0.02	2.79	0.0058	0.08
New Jersey	2.79	2.85	0.06	0.07	0.97	0.3353	0.02
New Mexico	0.90	0.95	0.05	0.02	2.59	0.0104	0.05
New York	5.13	5.33	0.20	0.08	2.54	0.0119	0.04
North Carolina	2.83	2.88	0.05	0.06	0.83	0.4076	0.02
North Dakota	0.44	0.45	0.02	0.01	1.59	0.1137	0.04
Ohio	3.77	3.72	-0.05	0.09	-0.53	0.5988	-0.01
Oklahoma	1.54	1.69	0.15	0.03	5.04	0.0000	0.09
Oregon	1.29	1.32	0.03	0.04	0.72	0.4697	0.02
Pennsylvania	3.35	3.50	0.15	0.07	2.22	0.0273	0.04
Rhode Island	0.33	0.36	0.03	0.01	4.47	0.0000	0.08
South Carolina	1.46	1.62	0.16	0.03	5.20	0.0000	0.10
South Dakota	0.56	0.59	0.03	0.02	1.63	0.1054	0.05
Tennessee	1.84	2.01	0.16	0.04	4.30	0.0000	0.08
Texas	9.39	8.70	-0.70	0.16	-4.38	0.0000	-0.08
Utah	1.07	1.15	0.08	0.03	3.25	0.0014	0.07
Vermont	0.34	0.33	-0.01	0.01	-0.43	0.6708	-0.02
Virginia	2.33	2.48	0.15	0.04	3.36	0.0009	0.06
Washington	2.43	2.30	-0.13	0.09	-1.33	0.1844	-0.05

See notes at end of table.

**Table E-9. Effect of nonresponse adjustment on public Teacher Listing Form (1A) bias estimates, before nonresponse adjustments:
2017–18 NTPS—Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
West Virginia	0.79	0.84	0.05	0.03	1.63	0.1048	0.06
Wisconsin	2.03	2.17	0.14	0.05	3.10	0.0022	0.07
Wyoming	0.37	0.40	0.03	0.01	2.70	0.0075	0.07

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017–18.

**Table E-10. Effect of nonresponse adjustment on public Teacher Listing Form (1A) bias estimates, after nonresponse adjustments:
2017–18 NTPS**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Charter status:							
Charter	7.15	6.31	-0.83	0.12	-7.14	0.0000	-0.13
Noncharter	92.85	93.69	0.83	0.12	7.14	0.0000	0.01
School enrollment:							
Less than 100	7.46	6.97	-0.49	0.18	-2.76	0.0063	-0.07
100 to less than 200	7.73	7.82	0.09	0.13	0.73	0.4690	0.01
200 to less than 500	38.72	38.78	0.06	0.19	0.34	0.7356	0.00
500 to less than 750	25.57	25.42	-0.16	0.16	-0.97	0.3324	-0.01
750 to less than 1000	10.27	10.39	0.12	0.10	1.17	0.2431	0.01
1000 or more	10.25	10.62	0.37	0.10	3.87	0.0001	0.03
Percent non-White:							
Less than 5 percent	10.34	10.19	-0.15	0.11	-1.32	0.1873	-0.01
5 to less than 10 percent	9.58	9.42	-0.16	0.09	-1.68	0.0955	-0.02
10 to less than 20 percent	12.42	12.59	0.17	0.12	1.48	0.1412	0.01
20 to less than 30 percent	9.69	9.66	-0.03	0.12	-0.26	0.7926	0.00
30 to less than 50 percent	15.12	15.54	0.43	0.13	3.39	0.0009	0.03
50 percent or more	42.86	42.59	-0.27	0.17	-1.62	0.1066	-0.01
Percent Free Lunch Eligible:							
Less than 35 percent	28.85	28.16	-0.69	0.20	-3.46	0.0007	-0.02
35 to less than 50 percent	17.03	17.27	0.24	0.13	1.83	0.0689	0.01
50 to less than 75 percent	28.49	28.88	0.38	0.20	1.92	0.0558	0.01
75 percent or more	25.62	25.69	0.07	0.20	0.33	0.7420	0.00
Locale:							
City	27.99	27.59	-0.40	0.19	-2.08	0.0391	-0.01
Suburb	32.51	32.44	-0.07	0.20	-0.36	0.7214	0.00

See notes at end of table.

**Table E-10. Effect of nonresponse adjustment on public Teacher Listing Form (1A) bias estimates, after nonresponse adjustments:
2017-18 NTPS—Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Town	13.21	13.39	0.18	0.13	1.34	0.1829	0.01
Rural	26.29	26.59	0.30	0.15	2.04	0.0426	0.01
Pupil teacher ratio:							
Less than 10	7.13	6.72	-0.41	0.15	-2.68	0.0080	-0.06
10 to less than 15	36.03	36.43	0.39	0.20	1.93	0.0547	0.01
15 to less than 20	38.94	39.09	0.15	0.21	0.70	0.4840	0.00
20 or more	17.89	17.76	-0.13	0.16	-0.78	0.4340	-0.01
Grade level:							
Primary	55.49	55.75	0.25	0.19	1.31	0.1919	0.00
Middle	15.55	15.70	0.15	0.13	1.16	0.2477	0.01
High School	21.14	21.23	0.09	0.16	0.53	0.5953	0.00
Combined	7.81	7.33	-0.49	0.10	-4.68	0.0000	-0.07
Region:							
Northeast	16.30	16.30	0.00	0.00	-0.05	0.9599	0.00
Midwest	24.20	24.20	0.00	0.00	0.08	0.9332	0.00
South	35.53	35.53	0.00	0.00	-0.08	0.9370	0.00
West	23.96	23.96	0.00	0.00	0.02	0.9874	0.00
Number of teachers:							
Less than 10	9.93	9.32	-0.61	0.18	-3.37	0.0009	-0.07
10 to less than 25	29.28	29.51	0.23	0.20	1.14	0.2576	0.01
25 to less than 50	43.62	43.51	-0.11	0.16	-0.72	0.4694	0.00
50 to less than 75	10.88	11.21	0.33	0.09	3.48	0.0006	0.03
75 or more	6.29	6.46	0.17	0.07	2.55	0.0115	0.03
Title 1 status:							
Title 1 program	56.47	57.41	0.93	0.24	3.92	0.0001	0.02

See notes at end of table.

**Table E-10. Effect of nonresponse adjustment on public Teacher Listing Form (1A) bias estimates, after nonresponse adjustments:
2017-18 NTPS—Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Title 1 noneligible	28.54	27.86	-0.68	0.22	-3.11	0.0021	-0.02
Title 1 eligible but no Title 1 program	14.99	14.74	-0.25	0.13	-1.92	0.0562	-0.02
State:							
Alabama	1.56	1.60	0.04	0.06	0.69	0.4923	0.03
Alaska	0.55	0.51	-0.04	0.02	-1.82	0.0702	-0.08
Arizona	2.31	2.23	-0.08	0.08	-0.98	0.3278	-0.04
Arkansas	1.02	1.03	0.01	0.03	0.33	0.7412	0.01
California	10.72	10.56	-0.16	0.12	-1.41	0.1602	-0.02
Colorado	1.91	1.71	-0.20	0.07	-2.82	0.0053	-0.12
Connecticut	1.30	1.30	0.00	0.04	0.06	0.9546	0.00
Delaware	0.24	0.23	-0.01	0.01	-1.23	0.2194	-0.05
District of Columbia	0.23	0.22	-0.01	0.01	-1.25	0.2130	-0.05
Florida	4.22	4.44	0.23	0.11	2.07	0.0400	0.05
Georgia	2.41	2.61	0.20	0.05	3.77	0.0002	0.08
Hawaii	0.32	0.47	0.15	0.02	9.34	0.0000	0.32
Idaho	0.77	0.80	0.04	0.02	1.45	0.1474	0.05
Illinois	4.20	4.35	0.15	0.08	1.85	0.0662	0.04
Indiana	1.92	1.90	-0.02	0.05	-0.38	0.7036	-0.01
Iowa	1.28	1.32	0.04	0.03	1.17	0.2433	0.03
Kansas	1.36	1.45	0.09	0.02	3.48	0.0006	0.06
Kentucky	1.38	1.43	0.05	0.04	1.23	0.2219	0.04
Louisiana	1.59	1.60	0.01	0.05	0.14	0.8898	0.00
Maine	0.66	0.62	-0.04	0.02	-1.44	0.1505	-0.06
Maryland	1.55	1.05	-0.50	0.07	-7.62	0.0000	-0.47
Massachusetts	1.92	1.78	-0.13	0.07	-2.00	0.0464	-0.07

See notes at end of table.

**Table E-10. Effect of nonresponse adjustment on public Teacher Listing Form (1A) bias estimates, after nonresponse adjustments:
2017-18 NTPS—Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Michigan	3.38	3.41	0.03	0.07	0.45	0.6557	0.01
Minnesota	2.17	2.16	-0.01	0.06	-0.10	0.9217	0.00
Mississippi	1.15	1.19	0.05	0.03	1.80	0.0742	0.04
Missouri	2.16	2.05	-0.10	0.06	-1.75	0.0812	-0.05
Montana	0.62	0.58	-0.04	0.03	-1.31	0.1927	-0.07
Nebraska	0.94	0.82	-0.12	0.04	-3.43	0.0007	-0.15
Nevada	0.71	0.80	0.08	0.03	2.44	0.0155	0.10
New Hampshire	0.50	0.51	0.01	0.02	0.70	0.4827	0.02
New Jersey	2.79	2.72	-0.07	0.05	-1.24	0.2169	-0.02
New Mexico	0.90	1.03	0.13	0.03	4.78	0.0000	0.12
New York	5.13	5.37	0.23	0.07	3.27	0.0013	0.04
North Carolina	2.83	2.95	0.12	0.07	1.78	0.0759	0.04
North Dakota	0.44	0.43	-0.01	0.01	-0.53	0.5993	-0.01
Ohio	3.77	3.65	-0.12	0.08	-1.54	0.1241	-0.03
Oklahoma	1.54	1.55	0.01	0.03	0.34	0.7320	0.01
Oregon	1.29	1.36	0.07	0.04	1.72	0.0864	0.05
Pennsylvania	3.35	3.30	-0.04	0.06	-0.69	0.4911	-0.01
Rhode Island	0.33	0.36	0.04	0.01	4.10	0.0001	0.10
South Carolina	1.46	1.51	0.05	0.02	2.06	0.0405	0.03
South Dakota	0.56	0.57	0.01	0.02	0.30	0.7611	0.01
Tennessee	1.84	2.03	0.19	0.05	3.65	0.0003	0.09
Texas	9.39	8.79	-0.60	0.14	-4.32	0.0000	-0.07
Utah	1.07	1.17	0.11	0.03	3.55	0.0005	0.09
Vermont	0.34	0.33	-0.01	0.01	-0.65	0.5153	-0.03
Virginia	2.33	2.50	0.17	0.05	3.31	0.0011	0.07

See notes at end of table.

**Table E-10. Effect of nonresponse adjustment on public Teacher Listing Form (1A) bias estimates, after nonresponse adjustments:
2017-18 NTPS—Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Washington	2.43	2.36	-0.07	0.09	-0.79	0.4329	-0.03
West Virginia	0.79	0.78	-0.01	0.03	-0.18	0.8568	-0.01
Wisconsin	2.03	2.08	0.06	0.05	1.32	0.1887	0.03
Wyoming	0.37	0.39	0.02	0.01	1.74	0.0838	0.05

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017–18.

Table E-11. Effect of nonresponse adjustment on public teacher (4A) bias estimates, before nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Charter status:							
Charter	4.69	4.60	-0.09	0.06	-1.59	0.1142	-0.02
Noncharter	95.31	95.40	0.09	0.06	1.59	0.1142	0.00
School enrollment:							
Less than 200	1.94	1.93	-0.02	0.08	-0.22	0.8257	-0.01
100 to less than 200	3.21	3.47	0.26	0.07	3.59	0.0004	0.08
200 to less than 500	28.25	29.43	1.18	0.20	5.89	0.0000	0.04
500 to less than 750	26.91	27.22	0.31	0.23	1.36	0.1744	0.01
750 to less than 1000	14.66	14.19	-0.48	0.18	-2.62	0.0094	-0.03
1000 or more	25.02	23.77	-1.25	0.22	-5.72	0.0000	-0.05
Percent non-White:							
Less than 5 percent	7.65	8.61	0.96	0.09	10.26	0.0000	0.11
5 to less than 10 percent	8.91	9.51	0.61	0.13	4.69	0.0000	0.06
10 to less than 20 percent	13.05	13.60	0.56	0.16	3.44	0.0007	0.04
20 to less than 30 percent	10.16	10.21	0.06	0.15	0.38	0.7052	0.01
30 to less than 50 percent	17.13	17.28	0.16	0.18	0.89	0.3730	0.01
50 percent or more	43.12	40.78	-2.34	0.24	-9.61	0.0000	-0.06
Percent Free Lunch Eligible:							
Less than 35 percent	32.67	32.51	-0.16	0.23	-0.70	0.4877	0.00
35 to less than 50 percent	17.81	18.13	0.33	0.18	1.78	0.0772	0.02
50 to less than 75 percent	27.08	27.81	0.73	0.19	3.78	0.0002	0.03
75 percent or more	22.44	21.55	-0.89	0.19	-4.65	0.0000	-0.04
Locale:							
City	28.09	26.47	-1.62	0.20	-8.27	0.0000	-0.06
Suburb	39.88	38.77	-1.11	0.21	-5.22	0.0000	-0.03
Town	11.54	12.61	1.07	0.11	9.43	0.0000	0.08
Rural	20.48	22.15	1.67	0.17	9.71	0.0000	0.08

See notes at end of table.

Table E-11. Effect of nonresponse adjustment on public teacher (4A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Pupil teacher ratio:							
Less than 10	3.81	3.88	0.07	0.10	0.71	0.4802	0.02
10 to less than 15	35.88	36.24	0.36	0.21	1.71	0.0881	0.01
15 to less than 20	42.89	43.18	0.30	0.24	1.24	0.2170	0.01
20 or more	17.43	16.70	-0.73	0.18	-3.94	0.0001	-0.04
Grade level:							
Primary	47.72	48.33	0.61	0.25	2.42	0.0165	0.01
Middle	17.85	17.76	-0.09	0.19	-0.50	0.6143	-0.01
High School	29.13	28.22	-0.91	0.22	-4.23	0.0000	-0.03
Combined	5.29	5.69	0.40	0.07	5.65	0.0000	0.07
Region:							
Northeast	18.99	18.38	-0.61	0.17	-3.50	0.0006	-0.03
Midwest	22.16	23.17	1.01	0.19	5.33	0.0000	0.04
South	38.82	38.87	0.06	0.22	0.25	0.7995	0.00
West	20.04	19.57	-0.46	0.17	-2.68	0.0079	-0.02
Number of teachers:							
Less than 10	2.58	2.56	-0.02	0.09	-0.25	0.8028	-0.01
10 to less than 25	17.51	18.62	1.11	0.16	6.90	0.0000	0.06
25 to less than 50	43.57	43.81	0.24	0.25	0.96	0.3398	0.01
50 to less than 75	18.19	17.96	-0.23	0.19	-1.20	0.2314	-0.01
75 or more	18.15	17.06	-1.10	0.19	-5.75	0.0000	-0.06
Title 1 status:							
Title 1 program	54.18	54.29	0.11	0.22	0.51	0.6122	0.00
Title 1 noneligible	29.92	30.05	0.13	0.21	0.60	0.5512	0.00
Title 1 eligible but no Title 1 program	15.90	15.66	-0.24	0.17	-1.38	0.1705	-0.02

See notes at end of table.

Table E-11. Effect of nonresponse adjustment on public teacher (4A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Teacher status:							
Full-time	68.08	73.68	5.60	0.25	22.09	0.0000	0.08
Part-time	2.29	2.59	0.30	0.03	9.00	0.0000	0.12
Not reported	29.63	23.73	-5.91	0.26	-22.91	0.0000	-0.25
Subject taught:							
Special education	11.27	11.75	0.48	0.10	5.01	0.0000	0.04
General elementary	37.75	37.96	0.21	0.21	1.00	0.3163	0.01
Math	7.44	7.55	0.11	0.08	1.37	0.1729	0.01
Science	5.77	5.78	0.02	0.08	0.20	0.8398	0.00
English/language arts	9.93	9.77	-0.16	0.09	-1.79	0.0757	-0.02
Social studies	5.15	5.04	-0.11	0.06	-1.71	0.0897	-0.02
Vocational/technical	3.66	3.59	-0.07	0.06	-1.26	0.2102	-0.02
Other	17.49	16.95	-0.54	0.13	-4.25	0.0000	-0.03
Not reported	1.56	1.62	0.06	0.05	1.08	0.2828	0.04
State:							
Alabama	1.52	1.48	-0.03	0.07	-0.47	0.6390	-0.02
Alaska	0.19	0.18	0.00	0.01	-0.58	0.5628	-0.02
Arizona	1.94	1.95	0.01	0.06	0.12	0.9060	0.00
Arkansas	1.01	1.16	0.14	0.03	4.65	0.0000	0.12
California	8.77	7.91	-0.87	0.15	-5.92	0.0000	-0.11
Colorado	1.63	1.56	-0.07	0.05	-1.40	0.1641	-0.04
Connecticut	1.46	1.28	-0.18	0.07	-2.72	0.0070	-0.14
Delaware	0.29	0.27	-0.02	0.01	-1.79	0.0757	-0.07
District of Columbia	0.20	0.12	-0.08	0.01	-11.52	0.0000	-0.65
Florida	5.51	5.45	-0.06	0.10	-0.56	0.5768	-0.01
Georgia	3.74	3.83	0.09	0.10	0.87	0.3853	0.02

See notes at end of table.

Table E-11. Effect of nonresponse adjustment on public teacher (4A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Hawaii	0.51	0.55	0.03	0.01	2.36	0.0194	0.06
Idaho	0.52	0.59	0.07	0.02	4.18	0.0000	0.12
Illinois	4.27	4.26	-0.01	0.09	-0.15	0.8835	0.00
Indiana	1.86	2.00	0.13	0.07	2.03	0.0435	0.07
Iowa	1.25	1.35	0.11	0.04	2.54	0.0117	0.08
Kansas	1.17	1.29	0.11	0.04	2.99	0.0031	0.09
Kentucky	1.20	1.30	0.10	0.05	2.02	0.0443	0.08
Louisiana	1.51	1.46	-0.05	0.06	-0.84	0.4036	-0.03
Maine	0.46	0.52	0.06	0.02	3.85	0.0002	0.12
Maryland	1.19	1.04	-0.15	0.05	-2.86	0.0046	-0.14
Massachusetts	2.30	2.22	-0.08	0.08	-0.95	0.3441	-0.04
Michigan	2.55	2.81	0.26	0.07	4.05	0.0001	0.09
Minnesota	2.25	2.14	-0.11	0.09	-1.25	0.2115	-0.05
Mississippi	0.95	0.98	0.03	0.04	0.77	0.4395	0.03
Missouri	2.01	2.08	0.07	0.06	1.06	0.2921	0.03
Montana	0.34	0.39	0.04	0.01	4.61	0.0000	0.12
Nebraska	0.67	0.74	0.07	0.03	2.72	0.0071	0.10
Nevada	0.84	0.81	-0.02	0.03	-0.74	0.4624	-0.03
New Hampshire	0.50	0.52	0.02	0.02	1.13	0.2613	0.04
New Jersey	3.65	3.29	-0.36	0.11	-3.27	0.0013	-0.11
New Mexico	0.80	0.82	0.02	0.02	1.23	0.2215	0.03
New York	6.00	5.66	-0.34	0.14	-2.51	0.0128	-0.06
North Carolina	3.11	3.28	0.16	0.07	2.33	0.0210	0.05
North Dakota	0.30	0.35	0.05	0.01	4.95	0.0000	0.14
Ohio	3.56	3.75	0.18	0.09	2.10	0.0372	0.05

See notes at end of table.

Table E-11. Effect of nonresponse adjustment on public teacher (4A) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Oklahoma	1.30	1.44	0.14	0.04	3.66	0.0003	0.10
Oregon	1.05	1.09	0.04	0.04	1.12	0.2659	0.04
Pennsylvania	3.97	4.20	0.23	0.08	2.98	0.0032	0.05
Rhode Island	0.39	0.41	0.02	0.01	1.33	0.1835	0.04
South Carolina	1.65	1.76	0.11	0.05	2.19	0.0299	0.06
South Dakota	0.34	0.37	0.03	0.01	3.03	0.0028	0.09
Tennessee	2.08	2.15	0.07	0.07	0.96	0.3363	0.03
Texas	10.05	9.38	-0.67	0.15	-4.53	0.0000	-0.07
Utah	1.09	1.21	0.13	0.03	4.07	0.0001	0.10
Vermont	0.26	0.29	0.03	0.01	3.62	0.0004	0.10
Virginia	2.92	3.13	0.21	0.08	2.63	0.0091	0.07
Washington	2.09	2.22	0.12	0.06	1.90	0.0590	0.06
West Virginia	0.59	0.65	0.06	0.02	2.80	0.0056	0.09
Wisconsin	1.93	2.03	0.11	0.06	1.76	0.0803	0.05
Wyoming	0.27	0.30	0.03	0.01	3.94	0.0001	0.11

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Teacher Data File,” 2017–18.

Table E-12. Effect of nonresponse adjustment on public teacher (4A) bias estimates, after nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Charter status:							
Charter	4.69	4.94	0.25	0.12	2.06	0.0407	0.05
Noncharter	95.31	95.06	-0.25	0.12	-2.06	0.0407	0.00
School enrollment:							
Less than 100	1.94	2.01	0.07	0.16	0.44	0.6595	0.03
100 to less than 200	3.21	3.34	0.13	0.12	1.04	0.3009	0.04
200 to less than 500	28.25	28.48	0.24	0.41	0.58	0.5598	0.01
500 to less than 750	26.91	27.12	0.21	0.38	0.56	0.5778	0.01
750 to less than 1000	14.66	14.27	-0.40	0.30	-1.35	0.1797	-0.03
1000 or more	25.02	24.78	-0.24	0.43	-0.57	0.5683	-0.01
Percent non-White:							
Less than 5 percent	7.65	7.67	0.03	0.43	0.06	0.9508	0.00
5 to less than 10 percent	8.91	8.55	-0.36	0.46	-0.78	0.4366	-0.04
10 to less than 20 percent	13.05	12.59	-0.46	0.58	-0.80	0.4263	-0.04
20 to less than 30 percent	10.16	9.76	-0.40	0.50	-0.81	0.4210	-0.04
30 to less than 50 percent	17.13	16.70	-0.42	0.71	-0.60	0.5508	-0.03
50 percent or more	43.12	44.73	1.61	0.93	1.74	0.0831	0.04
Percent Free Lunch Eligible:							
Less than 35 percent	32.67	31.47	-1.20	0.44	-2.70	0.0076	-0.04
35 to less than 50 percent	17.81	17.67	-0.14	0.32	-0.44	0.6597	-0.01
50 to less than 75 percent	27.08	27.99	0.91	0.38	2.39	0.0180	0.03
75 percent or more	22.44	22.87	0.43	0.48	0.89	0.3742	0.02
Locale:							
City	28.09	29.11	1.02	0.48	2.11	0.0359	0.03
Suburb	39.88	38.74	-1.14	0.53	-2.13	0.0344	-0.03
Town	11.54	11.64	0.09	0.27	0.35	0.7265	0.01
Rural	20.48	20.51	0.03	0.43	0.07	0.9445	0.00

See notes at end of table.

Table E-12. Effect of nonresponse adjustment on public teacher (4A) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Pupil teacher ratio:							
Less than 10	3.81	4.06	0.25	0.16	1.55	0.1222	0.06
10 to less than 15	35.88	36.41	0.53	0.34	1.56	0.1210	0.01
15 to less than 20	42.89	43.01	0.13	0.38	0.33	0.7440	0.00
20 or more	17.43	16.52	-0.91	0.41	-2.21	0.0279	-0.05
Grade level:							
Primary	47.72	47.66	-0.07	0.41	-0.16	0.8719	0.00
Middle	17.85	17.82	-0.03	0.31	-0.10	0.9211	0.00
High School	29.13	28.51	-0.62	0.40	-1.55	0.1230	-0.02
Combined	5.29	6.01	0.72	0.15	4.68	0.0000	0.12
Region:							
Northeast	18.99	19.27	0.28	0.47	0.60	0.5491	0.01
Midwest	22.16	21.96	-0.21	0.53	-0.39	0.6992	-0.01
South	38.82	39.59	0.77	0.61	1.27	0.2044	0.02
West	20.04	19.19	-0.85	0.49	-1.74	0.0835	-0.04
Number of teachers:							
Less than 10	2.58	2.57	-0.01	0.17	-0.04	0.9645	0.00
10 to less than 25	17.51	17.73	0.22	0.26	0.84	0.3995	0.01
25 to less than 50	43.57	43.32	-0.25	0.39	-0.64	0.5228	-0.01
50 to less than 75	18.19	18.39	0.20	0.29	0.71	0.4803	0.01
75 or more	18.15	17.99	-0.17	0.35	-0.47	0.6366	-0.01
Title 1 status:							
Title 1 program	54.18	55.27	1.08	0.46	2.34	0.0202	0.02
Title 1 noneligible	29.92	29.61	-0.30	0.39	-0.78	0.4376	-0.01
Title 1 eligible but no Title 1 program	15.90	15.12	-0.78	0.35	-2.23	0.0269	-0.05

See notes at end of table.

Table E-12. Effect of nonresponse adjustment on public teacher (4A) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Teacher status:							
Full-time	68.08	68.11	0.03	0.13	0.21	0.8338	0.00
Part-time	2.29	2.28	0.00	0.04	-0.14	0.8885	0.00
Not reported	29.63	29.61	-0.02	0.15	-0.16	0.8748	0.00
Subject taught:							
Special education	11.27	11.73	0.46	0.11	4.12	0.0001	0.04
General elementary	37.75	37.13	-0.61	0.28	-2.16	0.0321	-0.02
Math	7.44	7.57	0.13	0.10	1.31	0.1927	0.02
Science	5.77	5.79	0.02	0.09	0.23	0.8162	0.00
English/language arts	9.93	10.15	0.22	0.12	1.84	0.0670	0.02
Social studies	5.15	5.15	0.01	0.08	0.11	0.9088	0.00
Vocational/technical	3.66	3.67	0.00	0.07	0.05	0.9591	0.00
Other	17.49	17.07	-0.42	0.14	-3.08	0.0023	-0.02
Not reported	1.56	1.75	0.19	0.07	2.81	0.0054	0.11
State:							
Alabama	1.52	1.50	-0.01	0.11	-0.11	0.9111	-0.01
Alaska	0.19	0.18	-0.01	0.02	-0.67	0.5042	-0.06
Arizona	1.94	1.91	-0.03	0.11	-0.28	0.7768	-0.02
Arkansas	1.01	1.05	0.03	0.05	0.66	0.5130	0.03
California	8.77	8.10	-0.68	0.39	-1.73	0.0860	-0.08
Colorado	1.63	1.56	-0.07	0.08	-0.83	0.4077	-0.04
Connecticut	1.46	1.51	0.05	0.12	0.43	0.6696	0.03
Delaware	0.29	0.29	-0.01	0.02	-0.31	0.7536	-0.02
District of Columbia	0.20	0.16	-0.04	0.01	-2.56	0.0112	-0.22
Florida	5.51	5.65	0.14	0.22	0.63	0.5271	0.02

See notes at end of table.

**Table E-12. Effect of nonresponse adjustment on public teacher (4A) bias estimates, after nonresponse adjustments: 2017–18 NTPS—
Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Georgia	3.74	3.80	0.06	0.15	0.43	0.6696	0.02
Hawaii	0.51	0.54	0.03	0.06	0.44	0.6619	0.05
Idaho	0.52	0.52	-0.01	0.03	-0.22	0.8228	-0.01
Illinois	4.27	4.17	-0.10	0.20	-0.53	0.5997	-0.03
Indiana	1.86	1.75	-0.11	0.08	-1.40	0.1626	-0.06
Iowa	1.25	1.25	0.00	0.07	0.01	0.9925	0.00
Kansas	1.17	1.24	0.07	0.11	0.62	0.5384	0.06
Kentucky	1.20	1.20	0.00	0.06	-0.08	0.9350	0.00
Louisiana	1.51	1.53	0.02	0.08	0.30	0.7652	0.02
Maine	0.46	0.45	0.00	0.02	-0.17	0.8633	-0.01
Maryland	1.19	1.22	0.03	0.07	0.46	0.6437	0.03
Massachusetts	2.30	2.35	0.05	0.14	0.35	0.7230	0.02
Michigan	2.55	2.53	-0.01	0.09	-0.17	0.8684	-0.01
Minnesota	2.25	2.34	0.09	0.25	0.35	0.7269	0.04
Mississippi	0.95	1.03	0.08	0.08	0.97	0.3321	0.08
Missouri	2.01	1.99	-0.02	0.11	-0.18	0.8559	-0.01
Montana	0.34	0.33	-0.01	0.02	-0.70	0.4827	-0.03
Nebraska	0.67	0.70	0.03	0.04	0.69	0.4919	0.04
Nevada	0.84	0.82	-0.01	0.06	-0.26	0.7938	-0.02
New Hampshire	0.50	0.49	-0.01	0.02	-0.36	0.7229	-0.02
New Jersey	3.65	3.57	-0.08	0.20	-0.39	0.6981	-0.02
New Mexico	0.80	0.83	0.03	0.06	0.53	0.5942	0.04
New York	6.00	6.30	0.29	0.23	1.28	0.2007	0.05
North Carolina	3.11	3.19	0.07	0.10	0.72	0.4741	0.02
North Dakota	0.30	0.32	0.01	0.01	0.96	0.3391	0.04

See notes at end of table.

Table E-12. Effect of nonresponse adjustment on public teacher (4A) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Ohio	3.56	3.43	-0.13	0.12	-1.12	0.2648	-0.04
Oklahoma	1.30	1.30	0.01	0.07	0.09	0.9288	0.00
Oregon	1.05	1.02	-0.03	0.05	-0.52	0.6055	-0.03
Pennsylvania	3.97	3.93	-0.04	0.12	-0.31	0.7557	-0.01
Rhode Island	0.39	0.42	0.02	0.03	0.72	0.4706	0.06
South Carolina	1.65	1.67	0.02	0.08	0.26	0.7960	0.01
South Dakota	0.34	0.35	0.01	0.02	0.62	0.5337	0.04
Tennessee	2.08	2.11	0.04	0.11	0.36	0.7222	0.02
Texas	10.05	10.32	0.28	0.39	0.71	0.4807	0.03
Utah	1.09	1.07	-0.02	0.04	-0.41	0.6822	-0.01
Vermont	0.26	0.25	-0.01	0.01	-0.59	0.5588	-0.03
Virginia	2.92	2.99	0.07	0.11	0.65	0.5154	0.02
Washington	2.09	2.06	-0.04	0.11	-0.33	0.7424	-0.02
West Virginia	0.59	0.57	-0.02	0.04	-0.54	0.5926	-0.04
Wisconsin	1.93	1.89	-0.04	0.08	-0.47	0.6402	-0.02
Wyoming	0.27	0.26	0.00	0.01	-0.26	0.7914	-0.01

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Teacher Data File,” 2017–18.

**Table E-13. Effect of nonresponse adjustment on private Teacher Listing Form (1B) bias estimates, before nonresponse adjustments:
2017–18 NTPS**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Affiliation:							
Catholic—parochial	9.78	12.36	2.58	0.27	9.51	0.0000	0.21
Catholic—diocesan	10.90	13.90	3.00	0.33	9.24	0.0000	0.22
Catholic—private	4.81	5.10	0.28	0.24	1.17	0.2449	0.06
Baptist	5.84	6.54	0.69	0.29	2.39	0.0178	0.11
Jewish	3.94	2.35	-1.59	0.29	-5.46	0.0000	-0.68
Lutheran	4.13	5.45	1.32	0.16	8.41	0.0000	0.24
Seventh-Day Adventist	2.91	3.40	0.49	0.27	1.81	0.0724	0.15
Other Religious	31.80	28.07	-3.73	1.15	-3.25	0.0014	-0.13
Nonsectarian—regular	12.71	9.45	-3.26	0.82	-3.96	0.0001	-0.34
Nonsectarian—special emphasis	8.06	7.75	-0.31	0.38	-0.83	0.4057	-0.04
Nonsectarian—special education	5.13	5.64	0.51	0.21	2.42	0.0162	0.09
School enrollment:							
Less than 100	49.98	46.31	-3.67	0.77	-4.79	0.0000	-0.08
100 to less than 200	20.62	22.22	1.59	0.69	2.31	0.0221	0.07
200 to less than 500	22.23	23.92	1.69	0.54	3.14	0.0020	0.07
500 to less than 750	4.30	4.76	0.46	0.22	2.11	0.0364	0.10
750 or more	2.87	2.80	-0.06	0.15	-0.42	0.6758	-0.02
Locale:							
City	33.62	33.73	0.11	0.58	0.19	0.8468	0.00
Suburb	33.51	34.09	0.58	0.88	0.66	0.5101	0.02
Town	9.47	10.71	1.24	0.50	2.49	0.0134	0.12
Rural	23.41	21.47	-1.94	1.25	-1.55	0.1236	-0.09
Grade level:							
Elementary	55.72	58.39	2.67	0.80	3.32	0.0011	0.05

See notes at end of table.

**Table E-13. Effect of nonresponse adjustment on private Teacher Listing Form (1B) bias estimates, before nonresponse adjustments:
2017–18 NTPS—Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Secondary	10.60	10.01	-0.59	0.53	-1.11	0.2664	-0.06
Combined	33.68	31.60	-2.08	0.70	-2.95	0.0036	-0.07
Region:							
Northeast	23.80	21.83	-1.97	0.97	-2.04	0.0429	-0.09
Midwest	24.28	27.07	2.79	0.60	4.67	0.0000	0.10
South	34.20	32.66	-1.54	1.17	-1.32	0.1880	-0.05
West	17.72	18.44	0.72	0.56	1.29	0.1976	0.04
Number of teachers:							
Less than 5	23.75	20.96	-2.79	0.87	-3.22	0.0015	-0.13
5 to less than 15	38.66	41.59	2.93	1.16	2.53	0.0122	0.07
15 to less than 30	22.13	22.93	0.80	0.50	1.58	0.1146	0.03
30 to less than 50	8.15	8.62	0.48	0.25	1.94	0.0538	0.06
50 or more	7.32	5.90	-1.42	0.63	-2.26	0.0246	-0.24

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017–18.

**Table E-14. Effect of nonresponse adjustment on private Teacher Listing Form (1B) bias estimates, after nonresponse adjustments:
2017–18 NTPS**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Affiliation:							
Catholic—parochial	9.78	9.69	-0.09	0.13	-0.72	0.4730	-0.01
Catholic—diocesan	10.90	10.93	0.03	0.15	0.20	0.8416	0.00
Catholic—private	4.81	4.72	-0.09	0.16	-0.59	0.5559	-0.02
Baptist	5.84	5.76	-0.09	0.17	-0.53	0.5971	-0.02
Jewish	3.94	3.31	-0.62	0.30	-2.07	0.0401	-0.19
Lutheran	4.13	4.20	0.07	0.10	0.65	0.5185	0.02
Seventh-Day Adventist	2.91	2.99	0.09	0.17	0.53	0.5971	0.03
Other religious	31.80	31.80	0.00	0.00	-0.20	0.8428	0.00
Nonsectarian—regular	12.71	13.33	0.62	0.30	2.07	0.0401	0.05
Nonsectarian—special emphasis	8.06	8.06	0.00	0.00	0.37	0.7146	0.00
Nonsectarian—special education	5.13	5.22	0.09	0.16	0.59	0.5559	0.02
School enrollment:							
Less than 100	49.98	48.32	-1.66	0.77	-2.16	0.0317	-0.03
100 to less than 200	20.62	21.04	0.42	0.65	0.64	0.5232	0.02
200 to less than 500	22.23	22.95	0.72	0.77	0.94	0.3487	0.03
500 to less than 750	4.30	4.72	0.42	0.21	1.98	0.0489	0.09
750 or more	2.87	2.97	0.10	0.18	0.55	0.5848	0.03
Locale:							
City	33.62	33.60	-0.02	0.59	-0.04	0.9673	0.00
Suburb	33.51	33.89	0.38	0.92	0.41	0.6805	0.01
Town	9.47	9.51	0.05	0.51	0.09	0.9272	0.00
Rural	23.41	23.00	-0.40	1.25	-0.32	0.7488	-0.02
Grade level:							
Elementary	55.72	56.20	0.48	0.88	0.55	0.5835	0.01

See notes at end of table.

**Table E-14. Effect of nonresponse adjustment on private Teacher Listing Form (1B) bias estimates, after nonresponse adjustments:
2017–18 NTPS—Continued**

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Secondary	10.60	10.06	-0.54	0.55	-1.00	0.3192	-0.05
Combined	33.68	33.74	0.06	0.82	0.08	0.9388	0.00
Region:							
Northeast	23.80	22.64	-1.17	0.97	-1.20	0.2309	-0.05
Midwest	24.28	24.93	0.65	0.87	0.75	0.4512	0.03
South	34.20	33.79	-0.41	1.15	-0.36	0.7203	-0.01
West	17.72	18.65	0.93	0.57	1.63	0.1057	0.05
Number of teachers:							
Less than 5	23.75	23.45	-0.29	0.48	-0.61	0.5427	-0.01
5 to less than 15	38.66	38.73	0.07	0.50	0.14	0.8901	0.00
15 to less than 30	22.13	22.23	0.10	0.61	0.16	0.8744	0.00
30 to less than 50	8.15	8.82	0.67	0.25	2.67	0.0083	0.08
50 or more	7.32	6.77	-0.54	0.58	-0.94	0.3507	-0.08

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017–18.

Table E-15. Effect of nonresponse adjustment on private teacher (4B) bias estimates, before nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Affiliation:							
Catholic—parochial	9.59	10.35	0.76	0.29	2.65	0.0087	0.07
Catholic—diocesan	12.27	13.67	1.40	0.27	5.14	0.0000	0.10
Catholic—private	8.25	8.23	-0.03	0.35	-0.08	0.9401	0.00
Baptist	4.09	3.71	-0.38	0.24	-1.56	0.1196	-0.10
Jewish	6.06	5.03	-1.03	0.42	-2.44	0.0157	-0.20
Lutheran	2.48	2.87	0.39	0.10	3.95	0.0001	0.14
Seventh-Day Adventist	0.94	0.97	0.04	0.07	0.53	0.5968	0.04
Other Religious	26.30	25.02	-1.28	0.44	-2.92	0.0039	-0.05
Nonsectarian—regular	20.94	20.84	-0.11	0.42	-0.26	0.7972	-0.01
Nonsectarian—special emphasis	5.47	5.35	-0.12	0.21	-0.56	0.5776	-0.02
Nonsectarian—special education	3.60	3.95	0.35	0.16	2.21	0.0286	0.09
School enrollment:							
Less than 100	17.34	16.89	-0.44	0.42	-1.07	0.2867	-0.03
100 to less than 200	19.37	20.15	0.77	0.36	2.13	0.0341	0.04
200 to less than 500	35.02	35.88	0.86	0.48	1.77	0.0782	0.02
500 to less than 750	13.81	13.62	-0.20	0.36	-0.55	0.5824	-0.01
750 or more	14.46	13.47	-0.99	0.46	-2.15	0.0324	-0.07
Locale:							
City	42.17	41.27	-0.90	0.55	-1.63	0.1037	-0.02
Suburb	38.89	39.39	0.51	0.51	0.98	0.3265	0.01
Town	6.40	6.56	0.16	0.31	0.51	0.6109	0.02
Rural	12.54	12.77	0.23	0.28	0.83	0.4101	0.02
Grade level:							
Elementary	41.58	43.55	1.96	0.56	3.53	0.0005	0.05

See notes at end of table.

Table E-15. Effect of nonresponse adjustment on private teacher (4B) bias estimates, before nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Secondary	15.43	15.41	-0.02	0.28	-0.07	0.9405	0.00
Combined	42.99	41.05	-1.94	0.55	-3.51	0.0006	-0.05
Region:							
Northeast	24.88	23.75	-1.14	0.52	-2.21	0.0282	-0.05
Midwest	21.83	23.17	1.34	0.39	3.39	0.0008	0.06
South	35.38	35.03	-0.36	0.51	-0.70	0.4828	-0.01
West	17.90	18.06	0.16	0.36	0.44	0.6587	0.01
Number of teachers:							
Less than 5	4.15	3.79	-0.36	0.20	-1.78	0.0773	-0.10
5 to less than 15	23.85	24.09	0.24	0.41	0.59	0.5567	0.01
15 to less than 30	26.18	27.22	1.04	0.43	2.40	0.0172	0.04
30 to less than 50	18.23	18.99	0.77	0.34	2.23	0.0271	0.04
50 or more	27.60	25.91	-1.68	0.56	-3.02	0.0028	-0.06
Teacher status:							
Full-time	62.17	68.98	6.81	0.52	13.06	0.0000	0.10
Part-time	12.66	12.70	0.04	0.29	0.14	0.8856	0.00
Not reported	25.17	18.32	-6.85	0.57	-12.07	0.0000	-0.37
Subject taught:							
Special education	5.82	6.38	0.56	0.18	3.17	0.0018	0.09
General elementary	31.56	32.08	0.52	0.40	1.30	0.1967	0.02
Math	9.57	9.90	0.33	0.19	1.70	0.0905	0.03
Science	6.78	6.87	0.08	0.16	0.51	0.6139	0.01
English/language arts	11.43	11.35	-0.08	0.22	-0.37	0.7135	-0.01
Social studies	5.48	5.36	-0.12	0.16	-0.77	0.4448	-0.02
Vocational/technical	2.06	1.65	-0.41	0.13	-3.23	0.0014	-0.25
Other	26.01	25.46	-0.54	0.35	-1.57	0.1183	-0.02
Not reported	1.30	0.96	-0.34	0.25	-1.35	0.1778	-0.35

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private Teacher Data File,” 2017–18.

Table E-16. Effect of nonresponse adjustment on private teacher (4B) bias estimates, after nonresponse adjustments: 2017–18 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Affiliation:							
Catholic—parochial	9.59	9.22	-0.36	0.46	-0.79	0.4306	-0.04
Catholic—diocesan	12.27	12.16	-0.11	0.62	-0.18	0.8594	-0.01
Catholic—private	8.25	8.12	-0.13	0.62	-0.21	0.8320	-0.02
Baptist	4.09	4.05	-0.04	0.42	-0.10	0.9166	-0.01
Jewish	6.06	6.54	0.48	0.62	0.78	0.4387	0.07
Lutheran	2.48	2.42	-0.06	0.19	-0.32	0.7468	-0.03
Seventh-Day Adventist	0.94	0.97	0.03	0.09	0.36	0.7214	0.03
Other Religious	26.30	25.62	-0.68	1.53	-0.44	0.6578	-0.03
Nonsectarian—regular	20.94	21.42	0.47	1.37	0.35	0.7294	0.02
Nonsectarian—special emphasis	5.47	5.77	0.30	0.42	0.72	0.4700	0.05
Nonsectarian—special education	3.60	3.69	0.10	0.39	0.24	0.8069	0.03
School enrollment:							
Less than 100	17.34	17.25	-0.08	0.69	-0.12	0.9047	0.00
100 to less than 200	19.37	19.61	0.24	0.48	0.50	0.6157	0.01
200 to less than 500	35.02	34.62	-0.40	0.79	-0.51	0.6109	-0.01
500 to less than 750	13.81	13.98	0.17	0.51	0.32	0.7470	0.01
750 or more	14.46	14.54	0.08	0.66	0.12	0.9054	0.01
Locale:							
City	42.17	42.59	0.42	1.49	0.28	0.7777	0.01
Suburb	38.89	38.98	0.09	1.39	0.07	0.9458	0.00
Town	6.40	6.10	-0.30	0.69	-0.43	0.6661	-0.05
Rural	12.54	12.32	-0.22	1.03	-0.21	0.8326	-0.02
Grade level:							
Elementary	41.58	41.09	-0.50	1.18	-0.42	0.6737	-0.01
Secondary	15.43	15.29	-0.14	0.65	-0.21	0.8311	-0.01
Combined	42.99	43.63	0.64	1.30	0.49	0.6260	0.01

See notes at end of table.

Table E-16. Effect of nonresponse adjustment on private teacher (4B) bias estimates, after nonresponse adjustments: 2017–18 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> statistic	<i>p</i> value	Relative bias (percent)
Region:							
Northeast	24.88	25.32	0.44	0.98	0.44	0.6575	0.02
Midwest	21.83	21.33	-0.50	0.84	-0.60	0.5504	-0.02
South	35.38	36.10	0.72	1.06	0.68	0.4968	0.02
West	17.90	17.25	-0.65	0.74	-0.89	0.3745	-0.04
Number of teachers:							
Less than 5	4.15	3.73	-0.42	0.24	-1.77	0.0777	-0.11
5 to less than 15	23.85	24.00	0.16	0.78	0.20	0.8417	0.01
15 to less than 30	26.18	25.56	-0.62	0.67	-0.93	0.3526	-0.02
30 to less than 50	18.23	18.77	0.55	0.49	1.13	0.2608	0.03
50 or more	27.60	27.93	0.34	0.85	0.40	0.6918	0.01
Teacher Status:							
Full-time	62.17	62.31	0.14	0.36	0.38	0.7055	0.00
Part-time	12.66	12.71	0.05	0.17	0.31	0.7583	0.00
Not reported	25.17	24.98	-0.19	0.36	-0.52	0.6014	-0.01
Subject Taught:							
Special education	5.82	5.88	0.06	0.24	0.26	0.7933	0.01
General elementary	31.56	30.79	-0.77	0.63	-1.22	0.2228	-0.03
Math	9.57	9.77	0.20	0.24	0.84	0.4023	0.02
Science	6.78	7.08	0.30	0.21	1.42	0.1560	0.04
English/language arts	11.43	12.08	0.65	0.34	1.91	0.0571	0.05
Social studies	5.48	5.48	0.00	0.21	0.01	0.9947	0.00
Vocational/technical	2.06	1.83	-0.23	0.16	-1.41	0.1598	-0.13
Other	26.01	25.92	-0.09	0.40	-0.21	0.8302	0.00
Not reported	1.30	1.17	-0.12	0.24	-0.51	0.6126	-0.10

NOTE: Highlighted “*p* value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School Teacher Data File,” 2017–18.

Appendix F. Changes Made to Variables During the Computer Edit, by Data File

The tables in this appendix show the number of edit changes made to responses for each of the variables within each data file during the computer edits. (See chapter 7 for more details about the computer edits.) The tables are as follows:

Table	Page
F-1. Number of changes and percentage of records affected during the computer edit of the Public School Principals Data File: 2017–18	F-2
F-2. Number of changes and percentage of records affected during the computer edit of the Private School Principals Data File: 2017–18	F-8
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Table F-1. Number of changes and percentage of records affected during the computer edits of the Public School Principals Data File: 2017–18

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0100	1-1	33	0.46	25	0.35	0	0.00	8	0.11	7165
A0101	1-2	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0102	1-3	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0103	1-4	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0104	1-5	465	6.49	463	6.46	1	0.01	1	0.01	7165
A0105	1-6	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0106	1-7	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0107	1-8	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0108	1-9	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0109	1-10	294	4.10	294	4.10	0	0.00	0	0.00	7165
A0110	1-11	205	2.86	205	2.86	0	0.00	0	0.00	7165
A0111	1-12	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0200	2-1, most important	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0201	2-1, second most important	2	0.03	2	0.03	0	0.00	0	0.00	7165
A0202	2-1, third most important	5	0.07	5	0.07	0	0.00	0	0.00	7165
A0203	2-2a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0204	2-2b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0205	2-2c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0206	2-2d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0207	2-2e	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0208	2-2f	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0209	2-2g	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0300	3-1a	18	0.25	0	0.00	18	0.25	0	0.00	7165
A0301	3-1b	23	0.32	0	0.00	23	0.32	0	0.00	7165
A0302	3-1c	22	0.31	0	0.00	22	0.31	0	0.00	7165
A0303	3-1d	23	0.32	0	0.00	23	0.32	0	0.00	7165

See notes at end of table.

Table F-1. Number of changes and percentage of records affected during the computer edits of the Public School Principals Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0304	3-1e	20	0.28	0	0.00	20	0.28	0	0.00	7165
A0305	3-1f	28	0.39	0	0.00	28	0.39	0	0.00	7165
A0306	3-1g	12	0.17	0	0.00	12	0.17	0	0.00	7165
A0307	3-1h	36	0.50	0	0.00	36	0.50	0	0.00	7165
A0308	3-1i	29	0.40	0	0.00	29	0.40	0	0.00	7165
A0309	3-1j	53	0.74	0	0.00	53	0.74	0	0.00	7165
A0310	3-1k	39	0.54	0	0.00	39	0.54	0	0.00	7165
A0311	3-1l	9	0.13	0	0.00	9	0.13	0	0.00	7165
A0312	3-1m	22	0.31	0	0.00	22	0.31	0	0.00	7165
A0313	3-2a	16	0.22	0	0.00	16	0.22	0	0.00	7165
A0314	3-2b	70	0.98	0	0.00	70	0.98	0	0.00	7165
A0315	3-2c	45	0.63	0	0.00	45	0.63	0	0.00	7165
A0316	3-2d	271	3.78	0	0.00	271	3.78	0	0.00	7165
A0317	3-2e	55	0.77	0	0.00	55	0.77	0	0.00	7165
A0318	3-2f	75	1.05	0	0.00	75	1.05	0	0.00	7165
A0319	3-2g	42	0.59	0	0.00	42	0.59	0	0.00	7165
A0320	3-2h	30	0.42	0	0.00	30	0.42	0	0.00	7165
A0321	3-2i	42	0.59	0	0.00	42	0.59	0	0.00	7165
A0322	3-3a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0323	3-3b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0324	3-4	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2400	4-1a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2401	4-1b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2402	4-1c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2403	4-1d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2404	4-1e	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2405	4-1f	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2406	4-1g	0	0.00	0	0.00	0	0.00	0	0.00	7165

See notes at end of table.

Table F-1. Number of changes and percentage of records affected during the computer edits of the Public School Principals Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2407	4-1h	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2408	4-1i	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2409	4-1j	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2410	4-2a	47	0.66	47	0.66	0	0.00	0	0.00	7165
A2411	4-2b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2412	4-2c	30	0.42	30	0.42	0	0.00	0	0.00	7165
A2413	4-2d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2414	4-2e	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2415	4-3a	10	0.14	10	0.14	0	0.00	0	0.00	7165
A2416	4-3b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2417	4-3c	28	0.39	28	0.39	0	0.00	0	0.00	7165
A2418	4-3d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2419	4-3e	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2420	4-4	133	1.86	133	1.86	0	0.00	0	0.00	7165
A2421	4-5, directly	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2422	4-5, gradewide	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2423	4-5, teamwide	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2424	4-5, schoolwide	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2425	4-5, districtwide	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2426	4-6a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2427	4-6b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2428	4-6c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2429	4-6d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2430	4-7a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2431	4-7b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2432	4-7c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2433	4-7d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2434	4-7e	0	0.00	0	0.00	0	0.00	0	0.00	7165

See notes at end of table.

Table F-1. Number of changes and percentage of records affected during the computer edits of the Public School Principals Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2435	4-7f	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2436	4-8a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2437	4-8b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2438	4-8c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2439	4-8d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2440	4-8e	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2500	5-1a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2501	5-1b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2502	5-1c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2503	5-1d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2504	5-1e	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2505	5-1f	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2506	5-1g	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2507	5-2, before	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2508	5-2, in-service	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2509	5-2, regular	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2510	5-2, summer	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2511	5-3a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2512	5-3b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2513	5-3c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2600	6-1a	116	1.62	116	1.62	0	0.00	0	0.00	7165
A2601	6-1b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2602	6-2a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2603	6-2b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2604	6-2c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2605	6-2d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2606	6-2e	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2607	6-2f	0	0.00	0	0.00	0	0.00	0	0.00	7165

See notes at end of table.

Table F-1. Number of changes and percentage of records affected during the computer edits of the Public School Principals Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2608	6-3a	15	0.21	15	0.21	0	0.00	0	0.00	7165
A2609	6-3b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2610	6-3c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2611	6-4	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2700	7-1	62	0.87	60	0.84	2	0.03	0	0.00	7165
A2701	7-2a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2702	7-2b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2703	7-3	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2704	7-4a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2705	7-4b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2706	7-4c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2707	7-4d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2708	7-4e	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2709	7-4f	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2710	7-5a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2711	7-5b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2712	7-5c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2713	7-5d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2714	7-5e	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2715	7-5f	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2716	7-5g	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2717	7-5h	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2718	7-5i	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2800	8-1a	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2801	8-1b	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2802	8-1c	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2803	8-1d	0	0.00	0	0.00	0	0.00	0	0.00	7165
A2804	8-1e	0	0.00	0	0.00	0	0.00	0	0.00	7165

See notes at end of table.

Table F-1. Number of changes and percentage of records affected during the computer edits of the Public School Principals Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2805	8-1f	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0900	9-1	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0901	9-2	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0902	9-3, white	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0903	9-3, black	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0904	9-3, asian	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0905	9-3, pac islander	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0906	9-3, american indian	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0907	9-4	0	0.00	0	0.00	0	0.00	0	0.00	7165
A0908	9-5	0	0.00	0	0.00	0	0.00	0	0.00	7165

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public Principal Documentation Data File," 2017–18.

Table F-2. Number of changes and percentage of records affected during the computer edits of the Private School Principals Data File: 2017–18

Variable	Item number	Total number of edit changes	Percent of records affected? by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0100	1-1	61	2.58	58	2.45	0	0.00	3	0.13	2368
A0101	1-2	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0102	1-3	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0103	1-4	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0104	1-5	241	10.18	239	10.09	1	0.04	1	0.04	2368
A0105	1-6	1	0.04	1	0.04	0	0.00	0	0.00	2368
A0106	1-7	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0107	1-8	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0108	1-9	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0109	1-10	122	5.15	122	5.15	0	0.00	0	0.00	2368
A0110	1-11	230	9.71	230	9.71	0	0.00	0	0.00	2368
A0111	1-12	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0200	2-1, most important	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0201	2-1, second most important	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0202	2-1, third most important	2	0.08	2	0.08	0	0.00	0	0.00	2368
A0203	2-2a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0204	2-2b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0205	2-2c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0206	2-2d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0207	2-2e	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0208	2-2f	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0209	2-2g	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0300	3-1a	1	0.04	0	0.00	1	0.04	0	0.00	2368
A0301	3-1b	9	0.38	0	0.00	9	0.38	0	0.00	2368
A0302	3-1c	11	0.46	0	0.00	11	0.46	0	0.00	2368
A0303	3-1d	11	0.46	0	0.00	11	0.46	0	0.00	2368

See notes at end of table.

Table F-2. Number of changes and percentage of records affected during the computer edits of the Private School Principals Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0304	3-1e	9	0.38	0	0.00	9	0.38	0	0.00	2368
A0305	3-1f	4	0.17	0	0.00	4	0.17	0	0.00	2368
A0306	3-1g	5	0.21	0	0.00	5	0.21	0	0.00	2368
A0307	3-1h	22	0.93	0	0.00	22	0.93	0	0.00	2368
A0308	3-1i	8	0.34	0	0.00	8	0.34	0	0.00	2368
A0309	3-1j	20	0.84	0	0.00	20	0.84	0	0.00	2368
A0310	3-1k	8	0.34	0	0.00	8	0.34	0	0.00	2368
A0311	3-1l	6	0.25	0	0.00	6	0.25	0	0.00	2368
A0312	3-1m	9	0.38	0	0.00	9	0.38	0	0.00	2368
A0313	3-2a	3	0.13	0	0.00	3	0.13	0	0.00	2368
A0314	3-2b	22	0.93	0	0.00	22	0.93	0	0.00	2368
A0315	3-2c	19	0.80	0	0.00	19	0.80	0	0.00	2368
A0316	3-2d	84	3.55	0	0.00	84	3.55	0	0.00	2368
A0317	3-2e	26	1.10	0	0.00	26	1.10	0	0.00	2368
A0318	3-2f	18	0.76	0	0.00	18	0.76	0	0.00	2368
A0319	3-2g	19	0.80	0	0.00	19	0.80	0	0.00	2368
A0320	3-2h	18	0.76	0	0.00	18	0.76	0	0.00	2368
A0321	3-2i	19	0.80	0	0.00	19	0.80	0	0.00	2368
A0322	3-3a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0323	3-3b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0324	3-4	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2400	4-1a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2401	4-1b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2402	4-1c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2403	4-1d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2404	4-1e	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2405	4-1f	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2406	4-1g	0	0.00	0	0.00	0	0.00	0	0.00	2368

See notes at end of table.

Table F-2. Number of changes and percentage of records affected during the computer edits of the Private School Principals Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2407	4-1h	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2408	4-1i	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2409	4-1j	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2410	4-2a	21	0.89	21	0.89	0	0.00	0	0.00	2368
A2411	4-2b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2412	4-2c	6	0.25	6	0.25	0	0.00	0	0.00	2368
A2413	4-2d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2414	4-2e	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2415	4-3a	14	0.59	14	0.59	0	0.00	0	0.00	2368
A2416	4-3b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2417	4-3c	6	0.25	6	0.25	0	0.00	0	0.00	2368
A2418	4-3d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2419	4-3e	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2420	4-4	127	5.36	127	5.36	0	0.00	0	0.00	2368
A2421	4-5, directly	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2422	4-5, gradewide	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2423	4-5, teamwide	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2424	4-5, schoolwide	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2426	4-6a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2427	4-6b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2428	4-6c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2429	4-6d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2430	4-7a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2431	4-7b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2432	4-7c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2433	4-7d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2434	4-7e	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2435	4-7f	0	0.00	0	0.00	0	0.00	0	0.00	2368

See notes at end of table.

Table F-2. Number of changes and percentage of records affected during the computer edits of the Private School Principals Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2436	4-8a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2437	4-8b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2438	4-8c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2439	4-8d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2440	4-8e	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2500	5-1a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2501	5-1b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2502	5-1c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2503	5-1d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2504	5-1e	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2505	5-1f	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2506	5-1g	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2507	5-2, before	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2508	5-2, in-service	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2509	5-2, regular	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2510	5-2, summer	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2511	5-3a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2512	5-3b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2513	5-3c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2600	6-1a	64	2.70	64	2.70	0	0.00	0	0.00	2368
A2601	6-1b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2602	6-2a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2603	6-2b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2604	6-2c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2605	6-2d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2606	6-2e	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2607	6-2f	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2608	6-3a	5	0.21	5	0.21	0	0.00	0	0.00	2368

See notes at end of table.

Table F-2. Number of changes and percentage of records affected during the computer edits of the Private School Principals Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2609	6-3b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2610	6-3c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2611	6-4	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2700	7-1	33	1.39	33	1.39	0	0.00	0	0.00	2368
A2703	7-2	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2704	7-3a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2705	7-3b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2706	7-3c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2707	7-3d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2708	7-3e	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2709	7-3f	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2710	7-4a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2711	7-4b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2712	7-4c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2713	7-4d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2714	7-4e	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2715	7-4f	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2716	7-4g	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2717	7-4h	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2718	7-4i	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2800	8-1a	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2801	8-1b	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2802	8-1c	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2803	8-1d	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2804	8-1e	0	0.00	0	0.00	0	0.00	0	0.00	2368
A2805	8-1f	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0900	9-1	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0901	9-2	0	0.00	0	0.00	0	0.00	0	0.00	2368

See notes at end of table.

Table F-2. Number of changes and percentage of records affected during the computer edits of the Private School Principals Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0902	9-3, white	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0903	9-3, black	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0904	9-3, asian	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0905	9-3, pac islander	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0906	9-3, american indian	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0907	9-4	0	0.00	0	0.00	0	0.00	0	0.00	2368
A0908	9-5	0	0.00	0	0.00	0	0.00	0	0.00	2368

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private Principal Documentation Data File," 2017–18.

Table F-3. Number of changes and percentage of records affected during the computer edits of the Public Schools Data File: 2017–18

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0100	1-1, PK	1637	22.11	152	2.05	1450	19.58	35	0.47	7404
S0101	1-1, KG	1047	14.14	34	0.46	1013	13.68	0	0.00	7404
S0102	1-1, 1st	1016	13.72	0	0.00	1016	13.72	0	0.00	7404
S0103	1-1, 2nd	1021	13.79	0	0.00	1021	13.79	0	0.00	7404
S0104	1-1, 3rd	1040	14.05	30	0.41	1010	13.64	0	0.00	7404
S0105	1-1, 4th	1046	14.13	0	0.00	1046	14.13	0	0.00	7404
S0106	1-1, 5th	1086	14.67	0	0.00	1086	14.67	0	0.00	7404
S0107	1-1, 6th	1396	18.85	0	0.00	1396	18.85	0	0.00	7404
S0108	1-1, 7th	1519	20.52	0	0.00	1519	20.52	0	0.00	7404
S0109	1-1, 8th	1552	20.96	46	0.62	1497	20.22	9	0.12	7404
S0110	1-1, 9th	1523	20.57	0	0.00	1523	20.57	0	0.00	7404
S0111	1-1, 10th	1521	20.54	0	0.00	1521	20.54	0	0.00	7404
S0112	1-1, 11th	1516	20.48	0	0.00	1516	20.48	0	0.00	7404
S0113	1-1, 12th	1519	20.52	0	0.00	1519	20.52	0	0.00	7404
S0114	1-1, Ungraded	2790	37.68	0	0.00	2790	37.68	0	0.00	7404
S0115	1-2	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0116	1-3	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0117	1-4, Start	1	0.01	1	0.01	0	0.00	0	0.00	7404
S0118	1-4, End	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0133	1-5	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0119	1-6	90	1.22	90	1.22	0	0.00	0	0.00	7404
S0120	1-7	10	0.14	0	0.00	10	0.14	0	0.00	7404
S5120	1-7, write-in	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0500	1-8	17	0.23	2	0.03	15	0.20	0	0.00	7404
S0501	1-9	0	0.00	0	0.00	0	0.00	0	0.00	7404
S5501	1-9, write-in	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0200	1-10a	96	1.30	2	0.03	88	1.19	6	0.08	7404
S0201	1-10b	987	13.33	946	12.78	38	0.51	3	0.04	7404
S0202	1-10c	182	2.46	0	0.00	182	2.46	0	0.00	7404

See notes at end of table.

Table F-3. Number of changes and percentage of records affected during the computer edits of the Public Schools Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0121	1-11a	58	0.78	57	0.77	1	0.01	0	0.00	7404
S0122	1-11b	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0123	1-11c	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0124	1-12	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0125	1-13a	61	0.82	61	0.82	0	0.00	0	0.00	7404
S0126	1-13b	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0134	1-14a	19	0.26	19	0.26	0	0.00	0	0.00	7404
S0135	1-14b	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0136	1-14c, STEM	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0137	1-14c, Perf Arts	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0138	1-14c, Gifted	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0139	1-14c, Foreign	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0140	1-14c, Other	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0141	1-15a	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0142	1-15b	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0143	1-15c	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0144	1-16a	28	0.38	0	0.00	28	0.38	0	0.00	7404
S0145	1-16b	53	0.72	0	0.00	53	0.72	0	0.00	7404
S0146	1-16c	166	2.24	5	0.07	142	1.92	19	0.26	7404
S0147	1-16d	13	0.18	0	0.00	13	0.18	0	0.00	7404
S2200	2-1	59	0.80	24	0.32	35	0.47	0	0.00	7404
S2201	2-2, Start	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2203	2-2, End	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2205	2-3a, English minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2206	2-3a, English days	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2207	2-3b, Math minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2208	2-3b, Math days	0	0.00	0	0.00	0	0.00	0	0.00	7404

See notes at end of table.

Table F-3. Number of changes and percentage of records affected during the computer edits of the Public Schools Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S2209	2-3c, Social studies minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2210	2-3c, Social studies days	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2211	2-3d, Science minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2212	2-3d, Science days	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2213	2-3e, Foreign language minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2214	2-3e, Foreign language days	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2215	2-3f, PE minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2216	2-3f, PE days	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2217	2-3g, Music minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2218	2-3g, Music days	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2219	2-3h, Art minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2220	2-3h, Art days	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2221	2-3i, Recess minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2222	2-3i, Recess days	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2223	2-4	108	1.46	27	0.36	81	1.09	0	0.00	7404
S2224	2-5, start time	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2226	2-5, end time	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2228	2-6a, English minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2229	2-6a, English days	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2230	2-6b, Math minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2231	2-6b, Math days	0	0.00	0	0.00	0	0.00	0	0.00	7404

See notes at end of table.

Table F-3. Number of changes and percentage of records affected during the computer edits of the Public Schools Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S2232	2-6c, Social studies minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2233	2-6c, Social studies days	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2234	2-6d, Science minutes	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2235	2-6d, Science days	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2300	3-1a	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2301	3-1b	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2302	3-1c	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2303	3-1d	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2304	3-1e	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2305	3-1f	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2306	3-1g	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2307	3-2a	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2308	3-2b	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2309	3-3	61	0.82	61	0.82	0	0.00	0	0.00	7404
S2310	3-4a	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2311	3-4a, school funded	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2312	3-4a, family funded	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2313	3-4a, entity funded	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2314	3-4b	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2315	3-4c	0	0.00	0	0.00	0	0.00	0	0.00	7404
S2316	3-4d	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0400	5-1a	23	0.31	23	0.31	0	0.00	0	0.00	7404
S0401	5-1b	161	2.17	137	1.85	24	0.32	0	0.00	7404

See notes at end of table.

Table F-3. Number of changes and percentage of records affected during the computer edits of the Public Schools Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0402	5-2a	339	4.58	115	1.55	205	2.77	19	0.26	7404
S0403	5-2b(1)	1467	19.81	430	5.81	1006	13.59	31	0.42	7404
S0404	5-2b(2)	1531	20.68	511	6.90	1004	13.56	16	0.22	7404
S0405	5-2b(3)	1551	20.95	740	9.99	801	10.82	10	0.14	7404
S0406	5-2b(4)	1417	19.14	673	9.09	734	9.91	10	0.14	7404
S0421	5-3a	50	0.68	50	0.68	0	0.00	0	0.00	7404
S0422	5-3b	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0423	5-4	115	1.55	115	1.55	0	0.00	0	0.00	7404
S0424	5-5a	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0425	5-5b	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0409	5-6a	291	3.93	35	0.47	256	3.46	0	0.00	7404
S0408	5-6b	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0426	5-6b(1)	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0427	5-6c	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0428	5-6d	166	2.24	166	2.24	0	0.00	0	0.00	7404
S0429	5-6e	0	0.00	0	0.00	0	0.00	0	0.00	7404
S0412	5-7	225	3.04	213	2.88	11	0.15	1	0.01	7404
S0416	5-8a	222	3.00	222	3.00	0	0.00	0	0.00	7404
S0414	5-8b	315	4.25	315	4.25	0	0.00	0	0.00	7404
S0417	5-9a	22	0.30	0	0.00	22	0.30	0	0.00	7404
S0418	5-9b	54	0.73	0	0.00	54	0.73	0	0.00	7404
S0419	5-9c	110	1.49	0	0.00	110	1.49	0	0.00	7404
S0420	5-10	57	0.77	57	0.77	0	0.00	0	0.00	7404
S0420	5-10	57	0.77	57	0.77	0	0.00	0	0.00	7404

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Documentation Data File," 2017–18.

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private Schools Data File: 2017–18

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0114	1-1a, Ungraded	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0150	1-1a, Ungraded	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0100	1-1b, PK/Nursery	101	4.07	0	0.00	101	4.07	0	0.00	2484
S0151	1-1b, PK/Nursery	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0101	1-1c, KG	46	1.85	46	1.85	0	0.00	0	0.00	2484
S0152	1-1c, KG	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0148	1-1d, TK	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0153	1-1d, TK	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0149	1-1e, TF	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0154	1-1e, TF	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0102	1-1f, 1st	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0155	1-1f, 1st	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0103	1-1g, 2nd	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0156	1-1g, 2nd	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0104	1-1h, 3rd	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0157	1-1h, 3rd	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0105	1-1i, 4th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0158	1-1i, 4th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0106	1-1j, 5th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0159	1-1j, 5th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0107	1-1k, 6th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0160	1-1k, 6th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0108	1-1l, 7th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0161	1-1l, 7th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0109	1-1m, 8th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0162	1-1m, 8th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0110	1-1n, 9th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0163	1-1n, 9th	0	0.00	0	0.00	0	0.00	0	0.00	2484

See notes at end of table.

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private Schools Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0111	1-1o, 10th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0164	1-1o, 10th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0112	1-1p, 11th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0165	1-1p, 11th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0113	1-1q, 12th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0166	1-1q, 12th	0	0.00	0	0.00	0	0.00	0	0.00	2484
S4115	1-2	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0167	1-3a	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0168	1-3b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0169	1-3c	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0170	1-3d	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0171	1-3e	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0172	1-3f	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0173	1-3g	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0174	1-4a	8	0.32	8	0.32	0	0.00	0	0.00	2484
S0175	1-4b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0176	1-5a	5	0.20	5	0.20	0	0.00	0	0.00	2484
S0177	1-5b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0178	1-5c	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0179	1-5d	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0117	1-6, Start	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0118	1-6, End	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0133	1-7	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0119	1-8	55	2.21	55	2.21	0	0.00	0	0.00	2484
S0120	1-9	1	0.04	0	0.00	1	0.04	0	0.00	2484
S5120	1-9, write-in	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0200	1-10, FT	0	0.00	0	0.00	0	0.00	0	0.00	2484

See notes at end of table.

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private Schools Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0180	1-10, 3/4	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0181	1-10, 1/2	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0182	1-10, 1/4	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0183	1-10, less than 1/4	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0202	1-10, total	1	0.04	0	0.00	1	0.04	0	0.00	2484
S0121	1-11a	64	2.58	64	2.58	0	0.00	0	0.00	2484
S0122	1-11b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0123	1-11c	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0124	1-12	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0184	1-13a	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0185	1-13b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0186	1-14a	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0187	1-14b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0188	1-14c	0	0.00	0	0.00	0	0.00	0	0.00	2484
S5188	1-14c, write-in	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0189	1-14c, Catholic	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0190	1-15, none	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0191	1-15, ACE	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0192	1-15, AACS	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0193	1-15, ACSI	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0194	1-15, ACTS	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0195	1-15, ACCS	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0196	1-15, CSI	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0197	1-15, ELEA	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0198	1-15, FCE	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0199	1-15, GCSDAC	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0287	1-15, ISLA	0	0.00	0	0.00	0	0.00	0	0.00	2484

See notes at end of table.

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private Schools Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0288	1-15, JSEA	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0289	1-15, NAES	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0290	1-15, NCEA	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0291	1-15, NCSA	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0292	1-15, Torah Umesorah	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0293	1-15, ORUEF	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0294	1-15, RAVSAK	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0295	1-15, SSDSA	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0296	1-15, SBACS	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0297	1-15, Other	0	0.00	0	0.00	0	0.00	0	0.00	2484
S5297	1-15, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0298	1-15, AMS	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0299	1-15, AMI	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0303	1-15, Other Montessori	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0304	1-15, AMCS	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0305	1-15, AWSNA	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0306	1-15, NAPSEC	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0307	1-15, Other exceptional	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0308	1-15, ECIS	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0309	1-15, NAEYC	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0310	1-15, NALS	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0311	1-15, NCGS	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0312	1-15, Other special emphasis	0	0.00	0	0.00	0	0.00	0	0.00	2484
S5312	1-15, Other special emphasis, write-in	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0313	1-15, ASN	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0314	1-15, NAIS	0	0.00	0	0.00	0	0.00	0	0.00	2484

See notes at end of table.

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private Schools Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0315	1-15, Independent school association	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0316	1-15, NIPSA	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0317	1-15, TABS	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0318	1-15, Other associations	0	0.00	0	0.00	0	0.00	0	0.00	2484
S5318	1-15, Other associations, write-in	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0125	1-16a	21	0.85	21	0.85	0	0.00	0	0.00	2484
S0126	1-16b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0141	1-17a	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0142	1-17b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0143	1-17c	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0144	1-18a	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0145	1-18b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0146	1-18c	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0147	1-18d	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2200	2-1	89	3.58	60	2.42	29	1.17	0	0.00	2484
S2201	2-2, start time	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2203	2-2, end time	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2205	2-3a, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2206	2-3a, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2207	2-3b, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2208	2-3b, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2209	2-3c, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2210	2-3c, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2211	2-3d, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2212	2-3d, days	0	0.00	0	0.00	0	0.00	0	0.00	2484

See notes at end of table.

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private Schools Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S2213	2-3e, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2214	2-3e, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2215	2-3f, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2216	2-3f, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2217	2-3g, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2218	2-3g, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2219	2-3h, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2220	2-3h, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2221	2-3i, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2222	2-3i, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2223	2-4	116	4.67	76	3.06	40	1.61	0	0.00	2484
S2224	2-5	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2226	2-5	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2228	2-6a, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2229	2-6a, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2230	2-6b, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2231	2-6b, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2232	2-6c, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2233	2-6c, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2234	2-6d, minutes	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2235	2-6d, days	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2300	3-1a	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2301	3-1b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2302	3-1c	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2303	3-1d	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2304	3-1e	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2305	3-1f	0	0.00	0	0.00	0	0.00	0	0.00	2484

See notes at end of table.

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private Schools Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S2306	3-1g	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2307	3-2a	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2308	3-2b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2309	3-3	55	2.21	9	0.36	43	1.73	3	0.12	2484
S2310	3-4a	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2311	3-4a, How, school or state	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2312	3-4a, How, family or student	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2313	3-4a, How, other entity	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2314	3-4b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2315	3-4c	0	0.00	0	0.00	0	0.00	0	0.00	2484
S2316	3-4d	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0300	4-1	3	0.12	3	0.12	0	0.00	0	0.00	2484
S0301	4-2	15	0.60	15	0.60	0	0.00	0	0.00	2484
S0302	4-3	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0400	5-1a	92	3.70	92	3.70	0	0.00	0	0.00	2484
S0401	5-1b	87	3.50	49	1.97	38	1.53	0	0.00	2484
S0402	5-2a	250	10.06	112	4.51	129	5.19	9	0.36	2484
S0403	5-2b(1)	226	9.10	82	3.30	144	5.80	0	0.00	2484
S0404	5-2b(2)	335	13.49	284	11.43	51	2.05	0	0.00	2484
S0405	5-2b(3)	828	33.33	807	32.49	21	0.85	0	0.00	2484
S0406	5-2b(4)	855	34.42	845	34.02	10	0.40	0	0.00	2484
S0421	5-3a	20	0.81	20	0.81	0	0.00	0	0.00	2484
S0422	5-3b	2	0.08	2	0.08	0	0.00	0	0.00	2484
S0423	5-4	45	1.81	45	1.81	0	0.00	0	0.00	2484
S0424	5-5a	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0425	5-5b	0	0.00	0	0.00	0	0.00	0	0.00	2484

See notes at end of table.

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private Schools Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0409	5-6a	16	0.64	15	0.60	1	0.04	0	0.00	2484
S0408	5-6b	210	8.45	0	0.00	210	8.45	0	0.00	2484
S0426	5-6b(1)	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0427	5-6c	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0412	5-7	100	4.03	8	0.32	92	3.70	0	0.00	2484
S0416	5-8a	163	6.56	0	0.00	163	6.56	0	0.00	2484
S0414	5-8b	0	0.00	0	0.00	0	0.00	0	0.00	2484
S0417	5-9a	1	0.04	0	0.00	1	0.04	0	0.00	2484
S0418	5-9b	6	0.24	0	0.00	6	0.24	0	0.00	2484
S0419	5-9c	23	0.93	0	0.00	23	0.93	0	0.00	2484

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Documentation Data File," 2017–18.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0100	1-1	135	0.30	135	0.30	0	0.00	0	0.00	44319
T0101	1-2	1523	3.44	1523	3.44	0	0.00	0	0.00	44319
T0102	1-3	1	0.00	1	0.00	0	0.00	0	0.00	44319
T0103	1-4	917	2.07	916	2.07	1	0.00	0	0.00	44319
T0104	1-5, Month	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0105	1-5, Year	17	0.04	17	0.04	0	0.00	0	0.00	44319
T0106	1-6	703	1.59	703	1.59	0	0.00	0	0.00	44319
T5106	1-6, specify	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0107	1-7, Month	70	0.16	0	0.00	70	0.16	0	0.00	44319
T0108	1-7, Year	126	0.28	49	0.11	69	0.16	8	0.02	44319
T0109	1-8	97	0.22	0	0.00	97	0.22	0	0.00	44319
T0110	1-9	3500	7.90	3500	7.90	0	0.00	0	0.00	44319
T0200	2-1, PK	16656	37.58	22	0.05	16634	37.53	0	0.00	44319
T0201	2-1, KG	14064	31.73	17	0.04	14047	31.70	0	0.00	44319
T0202	2-1, 1st	14029	31.65	25	0.06	14003	31.60	1	0.00	44319
T0203	2-1, 2nd	14058	31.72	41	0.09	14014	31.62	3	0.01	44319
T0204	2-1, 3rd	14050	31.70	36	0.08	14010	31.61	4	0.01	44319
T0205	2-1, 4th	14104	31.82	26	0.06	14072	31.75	6	0.01	44319
T0206	2-1, 5th	14178	31.99	51	0.12	14118	31.86	9	0.02	44319
T0207	2-1, 6th	14202	32.04	74	0.17	14080	31.77	48	0.11	44319
T0208	2-1, 7th	14053	31.71	111	0.25	13889	31.34	53	0.12	44319
T0209	2-1, 8th	14010	31.61	114	0.26	13863	31.28	33	0.07	44319
T0210	2-1, 9th	12592	28.41	226	0.51	12247	27.63	119	0.27	44319
T0211	2-1, 10th	12130	27.37	223	0.50	11802	26.63	105	0.24	44319
T0212	2-1, 11th	11785	26.59	98	0.22	11644	26.27	43	0.10	44319
T0213	2-1, 12th	12032	27.15	95	0.21	11885	26.82	52	0.12	44319
T0214	2-1, UG	21245	47.94	1469	3.31	19776	44.62	0	0.00	44319

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0215	2-2	5	0.01	0	0.00	5	0.01	0	0.00	44319
T0216	2-3	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0217	2-4, code	4	0.01	0	0.00	4	0.01	0	0.00	44319
T5217	2-4, label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0218	2-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0219	2-6a	167	0.38	167	0.38	0	0.00	0	0.00	44319
T0220	2-6b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0221	2-7	156	0.35	0	0.00	156	0.35	0	0.00	44319
T0222	2-8	1301	2.94	1146	2.59	155	0.35	0	0.00	44319
T0223	2-9	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0224	2-10	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0270	2-11a	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0271	2-11a, days	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0272	2-11a(1)	239	0.54	239	0.54	0	0.00	0	0.00	44319
T0273	2-11a(1), days	2	0.00	2	0.00	0	0.00	0	0.00	44319
T0274	2-11b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0275	2-11b, days	1	0.00	1	0.00	0	0.00	0	0.00	44319
T0276	2-11c	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0277	2-11c, days	1	0.00	1	0.00	0	0.00	0	0.00	44319
T0278	2-11d	1	0.00	1	0.00	0	0.00	0	0.00	44319
T0279	2-11d, days	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0230	2-12	3120	7.04	3085	6.96	0	0.00	35	0.08	44319
T0240	2-13a(1)	458	1.03	4	0.01	451	1.02	3	0.01	44319
T5240	2-13b(1)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0250	2-13c(1)	975	2.20	4	0.01	971	2.19	0	0.00	44319
T0260	2-13d(1)	36	0.08	4	0.01	29	0.07	3	0.01	44319
T0241	2-13a(2)	491	1.11	5	0.01	483	1.09	3	0.01	44319

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T5241	2-13b(2)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0251	2-13c(2)	1258	2.84	4	0.01	1254	2.83	0	0.00	44319
T0261	2-13d(2)	45	0.10	6	0.01	36	0.08	3	0.01	44319
T0242	2-13a(3)	477	1.08	4	0.01	470	1.06	3	0.01	44319
T5242	2-13b(3)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0252	2-13c(3)	1518	3.43	3	0.01	1515	3.42	0	0.00	44319
T0262	2-13d(3)	32	0.07	4	0.01	24	0.05	4	0.01	44319
T0243	2-13a(4)	464	1.05	5	0.01	458	1.03	1	0.00	44319
T5243	2-13b(4)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0253	2-13c(4)	1563	3.53	3	0.01	1560	3.52	0	0.00	44319
T0263	2-13d(4)	35	0.08	7	0.02	27	0.06	1	0.00	44319
T0244	2-13a(5)	428	0.97	3	0.01	423	0.95	2	0.00	44319
T5244	2-13b(5)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0254	2-13c(5)	1393	3.14	3	0.01	1390	3.14	0	0.00	44319
T0264	2-13d(5)	34	0.08	5	0.01	26	0.06	3	0.01	44319
T0245	2-13a(6)	387	0.87	1	0.00	385	0.87	1	0.00	44319
T5245	2-13b(6)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0255	2-13c(6)	970	2.19	1	0.00	969	2.19	0	0.00	44319
T0265	2-13d(6)	26	0.06	2	0.00	23	0.05	1	0.00	44319
T0246	2-13a(7)	352	0.79	6	0.01	345	0.78	1	0.00	44319
T5246	2-13b(7)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0256	2-13c(7)	499	1.13	5	0.01	494	1.11	0	0.00	44319
T0266	2-13d(7)	24	0.05	6	0.01	17	0.04	1	0.00	44319
T0247	2-13a(8)	327	0.74	3	0.01	323	0.73	1	0.00	44319
T5247	2-13b(8)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0257	2-13c(8)	385	0.87	3	0.01	382	0.86	0	0.00	44319
T0267	2-13d(8)	14	0.03	3	0.01	10	0.02	1	0.00	44319

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0248	2-13a(9)	316	0.71	0	0.00	316	0.71	0	0.00	44319
T5248	2-13b(9)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0258	2-13c(9)	335	0.76	0	0.00	335	0.76	0	0.00	44319
T0268	2-13d(9)	6	0.01	0	0.00	6	0.01	0	0.00	44319
T0249	2-13a(10)	318	0.72	0	0.00	318	0.72	0	0.00	44319
T5249	2-13b(10)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0259	2-13c(10)	349	0.79	0	0.00	349	0.79	0	0.00	44319
T0269	2-13d(10)	6	0.01	0	0.00	6	0.01	0	0.00	44319
T0300	3-1a	69	0.16	59	0.13	10	0.02	0	0.00	44319
T5301	3-1b, name	0	0.00	0	0.00	0	0.00	0	0.00	44319
T5302	3-1b, city	0	0.00	0	0.00	0	0.00	0	0.00	44319
T5303	3-1b, state	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0304	3-1b, outside U.S.	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0305	3-1c	82	0.19	82	0.19	0	0.00	0	0.00	44319
T0306	3-1d	39	0.09	39	0.09	0	0.00	0	0.00	44319
T0307	3-1e, code	39	0.09	39	0.09	0	0.00	0	0.00	44319
T5307	3-1e, label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0308	3-1f	1319	2.98	843	1.90	475	1.07	1	0.00	44319
T0309	3-1g, code	6	0.01	6	0.01	0	0.00	0	0.00	44319
T5309	3-1g, label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0310	3-1h	397	0.90	397	0.90	0	0.00	0	0.00	44319
T0311	3-1i, code	4	0.01	4	0.01	0	0.00	0	0.00	44319
T5311	3-1i, label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0312	3-2a	368	0.83	234	0.53	133	0.30	1	0.00	44319
T0313	3-2b	1	0.00	1	0.00	0	0.00	0	0.00	44319
T0314	3-2c	169	0.38	169	0.38	0	0.00	0	0.00	44319
T0315	3-2d	149	0.34	149	0.34	0	0.00	0	0.00	44319

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0316	3-2e, code	161	0.36	161	0.36	0	0.00	0	0.00	44319
T5316	3-2e, label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0317	3-3	3805	8.59	1108	2.50	2697	6.09	0	0.00	44319
T0318	3-3b(1), code	25	0.06	25	0.06	0	0.00	0	0.00	44319
T5318	3-3b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0319	3-3d(1)	35	0.08	35	0.08	0	0.00	0	0.00	44319
T0320	3-3b(2), code	7	0.02	7	0.02	0	0.00	0	0.00	44319
T5320	3-3b(2), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0321	3-3d(2)	40	0.09	40	0.09	0	0.00	0	0.00	44319
T0322	3-3b(3), code	387	0.87	387	0.87	0	0.00	0	0.00	44319
T5322	3-3b(3), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0323	3-3c(3)	369	0.83	369	0.83	0	0.00	0	0.00	44319
T0324	3-3d(3)	395	0.89	395	0.89	0	0.00	0	0.00	44319
T0325	3-3b(4), code	278	0.63	278	0.63	0	0.00	0	0.00	44319
T5325	3-3b(4), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0326	3-3c(4)	263	0.59	263	0.59	0	0.00	0	0.00	44319
T0327	3-3d(4)	274	0.62	274	0.62	0	0.00	0	0.00	44319
T0328	3-3b(5), code	98	0.22	98	0.22	0	0.00	0	0.00	44319
T5328	3-3b(5), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0329	3-3c(5)	95	0.21	95	0.21	0	0.00	0	0.00	44319
T0330	3-3d(5)	99	0.22	99	0.22	0	0.00	0	0.00	44319
T0331	3-3b(6), code	48	0.11	48	0.11	0	0.00	0	0.00	44319
T5331	3-3b(6), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0332	3-3c(6)	47	0.11	47	0.11	0	0.00	0	0.00	44319
T0333	3-3d(6)	48	0.11	48	0.11	0	0.00	0	0.00	44319
T0334	3-3b(7), code	26	0.06	26	0.06	0	0.00	0	0.00	44319
T5334	3-3b(7), label	0	0.00	0	0.00	0	0.00	0	0.00	44319

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0335	3-3c(7)	27	0.06	27	0.06	0	0.00	0	0.00	44319
T0336	3-3d(7)	36	0.08	27	0.06	9	0.02	0	0.00	44319
T0337	3-4	7417	16.74	7417	16.74	0	0.00	0	0.00	44319
T0338	3-4, how many	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0339	3-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0340	3-6a	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0341	3-6b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0342	3-6c	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0343	3-6d	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0344	3-6e	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0345	3-6f	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0346	3-6g	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0347	3-7a	180	0.41	180	0.41	0	0.00	0	0.00	44319
T0348	3-7b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0349	3-7c	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0400	4-1	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0401	4-2a	1	0.00	0	0.00	1	0.00	0	0.00	44319
T0402	4-2b(1), code	1	0.00	0	0.00	1	0.00	0	0.00	44319
T5402	4-2b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0403	4-2b(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0404	4-2b(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0405	4-2b(2), 9-12	1	0.00	0	0.00	1	0.00	0	0.00	44319
T0406	4-2c	1680	3.79	780	1.76	900	2.03	0	0.00	44319
T0407	4-2d(1), code	0	0.00	0	0.00	0	0.00	0	0.00	44319
T5407	4-2d(1), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0408	4-2d(1), K-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0409	4-2d(1), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	44319

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0410	4-2d(1), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0411	4-2d(2), code	0	0.00	0	0.00	0	0.00	0	0.00	44319
T5411	4-2d(2), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0412	4-2d(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0413	4-2d(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0414	4-2d(2), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0415	4-2d(3), code	0	0.00	0	0.00	0	0.00	0	0.00	44319
T5415	4-2d(3), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0416	4-2d(3), K-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0417	4-2d(3), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0418	4-2d(3), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0419	4-2d(4), code	0	0.00	0	0.00	0	0.00	0	0.00	44319
T5419	4-2d(4), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0420	4-2d(4), K-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0421	4-2d(4), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0422	4-2d(4), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0423	4-3a	1323	2.99	984	2.22	337	0.76	2	0.00	44319
T0424	4-3b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0425	4-3c(1), code	0	0.00	0	0.00	0	0.00	0	0.00	44319
T5425	4-3c(1), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0426	4-3c(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0427	4-3c(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0428	4-3c(2), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0429	4-3d	1499	3.38	592	1.34	907	2.05	0	0.00	44319
T0430	4-3e(1), code	0	0.00	0	0.00	0	0.00	0	0.00	44319
T5430	4-3e(1), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0431	4-3e(1), K-5	0	0.00	0	0.00	0	0.00	0	0.00	44319

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0432	4-3e(1), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0433	4-3e(1), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0434	4-3e(2), code	0	0.00	0	0.00	0	0.00	0	0.00	44319
T5434	4-3e(2), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0435	4-3e(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0436	4-3e(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0437	4-3e(2), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0438	4-3e(3), code	0	0.00	0	0.00	0	0.00	0	0.00	44319
T5438	4-3e(3), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0439	4-3e(3), K-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0440	4-3e(3), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0441	4-3e(3), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0442	4-3e(4), code	0	0.00	0	0.00	0	0.00	0	0.00	44319
T5442	4-3e(4), label	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0443	4-3e(4), K-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0444	4-3e(4), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0445	4-3e(4), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2500	5-1	1020	2.30	808	1.82	208	0.47	4	0.01	44319
T2501	5-1, LAST school year	1008	2.27	1008	2.27	0	0.00	0	0.00	44319
T2502	5-2a	5063	11.42	5063	11.42	0	0.00	0	0.00	44319
T2503	5-2b	5043	11.38	5043	11.38	0	0.00	0	0.00	44319
T2504	5-2c	5037	11.37	5037	11.37	0	0.00	0	0.00	44319
T2505	5-2d	5024	11.34	5024	11.34	0	0.00	0	0.00	44319
T2506	5-2e	5027	11.34	5027	11.34	0	0.00	0	0.00	44319
T2507	5-2f	5012	11.31	5012	11.31	0	0.00	0	0.00	44319
T2508	5-2g	5020	11.33	5020	11.33	0	0.00	0	0.00	44319
T2509	5-3	5726	12.92	5726	12.92	0	0.00	0	0.00	44319

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T2510	5-4a	4723	10.66	4723	10.66	0	0.00	0	0.00	44319
T2511	5-4b	4715	10.64	4715	10.64	0	0.00	0	0.00	44319
T2512	5-4c	4709	10.63	4709	10.63	0	0.00	0	0.00	44319
T2513	5-5	4903	11.06	4903	11.06	0	0.00	0	0.00	44319
T2600	6-1a	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2601	6-1b	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2602	6-1c	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2603	6-1d	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2604	6-1e	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2605	6-1f	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2606	6-1g	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2607	6-1h	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2608	6-2a	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2609	6-2b	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2610	6-2c	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2611	6-2d	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2612	6-2e	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2613	6-2f	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2614	6-2g	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2615	6-2h	27	0.06	1	0.00	26	0.06	0	0.00	44319
T2616	6-3	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2617	6-4a	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2618	6-4b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2619	6-5	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2620	6-6a	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2621	6-6b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2622	6-6c	0	0.00	0	0.00	0	0.00	0	0.00	44319

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T2623	6-6d	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2624	6-6e	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2625	6-7a	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2626	6-7b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2627	6-7c	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2628	6-7d	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2629	6-7e	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2630	6-7f	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2631	6-7g	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2632	6-8	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2633	6-9	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2700	7-1a	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2701	7-1b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2702	7-1c	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2703	7-1d	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2704	7-1e	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2705	7-1f	0	0.00	0	0.00	0	0.00	0	0.00	44319
T2706	7-1g	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0900	8-1a	390	0.88	360	0.81	30	0.07	0	0.00	44319
T0901	8-1a, amt	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0902	8-1a(1)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0903	8-1b	217	0.49	182	0.41	35	0.08	0	0.00	44319
T0904	8-1b, amt	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0905	8-1b(1)	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0906	8-1c	188	0.42	154	0.35	34	0.08	0	0.00	44319
T0907	8-1c, amt	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0908	8-2	4070	9.18	3955	8.92	115	0.26	0	0.00	44319

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0909	8-3	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0910	8-4	439	0.99	406	0.92	33	0.07	0	0.00	44319
T0911	8-4, amt	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0912	8-5	199	0.45	160	0.36	39	0.09	0	0.00	44319
T0913	8-5, amt	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0914	8-6	200	0.45	161	0.36	39	0.09	0	0.00	44319
T0915	8-6, amt	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0916	8-7a	647	1.46	636	1.44	11	0.02	0	0.00	44319
T0917	8-7a, amt	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0918	8-7b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0919	8-8	66	0.15	31	0.07	35	0.08	0	0.00	44319
T0920	8-8, amt	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0921	8-9	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0922	8-10a	208	0.47	208	0.47	0	0.00	0	0.00	44319
T0923	8-10b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0924	8-11	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0925	8-12a	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0926	8-12b	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0928	8-13	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0929	8-14, white	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0930	8-14, black	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0931	8-14, asian	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0932	8-14, pac islander	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0933	8-14, am indian	0	0.00	0	0.00	0	0.00	0	0.00	44319
T0934	8-15	1606	3.62	0	0.00	1606	3.62	0	0.00	44319

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Documentation Data File," 2017–18.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teachers Data File: 2017–18

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0100	1-1	51	0.73	51	0.73	0	0.00	0	0.00	7022
T0101	1-2	330	4.70	330	4.70	0	0.00	0	0.00	7022
T0102	1-3	1	0.01	0	0.00	1	0.01	0	0.00	7022
T0103	1-4	116	1.65	116	1.65	0	0.00	0	0.00	7022
T0104	1-5, Month	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0105	1-5, Year	44	0.63	44	0.63	0	0.00	0	0.00	7022
T0106	1-6	130	1.85	130	1.85	0	0.00	0	0.00	7022
T5106	1-6, specify	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0107	1-7, Month	8	0.11	0	0.00	8	0.11	0	0.00	7022
T0108	1-7, Year	36	0.51	28	0.40	8	0.11	0	0.00	7022
T0109	1-8	13	0.19	0	0.00	13	0.19	0	0.00	7022
T0110	1-9	496	7.06	496	7.06	0	0.00	0	0.00	7022
T0200	2-1, PK	2471	35.19	2	0.03	2469	35.16	0	0.00	7022
T0201	2-1, KG	2164	30.82	1	0.01	2163	30.80	0	0.00	7022
T0202	2-1, 1st	2148	30.59	4	0.06	2140	30.48	4	0.06	7022
T0203	2-1, 2nd	2152	30.65	5	0.07	2144	30.53	3	0.04	7022
T0204	2-1, 3rd	2139	30.46	6	0.09	2129	30.32	4	0.06	7022
T0205	2-1, 4th	2146	30.56	2	0.03	2140	30.48	4	0.06	7022
T0206	2-1, 5th	2119	30.18	12	0.17	2105	29.98	2	0.03	7022
T0207	2-1, 6th	2095	29.83	14	0.20	2077	29.58	4	0.06	7022
T0208	2-1, 7th	2054	29.25	16	0.23	2035	28.98	3	0.04	7022
T0209	2-1, 8th	2020	28.77	22	0.31	1996	28.42	2	0.03	7022
T0210	2-1, 9th	1777	25.31	35	0.50	1721	24.51	21	0.30	7022
T0211	2-1, 10th	1751	24.94	32	0.46	1689	24.05	30	0.43	7022
T0212	2-1, 11th	1703	24.25	24	0.34	1667	23.74	12	0.17	7022
T0213	2-1, 12th	1734	24.69	20	0.28	1696	24.15	18	0.26	7022
T0214	2-1, UG	3556	50.64	286	4.07	3270	46.57	0	0.00	7022

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0215	2-2	84	1.20	0	0.00	84	1.20	0	0.00	7022
T0216	2-3	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0217	2-4, code	0	0.00	0	0.00	0	0.00	0	0.00	7022
T5217	2-4, label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0218	2-5	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0219	2-6a	14	0.20	14	0.20	0	0.00	0	0.00	7022
T0220	2-6b	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0221	2-7	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0222	2-8	206	2.93	206	2.93	0	0.00	0	0.00	7022
T0223	2-9	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0224	2-10	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0270	2-11a	8	0.11	0	0.00	8	0.11	0	0.00	7022
T0271	2-11a, days	8	0.11	0	0.00	8	0.11	0	0.00	7022
T0272	2-11a(1)	9	0.13	9	0.13	0	0.00	0	0.00	7022
T0273	2-11a(1), days	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0274	2-11b	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0275	2-11b, days	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0276	2-11c	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0277	2-11c, days	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0278	2-11d	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0279	2-11d, days	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0230	2-12	615	8.76	581	8.27	0	0.00	34	0.48	7022
T0240	2-13a(1)	232	3.30	0	0.00	232	3.30	0	0.00	7022
T5240	2-13b(1)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0250	2-13c(1)	178	2.53	0	0.00	178	2.53	0	0.00	7022
T0260	2-13d(1)	5	0.07	0	0.00	5	0.07	0	0.00	7022
T0241	2-13a(2)	252	3.59	1	0.01	251	3.57	0	0.00	7022

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T5241	2-13b(2)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0251	2-13c(2)	210	2.99	0	0.00	210	2.99	0	0.00	7022
T0261	2-13d(2)	6	0.09	1	0.01	5	0.07	0	0.00	7022
T0242	2-13a(3)	247	3.52	0	0.00	247	3.52	0	0.00	7022
T5242	2-13b(3)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0252	2-13c(3)	245	3.49	0	0.00	245	3.49	0	0.00	7022
T0262	2-13d(3)	4	0.06	0	0.00	4	0.06	0	0.00	7022
T0243	2-13a(4)	223	3.18	0	0.00	223	3.18	0	0.00	7022
T5243	2-13b(4)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0253	2-13c(4)	254	3.62	0	0.00	254	3.62	0	0.00	7022
T0263	2-13d(4)	6	0.09	0	0.00	6	0.09	0	0.00	7022
T0244	2-13a(5)	197	2.81	0	0.00	196	2.79	1	0.01	7022
T5244	2-13b(5)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0254	2-13c(5)	244	3.47	0	0.00	244	3.47	0	0.00	7022
T0264	2-13d(5)	5	0.07	0	0.00	4	0.06	1	0.01	7022
T0245	2-13a(6)	162	2.31	0	0.00	161	2.29	1	0.01	7022
T5245	2-13b(6)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0255	2-13c(6)	153	2.18	0	0.00	153	2.18	0	0.00	7022
T0265	2-13d(6)	6	0.09	0	0.00	5	0.07	1	0.01	7022
T0246	2-13a(7)	124	1.77	0	0.00	124	1.77	0	0.00	7022
T5246	2-13b(7)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0256	2-13c(7)	100	1.42	0	0.00	100	1.42	0	0.00	7022
T0266	2-13d(7)	3	0.04	0	0.00	3	0.04	0	0.00	7022
T0247	2-13a(8)	109	1.55	0	0.00	108	1.54	1	0.01	7022
T5247	2-13b(8)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0257	2-13c(8)	89	1.27	0	0.00	89	1.27	0	0.00	7022
T0267	2-13d(8)	3	0.04	0	0.00	2	0.03	1	0.01	7022

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0248	2-13a(9)	110	1.57	1	0.01	108	1.54	1	0.01	7022
T5248	2-13b(9)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0258	2-13c(9)	89	1.27	1	0.01	88	1.25	0	0.00	7022
T0268	2-13d(9)	4	0.06	1	0.01	2	0.03	1	0.01	7022
T0249	2-13a(10)	104	1.48	0	0.00	103	1.47	1	0.01	7022
T5249	2-13b(10)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0259	2-13c(10)	91	1.30	0	0.00	91	1.30	0	0.00	7022
T0269	2-13d(10)	4	0.06	0	0.00	3	0.04	1	0.01	7022
T0300	3-1a	251	3.57	247	3.52	4	0.06	0	0.00	7022
T5301	3-1b, name	0	0.00	0	0.00	0	0.00	0	0.00	7022
T5302	3-1b, city	0	0.00	0	0.00	0	0.00	0	0.00	7022
T5303	3-1b, state	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0304	3-1b, outside U.S.	2	0.03	2	0.03	0	0.00	0	0.00	7022
T0305	3-1c	248	3.53	248	3.53	0	0.00	0	0.00	7022
T0306	3-1d	239	3.40	239	3.40	0	0.00	0	0.00	7022
T0307	3-1e, code	231	3.29	231	3.29	0	0.00	0	0.00	7022
T5307	3-1e, label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0308	3-1f	452	6.44	351	5.00	96	1.37	5	0.07	7022
T0309	3-1g, code	60	0.85	60	0.85	0	0.00	0	0.00	7022
T5309	3-1g, label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0310	3-1h	294	4.19	294	4.19	0	0.00	0	0.00	7022
T0311	3-1i, code	95	1.35	95	1.35	0	0.00	0	0.00	7022
T5311	3-1i, label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0312	3-2a	288	4.10	254	3.62	29	0.41	5	0.07	7022
T0313	3-2b	9	0.13	9	0.13	0	0.00	0	0.00	7022
T0314	3-2c	20	0.28	20	0.28	0	0.00	0	0.00	7022
T0315	3-2d	20	0.28	20	0.28	0	0.00	0	0.00	7022

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0316	3-2e, code	20	0.28	20	0.28	0	0.00	0	0.00	7022
T5316	3-2e, label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0317	3-3	579	8.25	168	2.39	411	5.85	0	0.00	7022
T0318	3-3b(1), code	0	0.00	0	0.00	0	0.00	0	0.00	7022
T5318	3-3b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0319	3-3d(1)	4	0.06	4	0.06	0	0.00	0	0.00	7022
T0320	3-3b(2), code	0	0.00	0	0.00	0	0.00	0	0.00	7022
T5320	3-3b(2), label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0321	3-3d(2)	3	0.04	3	0.04	0	0.00	0	0.00	7022
T0322	3-3b(3), code	69	0.98	69	0.98	0	0.00	0	0.00	7022
T5322	3-3b(3), label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0323	3-3c(3)	65	0.93	65	0.93	0	0.00	0	0.00	7022
T0324	3-3d(3)	71	1.01	71	1.01	0	0.00	0	0.00	7022
T0325	3-3b(4), code	26	0.37	26	0.37	0	0.00	0	0.00	7022
T5325	3-3b(4), label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0326	3-3c(4)	26	0.37	26	0.37	0	0.00	0	0.00	7022
T0327	3-3d(4)	27	0.38	27	0.38	0	0.00	0	0.00	7022
T0328	3-3b(5), code	8	0.11	8	0.11	0	0.00	0	0.00	7022
T5328	3-3b(5), label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0329	3-3c(5)	9	0.13	9	0.13	0	0.00	0	0.00	7022
T0330	3-3d(5)	9	0.13	9	0.13	0	0.00	0	0.00	7022
T0331	3-3b(6), code	5	0.07	5	0.07	0	0.00	0	0.00	7022
T5331	3-3b(6), label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0332	3-3c(6)	6	0.09	6	0.09	0	0.00	0	0.00	7022
T0333	3-3d(6)	6	0.09	6	0.09	0	0.00	0	0.00	7022
T0334	3-3b(7), code	4	0.06	4	0.06	0	0.00	0	0.00	7022
T5334	3-3b(7), label	0	0.00	0	0.00	0	0.00	0	0.00	7022

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0335	3-3c(7)	4	0.06	4	0.06	0	0.00	0	0.00	7022
T0336	3-3d(7)	8	0.11	4	0.06	4	0.06	0	0.00	7022
T0337	3-4	1016	14.47	1016	14.47	0	0.00	0	0.00	7022
T0338	3-4, how many	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0339	3-5	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0340	3-6a	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0341	3-6b	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0342	3-6c	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0343	3-6d	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0344	3-6e	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0345	3-6f	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0346	3-6g	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0347	3-7a	52	0.74	52	0.74	0	0.00	0	0.00	7022
T0348	3-7b	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0349	3-7c	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0400	4-1	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0446	4-2a	87	1.24	87	1.24	0	0.00	0	0.00	7022
T0447	4-2b(1), code	0	0.00	0	0.00	0	0.00	0	0.00	7022
T5447	4-2b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0448	4-2b(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0449	4-2b(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0450	4-2b(2), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0451	4-2c	87	1.24	87	1.24	0	0.00	0	0.00	7022
T0452	4-2d(1), code	0	0.00	0	0.00	0	0.00	0	0.00	7022
T5452	4-2d(1), label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0453	4-2d(1), K-5	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0454	4-2d(1), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	7022

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0455	4-2d(1), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0456	4-2d(2), code	0	0.00	0	0.00	0	0.00	0	0.00	7022
T5456	4-2d(2), label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0457	4-2d(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0458	4-2d(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0459	4-2d(2), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0460	4-2d(3), code	0	0.00	0	0.00	0	0.00	0	0.00	7022
T5460	4-2d(3), label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0461	4-2d(3), K-5	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0462	4-2d(3), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0463	4-2d(3), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0464	4-2d(4), code	0	0.00	0	0.00	0	0.00	0	0.00	7022
T5464	4-2d(4), label	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0465	4-2d(4), K-5	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0466	4-2d(4), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0467	4-2d(4), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2500	5-1	165	2.35	115	1.64	48	0.68	2	0.03	7022
T2501	5-1, LAST school year	861	12.26	861	12.26	0	0.00	0	0.00	7022
T2502	5-2a	861	12.26	861	12.26	0	0.00	0	0.00	7022
T2503	5-2b	861	12.26	861	12.26	0	0.00	0	0.00	7022
T2504	5-2c	861	12.26	861	12.26	0	0.00	0	0.00	7022
T2505	5-2d	861	12.26	861	12.26	0	0.00	0	0.00	7022
T2506	5-2e	861	12.26	861	12.26	0	0.00	0	0.00	7022
T2507	5-2f	861	12.26	861	12.26	0	0.00	0	0.00	7022
T2508	5-2g	861	12.26	861	12.26	0	0.00	0	0.00	7022
T2509	5-3	1199	17.07	1199	17.07	0	0.00	0	0.00	7022
T2510	5-4a	861	12.26	861	12.26	0	0.00	0	0.00	7022

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T2511	5-4b	861	12.26	861	12.26	0	0.00	0	0.00	7022
T2512	5-4c	861	12.26	861	12.26	0	0.00	0	0.00	7022
T2513	5-5	861	12.26	861	12.26	0	0.00	0	0.00	7022
T2600	6-1a	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2601	6-1b	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2602	6-1c	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2603	6-1d	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2604	6-1e	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2605	6-1f	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2606	6-1g	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2607	6-1h	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2608	6-2a	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2609	6-2b	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2610	6-2c	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2611	6-2d	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2612	6-2e	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2613	6-2f	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2614	6-2g	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2615	6-2h	1	0.01	1	0.01	0	0.00	0	0.00	7022
T2616	6-3	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2617	6-4a	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2618	6-4b	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2619	6-5	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2620	6-6a	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2621	6-6b	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2622	6-6c	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2623	6-6d	0	0.00	0	0.00	0	0.00	0	0.00	7022

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T2624	6-6e	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2625	6-7a	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2626	6-7b	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2627	6-7c	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2628	6-7d	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2629	6-7e	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2630	6-7f	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2631	6-7g	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2632	6-8	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2633	6-9	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2700	7-1a	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2701	7-1b	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2702	7-1c	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2703	7-1d	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2704	7-1e	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2705	7-1f	0	0.00	0	0.00	0	0.00	0	0.00	7022
T2706	7-1g	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0900	8-1a	80	1.14	74	1.05	6	0.09	0	0.00	7022
T0901	8-1a, amt	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0902	8-1a(1)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0903	8-1b	40	0.57	34	0.48	6	0.09	0	0.00	7022
T0904	8-1b, amt	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0905	8-1b(1)	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0906	8-1c	46	0.66	40	0.57	6	0.09	0	0.00	7022
T0907	8-1c, amt	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0908	8-2	771	10.98	733	10.44	38	0.54	0	0.00	7022
T0909	8-3	0	0.00	0	0.00	0	0.00	0	0.00	7022

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Public School Teachers Data File: 2017–18—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both Consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0910	8-4	65	0.93	58	0.83	7	0.10	0	0.00	7022
T0911	8-4, amt	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0912	8-5	17	0.24	10	0.14	7	0.10	0	0.00	7022
T0913	8-5, amt	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0914	8-6	36	0.51	29	0.41	7	0.10	0	0.00	7022
T0915	8-6, amt	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0916	8-7a	125	1.78	125	1.78	0	0.00	0	0.00	7022
T0917	8-7a, amt	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0918	8-7b	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0919	8-8	15	0.21	9	0.13	6	0.09	0	0.00	7022
T0920	8-8, amt	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0921	8-9	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0922	8-10a	6	0.09	6	0.09	0	0.00	0	0.00	7022
T0923	8-10b	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0924	8-11	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0925	8-12a	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0926	8-12b	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0928	8-13	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0929	8-14, white	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0930	8-14, black	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0931	8-14, asian	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0932	8-14, pac islander	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0933	8-14, am indian	0	0.00	0	0.00	0	0.00	0	0.00	7022
T0934	8-15	239	3.40	0	0.00	239	3.40	0	0.00	7022
T0912	8-5	17	0.24	10	0.14	7	0.10	0	0.00	7022

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teacher Documentation Data File," 2017–18.

Appendix G. List of Matching Variables for the 2015–16 NTPS

The tables in this appendix provide the matching variables used during donor imputation for each questionnaire. The tables are as follows:

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Table G-1. Matching variables used for the Public Principal Questionnaire (NTPS-2A): 2017–18

Matching Variable	Description	Values	Items
AGE	Age by category	1: 19–29 years 2: 30–45 years 3: 46–60 years 4: 61–88 years 5: Unclassified	A0100, A0104–A0106, A0109–A0111
DEGREE	Highest degree category	1: Associate’s degree 2: Bachelor’s degree 3: Master’s degree 4: Educational specialist 5: Doctorate	A0101–A0103, A0107, A0108, A0907, A0908 A2410–A2425, A2421– A2425,
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	A0100, A0104, A0105, A0109–A0111. A2400– A2409, A2608–A2610
MINEN	Minority enrollment code	1: $\text{Minority} < 5.5$ 2: $5.5 \leq \text{Minority} < 20.5$ 3: $20.5 \leq \text{Minority} < 50.5$ 4: Unclassified 5: $50.5 \leq \text{Minority}$	A0901–A0906
NLEVEL	Adjusted instructional level of students (5 Levels)	1: Elementary 2: Combined, elementary 3: Combined 4: Combined, secondary 5: Secondary	A0100–A0111, A0200– A0209, A0300–A0324, A0901–A0908, A2000– A2035, A2400–A2440, A2500–A2513, A2600– A2611, A2700–A2718
TYPE17	School type	1: Regular 2: Special program emphasis 3: Special education 4: Career/technical/vocational 5: Alternative/Other	A0300–A0312, A0322– A0324, A2400–A2409 A2426–A2440, A2500– A2513, A2608–A2611, A2700–A2718
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	A0101–A0103, A0106– A0108, A0200–A0209, A0300– A0324, A0901–A0906, A0908, A2000–A2035, A2410–A2440, A2500– A2513, A2600–A2607, A2611, A2700–A2718, A2800–A2805
YEARPRIN	Years as principal by category	1: $\text{Years} \leq 3$ 2: $4 \leq \text{Years} \leq 15$ 3: $16 \leq \text{Years} \leq 30$ 4: $31 \leq \text{Years} \leq 80$	A0100–A0111, A0200–A0209, A0313–A0321, A0901–A0908 A2410–2425, A2600–A2607, A2801–A2805, A2000–A2035,

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017–18

Table G-2. Matching variables used for the Private Principal Questionnaire (NTPS-2B): 2017–18

Matching Variable	Description	Values	Items
AFFILS	Religious Affiliation	1: Catholic, parochial 2: Catholic, diocesan 3: Catholic, private 4: Catholic, general 5: Conservative Christian school association 6: Other religious school association reported 7: Religious school, affiliation not reported 8: Secular school, regular program 9: Secular school, special, vocational, or alternative program 10: Secular school, special education 11: Secular school, early childhood program/day care center 12: Secular school, program not reported	A0100-A0111, A0200-A0209, A0300-A0324, A2400-A2424, A2426-A2440, A2500-A2513, A2600-A2611, A2700, A2703-A2718, A2800-A2805,
AGE	Age of respondent	1: 19–29 years 2: 30–45 years 3: 46–60 years 4: 61–88 years 5: Unclassified	A0100, A0109-A0111
ENR	Enrollment	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	A0100, A0104, A0105, A0109-A0111, A2608-A2610
NLEVEL	Adjusted instructional level of the school	1: Elementary 2: Combined, elementary 3: Combined 4: Combined, secondary 5: Secondary	A0100-A0111, A0200-A0209, A0300-A0324, A0901-A0908, A2400-A2424, A2426-A2440, A2500-A2513, A2600-A2611, A2700, A2703-A2718, A2800-A2805
DEGREE	Highest degree earned	1: Associate’s degree 2: Bachelor’s degree 3: Master’s degree 4: Educational specialist 5: Doctorate	A0101- A0103, A0107, A0108, A2400-A2419, A0907, A0908
YEARPIN	Year as principal	1: $\text{Years} \leq 3$ 2: $4 \leq \text{Years} \leq 15$ 3: $16 \leq \text{Years} \leq 30$ 4: $31 \leq \text{Years} \leq 80$ 5: Unclassified	A0100 -A0111, A0200-A0209, A0901-A0908, A2400-A2424, A2600-A2607, A2800-A2805

See notes at end of table.

**Table G-2. Matching variables used for the Private Principal Questionnaire (NTPS-2B):
2017–18—Continued**

Matching Variable	Description	Values	Items
TYPE17	Type of school	1: Regular 2: Special program emphasis 3: Special education 4: Career/technical/vocational 5: Alternative/Other/Unclassified	A0300-A0324, A2420-A2424, A2426-A2440, A2500-A2513, A2608-A2611, A2700, A2703-A2718
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	A0101-A0103, A0106-A0108, A0200-A0209, A0300-A0324, A0902-A0906, A0908 A2400-A2424, A2426-A2440, A2500-A2513, A2600-A2609, A2611, A2700, A2703-A2718, A2800-A2805
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	S0200-S0202, S2300-S2306
LEVEL	Instructional level of students (3 Levels)	1: Elementary 2: Combined 3: Secondary	S0117-S0119, S0121-S0126, S0131-S0133, S0135-S0147, S0200-S0202, S0300-S0302, S0400-S0406, S0408, S0409, S0412, S0414, S0416 -S0429, S0500-S0501, S2200-S2235, S2300-S2316

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017-18

Table G -3. Matching variables used for the Public School Questionnaire (NTPS-3A): 2017–18

Matching Variable	Description	Values	Items
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	S0200-S0202, S2300-S2306
LEVEL	Instructional level of students (3 Levels)	1: Elementary 2: Combined 3: Secondary	S0117-S0119, S0121-S0126, S0131-S0133, S0135-S0147, S0200-S0202, S0300-S0302, S0400-S0406, S0408, S0409, S0412, S0414, S0416 -S0429, S0500-S0501, S2200-S2235, S2300-S2316
MINEN	Minority enrollment code	1: $\text{Minority} < 5.5\%$ 2: $5.5\% \leq \text{Minority} < 20.5\%$ 3: $20.5\% \leq \text{Minority} < 50.5\%$ 4: Unclassified 5: $50.5\% \leq \text{Minority}$	S0116, S0300-S0302, S0408, S0409, S0420, S0426, S0427
TYPE17	School type	1: Regular School 2: Special Program Emphasis School 3: Special Education School 4: Career/Technical/Vocational School 5: Alternative/Other/Unclassified	S0117-S0119, S0121-S0126, S0131-S0147 S0200-S0202, S0300-S0302, S0400-S0406, S0412, S0414, S0416-S0419, S0421-S0425, S0428, S0429 S0500, S0501, S2200-S2235, S2300-S2316

See notes at end of table.

**Table G-3. Matching variables used for the Public School Questionnaire (NTPS-3A): 2017–18—
Continued**

Matching Variable	Description	Values	Items
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	S0116, S0124-S0126, S0134-S0140, S0141-S0147, S0200-S0202, S0300-S0302, S0400-S0406, S0408, S0409, S0412 S0414. S0416, S0417, S0420-S0429, S0500, S0501, S2205-S2222, S2228-S2235, S2309-S2316

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017-18

Table G-4. Matching variables used for the Private School Questionnaire (NTPS-3B): 2017–18

Matching Variable	Description	Values	Items
AFFILS	Religious or association affiliation	1: Catholic, parochial 2: Catholic, diocesan 3: Catholic, private 4: Catholic, general 5: Conservative Christian school association 6: Other religious school association reported 7: Religious school, affiliation not reported 8: Secular school, regular program 9: Secular school, special, vocational, or alternative program 10: Secular school, special education 11: Secular school, early childhood program/day care center 12: Secular school, program not reported	S0412, S0414 S0416-S0419
AFFLG	School's general religious affiliation	1: Catholic 2: Other religious affiliation 3: No religious affiliation 4: Unclassified	S0117, S0118, S0125, S0126, S0131-S0133, S0141-S0147, S0300-S0302, S0400-S0406, S0408, S0409, S0421-S0427, S2200-S2235, S2300-S2316
LEVEL	Instructional level of school	1: Elementary 2: Combined 3: Secondary 4: Unclassified	S0117, S0118 S0125, S0126, S0131-S0133, S0141-S0147, S0300-S0302, S0400-S0406, S0408, S0409, S0412, S0414, S0416-S0419, S0426, S0427, S2200-S2235, S2300-S2316
ENR	School enrollment	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	S2300-S2308
MINEN17	Percent minority enrollment		S0408, S0409, S0412, S0414, S0416-S0419 S0421-S0427

See notes at end of table.

**Table G-4. Matching variables used for the Private School Questionnaire (NTPS-3B): 2017–18—
Continued**

Matching Variable	Description	Values	Items
TYPE17	School type	1: Regular School 2: Special Program Emphasis School 3: Special Education School 4: Career/Technical/Vocational School 5: Alternative/Other/Unclassified	S0117, S0118, S0125, S0126, S0131-S0133, S0141-S0147, S0300-S0302, S0400-S0406, S2200-S2235, S2300-S2316
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	S0117, S0118, S0125, S0126, S0131-S0133, S0141-S0147, S0300-S0302, S0408, S0409, S0412, S0414, S0416-S0419 S0421-S0427, S2200-S2235, S2309-S2316
UNGRADED	All ungraded students	1: All students are ungraded 2: Mixed ungraded and graded students	S0400-S0406

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017-18

Table G-5. Matching variables used for the Public Teacher Questionnaire (NTPS-4A): 2017–18

Matching Variable	Description	Values	Items
AGE_TCAT	Age by category	1: 19–29 years 2: 30–54 years 3: 55+ years 4: Unclassified	T0104, T0105, T0107, T0108, T0109, T0110, T0319, T0321, T0324, T0327, T0330, T0336-T0338, T0340-T0349, T0400-T0445, T0923, T0925, T0926, T2500-T2512, T2600-T2615, T2620-T2633, T2900
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	T0103, T0106, T0223, T0224, T0230, T0240-T0269, T0922, T2700-T2706, T2901-T2953
FULPTIME	Full-time/Part-time status	1: Full-time 2: Part-time 3: Unclassified	T0908, T0218, T0207-T0279, T2513, T2617-T2619
FULPTIMED	Detailed full-time/part-time status	1: Full-time 2: $\frac{3}{4}$ time or more, but less than full-time 3: $\frac{1}{2}$ time or more, but less than $\frac{3}{4}$ time 4: $\frac{1}{4}$ time or more, but less than $\frac{1}{2}$ time 5: less than $\frac{1}{4}$ time 6: Unclassified	T2616
HIGHDEG	Highest degree category	1: Unknown/Unclassified 2: Bachelor's Degree 3: Higher than Bachelor's degree	T0106, T0319, T0321, T0324, T0327, T0330, T0333, T0336-T0349, T0400-T0445, T0900-T0920, T2500-T2512, T2600-T2615, T2620-T2633
HISPORG	Hispanic origin	1: Hispanic 2: Not Hispanic 3: Unknown	T0928-T0933
LASTYEAR	Main assignment last year	1: Teaching 2: Not teaching 3: Unknown/Unclassified	T0104, T0105, T0107, T0108, T2900
MINEN14	Minority enrollment code	1: $\text{Minority} < 5.5$ 2: $5.5 \leq \text{Minority} < 20.5$ 3: $20.5 \leq \text{Minority} < 50.5$ 4: Unclassified 5: $50.5 \leq \text{Minority}$	T0928-T0933
RESPSEX	Gender of respondent	1: Male 2: Female	T0109, T0110 T0900-T0907, T0909
SCHEXPER	Years teaching at this school	1: 3 or fewer years 2: 4-15 years 3: 16+ years 4: Unclassified	T0104, T0105, T0107- T0109 T0923, T0922, T0925, T0926, T0934, T2700-T2706, T2900-T2953

See notes at end of table.

Table G-5. Matching variables used for the Public Teacher Questionnaire (NTPS-4A): 2017–18—Continued

Matching Variable	Description	Values	Items
SCHKND	Kind of school	1: Charter school 3: Not a charter school	T0103, T0109, T0110, T0218, T0221, T0270-T0279, T0305-T0316, T0423-T0445, T0921, T0923, T0934
STATE_CZX	Numeric recode of STATE	1: Alabama 2: Alaska 4: Arizona 5: Arkansas 6: California 8: Colorado 9: Connecticut 10: Delaware 11: District of Columbia 12: Florida 13: Georgia 15: Hawaii 16: Idaho 17: Illinois 18: Indiana 19: Iowa 20: Kansas 21: Kentucky 22: Louisiana 23: Maine 24: Maryland 25: Massachusetts 26: Michigan 27: Minnesota 28: Mississippi 29: Missouri 30: Montana 31: Nebraska 32: Nevada 33: New Hampshire 34: New Jersey 35: New Mexico 36: New York 37: North Carolina 38: North Dakota 39: Ohio 40: Oklahoma 41: Oregon 42: Pennsylvania 44: Rhode Island 45: South Carolina 46: South Dakota 47: Tennessee 48: Texas 49: Utah 50: Vermont 51: Virginia 53: Washington 54: West Virginia 55: Wisconsin 56: Wyoming	T0104-T0110, T0215-T0216, T0218-T0221, T0223, T0224, T0230, T0240-T0279, T0300, T0305-T0311, T0313-T0316, T0318-T0349, T0400-T0445, T0900-T0923, T0925 T0926, T0928, T0929, T0934, T2500-T2513, T2600-T2633, T2700-T2706, T2900-T2953,

See notes at end of table.

Table G-5. Matching variables used for the Public Teacher Questionnaire (NTPS-4A): 2017–18—Continued

Matching Variable	Description	Values	Items
TEAEXPER	Years of teaching experience (any school)	1: ≤ 3 years 2: $4 \leq \text{years} \leq 15$ 3: $16 \leq \text{years}$ 4: Unknown/unclassified	T0110, T0218, T0221, T0300, T0318, T0319, T0321, T0324, T0327, T0330, T0333, T0336-T0349, T0400-T0445, T0921, T0925, T0926, T0934 T2500-T2513, T2600-T2633
TEAFIELD	Main teaching assignment field	1: Special education 2: PK, KG, or general elementary 3: Math 4: Science 5: English or language arts 6: Social studies or social science 7: Vocational or technical 8: English as a second language (ESL) 9: Unknown/unclassified	T0215, T0216, T0219-T0221, T0223, T0224, T0230, T0240-T0279, T0300, T0306-T0311, T0313, T0314, T0316, T0318 -T0336, T0900-T0920, T2616-T2619
TEALEVEL	Teacher level	1: Elementary 2: Nonelementary	T0103-T0110, T0215, T0216, T0218-T0221, T0223, T0224, T0230, T0240-T0269, T0270-T0279, T0300, T0305-T0311, T0313-T0316, T0318-T0349, T0400-T0445, T0922, T0923, T0928-T0934 T2500-T2513, T2600-T2633, T2700-T2706, T2900-T2953
TYPE15	School type	1: Regular School 2: Special Program Emphasis School 3: Special Education School 4: Career/ Technical/ Vocational School 5: Alternative /Other/Unclassified	T0215, T0216, T0219, T0220,
URB	Urban status of school	1: City 2: Suburban 3: Town 4: Rural	T0103, T0106, T0215, T0216, T0219, T0220, T0223, T0224, T0230, T0240-T0269, T0305-T0311, T0313-T0316, T0900-T0922, T0928-T0933, T2700-T2706, T2901-T2953

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017-18

Table G-6. Matching variables used for the Private Teacher Questionnaire (NTPS-4B): 2017–18

Matching Variable	Description	Values	Items
AFFILS	Religious or association affiliation	1: Catholic, parochial 2: Catholic, diocesan 3: Catholic, private 4: Catholic, general 5: Conservative Christian school association 6: Other religious school association reported 7: Religious school, affiliation not reported 8: Secular school, regular program 9: Secular school, special, vocational, or alternative program 10: Secular school, special education 11: Secular school, early childhood program/day care center 12: Secular school, program not reported	T0103-T0110, T0215, T0216, T0218-T0224, T0230, T0240-T0279, T0305-T0311, T0313-T0316, T0318-T0349, T0400-T0468, T0900-T0926, T0928-T0934, T2500-T2513, T2600-T2633, T2700-T2706,
AGE_TCAT	Age by category	1: 19–29 years 2: 30–54 years 3: 55+ years 4: Unclassified	T0104, T0105, T0107-T0110, T0319, T0321, T0324, T0327, T0330, T0333, T0336-T0349, T0400-T0468, T0922, T0923, T2500, T2501, T2509-T2513, T2619
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 149$ 2: $150 \leq \text{Students} \leq 399$ 3: $400 \leq \text{Students}$ 4: Unclassified	T0103, T0106, T0223, T0224, T0230, T0240-T0269, T0922,
FULPTIME	Full-time/part-time status	1: Full time teacher 2: Part-time teacher 3: Unclassified	T0218, T0220-T0222, T0270-T0279,
HIGHDEG	Highest degree	1: Associate's degree or lower/unknown 2: Bachelor's degree 3: Higher than a bachelor's degree	T0106, T0219-T0220, T0305, T0319, T0321, T0324, T0327, T0333, T0336-T0346, T0400-T0447, T0451, T0452, T0468, T0900-T0920, T0922, T0928-T0933, T2500-T2513, T2600-T2633, T2700-T2706
HISPORG	Hispanic origin	1: Hispanic 2: Not Hispanic	T0928-T0933,
LAST YEAR	Main assignment last year	1: Teaching 2: Not teaching 3: Unknown/Unclassified	T0104-T0110,

See notes at end of table.

Table G-6. Matching variables used for the Private Teacher Questionnaire (NTPS-4B): 2017–18—Continued

Matching Variable	Description	Values	Items
MINEN17	Percent minority enrollment	1: 0 2: 1-9 3: 10-29 4: 30-49 5: 50 or more	T0928-T0930
SCHEXPER	Years teaching at this school	1: 3 or fewer years 2: 4-15 years 3: 16+ years 4: Unclassified	T0104-T0110, T0923, T0934, T0925-T0926, T2619
SCHKND	Kind of school	1: Regular public or DoD schools 2: Bureau of Indian Education (BIE) schools 3: Charter schools 4: Private schools	T0104-T0108, T0319, T0321, T0324, T0327, T0330, T0333, T0336, T0340-T0346, T0451-T0468
TEAEXPER	Years of teaching experience	1: ≤ 3 years 2: $4 \leq \text{years} \leq 15$ 3: $16 \leq \text{years}$ 4: Unknown/unclassified	T0218-T0222, T0305, T0318-T0349, T0400-T0468, T0900-T0922, T0928-T0930, T2500-T2513, T2600-T2618, T2620-T2633, T2700-T2706
TEAFIELD	Main teaching assignment field	1: Special education 2: PK, KG, or general elementary 3: Math 4: Science 5: English or language arts 6: Social studies or social science 7: Vocational or technical 8: English as a second language (ESL) 9: Other 10: Unclassified	T0215, T0216, T0219, T0220, T0223, T0224, T0230, T0240-T0269, T0270-T0279, T0306-T0311, T0313-T0316, T0318-T0336, T0900-T0922, T2502-T2508, T2600-T2618, T2620-T2633, T2700-T2706
TEALEVEL	Teacher level	1: Elementary Teacher 2: Other	T0103-T0110, T0215, T0216, T0218-T0221, T0223, T0224, T0230, T0240-T0279, T0305-T0311, T0313-T0316, T0318-T0349, T0400-T0468, T0900-T0920, T0923, T0925, T0926, T0928-T0934, T2500-T2513, T2600-T2633, T2700-T2706
TYPE17	Type of school	1: Regular 2: Special Education 3: Vocational 4: Alternative 5: Early Childhood/Day Care	T0215, T0216
URB	Urban Status of school	1: City 2: Suburban 3: Town 4: Rural	T0103, T0106, T0215, T0216, T0219, T0220, T0223, T0224, T0230, T0240-T0269, T0305-T0311, T0313-T0316, T0900-T0922, T0928-T0933, T2616

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS) 2017-18

Appendix H. Imputation Changes to Variables, by Data File

The tables of this appendix contain the total number of imputations applied in both stages of imputation as well as the percent of all records affected by the imputation for each source code on each data file. (See chapter 7 for more details about imputation procedures.) The tables are as follows:

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Table H-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal data file, by variable: 2017–18

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0100	1-1	129	1.80	129	1.80	0	0.00	0	0.00	7,165
A0101	1-2	44	0.61	44	0.61	0	0.00	0	0.00	7,165
A0102	1-3	51	0.71	51	0.71	0	0.00	0	0.00	7,165
A0103	1-4	49	0.68	49	0.68	0	0.00	0	0.00	7,165
A0104	1-5	19	0.27	19	0.27	0	0.00	0	0.00	7,165
A0105	1-6	7	0.10	7	0.10	0	0.00	0	0.00	7,165
A0106	1-7	13	0.18	0	0.00	13	0.18	0	0.00	7,165
A0107	1-8	54	0.75	52	0.73	0	0.00	2	0.03	7,165
A0108	1-9	27	0.38	27	0.38	0	0.00	0	0.00	7,165
A0109	1-10	10	0.14	10	0.14	0	0.00	0	0.00	7,165
A0110	1-11	17	0.24	3	0.04	0	0.00	14	0.20	7,165
A0111	1-12	87	1.21	3	0.04	74	1.03	10	0.14	7,165
A0200	2-1, most important	143	2.00	142	1.98	1	0.01	0	0.00	7,165
A0201	2-1, second most important	144	2.01	143	2.00	1	0.01	0	0.00	7,165
A0202	2-1, third most important	152	2.12	150	2.09	2	0.03	0	0.00	7,165
A0203	2-2a	27	0.38	26	0.36	1	0.01	0	0.00	7,165
A0204	2-2b	76	1.06	75	1.05	1	0.01	0	0.00	7,165
A0205	2-2c	33	0.46	32	0.45	1	0.01	0	0.00	7,165
A0206	2-2d	70	0.98	69	0.96	1	0.01	0	0.00	7,165
A0207	2-2e	38	0.53	37	0.52	1	0.01	0	0.00	7,165
A0208	2-2f	59	0.82	58	0.81	1	0.01	0	0.00	7,165
A0209	2-2g	24	0.33	23	0.32	1	0.01	0	0.00	7,165
A0300	3-1a	12	0.17	11	0.15	1	0.01	0	0.00	7,165
A0301	3-1b	12	0.17	11	0.15	1	0.01	0	0.00	7,165

See notes at end of table.

Table H-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0302	3-1c	12	0.17	11	0.15	1	0.01	0	0.00	7,165
A0303	3-1d	13	0.18	12	0.17	1	0.01	0	0.00	7,165
A0304	3-1e	12	0.17	11	0.15	1	0.01	0	0.00	7,165
A0305	3-1f	12	0.17	11	0.15	1	0.01	0	0.00	7,165
A0306	3-1g	12	0.17	11	0.15	1	0.01	0	0.00	7,165
A0307	3-1h	13	0.18	12	0.17	1	0.01	0	0.00	7,165
A0308	3-1i	14	0.20	13	0.18	1	0.01	0	0.00	7,165
A0309	3-1j	12	0.17	11	0.15	1	0.01	0	0.00	7,165
A0310	3-1k	12	0.17	11	0.15	1	0.01	0	0.00	7,165
A0311	3-1l	12	0.17	11	0.15	1	0.01	0	0.00	7,165
A0312	3-1m	13	0.18	12	0.17	1	0.01	0	0.00	7,165
A0313	3-2a	53	0.74	52	0.73	1	0.01	0	0.00	7,165
A0314	3-2b	52	0.73	51	0.71	1	0.01	0	0.00	7,165
A0315	3-2c	54	0.75	53	0.74	1	0.01	0	0.00	7,165
A0316	3-2d	56	0.78	55	0.77	1	0.01	0	0.00	7,165
A0317	3-2e	53	0.74	52	0.73	1	0.01	0	0.00	7,165
A0318	3-2f	54	0.75	53	0.74	1	0.01	0	0.00	7,165
A0319	3-2g	53	0.74	52	0.73	1	0.01	0	0.00	7,165
A0320	3-2h	52	0.73	51	0.71	1	0.01	0	0.00	7,165
A0321	3-2i	54	0.75	53	0.74	1	0.01	0	0.00	7,165
A0322	3-3a	27	0.38	26	0.36	1	0.01	0	0.00	7,165
A0323	3-3b	39	0.54	38	0.53	1	0.01	0	0.00	7,165
A0324	3-4	37	0.52	36	0.50	1	0.01	0	0.00	7,165
A2400	4-1a	56	0.78	55	0.77	1	0.01	0	0.00	7,165
A2401	4-1b	68	0.95	67	0.94	1	0.01	0	0.00	7,165
A2402	4-1c	70	0.98	69	0.96	1	0.01	0	0.00	7,165

See notes at end of table.

Table H-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2403	4-1d	70	0.98	69	0.96	1	0.01	0	0.00	7,165
A2404	4-1e	69	0.96	68	0.95	1	0.01	0	0.00	7,165
A2405	4-1f	84	1.17	83	1.16	1	0.01	0	0.00	7,165
A2406	4-1g	72	1.00	71	0.99	1	0.01	0	0.00	7,165
A2407	4-1h	83	1.16	82	1.14	1	0.01	0	0.00	7,165
A2408	4-1i	86	1.20	85	1.19	1	0.01	0	0.00	7,165
A2409	4-1j	76	1.06	75	1.05	1	0.01	0	0.00	7,165
A2410	4-2a	357	4.98	350	4.88	7	0.10	0	0.00	7,165
A2411	4-2b	97	1.35	87	1.21	10	0.14	0	0.00	7,165
A2412	4-2c	522	7.29	515	7.19	7	0.10	0	0.00	7,165
A2413	4-2d	105	1.47	94	1.31	11	0.15	0	0.00	7,165
A2414	4-2e	50	0.70	50	0.70	0	0.00	0	0.00	7,165
A2415	4-3a	246	3.43	242	3.38	4	0.06	0	0.00	7,165
A2416	4-3b	120	1.67	114	1.59	6	0.08	0	0.00	7,165
A2417	4-3c	427	5.96	426	5.95	1	0.01	0	0.00	7,165
A2418	4-3d	110	1.54	108	1.51	2	0.03	0	0.00	7,165
A2419	4-3e	60	0.84	60	0.84	0	0.00	0	0.00	7,165
A2420	4-4	186	2.60	185	2.58	1	0.01	0	0.00	7,165
A2421	4-5, directly	76	1.06	76	1.06	0	0.00	0	0.00	7,165
A2422	4-5, gradewide	77	1.07	76	1.06	1	0.01	0	0.00	7,165
A2423	4-5, teamwide	77	1.07	76	1.06	1	0.01	0	0.00	7,165
A2424	4-5, schoolwide	77	1.07	76	1.06	1	0.01	0	0.00	7,165
A2425	4-5, districtwide	77	1.07	76	1.06	1	0.01	0	0.00	7,165
A2426	4-6a	65	0.91	64	0.89	1	0.01	0	0.00	7,165
A2427	4-6b	92	1.28	91	1.27	1	0.01	0	0.00	7,165

See notes at end of table.

Table H-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2428	4-6c	79	1.10	78	1.09	1	0.01	0	0.00	7,165
A2429	4-6d	74	1.03	73	1.02	1	0.01	0	0.00	7,165
A2430	4-7a	53	0.74	52	0.73	1	0.01	0	0.00	7,165
A2431	4-7b	66	0.92	65	0.91	1	0.01	0	0.00	7,165
A2432	4-7c	57	0.80	56	0.78	1	0.01	0	0.00	7,165
A2433	4-7d	72	1.00	71	0.99	1	0.01	0	0.00	7,165
A2434	4-7e	61	0.85	60	0.84	1	0.01	0	0.00	7,165
A2435	4-7f	56	0.78	55	0.77	1	0.01	0	0.00	7,165
A2436	4-8a	79	1.10	78	1.09	1	0.01	0	0.00	7,165
A2437	4-8b	88	1.23	87	1.21	1	0.01	0	0.00	7,165
A2438	4-8c	94	1.31	93	1.30	1	0.01	0	0.00	7,165
A2439	4-8d	86	1.20	85	1.19	1	0.01	0	0.00	7,165
A2440	4-8e	85	1.19	84	1.17	1	0.01	0	0.00	7,165
A2500	5-1a	59	0.82	58	0.81	1	0.01	0	0.00	7,165
A2501	5-1b	71	0.99	70	0.98	1	0.01	0	0.00	7,165
A2502	5-1c	69	0.96	68	0.95	1	0.01	0	0.00	7,165
A2503	5-1d	82	1.14	81	1.13	1	0.01	0	0.00	7,165
A2504	5-1e	79	1.10	78	1.09	1	0.01	0	0.00	7,165
A2505	5-1f	76	1.06	75	1.05	1	0.01	0	0.00	7,165
A2506	5-1g	80	1.12	79	1.10	1	0.01	0	0.00	7,165
A2507	5-2, before	43	0.60	42	0.59	1	0.01	0	0.00	7,165
A2508	5-2, in-service	43	0.60	42	0.59	1	0.01	0	0.00	7,165
A2509	5-2, regular	43	0.60	42	0.59	1	0.01	0	0.00	7,165
A2510	5-2, summer	43	0.60	42	0.59	1	0.01	0	0.00	7,165
A2511	5-3a	64	0.89	63	0.88	1	0.01	0	0.00	7,165
A2512	5-3b	64	0.89	63	0.88	1	0.01	0	0.00	7,165

See notes at end of table.

Table H-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2513	5-3c	66	0.92	65	0.91	1	0.01	0	0.00	
A2600	6-1a	49	0.68	49	0.68	0	0.00	0	0.00	7,165
A2601	6-1b	67	0.93	67	0.93	0	0.00	0	0.00	7,165
A2602	6-2a	79	1.10	78	1.09	1	0.01	0	0.00	7,165
A2603	6-2b	85	1.18	84	1.17	1	0.01	0	0.00	7,165
A2604	6-2c	131	1.83	130	1.81	1	0.01	0	0.00	7,165
A2605	6-2d	101	1.41	100	1.39	1	0.01	0	0.00	7,165
A2606	6-2e	90	1.25	89	1.24	1	0.01	0	0.00	7,165
A2607	6-2f	93	1.30	92	1.28	1	0.01	0	0.00	7,165
A2608	6-3a	46	0.64	45	0.63	1	0.01	0	0.00	7,165
A2609	6-3b	120	1.67	113	1.57	7	0.10	0	0.00	7,165
A2610	6-3c	116	1.61	109	1.52	7	0.10	0	0.00	7,165
A2611	6-4	119	1.66	118	1.64	1	0.01	0	0.00	7,165
A2700	7-1	60	0.83	60	0.83	0	0.00	0	0.00	7,165
A2701	7-2a	158	2.20	126	1.75	32	0.45	0	0.00	7,165
A2702	7-2b	158	2.20	123	1.71	35	0.49	0	0.00	7,165
A2703	7-3	98	1.36	88	1.22	10	0.14	0	0.00	7,165
A2704	7-4a	111	1.54	95	1.32	16	0.22	0	0.00	7,165
A2705	7-4b	119	1.65	105	1.46	14	0.19	0	0.00	7,165
A2706	7-4c	110	1.53	97	1.35	13	0.18	0	0.00	7,165
A2707	7-4d	111	1.54	97	1.35	14	0.19	0	0.00	7,165
A2708	7-4e	107	1.49	97	1.35	10	0.14	0	0.00	7,165
A2709	7-4f	109	1.51	99	1.38	10	0.14	0	0.00	7,165
A2710	7-5a	106	1.47	93	1.29	13	0.18	0	0.00	7,165
A2711	7-5b	120	1.67	107	1.49	13	0.18	0	0.00	7,165
A2712	7-5c	124	1.72	113	1.57	11	0.15	0	0.00	7,165

See notes at end of table.

Table H-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2713	7-5d	120	1.67	107	1.49	13	0.18	0	0.00	7,165
A2714	7-5e	145	2.01	126	1.75	19	0.26	0	0.00	7,165
A2715	7-5f	125	1.74	109	1.51	16	0.22	0	0.00	7,165
A2716	7-5g	138	1.92	123	1.71	15	0.21	0	0.00	7,165
A2717	7-5h	117	1.62	106	1.47	11	0.15	0	0.00	7,165
A2718	7-5i	106	1.47	92	1.28	14	0.19	0	0.00	7,165
A2800	8-1a	89	1.24	88	1.22	1	0.01	0	0.00	7,165
A2801	8-1b	107	1.48	106	1.47	1	0.01	0	0.00	7,165
A2802	8-1c	92	1.28	91	1.26	1	0.01	0	0.00	7,165
A2803	8-1d	127	1.76	126	1.75	1	0.01	0	0.00	7,165
A2804	8-1e	96	1.33	95	1.32	1	0.01	0	0.00	7,165
A2805	8-1f	87	1.21	86	1.19	1	0.01	0	0.00	7,165
A0900	9-1	9	0.12	0	0.00	0	0.00	9	0.12	7,165
A0901	9-2	83	1.15	83	1.15	0	0.00	0	0.00	7,165
A0902	9-3, white	179	2.48	179	2.48	0	0.00	0	0.00	7,165
A0903	9-3, black	180	2.50	180	2.50	0	0.00	0	0.00	7,165
A0904	9-3, asian	180	2.49	180	2.49	0	0.00	0	0.00	7,165
A0905	9-3, pac islander	180	2.49	180	2.49	0	0.00	0	0.00	7,165
A0906	9-3, american indian	180	2.49	180	2.49	0	0.00	0	0.00	7,165
A0907	9-4	153	2.12	146	2.02	7	0.10	0	0.00	7,165
A0908	9-5	321	4.45	315	4.36	6	0.08	0	0.00	7,165

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Restricted Use Data File," 2017–18.

Table H-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2017–18

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0100	1-1	142	6.00	137	5.79	0	0.00	5	0.21	2,368
A0101	1-2	41	1.73	41	1.73	0	0.00	0	0.00	2,368
A0102	1-3	40	1.69	40	1.69	0	0.00	0	0.00	2,368
A0103	1-4	42	1.77	42	1.77	0	0.00	0	0.00	2,368
A0104	1-5	11	0.46	10	0.42	1	0.04	0	0.00	2,368
A0105	1-6	2	0.08	2	0.08	0	0.00	0	0.00	2,368
A0106	1-7	7	0.30	7	0.30	0	0.00	0	0.00	2,368
A0107	1-8	19	0.80	19	0.80	0	0.00	0	0.00	2,368
A0108	1-9	25	1.06	25	1.06	0	0.00	0	0.00	2,368
A0109	1-10	4	0.17	4	0.17	0	0.00	0	0.00	2,368
A0110	1-11	20	0.84	4	0.17	0	0.00	16	0.68	2,368
A0111	1-12	18	0.76	2	0.08	0	0.00	16	0.68	2,368
A0200	2-1, most important	33	1.39	33	1.39	0	0.00	0	0.00	2,368
A0201	2-1, second most important	34	1.44	34	1.44	0	0.00	0	0.00	2,368
A0202	2-1, third most important	37	1.56	37	1.56	0	0.00	0	0.00	2,368
A0203	2-2a	11	0.46	11	0.46	0	0.00	0	0.00	2,368
A0204	2-2b	27	1.14	27	1.14	0	0.00	0	0.00	2,368
A0205	2-2c	20	0.84	20	0.84	0	0.00	0	0.00	2,368
A0206	2-2d	28	1.18	28	1.18	0	0.00	0	0.00	2,368
A0207	2-2e	19	0.80	19	0.80	0	0.00	0	0.00	2,368
A0208	2-2f	27	1.14	27	1.14	0	0.00	0	0.00	2,368
A0209	2-2g	13	0.55	13	0.55	0	0.00	0	0.00	2,368
A0300	3-1a	9	0.38	9	0.38	0	0.00	0	0.00	2,368
A0301	3-1b	9	0.38	9	0.38	0	0.00	0	0.00	2,368

See notes at end of table.

Table H-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0302	3-1c	9	0.38	9	0.38	0	0.00	0	0.00	2,368
A0303	3-1d	9	0.38	9	0.38	0	0.00	0	0.00	2,368
A0304	3-1e	9	0.38	9	0.38	0	0.00	0	0.00	2,368
A0305	3-1f	8	0.34	8	0.34	0	0.00	0	0.00	2,368
A0306	3-1g	8	0.34	8	0.34	0	0.00	0	0.00	2,368
A0307	3-1h	9	0.38	9	0.38	0	0.00	0	0.00	2,368
A0308	3-1i	9	0.38	9	0.38	0	0.00	0	0.00	2,368
A0309	3-1j	9	0.38	9	0.38	0	0.00	0	0.00	2,368
A0310	3-1k	9	0.38	9	0.38	0	0.00	0	0.00	2,368
A0311	3-1l	9	0.38	9	0.38	0	0.00	0	0.00	2,368
A0312	3-1m	10	0.42	10	0.42	0	0.00	0	0.00	2,368
A0313	3-2a	14	0.59	14	0.59	0	0.00	0	0.00	2,368
A0314	3-2b	14	0.59	14	0.59	0	0.00	0	0.00	2,368
A0315	3-2c	14	0.59	14	0.59	0	0.00	0	0.00	2,368
A0316	3-2d	15	0.63	15	0.63	0	0.00	0	0.00	2,368
A0317	3-2e	14	0.59	14	0.59	0	0.00	0	0.00	2,368
A0318	3-2f	14	0.59	14	0.59	0	0.00	0	0.00	2,368
A0319	3-2g	14	0.59	14	0.59	0	0.00	0	0.00	2,368
A0320	3-2h	15	0.63	15	0.63	0	0.00	0	0.00	2,368
A0321	3-2i	14	0.59	14	0.59	0	0.00	0	0.00	2,368
A0322	3-3a	10	0.42	10	0.42	0	0.00	0	0.00	2,368
A0323	3-3b	16	0.68	16	0.68	0	0.00	0	0.00	2,368
A0324	3-4	18	0.76	18	0.76	0	0.00	0	0.00	2,368
A2400	4-1a	19	0.80	19	0.80	0	0.00	0	0.00	2,368
A2401	4-1b	27	1.14	27	1.14	0	0.00	0	0.00	2,368
A2402	4-1c	23	0.97	23	0.97	0	0.00	0	0.00	2,368
A2403	4-1d	27	1.14	27	1.14	0	0.00	0	0.00	2,368

See notes at end of table.

Table H-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2404	4-1e	22	0.93	22	0.93	0	0.00	0	0.00	2,368
A2405	4-1f	35	1.48	35	1.48	0	0.00	0	0.00	2,368
A2406	4-1g	33	1.39	33	1.39	0	0.00	0	0.00	2,368
A2407	4-1h	30	1.27	30	1.27	0	0.00	0	0.00	2,368
A2408	4-1i	37	1.56	37	1.56	0	0.00	0	0.00	2,368
A2409	4-1j	21	0.89	21	0.89	0	0.00	0	0.00	2,368
A2410	4-2a	71	3.00	65	2.74	6	0.25	0	0.00	2,368
A2411	4-2b	47	1.98	39	1.65	8	0.34	0	0.00	2,368
A2412	4-2c	121	5.11	115	4.86	6	0.25	0	0.00	2,368
A2413	4-2d	70	2.96	63	2.66	7	0.30	0	0.00	2,368
A2414	4-2e	23	0.97	23	0.97	0	0.00	0	0.00	2,368
A2415	4-3a	70	2.96	64	2.70	6	0.25	0	0.00	2,368
A2416	4-3b	69	2.91	58	2.45	11	0.46	0	0.00	2,368
A2417	4-3c	110	4.65	105	4.43	5	0.21	0	0.00	2,368
A2418	4-3d	73	3.08	64	2.70	9	0.38	0	0.00	2,368
A2419	4-3e	28	1.18	28	1.18	0	0.00	0	0.00	2,368
A2420	4-4	145	6.12	145	6.12	0	0.00	0	0.00	2,368
A2421	4-5, directly	17	0.72	17	0.72	0	0.00	0	0.00	2,368
A2422	4-5, gradewide	17	0.72	17	0.72	0	0.00	0	0.00	2,368
A2423	4-5, teamwide	17	0.72	17	0.72	0	0.00	0	0.00	2,368
A2424	4-5, schoolwide	17	0.72	17	0.72	0	0.00	0	0.00	2,368
A2426	4-6a	38	1.60	38	1.60	0	0.00	0	0.00	2,368
A2427	4-6b	43	1.82	43	1.82	0	0.00	0	0.00	2,368
A2428	4-6c	50	2.11	50	2.11	0	0.00	0	0.00	2,368
A2429	4-6d	40	1.69	40	1.69	0	0.00	0	0.00	2,368
A2430	4-7a	24	1.01	24	1.01	0	0.00	0	0.00	2,368
A2431	4-7b	29	1.22	29	1.22	0	0.00	0	0.00	2,368

See notes at end of table.

Table H-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2432	4-7c	32	1.35	32	1.35	0	0.00	0	0.00	2,368
A2433	4-7d	30	1.27	30	1.27	0	0.00	0	0.00	2,368
A2434	4-7e	26	1.10	26	1.10	0	0.00	0	0.00	2,368
A2435	4-7f	29	1.22	29	1.22	0	0.00	0	0.00	2,368
A2436	4-8a	42	1.77	42	1.77	0	0.00	0	0.00	2,368
A2437	4-8b	46	1.94	46	1.94	0	0.00	0	0.00	2,368
A2438	4-8c	42	1.77	42	1.77	0	0.00	0	0.00	2,368
A2439	4-8d	46	1.94	46	1.94	0	0.00	0	0.00	2,368
A2440	4-8e	41	1.73	41	1.73	0	0.00	0	0.00	2,368
A2500	5-1a	35	1.48	35	1.48	0	0.00	0	0.00	2,368
A2501	5-1b	42	1.77	42	1.77	0	0.00	0	0.00	2,368
A2502	5-1c	49	2.07	49	2.07	0	0.00	0	0.00	2,368
A2503	5-1d	52	2.20	52	2.20	0	0.00	0	0.00	2,368
A2504	5-1e	49	2.07	49	2.07	0	0.00	0	0.00	2,368
A2505	5-1f	42	1.77	42	1.77	0	0.00	0	0.00	2,368
A2506	5-1g	42	1.77	42	1.77	0	0.00	0	0.00	2,368
A2507	5-2, before	46	1.94	46	1.94	0	0.00	0	0.00	2,368
A2508	5-2, in-sevice	46	1.94	46	1.94	0	0.00	0	0.00	2,368
A2509	5-2, regular	46	1.94	46	1.94	0	0.00	0	0.00	2,368
A2510	5-2, summer	46	1.94	46	1.94	0	0.00	0	0.00	2,368
A2511	5-3a	38	1.60	38	1.60	0	0.00	0	0.00	2,368
A2512	5-3b	39	1.65	39	1.65	0	0.00	0	0.00	2,368
A2513	5-3c	48	2.03	48	2.03	0	0.00	0	0.00	2,368
A2600	6-1a	19	0.80	19	0.80	0	0.00	0	0.00	2,368
A2601	Q6-1b	457	19.30	457	19.30	0	0.00	0	0.00	2,368
A2602	Q6-2a	35	1.48	35	1.48	0	0.00	0	0.00	2,368
A2603	Q6-2b	39	1.65	39	1.65	0	0.00	0	0.00	2,368

See notes at end of table.

Table H-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2604	Q6-2c	53	2.24	53	2.24	0	0.00	0	0.00	2,368
A2605	Q6-2d	46	1.94	46	1.94	0	0.00	0	0.00	2,368
A2606	Q6-2e	48	2.03	48	2.03	0	0.00	0	0.00	2,368
A2607	Q6-2f	51	2.15	51	2.15	0	0.00	0	0.00	2,368
A2608	Q6-3a	23	0.97	23	0.97	0	0.00	0	0.00	2,368
A2609	Q6-3b	41	1.73	36	1.52	5	0.21	0	0.00	2,368
A2610	Q6-3c	35	1.48	32	1.35	3	0.13	0	0.00	2,368
A2611	Q6-4	56	2.36	56	2.36	0	0.00	0	0.00	2,368
A2700	7-1	23	0.97	23	0.97	0	0.00	0	0.00	2,368
A2703	7-2	60	2.53	60	2.53	0	0.00	0	0.00	2,368
A2704	7-3a	42	1.77	42	1.77	0	0.00	0	0.00	2,368
A2705	7-3b	44	1.86	44	1.86	0	0.00	0	0.00	2,368
A2706	7-3c	45	1.90	45	1.90	0	0.00	0	0.00	2,368
A2707	7-3d	40	1.69	40	1.69	0	0.00	0	0.00	2,368
A2708	7-3e	37	1.56	37	1.56	0	0.00	0	0.00	2,368
A2709	7-3f	35	1.48	35	1.48	0	0.00	0	0.00	2,368
A2710	7-4a	45	1.90	45	1.90	0	0.00	0	0.00	2,368
A2711	7-4b	46	1.94	46	1.94	0	0.00	0	0.00	2,368
A2712	7-4c	55	2.32	55	2.32	0	0.00	0	0.00	2,368
A2713	7-4d	52	2.20	52	2.20	0	0.00	0	0.00	2,368
A2714	7-4e	51	2.15	51	2.15	0	0.00	0	0.00	2,368
A2715	7-4f	52	2.20	52	2.20	0	0.00	0	0.00	2,368
A2716	7-4g	59	2.49	59	2.49	0	0.00	0	0.00	2,368
A2717	7-4h	51	2.15	50	2.11	1	0.04	0	0.00	2,368
A2718	7-4i	39	1.65	39	1.65	0	0.00	0	0.00	2,368
A2800	8-1a	118	4.98	118	4.98	0	0.00	0	0.00	2,368
A2801	8-1b	120	5.07	120	5.07	0	0.00	0	0.00	2,368

See notes at end of table.

Table H-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A2802	8-1c	120	5.07	120	5.07	0	0.00	0	0.00	2,368
A2803	8-1d	143	6.04	143	6.04	0	0.00	0	0.00	2,368
A2804	8-1e	123	5.19	123	5.19	0	0.00	0	0.00	2,368
A2805	8-1f	122	5.15	122	5.15	0	0.00	0	0.00	2,368
A0900	9-1	8	0.34	0	0.00	0	0.00	8	0.34	2,368
A0901	9-2	26	1.10	26	1.10	0	0.00	0	0.00	2,368
A0902	9-3, white	54	2.28	54	2.28	0	0.00	0	0.00	2,368
A0903	9-3, black	54	2.28	54	2.28	0	0.00	0	0.00	2,368
A0904	9-3, asian	54	2.28	54	2.28	0	0.00	0	0.00	2,368
A0905	9-3, pac islander	54	2.28	54	2.28	0	0.00	0	0.00	2,368
A0906	9-3, american indian	54	2.28	54	2.28	0	0.00	0	0.00	2,368
A0907	9-4	66	2.79	42	1.77	0	0.00	24	1.01	2,368
A0908	9-5	296	12.50	290	12.25	1	0.04	5	0.21	2,368

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Principal Restricted Use Data File," 2017–18.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2017–18

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0100	1-1, PK	20	0.27	0	0.00	0	0.00	20	0.27	7,404
S0101	1-1, KG	21	0.28	0	0.00	0	0.00	21	0.28	7,404
S0102	1-1, 1 st	19	0.26	0	0.00	0	0.00	19	0.26	7,404
S0103	1-1, 2 nd	19	0.26	0	0.00	0	0.00	19	0.26	7,404
S0104	1-1, 3 rd	19	0.26	0	0.00	0	0.00	19	0.26	7,404
S0105	1-1, 4 th	21	0.28	0	0.00	0	0.00	21	0.28	7,404
S0106	1-1, 5 th	22	0.30	0	0.00	0	0.00	22	0.30	7,404
S0107	1-1, 6 th	17	0.23	0	0.00	0	0.00	17	0.23	7,404
S0108	1-1, 7 th	20	0.27	0	0.00	0	0.00	20	0.27	7,404
S0109	1-1, 8 th	21	0.28	0	0.00	0	0.00	21	0.28	7,404
S0110	1-1, 9 th	11	0.15	0	0.00	0	0.00	11	0.15	7,404
S0111	1-1, 10 th	13	0.18	0	0.00	0	0.00	13	0.18	7,404
S0112	1-1, 11 th	11	0.15	0	0.00	0	0.00	11	0.15	7,404
S0113	1-1, 12 th	10	0.14	0	0.00	0	0.00	10	0.14	7,404
S0114	1-1, ungraded	13	0.18	0	0.00	0	0.00	13	0.18	7,404
S0115	1-2	0	0.00	0	0.00	0	0.00	0	0.00	7,404
S0116	1-3	497	6.71	494	6.67	3	0.04	0	0.00	7,404
S0117	1-4, start	859	11.60	854	11.53	0	0.00	5	0.07	7,404
S0118	1-4, end	774	10.45	766	10.35	0	0.00	8	0.11	7,404
S0133	1-5	11	0.15	11	0.15	0	0.00	0	0.00	7,404
S0119	1-6	113	1.53	108	1.46	0	0.00	5	0.07	7,404
S0120	1-7	0	0.00	0	0.00	0	0.00	0	0.00	7,404
S5120	1-7, write-in	0	0.00	0	0.00	0	0.00	0	0.00	7,404

See notes at end of table.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0500	Q1-8	1	0.01	1	0.01	0	0.00	0	0.00	7,404
S0501	Q1-9	29	0.39	29	0.39	0	0.00	0	0.00	7,404
S5501	Q1-9, write-in	0	0.00	0	0.00	0	0.00	0	0.00	7,404
S0200	Q1-10a	41	0.55	38	0.51	0	0.00	3	0.04	7,404
S0201	Q1-10b	3	0.04	0	0.00	0	0.00	3	0.04	7,404
S0202	Q1-10c	1	0.01	1	0.01	0	0.00	0	0.00	7,404
S0121	Q1-11a	67	0.90	1	0.01	0	0.00	66	0.89	7,404
S0122	Q1-11b	60	0.81	60	0.81	0	0.00	0	0.00	7,404
S0123	Q1-11c	48	0.65	48	0.65	0	0.00	0	0.00	7,404
S0124	Q1-12	26	0.35	26	0.35	0	0.00	0	0.00	7,404
S0125	Q1-13a	26	0.35	26	0.35	0	0.00	0	0.00	7,404
S0126	Q1-13b	30	0.41	30	0.41	0	0.00	0	0.00	7,404
S0134	Q1-14a	38	0.51	38	0.51	0	0.00	0	0.00	7,404
S0135	Q1-14b	14	0.19	14	0.19	0	0.00	0	0.00	7,404
S0136	Q1-14c, STEM	5	0.07	5	0.07	0	0.00	0	0.00	7,404
S0137	Q1-14c, Perf Arts	4	0.05	4	0.05	0	0.00	0	0.00	7,404
S0138	Q1-14c, Gifted	2	0.03	2	0.03	0	0.00	0	0.00	7,404
S0139	Q1-14c, Foreign	2	0.03	2	0.03	0	0.00	0	0.00	7,404
S0140	Q1-14c, Other	6	0.08	6	0.08	0	0.00	0	0.00	7,404
S0141	Q1-15a	95	1.28	95	1.28	0	0.00	0	0.00	7,404
S0142	Q1-15b	72	0.97	72	0.97	0	0.00	0	0.00	7,404
S0143	Q1-15c	71	0.96	71	0.96	0	0.00	0	0.00	7,404
S0144	Q1-16a	47	0.63	47	0.63	0	0.00	0	0.00	7,404
S0145	Q1-16b	48	0.65	48	0.65	0	0.00	0	0.00	7,404
S0146	Q1-16c	22	0.30	22	0.30	0	0.00	0	0.00	7,404
S0147	Q1-16d	47	0.63	47	0.63	0	0.00	0	0.00	7,404

See notes at end of table.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S2200	Q2-1	30	0.41	5	0.07	0	0.00	25	0.34	7,404
S2201	Q2-2, Start	137	1.85	127	1.72	10	0.14	0	0.00	7,404
S2203	Q2-2, End	133	1.80	120	1.62	10	0.14	3	0.04	7,404
S2205	Q2-3a, English minutes	296	4.00	232	3.13	16	0.22	48	0.65	7,404
S2206	Q2-3a, English days	329	4.44	319	4.31	10	0.14	0	0.00	7,404
S2207	Q2-3b, Math minutes	290	3.92	233	3.15	19	0.26	38	0.51	7,404
S2208	Q2-3b, Math days	348	4.70	337	4.55	11	0.15	0	0.00	7,404
S2209	Q2-3c, Social studies minutes	299	4.04	266	3.59	13	0.18	20	0.27	7,404
S2210	Q2-3c, Social studies days	368	4.97	338	4.57	22	0.30	8	0.11	7,404
S2211	Q2-3d, Science minutes	300	4.05	262	3.54	17	0.23	21	0.28	7,404
S2212	Q2-3d, Science days	377	5.09	353	4.77	21	0.28	3	0.04	7,404
S2213	Q2-3e, Foreign language minutes	299	4.04	267	3.61	18	0.24	14	0.19	7,404
S2214	Q2-3e, Foreign language days	462	6.24	41	0.55	31	0.42	390	5.27	7,404
S2215	Q2-3f, PE minutes	277	3.74	253	3.42	16	0.22	8	0.11	7,404
S2216	Q2-3f, PE days	272	3.67	251	3.39	13	0.18	8	0.11	7,404
S2217	Q2-3g, Music minutes	279	3.77	265	3.58	13	0.18	1	0.01	7,404
S2218	Q2-3g, Music days	293	3.96	206	2.78	23	0.31	64	0.86	7,404

See notes at end of table.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S2219	Q2-3h, Art minutes	304	4.11	288	3.89	15	0.20	1	0.01	7,404
S2220	Q2-3h, Art days	351	4.74	223	3.01	35	0.47	93	1.26	7,404
S2221	Q2-3i, Recess minutes	227	3.07	200	2.70	14	0.19	13	0.18	7,404
S2222	Q2-3i, Recess days	304	4.11	267	3.61	21	0.28	16	0.22	7,404
S2223	Q2-4	64	0.86	25	0.34	0	0.00	39	0.53	7,404
S2224	Q2-5, start time	111	1.50	89	1.20	21	0.28	1	0.01	7,404
S2226	Q2-5, end time	108	1.46	85	1.15	21	0.28	2	0.03	7,404
S2228	Q2-6a, English minutes	206	2.78	138	1.86	23	0.31	45	0.61	7,404
S2229	Q2-6a, English days	217	2.93	217	2.93	0	0.00	0	0.00	7,404
S2230	Q2-6b, Math minutes	195	2.63	132	1.78	4	0.05	59	0.80	7,404
S2231	Q2-6b, Math days	243	3.28	221	2.98	22	0.30	0	0.00	7,404
S2232	Q2-6c, Social studies minutes	198	2.67	134	1.81	1	0.01	63	0.85	7,404
S2233	Q2-6c, Social studies days	247	3.34	226	3.05	21	0.28	0	0.00	7,404
S2234	Q2-6d, Science minutes	198	2.67	134	1.81	1	0.01	63	0.85	7,404
S2235	Q2-6d, Science days	253	3.42	231	3.12	22	0.30	0	0.00	7,404
S2300	Q3-1a	167	2.26	167	2.26	0	0.00	0	0.00	7,404
S2301	Q3-1b	226	3.05	226	3.05	0	0.00	0	0.00	7,404
S2302	Q3-1c	196	2.65	196	2.65	0	0.00	0	0.00	7,404

See notes at end of table.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S2303	Q3-1d	208	2.81	208	2.81	0	0.00	0	0.00	7,404
S2304	Q3-1e	205	2.77	205	2.77	0	0.00	0	0.00	7,404
S2305	Q3-1f	202	2.73	202	2.73	0	0.00	0	0.00	7,404
S2306	Q3-1g	202	2.73	202	2.73	0	0.00	0	0.00	7,404
S2307	Q3-2a	141	1.90	141	1.90	0	0.00	0	0.00	7,404
S2308	Q3-2b	7	0.09	4	0.05	3	0.04	0	0.00	7,404
S2309	Q3-3	1	0.01	0	0.00	0	0.00	1	0.01	7,404
S2310	Q3-4a	86	1.16	86	1.16	0	0.00	0	0.00	7,404
S2311	Q3-4a, school funded	118	1.59	118	1.59	0	0.00	0	0.00	7,404
S2312	Q3-4a, family funded	67	0.90	67	0.90	0	0.00	0	0.00	7,404
S2313	Q3-4a, entity funded	16	0.22	16	0.22	0	0.00	0	0.00	7,404
S2314	Q3-4b	235	3.17	235	3.17	0	0.00	0	0.00	7,404
S2315	Q3-4c	185	2.50	185	2.50	0	0.00	0	0.00	7,404
S2316	Q3-4d	172	2.32	172	2.32	0	0.00	0	0.00	7,404
S0400	Q5-1a	135	1.82	125	1.69	0	0.00	10	0.14	7,404
S0401	Q5-1b	549	7.41	484	6.54	5	0.07	60	0.81	7,404
S0402	Q5-2a	7	0.09	7	0.09	0	0.00	0	0.00	7,404
S0403	Q5-2b(1)	865	11.68	695	9.39	161	2.17	9	0.12	7,404
S0404	Q5-2b(2)	877	11.84	706	9.54	166	2.24	5	0.07	7,404
S0405	Q5-2b(3)	877	11.84	703	9.49	171	2.31	3	0.04	7,404
S0406	Q5-2b(4)	869	11.74	697	9.41	169	2.28	3	0.04	7,404
S0421	Q5-3a	317	4.28	317	4.28	0	0.00	0	0.00	7,404
S0422	Q5-3b	553	7.47	451	6.09	102	1.38	0	0.00	7,404
S0423	Q5-4	276	3.73	276	3.73	0	0.00	0	0.00	7,404

See notes at end of table.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0424	Q5-5a	354	4.78	324	4.38	30	0.41	0	0.00	7,404
S0425	Q5-5b	327	4.42	308	4.16	19	0.26	0	0.00	7,404
S0409	Q5-6a	14	0.19	14	0.19	0	0.00	0	0.00	7,404
S0408	Q5-6b	577	7.79	577	7.79	0	0.00	0	0.00	7,404
S0426	Q5-6b(1)	385	5.20	385	5.20	0	0.00	0	0.00	7,404
S0427	Q5-6c	1,067	14.41	1,067	14.41	0	0.00	0	0.00	7,404
S0428	Q5-6d	1,767	23.87	1,767	23.87	0	0.00	0	0.00	7,404
S0429	Q5-6e	614	8.29	614	8.29	0	0.00	0	0.00	7,404
S0412	Q5-7	445	6.01	445	6.01	0	0.00	0	0.00	7,404
S0416	Q5-8a	461	6.23	448	6.05	1	0.01	12	0.16	7,404
S0414	Q5-8b	834	11.26	834	11.26	0	0.00	0	0.00	7,404
S0417	Q5-9a	461	6.23	461	6.23	0	0.00	0	0.00	7,404
S0418	Q5-9b	459	6.20	459	6.20	0	0.00	0	0.00	7,404
S0419	Q5-9c	455	6.15	455	6.15	0	0.00	0	0.00	7,404
S0420	Q5-10	612	8.27	612	8.27	0	0.00	0	0.00	7,404

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Restricted Use Data File," 2017–18.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2017–18

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0114	1-1a, Ungraded	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0150	1-1a, Ungraded	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0100	1-1b, PK/Nursery	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0151	1-1b, PK/Nursery	4	0.16	0	0.00	0	0.00	4	0.16	2,484
S0101	1-1c, KG	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0152	1-1c, KG	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0148	1-1d, TK	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0153	1-1d, TK	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0149	1-1e, TF	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0154	1-1e, TF	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0102	1-1f, 1st	1	0.04	0	0.00	0	0.00	1	0.04	2,484
S0155	1-1f, 1st	2	0.08	0	0.00	0	0.00	2	0.08	2,484
S0103	1-1g, 2nd	1	0.04	0	0.00	0	0.00	1	0.04	2,484
S0156	1-1g, 2nd	2	0.08	0	0.00	0	0.00	2	0.08	2,484
S0104	1-1h, 3rd	1	0.04	0	0.00	0	0.00	1	0.04	2,484
S0157	1-1h, 3rd	22	0.89	0	0.00	20	0.81	2	0.08	2,484
S0105	1-1i, 4th	1	0.04	0	0.00	0	0.00	1	0.04	2,484
S0158	1-1i, 4th	2	0.08	0	0.00	0	0.00	2	0.08	2,484
S0106	1-1j, 5th	1	0.04	0	0.00	0	0.00	1	0.04	2,484
S0159	1-1j, 5th	2	0.08	0	0.00	0	0.00	2	0.08	2,484
S0107	1-1k, 6th	1	0.04	0	0.00	0	0.00	1	0.04	2,484
S0160	1-1k, 6th	2	0.08	0	0.00	0	0.00	2	0.08	2,484
S0108	1-1l, 7th	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0161	1-1l, 7th	1	0.04	0	0.00	0	0.00	1	0.04	2,484
S0109	1-1m, 8th	9	0.36	0	0.00	0	0.00	9	0.36	2,484

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0162	1-1m, 8th	9	0.36	0	0.00	0	0.00	9	0.36	2,484
S0110	1-1n, 9th	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0163	1-1n, 9th	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0111	1-1o, 10th	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0164	1-1o, 10th	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0112	1-1p, 11th	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0165	1-1p, 11th	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0113	1-1q, 12th	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0166	1-1q, 12th	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S4115	1-2	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0167	1-3a	20	0.81	0	0.00	0	0.00	20	0.81	2,484
S0168	1-3b	24	0.97	0	0.00	0	0.00	24	0.97	2,484
S0169	1-3c	20	0.81	0	0.00	0	0.00	20	0.81	2,484
S0170	1-3d	15	0.60	0	0.00	0	0.00	15	0.60	2,484
S0171	1-3e	2	0.08	0	0.00	0	0.00	2	0.08	2,484
S0172	1-3f	1	0.04	0	0.00	0	0.00	1	0.04	2,484
S0173	1-3g	11	0.44	0	0.00	0	0.00	11	0.44	2,484
S0174	1-4a	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0175	1-4b	1	0.04	0	0.00	1	0.04	0	0.00	2,484
S0176	1-5a	1	0.04	0	0.00	0	0.00	1	0.04	2,484
S0177	1-5b	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0178	1-5c	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0179	1-5d	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0117	Q1-6, Start	100	4.03	97	3.90	2	0.08	1	0.04	2,484
S0118	Q1-6, End	98	3.95	96	3.86	1	0.04	1	0.04	2,484

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0133	Q1-7	64	2.58	62	2.50	2	0.08	0	0.00	2,484
S0119	Q1-8	1	0.04	0	0.00	1	0.04	0	0.00	2,484
S0120	Q1-9	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S5120	Q1-9, write-in	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0200	Q1-10, FT	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0180	Q1-10, 3/4	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0181	Q1-10, 1/2	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0182	Q1-10, 1/4	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0183	Q1-10, less than 1/4	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0202	Q1-10, total	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0121	Q1-11a	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0122	Q1-11b	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0123	Q1-11c	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0124	Q1-12	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0184	Q1-13a	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0185	Q1-13b	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0186	Q1-14a	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0187	Q1-14b	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0188	Q1-14c	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S5188	Q1-14c, write-in	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0189	Q1-14c, Catholic	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0190	Q1-15, none	57	2.29	0	0.00	0	0.00	57	2.29	2,484

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0191	1-15, ACE	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0192	1-15, AACS	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0193	1-15, ACSI	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0194	1-15, ACTS	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0195	1-15, ACCS	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0196	1-15, CSI	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0197	1-15, ELEA	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0198	1-15, FCE	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0199	1-15, GCSDAC	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0287	1-15, ISLA	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0288	1-15, JSEA	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0289	1-15, NAES	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0290	1-15, NCEA	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0291	1-15, NCSA	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0292	1-15, Torah Umesorah	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0293	1-15, ORUEF	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0294	1-15, RAVSAK	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0295	1-15, SSDSA	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0296	Q1-15, SBACS	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0297	Q1-15, Other	16	0.64	0	0.00	0	0.00	16	0.64	2,484
S5297	Q1-15, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0298	Q1-15, AMS	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0299	Q1-15, AMI	0	0.00	0	0.00	0	0.00	0	0.00	2,484

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0303	Q1-15, Other Montessori	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0304	Q1-15, AMCS	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0305	Q1-15, AWSNA	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0306	Q1-15, NAPSEC	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0307	Q1-15, Other exceptional	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0308	Q1-15, ECIS	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0309	Q1-15, NAEYC	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0310	Q1-15, NALS	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0311	Q1-15, NCGS	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0312	Q1-15, Other special emphasis	25	1.01	0	0.00	0	0.00	25	1.01	2,484
S5312	Q1-15, Other special emphasis, write-in	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0313	Q1-15, ASN	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0314	Q1-15, NAIS	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0315	Q1-15, Independent school association	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0316	Q1-15, NIPSA	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0317	Q1-15, TABS	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0318	Q1-15, Other associations	85	3.42	0	0.00	0	0.00	85	3.42	2,484

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S5318	Q1-15, Other associations, write-in	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S0125	Q1-16a	71	2.86	71	2.86	0	0.00	0	0.00	2,484
S0126	Q1-16b	6	0.24	6	0.24	0	0.00	0	0.00	2,484
S0141	Q1-17a	92	3.70	91	3.66	1	0.04	0	0.00	2,484
S0142	Q1-17b	90	3.62	89	3.58	1	0.04	0	0.00	2,484
S0143	Q1-17c	82	3.30	81	3.26	1	0.04	0	0.00	2,484
S0144	Q1-18a	99	3.99	98	3.95	1	0.04	0	0.00	2,484
S0145	Q1-18b	104	4.19	103	4.15	1	0.04	0	0.00	2,484
S0146	Q1-18c	89	3.58	88	3.54	1	0.04	0	0.00	2,484
S0147	Q1-18d	89	3.58	88	3.54	1	0.04	0	0.00	2,484
S2200	Q2-1	29	1.17	0	0.00	0	0.00	29	1.17	2,484
S2201	Q2-2, start time	103	4.15	101	4.07	2	0.08	0	0.00	2,484
S2203	Q2-2, end time	103	4.15	101	4.07	2	0.08	0	0.00	2,484
S2205	Q2-3a, minutes	220	8.86	185	7.45	0	0.00	35	1.41	2,484
S2206	Q2-3a, days	200	8.05	197	7.93	0	0.00	3	0.12	2,484
S2207	Q2-3b, minutes	220	8.86	188	7.57	0	0.00	32	1.29	2,484
S2208	Q2-3b, days	201	8.09	198	7.97	0	0.00	3	0.12	2,484
S2209	Q2-3c, minutes	217	8.74	186	7.49	0	0.00	31	1.25	2,484
S2210	Q2-3c, days	218	8.78	199	8.01	0	0.00	19	0.76	2,484
S2211	Q2-3d, minutes	228	9.18	182	7.33	0	0.00	46	1.85	2,484
S2212	Q2-3d, days	236	9.50	196	7.89	0	0.00	40	1.61	2,484

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S2213	Q2-3e, minutes	215	8.66	208	8.37	0	0.00	7	0.28	2,484
S2214	Q2-3e, days	133	5.35	128	5.15	0	0.00	5	0.20	2,484
S2215	Q2-3f, minutes	205	8.25	194	7.81	0	0.00	11	0.44	2,484
S2216	Q2-3f, days	182	7.33	180	7.25	0	0.00	2	0.08	2,484
S2217	Q2-3g, minutes	198	7.97	191	7.69	0	0.00	7	0.28	2,484
S2218	Q2-3g, days	165	6.64	162	6.52	0	0.00	3	0.12	2,484
S2219	Q2-3h, minutes	204	8.21	192	7.73	0	0.00	12	0.48	2,484
S2220	Q2-3h, days	178	7.17	177	7.13	0	0.00	1	0.04	2,484
S2221	Q2-3i, minutes	188	7.57	180	7.25	0	0.00	8	0.32	2,484
S2222	Q2-3i, days	191	7.69	188	7.57	0	0.00	3	0.12	2,484
S2223	Q2-4	17	0.68	0	0.00	0	0.00	17	0.68	2,484
S2224	Q2-5, start time	108	4.35	107	4.31	1	0.04	0	0.00	2,484
S2226	Q2-5, end time	105	4.23	104	4.19	1	0.04	0	0.00	2,484
S2228	Q2-6a, minutes	200	8.05	159	6.40	0	0.00	41	1.65	2,484
S2229	Q2-6a, days	182	7.33	179	7.21	0	0.00	3	0.12	2,484
S2230	Q2-6b, minutes	202	8.13	159	6.40	0	0.00	43	1.73	2,484
S2231	Q2-6b, days	180	7.25	177	7.13	0	0.00	3	0.12	2,484
S2232	Q2-6c, minutes	213	8.57	158	6.36	0	0.00	55	2.21	2,484
S2233	Q2-6c, days	191	7.69	173	6.96	0	0.00	18	0.72	2,484
S2234	Q2-6d, minutes	221	8.90	160	6.44	0	0.00	61	2.46	2,484
S2235	Q2-6d, days	205	8.25	178	7.17	0	0.00	27	1.09	2,484
S2300	Q3-1a	137	5.52	136	5.48	1	0.04	0	0.00	2,484
S2301	Q3-1b	159	6.40	158	6.36	1	0.04	0	0.00	2,484
S2302	Q3-1c	153	6.16	152	6.12	1	0.04	0	0.00	2,484

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S2303	Q3-1d	148	5.96	147	5.92	1	0.04	0	0.00	2,484
S2304	Q3-1e	157	6.32	156	6.28	1	0.04	0	0.00	2,484
S2305	Q3-1f	149	6.00	148	5.96	1	0.04	0	0.00	2,484
S2306	Q3-1g	153	6.16	152	6.12	1	0.04	0	0.00	2,484
S2307	Q3-2a	116	4.67	115	4.63	1	0.04	0	0.00	2,484
S2308	Q3-2b	11	0.44	11	0.44	0	0.00	0	0.00	2,484
S2309	Q3-3	0	0.00	0	0.00	0	0.00	0	0.00	2,484
S2310	Q3-4a	79	3.18	78	3.14	1	0.04	0	0.00	2,484
S2311	Q3-4a, How, school or state	51	2.05	51	2.05	0	0.00	0	0.00	2,484
S2312	Q3-4a, How, family or student	18	0.72	18	0.72	0	0.00	0	0.00	2,484
S2313	Q3-4a, How, other entity	69	2.78	69	2.78	0	0.00	0	0.00	2,484
S2314	Q3-4b	126	5.07	125	5.03	1	0.04	0	0.00	2,484
S2315	Q3-4c	114	4.59	113	4.55	1	0.04	0	0.00	2,484
S2316	Q3-4d	102	4.11	101	4.07	1	0.04	0	0.00	2,484
S0300	Q4-1	117	4.71	116	4.67	1	0.04	0	0.00	2,484
S0301	Q4-2	73	2.94	72	2.90	1	0.04	0	0.00	2,484
S0302	Q4-3	61	2.46	60	2.42	1	0.04	0	0.00	2,484
S0400	Q5-1a	133	5.35	120	4.83	1	0.04	12	0.48	2,484
S0401	Q5-1b	132	5.31	110	4.43	1	0.04	21	0.85	2,484
S0402	Q5-2a	25	1.01	8	0.32	0	0.00	17	0.68	2,484
S0403	Q5-2b(1)	163	6.56	135	5.43	5	0.20	23	0.93	2,484
S0404	Q5-2b(2)	160	6.44	135	5.43	6	0.24	19	0.76	2,484
S0405	Q5-2b(3)	164	6.60	139	5.60	8	0.32	17	0.68	2,484

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0406	Q5-2b(4)	164	6.60	138	5.56	8	0.32	18	0.72	2,484
S0421	Q5-3a	135	5.43	134	5.39	1	0.04	0	0.00	2,484
S0422	Q5-3b	53	2.13	53	2.13	0	0.00	0	0.00	2,484
S0423	Q5-4	42	1.69	42	1.69	0	0.00	0	0.00	2,484
S0424	Q5-5a	40	1.61	40	1.61	0	0.00	0	0.00	2,484
S0425	Q5-5b	35	1.41	35	1.41	0	0.00	0	0.00	2,484
S0409	Q5-6a	114	4.59	113	4.55	1	0.04	0	0.00	2,484
S0408	Q5-6b	37	1.49	13	0.52	0	0.00	24	0.97	2,484
S0426	Q5-6b(1)	35	1.41	35	1.41	0	0.00	0	0.00	2,484
S0427	Q5-6c	67	2.70	67	2.70	0	0.00	0	0.00	2,484
S0412	Q5-7	54	2.17	54	2.17	0	0.00	0	0.00	2,484
S0416	Q5-8a	264	10.63	264	10.63	0	0.00	0	0.00	2,484
S0414	Q5-8b	64	2.58	58	2.33	0	0.00	6	0.24	2,484
S0417	Q5-9a	29	1.17	29	1.17	0	0.00	0	0.00	2,484
S0418	Q5-9b	30	1.21	30	1.21	0	0.00	0	0.00	2,484
S0419	Q5-9c	28	1.13	28	1.13	0	0.00	0	0.00	2,484

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Restricted Use Data File," 2017–18.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2017–18

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0100	1-1	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0101	1-2	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0102	1-3	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0103	1-4	924	2.08	904	2.04	10	0.02	10	0.02	44,319
T0104	1-5, Month	175	0.39	174	0.39	0	0.00	1	0.00	44,319
T0105	1-5, Year	532	1.20	161	0.36	0	0.00	371	0.84	44,319
T0106	1-6	505	1.14	36	0.08	439	0.99	30	0.07	44,319
T5106	1-6, specify	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0107	1-7, Month	209	0.47	159	0.36	41	0.09	9	0.02	44,319
T0108	1-7, Year	490	1.11	195	0.44	0	0.00	295	0.67	44,319
T0109	1-8	588	1.33	183	0.41	5	0.01	400	0.90	44,319
T0110	1-9	460	1.04	417	0.94	1	0.00	42	0.09	44,319
T0200	2-1, PK	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0201	2-1, KG	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0202	2-1, 1st	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0203	2-1, 2nd	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0204	2-1, 3rd	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0205	2-1, 4th	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0206	2-1, 5th	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0207	2-1, 6th	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0208	2-1, 7th	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0209	2-1, 8th	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0210	2-1, 9th	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0211	2-1, 10th	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0212	2-1, 11th	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0213	2-1, 12th	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0214	2-1, UG	0	0.00	0	0.00	0	0.00	0	0.00	44,319

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0215	2-2	1113	2.51	872	1.97	241	0.54	0	0.00	44,319
T0216	2-3	900	2.03	716	1.62	184	0.42	0	0.00	44,319
T0217	2-4, code	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T5217	2-4, label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0218	2-5	102	0.23	102	0.23	0	0.00	0	0.00	44,319
T0219	2-6a	199	0.45	199	0.45	0	0.00	0	0.00	44,319
T0220	2-6b	155	0.35	99	0.22	56	0.13	0	0.00	44,319
T0221	2-7	49	0.11	49	0.11	0	0.00	0	0.00	44,319
T0222	2-8	49	0.11	49	0.11	0	0.00	0	0.00	44,319
T0223	2-9	97	0.22	83	0.19	14	0.03	0	0.00	44,319
T0224	2-10	37	0.08	32	0.07	5	0.01	0	0.00	44,319
T0270	2-11a	524	1.18	494	1.11	30	0.07	0	0.00	44,319
T0271	2-11a, days	3100	6.99	840	1.90	471	1.06	1789	4.04	44,319
T0272	2-11a(1)	2137	4.82	1640	3.70	26	0.06	471	1.06	44,319
T0273	2-11a(1), days	4209	9.50	0	0.00	1	0.00	4208	9.49	44,319
T0274	2-11b	951	2.15	911	2.06	40	0.09	0	0.00	44,319
T0275	2-11b, days	6416	14.48	1057	2.38	65	0.15	5294	11.95	44,319
T0276	2-11c	5869	13.24	5739	12.95	130	0.29	0	0.00	44,319
T0277	2-11c, days	7087	15.99	3813	8.60	217	0.49	3057	6.90	44,319
T0278	2-11d	5800	13.09	5662	12.78	138	0.31	0	0.00	44,319
T0279	2-11d, days	7064	15.94	3749	8.46	227	0.51	3088	6.97	44,319
T0230	2-12	262	0.59	261	0.59	0	0.00	1	0.00	44,319
T0240	2-13a(1)	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T5240	2-13b(1)	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0250	2-13c(1)	66	0.15	0	0.00	0	0.00	66	0.15	44,319
T0260	2-13d(1)	1377	3.11	1376	3.10	1	0.00	0	0.00	44,319
T0241	2-13a(2)	8	0.02	0	0.00	0	0.00	8	0.02	44,319

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T5241	2-13b(2)	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0251	2-13c(2)	201	0.45	0	0.00	0	0.00	201	0.45	44,319
T0261	2-13d(2)	1260	2.84	1247	2.81	13	0.03	0	0.00	44,319
T0242	2-13a(3)	11	0.02	0	0.00	0	0.00	11	0.02	44,319
T5242	2-13b(3)	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0252	2-13c(3)	668	1.51	0	0.00	0	0.00	668	1.51	44,319
T0262	2-13d(3)	1156	2.61	1126	2.54	30	0.07	0	0.00	44,319
T0243	2-13a(4)	19	0.04	0	0.00	0	0.00	19	0.04	44,319
T5243	2-13b(4)	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0253	2-13c(4)	645	1.46	0	0.00	0	0.00	645	1.46	44,319
T0263	2-13d(4)	1049	2.37	980	2.21	69	0.16	0	0.00	44,319
T0244	2-13a(5)	19	0.04	0	0.00	0	0.00	19	0.04	44,319
T5244	2-13b(5)	2	0.00	0	0.00	0	0.00	2	0.00	44,319
T0254	2-13c(5)	339	0.76	0	0.00	0	0.00	339	0.76	44,319
T0264	2-13d(5)	918	2.07	808	1.82	107	0.24	3	0.01	44,319
T0245	2-13a(6)	39	0.09	0	0.00	0	0.00	39	0.09	44,319
T5245	2-13b(6)	1	0.00	0	0.00	0	0.00	1	0.00	44,319
T0255	2-13c(6)	278	0.63	0	0.00	0	0.00	278	0.63	44,319
T0265	2-13d(6)	729	1.64	541	1.22	188	0.42	0	0.00	44,319
T0246	2-13a(7)	49	0.11	0	0.00	0	0.00	49	0.11	44,319
T5246	2-13b(7)	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0256	2-13c(7)	201	0.45	0	0.00	0	0.00	201	0.45	44,319
T0266	2-13d(7)	505	1.14	216	0.49	289	0.65	0	0.00	44,319
T0247	2-13a(8)	49	0.11	0	0.00	0	0.00	49	0.11	44,319
T5247	2-13b(8)	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0257	2-13c(8)	187	0.42	0	0.00	0	0.00	187	0.42	44,319
T0267	2-13d(8)	437	0.99	155	0.35	282	0.64	0	0.00	44,319

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0248	2-13a(9)	30	0.07	0	0.00	0	0.00	30	0.07	44,319
T5248	2-13b(9)	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0258	2-13c(9)	79	0.18	0	0.00	0	0.00	79	0.18	44,319
T0268	2-13d(9)	377	0.85	104	0.23	273	0.62	0	0.00	44,319
T0249	2-13a(10)	10	0.02	0	0.00	0	0.00	10	0.02	44,319
T5249	2-13b(10)	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0259	2-13c(10)	49	0.11	0	0.00	0	0.00	49	0.11	44,319
T0269	2-13d(10)	352	0.79	107	0.24	245	0.55	0	0.00	44,319
T0300	3-1a	1	0.00	0	0.00	0	0.00	1	0.00	44,319
T5301	3-1b, name	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T5302	3-1b, city	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T5303	3-1b, state	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0304	3-1b, outside U.S.	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0305	3-1c	76	0.17	62	0.14	0	0.00	14	0.03	44,319
T0306	3-1d	273	0.62	272	0.61	1	0.00	0	0.00	44,319
T0307	3-1e, code	446	1.01	446	1.01	0	0.00	0	0.00	44,319
T5307	3-1e, label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0308	3-1f	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0309	3-1g, code	148	0.33	148	0.33	0	0.00	0	0.00	44,319
T5309	3-1g, label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0310	3-1h	791	1.78	791	1.78	0	0.00	0	0.00	44,319
T0311	3-1i, code	892	2.01	892	2.01	0	0.00	0	0.00	44,319
T5311	3-1i, label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0312	3-2a	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0313	3-2b	707	1.60	707	1.60	0	0.00	0	0.00	44,319
T0314	3-2c	23	0.05	16	0.04	0	0.00	7	0.02	44,319
T0315	3-2d	521	1.18	70	0.16	451	1.02	0	0.00	44,319

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0316	3-2e, code	195	0.44	195	0.44	0	0.00	0	0.00	44,319
T5316	3-2e, label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0317	3-3 a	108	0.24	0	0.00	0	0.00	108	0.24	44,319
T0318	3-3b(1), code	28	0.06	24	0.05	4	0.01	0	0.00	44,319
T5318	3-3b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0319	3-3(d)1	149	0.34	141	0.32	0	0.00	8	0.02	44,319
T0320	3-3b(2), code	168	0.38	160	0.36	8	0.02	0	0.00	44,319
T5320	3-3b(2), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0321	3-3d(2)	599	1.35	571	1.29	0	0.00	28	0.06	44,319
T0322	3-3b(3), code	32	0.07	23	0.05	9	0.02	0	0.00	44,319
T5322	3-3b(3), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0323	3-3c(3)	73	0.16	23	0.05	50	0.11	0	0.00	44,319
T0324	3-3d(3)	75	0.17	69	0.16	0	0.00	6	0.01	44,319
T0325	3-3b(4), code	23	0.05	23	0.05	0	0.00	0	0.00	44,319
T5325	3-3b(4), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0326	3-3c(4)	66	0.15	23	0.05	43	0.10	0	0.00	44,319
T0327	3-3d(4)	83	0.19	83	0.19	0	0.00	0	0.00	44,319
T0328	3-3b(5), code	33	0.07	24	0.05	9	0.02	0	0.00	44,319
T5328	3-3b(5), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0329	3-3c(5)	77	0.17	24	0.05	53	0.12	0	0.00	44,319
T0330	3-3d(5)	165	0.37	165	0.37	0	0.00	0	0.00	44,319
T0331	3-3b(6), code	20	0.05	12	0.03	8	0.02	0	0.00	44,319
T5331	3-3b(6), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0332	3-3c(6)	34	0.08	12	0.03	22	0.05	0	0.00	44,319
T0333	3-3d(6)	73	0.16	73	0.16	0	0.00	0	0.00	44,319
T0334	3-3b(7), code	1	0.00	1	0.00	0	0.00	0	0.00	44,319
T5334	3-3b(7), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0335	3-3c(7)	14	0.03	1	0.00	13	0.03	0	0.00	44,319

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0336	3-3d(7)	5	0.01	4	0.01	0	0.00	1	0.00	44,319
T0337	3-4	214	0.48	214	0.48	0	0.00	0	0.00	44,319
T0338	3-4, how many	382	0.86	332	0.75	50	0.11	0	0.00	44,319
T0339	3-5	240	0.54	216	0.49	24	0.05	0	0.00	44,319
T0340	3-6a	385	0.87	385	0.87	0	0.00	0	0.00	44,319
T0341	3-6b	488	1.10	488	1.10	0	0.00	0	0.00	44,319
T0342	3-6c	539	1.22	539	1.22	0	0.00	0	0.00	44,319
T0343	3-6d	641	1.45	641	1.45	0	0.00	0	0.00	44,319
T0344	3-6e	619	1.40	619	1.40	0	0.00	0	0.00	44,319
T0345	3-6f	417	0.94	417	0.94	0	0.00	0	0.00	44,319
T0346	3-6g	394	0.89	394	0.89	0	0.00	0	0.00	44,319
T0347	3-7a	167	0.38	167	0.38	0	0.00	0	0.00	44,319
T0348	3-7b	282	0.64	267	0.60	15	0.03	0	0.00	44,319
T0349	3-7c	410	0.93	359	0.81	51	0.12	0	0.00	44,319
T0400	4-1	374	0.84	374	0.84	0	0.00	0	0.00	44,319
T0401	4-2a	399	0.90	399	0.90	0	0.00	0	0.00	44,319
T0402	4-2b(1), code	2778	6.27	2778	6.27	0	0.00	0	0.00	44,319
T5402	4-2b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0403	4-2b(2), K-5	2481	5.60	2481	5.60	0	0.00	0	0.00	44,319
T0404	4-2b(2), 6-8	2481	5.60	2481	5.60	0	0.00	0	0.00	44,319
T0405	4-2b(2), 9-12	2480	5.60	2480	5.60	0	0.00	0	0.00	44,319
T0406	4-2c	250	0.56	250	0.56	0	0.00	0	0.00	44,319
T0407	4-2d(1), code	1208	2.73	1208	2.73	0	0.00	0	0.00	44,319
T5407	4-2d(1), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0408	4-2d(1), K-5	2146	4.84	2146	4.84	0	0.00	0	0.00	44,319
T0409	4-2d(1), 6-8	2146	4.84	2146	4.84	0	0.00	0	0.00	44,319
T0410	4-2d(1), 9-12	2146	4.84	2146	4.84	0	0.00	0	0.00	44,319

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0411	4-2d(2), code	33	0.07	6	0.01	0	0.00	27	0.06	44,319
T5411	4-2d(2), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0412	4-2d(2), K-5	268	0.60	178	0.40	0	0.00	90	0.20	44,319
T0413	4-2d(2), 6-8	268	0.60	124	0.28	0	0.00	144	0.32	44,319
T0414	4-2d(2), 9-12	268	0.60	142	0.32	0	0.00	126	0.28	44,319
T0415	4-2d(3), code	11	0.02	1	0.00	0	0.00	10	0.02	44,319
T5415	4-2d(3), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0416	4-2d(3), K-5	163	0.37	96	0.22	0	0.00	67	0.15	44,319
T0417	4-2d(3), 6-8	163	0.37	69	0.16	0	0.00	94	0.21	44,319
T0418	4-2d(3), 9-12	163	0.37	65	0.15	0	0.00	98	0.22	44,319
T0419	4-2d(4), code	10	0.02	0	0.00	0	0.00	10	0.02	44,319
T5419	4-2d(4), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0420	4-2d(4), K-5	94	0.21	48	0.11	0	0.00	46	0.10	44,319
T0421	4-2d(4), 6-8	94	0.21	31	0.07	0	0.00	63	0.14	44,319
T0422	4-2d(4), 9-12	94	0.21	41	0.09	0	0.00	53	0.12	44,319
T0423	4-3a	246	0.56	246	0.56	0	0.00	0	0.00	44,319
T0424	4-3b	358	0.81	357	0.81	1	0.00	0	0.00	44,319
T0425	4-3c(1), code	1030	2.32	1029	2.32	0	0.00	1	0.00	44,319
T5425	4-3c(1), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0426	4-3c(2), K-5	1412	3.19	1412	3.19	0	0.00	0	0.00	44,319
T0427	4-3c(2), 6-8	1413	3.19	1412	3.19	0	0.00	1	0.00	44,319
T0428	4-3c(2), 9-12	1413	3.19	1412	3.19	0	0.00	1	0.00	44,319
T0429	4-3d	43	0.10	43	0.10	0	0.00	0	0.00	44,319
T0430	4-3e(1), code	467	1.05	467	1.05	0	0.00	0	0.00	44,319
T5430	4-3e(1), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0431	4-3e(1), K-5	452	1.02	452	1.02	0	0.00	0	0.00	44,319

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0432	4-3e(1), 6-8	452	1.02	452	1.02	0	0.00	0	0.00	44,319
T0433	4-3e(1), 9-12	452	1.02	452	1.02	0	0.00	0	0.00	44,319
T0434	4-3e(2), code	7	0.02	0	0.00	0	0.00	7	0.02	44,319
T5434	4-3e(2), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0435	4-3e(2), K-5	36	0.08	19	0.04	0	0.00	17	0.04	44,319
T0436	4-3e(2), 6-8	36	0.08	16	0.04	0	0.00	20	0.05	44,319
T0437	4-3e(2), 9-12	36	0.08	21	0.05	0	0.00	15	0.03	44,319
T0438	4-3e(3), code	6	0.01	0	0.00	0	0.00	6	0.01	44,319
T5438	4-3e(3), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0439	4-3e(3), K-5	17	0.04	8	0.02	0	0.00	9	0.02	44,319
T0440	4-3e(3), 6-8	17	0.04	7	0.02	0	0.00	10	0.02	44,319
T0441	4-3e(3), 9-12	17	0.04	9	0.02	0	0.00	8	0.02	44,319
T0442	4-3e(4), code	5	0.01	0	0.00	0	0.00	5	0.01	44,319
T5442	4-3e(4), label	0	0.00	0	0.00	0	0.00	0	0.00	44,319
T0443	4-3e(4), K-5	12	0.03	7	0.02	0	0.00	5	0.01	44,319
T0444	4-3e(4), 6-8	12	0.03	5	0.01	0	0.00	7	0.02	44,319
T0445	4-3e(4), 9-12	12	0.03	6	0.01	0	0.00	6	0.01	44,319
T2500	5-1	259	0.58	259	0.58	0	0.00	0	0.00	44,319
T2501	5-1, last school year	181	0.41	29	0.07	152	0.34	0	0.00	44,319
T2502	5-2a	646	1.46	646	1.46	0	0.00	0	0.00	44,319
T2503	5-2b	903	2.04	903	2.04	0	0.00	0	0.00	44,319
T2504	5-2c	819	1.85	819	1.85	0	0.00	0	0.00	44,319
T2505	5-2d	790	1.78	790	1.78	0	0.00	0	0.00	44,319
T2506	5-2e	752	1.70	752	1.70	0	0.00	0	0.00	44,319
T2507	5-2f	790	1.78	790	1.78	0	0.00	0	0.00	44,319

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T2508	5-2g	718	1.62	718	1.62	0	0.00	0	0.00	44,319
T2509	5-3	570	1.29	570	1.29	0	0.00	0	0.00	44,319
T2510	5-4a	1401	3.16	1350	3.05	51	0.12	0	0.00	44,319
T2511	5-4b	1401	3.16	1348	3.04	53	0.12	0	0.00	44,319
T2512	5-4c	1363	3.08	1313	2.96	50	0.11	0	0.00	44,319
T2600	6-1a	702	1.58	702	1.58	0	0.00	0	0.00	44,319
T2601	6-1b	909	2.05	909	2.05	0	0.00	0	0.00	44,319
T2602	6-1c	957	2.16	957	2.16	0	0.00	0	0.00	44,319
T2603	6-1d	893	2.01	893	2.01	0	0.00	0	0.00	44,319
T2604	6-1e	871	1.97	871	1.97	0	0.00	0	0.00	44,319
T2605	6-1f	826	1.86	826	1.86	0	0.00	0	0.00	44,319
T2606	6-1g	698	1.57	698	1.57	0	0.00	0	0.00	44,319
T2607	6-1h	722	1.63	722	1.63	0	0.00	0	0.00	44,319
T2608	6-2a	1015	2.29	1015	2.29	0	0.00	0	0.00	44,319
T2609	6-2b	1239	2.80	1239	2.80	0	0.00	0	0.00	44,319
T2610	6-2c	1102	2.49	1102	2.49	0	0.00	0	0.00	44,319
T2611	6-2d	1244	2.81	1244	2.81	0	0.00	0	0.00	44,319
T2612	6-2e	1171	2.64	1171	2.64	0	0.00	0	0.00	44,319
T2613	6-2f	1336	3.01	1336	3.01	0	0.00	0	0.00	44,319
T2614	6-2g	1122	2.53	1122	2.53	0	0.00	0	0.00	44,319
T2615	6-2h	1057	2.38	1057	2.38	0	0.00	0	0.00	44,319
T2616	6-3	748	1.69	748	1.69	0	0.00	0	0.00	44,319
T1617	6-4a	817	1.84	817	1.84	0	0.00	0	0.00	44,319
T1618	6-4b	1265	2.85	1258	2.84	7	0.02	0	0.00	44,319
T1619	6-5	1342	3.03	1342	3.03	0	0.00	0	0.00	44,319
T2620	6-6a	901	2.03	901	2.03	0	0.00	0	0.00	44,319
T2621	6-6b	955	2.15	955	2.15	0	0.00	0	0.00	44,319

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T2622	6-6c	987	2.23	987	2.23	0	0.00	0	0.00	44,319
T2623	6-6d	993	2.24	993	2.24	0	0.00	0	0.00	44,319
T2624	6-6e	935	2.11	935	2.11	0	0.00	0	0.00	44,319
T2625	6-7a	971	2.19	971	2.19	0	0.00	0	0.00	44,319
T2626	6-7b	1148	2.59	1148	2.59	0	0.00	0	0.00	44,319
T2627	6-7c	1165	2.63	1165	2.63	0	0.00	0	0.00	44,319
T2628	6-7d	1228	2.77	1228	2.77	0	0.00	0	0.00	44,319
T2629	6-7e	1238	2.79	1238	2.79	0	0.00	0	0.00	44,319
T2630	6-7f	1240	2.80	1240	2.80	0	0.00	0	0.00	44,319
T2631	6-7g	1095	2.47	1095	2.47	0	0.00	0	0.00	44,319
T2632	6-8	1012	2.28	1012	2.28	0	0.00	0	0.00	44,319
T2633	6-9	1892	4.27	1892	4.27	0	0.00	0	0.00	44,319
T2700	7-1a	1198	2.70	1198	2.70	0	0.00	0	0.00	44,319
T2701	7-1b	1109	2.50	1109	2.50	0	0.00	0	0.00	44,319
T2702	7-1c	1279	2.89	1279	2.89	0	0.00	0	0.00	44,319
T2703	7-1d	1211	2.73	1211	2.73	0	0.00	0	0.00	44,319
T2704	7-1e	1197	2.70	1197	2.70	0	0.00	0	0.00	44,319
T2705	7-1f	1173	2.65	1173	2.65	0	0.00	0	0.00	44,319
T0900	8-1a	2449	5.53	2449	5.53	0	0.00	0	0.00	44,319
T0901	8-1a, amt	562	1.27	559	1.26	3	0.01	0	0.00	44,319
T0902	8-1a(1)	504	1.14	504	1.14	0	0.00	0	0.00	44,319
T0903	8-1b	3116	7.03	3116	7.03	0	0.00	0	0.00	44,319
T0904	8-1b, amt	342	0.77	323	0.73	19	0.04	0	0.00	44,319
T0905	8-1b(1)	524	1.18	440	0.99	84	0.19	0	0.00	44,319
T0906	8-1c	1828	4.12	1828	4.12	0	0.00	0	0.00	44,319
T0907	8-1c, amt	689	1.55	689	1.55	0	0.00	0	0.00	44,319
T0908	8-2	4379	9.88	4373	9.87	0	0.00	6	0.01	44,319

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0909	8-3	3838	8.66	3280	7.40	0	0.00	558	1.26	44,319
T0910	8-4	1573	3.55	1573	3.55	0	0.00	0	0.00	44,319
T0911	8-4, amt	1300	2.93	1295	2.92	5	0.01	0	0.00	44,319
T0912	8-5	1737	3.92	1737	3.92	0	0.00	0	0.00	44,319
T0913	8-5, amt	473	1.07	473	1.07	0	0.00	0	0.00	44,319
T0914	8-6	1655	3.73	1655	3.73	0	0.00	0	0.00	44,319
T0915	8-6, amt	281	0.63	279	0.63	2	0.00	0	0.00	44,319
T0916	8-7 a	2370	5.35	2370	5.35	0	0.00	0	0.00	44,319
T0917	8-7 a, amt	1261	2.85	1261	2.85	0	0.00	0	0.00	44,319
T0918	8-7 b	1261	2.85	1261	2.85	0	0.00	0	0.00	44,319
T0919	8-8	1903	4.29	1903	4.29	0	0.00	0	0.00	44,319
T0920	8-8, amt	559	1.26	541	1.22	18	0.04	0	0.00	44,319
T0921	8-9	1376	3.10	1376	3.10	0	0.00	0	0.00	44,319
T0922	8-10 a	1682	3.80	1682	3.80	0	0.00	0	0.00	44,319
T0923	8-10 b	945	2.13	945	2.13	0	0.00	0	0.00	44,319
T0924	8-11	1255	2.83	1255	2.83	0	0.00	0	0.00	44,319
T0925	8-12 a	1491	3.36	1491	3.36	0	0.00	0	0.00	44,319
T0926	8-12 b	575	1.30	575	1.30	0	0.00	0	0.00	44,319
T0928	8-13	1586	3.58	1586	3.58	0	0.00	0	0.00	44,319
T0929	8-14 , white	2237	5.05	2237	5.05	0	0.00	0	0.00	44,319
T0930	8-14 , black	2237	5.05	2237	5.05	0	0.00	0	0.00	44,319
T0931	8-14 , asian	2237	5.05	2237	5.05	0	0.00	0	0.00	44,319
T0932	8-14 , pac islander	2237	5.05	2237	5.05	0	0.00	0	0.00	44,319
T0933	8-14 , am indian	2237	5.05	2237	5.05	0	0.00	0	0.00	44,319
T0934	8-15	126	0.28	115	0.26	0	0.00	11	0.02	44,319

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Restricted Use Data File," 2017–18.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2017–18

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0100	1-1	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0101	1-2	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0102	1-3	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0103	1-4	117	1.67	117	1.67	0	0.00	0	0.00	7,022
T0104	1-5, month	45	0.64	45	0.64	0	0.00	0	0.00	7,022
T0105	1-5, year	87	1.24	84	1.20	0	0.00	3	0.04	7,022
T0106	1-6	23	0.33	23	0.33	0	0.00	0	0.00	7,022
T5106	1-6, write-in	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0107	1-7, month	40	0.57	32	0.46	8	0.11	0	0.00	7,022
T0108	1-7, year	62	0.88	59	0.84	0	0.00	3	0.04	7,022
T0109	1-8	154	2.19	38	0.54	1	0.01	115	1.64	7,022
T0110	1-9	105	1.50	49	0.70	1	0.01	55	0.78	7,022
T0200	2-1, PK	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0201	2-1, KG	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0202	2-1, 1 st	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0203	2-1, 2 nd	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0204	2-1, 3 rd	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0205	2-1, 4 th	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0206	2-1, 5 th	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0207	2-1, 6 th	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0208	2-1, 7 th	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0209	2-1, 8 th	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0210	2-1, 9 th	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0211	2-1, 10 th	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0212	2-1, 11 th	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0213	2-1, 12 th	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0214	2-1, UG	0	0.00	0	0.00	0	0.00	0	0.00	7,022

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0215	2-2	220	3.13	188	2.68	32	0.46	0	0.00	7,022
T0216	2-3	177	2.52	151	2.15	26	0.37	0	0.00	7,022
T0217	2-4	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T5217	2-4, label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0218	2-5	19	0.27	19	0.27	0	0.00	0	0.00	7,022
T0219	2-6a	53	0.75	53	0.75	0	0.00	0	0.00	7,022
T0220	2-6b	39	0.56	26	0.37	13	0.19	0	0.00	7,022
T0221	2-7	64	0.91	64	0.91	0	0.00	0	0.00	7,022
T0222	2-8	64	0.91	64	0.91	0	0.00	0	0.00	7,022
T0223	2-9	11	0.16	11	0.16	0	0.00	0	0.00	7,022
T0224	2-10	11	0.16	11	0.16	0	0.00	0	0.00	7,022
T0270	2-11a	65	0.93	59	0.84	6	0.09	0	0.00	7,022
T0271	2-11a, days	165	2.35	71	1.01	94	1.34	0	0.00	7,022
T0272	2-11a(1)	274	3.90	274	3.90	0	0.00	0	0.00	7,022
T0273	2-11a(1), days	386	5.50	0	0.00	365	5.20	21	0.30	7,022
T0274	2-11b	123	1.75	114	1.62	9	0.13	0	0.00	7,022
T0275	2-11b, days	152	2.16	137	1.95	15	0.21	0	0.00	7,022
T0276	2-11c	550	7.83	526	7.49	24	0.34	0	0.00	7,022
T0277	2-11c, days	562	8.00	532	7.58	30	0.43	0	0.00	7,022
T0278	2-11d	602	8.57	580	8.26	22	0.31	0	0.00	7,022
T0279	2-11d, days	629	8.96	599	8.53	30	0.43	0	0.00	7,022
T0230	2-12	75	1.07	75	1.07	0	0.00	0	0.00	7,022
T0240	2-13a(1), code	7	0.10	0	0.00	0	0.00	7	0.10	7,022
T5240	2-13b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0250	2-13c(1), grade	16	0.23	0	0.00	0	0.00	16	0.23	7,022
T0260	2-13d(1), students	216	3.08	23	0.33	193	2.75	0	0.00	7,022
T0241	2-13a(2), code	7	0.10	0	0.00	0	0.00	7	0.10	7,022

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T5241	2-13b(2), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0251	2-13c(2), grade	46	0.66	0	0.00	0	0.00	46	0.66	7,022
T0261	2-13d(2), students	207	2.95	24	0.34	183	2.61	0	0.00	7,022
T0242	2-13a(3), code	10	0.14	0	0.00	0	0.00	10	0.14	7,022
T5242	2-13b(3), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0252	2-13c(3), grade	118	1.68	0	0.00	0	0.00	118	1.68	7,022
T0262	2-13d(3), students	197	2.81	25	0.36	172	2.45	0	0.00	7,022
T0243	2-13a(4), code	14	0.20	0	0.00	0	0.00	14	0.20	7,022
T5243	2-13b(4), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0253	2-13c(4), grade	120	1.71	0	0.00	0	0.00	120	1.71	7,022
T0263	2-13d(4), students	180	2.56	23	0.33	157	2.24	0	0.00	7,022
T0244	2-13a(5), code	12	0.17	0	0.00	0	0.00	12	0.17	7,022
T5244	2-13b(5), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0254	2-13c(5), grade	80	1.14	0	0.00	0	0.00	80	1.14	7,022
T0264	2-13d(5), students	160	2.28	20	0.28	140	1.99	0	0.00	7,022
T0245	2-13a(6), code	13	0.19	0	0.00	0	0.00	13	0.19	7,022
T5245	2-13b(6), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0255	2-13c(6), grade	57	0.81	0	0.00	0	0.00	57	0.81	7,022
T0265	2-13d(7), students	138	1.97	8	0.11	130	1.85	0	0.00	7,022
T0246	2-13a(7), code	9	0.13	0	0.00	0	0.00	9	0.13	7,022
T5246	2-13b(7), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0256	2-13c(7), grade	43	0.61	0	0.00	0	0.00	43	0.61	7,022
T0266	2-13d(7), students	112	1.59	4	0.06	108	1.54	0	0.00	7,022
T0247	2-13a(8), code	7	0.10	0	0.00	0	0.00	7	0.10	7,022
T5247	2-13b(8), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0257	2-13c(8), grade	46	0.66	0	0.00	0	0.00	46	0.66	7,022
T0267	2-13d(8), students	102	1.45	4	0.06	98	1.40	0	0.00	7,022

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0248	2-13a(9), code	5	0.07	0	0.00	0	0.00	5	0.07	7,022
T5248	2-13b(9), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0258	2-13c(9), grade	22	0.31	0	0.00	0	0.00	22	0.31	7,022
T0268	2-13d(9), students	99	1.41	4	0.06	95	1.35	0	0.00	7,022
T0249	2-13a(10), code	2	0.03	0	0.00	0	0.00	2	0.03	7,022
T5249	2-13b(10), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0259	2-13c(10), grade	23	0.33	0	0.00	0	0.00	23	0.33	7,022
T0269	2-13d(10), students	93	1.32	3	0.04	90	1.28	0	0.00	7,022
T0300	3-1a	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T5301	3-1b, name	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T5302	3-1b, city	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T5303	3-1b, state	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0305	3-1c	17	0.24	13	0.19	0	0.00	4	0.06	7,022
T0306	3-1d	217	3.09	217	3.09	0	0.00	0	0.00	7,022
T0307	3-1e, code	302	4.30	302	4.30	0	0.00	0	0.00	7,022
T5307	3-1e, label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0308	3-1f	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0309	3-1g, code	77	1.10	77	1.10	0	0.00	0	0.00	7,022
T5309	3-1g, label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0310	3-1h	138	1.97	138	1.97	0	0.00	0	0.00	7,022
T0311	3-1i, code	249	3.55	249	3.55	0	0.00	0	0.00	7,022
T5311	3-1i, label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0312	3-2a	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0313	3-2b	60	0.85	60	0.85	0	0.00	0	0.00	7,022
T0314	Q3-2c	4	0.06	3	0.04	0	0.00	1	0.01	7,022
T0315	Q3-2d	15	0.21	15	0.21	0	0.00	0	0.00	7,022
T0316	3-2e, code	138	1.97	138	1.97	0	0.00	0	0.00	7,022

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T5316	Q3-2e, label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0317	3-3	3775	53.76	0	0.00	0	0.00	3775	53.76	7,022
T0318	3-3b(1), code	68	0.97	36	0.51	14	0.20	18	0.26	7,022
T5318	3-3b(1), label	14	0.20	0	0.00	14	0.20	0	0.00	7,022
T0319	3-3d(1)	58	0.83	24	0.34	34	0.48	0	0.00	7,022
T0320	3-3b(2), code	69	0.98	36	0.51	14	0.20	19	0.27	7,022
T5320	3-3b(2), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0321	3-3d(2)	72	1.03	70	1.00	0	0.00	2	0.03	7,022
T0322	Q3-3b(3), code	25	0.36	1	0.01	12	0.17	12	0.17	7,022
T5322	Q3-3b(3), label	12	0.17	0	0.00	12	0.17	0	0.00	7,022
T0323	Q3-3c(3)	33	0.47	1	0.01	0	0.00	32	0.46	7,022
T0324	Q3-3d(3)	42	0.60	42	0.60	0	0.00	0	0.00	7,022
T0325	Q3-3b(4), code	19	0.27	4	0.06	1	0.01	14	0.20	7,022
T5325	Q3-3b(4), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0326	Q3-3c(4)	23	0.33	4	0.06	0	0.00	19	0.27	7,022
T0327	Q3-3d(4)	29	0.41	21	0.30	0	0.00	8	0.11	7,022
T0328	Q3-3b(5), code	29	0.41	6	0.09	0	0.00	23	0.33	7,022
T5328	Q3-3b(5), label	20	0.28	0	0.00	1	0.01	19	0.27	7,022
T0329	Q3-3c(5)	32	0.46	6	0.09	0	0.00	26	0.37	7,022
T0330	Q3-3d(5)	44	0.63	26	0.37	0	0.00	18	0.26	7,022
T0331	Q3-3b(6), code	19	0.27	0	0.00	0	0.00	19	0.27	7,022
T5331	Q3-3b(6), label	19	0.27	0	0.00	0	0.00	19	0.27	7,022
T0332	Q3-3c(6)	20	0.28	0	0.00	0	0.00	20	0.28	7,022
T0333	Q3-3d(6)	22	0.31	3	0.04	0	0.00	19	0.27	7,022
T0334	Q3-3b(7), code	19	0.27	3	0.04	0	0.00	16	0.23	7,022
T5334	Q3-3b(7), label	11	0.16	0	0.00	0	0.00	11	0.16	7,022
T0335	Q3-3c(7)	28	0.40	3	0.04	0	0.00	25	0.36	7,022

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0336	Q3-3d(7)	1	0.01	0	0.00	0	0.00	1	0.01	7,022
T0337	Q3-4	45	0.64	45	0.64	0	0.00	0	0.00	7,022
T0338	Q3-4, How many	77	1.10	67	0.95	10	0.14	0	0.00	7,022
T0339	Q3-5	51	0.73	45	0.64	6	0.09	0	0.00	7,022
T0340	Q3-6a	104	1.48	104	1.48	0	0.00	0	0.00	7,022
T0341	Q3-6b	110	1.57	110	1.57	0	0.00	0	0.00	7,022
T0342	Q3-6c	127	1.81	127	1.81	0	0.00	0	0.00	7,022
T0343	Q3-6d	143	2.04	143	2.04	0	0.00	0	0.00	7,022
T0344	Q3-6e	146	2.08	146	2.08	0	0.00	0	0.00	7,022
T0345	Q3-6f	86	1.22	86	1.22	0	0.00	0	0.00	7,022
T0346	Q3-6g	92	1.31	92	1.31	0	0.00	0	0.00	7,022
T0347	Q3-7a	32	0.46	32	0.46	0	0.00	0	0.00	7,022
T0348	Q3-7b	56	0.80	51	0.73	5	0.07	0	0.00	7,022
T0349	Q3-7c	96	1.37	68	0.97	28	0.40	0	0.00	7,022
T0400	Q4-1	70	1.00	70	1.00	0	0.00	0	0.00	7,022
T0446	Q4-2a	85	1.21	85	1.21	0	0.00	0	0.00	7,022
T0447	4-2b(1), code	218	3.10	218	3.10	0	0.00	0	0.00	7,022
T5447	4-2b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0448	4-2b(2), K-5	199	2.83	199	2.83	0	0.00	0	0.00	7,022
T0449	4-2b(2), 6-8	199	2.83	199	2.83	0	0.00	0	0.00	7,022
T0450	4-2b(2), 9-12	199	2.83	199	2.83	0	0.00	0	0.00	7,022
T0451	4-2c	58	0.83	0	0.00	0	0.00	58	0.83	7,022
T0452	4-2d(1), code	122	1.74	122	1.74	0	0.00	0	0.00	7,022
T5452	4-2d(1), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0453	4-2d(1), K-5	124	1.77	124	1.77	0	0.00	0	0.00	7,022
T0454	4-2d(1), 6-8	124	1.77	124	1.77	0	0.00	0	0.00	7,022
T0455	4-2d(1), 9-12	124	1.77	124	1.77	0	0.00	0	0.00	7,022

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0456	4-2d(2), code	5	0.07	5	0.07	0	0.00	0	0.00	7,022
T5456	4-2d(2), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0457	4-2d(2), K-5	5	0.07	0	0.00	0	0.00	5	0.07	7,022
T0458	4-2d(2), 6-8	5	0.07	0	0.00	0	0.00	5	0.07	7,022
T0459	4-2d(2), 9-12	5	0.07	0	0.00	0	0.00	5	0.07	7,022
T0460	4-2d(3), code	2	0.03	0	0.00	0	0.00	2	0.03	7,022
T5460	4-2d(3), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0461	4-2d(3), K-5	5	0.07	0	0.00	0	0.00	5	0.07	7,022
T0462	4-2d(3), 6-8	5	0.07	0	0.00	0	0.00	5	0.07	7,022
T0463	4-2d(3), 9-12	5	0.07	0	0.00	0	0.00	5	0.07	7,022
T0464	4-2d(4), code	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T5464	4-2d(4), label	0	0.00	0	0.00	0	0.00	0	0.00	7,022
T0465	4-2d(4), K-5	1	0.01	0	0.00	0	0.00	1	0.01	7,022
T0466	4-2d(4), 6-8	1	0.01	0	0.00	0	0.00	1	0.01	7,022
T0467	4-2d(4), 9-12	1	0.01	0	0.00	0	0.00	1	0.01	7,022
T2500	5-1	55	0.78	55	0.78	0	0.00	0	0.00	7,022
T2501	5-1, last school year	35	0.50	0	0.00	16	0.23	19	0.27	7,022
T2502	5-2a	78	1.11	78	1.11	0	0.00	0	0.00	7,022
T2503	5-2b	111	1.58	111	1.58	0	0.00	0	0.00	7,022
T2504	5-2c	112	1.59	112	1.59	0	0.00	0	0.00	7,022
T2505	5-2d	115	1.64	115	1.64	0	0.00	0	0.00	7,022
T2506	5-2e	118	1.68	118	1.68	0	0.00	0	0.00	7,022
T2507	5-2f	115	1.64	115	1.64	0	0.00	0	0.00	7,022
T2508	5-2g	118	1.68	118	1.68	0	0.00	0	0.00	7,022
T2509	5-3	91	1.30	91	1.30	0	0.00	0	0.00	7,022
T2510	5-4a	425	6.05	408	5.81	17	0.24	0	0.00	7,022
T2511	5-4b	425	6.05	408	5.81	17	0.24	0	0.00	7,022

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T2512	5-4c	416	5.92	399	5.68	17	0.24	0	0.00	7,022
T2513	5-5	133	1.89	133	1.89	0	0.00	0	0.00	7,022
T2600	6-1a	129	1.84	129	1.84	0	0.00	0	0.00	7,022
T2601	6-1b	150	2.14	150	2.14	0	0.00	0	0.00	7,022
T2602	6-1c	163	2.32	163	2.32	0	0.00	0	0.00	7,022
T2603	6-1d	176	2.51	176	2.51	0	0.00	0	0.00	7,022
T2604	6-1e	174	2.48	174	2.48	0	0.00	0	0.00	7,022
T2605	6-1f	160	2.28	160	2.28	0	0.00	0	0.00	7,022
T2606	6-1g	117	1.67	117	1.67	0	0.00	0	0.00	7,022
T2607	6-1h	124	1.77	124	1.77	0	0.00	0	0.00	7,022
T2608	6-2a	173	2.46	173	2.46	0	0.00	0	0.00	7,022
T2609	6-2b	210	2.99	210	2.99	0	0.00	0	0.00	7,022
T2610	6-2c	202	2.88	202	2.88	0	0.00	0	0.00	7,022
T2611	6-2d	201	2.86	201	2.86	0	0.00	0	0.00	7,022
T2612	6-2e	213	3.03	213	3.03	0	0.00	0	0.00	7,022
T2613	6-2f	236	3.36	236	3.36	0	0.00	0	0.00	7,022
T2614	6-2g	196	2.79	196	2.79	0	0.00	0	0.00	7,022
T2615	6-2h	198	2.82	198	2.82	0	0.00	0	0.00	7,022
T2616	6-3	129	1.84	129	1.84	0	0.00	0	0.00	7,022
T2617	6-4a	135	1.92	135	1.92	0	0.00	0	0.00	7,022
T2618	6-4b	226	3.22	225	3.20	1	0.01	0	0.00	7,022
T2619	6-5	181	2.58	181	2.58	0	0.00	0	0.00	7,022
T2620	6-6a	151	2.15	151	2.15	0	0.00	0	0.00	7,022
T2621	6-6b	162	2.31	162	2.31	0	0.00	0	0.00	7,022
T2622	6-6c	162	2.31	162	2.31	0	0.00	0	0.00	7,022
T2623	6-6d	181	2.58	181	2.58	0	0.00	0	0.00	7,022
T2624	6-6e	167	2.38	167	2.38	0	0.00	0	0.00	7,022

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T2625	6-7a	192	2.73	181	2.58	11	0.16	0	0.00	7,022
T2626	6-7b	227	3.23	208	2.96	19	0.27	0	0.00	7,022
T2627	6-7c	233	3.32	212	3.02	21	0.30	0	0.00	7,022
T2628	6-7d	259	3.69	225	3.20	34	0.48	0	0.00	7,022
T2629	6-7e	242	3.45	213	3.03	29	0.41	0	0.00	7,022
T2630	6-7f	262	3.73	234	3.33	28	0.40	0	0.00	7,022
T2631	6-7g	238	3.39	214	3.05	24	0.34	0	0.00	7,022
T2632	6-8	192	2.73	192	2.73	0	0.00	0	0.00	7,022
T2633	6-9	358	5.10	358	5.10	0	0.00	0	0.00	7,022
T2700	7-1a	203	2.89	203	2.89	0	0.00	0	0.00	7,022
T2701	7-1b	187	2.66	187	2.66	0	0.00	0	0.00	7,022
T2702	7-1c	209	2.98	209	2.98	0	0.00	0	0.00	7,022
T2703	7-1d	208	2.96	208	2.96	0	0.00	0	0.00	7,022
T2704	7-1e	206	2.93	206	2.93	0	0.00	0	0.00	7,022
T2705	7-1f	199	2.83	199	2.83	0	0.00	0	0.00	7,022
T2706	7-1g	187	2.66	187	2.66	0	0.00	0	0.00	7,022
T0900	8-1a	413	5.88	413	5.88	0	0.00	0	0.00	7,022
T0901	8-1a, amt	104	1.48	104	1.48	0	0.00	0	0.00	7,022
T0902	8-1a(1)	91	1.30	91	1.30	0	0.00	0	0.00	7,022
T0903	8-1b	513	7.31	513	7.31	0	0.00	0	0.00	7,022
T0904	8-1b, amt	575	8.19	514	7.32	61	0.87	0	0.00	7,022
T0905	8-1b(1)	419	5.97	333	4.74	86	1.22	0	0.00	7,022
T0906	8-1c	344	4.90	344	4.90	0	0.00	0	0.00	7,022
T0907	8-1c, amt	410	5.84	358	5.10	52	0.74	0	0.00	7,022
T0908	8-2	1139	16.22	1135	16.16	4	0.06	0	0.00	7,022
T0909	8-3	721	10.27	701	9.98	3	0.04	17	0.24	7,022
T0910	8-4	282	4.02	282	4.02	0	0.00	0	0.00	7,022

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2017–18—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0911	8-4, amt	167	2.38	167	2.38	0	0.00	0	0.00	7,022
T0912	8-5	308	4.39	308	4.39	0	0.00	0	0.00	7,022
T0913	8-5, amt	6	0.09	6	0.09	0	0.00	0	0.00	7,022
T0914	8-6	294	4.19	294	4.19	0	0.00	0	0.00	7,022
T0915	8-6, amt	82	1.17	78	1.11	4	0.06	0	0.00	7,022
T0916	8-7 a	446	6.35	446	6.35	0	0.00	0	0.00	7,022
T0917	8-7 a, amt	446	6.35	446	6.35	0	0.00	0	0.00	7,022
T0918	8-7 b	446	6.35	446	6.35	0	0.00	0	0.00	7,022
T0919	8-8	347	4.94	347	4.94	0	0.00	0	0.00	7,022
T0920	8-8, amt	109	1.55	103	1.47	6	0.09	0	0.00	7,022
T0921	8-9	252	3.59	252	3.59	0	0.00	0	0.00	7,022
T0922	8-10 a	297	4.23	297	4.23	0	0.00	0	0.00	7,022
T0923	8-10 b	252	3.59	249	3.55	3	0.04	0	0.00	7,022
T0924	8-11	198	2.82	198	2.82	0	0.00	0	0.00	7,022
T0925	8-12 a	249	3.55	249	3.55	0	0.00	0	0.00	7,022
T0926	8-12 b	254	3.62	254	3.62	0	0.00	0	0.00	7,022
T0928	8-13	256	3.65	256	3.65	0	0.00	0	0.00	256
T0929	8-14 , white	360	5.13	360	5.13	0	0.00	0	0.00	360
T0930	8-14 , black	360	5.13	360	5.13	0	0.00	0	0.00	360
T0931	8-14 , asian	360	5.13	360	5.13	0	0.00	0	0.00	360
T0932	8-14 , pac islander	360	5.13	360	5.13	0	0.00	0	0.00	360
T0933	8-14 , am indian	360	5.13	360	5.13	0	0.00	0	0.00	360
T0934	8-15	40	0.57	39	0.56	1	0.01	0	0.00	39

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teacher Restricted Use Data File," 2017–18.

Appendix I. Extant Data Procedures for the 2017–18 NTPS

The tables in this index show the number of times school units were collapsed into a single school and contain the variables added to the 2017–18 NTPS from the Civil Rights Data Collection (CRDC), *EDFacts*, and the Common Core of Data (CCD). These outside data sources are referred to collectively as extant data. The variables are listed by data source and type of variable—student (count and/or percentage) or school-based measure. The tables are as follows:

Table	Page
I-1. Collapsed schools, by number of school units collapsed: 2017–18	I-2
I-2. Extant data Vvariable descriptions, by source and variable type: 2017–18	I-4

Extant Data for the 2017–18 NTPS

As was the case on the 2015–16 cycle of NTPS, the National Center for Education Statistics (NCES) chose to add data to the NTPS public school dataset from other educational surveys collected under the purview of the U.S. Department of Education that are available to the public. The main purpose was to showcase various public school-level attributes from multiple sources all on one data file for the convenience of the analyst. The ability to provide various public school information without having to place the questions on NTPS questionnaires meant that overall burden on respondents was reduced. These outside or “extant” sources are the Civil Rights Data Collection (CRDC), *EDFacts*, and the Common Core of Data (CCD). Certain public school-level traits were obtained from a subset of the variables contained on these extant files. Variables that were copied directly from the extant sources with no change other than required collapsing and renaming were called “derived” variables. The derived variables are comprised solely of the CRDC and *EDFacts* variables used on the 2017–18 NTPS public school file. Variables that were copied to NTPS but then manipulated in some manner mathematically or used in combination with other variables were referred to as “created” variables. A full list and description of the extant variables used can be found in appendix J, which contains all of the derived and created variables.

Civil Rights Data Collection

The CRDC has been conducted on behalf of the U.S. Department of Education since 1968. As the name indicates, a major function of the CRDC is to provide data on vital education and civil rights issues for American public schools. For NTPS, six variables were added from the 2015–16 CRDC. These variables provided information pertaining to alternative schools, magnet programs, gifted/talented programs, and Advanced Placement (AP) or International Baccalaureate (IB) participation. For more information about CRDC, please visit the website below:

<https://www2.ed.gov/about/offices/list/ocr/data.html?src=rt>.

EDFacts

EDFacts is an initiative put forth by the U.S. Department of Education that seeks to merge performance data from state education agencies with other sources such as financial grant information. Having access to the state level school and district data on a national level not only reduces respondent burden but also allows these open, robust data sources to be placed at the forefront for any educational policymaking whether that be at the federal, state, or local level. One major area *EDFacts* specializes in is with graduation rates across different demographic characteristics such as race, ethnicity, socioeconomic status, and limited English proficiency. Overall rates as well as the cohort sizes were copied from the 2015–16 *EDFacts* to NTPS. For more information about *EDFacts*, please visit the website below:

<https://www2.ed.gov/about/inits/ed/edfacts/index.html>

Common Core of Data

The CCD is an annual set of five surveys distributed to state and local agencies that in turn collect data from approximately 100,000 schools and 18,000 school districts. While SASS previously used CCD data primarily as a source for the frame and occasionally as a reference on data processing, this cycle, much like the 2015–16 NTPS, used CCD variables as a replacement for potential survey questions. The 2017–18 NTPS omitted survey questions on the counts of students by race, which had been asked on previous SASS collections, because these data exist on CCD. Comprehensive male, female, pre-kindergarten, and race counts were added from the 2014–15 CCD to the 2017–18 NTPS. These race counts were then combined with K–12 and equivalent ungraded school enrollment counts in order to create variables that estimated the percentage of students at a particular school that were male, female, or of a particular race or ethnicity. For more information about CCD, please visit the website below:

<https://nces.ed.gov/ccd/aboutCCD.asp>

Extant Data Coding for NTPS “Collapsed Schools”—as noted in the “School Collapsing” section of Chapter 4. Frame Building, there are NTPS sampled schools that include multiple schools from the CCD frame that are merged for NTPS. As noted in the prior section, these schools are merged because they are reported as multiple schools for administrative reasons, but are co-located and view themselves as operating as a single school. In previous collections, the sending of multiple surveys to this group of schools created reporting problems and resulted in respondent error and nonresponse. For the 2017–18 NTPS, there were 426 occurrences of collapsing multiple school units into one school. The table below shows the distribution of the collapsing.

Table I-1. Collapsed schools, by number of school units collapsed: 2017–18

School units	Frequency	Percent
2	296	69.5
3	126	29.6
4	4	0.9
Total	426	100.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

The addition of extant data from sources other than the NTPS survey requires that these NTPS collapsed schools obtain values from the external data that matches the collapsed schools rather than the individual source schools. This section identifies the methods for collapsing data from the un-collapsed school units and assigning missing value codes from the extant sources for this group of schools. As described in the earlier section, the most common reason for school collapsing was the co-location of an elementary, middle, and high school within the same building or cluster of buildings. As such, these schools may be administered by a single principal and/or identify as a K–12 school even though the state may report the school as separate school unit entities to CCD.

Three types of variables that were included in the extant data process required alternate methods of creating variables for merged schools. The three types of variables include the following:

- *School-level Dependent Variables*—this set of variables included those variables that identified school participation or student participation rates for programs that are grade-level, and consequently school-level, dependent. Advanced Placement (AP) or International Baccalaureate (IB) programs, for example are high school level programs. In these instances, if the program was applicable to students at a subset of schools the following rules were followed:

- *Program Present*—for variables measuring the presence of a program, if any of the schools included in the NTPS collapsed school had the program of interest, the collapsed school was reported as having the program. The assumption being that the program existed for the relevant grades of the collapsed school.
- *Program Participation Count*—the student counts for participation for any of the schools included in the NTPS collapsed schools were summed to provide a participation count for programs. Sub-schools with missing, zero, or not applicable counts for programs that do not exist at a school-level were counted as zeros when summing across the collapsed schools to get the count.
- *Program Participation Rate*—student participation rates were provided for 12th grade graduation cohorts for a number of the *EDFacts* items. This *EDFacts* measure was calculated using a methodology that could not be replicated with available NTPS or CCD data, however none of the collapsed schools with *EDFacts* data available included multiple schools with high school level grades, so the rates from the high school member of the collapsed school were presented as the rate for the collapsed school.
- *Student Counts*—this set of variables included the CCD variables for student enrollment, student race/ethnicity, and student gender.
 - *Enrollment Counts*—the enrollment for the appropriate NTPS grade levels were obtained from each school included in the collapsed school and summed to provide the overall enrollment and enrollment by gender.
 - *Race/Ethnicity* - as with the enrollment, the race/ethnicity count from the component schools are summed within each category to provide race and ethnicity counts for the resulting collapsed school.

The list of variables attached at the end of this appendix identifies each variable by source and includes a column identifying whether the variable was one that was school-level dependent or if it was a student count.

Table I-2. Extant data variable descriptions, by source and variable type: 2017–18

Source	Variable Name	Variable Type	Variable Description
ADDP	DENOM	Student count, percentage	CCD Count of K–12 students
CCD	PCT_MALE	Student count, percentage	Estimated percentage of students who are male
CCD	PCT_FEMALE	Student count, percentage	Estimated percentage of students who are female
CCD	PCT_ASIAN	Student count, percentage	Estimated percentage of students who are Asian (not of Hispanic or Latino origin)
CCD	PCT_AIAN	Student count, percentage	Estimated percentage of students who are American Indian/Alaskan Native (not of Hispanic or Latino origin)
CCD	PCT_HNPACI	Student count, percentage	Estimated percentage of students who are Hawaiian Native/Pacific Islander (not of Hispanic or Latino origin)
CCD	PCT_HISP	Student count, percentage	Estimated percentage of students who are of Hispanic or Latino origin
CCD	PCT_BLACK	Student count, percentage	Estimated percentage of students who are Black (not of Hispanic or Latino origin)
CCD	PCT_MULTI	Student count, percentage	Estimated percentage of students who are two or more races (not of Hispanic or Latino origin)
CCD	PCT_WHITE	Student count, percentage	Estimated percentage of students who are White (not of Hispanic or Latino origin)
CCD	PCT_NONWHITE	Student count, percentage	Estimated percentage of students in school who are non-White
EDFacts	ACGRADRATE	Student count, percentage	Adjusted Cohort Graduation Rate for the 2015–16 school year
EDFacts	ACGR_COHORT	Student count	Total number of students within the four year adjusted-cohort for the 2015–16 school year
EDFacts	ACGR_AIAN	Student count, percentage	Rate of American Indian/Alaska Native (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year
EDFacts	COHORT_AIAN	Student count	Total number of American Indian/Alaska Native (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year
EDFacts	ACGR_ASIANPI	Student count, percentage	Rate of Asian/Pacific Islander (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year
EDFacts	COHORT_ASIANPI	Student count	Total number of Asian/Pacific Islander (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year
EDFacts	ACGR_BLACK	Student count, percentage	Rate of Black (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year

See notes at end of table.

Table I-2. Extant Data Variable Descriptions, by Source and Variable Type, Data File: 2017–18—Continued

Source	Variable Name	Variable Type	Variable Description
EDFacts	COHORT_BLACK	Student count	Total number of Black (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year
EDFacts	ACGR_HISP	Student count, percentage	Rate of Hispanic students who graduated within the four year adjusted-cohort for the 2015–16 school year
EDFacts	COHORT_HISP	Student count	Total number of Hispanic students within the four year adjusted-cohort for the 2015–16 school year
EDFacts	ACGR_MULTI	Student count, percentage	Rate of Multiracial (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year
EDFacts	COHORT_MULTI	Student count	Total number of Multiracial (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year
EDFacts	ACGR_WHITE	Student count, percentage	Rate of White (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year
EDFacts	COHORT_WHITE	Student count	Total number of White (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year
EDFacts	ACGR_DISABL	Student count, percentage	Rate of students with disabilities who graduated within the four year adjusted-cohort for the 2015–16 school year
EDFacts	COHORT_DISABL	Student count	Total number of students with disabilities within the four year adjusted-cohort for the 2015–16 school year
EDFacts	ACGR_DISADV	Student count, percentage	Rate of economically disadvantaged students who graduated within the four year adjusted-cohort for the 2015–16 school year
EDFacts	COHORT_DISADV	Student count	Total number of economically disadvantaged students within the four year adjusted-cohort for the 2015–16 school year
EDFacts	ACGR_LEP	Student count, percentage	Rate of limited English proficiency students who graduated within the four year adjusted-cohort for the 2015–16 school year
EDFacts	COHORT_LEP	School-level	Total number of students with limited English proficiency within the four year adjusted-cohort for the 2015–16 school year
CRDC	DISCPLN_FL	School-level	Flag indicating an alternative school designed to meet the needs of students with discipline problems
CRDC	MAGNET_FL	School-level	Flag indicating whether school is a magnet or operates magnet program
CRDC	SCHWMAG_FL	School-level	Flag indicating a school-wide magnet program
CRDC	GIFTED_FL	School-level	Flag indicating whether school has students enrolled in any gifted/talented programs
CRDC	IB_FL	School-level	Flag indicating whether school has students enrolled in the International Baccalaureate Diploma Programme
CRDC	AP_FL	School-level	Flag indicating whether school has students enrolled in Advanced Placement courses

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Appendix J. Description of Frame, Created, and Derived Variables

This appendix contains the variable name, a short description of the variable, and a long description of the variable, which includes the definition and code. Frame variables indicate that the variable came from the sampling frame or process. Created variables indicate that questionnaire data were used to create the variable. Derived variables historically were referred to as “Frame and Created” variables and are based on survey data or extant data (see appendix I).

Table	Page
J-1. List of Frame Variables	J-2
J-2. List of Created Variables	J-20
J-3. List of Derived Variables	J-54

Table J-1. List of Frame Variables

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
CNTLNUMS	School control number	School control number. Use this number to merge school, principal, and teacher records. Digits 1-2: American National Standards Institute (ANSI) state code. Digits 3-5: District number (101-899 - All public schools except public schools with no districts, state run schools, one school districts, and some charter schools; 901-999 - Public schools with no districts, state run schools, one school districts, and some charter schools; 000 - Private schools). Digit 6: Type of school (1=Regular (public); 2=DoD school (public); 3=BIE school (public); 4=Catholic list frame school (private); 5=Non-Catholic list frame school (private); 6=area search frame school (private); 9=Charter (public); 7 = private school). Digits 7-9: School number (101-999 - Schools are numbered sequentially starting with 101 within each state and each district (public) or type of school (private)). Digit 10: Space holder (0 for all schools). Digit 11: Questionnaire identifier (3 = public school; 7 = private school). Digit 12: Check digit - Computed from other parts of control number.
CNTLNUMP	Principal control number	Principal control number. Digits 1–2: State ANSI code. Digits 3–5: District number (101–899 - All public schools except public schools with no districts, state run schools, one school districts, and some charter schools, 901–999 - Public schools with no districts, state run schools, one school districts, and some charter schools, 000 - All private schools). Digit 6: Type of school (1=Regular (public); 2=DoD school (public); 3=BIE school (public); 4=Catholic list frame school (private); 5=Non-Catholic list frame school (private); 6=area search frame school (private); 9=Charter (public); 7 = private school). Digits 7–9: School number (101–999 - Schools are numbered sequentially starting with 101 within each state and each district (public) or type of school (private)). Digit 10: Space holder (0 for all schools). Digit 11: Questionnaire identifier (2 = public school principal, 6 = private school principal). Digit 12: Check digit - Computed from other parts of control number.
CNTLNUMT	Teacher control number	Teacher control number. Digits 1-2: State ANSI code. Digits 3-5: District number (101-899 - All public schools except public schools with no districts, state run schools, one school districts, and some charter schools; 901-999 - Public schools with no districts, state run schools, one school districts, and some charter schools; 000 - Private schools). Digit 6: Type of school (1=Regular (public); 2=DoD school (public); 3=BIE school (public); 4=Catholic list frame school (private); 5=Non-Catholic list frame school (private); 6=area search frame school (private); 9=Charter (public); 7 = private school). Digits 7-9: School number (101-999 - Schools are numbered sequentially starting with 101 within each state and each district (public) or type of school (private)). Digit 10: Space holder (0 for all schools). Digit 11-13: Teacher number (Teachers are numbered sequentially within each school beginning at 101). Digit 14: Check digit - Computed from other parts of control number.

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SC_NCSID	Unique School ID assigned to each school by NCES	NCES school identification number. Origin: For public schools: NCESSCH from the 2014–15 CCD Nonfiscal School Universe file. Digit 1–2: ANSI state code. Digit 3–7: District code. Digit 8–12: School code. For a complete list of ANSI codes, reference https://www.census.gov/geo/reference/ansi_statetables.html . For private schools: PPIN on the Private School Universe File.
FILE	Data file population	Data file population. Categories include the following: 1=Public school 2=Private school 3=Public school principal 4=Private school principal 5=Public school teacher 6=Private school teacher
SECTOR	Sector (public, private)	School sector. Determined by classification on sampling frame and/or survey data. Categories include: 1=Public. 2=Private. Coded as follows: For public: SECTOR=1; For private: SECTOR=2;
PSFRAME	Universe frame for private schools	The type of universe frame from which the private school was selected. The 2017–18 NTPS private school sample consists of schools selected from a list frame and an area frame. For more information see chapter. Origin: PSFRAME from the NTPS sampling frame. Categories include: 1 = List frame. 2 = Area frame.
PSSTRATM	Private school stratum	Private school stratum. Origin: NTPS_PV_STRAT from NTPS sampling frame. For List frame schools: Digit 1 = '0'. Digits 2–3: Private school religious association membership: 01 = Catholic-Parochial, 02 = Catholic-Diocesan, 03 = Catholic-Private, 04 = Baptist, 05 = Jewish, 06 = Lutheran, 07 = Seventh-day Adventist, 08 = Other Religious, 09 = Nonsectarian-Regular, 10 = Nonsectarian-Special Emphasis, 11 = Nonsectarian-Special Education. Digit 4 = Grade level: 1 = elementary, 2 = secondary, 3 = combined. Digit 5 = Census region: 1 = Northeast, 2 = Midwest, 3 = South, 4 = West. For Area frame schools: Digit 1 = '9'. Digits 2–4: PSS Primary Sampling Units code: 0 = certainty PSU, 8 or 9 = noncertainty PSU, blank otherwise. Digit 5 = Grade level: 1 = elementary, 2 = secondary, 3 = combined.
CSCCDID1	CCD ID of 1st school collapsed	CCD ID of first school when multiple 2014-15 CCD schools were collapsed into single (parent) school per NTPS school definition. Always filled for a school that has other schools collapsed into it. Origin: CSCCDID1 from NTPS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
CSCCDID2	CCD ID of 2nd school collapsed	CCD ID of second school when multiple 2014-15 CCD schools were collapsed into single (parent) school per NTPS school definition. Always filled for a school that has other schools collapsed into it. Origin: CSCCDID2 from NTPS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.
CSCCDID3	CCD ID of 3rd school collapsed	CCD ID of third school when multiple 2014-15 CCD schools were collapsed into single (parent) school per NTPS school definition. Always filled for a school that has other schools collapsed into it. Origin: CSCCDID3 from NTPS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.
CSCCDID4	CCD ID of 4th school collapsed	CCD ID of fourth school when multiple 2014-15 CCD schools were collapsed into single (parent) school per NTPS school definition. Always filled for a school that has other schools collapsed into it. Origin: CSCCDID4 from NTPS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.
CSCCDID5	CCD ID of 5th school collapsed	CCD ID of fifth school when multiple 2014-15 CCD schools were collapsed into single (parent) school per NTPS school definition. Always filled for a school that has other schools collapsed into it. Origin: CSCCDID5 from NTPS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.
SCHCOUNT	Total number of schools collapsed under a single school ID	Total number of 2014–15 CCD schools collapsed under a single NTPS school ID (CNTLNUMS). Coded as follows: count=0; array c (*) CSCCDID1-CSCCDID5; do i=1 to dim(c); if c(i) in (‘ ‘,‘M’,‘N’,‘-8’) then count+1; end; drop i; if COUNT=5 then SCHCOUNT=0; else if COUNT=4 then SCHCOUNT=1; else if COUNT=3 then SCHCOUNT=2; else if COUNT=2 then SCHCOUNT=3; else if COUNT=1 then SCHCOUNT=4; else if COUNT=0 then SCHCOUNT=5;
RECSRCE	Source of school record	Source of school record. Origin: RECSRCE from NTPS sampling frame. Categories include: 1=School sampled from 2014–15 CCD Public School Universe file. 2=School sampled from 2014–15 CCD Local Education Agency file (school originally misclassified as a District/LEA). Coded as follows: if RECSRCE=4 then RECSRCE=1; if RECSRCE=5 then RECSRCE=2;

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
REGION	Census region, based on ANSI state code	Census Region where district is located. Origin: REGION from the NTPS sampling frame. Categories include: 1=Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont. 2=Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin. 3=South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. 4=West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming. Coded as follows: if state in ('09' '23' '25' '33' '44' '50' '34' '36' '42') then region=1; if state in ('17' '18' '26' '39' '55' '19' '20' '27' '29' '31' '38' '46') then region=2; if state in ('10' '11' '12' '13' '24' '37' '45' '51' '54' '01' '21' '28' '47' '05' '22' '40' '48') then region=3; if state in ('04' '08' '16' '30' '32' '35' '49' '56' '02' '06' '15' '41' '53') then region=4;
STATE	ANSI state code	American National Standards Institute (ANSI) state code that identifies the state where the school or district is located. Origin: STATE on the NTPS sampling frame. DoD school locations are based on the physical location of the school. For a complete list of ANSI codes, reference https://www.census.gov/geo/reference/ansi_statetables.html . 01= Alabama; 02= Alaska; 04= Arizona; 05= Arkansas; 06= California; 08= Colorado; 09= Connecticut; 10= Delaware; 11= District of Columbia; 12= Florida; 13= Georgia; 15= Hawaii; 16= Idaho; 17= Illinois; 18= Indiana; 19= Iowa; 20= Kansas; 21= Kentucky; 22= Louisiana; 23= Maine; 24= Maryland; 25= Massachusetts; 26= Michigan; 27= Minnesota; 28= Mississippi; 29= Missouri; 30= Montana; 31= Nebraska; 32= Nevada; 33= New Hampshire; 34= New Jersey; 35= New Mexico; 36= New York; 37= North Carolina; 38= North Dakota; 39= Ohio; 40= Oklahoma; 41= Oregon; 42= Pennsylvania; 44= Rhode Island; 45= South Carolina; 46= South Dakota; 47= Tennessee; 48= Texas; 49= Utah; 50= Vermont; 51= Virginia; 53= Washington; 54= West Virginia; 55= Wisconsin; 56= Wyoming.

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
STAT_ABB	State postal abbreviation	<p>Two letter state abbreviation that identifies the state where the school or district is located. Recoded from STATE on the NTPS sampling frame. Categories include: ‘AL’= Alabama; ‘AK’= Alaska; ‘AZ’= Arizona; ‘AR’= Arkansas; ‘CA’= California; ‘CO’= Colorado; ‘CT’= Connecticut; ‘DE’= Delaware; ‘DC’= District of Columbia; ‘FL’= Florida; ‘GA’= Georgia; ‘HI’= Hawaii; ‘ID’= Idaho; ‘IL’= Illinois; ‘IN’= Indiana; ‘IA’= Iowa; ‘KS’= Kansas; ‘KY’= Kentucky; ‘LA’= Louisiana; ‘ME’= Maine; ‘MD’= Maryland; ‘MA’= Massachusetts; ‘MI’= Michigan; ‘MN’= Minnesota; ‘MS’= Mississippi; ‘MO’= Missouri; ‘MT’= Montana; ‘NE’= Nebraska; ‘NV’= Nevada; ‘NH’= New Hampshire; ‘NJ’= New Jersey; ‘NM’= New Mexico; ‘NY’= New York; ‘NC’= North Carolina; ‘ND’= North Dakota; ‘OH’= Ohio; ‘OK’= Oklahoma; ‘OR’= Oregon; ‘PA’= Pennsylvania; ‘RI’= Rhode Island; ‘SC’= South Carolina; ‘SD’= South Dakota; ‘TN’= Tennessee; ‘TX’= Texas; ‘UT’= Utah; ‘VT’= Vermont; ‘VA’= Virginia; ‘WA’= Washington; ‘WV’= West Virginia; ‘WI’= Wisconsin; ‘WY’= Wyoming. Coded as follows:</p> <p>If state = ‘01’ then stat_abb = ‘AL’; if state = ‘02’ then stat_abb = ‘AK’; if state= ‘04’ then stat_abb = ‘AZ’; if state= ‘05’ then stat_abb = ‘AR’; if state=‘06’ then stat_abb=‘CA’; if state=‘08’ then stat_abb=‘CO’; if state=‘09’ then stat_abb=‘CT’; if state=‘10’ then stat_abb=‘DE’; if state=‘11’ then stat_abb=‘DC’; if state=‘12’ then stat_abb=‘FL’; if state=‘13’ then stat_abb=‘GA’; if state=‘15’ then stat_abb=‘HI’; if state=‘16’ then stat_abb=‘ID’; if state=‘17’ then stat_abb=‘IL’; if state=‘18’ then stat_abb=‘IN’; if state=‘19’ then stat_abb=‘IA’; if state=‘20’ then stat_abb=‘KS’; if state=‘21’ then stat_abb=‘KY’; if state=‘22’ then stat_abb=‘LA’; if state=‘23’ then stat_abb=‘ME’; if state=‘24’ then stat_abb=‘MD’; if state=‘25’ then stat_abb=‘MA’; if state=‘26’ then stat_abb=‘MI’; if state=‘27’ then stat_abb=‘MN’; if state=‘28’ then stat_abb=‘MS’; if state=‘29’ then stat_abb=‘MO’; if state=‘30’ then stat_abb=‘MT’; if state=‘31’ then stat_abb=‘NE’; if state=‘32’ then stat_abb=‘NV’; if state=‘33’ then stat_abb=‘NH’; if state=‘34’ then stat_abb=‘NJ’; if state=‘35’ then stat_abb=‘NM’; if state=‘36’ then stat_abb=‘NY’; if state=‘37’ then stat_abb=‘NC’; if state=‘38’ then stat_abb=‘ND’; if state=‘39’ then stat_abb=‘OH’; if state=‘40’ then stat_abb=‘OK’; if state=‘41’ then stat_abb=‘OR’; if state=‘42’ then stat_abb=‘PA’; if state=‘44’ then stat_abb=‘RI’; if state=‘45’ then stat_abb=‘SC’; if state=‘46’ then stat_abb=‘SD’; if state=‘47’ then stat_abb=‘TN’; if state=‘48’ then stat_abb=‘TX’; if state=‘49’ then stat_abb=‘UT’; if state=‘50’ then stat_abb=‘VT’; if state=‘51’ then stat_abb=‘VA’; if state=‘53’ then stat_abb=‘WA’; if state=‘54’ then stat_abb=‘WV’; if state=‘55’ then stat_abb=‘WI’; if state=‘56’ then stat_abb=‘WY’;</p>

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
NUMSTATE	Numeric recode of the state variable	Numeric recode of the state where the school or district is located. Identical to STATE and STAT_ABB. Origin: STATE on the NTPS sampling frame. Categories include: 1 = Alabama; 2 = Alaska; 3 = Arizona; 4 = Arkansas; 5 = California; 6 = Colorado; 7 = Connecticut; 8 = Delaware; 9 = District of Columbia; 10 = Florida; 11 = Georgia; 12 = Hawaii; 13 = Idaho; 14 = Illinois; 15 = Indiana; 16 = Iowa; 17 = Kansas; 18 = Kentucky; 19 = Louisiana; 20 = Maine; 21 = Maryland; 22 = Massachusetts; 23 = Michigan; 24 = Minnesota; 25 = Mississippi; 26 = Missouri; 27 = Montana; 28 = Nebraska; 29 = Nevada; 30 = New Hampshire; 31 = New Jersey; 32 = New Mexico; 33 = New York; 34 = North Carolina; 35 = North Dakota; 36 = Ohio; 37 = Oklahoma; 38 = Oregon; 39 = Pennsylvania; 40 = Rhode Island; 41 = South Carolina; 42 = South Dakota; 43 = Tennessee; 44 = Texas; 45 = Utah; 46 = Vermont; 47 = Virginia; 48 = Washington; 49 = West Virginia; 50 = Wisconsin; 51 = Wyoming. Coded as follows: if state = '01' then numstate = 1; if state = '02' then numstate = 2; if state = '04' then numstate = 3; if state = '05' then numstate = 4; if state = '06' then numstate = 5; if state = '08' then numstate = 6; if state = '09' then numstate = 7; if state = '10' then numstate = 8; if state = '11' then numstate = 9; if state = '12' then numstate = 10; if state = '13' then numstate = 11; if state = '15' then numstate = 12; if state = '16' then numstate = 13; if state = '17' then numstate = 14; if state = '18' then numstate = 15; if state = '19' then numstate = 16; if state = '20' then numstate = 17; if state = '21' then numstate = 18; if state = '22' then numstate = 19; if state = '23' then numstate = 20; if state = '24' then numstate = 21; if state = '25' then numstate = 22; if state = '26' then numstate = 23; if state = '27' then numstate = 24; if state = '28' then numstate = 25; if state = '29' then numstate = 26; if state = '30' then numstate = 27; if state = '31' then numstate = 28; if state = '32' then numstate = 29; if state = '33' then numstate = 30; if state = '34' then numstate = 31; if state = '35' then numstate = 32; if state = '36' then numstate = 33; if state = '37' then numstate = 34; if state = '38' then numstate = 35; if state = '39' then numstate = 36; if state = '40' then numstate = 37; if state = '41' then numstate = 38; if state = '42' then numstate = 39; if state = '44' then numstate = 40; if state = '45' then numstate = 41; if state = '46' then numstate = 42; if state = '47' then numstate = 43; if state = '48' then numstate = 44; if state = '49' then numstate = 45; if state = '50' then numstate = 46; if state = '51' then numstate = 47; if state = '53' then numstate = 48; if state = '54' then numstate = 49; if state = '55' then numstate = 50; if state = '56' then numstate = 51;
SC_ZIP	School physical location (zip code)	Five-digit zip code for the physical location of the school. Origin: SC_ZIP on NTPS sampling frame.

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SLOCP12	School locale code	<p>The locale code for the school. These codes are updated annually using Census and geographic data. For more information, please see https://nces.ed.gov/programs/edge/docs/NCES_LOCALE_USERSMANUAL_2016012.pdf (NCES 2016-012).</p> <p>Origin: ULOCAL from the 2014–15 CCD Elementary/Secondary Locale Code File. Categories include: 11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more; 12 = City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000; 13 = City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000; 21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more; 22 = Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000; 23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000; 31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area; 32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area; 33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area; 41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster; 42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster; 43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster. Coded as follows:</p> <pre> if locale ne "" then do; if locale='11' then slocp12=11; if locale='12' then slocp12=12; if locale='13' then slocp12=13; if locale='21' then slocp12=21; if locale='22' then slocp12=22; if locale='23' then slocp12=23; if locale='31' then slocp12=31; if locale='32' then slocp12=32; if locale='33' then slocp12=33; if locale='41' then slocp12=41; if locale='42' then slocp12=42; if locale='43' end;</pre>

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
URBANS12	Collapsed school locale code	This is a 4-level collapse of SLOCP12 (school locale code). Methodology was updated to incorporate Census population and geography information. Categories include: 1 = City, 2 = Suburb, 3 = Town, 4 = Rural. Coded as follows: if SLOCP12 in (11, 12, 13) then URBANS12=1; if SLOCP12 in (21, 22, 23) then URBANS12=2; if SLOCP12 in (31, 32, 33) then URBANS12=3; if SLOCP12 in (41, 42, 43) then URBANS12=4;
SCWT1FLG	School-wide Title I eligibility flag	School-wide Title I program eligibility identifier. A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Origin: STITLI09 from 2014-15 CCD. Categories include: 1 = School is eligible for school-wide Title I program; 2 = School is not eligible for school-wide Title I program; -8 = valid skip; -9 = missing. Coded as follows: if STITLEI ne “ then do; if STITLEI=‘1’ then SCHWT1FLG=1; if STITLEI=‘2’ then SCHWT1FLG=2; if STITLEI=‘N’ then SCHWT1FLG=-8; if STITLEI=‘M’ then SCHWT1FLG=-9; end; else SCHWT1FLG=-9;

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
PCT_MALE	Estimated percentage of students who are male	<p>Estimated percentage of students in the school who are male, based on data reported in the 2014–15 CCD Nonfiscal School Universe file. Calculated as follows:</p> <p>* calculate denominator once for all percents;</p> <p>if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.;</p> <p>else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM);</p> <p>if AMPKF ge 0 and AMPKM ge 0 and ASPKF ge 0 and ASPKM ge 0 and BLPKF ge 0 and BLPKM ge 0 and HIPKF ge 0 and HIPKM ge 0 and HPPKF ge 0 and HPPKM ge 0 and TRPKF ge 0 and TRPKM ge 0 and WHPKF ge 0 and WHPKM ge 0 then denom=sum(denom,-AMPKF,-AMPKM,-ASPKF,-ASPKM,-BLPKF,-BLPKM,-HIPKF,-HIPKM,-HPPKF,-HPPKM,-TRPKF,-TRPKM,-WHPKF,-WHPKM);</p> <p>if AM13F ge 0 and AM13M ge 0 and AS13F ge 0 and AS13M ge 0 and BL13F ge 0 and BL13M ge 0 and HI13F ge 0 and HI13M ge 0 and HP13F ge 0 and HP13M ge 0 and TR13F ge 0 and TR13M ge 0 and WH13F ge 0 and WH13M ge 0 then denom=sum(denom,-AM13F,-AM13M,-AS13F,-AS13M,-BL13F,-BL13M,-HI13F,-HI13M,-HP13F,-HP13M,-TR13F,-TR13M,-WH13F,-WH13M);</p> <p>if denom=0 then denom=.;</p> <p>* assign percent variables;</p> <p>if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */</p> <p> PCT_MALE=-8;</p> <p>end;</p> <p>else if denom ne . then do; /* only calculate percents if denom is not equal to missing */</p> <p> if AMALM ge 0 and ASALM ge 0 and BLALM ge 0 and HIALM ge 0 and HPALM ge 0 and TRALM ge 0 and WHALM ge 0 then do;</p> <p> numer=sum(AMALM,ASALM,BLALM,HIALM,HPALM,TRALM,WHALM);</p> <p> if AMPKM ge 0 and ASPKM ge 0 and BLPKM ge 0 and HIPKM ge 0 and HPPKM ge 0 and TRPKM ge 0 and WHPKM ge 0 then numer=sum(numer,-AMPKM,-ASPKM,-BLPKM,-HIPKM,-HPPKM,-TRPKM,-WHPKM);</p> <p> if AM13M ge 0 and AS13M ge 0 and BL13M ge 0 and HI13M ge 0 and HP13M ge 0 and TR13M ge 0 and WH13M ge 0 then numer=sum(numer,-AM13M,-AS13M,-BL13M,-HI13M,-HP13M,-TR13M,-WH13M);</p> <p> PCT_MALE=INT(10e5*numer/denom)/10e3;</p> <p> if PCT_MALE lt 0 then PCT_MALE=0;</p> <p> if PCT_MALE gt 100 then PCT_MALE=100;</p> <p> end;</p> <p>(continued on next page)</p>

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
PCT_MALE (continued)		<p>end; else PCT_MALE = -9; end; else do; /* all percents are set to -9 */ PCT_MALE=-9; end; drop numer denom;</p>
PCT_FEMALE	Estimated percentage of students who are female	<p>Estimated percentage of students in the school who are female, based on data reported in the 2014–15 CCD Nonfiscal School Universe file. Calculated as follows: * calculate denominator once for all percents; if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKF ge 0 and AMPKM ge 0 and ASPKF ge 0 and ASPKM ge 0 and BLPKF ge 0 and BLPKM ge 0 and HIPKF ge 0 and HIPKM ge 0 and HPPKF ge 0 and HPPKM ge 0 and TRPKF ge 0 and TRPKM ge 0 and WHPKF ge 0 and WHPKM ge 0 then denom=sum(denom,-AMPKF,-AMPKM,-ASPKF,-ASPKM,-BLPKF,-BLPKM,-HIPKF,-HIPKM,-HPPKF,-HPPKM,-TRPKF,-TRPKM,-WHPKF,-WHPKM); if AM13F ge 0 and AM13M ge 0 and AS13F ge 0 and AS13M ge 0 and BL13F ge 0 and BL13M ge 0 and HI13F ge 0 and HI13M ge 0 and HP13F ge 0 and HP13M ge 0 and TR13F ge 0 and TR13M ge 0 and WH13F ge 0 and WH13M ge 0 then denom=sum(denom,-AM13F,-AM13M,-AS13F,-AS13M,-BL13F,-BL13M,-HI13F,-HI13M,-HP13F,-HP13M,-TR13F,-TR13M,-WH13F,-WH13M); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_FEMALE=-8; end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if AMALF ge 0 and ASALF ge 0 and BLALF ge 0 and HIALF ge 0 and HPALF ge 0 and TRALF ge 0 and WHALF ge 0 then do; (continued on next page)</p>

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
PCT_FEMALE (continued)		<p> numer=sum(AMALF,ASALF,BLALF,HIALF,HPALF,TRALF,WHALF); if AMPKF ge 0 and ASPKF ge 0 and BLPKF ge 0 and HIPKF ge 0 and HPPKF ge 0 and TRPKF ge 0 and WHPKF ge 0 then numer=sum(numer, -AMPKF, -ASPKF, -BLPKF, -HIPKF, -HPPKF, -TRPKF, -WHPKF); if AM13F ge 0 and AS13F ge 0 and BL13F ge 0 and HI13F ge 0 and HP13F ge 0 and TR13F ge 0 and WH13F ge 0 then numer=sum(numer, -AM13F, -AS13F, -BL13F, -HI13F, -HP13F, -TR13F, -WH13F); PCT_FEMALE=INT(10e5*numer/denom)/10e3; if PCT_FEMALE lt 0 then PCT_FEMALE=0; if PCT_FEMALE gt 100 then PCT_FEMALE=100; end; else PCT_FEMALE = -9; end; else do; /* all percents are set to -9 */ PCT_FEMALE=-9; end; drop numer denom; </p>
PCT_ASIAN	Estimated percentage of students who are Asian (not of Hispanic or Latino origin)	<p> Estimated percentage of students in the school who are Asian, not of Hispanic or Latino origin, based on data reported in the 2014–15 CCD Nonfiscal School Universe file. Calculated as follows: * calculate denominator once for all percents; if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKF ge 0 and AMPKM ge 0 and ASPKF ge 0 and ASPKM ge 0 and BLPKF ge 0 and BLPKM ge 0 and HIPKF ge 0 and HIPKM ge 0 and HPPKF ge 0 and HPPKM ge 0 and TRPKF ge 0 and TRPKM ge 0 and WHPKF ge 0 and WHPKM ge 0 then denom=sum(denom,-AMPKF,-AMPKM, -ASPKF, -ASPKM, -BLPKF, -BLPKM, -HIPKF, -HIPKM, -HPPKF, -HPPKM, -TRPKF, -TRPKM, -WHPKF, -WHPKM); if AM13F ge 0 and AM13M ge 0 and AS13F ge 0 and AS13M ge 0 and BL13F ge 0 and BL13M ge 0 and HI13F ge 0 and HI13M ge 0 and HP13F ge 0 and HP13M ge 0 and TR13F ge 0 and TR13M ge 0 and WH13F ge 0 and WH13M ge 0 then denom=sum(denom,-AM13F,-AM13M, -AS13F, -AS13M, -BL13F, -BL13M, -HI13F, -HI13M, -HP13F, -HP13M, -TR13F, -TR13M, -WH13F, -WH13M); if denom=0 then denom=.; (continued on next page) </p>

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
PCT_ASIAN (continued)		<p>* assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_ASIAN=-8; end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if ASIAN ge 0 then do; numer=ASIAN; if ASPKM ge 0 and ASPKF ge 0 then numer=sum(numer, -ASPKM, -ASPKF); if AS13M ge 0 and AS13F ge 0 then numer=sum(numer, -AS13M, -AS13F); PCT_ASIAN=INT(10e5*numer/denom)/10e3; if PCT_ASIAN lt 0 then PCT_ASIAN=0; if PCT_ASIAN gt 100 then PCT_ASIAN=100; end; else PCT_ASIAN = -9; end; else do; /* all percents are set to -9 */ PCT_ASIAN=-9; end; drop numer denom;</p>
PCT_AIAN	Estimated percentage of students who are American Indian/ Alaskan Native (not of Hispanic or Latino origin)	<p>Estimated percentage of students in the school who are American Indian or Alaskan Native, not of Hispanic or Latino origin, based on data reported in the 2014–15 CCD Nonfiscal School Universe file. Calculated as follows: * calculate denominator once for all percents; if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKF ge 0 and AMPKM ge 0 and ASPKF ge 0 and ASPKM ge 0 and BLPKF ge 0 and BLPKM ge 0 and HIPKF ge 0 and HIPKM ge 0 and HPPKF ge 0 and HPPKM ge 0 and TRPKF ge 0 and TRPKM ge 0 and WHPKF ge 0 and WHPKM ge 0 then denom=sum(denom,-AMPKF,-AMPKM,-ASPKF,-ASPKM,-BLPKF,-BLPKM,-HIPKF,-HIPKM,-HPPKF,-HPPKM,-TRPKF,-TRPKM,-WHPKF,-WHPKM); (continued on next page)</p>

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
PCT_AIAN (continued)		<p>if AM13F ge 0 and AM13M ge 0 and AS13F ge 0 and AS13M ge 0 and BL13F ge 0 and BL13M ge 0 and HI13F ge 0 and HI13M ge 0 and HP13F ge 0 and HP13M ge 0 and TR13F ge 0 and TR13M ge 0 and WH13F ge 0 and WH13M ge 0 then denom=sum(denom,-AM13F,-AM13M, -AS13F, -AS13M, -BL13F, -BL13M, -HI13F, -HI13M, -HP13F, -HP13M, -TR13F, -TR13M, -WH13F, -WH13M);</p> <p>if denom=0 then denom=.;</p> <p>* assign percent variables;</p> <p>if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */</p> <p> PCT_AIAN=-8;</p> <p>end;</p> <p>else if denom ne . then do; /* only calculate percents if denom is not equal to missing */</p> <p> if AM ge 0 then do;</p> <p> numer=AM;</p> <p> if AMPKM ge 0 and AMPKF ge 0 then numer=sum(numer, -AMPKM, -AMPKF);</p> <p> if AM13M ge 0 and AM13F ge 0 then numer=sum(numer, -AM13M, -AM13F);</p> <p> PCT_AIAN=INT(10e5*numer/denom)/10e3;</p> <p> if PCT_AIAN lt 0 then PCT_AIAN=0;</p> <p> if PCT_AIAN gt 100 then PCT_AIAN=100;</p> <p> end;</p> <p> else PCT_AIAN = -9;</p> <p>end;</p> <p>else do; /* all percents are set to -9 */</p> <p> PCT_AIAN=-9;</p> <p>end;</p> <p>drop numer denom;</p>
PCT_HNPACI	Estimated percentage of students who are Hawaiian Native/ Pacific Islander (not of Hispanic or Latino origin)	<p>Estimated percentage of students in the school who are Hawaiian Native or Pacific Islander, not of Hispanic or Latino origin, based on data reported in the 2014–15 CCD Nonfiscal School Universe file. Calculated as follows:</p> <p>* calculate denominator once for all percents;</p> <p>if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.;</p> <p>else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM);</p> <p>(continued on next page)</p>

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
PCT_HNPACI (continued)		<p>if AMPKF ge 0 and AMPKM ge 0 and ASPKF ge 0 and ASPKM ge 0 and BLPKF ge 0 and BLPKM ge 0 and HIPKF ge 0 and HIPKM ge 0 and HPPKF ge 0 and HPPKM ge 0 and TRPKF ge 0 and TRPKM ge 0 and WHPKF ge 0 and WHPKM ge 0 then denom=sum(denom,-AMPKF,-AMPKM, -ASPKF, -ASPKM, -BLPKF, -BLPKM, -HIPKF, -HIPKM, -HPPKF, - HPPKM, -TRPKF, -TRPKM, -WHPKF, -WHPKM); if AM13F ge 0 and AM13M ge 0 and AS13F ge 0 and AS13M ge 0 and BL13F ge 0 and BL13M ge 0 and HI13F ge 0 and HI13M ge 0 and HP13F ge 0 and HP13M ge 0 and TR13F ge 0 and TR13M ge 0 and WH13F ge 0 and WH13M ge 0 then denom=sum(denom,-AM13F,-AM13M, -AS13F, -AS13M, -BL13F, -BL13M, -HI13F, -HI13M, -HP13F, - HP13M, -TR13F, -TR13M, -WH13F, -WH13M); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_HNPACI=-8; end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if PACIFIC ge 0 then do; numer=PACIFIC; if HPPKM ge 0 and HPPKF ge 0 then numer=sum(numer, -HPPKM, -HPPKF); if HP13M ge 0 and HP13F ge 0 then numer=sum(numer, -HP13M, -HP13F); PCT_HNPACI=INT(10e5*numer/denom)/10e3; if PCT_HNPACI lt 0 then PCT_HNPACI=0; if PCT_HNPACI gt 100 then PCT_HNPACI=100; end; else PCT_HNPACI = -9; end; else do; /* all percents are set to -9 */ PCT_HNPACI=-9; end; drop numer denom;</p>

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
PCT_HISP	Estimated percentage of students who are of Hispanic or Latino origin	<p>Estimated percentage of students in the school who are of Hispanic or Latino origin, based on data reported in the 2014–15 CCD Nonfiscal School Universe file. Calculated as follows:</p> <pre> * calculate denominator once for all percents; if AMALF<0 or AMALM<0 or ASALF<0 or ASALM<0 or BLALF<0 or BLALM<0 or HIALF<0 or HIALM<0 or HPALF<0 or HPALM<0 or TRALF<0 or TRALM<0 or WHALF<0 or WHALM<0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKF ge 0 and AMPKM ge 0 and ASPKF ge 0 and ASPKM ge 0 and BLPKF ge 0 and BLPKM ge 0 and HIPKF ge 0 and HIPKM ge 0 and HPPKF ge 0 and HPPKM ge 0 and TRPKF ge 0 and TRPKM ge 0 and WHPKF ge 0 and WHPKM ge 0 then denom=sum(denom,-AMPKF,-AMPKM, -ASPKF, -ASPKM, -BLPKF, - BLPKM, -HIPKF, -HIPKM, -HPPKF, -HPPKM, -TRPKF, -TRPKM, -WHPKF, -WHPKM); if AM13F ge 0 and AM13M ge 0 and AS13F ge 0 and AS13M ge 0 and BL13F ge 0 and BL13M ge 0 and HI13F ge 0 and HI13M ge 0 and HP13F ge 0 and HP13M ge 0 and TR13F ge 0 and TR13M ge 0 and WH13F ge 0 and WH13M ge 0 then denom=sum(denom,-AM13F,-AM13M, -AS13F, -AS13M, -BL13F, -BL13M, -HI13F, - HI13M, -HP13F, -HP13M, -TR13F, -TR13M, -WH13F, -WH13M); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_HISP=-8; end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if HISP ge 0 then do; numer=HISP; if HIPKM ge 0 and HIPKF ge 0 then numer=sum(numer, -HIPKM, -HIPKF); if HI13M ge 0 and HI13F ge 0 then numer=sum(numer, -HI13M, -HI13F); PCT_HISP=INT(10e5*numer/denom)/10e3; if PCT_HISP lt 0 then PCT_HISP=0; if PCT_HISP gt 100 then PCT_HISP=100; end; else PCT_HISP = -9; end; else do; /* all percents are set to -9 */ PCT_HISP=-9; end; drop numer denom; </pre>

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
PCT_BLACK	Estimated percentage of students who are Black (not of Hispanic or Latino origin)	<p>Estimated percentage of students in the school who are Black, not of Hispanic or Latino origin, based on the 2014–15 CCD Nonfiscal School Universe file. Calculated as follows:</p> <pre> * calculate denominator once for all percents; if AMALF<0 or AMALM<0 or ASALF<0 or ASALM<0 or BLALF<0 or BLALM<0 or HIALF<0 or HIALM<0 or HPALF<0 or HPALM<0 or TRALF<0 or TRALM<0 or WHALF<0 or WHALM<0 or (AMALF=0 and AMALM= 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKF ge 0 and AMPKM ge 0 and ASPKF ge 0 and ASPKM ge 0 and BLPKF ge 0 and BLPKM ge 0 and HIPKF ge 0 and HIPKM ge 0 and HPPKF ge 0 and HPPKM ge 0 and TRPKF ge 0 and TRPKM ge 0 and WHPKF ge 0 and WHPKM ge 0 then denom=sum(denom,-AMPKF,-AMPKM, -ASPKF, -ASPKM, -BLPKF, - BLPKM, -HIPKF, -HIPKM, -HPPKF, -HPPKM, -TRPKF, -TRPKM, -WHPKF, -WHPKM); if AM13F ge 0 and AM13M ge 0 and AS13F ge 0 and AS13M ge 0 and BL13F ge 0 and BL13M ge 0 and HI13F ge 0 and HI13M ge 0 and HP13F ge 0 and HP13M ge 0 and TR13F ge 0 and TR13M ge 0 and WH13F ge 0 and WH13M ge 0 then denom=sum(denom,-AM13F,-AM13M, -AS13F, -AS13M, -BL13F, -BL13M, -HI13F, - HI13M, -HP13F, -HP13M, -TR13F, -TR13M, -WH13F, -WH13M); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_BLACK=-8; end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if BLACK ge 0 then do; numer=BLACK; if BLPKM ge 0 and BLPKF ge 0 then numer=sum(numer, -BLPKM, -BLPKF); if BL13M ge 0 and BL13F ge 0 then numer=sum(numer, -BL13M, -BL13F); PCT_BLACK=INT(10e5*numer/denom)/10e3; if PCT_BLACK lt 0 then PCT_BLACK=0; if PCT_BLACK gt 100 then PCT_BLACK=100; end; else PCT_BLACK = -9; end; else do; /* all percents are set to -9 */ PCT_BLACK=-9; end; drop numer denom; </pre>

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
PCT_MULTI	Estimated percentage of students who are two or more races (not of Hispanic or Latino origin)	<p>Estimated percentage of students in the school who are two or more races, not of Hispanic or Latino origin, based on data reported in the 2014–15 CCD Nonfiscal School Universe file. Calculated as follows:</p> <p>* calculate denominator once for all percents;</p> <p>if AMALF<0 or AMALM<0 or ASALF<0 or ASALM<0 or BLALF<0 or BLALM<0 or HIALF<0 or HIALM<0 or HPALF<0 or HPALM<0 or TRALF<0 or TRALM<0 or WHALF<0 or WHALM<0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.;</p> <p>else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM);</p> <p>if AMPKF ge 0 and AMPKM ge 0 and ASPKF ge 0 and ASPKM ge 0 and BLPKF ge 0 and BLPKM ge 0 and HIPKF ge 0 and HIPKM ge 0 and HPPKF ge 0 and HPPKM ge 0 and TRPKF ge 0 and TRPKM ge 0 and WHPKF ge 0 and WHPKM ge 0 then denom=sum(denom,-AMPKF,-AMPKM,-ASPKF,-ASPKM,-BLPKF,-BLPKM,-HIPKF,-HIPKM,-HPPKF,-HPPKM,-TRPKF,-TRPKM,-WHPKF,-WHPKM);</p> <p>if AM13F ge 0 and AM13M ge 0 and AS13F ge 0 and AS13M ge 0 and BL13F ge 0 and BL13M ge 0 and HI13F ge 0 and HI13M ge 0 and HP13F ge 0 and HP13M ge 0 and TR13F ge 0 and TR13M ge 0 and WH13F ge 0 and WH13M ge 0 then denom=sum(denom,-AM13F,-AM13M,-AS13F,-AS13M,-BL13F,-BL13M,-HI13F,-HI13M,-HP13F,-HP13M,-TR13F,-TR13M,-WH13F,-WH13M);</p> <p>if denom=0 then denom=.; * assign percent variables;</p> <p>if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */</p> <p> PCT_MULTI=-8;</p> <p>end;</p> <p>else if denom ne . then do; /* only calculate percents if denom is not equal to missing */</p> <p> if TR ge 0 then do;</p> <p> numer=TR;</p> <p> if TRPKM ge 0 and TRPKF ge 0 then numer=sum(numer, -TRPKM, -TRPKF);</p> <p> if TR13M ge 0 and TR13F ge 0 then numer=sum(numer, -TR13M, -TR13F);</p> <p> PCT_MULTI=INT(10e5*numer/denom)/10e3;</p> <p> if PCT_MULTI lt 0 then PCT_MULTI=0;</p> <p> if PCT_MULTI gt 100 then PCT_MULTI=100;</p> <p> end;</p> <p> else PCT_MULTI = -9;</p> <p>end;</p> <p>else do; /* all percents are set to -9 */</p> <p> PCT_MULTI=-9;</p> <p>end;</p> <p>drop numer denom;</p>

Table J-1. List of Frame Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
PCT_WHITE	Estimated percentage of students who are White (not of Hispanic or Latino origin)	<p>Estimated percentage of students in the school who are White, not of Hispanic or Latino origin, based on data reported in the 2014–15 CCD Nonfiscal School Universe file. Calculated as follows:</p> <p>* calculate denominator once for all percents;</p> <p>if AMALF<0 or AMALM<0 or ASALF<0 or ASALM<0 or BLALF<0 or BLALM<0 or HIALF<0 or HIALM<0 or HPALF<0 or HPALM<0 or TRALF<0 or TRALM<0 or WHALF<0 or WHALM<0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.;</p> <p>else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM);</p> <p>if AMPKF ge 0 and AMPKM ge 0 and ASPKF ge 0 and ASPKM ge 0 and BLPKF ge 0 and BLPKM ge 0 and HIPKF ge 0 and HIPKM ge 0 and HPPKF ge 0 and HPPKM ge 0 and TRPKF ge 0 and TRPKM ge 0 and WHPKF ge 0 and WHPKM ge 0 then denom=sum(denom,-AMPKF,-AMPKM, -ASPKF, -ASPKM, -BLPKF, -BLPKM, -HIPKF, -HIPKM, -HPPKF, -HPPKM, -TRPKF, -TRPKM, -WHPKF, -WHPKM);</p> <p>if AM13F ge 0 and AM13M ge 0 and AS13F ge 0 and AS13M ge 0 and BL13F ge 0 and BL13M ge 0 and HI13F ge 0 and HI13M ge 0 and HP13F ge 0 and HP13M ge 0 and TR13F ge 0 and TR13M ge 0 and WH13F ge 0 and WH13M ge 0 then denom=sum(denom,-AM13F,-AM13M, -AS13F, -AS13M, -BL13F, -BL13M, -HI13F, -HI13M, -HP13F, -HP13M, -TR13F, -TR13M, -WH13F, -WH13M);</p> <p>if denom=0 then denom=.; * assign percent variables;</p> <p>if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */</p> <p style="padding-left: 20px;">PCT_WHITE=-8;</p> <p>end;</p> <p>else if denom ne . then do; /* only calculate percents if denom is not equal to missing */</p> <p style="padding-left: 20px;">if WHITE ge 0 then do;</p> <p style="padding-left: 40px;">numer=WHITE;</p> <p style="padding-left: 40px;">if WHPKM ge 0 and WHPKF ge 0 then numer=sum(numer, -WHPKM, -WHPKF);</p> <p style="padding-left: 40px;">if WH13M ge 0 and WH13F ge 0 then numer=sum(numer, -WH13M, -WH13F);</p> <p style="padding-left: 20px;">PCT_WHITE=INT(10e5*numer/denom)/10e3;</p> <p style="padding-left: 20px;">if PCT_WHITE lt 0 then PCT_WHITE=0;</p> <p style="padding-left: 20px;">if PCT_WHITE gt 100 then PCT_WHITE=100;</p> <p style="padding-left: 20px;">end;</p> <p style="padding-left: 20px;">else PCT_WHITE = -9;</p> <p>end;</p> <p>else do; /* all percents are set to -9 */</p> <p style="padding-left: 20px;">PCT_WHITE=-9;</p> <p>end;</p> <p>drop numer denom;</p>

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table J-2. List of Created Variables

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SCHSIZE	Collapsed total K-12 and ungraded enrollment in school	<p>Categorical measure of the total K-12 and ungraded enrollment in the school. Categories include: 1 = 1-49. 2 = 50-99. 3 = 100-149. 4 = 150-199. 5 = 200-349. 6 = 350-499. 7 = 500-749. 8 = 750-999. 9 = 1,000-1,199. 10 = 1,200-1,499. 11 = 1,500-1,999. 12 = 2,000 or more. For cases where the school was a noninterview, sample file or other information was used to impute (if available). Coded as follows for school files:</p> <p>if 1 le ENRK12UG lt 50 then SCHSIZE=1; if 50 le ENRK12UG lt 100 then SCHSIZE=2; if 100 le ENRK12UG lt 150 then SCHSIZE=3; if 150 le ENRK12UG lt 200 then SCHSIZE=4; if 200 le ENRK12UG lt 350 then SCHSIZE=5; if 350 le ENRK12UG lt 500 then SCHSIZE=6; if 500 le ENRK12UG lt 750 then SCHSIZE=7; if 750 le ENRK12UG lt 1000 then SCHSIZE=8; if 1000 le ENRK12UG lt 1200 then SCHSIZE=9; if 1200 le ENRK12UG lt 1500 then SCHSIZE=10; if 1500 le ENRK12UG lt 2000 then SCHSIZE=11; if ENRK12UG ge 2000 then SCHSIZE=12; if sch_isr=1 then FL_SCHSIZE=0; if sch_isr=2 then FL_SCHSIZE=2;</p>
SCH_ISR	Interview status of school	Interview status of school. Categories include: 1 = Interview; 2 = Noninterview; 3 = Out-of-scope

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SCHLEV_3CAT	Three-category school level (elementary/secondary/combined) *public	<p>Three-category level of school based on grade levels offered as reported by the school. Categories include: 1 = Elementary; 2 = Secondary; 3 = Combined. Coded as follows:</p> <pre> if sch_isr=1 then do; edkg6=0; ed912=0; ed712=0; array elem[7] S0101 S0102 S0103 S0104 S0105 S0106 S0107; do i=1 to 7; if elem[i] = 1 then edkg6 + 1; drop i; end; array sec[4] S0110 S0111 S0112 S0113; do i=1 to 4; if sec[i] = 1 then ed912+1; drop i; end; array comb[6] S0108 S0109 S0110 S0111 S0112 S0113; do i=1 to 6; if comb[i] = 1 then ed712+1; drop i; end; IF EDKG6 >= 1 AND ED912 < 1 THEN SCHLEV_3CAT=1; *ELEMENTARY; ELSE IF S0114 = 2 AND EDKG6 < 1 THEN SCHLEV_3CAT = 2; *SECONDARY; ELSE IF S0114 = 1 AND EDKG6 < 1 AND ED712 >= 1 THEN SCHLEV_3CAT=2; *SECONDARY; ELSE SCHLEV_3CAT=3; *COMBINED; if SCHLEV_3CAT gt 0 then FL_SCHLEV_3CAT=0; end; else if sch_isr=2 then do; if GSLO in ('PK','KG','01','02','03','04','05','06') and GSHI not in ('09','10','11','12') then SCHLEV_3CAT=1; *Elementary; else if GSLO in ('07','08','09','10','11','12') and GSHI ne 'UG' then SCHLEV_3CAT=2; *Secondary; else if GSLO in ('07','08','09','10','11','12') and GSHI in ('07','08','09','10','11','12') then SCHLEV_3CAT=2; *Secondary; else SCHLEV_3CAT=3; *Combined; if SCHLEV_3CAT gt 0 then FL_SCHLEV_3CAT=2; end; </pre>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SCHLEV_3CAT	Three-category school level (elementary/secondary/combined) *private	<p>Three-category level of school based on grade levels offered as reported by the school. Categories include: 1 = Elementary; 2 = Secondary; 3 = Combined. Coded as follows:</p> <pre> if sch_isr=1 then do; edkg6=0; ed912=0; ed712=0; Array elem[9] S0101 S0148 S0149 S0102 S0103 S0104 S0105 S0106 S0107; do i=1 to 9; if elem[i]=1 then edkg6+1; drop i; end; Array sec[4] S0110 S0111 S0112 S0113; do i= 1 to 4; if sec[i]=1 then ed912+1; drop i; end; Array comb[6] S0108 S0109 S0110 S0111 S0112 S0113; do i=1 to 6; if comb[i]=1 then ed712+1; drop i; end; if EDKG6 ge 1 and ED912 lt 1 then SCHLEV_3CAT=1; *ELEMENTARY; else if S0114=2 and EDKG6 lt 1 then SCHLEV_3CAT=2; *SECONDARY; else if S0114=1 and EDKG6 lt 1 and ED712 ge 1 then SCHLEV_3CAT=2; *SECONDARY; else SCHLEV_3CAT=3; *COMBINED; if SCHLEV_3CAT gt 0 then FL_SCHLEV_3CAT=0; end; else if sch_isr=2 then do; if logr2016 in ('03' '04' '05' '06' '07' '08' '09' '10' '11') and higr2016 not in ('14' '15' '16' '17') then do; schlev_3cat=1; *elementary; end; else if higr2016 ne '01' and logr2016 not in ('01' '03' '04' '05' '06' '07' '08' '09' '10' '11') then do; schlev_3cat=2; *secondary; end; else if (logr2016='01' or higr2016='01') and logr2016 not in ('03' '04' '05' '06' '07' '08' '09' '10' '11') and higr2016 in ('12' '13' '14' '15' '16' '17') then do; schlev_3cat=2; *secondary; end; else schlev_3cat=3; *combined; end; </pre>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SCHLEV_4CAT	Four-category school level (primary/middle/high/combined) *public	<p>Four-category level of school based on grade levels offered as reported by the school. Categories include: 1 = primary: schools with at least one grade lower than 5 and no grade higher than 8. 2 = middle: schools with no grade lower than 5 and no grade higher than 8. 3 = high: schools with no grade lower than 7 and at least one grade higher than 8. and 4 = combined: schools with at least one grade lower than 7 and at least one grade higher than 8. Schools with only ungraded classes were included with combined schools. For cases where the school was a noninterview, sample file or other information was used to impute (if available). Coded as follows:</p> <pre> if sch_isr=1 then do; if S0113 = 1 then LOWEST = 12; if S0112 = 1 then LOWEST = 11; if S0111 = 1 then LOWEST = 10; if S0110 = 1 then LOWEST = 9; if S0109 = 1 then LOWEST = 8; if S0108 = 1 then LOWEST = 7; if S0107 = 1 then LOWEST = 6; if S0106 = 1 then LOWEST = 5; if S0105 = 1 then LOWEST = 4; if S0104 = 1 then LOWEST = 3; if S0103 = 1 then LOWEST = 2; if S0102 = 1 then LOWEST = 1; if S0101 = 1 then LOWEST = 0; if S0101 = 1 then HIGHEST = 0; if S0102 = 1 then HIGHEST = 1; if S0103 = 1 then HIGHEST = 2; if S0104 = 1 then HIGHEST = 3; if S0105 = 1 then HIGHEST = 4; if S0106 = 1 then HIGHEST = 5; if S0107 = 1 then HIGHEST = 6; if S0108 = 1 then HIGHEST = 7; if S0109 = 1 then HIGHEST = 8; if S0110 = 1 then HIGHEST = 9; if S0111 = 1 then HIGHEST = 10; if S0112 = 1 then HIGHEST = 11; if S0113 = 1 then HIGHEST = 12; if S0114 = 1 and HIGHEST lt 0 and LOWEST lt 0 then SCHLEV_4CAT=4; *COMBINED; else If LOWEST le 4 and HIGHEST le 8 then SCHLEV_4CAT=1; *Primary; else If LOWEST ge 5 and HIGHEST le 8 then SCHLEV_4CAT=2; *Middle; else If LOWEST ge 7 and HIGHEST ge 9 then SCHLEV_4CAT=3; *High; else SCHLEV_4CAT = 4; *Combined; if SCHLEV_4CAT gt 0 then FL_SCHLEV_4CAT=0; end; else if sch_isr=2 then do; if ('01' <= GSLO <= '04' or GSLO='KG' or GSLO='PK') and ('01' <= GSHI <= '08' or GSHI='KG' or GSHI='PK') then SCHLEV_4CAT=1; else if '05' <= GSLO <= '08' and '05' <= GSHI <= '08' then SCHLEV_4CAT = 2; else if '07' <= GSLO <= '12' and '09' <= GSHI <= '12' then SCHLEV_4CAT = 3; else SCHLEV_4CAT=4; if SCHLEV_4CAT gt 0 then FL_SCHLEV_4CAT=2; end; </pre>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SCHLEV_4CAT	Four-category school level (primary/middle/high/combined) *private	<p>Four-category level of school based on grade levels offered as reported by the school. Categories include: 1 = primary: schools with at least one grade lower than 5 and no grade higher than 8. 2 = middle: schools with no grade lower than 5 and no grade higher than 8. 3 = high: schools with no grade lower than 7 and at least one grade higher than 8. and 4 = combined: schools with at least one grade lower than 7 and at least one grade higher than 8. Schools with only ungraded classes were included with combined schools. For cases where the school was a noninterview, sample file or other information was used to impute (if available). Coded as follows:</p> <pre> if sch_isr=1 then do; if S0113=1 then LOWEST=12; if S0112=1 then LOWEST=11; if S0111=1 then LOWEST=10; if S0110=1 then LOWEST=9; if S0109=1 then LOWEST=8; if S0108=1 then LOWEST=7; if S0107=1 then LOWEST=6; if S0106=1 then LOWEST=5; if S0105=1 then LOWEST=4; if S0104=1 then LOWEST=3; if S0103=1 then LOWEST=2; if S0102=1 then LOWEST=1; if S0101=1 then LOWEST=0; if S0101=1 then HIGHEST=0; if S0102=1 then HIGHEST=1; if S0103=1 then HIGHEST=2; if S0104=1 then HIGHEST=3; if S0105=1 then HIGHEST=4; if S0106=1 then HIGHEST=5; if S0107=1 then HIGHEST=6; if S0108=1 then HIGHEST=7; if S0109=1 then HIGHEST=8; if S0110=1 then HIGHEST=9; if S0111=1 then HIGHEST=10; if S0112=1 then HIGHEST=11; if S0113=1 then HIGHEST=12; if S0114=1 and HIGHEST lt 0 and LOWEST lt 0 then SCHLEV_4CAT=4; *COMBINED; else If LOWEST le 4 and HIGHEST le 8 then SCHLEV_4CAT=1; *Primary; else If LOWEST ge 5 and HIGHEST le 8 then SCHLEV_4CAT=2; *Middle; else If LOWEST ge 7 and HIGHEST ge 9 then SCHLEV_4CAT=3; *High; else SCHLEV_4CAT=4; *Combined; if SCHLEV_4CAT gt 0 then FL_SCHLEV_4CAT=0; end; else if sch_isr=2 then do; if logr2016='01' and higr2016='01' then do; schlev_4cat=4; *combined; end; else if logr2016 in ('03' '04' '05' '06' '07' '08' '09') and higr2016 in ('03' '04' '05' '06' '07' '08' '09' '10' '11' '12' '13') then do; schlev_4cat=1; *primary; end; else if logr2016 in ('10' '11' '12' '13' '14' '15' '16' '17') and higr2016 in ('03' '04' '05' '06' '07' '08' '09' '10' '11' '12' '13') then do; schlev_4cat=2; *middle; end; else if logr2016 in ('12' '13' '14' '15' '16' '17') and higr2016 in ('14' '15' '16' '17') then do; schlev_4cat=3; *high; end; end; end; </pre>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SCHLEV_CCD	Ten-category school level	<p>Ten-category level of school based on grade levels offered as reported by the school. Categories include: 1 = Prekindergarten: the lowest grade and the highest grade offered is prekindergarten. 2 = Elementary: schools with at least one grade of K to 4 offered and the number of elementary grades is higher than the number of middle grades. 3 = Middle: schools with at least one of grades 5 to 8 offered and the number of middle grades is greater than the number of elementary or secondary grades. 4 = Secondary: schools with at least one grade of 9 to 11 offered, the number of secondary grades is greater than the the number of middle grades, and grade 12 is not offered. 5 = High: grade 12 is offered and the number of secondary grades is greater than number of middle grades. 6 = Ungraded: the lowest grade offered is ungraded and the highest grade offered is ungraded. 7 = Adult Education: the lowest grade offered is adult education and the highest grade offered is adult education. 8 = Not Applicable: the lowest grade offered is a valid skip and the highest grade offered is a valid skip. 9 = Not Reported: the lowest grade offered is missing and the highest grade offered is missing. 10 = Other: both elementary and secondary grades or grades in all 3 levels. For cases where the school was a noninterview, sample file or other information was used to impute (if available). Coded as follows:</p> <pre> if sch_isr=1 then do; LOWEST=0; HIGHEST=0; if S0113 = 1 then LOWEST = 12; if S0112 = 1 then LOWEST = 11; if S0111 = 1 then LOWEST = 10; if S0110 = 1 then LOWEST = 9; if S0109 = 1 then LOWEST = 8; if S0108 = 1 then LOWEST = 7; if S0107 = 1 then LOWEST = 6; if S0106 = 1 then LOWEST = 5; if S0105 = 1 then LOWEST = 4; if S0104 = 1 then LOWEST = 3; if S0103 = 1 then LOWEST = 2; if S0102 = 1 then LOWEST = 1; if S0101 = 1 then LOWEST = 0.5; if S0100 = 1 then LOWEST = 0.25; if S0100 = 1 then HIGHEST = 0.25; if S0101 = 1 then HIGHEST = 0.5; if S0102 = 1 then HIGHEST = 1; if S0103 = 1 then HIGHEST = 2; if S0104 = 1 then HIGHEST = 3; if S0105 = 1 then HIGHEST = 4; if S0106 = 1 then HIGHEST = 5; if S0107 = 1 then HIGHEST = 6; if S0108 = 1 then HIGHEST = 7; if S0109 = 1 then HIGHEST = 8; if S0110 = 1 then HIGHEST = 9; if S0111 = 1 then HIGHEST = 10; if S0112 = 1 then HIGHEST = 11; if S0113 = 1 then HIGHEST = 12; array s{*} s0100-s0113; if S0114=1 and LOWEST=0 and HIGHEST=0 then do; *Ungraded; SCHLEV_CCD=6; goto SCHLEV_CCD_END; end; *SCHLEV_CCD=7, Adult Education, not possible on NTPS; *SCHLEV_CCD=8, Not Applicable, not possible on NTPS; *SCHLEV_CCD=9, Not Reported, not possible on NTPS; if LOWEST=0.25 and HIGHEST=0.25 then do; *Prekindergarten, should not be possible on NTPS; SCHLEV_CCD=1; goto SCHLEV_CCD_END; end; (continued on next page) </pre>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SCHLEV_CCD (continued)		<p>if LOWEST in (0.25,0.5,1,2,3,4) and HIGHEST in (0.5,1,2,3,4,5,6,7,8) then do; *Elementary;</p> <p>low=0;</p> <p>do i=2 to 6; *KG to 4th count;</p> <p>if s(i)=1 then low+1;</p> <p>end;</p> <p>top=0;</p> <p>do i=7 to 10; *5th to 8th count;</p> <p>if s(i)=1 then top+1;</p> <p>end;</p> <p>if low gt 0 and low gt top then do;</p> <p>SCHLEV_CCD=2; goto SCHLEV_CCD_END;</p> <p>end;</p> <p>end;</p> <p>if (S0106=1 or S0107=1 or S0108=1 or S0109=1) then do; *Middle;</p> <p>low=0;</p> <p>do i=7 to 10; *5th to 8th count;</p> <p>if s(i)=1 then low+1;</p> <p>end;</p> <p>top=0;</p> <p>do i=2 to 6, 11 to 14; *KG-4th, 9th to 12th count;</p> <p>if s(i)=1 then top+1;</p> <p>end;</p> <p>if low gt 0 and low gt top then do;</p> <p>SCHLEV_CCD=3; goto SCHLEV_CCD_END;</p> <p>end;</p> <p>end;</p> <p>if HIGHEST in (9,10,11) and LOWEST in (5,6,7,8,9,10,11) then do; *Secondary;</p> <p>top=0;</p> <p>do i=11 to 13; *9th to 11th count;</p> <p>if s(i)=1 then top+1;</p> <p>end;</p> <p>low=0;</p> <p>do i=7 to 10; *5th to 8th count;</p> <p>if s(i)=1 then low+1;</p> <p>end;</p> <p>(continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SCHLEV_CCD (continued)		<p>if top gt 0 and top ge low then do; SCHLEV_CCD=4; goto SCHLEV_CCD_END; end; end; if HIGHEST=12 and LOWEST ge 5 then do; *High; top=0; do i=11 to 14; *9th to 12th count; if s(i)=1 then top+1; end; low=0; do i=7 to 10; *5th to 8th count; if s(i)=1 then low+1; end; if top gt 0 and top ge low then do; SCHLEV_CCD=5; goto SCHLEV_CCD_END; end; end; if SCHLEV_CCD lt 0 then SCHLEV_CCD=10; *Other; end; if sch_isr=2 then do; LOWEST=0; HIGHEST=0; if G12 ge 0 then LOWEST = 12; if G11 ge 0 then LOWEST = 11; if G10 ge 0 then LOWEST = 10; if G09 ge 0 then LOWEST = 9; if G08 ge 0 then LOWEST = 8; if G07 ge 0 then LOWEST = 7; if G06 ge 0 then LOWEST = 6; if G05 ge 0 then LOWEST = 5; if G04 ge 0 then LOWEST = 4; if G03 ge 0 then LOWEST = 3; if G02 ge 0 then LOWEST = 2; if G01 ge 0 then LOWEST = 1; if KG ge 0 then LOWEST = 0.5; if PK ge 0 then LOWEST = 0.25; if PK ge 0 then HIGHEST = 0.25; if KG ge 0 then HIGHEST = 0.5; if G01 ge 0 then HIGHEST = 1; if G02 ge 0 then HIGHEST = 2; if G03 ge 0 then HIGHEST = 3; if G04 ge 0 then HIGHEST = 4; if G05 ge 0 then HIGHEST = 5; if G06 ge 0 then HIGHEST = 6; if G07 ge 0 then HIGHEST = 7; if G08 ge 0 then HIGHEST = 8; if G09 ge 0 then HIGHEST = 9; if G10 ge 0 then HIGHEST = 10; if G11 ge 0 then HIGHEST = 11; if G12 ge 0 then HIGHEST = 12; array tc{*} PK KG G01-G12; if UG ge 0 and LOWEST=0 and HIGHEST=0 then do; *Ungraded; SCHLEV_CCD=6; goto SCHLEV_CCD_END; end; * SCHLEV_CCD=7, Adult Education, not possible on NTPS; (continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SCHLEV_CCD (continued)		<p>*SCHLEV_CCD=8, Not Applicable, not possible on NTPS; *SCHLEV_CCD=9, Not Reported, not possible on NTPS; if LOWEST=0.25 and HIGHEST=0.25 then do; *Prekindergarten, should not be possible on NTPS; SCHLEV_CCD=1; goto SCHLEV_CCD_END; end; if LOWEST in (0.25,0.5,1,2,3,4) and HIGHEST in (0.5,1,2,3,4,5,6,7,8) then do; *Elementary; low=0; do i=2 to 6; *KG to 4th count; if tc(i) ge 0 then low+1; end; top=0; do i=7 to 10; *5th to 8th count; if tc(i) ge 0 then top+1; end; if low gt 0 and low gt top then do; SCHLEV_CCD=2; goto SCHLEV_CCD_END; end; end; if (G05 ge 0 or G06 ge 0 or G07 ge 0 or G08 ge 0) then do; *Middle; low=0; do i=7 to 10; *5th to 8th count; if tc(i) ge 0 then low+1; end; top=0; do i=2 to 6, 11 to 14; *KG-4th, 9th to 12th count; if tc(i) ge 0 then top+1; end; if low gt 0 and low gt top then do; SCHLEV_CCD=3; goto SCHLEV_CCD_END; end; end; if HIGHEST in (9,10,11) and LOWEST in (5,6,7,8,9,10,11) then do; *Secondary; top=0; do i=11 to 13; *9th to 11th count; (continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SCHLEV_CCD (continued)		<pre> if tc(i) ge 0 then top+1; end; low=0; do i=7 to 10; *5th to 8th count; if tc(i) ge 0 then low+1; end; if top gt 0 and top ge low then do; SCHLEV_CCD=4; goto SCHLEV_CCD_END; end; end; if HIGHEST=12 and LOWEST ge 5 then do; *High; top=0; do i=11 to 14; *9th to 12th count; if tc(i) ge 0 then top+1; end; low=0; do i=7 to 10; *5th to 8th count; if tc(i) ge 0 then low+1; end; if top gt 0 and top ge low then do; SCHLEV_CCD=5; goto SCHLEV_CCD_END; end; end; if SCHLEV_CCD lt 0 then SCHLEV_CCD=10; *Other; end; else if sch_isr=3 then SCHLEV_CCD=-8; SCHLEV_CCD_END: </pre>
IEP	Percentage of enrolled students with an IEP	<p>Percentage of students enrolled in the school who have an Individual Education Plan (IEP). Calculated as follows:</p> <pre> if sch_isr=1 then do; if S0400=2 then IEP=0; else IEP=(INT(10e5*(S0401/S0115))/10e3); if IEP lt 0 then IEP=-9; end; else IEP=-8; </pre>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
SCH_ISR	Interview status of school	Interview status of school where principal or teacher was selected for sample. Categories include: 1 = Interview; 2 = Noninterview; 3 = Out of scope.
TPOLOGY	Nine-level private school typology	<p>Nine-level private school typology. For cases where the school was a noninterview, sample file or other information was used to impute (if available). Categories include: 1 = Catholic-Parochial; 2 = Catholic-Diocesan; 3 = Catholic-Private; 4 = Other religious, Conservative Christian; 5 = Other religious, Affiliated with a Religious School Association; 6 = Other religious, Not Affiliated with a Religious School Association; 7 = Nonsectarian-Regular; 8 = Nonsectarian-Special Emphasis; 9 = Nonsectarian-Special Education. Coded as follows:</p> <pre> if sch_isr=1 then do; if s0188=1 then do; if s0189=1 then TPOLOGY=1; else if s0189=2 then TPOLOGY=2; else if s0189=3 then TPOLOGY=3; end; else if s0186=1 then do; if s0191=1 or s0192=1 or s0193=1 or s0293=1 then TPOLOGY=4; else if s0194=1 or s0195=1 or s0196=1 or s0197= 1 or s0198=1 or s0199=1 or s0287=1 or s0289=1 or s0291=1 or s0292=1 or s0294=1 or s0295= 1 or s0296=1 or s0297=1 then TPOLOGY=5; else TPOLOGY=6; end; else if s0120 in (1, 7) then TPOLOGY=7; else if s0120 in (2, 4, 5, 6) then TPOLOGY=8; else if s0120 in (3) then TPOLOGY= 9; end; else if sch_isr=2 then do; if typology in (.,0) then TPOLOGY = PTPOLOGY; if typology in (.,0) then do; if substr(pafflf, 19, 1) = '1' then typology=3; else if substr(pafflf, 11, 1) = '1' then typology=4; else if substr(pafflf, 34, 1) = '1' then typology=4; else if substr(pafflf, 21, 1) = '1' then typology=4; else if substr(pafflf, 29, 1) = '1' then typology=4; else do; do i = 1 to 10, 12, 18, 22, 26, 30, 33, 35, 39 to 41, 44; if substr(pafflf, i, 1) = '1' then typology=5; end; end; end; if typology in (.,0) and substr(pafflf, 13, 1) = '1' then typology=6; if typology in (.,0) and substr(pafflf, 51, 1) = '1' then typology=7; /*New for 2011*/ if typology in (.,0) then do; do i = 14, 15, 36, 50; /*Added 50 in 2011*/ if substr(pafflf, i, 1) = '1' then typology=8; end; end; if typology in (.,0) and substr(pafflf, 17, 1) = '1' then typology=9; if typology in (.,0) then do; if affil=1 then TPOLOGY=1; else if affil = 2 then TPOLOGY = 2; else if affil = 3 then TPOLOGY = 3; else if affil in (4,5,6,7,8,9,10,11,12,13,14) then TPOLOGY = 5; else if affil = 15 then TPOLOGY = 7; else if affil = 16 then TPOLOGY = 8; else if affil = 17 then TPOLOGY = 9; end; if TPOLOGY gt 0 then FL_TYP = 2; end; </pre>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
STRATA	Private school orientation stratum	<p>Private school orientation stratum. For more information, please see chapter 4. For cases where the school was a noninterview, sample file or other information was used to impute (if available).</p> <p>Categories include:</p> <p>1=Catholic-Parochial; 2=Catholic-Diocesan; 3=Catholic-Private; 4=Baptist; 5=Jewish; 6=Lutheran; 7=Seventh-Day Adventist; 8=Other Religious; 9=Nonsectarian-Regular; 10=Nonsectarian-Special Emphasis; 11=Nonsectarian-Special Education;</p> <p>Coded as follows:</p> <p>if TYPOLOGY=1 then STRATA=1; else if TYPOLOGY=2 then STRATA=2; else if TYPOLOGY=3 then STRATA=3; else if s0188=5 then STRATA=4; else if s0188=18 then STRATA=5; else if s0188 in (20,21,22,23) then STRATA=6; else if s0188=28 then STRATA=7; else if s0188 in (2,3,4,6,7,8,9,10,11,12,13,14,15,16,17,19,24,25,26,27,29) then STRATA=8; else if TYPOLOGY=7 then STRATA=9; else if TYPOLOGY=8 then STRATA=10; else if TYPOLOGY=9 then STRATA=11;</p>
RELIG	Three-level private school typology	<p>Three-level private school typology. Categories include: 1 = Catholic; 2 = Other religious; 3 = Nonsectarian. Coded as follows:</p> <p>if TYPOLOGY in (1, 2, 3) then RELIG=1; if TYPOLOGY in (4, 5, 6) then RELIG=2; if TYPOLOGY gt 6 then RELIG=3;</p> <p>For cases where the school was a noninterview, sample file or other information was used to impute (if available).</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
PCT_NONWHITE	Estimated percentage of students in school who are non-White	<p>Estimated percentage of students who are non-White, based on the percentages that the school reported in the 2014–15 CCD Nonfiscal School Universe file. Calculated as follows:</p> <p>* calculate denominator once for all percents; if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKF ge 0 and AMPKM ge 0 and ASPKF ge 0 and ASPKM ge 0 and BLPKF ge 0 and BLPKM ge 0 and HIPKF ge 0 and HIPKM ge 0 and HPPKF ge 0 and HPPKM ge 0 and TRPKF ge 0 and TRPKM ge 0 and WHPKF ge 0 and WHPKM ge 0 then denom=sum(denom,-AMPKF,-AMPKM, - ASPKF, -ASPKM, -BLPKF, -BLPKM, -HIPKF, -HIPKM, -HPPKF, -HPPKM, -TRPKF, -TRPKM, -WHPKF, -WHPKM); if AM13F ge 0 and AM13M ge 0 and AS13F ge 0 and AS13M ge 0 and BL13F ge 0 and BL13M ge 0 and HI13F ge 0 and HI13M ge 0 and HP13F ge 0 and HP13M ge 0 and TR13F ge 0 and TR13M ge 0 and WH13F ge 0 and WH13M ge 0 then denom=sum(denom,-AM13F,-AM13M, -AS13F, -AS13M, -BL13F, -BL13M, -HI13F, -HI13M, -HP13F, -HP13M, -TR13F, -TR13M, -WH13F, -WH13M); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_NONWHITE=-8; end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if AMALF ge 0 and AMALM ge 0 and ASALF ge 0 and ASALM ge 0 and BLALF ge 0 and BLALM ge 0 and HIALF ge 0 and HIALM ge 0 and HPALF ge 0 and HPALM ge 0 and TRALF ge 0 and TRALM ge 0 then do; numer=sum(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM); if AMPKF ge 0 and AMPKM ge 0 and ASPKF ge 0 and ASPKM ge 0 and BLPKF ge 0 and BLPKM ge 0 and HIPKF ge 0 and HIPKM ge 0 and HPPKF ge 0 and HPPKM ge 0 and TRPKF ge 0 and TRPKM ge 0 and TRPKM (continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
PCT_NONWHITE (continued)		<p>ge 0 then numer=sum(numer, -AMPKF, -AMPKM, -ASPKF, -ASPKM, -BLPKF, -BLPKM, -HIPKF, -HIPKM, -HPPKF, -HPPKM, -TRPKF, -TRPKM);</p> <p>if AM13F ge 0 and AM13M ge 0 and AS13F ge 0 and AS13M ge 0 and BL13F ge 0 and BL13M ge 0 and HI13F ge 0 and HI13M ge 0 and HP13F ge 0 and HP13M ge 0 and TR13F ge 0 and TR13M ge 0 then numer=sum(numer, -AM13F, -AM13M, -AS13F, -AS13M, -BL13F, -BL13M, -HI13F, -HI13M, -HP13F, -HP13M, -TR13F, -TR13M);</p> <p>PCT_NONWHITE=INT(10e5*numer/denom)/10e3;</p> <p>if PCT_NONWHITE lt 0 then PCT_NONWHITE=0;</p> <p>if PCT_NONWHITE gt 100 then PCT_NONWHITE=100;</p> <p>end;</p> <p>else PCT_NONWHITE = -9;</p> <p>end;</p> <p>else do; /* all percents are set to -9 */</p> <p>PCT_NONWHITE=-9;</p> <p>end;</p> <p>drop numer denom;</p>
PGMTYPE	Program type of school	<p>School program type. For cases where the school was a noninterview, sample file or other information was used to impute (if available). Categories include:</p> <p>1= Regular</p> <p>2= Special program emphasis</p> <p>3= Special education</p> <p>4= Career/technical/vocational</p> <p>5= Alternative/other</p> <p>6=Montessori</p> <p>7=Early childhood program/daycare center</p> <p>Coded as follows:</p> <p>Public:</p> <p>if sch_isr=1 then do;</p> <p>PGMTYPE=S0120;</p> <p>if PGMTYPE gt 0 then FL_PGMTYPE=0;</p> <p>end;</p> <p>else if sch_isr=2 and SECTOR=1 then do;</p> <p>if type='1' then PGMTYPE=1;</p> <p>if type='2' then PGMTYPE=3;</p> <p>(continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
PGMTYPE (continued)		<p>if type='3' then PGMTYPE=4; if type='4' then PGMTYPE=5; if PGMTYPE gt 0 then FL_PGMTYPE=2; end;</p> <p>Private: if sch_isr=1 then do; PGMTYPE=S0120; if PGMTYPE gt 0 then FL_PGMTYPE=0; end; else if sch_isr=2 then do; if 1 <= PSDESC<=6 then do; PGMTYPE=PSDESC; if PGMTYPE gt 0 then FL_PGMTYPE=2; end; end;</p>
ENRK12UG	Total K-12 and ungraded enrollment in school	<p>Total K–12 and ungraded student enrollment in the school. For public schools this is copied from S0115 on the NTPS public school files. For private schools this is copied from S4115 on the NTPS private school files. For cases where the school was a noninterview, sample file or other information was used to impute (if available). Coded as follows: For public schools: if sch_isr=1 then do; ENRK12UG=s0115; FL_ENRK12UG=0; end; else if sch_isr=2 then do; if PK GT 0 and PK lt MEMBER then ENRK12UG=int(MEMBER-PK); else ENRK12UG=int(MEMBER); FL_ENRK12UG=2; end; For private schools: if sch_ISR=1 then do; if S0151 gt 0 then ENRK12UG=sum (S4115,-S0151); else ENRK12UG=S4115; FL_ENRK12UG=0; end; else if sch_isr=2 then do; ENRK12UG=NUMSTUDS; FL_ENRK12UG=2; end;</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
NUMTCH	Estimated number of full-time equivalent teachers in the school	<p>Estimated number of full-time equivalent teachers in the school. For public schools: This variable uses an estimate of the average percentage of time that part-time teachers taught in school (.5141). The part-time teacher estimate is based on preliminary 2017–18 NTPS data from the teacher data file, using the teacher basic weight. For private schools: This variable sums the number of full-time teachers with the part-time teacher counts multiplied by the midpoint of the respective part-time ranges. For public and private cases where the school was a noninterview, the sample file or other information was used to impute (if available). Calculated as follows:</p> <p>For public schools: if sch_isr=1 then do; NUMTCH=int(10e3*sum(S0200, .5141*S0201))/10e3; if NUMTCH gt 0 then FL_NUMTCH=0; end; else if sch_isr=2 then do; NUMTCH=FTE; if NUMTCH gt 0 then FL_NUMTCH=2; if NUMTCH le 0 then NUMTCH=-9; end; For private schools: if sch_isr=1 then do; NUMTCH=(int((sum(S0200,(S0180*.875),(S0181*.625),(S0182*.375),(S0183*.125)))*10e3)/10e3); if NUMTCH gt 0 then FL_NUMTCH=0; end; else if sch_isr=2 then do; NUMTCH=SCH_FTE; if NUMTCH gt 0 then FL_NUMTCH=2; if NUMTCH le 0 then NUMTCH=-9; end;</p>
STU_TCH	Estimated number of students per FTE teacher in the school	<p>Estimated number of students per full-time equivalent (FTE for public or SCH_FTE for private) teacher in the school. For cases where the school was a noninterview, sample file or other information was used to impute (if available). Calculated as follows for school files:</p> <p>For public schools: if sch_isr=1 then do; STU_TCH=(INT((ENRK12UG/NUMTCH)*10e3)/10e3); if STU_TCH ge 0 then FL_STU_TCH=0; (continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
STU_TCH (continued)		end; else if sch_isr=2 then do; STU_TCH=(INT((ENRK12UG /FTE)*10e3)/10e3); if STU_TCH ge 0 then FL_STU_TCH=2; end; For private schools: if sch_isr=1 then do; STU_TCH =(INT((ENRK12UG/NUMTCH)*10e3)/10e3); if STU_TCH ge 0 then FL_STU_TCH=0; end; else if sch_isr=2 then do; STU_TCH=(INT((ENRK12UG /SCH_FTE)*10e3)/10e3); if STU_TCH ge 0 then FL_STU_TCH=2; end;
AGE_P	Principal's age	Age of principal. Calculated as follows: if prin_isr=1 then do; AGE_P=sum (2017, -a0907); if AGE_P lt 0 then AGE_P=-9; end; else AGE_P=-8;
TCHEXPER	Principal's total teaching experience	Total years of the principal's experience as a teacher. Calculated as follows: if prin_isr=1 then do; if a0110 gt 0 then TCHEXPER=sum(a0100,a0110); else TCHEXPER=a0100; end; else TCHEXPER=-8;

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
HAIFLAG	Flag indicating enrollment of American Indian students	<p>Flag identifying the proportion of American Indian students enrolled. For public schools this is based on 2014-15 Nonfiscal School Universe file enrollment information. For private schools this is based on school survey variable S0172. Categories include: 1 = 20% or more American Indian enrollment. 2 = Less than 20% American Indian enrollment. -9=missing. Coded as follows:</p> <p>For public schools: if sch_isr in (1,2) then do; if PCT_AIAN ge 20 then do; HAIFLAG=1; FL_HAIFLAG=2; end; else if 0 le PCT_AIAN lt 20 then do; HAIFLAG=2; FL_HAIFLAG=2; end; else if PCT_AIAN lt 0 then do; HAIFLAG=-9; FL_HAIFLAG=0; end; end; else HAIFLAG=-8;</p> <p>For private schools: if sch_isr =1 then do; if S0172/ENRK12UG ge .2 then do; HAIFLAG=1; FL_HAIFLAG=0; end; else if 0 le S0172/ENRK12UG lt .2 then do; HAIFLAG=2; FL_HAIFLAG=0; end; end; else if SCH_ISR =2 then do; HAIFLAG=-9; FL_HAIFLAG=0; end; else HAIFLAG=-8;</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
NSLAPP_S	Percentage of enrolled students approved for the NSLP at school	<p>Of schools that participate in the National School Lunch Program (NSLP), the percentage of their K-12 enrollment that was approved for free or reduced-price lunches. Value is continuous unless school does not participate in the NSLP (-8, valid skip). For cases where the school was a noninterview, sample file or other information was used to impute (if available). Calculated as follows:</p> <p>For public schools:</p> <pre> if sch_isr=1 then do; if S0409=2 then do; NSLAPP_S=-8; FL_NSLAPP_S=0; end; else NSLAPP_S= S0427; if NSLAPP_S ge 0 then FL_NSLAPP_S=0; end; else if sch_isr=2 then do; if TOTFRL ge 0 then NSLAPP_S=(INT((TOTFRL/ENRK12UG)*10e5)/10e3); if NSLAPP_S gt 100 then NSLAPP_S=100; if NSLAPP_S ge 0 then FL_NSLAPP_S=2; end; else if sch_isr=3 then do; NSLAPP_S=-8; FL_NSLAPP_S=0; end; </pre> <p>For private schools:</p> <pre> if sch_isr=1 then do; if S0409=2 then do; NSLAPP_S=-8; FL_NSLAPP_S=0; end; else NSLAPP_S= S0427; if NSLAPP_S ge 0 then FL_NSLAPP_S=0; if NSLAPP_S gt 100 then NSLAPP_S=100; end; else if sch_isr=2 then do; NSLAPP_S=-9; end; else if sch_isr=3 then do; NSLAPP_S=-8; FL_NSLAPP_S=0; end; </pre>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
RACETH_P	Principal's race/ethnicity	<p>‘if prin_jsr=1 then do; array Races (5) a0906 a0905 a0904 a0903 a0902; Racenum=0; do i=1 to 5; if Races(i)=1 then Racenum=Racenum+10** (i-1); end; if a0901=1 and Racenum=1 then RACETH_P=1; /* Hispanic, American Indian */ if a0901=1 and Racenum=10 then RACETH_P=2; /* Hispanic, Hawaiian Native */ if a0901=1 and Racenum=11 then RACETH_P=3; /* Hispanic, Hawaiian Native, American Indian */ if a0901=1 and Racenum=100 then RACETH_P=4; /* Hispanic, Asian */ if a0901=1 and Racenum=101 then RACETH_P=5; /* Hispanic, Asian, American Indian */ if a0901=1 and Racenum=110 then RACETH_P=6; /* Hispanic, Asian, Hawaiian Native */ if a0901=1 and Racenum=111 then RACETH_P=7; /* Hispanic, Asian, Hawaiian Native, American Indian */ if a0901=1 and Racenum=1000 then RACETH_P=8; /* Hispanic, Black */ if a0901=1 and Racenum=1001 then RACETH_P=9; /* Hispanic, Black, American Indian */ if a0901=1 and Racenum=1010 then RACETH_P=10; /* Hispanic, Black, Hawaiian Native */ if a0901=1 and Racenum=1011 then RACETH_P=11; /* Hispanic, Black, Hawaiian Native, American Indian */ if a0901=1 and Racenum=1100 then RACETH_P=12; /* Hispanic, Black, Asian */ if a0901=1 and Racenum=1101 then RACETH_P=13; /* Hispanic, Black, Asian, American Indian */ if a0901=1 and Racenum=1110 then RACETH_P=14; /* Hispanic, Black, Asian, Hawaiian Native */ if a0901=1 and Racenum=1111 then RACETH_P=15; /* Hispanic, Black, Asian, Hawaiian Native, American Indian */ if a0901=1 and Racenum=10000 then RACETH_P=16; /* Hispanic, White */ if a0901=1 and Racenum=10001 then RACETH_P=17; /* Hispanic, White, American Indian */ if a0901=1 and Racenum=10010 then RACETH_P=18; /* Hispanic, White, Hawaiian Native */ if a0901=1 and Racenum=10011 then RACETH_P=19; /* Hispanic, White, Hawaiian Native, American Indian */ if a0901=1 and Racenum=10100 then RACETH_P=20; /* Hispanic, White, Asian */ if a0901=1 and Racenum=10101 then RACETH_P=21; /* Hispanic, White, Asian, American Indian */ if a0901=1 and Racenum=10110 then RACETH_P=22; /* Hispanic, White, Asian, Hawaiian Native */ (continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
RACETH_P (continued)		<p>if a0901=1 and Racenum=10111 then RACETH_P=23; /* Hispanic, White, Asian, Hawaiian Native, American Indian */</p> <p>if a0901=1 and Racenum=11000 then RACETH_P=24; /* Hispanic, White, Black */</p> <p>if a0901=1 and Racenum=11001 then RACETH_P=25; /* Hispanic, White, Black, American Indian */</p> <p>if a0901=1 and Racenum=11010 then RACETH_P=26; /* Hispanic, White, Black, Hawaiian Native */</p> <p>if a0901=1 and Racenum=11011 then RACETH_P=27; /* Hispanic, White, Black, Hawaiian Native, American Indian */</p> <p>if a0901=1 and Racenum=11100 then RACETH_P=28; /* Hispanic, White, Black, Asian */</p> <p>if a0901=1 and Racenum=11101 then RACETH_P=29; /* Hispanic, White, Black, Asian, American Indian */</p> <p>if a0901=1 and Racenum=11110 then RACETH_P=30; /* Hispanic, White, Black, Asian, Hawaiian Native */</p> <p>if a0901=1 and Racenum=11111 then RACETH_P=31; /* Hispanic, White, Black, Asian, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=1 then RACETH_P=32; /* non-Hispanic, American Indian */</p> <p>if a0901=2 and Racenum=10 then RACETH_P=33; /* non-Hispanic, Hawaiian Native */</p> <p>if a0901=2 and Racenum=11 then RACETH_P=34; /* non-Hispanic, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=100 then RACETH_P=35; /* non-Hispanic, Asian */</p> <p>if a0901=2 and Racenum=101 then RACETH_P=36; /* non-Hispanic, Asian, American Indian */</p> <p>if a0901=2 and Racenum=110 then RACETH_P=37; /* non-Hispanic, Asian, Hawaiian Native */</p> <p>if a0901=2 and Racenum=111 then RACETH_P=38; /* non-Hispanic, Asian, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=1000 then RACETH_P=39; /* non-Hispanic, Black */</p> <p>if a0901=2 and Racenum=1001 then RACETH_P=40; /* non-Hispanic, Black, American Indian */</p> <p>if a0901=2 and Racenum=1010 then RACETH_P=41; /* non-Hispanic, Black, Hawaiian Native */</p> <p>if a0901=2 and Racenum=1011 then RACETH_P=42; /* non-Hispanic, Black, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=1100 then RACETH_P=43; /* non-Hispanic, Black, Asian */</p> <p>if a0901=2 and Racenum=1101 then RACETH_P=44; /* non-Hispanic, Black, Asian, American Indian */</p> <p>if a0901=2 and Racenum=1110 then RACETH_P=45; /* non-Hispanic, Black, Asian, Hawaiian Native */</p> <p>(continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
RACETH_P (continued)		<p>if a0901=2 and Racenum=1111 then RACETH_P=46; /* non-Hispanic, Black, Asian, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=10000 then RACETH_P=47; /* non-Hispanic, White */</p> <p>if a0901=2 and Racenum=10001 then RACETH_P=48; /* non-Hispanic, White, American Indian */</p> <p>if a0901=2 and Racenum=10010 then RACETH_P=49; /* non-Hispanic, White, Hawaiian Native */</p> <p>if a0901=2 and Racenum=10011 then RACETH_P=50; /* non-Hispanic, White, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=10100 then RACETH_P=51; /* non-Hispanic, White, Asian */</p> <p>if a0901=2 and Racenum=10101 then RACETH_P=52; /* non-Hispanic, White, Asian, American Indian */</p> <p>if a0901=2 and Racenum=10110 then RACETH_P=53; /* non-Hispanic, White, Asian, Hawaiian Native */</p> <p>if a0901=2 and Racenum=10111 then RACETH_P=54; /* non-Hispanic, White, Asian, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=11000 then RACETH_P=55; /* non-Hispanic, White, Black */</p> <p>if a0901=2 and Racenum=11001 then RACETH_P=56; /* non-Hispanic, White, Black, American Indian */</p> <p>if a0901=2 and Racenum=11010 then RACETH_P=57; /* non-Hispanic, White, Black, Hawaiian Native */</p> <p>if a0901=2 and Racenum=11011 then RACETH_P=58; /* non-Hispanic, White, Black, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=11100 then RACETH_P=59; /* non-Hispanic, White, Black, Asian */</p> <p>if a0901=2 and Racenum=11101 then RACETH_P=60; /* non-Hispanic, White, Black, Asian, American Indian */</p> <p>if a0901=2 and Racenum=11110 then RACETH_P=61; /* non-Hispanic, White, Black, Asian, Hawaiian Native */</p> <p>if a0901=2 and Racenum=11111 then RACETH_P=62; /* non-Hispanic, White, Black, Asian, Hawaiian Native, American Indian */</p> <p>drop i;</p> <p>drop racenum;</p> <p>end;</p> <p>else RACETH_P = -8;</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
CHARFLAG	Charter school identifier	<p>Flag that indicates whether or not a school is a charter 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 regulations. A charter school may be a newly created school or it may previously have been a public or private school. For cases where the school was a noninterview, sample file or other information was used to impute (if available). Copied from s0500 on the NTPS school file. Categories include: 1 = School is a public charter school. 2 = School is not a public charter school. Coded as follows:</p> <pre> if sch_isr=1 then do; if S0500 gt 0 then CHARFLAG=S0500; else CHARFLAG=-9; if charflag gt 0 then FL_CHARFLAG=0; end; else if sch_isr=2 then do; if CHARTR='Yes' then CHARFLAG=1; else CHARFLAG=2; if charflag gt 0 then FL_CHARFLAG=2; end; else CHARFLAG=-8;</pre>
IEPREG	Percentage of IEP students in regular classroom all day	<p>Percentage of students enrolled in the school who have an Individual Education Plan (IEP) and spent all day in a regular classroom. Value is continuous unless there are no IEP students or it is a Special Education school (-8, valid skip). Calculated as follows:</p> <pre> if sch_isr=1 then do; if S0400=2 or S0402=1 then IEPREG=-8; else if S0402=2 and s0401 gt 0 then IEPREG=(INT((S0403/S0401)*10e5)/10e3); else IEPREG=-9; end; else IEPREG=-8;</pre>
AGE_T	Teacher's age	<p>Age of teacher. Calculated as follows:</p> <pre> if tch_isr=1 then do; AGE_T=sum(2017,-T0934); if AGE_T lt 0 then AGE_T=-9; end; else AGE_T=-8;</pre>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
MNASGN	General field of main teaching assignment	General field of main teaching assignment. Categories include: 1 = Early Childhood or General Elementary; 2 = Special Education; 3 = Arts or Music; 4 = English and Language Arts; 5 = ESL or Bilingual Education; 6 = Foreign Languages; 7 = Health Education; 8 = Mathematics; 9 = Natural Sciences; 10 = Social Sciences; 11 = Career or Technical Education; 12 = All Others. Coded as follows: if tch_isr=1 then do; if T0217 in (101, 102, 103) then MNASGN=1; if T0217 in (110) then MNASGN=2; if T0217 in (141, 142, 143, 144, 145) then MNASGN=3; if T0217 in (151, 152, 153, 154, 155, 157, 158, 159) then MNASGN=4; if T0217 in (160, 161, 162) then MNASGN=5; if T0217 in (171, 172, 173, 174, 175) then MNASGN=6; if T0217 in (181, 182) then MNASGN=7; if T0217 in (191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201) then MNASGN=8; if T0217 in (210, 211, 212, 213, 214, 215, 216, 217, 218) then MNASGN=9; if T0217 in (220, 221, 222, 225, 226, 227, 228, 231, 232, 233, 234, 235) then MNASGN=10; if T0217 in (241, 242, 243, 244, 245, 246, 247, 249, 250, 253, 254, 255, 256) then MNASGN=11; if T0217 in (262, 264, 265, 266, 267, 268) then MNASGN=12; if MNASGN lt 0 then MNASGN=-9; end; else MNASGN=-8;
CLASSZ_D	Average class size for teachers of departmentalized classes	Average size of the classes taught by the teacher, if the teacher had departmentalized classes; i.e., he or she instructed several classes of different students most or all of the day in one or more subjects. Value is continuous unless the teacher is not departmentalized (-8, valid skip). Calculated as follows: if tch_isr=1 and T0221=1 then do; CLASSZ_D=(INT(MEAN(T0260-T0269)*10e3)/10e3); if CLASSZ_D lt 0 then CLASSZ_D=-9; end; else CLASSZ_D=-8;

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
EARNALL	Total yearly earnings, including other paid work	Teacher's total earnings for the summer of 2017 and the 2017–18 school year. Includes base salary for 2017–18 school year, any pay for teaching summer school, additional compensation from the school system, incentive pay, working in a nonteaching job in a school, or working at any nonschool job. Calculated as follows: if tch_isr=1 then do; EARNALL=sum(of T0901, T0904, T0907, T0909, T0911, T0913, T0915, T0917, T0920); if EARNALL lt 0 then EARNALL=-9; end; else EARNALL=-8;
EARNSCH	Total school-related yearly earnings	Teacher's total yearly earnings from all school-related jobs and incentive pay for the summer of 2017 and the 2017–18 school year. Calculated as follows: if tch_isr=1 then do; EARNSCH=sum(of T0901, T0904, T0909, T0911, T0913, T0915); if EARNSCH lt 0 then EARNSCH=-9; end; else EARNSCH=-8;
FTPT	Full-time, part-time teaching status	Two-level teaching status variable that shows whether respondent is teaching full-time or part-time in the 2017–18 school year. Categories include: 1= full-time; 2=part-time. Coded as follows: if tch_isr=1 then do; if T0100=1 or T0103=1 then FTPT=1; else FTPT=2; if FTPT lt 0 then FTPT=-9; end; else ftpt=-8;

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
HIDEGR	Highest degree earned	<p>Highest degree held by the teacher. Categories include: 1= Associate's degree or no college degree; 2= Bachelor's degree; 3= Master's degree; 4= Educational specialist or Certificate of Advanced Graduate Studies; 5= Doctorate or Professional degree. Coded as follows:</p> <pre> if tch_isr=1 then do; if T0334 ge 1 then HIDEGR=5; else if T0331 ge 1 or T0328 ge 1 then HIDEGR=4; else if T0312=1 then HIDEGR=3; else if T0300=1 then HIDEGR=2; else HIDEGR=1; if HIDEGR lt 0 then HIDEGR=-9; end; else HIDEGR=-8; </pre>
PUPILS_D	Number of students taught by teachers of departmentalized classes	<p>Total number of students taught by the teacher. For teachers of departmentalized classes. Value is continuous unless the teacher is not departmentalized (-8, valid skip). Calculated as follows:</p> <pre> if tch_isr=1 and T0221=1 then do; if T0230=1 then PUPILS_D=T0260; else if T0230=2 then PUPILS_D=sum(T0260,T0261); else if T0230=3 then PUPILS_D=sum(T0260—T0262); else if T0230=4 then PUPILS_D=sum(T0260—T0263); else if T0230=5 then PUPILS_D=sum(T0260—T0264); else if T0230=6 then PUPILS_D=sum(T0260—T0265); else if T0230=7 then PUPILS_D=sum(T0260—T0266); else if T0230=8 then PUPILS_D=sum(T0260—T0267); else if T0230=9 then PUPILS_D=sum(T0260—T0268); else if T0230 ge 10 then PUPILS_D=sum(T0260—T0269); if PUPILS_D lt 0 then PUPILS_D=-9; end; else PUPILS_D=-8; </pre>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
IEP_T	Percentage of teacher's students with an IEP	Percentage of students who had an Individual Education Plan (IEP) taught by teachers of self-contained or departmentalized classes. Value is continuous unless the teacher is not departmentalized or self-contained (-8, valid skip). Calculated as follows: if tch_isr=1 and T0221 in (1,3) then do; if T0221=1 then IEP_T=(INT((t0215/PUPILS_D)*10e5)/10e3); else if T0221=3 then IEP_T=(INT((T0215/T0223)*10e5)/10e3); if IEP_T gt 100 then IEP_T=100; if IEP_T lt 0 then IEP_T=-9; end; else IEP_T=-8;
LEP_T	Percentage of teacher's students who are LEP	Percentage of students who were English Language Learners (ELLs) or of limited-English proficiency (LEP) taught by teachers of self-contained or departmentalized classes. Value is continuous unless the teacher is not departmentalized or self-contained (-8, valid skip). Calculated as follows: if tch_isr=1 and T0221 in (1,3) then do; if T0221=1 then LEP_T=(INT((t0216/PUPILS_D)*10e5)/10e3); else if T0221=3 then LEP_T=(INT((T0216/T0223)*10e5)/10e3); if LEP_T gt 100 then LEP_T=100; if LEP_T lt 0 then LEP_T=-9; end; else LEP_T=-8;
LEP	Percentage of enrolled students who are LEP	Percentage of students enrolled in the school who were English Language Learners (ELLs) or of limited-English proficiency (LEP). Calculated as follows: if sch_isr=1 then do; if s0421=2 then LEP=0; else LEP=(int((s0422/ENRK12UG)*10e5)/10e3); end; else if sch_isr=2 then LEP=-9; else LEP=-8;
MINENR	Percentage of students in the school who are of a racial/ethnic minority	Percentage of enrolled students who are of a racial/ethnic minority. For cases where the school was a noninterview, sample file or other information was used to impute (if available). Calculated as follows: if NMINST_S ge 0 then MINENR=(INT((NMINST_S/ENRK12UG)*10e5)/10e3); else if NMINST_S=-9 then MINENR=-9; else MINENR=-8;
NMINST_S	Number of minority students in the school	Number of students in the school who are of a racial or ethnic minority. Calculated as follows: NMINST_S=-8; if sch_isr=1 then do; NMINST_S=sum(S0167, S0169, S0170, S0171, S0172, S0173); if NMINST_S lt 0 then NMINST_S=-9; end; else if sch_isr=2 then NMINST_S=-9;

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
TOTYREXP	Teacher's years of experience, accounting for year began teaching	<p>Teacher's adjusted years of teaching experience. Experience is calculated as the sum of years taught full or part-time in public and private schools. Teaching experience may overlap by sector (public and private) or status (full- or part-time). To adjust for this, TOTYREXP cannot sum to more than the number of years that have elapsed between the year the teacher began teaching (T0108) and the survey year 2017. Teachers who began teaching in the 2017–18 school year are assigned one year of experience. Calculated as follows:</p> <pre> if tch_isr=1 then do; TOTYREXP=T0110; TYRPOSS=sum(2017,-T0108); if TYRPOSS=0 then TYRPOSS=1; if T0107 in (1,2,3,4,5) then do; if TOTYREXP gt sum(TYRPOSS,1) then TOTYREXP=TYRPOSS; end; else if T0107 ge 6 then do; if TOTYREXP gt TYRPOSS then TOYREXP=TYRPOSS; end; else TOTYREXP=-9; drop TYRPOSS; end; else TOTYREXP=-8;</pre>
NEWTCH	New teacher flag - teacher has taught 3 or fewer years	<p>Flag that identifies teachers who have three or fewer years of experience including full- and part-time teaching experience in public and private schools. Categories include: 1=3 or fewer year of experience; 2=More than 3 years of experience. Coded as follows:</p> <pre> if tch_isr=1 then do; if TOTYREXP gt 0 then do; if TOTYREXP le 3 then NEWTCH=1; else NEWTCH=2; end; else NEWTCH=-9; end; else NEWTCH=-8;</pre>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
RACETH_T	Teacher's race/ethnicity	<p>Teacher's race/ethnicity. Coded as follows: if tch_isr=1 then do; array Races (5) T0929 T0930 T0931 T0932 T0933; racenum=0; do i=1 to 5; if Races(i)=1 then Racenum=Racenum + 10*(i-1); end; If T0928=1 and Racenum=1 then RACETH_T=1; /* Hispanic, American Indian */ If T0928=1 and Racenum=10 then RACETH_T=2; /* Hispanic, Hawaiian Native */ If T0928=1 and Racenum=11 then RACETH_T=3; /* Hispanic, Hawaiian Native, American Indian */ If T0928=1 and Racenum=100 then RACETH_T=4; /* Hispanic, Asian */ If T0928=1 and Racenum=101 then RACETH_T=5; /* Hispanic, Asian, American Indian */ If T0928=1 and Racenum=110 then RACETH_T=6; /* Hispanic, Asian, Hawaiian Native */ If T0928=1 and Racenum=111 then RACETH_T=7; /* Hispanic, Asian, Hawaiian Native, American Indian */ If T0928=1 and Racenum=1000 then RACETH_T=8; /* Hispanic, Black */ If T0928=1 and Racenum=1001 then RACETH_T=9; /* Hispanic, Black, American Indian */ If T0928=1 and Racenum=1010 then RACETH_T=10; /* Hispanic, Black, Hawaiian Native */ If T0928=1 and Racenum=1011 then RACETH_T=11; /* Hispanic, Black, Hawaiian Native, American Indian */ If T0928=1 and Racenum=1100 then RACETH_T=12; /* Hispanic, Black, Asian */ If T0928=1 and Racenum=1101 then RACETH_T=13; /* Hispanic, Black, Asian, American Indian */ If T0928=1 and Racenum=1110 then RACETH_T=14; /* Hispanic, Black, Asian, Hawaiian Native */ If T0928=1 and Racenum=1111 then RACETH_T=15; /* Hispanic, Black, Asian, Hawaiian Native, American Indian */ If T0928=1 and Racenum=10000 then RACETH_T=16; /* Hispanic, White */ If T0928=1 and Racenum=10001 then RACETH_T=17; /* Hispanic, White, American Indian */ If T0928=1 and Racenum=10010 then RACETH_T=18; /* Hispanic, White, Hawaiian Native */ If T0928=1 and Racenum=10011 then RACETH_T=19; /* Hispanic, White, Hawaiian Native, American Indian */ If T0928=1 and Racenum=10100 then RACETH_T=20; /* Hispanic, White, Asian */ If T0928=1 and Racenum=10101 then RACETH_T=21; /* Hispanic, White, Asian, American Indian */ If T0928=1 and Racenum=10110 then RACETH_T=22; /* Hispanic, White, Asian, Hawaiian Native */</p> <p>(continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
RACETH_T (continued)		<p>If T0928=1 and Racenum=10111 then RACETH_T=23; /* Hispanic, White, Asian, Hawaiian Native, American Indian */</p> <p>If T0928=1 and Racenum=11000 then RACETH_T=24; /* Hispanic, White, Black */</p> <p>If T0928=1 and Racenum=11001 then RACETH_T=25; /* Hispanic, White, Black, American Indian */</p> <p>If T0928=1 and Racenum=11010 then RACETH_T=26; /* Hispanic, White, Black, Hawaiian Native */</p> <p>If T0928=1 and Racenum=11011 then RACETH_T=27; /* Hispanic, White, Black, Hawaiian Native, American Indian */</p> <p>If T0928=1 and Racenum=11100 then RACETH_T=28; /* Hispanic, White, Black, Asian */</p> <p>If T0928=1 and Racenum=11101 then RACETH_T=29; /* Hispanic, White, Black, Asian, American Indian */</p> <p>If T0928=1 and Racenum=11110 then RACETH_T=30; /* Hispanic, White, Black, Asian, Hawaiian Native */</p> <p>If T0928=1 and Racenum=11111 then RACETH_T=31; /* Hispanic, White, Black, Asian, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=1 then RACETH_T=32; /* non-Hispanic, American Indian */</p> <p>If T0928=2 and Racenum=10 then RACETH_T=33; /* non-Hispanic, Hawaiian Native */</p> <p>If T0928=2 and Racenum=11 then RACETH_T=34; /* non-Hispanic, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=100 then RACETH_T=35; /* non-Hispanic, Asian */</p> <p>If T0928=2 and Racenum=101 then RACETH_T=36; /* non-Hispanic, Asian, American Indian */</p> <p>If T0928=2 and Racenum=110 then RACETH_T=37; /* non-Hispanic, Asian, Hawaiian Native */</p> <p>If T0928=2 and Racenum=111 then RACETH_T=38; /* non-Hispanic, Asian, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=1000 then RACETH_T=39; /* non-Hispanic, Black */</p> <p>If T0928=2 and Racenum=1001 then RACETH_T=40; /* non-Hispanic, Black, American Indian */</p> <p>If T0928=2 and Racenum=1010 then RACETH_T=41; /* non-Hispanic, Black, Hawaiian Native */</p> <p>If T0928=2 and Racenum=1011 then RACETH_T=42; /* non-Hispanic, Black, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=1100 then RACETH_T=43; /* non-Hispanic, Black, Asian */</p> <p>If T0928=2 and Racenum=1101 then RACETH_T=44; /* non-Hispanic, Black, Asian, American Indian */</p> <p>If T0928=2 and Racenum=1110 then RACETH_T=45; /* non-Hispanic, Black, Asian, Hawaiian Native */</p> <p>(continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
RACETH_T (continued)		<p>If T0928=2 and Racenum=1111 then RACETH_T=46; /* non-Hispanic, Black, Asian, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=10000 then RACETH_T=47; /* non-Hispanic, White */</p> <p>If T0928=2 and Racenum=10001 then RACETH_T=48; /* non-Hispanic, White, American Indian */</p> <p>If T0928=2 and Racenum=10010 then RACETH_T=49; /* non-Hispanic, White, Hawaiian Native */</p> <p>If T0928=2 and Racenum=10011 then RACETH_T=50; /* non-Hispanic, White, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=10100 then RACETH_T=51; /* non-Hispanic, White, Asian */</p> <p>If T0928=2 and Racenum=10101 then RACETH_T=52; /* non-Hispanic, White, Asian, American Indian */</p> <p>If T0928=2 and Racenum=10110 then RACETH_T=53; /* non-Hispanic, White, Asian, Hawaiian Native */</p> <p>If T0928=2 and Racenum=10111 then RACETH_T=54; /* non-Hispanic, White, Asian, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=11000 then RACETH_T=55; /* non-Hispanic, White, Black */</p> <p>If T0928=2 and Racenum=11001 then RACETH_T=56; /* non-Hispanic, White, Black, American Indian */</p> <p>If T0928=2 and Racenum=11010 then RACETH_T=57; /* non-Hispanic, White, Black, Hawaiian Native */</p> <p>If T0928=2 and Racenum=11011 then RACETH_T=58; /* non-Hispanic, White, Black, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=11100 then RACETH_T=59; /* non-Hispanic, White, Black, Asian */</p> <p>If T0928=2 and Racenum=11101 then RACETH_T=60; /* non-Hispanic, White, Black, Asian, American Indian */</p> <p>If T0928=2 and Racenum=11110 then RACETH_T=61; /* non-Hispanic, White, Black, Asian, Hawaiian Native */</p> <p>If T0928=2 and Racenum=11111 then RACETH_T=62; /* non-Hispanic, White, Black, Asian, Hawaiian Native, American Indian */</p> <p>if RACETH_T lt 0 then RACETH_T=-9; drop i; drop racenum; end; else RACETH_T=-8;</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
TLEV_4CAT	Level of students taught by teacher (primary/middle/high/combined)	<p>Grade level of students taught by teacher. Teachers are grouped into four categories based on the grade levels of students taught and the teacher's main assignment. Categories include: 1 = primary, 2 = middle, 3 = high, 4 = combined. Those with only ungraded classes are classified as primary level if their main assignment is Early childhood/Pre-K or Elementary, or they teach special education in a self-contained classroom, or they teach "Pull-Out" or "Push-In" classes. Among teachers with regularly graded classes, those with classes in any of grades 9-12, but no grade lower than 9, are classified as high school level teachers. Those with classes in any of grades Pre-K through 4 and no grade higher than 6 are classified as primary school level teachers. Those who teach any of grades 5 through 8, and no grades lower than 5 or higher than 9, are classified as middle school level teachers. Those with classes that do not meet the requirements for primary, middle, or high school level are classified as combined level teachers. Coded as follows:</p> <pre> if tch_isr=1 then do; if (T0210 = 1 or T0211 = 1 or T0212 = 1 or T0213 = 1) and (T0200 ne 1 and T0201 ne 1 and T0202 ne 1 and T0203 ne 1 and T0204 ne 1 and T0205 ne 1 and T0206 ne 1 and T0207 ne 1 and T0208 ne 1 and T0209 ne 1) then TLEV_4CAT = 3; *High; else if (T0200 = 1 or T0201 = 1 or T0202 = 1 or T0203 = 1 or T0204 = 1 or T0205 = 1) and (T0207 ne 1 and T0208 ne 1 and T0209 ne 1 and T0210 ne 1 and T0211 ne 1 and T0212 ne 1 and T0213 ne 1) then TLEV_4CAT = 1; * Primary; else if (T0206 = 1 or T0207 = 1 or T0208 = 1 or T0209 = 1) and (T0200 ne 1 and T0201 ne 1 and T0202 ne 1 and T0203 ne 1 and T0204 ne 1 and T0205 ne 1 and T0211 ne 1 and T0212 ne 1 and T0213 ne 1) then TLEV_4CAT=2; *Middle; /*CASES STILL NOT ASSIGNED go by MAIN ASSIGNMENT - ELEM., SPEC. ED., EARLY CHILD*/ if TLEV_4CAT not in (1,2,3) then do; array ray1 (*) T0200—T0213; count=0; do n=1 to dim(ray1); if ray1(n)=1 then count+1; end; </pre> <p>(continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
TLEV_4CAT (continued)		<pre> if T0214=1 and count = 0 then do; if T0217 in (101, 102) then TLEV_4CAT = 1; else if T0217 = 110 and T0221= 3 then TLEV_4CAT = 1; else if T0217=103 and T0221=3 then TLEV_4CAT=2; else if T0221=2 then TLEV_4CAT = 1; else TLEV_4CAT = 4; end; else TLEV_4CAT=4; /*Combined*/ end; end; else tlev_4cat=-8; </pre>
UNITID	IPEDS ID for college/university where teacher earned bachelor's degree	NCES identification number for the school where the respondent received his or her bachelor's degree. This variable is provided so that data can be linked to IPEDS or other data sources that use the post-secondary institution identifier UNITID. Copied from the 2014-15 IPEDS variable "UNITID" and matched to the name of the college or university where the teacher reported receiving their bachelor's degree (T5301). For more information on IPEDS see https://nces.ed.gov/ipeds/ .
TLEV_2CAT	Level of students taught by teacher (elementary/secondary)	<p>Two category teacher level that divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of their classes. Those with only ungraded classes become elementary level teachers if their main assignment is Early childhood/Pre-k or Elementary, or they teach either special education in a self-contained classroom or an elementary enrichment class. All other teachers with ungraded classes are classified as secondary level. Among teachers with regularly graded classes, elementary level teachers generally teach any of grades Pre-K–5; report an Early childhood/Pre-k, Elementary, Self-contained special education, or Elementary enrichment main assignment; or the majority of grades taught are K–6. In general, secondary level teachers instruct any of grades 7–12 but usually no grade lower than 5th. They also teach more of grades 7–12 than lower level grades. Categories include: 1 = elementary; 2 = secondary. Coded as follows:</p> <pre> if tch_isr=1 then do; array ray2(*) T0200—T0214; do n = 1 to dim(ray2); if ray2(n) = 2 then ray2(n) = .T; end; if T0214=1 and sum(of T0200—T0213) lt 1 then do; /* UNGRADED, AND NO PRE—K — 12 */ if (T0217=110 and T0221=3) or T0217 in (101,102) or T0221=2 THEN TLEV_2CAT=1; end; end; </pre> <p>(continued on next page)</p>

Table J-2. List of Created Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
TLEV_2CAT (continued)		<pre> /*ELEMENTARY*/ else TLEV_2CAT=2; /*SECONDARY*/ end; else if sum(of T0200—T0206) gt 0 and /*PRE-K—5TH*/ sum(of T0211—T0213) lt 1 /*NO 10TH— 12*/ then TLEV_2CAT=1; else if sum(of T0200—T0206) lt 1 and /*NO PRE-K—5TH*/ sum(of T0210—T0213) gt 0 /*9TH— 12TH*/ then TLEV_2CAT=2; else if T0208 ge 1 or T0209 ge 1 or /*7TH OR 8TH*/ (sum(of T0200—T0207) gt 0 and /*OR PRE- K—6TH AND 9TH—12TH*/ sum(of T0210—T0213)>0) then do; if T0217 in (101,102) or T0221=2 then TLEV_2CAT=1; /*PRE-K,KG,GEN.ELEM or ELEM ENRICH*/ else if T0217=110 then do; /*SPECIAL ED*/ if T0221 =3 then TLEV_2CAT=1; /*IF SELF-CONTAINED, THEN ELEMENTARY*/ else TLEV_2CAT=2; /*ALL OTHERS, SECONDARY*/ end; else if sum(of T0206—T0210) gt 0 and /*5TH—9TH*/ sum(of T0214,T0200—T0205) lt 1 then TLEV_2CAT=2; /*UG—4TH*/ else if T0221=2 then TLEV_2CAT=1; /*ELEM ENRICHMENT*/ else if sum(of T0208—T0213)=6 and /*7TH—12TH*/ T0217 ge 141 then TLEV_2CAT=2; else if sum(of T0202—T0207)=6 and /*1ST—6TH*/ T0217 in (101,102) then TLEV_2CAT=1; else if sum(of T0202—T0207) gt /*1ST—6TH*/ sum(of T0208—T0213) then TLEV_2CAT=1; /*7TH—12TH*/ else if sum(of T0202—T0207) lt /*1ST—6TH*/ sum(of T0208—T0213) then TLEV_2CAT=2; /*7TH—12TH*/ else if sum(of T0202—T0207) = /*1ST—6TH*/ sum(of T0208—T0213) then do; /*7TH—12TH*/ if T0217 in (101,102,110) or T0221=2 then TLEV_2CAT=1; /*ELEMENTARY*/ else TLEV_2CAT=2; /*SECONDARY*/ end; end; else if sum(of T0201—T0206) gt /*K—5TH*/ sum(of T0208—T0213) then TLEV_2CAT=1; /*7TH—12TH*/ else if sum(of T0201—T0206) lt /*K—5TH*/ sum(of T0208—T0213) then TLEV_2CAT=2; /*7TH—12TH*/ else if T0217=102 then TLEV_2CAT=1; /*KG & GENL ELEM*/ else if T0217=110 and /*special ed*/ T0221=3 then TLEV_2CAT=1; /*self-cont*/ else if T0221=2 then TLEV_2CAT=1; /*elem enrich*/ else TLEV_2CAT=2; do n=1 to dim(ray2); if ray2(n)=.T then ray2(n)=2; end; end; else tlev_2cat=-8; </pre>

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Table J-3. List of Derived Variables

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
ACGRADRATE	Adjusted Cohort Graduation Rate for the 2015–16 school year (from EDFacts)	The Adjusted Cohort Graduation Rate (ACGR) for the school as reported in the EDFacts SY 2015–16 Adjusted Cohort Graduation Rate Data File. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. The number of students that graduate within 4 years is then divided by the number of students in the adjusted cohort to obtain the ACGR. Coded as follows: ACGRADRATE=ALL_RATE_1516;
ACGR_COHORT	Total number of students within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	The Adjusted Cohort for 2015–16 graduates. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_COHORT=ALL_COHORT_1516;
ACGR_AIAN	Rate of American Indian/Alaska Native (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Rate of American Indian/Alaska Native (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_AIAN=MAM_RATE_1516;
COHORT_AIAN	Total number of American Indian/Alaska Native (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Total number of American Indian/Alaska Native (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_AIAN=MAM_COHORT_1516;

Table J-3. List of Derived Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
ACGR_ASIANPI	Rate of Asian/Pacific Islander (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Rate of Asian/Pacific Islander (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year. Includes Asian, Pacific Islander, Native Hawaiian, and Filipino. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_ASIANPI=MAS_RATE_1516;
COHORT_ASIANPI	Total number of Asian/Pacific Islander (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Total number of Asia/Pacific Islander (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year. Includes Asian, Pacific Islander, Native Hawaiian, and Filipino. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_ASIANPI=MAS_COHORT_1516;
ACGR_BLACK	Rate of Black (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Rate of Black (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_BLACK=MBL_RATE_1516;
COHORT_BLACK	Total number of Black (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Total number of Black (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_BLACK=MBL_COHORT_1516;
ACGR_HISP	Rate of Hispanic students who graduated within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Rate of Hispanic students who graduated within the four year adjusted-cohort for the 2015–16 school year. Includes Hispanic, Latino, and Puerto Rican students. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_HISP=MHI_RATE_1516

Table J-3. List of Derived Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
COHORT_HISP	Total number of Hispanic students within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Total number of Hispanic students within the four year adjusted-cohort for the 2015–16 school year. Includes Hispanic, Latino, and Puerto Rican students. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_HISP=MHI_COHORT_1516;
ACGR_MULTI	Rate of Multiracial (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Rate of Multiracial (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_MULTI=MTR_RATE_1516;
COHORT_MULTI	Total number of Multiracial (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Total number of Multiracial (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_MULTI=MTR_COHORT_1516;
ACGR_WHITE	Rate of White (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Rate of White (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_WHITE=MWH_RATE_1516;
COHORT_WHITE	Total number of White (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Total number of White (non-Hispanic) students within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_WHITE=MWH_COHORT_1516;

Table J-3. List of Derived Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
ACGR_DISABL	Rate of students with disabilities who graduated within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Rate of students with disabilities who graduated within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_DISABL=CWD_RATE_1516;
COHORT_DISABL	Total number of students with disabilities within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Total number of students with disabilities within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_DISABL=CWD_COHORT_1516;
ACGR_DISADV	Rate of economically disadvantaged students who graduated within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Rate of economically disadvantaged students who graduated within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_DISADV=ECD_RATE_1516;
COHORT_DISADV	Total number of economically disadvantaged students within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Total number of economically disadvantaged students within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_DISADV=ECD_COHORT_1516;
ACGR_LEP	Rate of limited English proficiency students who graduated within the four year adjusted-cohort for the 2014–15 school year (from EDFacts)	Rate of limited English proficiency students who graduated within the four year adjusted-cohort for the 2014–15 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_LEP=LEP_RATE_1516;

Table J-3. List of Derived Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
COHORT_LEP	Total number of students with limited English proficiency within the four year adjusted-cohort for the 2015–16 school year (from EDFacts)	Total number of limited English proficiency students within the four year adjusted-cohort for the 2015–16 school year. This is referred to as “adjusted” because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_LEP=LEP_COHORT_1516;
DISCPLN_FL	Flag indicating an alternative school designed to meet the needs of students with discipline problems	A flag based on the 2015–16 Civil Rights Data Collection (CRDC) data which indicates whether the school is an alternative school designed for students with discipline problems. Categories include: 1= Alternative school for students with discipline problems; 2 = Not a school designed for discipline problems; -9 = Missing. Coded as follows: if UPCASE (SCH_ALTFOCUS) in (“DISCIPLINE”, “BOTH”) then DISCPLN_FL =1; else if SCH_ALTFOCUS in ('ACADEMIC', '-9') then DISCPLN_FL=2;else DISCPLN_FL=-7; if UPCASE(SCH_ALTFOCUS) in (“DISCIPLINE”, “BOTH”) then DISCPLN_FL =1; else if UPCASE(SCH_ALTFOCUS) in ('ACADEMIC', '-9') then DISCPLN_FL=2; else DISCPLN_FL=-7;
MAGNET_FL	Flag indicating whether school is a magnet or operates magnet program	A flag based on the 2015–16 Civil Rights Data Collection (CRDC) data which indicates whether the school is a magnet or operates a magnet program. Categories include: 1 = Magnet; 2 = Not a magnet; -9 = Missing. Coded as follows: If UPCASE(SCH_STATUS_MAGNET)= “YES” then MAGNET_FL=1; Else if UPCASE (SCH_STATUS_MAGNET)= “NO” then MAGNET_FL=2; else if sch_status_magnet ne '9' then magnet_fl=-7; Else MAGNET_FL=-9;
SCHWMAG_FL	Flag indicating a school-wide magnet program	A flag based on the 2015–16 Civil Rights Data Collection (CRDC) data which indicates whether the school has a school-wide magnet program. Categories include: 1= School-wide magnet program; 2 = Magnet program, not school-wide; 3= Magnet, program type unknown; 4 = School does not have a magnet program; -9 = Missing. Coded as follows: if MAGNET_FL=1 then do; if UPCASE (SCH_MAGNETDETAIL) = “YES” then SCHWMAG_FL=1; else if UPCASE(SCH_MAGNETDETAIL)= “NO” then SCHWMAG_FL=2; else SCHWMAG_FL=3; end; else if MAGNET_FL=2 then SCHWMAG_FL=4; else if MAGNET_FL=-7 then SCHWMAG_FL=-7; else if MAGNET_FL=-9 then SCHWMAG_FL=-9;

Table J-3. List of Derived Variables—Continued

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
GIFTED_FL	Flag indicating whether school has students enrolled in any gifted/talented programs	A flag based on the 2015–16 Civil Rights Data Collection (CRDC) data which indicates whether the school has students enrolled in any gifted or talented programs. Categories include: 1= Students enrolled in gifted/talented program; 2= No students enrolled in gifted/talented program; -9= Missing. Coded as follows: If UPCASE(SCH_GT_IND)="YES" then GIFTED_FL=1; Else if UPCASE(SCH_GT_IND)="NO" then GIFTED_FL=2; else if sch_gt_ind ne '-9' then gifted_fl=-7; Else GIFTED_FL=-9;
IB_FL	Flag indicating whether school has students enrolled in the International Baccalaureate Diploma Programme	A flag based on the 2013-14 Civil Rights Data Collection (CRDC) data which indicates whether the school has students enrolled in the International Baccalaureate Diploma Programme (IB). Categories include: 1= Students enrolled in IB program; 2= No students enrolled in IB program; -8=Valid skip; -9= Missing. Coded as follows: If UPCASE(SCH_IBENR_IND)="YES" then IB_FL=1; Else if UPCASE(SCH_IBENR_IND)="NO" then IB_FL=2; Else if UPCASE (SCH_IBENR_IND)=" -9" then IB_FL=-8; Else IB_FL=-7;
AP_FL	Flag indicating whether school has students enrolled in Advanced Placement courses	A flag based on the 2013-14 Civil Rights Data Collection (CRDC) data which indicates whether the school has students enrolled in Advanced Placement (AP) courses. Categories include: 1= Students enrolled in AP courses; 2= No students enrolled in AP courses; -8= Valid skip; -9= Missing. Coded as follows: If UPCASE(SCH_APENR_IND)="YES" then AP_FL=1; Else if UPCASE(SCH_APENR_IND)="NO" then AP_FL=2; Else if UPCASE (SCH_APENR_IND)= " -9" then AP_FL=-8; Else AP_FL=-7;

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2017–18.

Appendix K. Weighting Adjustment Cells

A detailed listing of the weighting classes or cells are contained in this appendix. Presented first are the school level adjustments. Next are the school principal level adjustments. Finally, the teacher level adjustments are presented. Refer to chapter 8 on weighting for a more general description of the weighting procedure.

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Table K-1. CHAID cell definitions for noninterview adjustment for public schools: 2017–18 NTPS

CELL	CENREG ¹	CATPERMN_NWHT ²	DIST_FLAG ³	STATE ⁴	CLOC ⁵	TOTFTE ⁶	TOTENR ⁷	POVSTAT_SORT ⁸
1	1		2	33, 42, 44				
2	1		2	23, 25, 50				
3	1	1, 2, 3, 4, 5	2	09, 34, 36				
4	1	6	2	09, 34, 36				
5	1		1					
6	2	1, 2	2			1, 2		
7	2	1, 2	2			3, 4, 5		
8	2	3, 4	2	17, 18, 20, 31, 38, 39, 55				
9	2	3, 4	2	19, 26, 27, 29, 46				
10	2	5	2					
11	2	6	2					
12	2		1					
13	3		2	05, 40, 45				
14	3		2	01, 21, 24, 28, 51		1, 2		
15	3		2	01, 21, 24, 28, 51		3, 4, 5		
16	3		2	10, 37, 47, 54				
17	3	1, 2, 3, 4, 5	2	12, 13, 22				
18	3	6	2	12, 13, 22				
19	3		2	11, 48	3, 4			
20	3		2	11, 48	1, 2			
21	3		1	12, 21, 22, 24, 47, 48				
22	3		1	01, 11, 13, 37, 51				
23	4		2	02, 06, 16, 32, 41, 49, 56	3, 4			
24	4		2	04, 08, 30, 35, 53	3, 4			
25	4		2		2		1, 2, 3	
26	4		2		2		4	
27	4		2		2		5, 6	
28	4		2		1			1, 2
29	4		2		1			3, 4
30	4		1					

¹ Census Region—1: Northeast, 2: Midwest, 3: South, 4: West² Percent Hispanic or Nonwhite—1: Less than 5 percent, 2: 5 percent–less than 10 percent, 3: 10 percent–less than 20 percent, 4: 20 percent–less than 30 percent, 5: 30 percent–less than 50 percent, 6: 50 percent or more³ District Flag—1: Special District, 2: Not Special District⁴ State—As defined by FIPS State Code⁵ Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural⁶ Full-Time Teacher Equivalents—1: Less than 10, 2: 10–less than 25, 3: 25–less than 50, 4: 50–less than 75, 5: 75 or more⁷ Enrollment—1: Less than 100, 2: 100–less than 200, 3: 200–less than 500, 4: 500–less than 750, 5: 750–less than 1000, 6: 1000 or more⁸ Poverty Status—1: High, 2: Medium/High, 3: Medium/Low, 4: Low

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School and Principal Weighting Specification,” 2017–18.

Table K-2. CHAID cell definitions for noninterview adjustment for public school principals: 2017–18 NTPS

CELL	CENREG ¹	CLOC ²	STATE ³	DIST_FLAG ⁴	CATPERMN_NWHT ⁵	TOTENR ⁶	TIPRGSTAT ⁷	GRDREC ⁸
1	1	3, 4	23, 33, 42, 44, 50					
2	1	3, 4	09, 25, 34, 36					
3	1	2	23, 33, 42, 44					
4	1	2	09, 34					
5	1	2	25, 36, 50					
6	1	1		2				
7	1	1		1				
8	2		19, 20, 26, 29		1, 2			
9	2		17, 31, 38, 55		1, 2			
10	2		18, 27, 39, 46		1, 2			
11	2		17, 18, 20, 38, 39, 55		3, 4, 5	1, 2, 3		
12	2		19, 26, 27, 29, 31, 46		3, 4, 5	1, 2, 3		
13	2				3, 4, 5	4, 5, 6		
14	2		18, 19, 20, 26, 27, 29, 38, 46		6			
15	2		17, 31, 39, 55		6			
16	3		05, 40, 45	2				
17	3		01, 21, 51, 54	2				
18	3		01, 21, 51, 54	2			2, 3	
19	3	4	12, 24, 28, 37, 47	2			1	
20	3	1, 2, 3	12, 24, 28, 37, 47	2				
21	3	3, 4	10, 11, 13, 22, 48	2				
22	3	1, 2	10, 11, 13, 22, 48	2				1
23	3	1, 2	10, 11, 13, 22, 48	2				2, 3, 4
24	3			1				
25	4			2		1		
26	4			2	1, 2, 3, 4, 5	2, 3		
27	4			2	6	2, 3		
28	4		02, 04, 16, 30, 35, 41, 49, 53	2		4, 5, 6		
29	4		06, 08, 32, 56	2		4, 5, 6	1, 3	
30	4		06, 08, 32, 56	2		4, 5, 6	2	
31	4			1				

¹ Census Region—1: Northeast, 2: Midwest, 3: South, 4: West² Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural³ State—As defined by FIPS State Code⁴ District Flag—1: Special District, 2: Not Special District⁵ Percent Hispanic or Nonwhite—1: Less than 5 percent, 2: 5 percent–less than 10 percent, 3: 10 percent–less than 20 percent, 4: 20 percent–less than 30 percent, 5: 30 percent–less than 50 percent, 6: 50 percent or more⁶ Enrollment—1: Less than 100, 2: 100–less than 200, 3: 200–less than 500, 4: 500–less than 750, 5: 750–less than 1000, 6: 1000 or more⁷ Title I Program Status- 1: Not Title I Eligible, 2: School Wide Title I, 3: Title I, but not School Wide⁸ Grade Level—1: Primary, 2: Middle, 3: High, 4: Combined

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School and Principal Weighting Specification,” 2017–18.

Table K-3. CHAID cell definitions for the public teacher list nonresponse adjustment factor: 2017–18 NTPS

CELL	CENREG ¹	TOTFTE ²	CATPERMN_NWHT ³	DIST_FLAG ⁴	STATE ⁵	CLOC ⁶	TOTENR ⁷	TIPRGSTAT ⁸	GRDREC ⁹
1	1	1, 2	1, 2						
2	1	1, 2	3, 4, 5, 6						
3	1	3, 4, 5		2	09, 25, 33				
4	1	3, 4, 5	1, 2, 3	2	34, 42				
5	1	3, 4, 5	4, 5, 6	2	34, 42				
6	1	3, 4, 5		2	23, 36, 44, 50				
7	1	3, 4, 5		1					
8	2		1, 2		17, 20, 26, 27, 29, 55	4			
9	2		1, 2		18, 19, 31, 38, 39, 46	4			
10	2		1, 2			1, 2, 3			
11	2		3, 4, 5			3, 4			
12	2		3, 4, 5			1, 2		1	
13	2		3, 4, 5			1, 2		2, 3	
14	2	1, 2	6						
15	2	3, 4, 5	6						
16	3			2			1, 2		
17	3			2	05, 12, 40, 45, 47, 51, 54		3		
18	3			2	13, 21, 22, 24, 28, 37		3		
19	3			2	01, 10, 11, 48		3		
20	3			2	12, 13, 37, 40, 51, 54		4, 5, 6	2	
21	3			2	21, 47, 48		4, 5, 6	2	
22	3			2	01, 05, 10, 11, 22, 24, 28, 45		4, 5, 6	2	
23	3			2			4, 5, 6	1, 3	
24	3			1					
25	4	1, 2		2		2, 3			1, 2
26	4	3, 4, 5		2		2, 3			1, 2
27	4			2		4			1, 2
28	4			2		1			1, 2
29	4		1, 2, 3, 4, 5	2					3, 4
30	4		6	2					3, 4
31	4			1			1, 2, 3		
32	4			1			4, 5, 6		

¹ Census Region—1: Northeast, 2: Midwest, 3: South, 4: West² Full-Time Teacher Equivalents—1: Less than 10, 2: 10–less than 25, 3: 25–less than 50, 4: 50–less than 75, 5: 75 or more³ Percent Hispanic or Nonwhite—1: Less than 5 percent, 2: 5 percent–less than 10 percent, 3: 10 percent–less than 20 percent,

4: 20 percent–less than 30 percent, 5: 30 percent–less than 50 percent, 6: 50 percent or more.

⁴ District Flag—1: Special District, 2: Not Special District.⁵ State—As defined by FIPS State Code.⁶ Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural.⁷ Enrollment—1: Less than 100, 2: 100–less than 200, 3: 200–less than 500, 4: 500–less than 750, 5: 750–less than 1000, 6: 1000 or more.⁸ Title I Program Status- 1: Not Title I Eligible, 2: School Wide Title I, 3: Title I, but not School Wide.⁹ Grade Level—1: Primary, 2: Middle, 3: High, 4: Combined.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public Teacher Weighting Specification,” 2017–18.

Table K-4. CHAID cell definitions for public teacher within school noninterview adjustment: 2017–18 NTPS

CELL	CENREG ¹	TCHSTAT ²	CATPERMN_NWHT ³	STATE ⁴	DIST_FLG ⁵	CLOC ⁶	TIPRGSTAT ⁷	POVSTAT_SORT ⁸	TOTENR ⁹	GRDREC ¹⁰	TSUBJECT ¹¹	TOTFTE ¹²
1	1	1, 2	1	23, 25, 34, 42								
2	1	1, 2	1	09, 33, 36, 44, 50								
3	1	1, 2	2	23, 42, 50								
4	1	1, 2	2	09, 25, 33, 34, 36, 44								
5	1	1, 2	3	23, 33, 34, 42								
6	1	1, 2	3	09, 25, 36, 44, 50								
7	1	1, 2	4									
8	1	1, 2	5	09, 25, 33, 42								
9	1	1, 2	5	34, 36, 44, 50								
10	1	1, 2	6	23, 25, 34, 36, 44, 50	1							
11	1	1, 2	6	23, 34, 44, 50	2							
12	1	1, 2	6	25, 36	2							
13	1	1, 2	6	09, 42								
14	1	0		23, 42, 44								
15	1	0		33, 36, 50								
16	1	0		09, 25, 34								
17	2	2										
18	2	1	1, 2	17, 31, 55		3, 4						
19	2	1	1, 2	19, 26, 29, 46		3, 4						
20	2	1	1, 2	18, 20, 27		3, 4						
21	2	1	1, 2	38, 39		3, 4						
22	2	1	3			3, 4						
23	2	1	4, 5, 6			3, 4						
24	2	1		18, 20, 38, 46		1, 2						
25	2	1	1, 2, 3	26, 29, 39		1, 2						
26	2	1	4, 5	26, 29, 39		1, 2						

See notes at end of table.

Table K-4. CHAID cell definitions for public teacher within school noninterview adjustment: 2017–18 NTPS—Continued

CELL	CENREG ¹	TCHSTAT ²	CATPERMN_NWHT ³	STATE ⁴	DIST_FLG ⁵	CLOC ⁶	TIPRGSTAT ⁷	POVSTAT_SORT ⁸	TOTENR ⁹	GRDREC ¹⁰	TSUBJECT ¹¹	TOTFTE ¹²
27	2	1	6	26, 29, 39		1, 2						
28	2	1		17, 19, 31, 55	2	1, 2	1					
29	2	1		17, 19, 31, 55	2	1, 2	2					
30	2	1		17, 19, 31, 55	2	1, 2	3					
31	2	1		17, 19, 31, 55	1	1, 2						
32	2	1		27		1, 2						
33	2	0						1				
34	2	0						2				
35	2	0						3				
36	2	0		17, 19, 20, 38, 39, 46				4				
37	2	0		18, 26, 27, 29, 31, 55				4				
38	3	1, 2	1, 2, 3, 4	37, 51	2							
39	3	1, 2	5, 6	37, 51	2							
40	3	1, 2		05, 13, 21, 54	2				1, 2, 3			
41	3	1, 2		05, 13, 21, 54	2				4			
42	3	1, 2		05, 13, 21, 54	2				5, 6			
43	3	1, 2	1, 2, 3, 4	24, 40, 45, 47	2							
44	3	1, 2	5	24, 40, 45, 47	2							
45	3	1, 2	6	24, 40, 45, 47	2							
46	3	1, 2		01, 28	2							
47	3	1, 2		22, 48	2			1		1		
48	3	1, 2		22, 48	2			2, 3, 4		1		
49	3	1, 2		22, 48	2				1, 2, 3, 4, 5	3, 4		
50	3	1, 2		22, 48	2				6	3, 4		
51	3	1, 2		22, 48	2					2		
52	3	1, 2		10, 11, 12	2			1, 2				

See notes at end of table.

Table K-4. CHAID cell definitions for public teacher within school noninterview adjustment: 2017–18 NTPS—Continued

CELL	CENREG ¹	TCHSTAT ²	CATPERMN_NWHT ³	STATE ⁴	DIST_FLG ⁵	CLOC ⁶	TIPRGSTAT ⁷	POVSTAT_SORT ⁸	TOTENR ⁹	GRDREC ¹⁰	TSUBJECT ¹¹	TOTFTE ¹²
53	3	1, 2		10, 11, 12	2			3, 4				
54	3	1, 2		21, 37, 47	1							
55	3	1, 2		12, 13, 51	1					1		
56	3	1, 2		12, 13, 51	1					2, 3, 4		
57	3	1, 2		01, 11, 22, 24, 48	1				1, 2, 3, 4			
58	3	1, 2		01, 11, 22, 24, 48	1				5, 6			
59	3	0		05, 37, 40, 54								
60	3	0		12, 13, 45							1, 4, 5, 9	
61	3	0		12, 13, 45							2	
62	3	0		12, 13, 45							3, 6, 7, 8	
63	3	0		47, 51								
64	3	0		01, 10, 48							2, 9	
65	3	0		01, 10, 48							1, 3, 4, 5, 6, 7, 8	
66	3	0		11, 21, 22, 24, 28								
67	4	1, 2		16, 30, 49	2							
68	4	1, 2		32, 53, 56	2							
69	4	1, 2	1, 2, 3, 4, 5	02, 04, 08, 35, 41	2						1, 2, 3, 4, 5, 7	
70	4	1, 2	6	02, 04, 08, 35, 41	2						1, 2, 3, 4, 5, 7	
71	4	1, 2		02, 04, 08, 35, 41	2						6, 8, 9	
72	4	1, 2		06	2						3, 5, 7	
73	4	1, 2		06	2						1, 4, 6, 8, 9	
74	4	1, 2		06	2						2	1, 2
75	4	1, 2		06	2						2	3, 4, 5
76	4	1, 2		02, 04, 08, 15, 16, 32, 35, 41, 49, 53	1			1, 2				

See notes at end of table.

Table K-4. CHAID cell definitions for public teacher within school noninterview adjustment: 2017–18 NTPS—Continued

CELL	CENREG ¹	TCHSTAT ²	CATPERMN_NWHT ³	STATE ⁴	DIST_FLG ⁵	CLOC ⁶	TIPRGSTAT ⁷	POVSTAT_SORT ⁸	TOTENR ⁹	GRDREC ¹⁰	TSUBJECT ¹¹	TOTFTE ¹²
77	4	1, 2		02, 04, 08, 15, 16, 32, 35, 41, 49, 53	1			3, 4				
78	4	1, 2		06	1							
79	4	0				3, 4						
80	4	0				2					2, 3, 6, 9	
81	4	0				2					1, 4, 5, 7, 8	
82	4	0		04, 15, 16, 30, 32, 35, 41, 49, 53, 56		1						
83	4	0		02, 06, 08		1						

¹ Census Region—1: Northeast, 2: Midwest, 3: South, 4: West² Teacher's Status—1: Full Time, 2: Part Time, 0: Not Reported³ Percent Hispanic or Nonwhite- 1: Less than 5 percent, 2: 5 percent–less than 10 percent, 3: 10 percent–less than 20 percent, 4: 20 percent–less than 30 percent, 5: 30 percent–less than 50 percent, 6: 50 percent or more⁴ State—As defined by FIPS State Code⁵ District Flag—1: Special District, 2: Not Special District⁶ Collapsed Locale—1: Central City, 2: Suburban, 3: Town, 4: Rural⁷ Title I Program Status- 1: Not Title I Eligible, 2: School Wide Title I, 3: Title I, but not School Wide⁸ Poverty Status—1: High, 2: Medium/High, 3: Medium/Low, 4: Low⁹ Enrollment—1: Less than 100, 2: 100–less than 200, 3: 200–less than 500, 4: 500–less than 750, 5: 750–less than 1000, 6: 1000 or more¹⁰ Grade Level—1: Primary, 2: Middle, 3: High, 4: Combined¹¹ Teacher's Subject—1: Special Education, 2: General Education, 3: Math, 4: Science, 5: English / Language Arts, 6: Social Studies, 7: Vocational / Technical, 8: Other, 9: Missing¹² Full-Time Teacher Equivalents—1: Less than 10, 2: 10–less than 25, 3: 25–less than 50, 4: 50–less than 75, 5: 75 or more

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public Teacher Weighting Specification," 2017–18.

Table K-5. CHAID cell definitions for public teacher adjustment factor: 2017–18 NTPS

CELL	CENDIV ¹	DIST_FLAG ²	CATPERMN_NWHT ³	TOTFTE ⁴	POVSTAT_SORT ⁵	TOTENR ⁶	CLOC ⁷	T1PRGSTAT ⁸	GRDREC ⁹	CHTSTAT ¹⁰	PUPTCH ¹¹
1			3								
2	07, 08		1								
3			2			1					
4			2			2					
5			2			5					
6			2			6					
7			4					1			
8			5							1	
9	04		6								
10	06		6								
11	01, 02, 03, 06		1						1		
12	01, 02, 03, 06		1						2		
13	01, 02, 03, 06		1						3		
14	01, 02, 03, 06		1						4		
15	04, 05, 09		1	1, 5							
16	04, 05, 09		1	3, 4							
17	01, 02		2			3					
18	03		2			3					
19	04		2			3					
20	05, 06, 08		2			3					
21	07, 09		2			3					
22			2			4	1, 2, 3				
23			2			4	4				
24			4			1, 2		2			
25			4			3		2			
26	01, 02, 06, 07		4					3			
27	03, 04, 08		4					3			
28	05, 09		4					3			
29	01		5							2	
30	02		5							2	
31	04		5							2	
32	06		5							2	
33	07		5							2	
34	01	1	6								
35	01	2	6								
36	02	1	6								
37	02	2	6								

See notes at end of table.

Table K-5. CHAID cell definitions for public teacher adjustment factor: 2017–18 NTPS—Continued

CELL	CENDIV ¹	DIST_FLAG ²	CATPERMN_NWHT ³	TOTFTE ⁴	POVSTAT_SORT ⁵	TOTENR ⁶	CLOC ⁷	TIPRGSTAT ⁸	GRDREC ⁹	CHTSTAT ¹⁰	PUPTCH1 ¹¹
38	03	1	6								
39	03	2	6								
40	05		6				1				
41	05		6				3				
42	05		6				4				
43	07		6				3				
44	07		6				4				
45	08		6	1							
46	08		6	2							
47	08		6	4							
48	08		6	5							
49	09		6								1
50	09		6								2
51	09		6								3
52	09		6								4
53	04, 05, 09		1	2					1, 3		
54	04, 05, 09		1	2					2, 4		
55	01, 04, 07, 08		4			4, 5, 6		2			
56	02, 03, 06, 09		4			4, 5, 6		2			
57	05		4			4, 5, 6		2			
58	03		5	1, 2, 5						2	
59	03		5	3, 4						2	
60	05		5						1	2	
61	05		5						2	2	
62	05		5						3, 4	2	
63	08		5		1, 4					2	
64	08		5		2					2	
65	08		5		3					2	
66	09		5		1, 3					2	
67	09		5		2					2	
68	09		5		4					2	
69	05		6		12		2				
70	05		6		2		2				
71	05		6		3		2				
72	05		6		4		2				
73	07		6			1, 3	1				
74	07		6			2, 4	1				
75	07		6			5	1				

See notes at end of table.

Table K-5. CHAID cell definitions for public teacher adjustment factor: 2017–18 NTPS—Continued

CELL	CENDIV ¹	DIST_FLAG ²	CATPERMN_NWHT ³	TOTFTE ⁴	POVSTAT_SORT ⁵	TOTENR ⁶	CLOC ⁷	TIPRGSTAT ⁸	GRDREC ⁹	CHTSTAT ¹⁰	PUPTCH1 ¹¹
76	07		6			6	1				
77	07		6		1, 4		2				
78	07		6		2		2				
79	07		6		3		2				
80	08		6	3	1						
81	08		6	3	2, 3, 4						

¹ Census Division—1: New England, 2: Middle Atlantic, 3: East North Central, 4: West North Central, 5: South Atlantic, 6: East South Central, 7: West South Central, 8: Mountain, 9: Pacific

² District Flag—1: Special District, 2: Not Special District

³ Percent Hispanic or Nonwhite- 1: Less than 5 percent, 2: 5 percent–less than 10 percent, 3: 10 percent–less than 20 percent, 4: 20 percent–less than 30 percent, 5: 30 percent–less than 50 percent, 6: 50 percent or more

⁴ Full-Time Teacher Equivalents—1: Less than 10, 2: 10–less than 25, 3: 25–less than 50, 4: 50–less than 75, 5: 75 or more

⁵ Poverty Status (used for sorting)—1: High, 2: Medium/High, 3: Medium/Low, 4: Low

⁶ Total Enrollment—1: Less than 100, 2: 100–less than 200, 3: 200–less than 500, 4: 500–less than 750, 5: 750–less than 1000, 6: 1000 or more

⁷ Collapsed Locale—1: Central City, 2: Suburban, 3: Town, 4: Rural

⁸ Title I Program Status—1: not Title I eligible, 2: School wide Title I, 3: Title I eligible but no Title I

⁹ Grade Level—1: Primary, 2: Middle, 3: High, 4: Combined

¹⁰ Charter Status—1: Charter, 2: Noncharter

¹¹ Pupil-Teacher Ratio—1: less than 10, 2: 10–less than 15, 3: 15–less than 20, 4: 20 or more

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public Teacher Weighting Specification,” 2017–18.

Table K-6. CHAID cell definitions for noninterview adjustment for private schools: 2017–18 NTPS

CELL	AFFL11 ¹	REGION ²	LOC ³	SCH_SZ ⁴	FTE_CAT ⁵
1	2, 6				1, 2
2	2, 6				3, 4, 5
3	1, 4, 11		'1,' '3,' '4'		
4	1, 4, 11		'2'		
5	3, 7, 10	2, 4			
6	3, 7, 10	1, 3			
7	8	2, 4			
8	8	3			
9	8	1			
10	5, 9			1	
11	5, 9			2, 3, 4, 5	

¹ Affiliation—1: Catholic-Parochial, 2: Catholic-Diocesan, 3: Catholic-Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: Other Religious, 9: Nonsectarian-Regular, 10: Nonsectarian-Special Emphasis, 11: Nonsectarian-Special Education

² Region—1: Northeast, 2: Midwest, 3: South, 4: West

³ Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural

⁴ Enrollment—1: Less than 100, 2: 100–less than 200, 3: 200–less than 500, 4: 500–less than 750, 5: 750 or more

⁵ Full-Time Teacher Equivalents—1: Less than 5, 2: 5–less than 15, 3: 15–less than 30, 4: 30–less than 50, 5: 50 or more

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School and Principal Weighting Specification,” 2017–18.

Table K-7. CHAID cell definitions for noninterview adjustment for private school principals: 2017–18 NTPS

CELL	AFFL11 ¹	LOC ²	SCH_SZ ³	FTE_CAT ⁴
1	10			
2	1, 2, 6		'1,' '2'	
3	1, 2, 6		'3,' '4,' '5'	
4	3, 4, 7, 11	1, 3, 4		
5	3, 4, 7, 11	2		
6	8			1
7	8			2
8	8			3, 4, 5
9	5, 9	1, 4		
10	5, 9	2, 3		

¹ Affiliation—1: Catholic-Parochial, 2: Catholic-Diocesan, 3: Catholic-Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: Other Religious, 9: Nonsectarian-Regular, 10: Nonsectarian-Special Emphasis, 11: Nonsectarian-Special Education

² Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural

³ Enrollment—1: Less than 100, 2: 100–less than 200, 3: 200–less than 500, 4: 500–less than 750, 5: 750 or more

⁴ Full-Time Teacher Equivalents—1: Less than 5, 2: 5–less than 15, 3: 15–less than 30, 4: 30–less than 50, 5: 50 or more

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School and Principal Weighting Specification,” 2017–18.

Table K-8. CHAID cell definitions for the private teacher list nonresponse adjustment factor: 2017–18 NTPS

CELL	AFFL11 ¹	LOC ²	REGION ³	FTE_CAT ⁴
1	1, 2, 6	3, 4		
2	1, 2, 6	1, 2	2, 4	
3	1, 2, 6	1, 2	1, 3	
4	4, 7			
5	3, 11			
6	10			
7	8			1
8	8			2
9	8			3, 4, 5
10	5, 9			

¹ Affiliation—1: Catholic-Parochial, 2: Catholic-Diocesan, 3: Catholic-Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: Other Religious, 9: Nonsectarian-Regular, 10: Nonsectarian-Special Emphasis, 11: Nonsectarian-Special Education

² Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural

³ Region—1: Northeast, 2: Midwest, 3: South, 4: West

⁴ Full-Time Teacher Equivalents—1: Less than 5, 2: 5–less than 15, 3: 15–less than 30, 4: 30–less than 50, 5: 50 or more

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School and Principal Weighting Specification,” 2017–18.

Table K-9. CHAID cell definitions for private teacher within school noninterview adjustment: 2017–18 NTPS

CELL	TCHSTAT ¹	AFFL11 ²	REGION ³	TSUBJECT ⁴	SCH_SZ ⁵	LOC ⁶
1	1	1, 2, 6, 11	2			
2	1	1, 2, 6, 11	3			
3	1	1, 2, 6, 11	1, 4			
4	1	9		2, 3		
5	1	9		1, 4, 5, 6		
6	1	9		7, 8, 9		
7	1	3, 7, 8, 10			1	
8	1	3, 7, 8, 10			2	
9	1	3, 7, 8, 10		1, 3, 8	3, 4, 5	
10	1	3, 7, 8, 10		2	3, 4, 5	
11	1	3, 7, 8, 10		4, 5, 6, 7, 9	3, 4, 5	
12	1	4, 5				
13	2	1, 2, 3, 6, 7				
14	2	8, 9				
15	2	4, 5, 10, 11				
16	0	1, 2, 3, 7				1, 4
17	0	1, 2, 3, 7				2, 3
18	0	4, 5, 6, 8, 9, 10, 11				

¹ Teacher’s Status—1: Full Time, 2: Part Time, 3: Not Reported

² Affiliation—1: Catholic-Parochial, 2: Catholic-Diocesan, 3: Catholic-Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: Other Religious, 9: Nonsectarian-Regular, 10: Nonsectarian-Special Emphasis, 11: Nonsectarian-Special Education

³ Region—1: Northeast, 2: Midwest, 3: South, 4: West

⁴ Teacher’s Subject—1: Special Education, 2: General Education, 3: Math, 4: Science, 5: English / Language Arts, 6: Social Studies, 7: Vocational / Technical, 8: Other, 9: Missing

⁵ Enrollment—1: Less than 100, 2: 100–less than 200, 3: 200–less than 500, 4: 500–less than 750, 5: 750 or more

⁶ Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private Teacher Weighting Specification,” 2017–18.

Table K-10. CHAID cell definitions for private teacher adjustment factor: 2017–18 NTPS

CELL	CENDIV ¹	AFFL11 ²	LOC ³	SCH_SP ⁴	FTE_CAT ⁵	REGION ⁶	SCH_SZ ⁷
1		5, 9, 10, 11	2				
2			3	1			
3			3	2			
4			3	3			
5		3, 4	4				
6		6	4				
7	01, 03, 06		1	1			
8	02		1	1			
9	04		1	1			
10	05		1	1			
11	07		1	1			
12		1, 4, 5, 7	1	2			
13		6, 10, 11	1	2			
14		2	1	2			
15		8, 9	1	2			
16		2, 4, 5, 6, 7, 9, 10	1	3			
17	01, 03, 08, 09	1, 3, 7, 8	2				
18	02, 07	1, 3, 7, 8	2				
19	04	1, 3, 7, 8	2				
20	05, 06	1, 3, 7, 8	2				
21		2, 4, 6	2				1
22		2, 4, 6	2				2
23		2, 4, 6	2				4
24		2, 4, 6	2				5
25		1, 7, 9	4	1			
26		1, 7, 9	4	2			
27		1, 7, 9	4	3			
28		2, 10, 11	4	1, 3			
29		2, 10, 11	4	2			
30		5, 8	4			1, 4	
31		5, 8	4			2	
32		5, 8	4			3	
33	08, 09		1	1	1, 3, 5		
34	08, 09		1	1	2, 4		
35	01, 02, 05, 07, 08	3	1	2			
36	03, 04, 06, 09	3	1	2			
37		1, 3, 8, 11	1	3	1, 3, 4, 5		
38		1, 3, 8, 11	1	3	2		
39	01, 02, 06, 07, 08	2, 4, 6	2				3
40	03, 04, 05, 09	2, 4, 6	2				3

¹ Census Division—1: New England, 2: Middle Atlantic, 3: East North Central, 4: West North Central, 5: South Atlantic, 6: East South Central, 7: West South Central, 8: Mountain, 9: Pacific

² Affiliation—1: Catholic-Parochial, 2: Catholic-Diocesan, 3: Catholic-Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: Other Religious, 9: Nonsectarian-Regular, 10: Nonsectarian-Special Emphasis, 11: Nonsectarian-Special Education

³ Locale—1: City, 2: Suburb, 3: Town, 4: Rural

⁴ School Span (Level of School)—1: Elementary, 2: Secondary, 3: Combined

⁵ Total full-time equivalent (FTE) Teachers—1: Less than 5, 2: 5–less than 15, 3: 15–less than 30, 4: 30–less than 50, 5: 50 or more

⁶ Region—1: Northeast, 2: Midwest, 3: South, 4: West

⁷ Total Enrollment—1: Less than 100, 2: 100–less than 200, 3: 200–less than 500, 4: 500–less than 750, 5: 750 or more

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private Teacher Weighting Specification,” 2017–18.