

Principal Attrition and Mobility

Results From the 2021-22 Principal Follow-up Survey to the
National Teacher and Principal Survey

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National Teacher and Principal Survey

First Look

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Soheyla Taie
Laurie Lewis
Westat

Julia Merlin
Study Director
National Center for Education Statistics

U.S. Department of Education

Miguel A. Cardona
Secretary

Institute of Education Sciences

Mark Schneider
Director

National Center for Education Statistics

Peggy G. Carr
Commissioner

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Content Contact

Julia Merlin
(202) 245-8211
Julia.Merlin@ed.gov

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Introduction

This report presents selected findings from the 2021-22 Principal Follow-up Survey (PFS). The PFS is a longitudinal component of the National Teacher and Principal Survey (NTPS),¹ which is a nationally representative survey of public² and private K-12 schools, principals, and teachers in the 50 states and the District of Columbia. Both the NTPS and the PFS are developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES) within the U.S. Department of Education, and data are collected on behalf of NCES by the U.S. Census Bureau.

NCES conducted the 2021-22 PFS as a follow up to the 2020-21 NTPS to provide attrition and mobility information about principals in K-12 public and private schools. The purpose was to assess how many principals from the 2020-21 school year still worked as a principal in the same school during the 2021-22 school year (“stayer”), how many had moved to become a principal in another school (“mover”), and how many were no longer working as a principal (“leaver”).

The 2021-22 PFS sample included all principals interviewed in the 2020-21 NTPS. The sample included about 6,500 public school principals and about 1,800 private school principals, for a total sample size of about 8,300 principals. In January 2022, a Principal Status request form was sent to schools for which a completed 2020-21 NTPS Principal Questionnaire had been returned. Any knowledgeable person at the school was asked to complete the form by indicating the current occupational status of the previous year’s principal. If the PFS form was not completed and returned by someone at the school, an attempt was made to collect the data directly from the school’s 2020-21 principal, starting in March 2022, using a slightly different form (see appendix D). In addition, in May 2022, Census Bureau analysts conducted research about nonresponding principals on school and district websites, local news websites, and professional networking websites to identify the principal’s current (2021-22) occupation. Data collection for the Principal Status Form continued until June 2022. The PFS had a response rate of about 99 percent for public school principals, and about 95 percent for private school principals.

To facilitate analysis, PFS data are appended to the 2020-21 public and private NTPS School Principal data files to create the Public School Principal Status Data File and the Private School Principal Status Data File. The 2020-21 NTPS data can produce state-level and national estimates for principals in public schools, and national, regional, and affiliation estimates for principals in private schools. The combined data files of NTPS principal and PFS data can be linked with other NTPS data files (school and teacher data files) using the school identification number to provide a detailed picture of U.S. elementary and secondary schools and their staff.³ Using the NTPS data in conjunction with the PFS data allows detailed analysis of attrition and mobility by different school and principal characteristics.

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

² Public schools include traditional public and public charter schools.

³ See Volume 1 of the *User’s Manual for the 2020-21 National Teacher and Principal Survey*, Petraglia et al. 2023a, for detailed information about merging data files and selecting the appropriate unit of analysis on merged files.

The purpose of this First Look is to provide summaries of the new data collected using tables of descriptive information. Selected findings presented in the tables and text show the range of information available in the 2021-22 Public and Private School Principal Status data files. Findings presented in the text do not include all differences between groups and do not emphasize any one issue. Results shown in this report are not causal. Many of the variables in the report relate to one another, but only simple comparisons are presented, which do not account for all possible relationships. More information about the PFS can be found at <https://nces.ed.gov/surveys/ntps/overview.asp?OverviewType=6>.

Selected Findings

- Among all public school principals in 2020-21, approximately 80 percent remained at the same school during the following school year (“stayers”), 6 percent moved to a different school (“movers”), and 11 percent left the principalship (“leavers”). In addition, 3 percent of principals were from schools that reported the principal had left, but the school was unable to report the current occupational status of the principal (“other”) (Table A-1).
- Among all private school principals in 2020-21, approximately 83 percent remained at the same school during the following school year (“stayers”), 2 percent moved to a different school (“movers”), and 10 percent left the principalship (“leavers”). In addition, 5 percent of principals were from schools that reported the principal had left, but the school was unable to report the current occupational status of the principal (“other”) (Table A-1).
- Among the 9 percent of 2020-21 public school principals with a salary of less than \$75,000, 76 percent remained at the same school during the 2021-22 school year, 7 percent moved to a different school, and 13 percent left the principalship. Among the 33 percent with a salary of \$115,000 or more, 81 percent remained at the same school during the 2021-22 school year, 6 percent moved to a different school, and 10 percent left the principalship (Table A-2).
- Among the 62 percent of 2020-21 private school principals with a salary of less than \$75,000, 81 percent remained at the same school during the 2021-22 school year, 3 percent moved to a different school, and 10 percent left the principalship. Among the 13 percent with a salary of \$115,000 or more, 85 percent remained at the same school during the 2021-22 school year, 3 percent moved to a different school, and 8 percent left the principalship (Table A-2).
- Among the 27 percent of 2020-21 public school principals of schools where less than 35 percent of students were approved for free or reduced-price lunches, 81 percent remained at the same school during the 2021-22 school year, 5 percent moved to a different school, and 11 percent left the principalship. Among the 40 percent of principals of schools where 75 percent or more of students were approved for free or reduced-price lunches, 77 percent remained at the same school during the 2021-22 school year, 7 percent moved to a different school, and 12 percent left the principalship (Table A-3).
- Among the 94 percent of 2020-21 public school principals who agreed strongly or somewhat with the statement “I am generally satisfied with being principal at this school” in the 2020-21 school year, 81 percent remained at the same school, 6 percent moved to a different school, and 11 percent left the principalship in 2021-22. Among the 17 percent of public school principals who agreed strongly or somewhat with the statement “I think about transferring to another school” in the 2020-21 school year, 71 percent remained at the same school, 12 percent moved to a different school, and 13 percent left the principalship in 2021-22 (Table A-4).
- Among the 92 percent of 2020-21 private school principals who agreed strongly or somewhat with the statement “I am generally satisfied with being principal at this school” in the 2020-21

school year, 84 percent remained at the same school, 2 percent moved to a different school, and 9 percent left the principalship in 2021-22. Among the 14 percent of private school principals who agreed strongly or somewhat with the statement “I think about transferring to another school” in the 2020-21 school year, 73 percent remained at the same school, 9 percent moved to a different school, and 12 percent left the principalship in 2021-22 (Table A-4).

- Among the 36 percent of public school principals who indicated in 2020-21 that they plan to remain a principal as long as they are able, 84 percent remained at the same school, 5 percent moved to a different school, and 7 percent left the principalship in 2021-22. Among the 12 percent of public school principals who indicated in 2020-21 that they plan to remain a principal until a more desirable job opportunity comes along, 68 percent remained at the same school, 10 percent moved to a different school, and 18 percent left the principalship in 2021-22 (Table A-5).
- Among the 58 percent of private school principals who indicated in 2020-21 that they plan to remain a principal as long as they are able, 86 percent remained at the same school, 2 percent moved to a different school, and 6 percent left the principalship in 2021-22 (Table A-5).
- Among the 58 percent of public school principals who were spending 60 hours or more per week on school-related activities in the 2020-21 school year, 80 percent remained at the same school, 6 percent moved to a different school, and 11 percent left the principalship in 2021-22. Among the 48 percent of private school principals who were spending 60 hours or more per week on school-related activities in the 2020-21 school year, 86 percent remained at the same school, 3 percent moved to a different school, and 7 percent left the principalship in 2021-22 (Table A-6).
- Among the 31 percent of public school principals who reported in the 2020-21 school year that student bullying occurred at least once a month or more often during the 2019-20 school year, 79 percent remained at the same school, 6 percent moved to a different school, and 11 percent left the principalship in 2021-22. Among the 13 percent of private school principals who reported in the 2020-21 school year that student bullying occurred at least once a month or more often during the 2019-20 school year, 78 percent remained at the same school, 2 percent moved to a different school, and 11 percent left the principalship in 2021-22 (Table A-7).
- Among the 92 percent of public school principals who reported in the 2020-21 school year that they had a major influence on evaluating teachers, 79 percent remained at the same school, 6 percent moved to a different school, and 11 percent left the principalship in 2021-22. Among the 82 percent of private school principals who reported in the 2020-21 school year that they had a major influence on evaluating teachers, 83 percent remained at the same school, 2 percent moved to a different school, and 10 percent left the principalship in 2021-22 (Table A-8).

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Appendix A: Estimate and Standard Error Tables

Table A-1. Principal attrition and mobility over time: Percentage distribution of public and private school principals, by status, school type, and school classification: 2008-09, 2012-13, 2016-17, and 2021-22

Year, school type, and school classification	Stayers	Movers	Leavers	Other
All principals, 2008-09	79.5	6.0	11.6	2.8
All public school principals	79.5	6.9	11.9	1.8
School classification				
Traditional public	79.8	6.9	11.9	1.5
Public charter	72.0	7.7 ¹	12.8	7.4 ¹
All private school principals	79.8	3.1	10.8	6.3
All principals, 2012-13	78.0	5.9	11.5	4.6
All public school principals	77.4	7.0	11.5	4.1
School classification				
Traditional public	77.8	6.9	11.4	3.9
Public charter	71.2	7.1	12.2	9.5
All private school principals	79.8	2.2	11.6	6.4
All public school principals, 2016-17¹	82.2	6.0	9.8	2.0
School classification				
Traditional public	82.5	6.2	9.4	1.9
Public charter	78.3	4.7	13.8	3.2
All principals, 2021-22	80.2	5.2	10.9	3.6
All public school principals	79.6	5.9	11.2	3.2
School classification				
Traditional public	80.0	6.0	11.0	3.1
Public charter	76.6	5.1	13.4	4.9
All private school principals	82.6	2.5	9.7	5.2

¹ Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

¹ The 2015-16 National Teacher and Principal Survey (NTPS), which was the base year for the 2016-17 Principal Follow-up Survey (PFS), did not include private school principals. As a result, the 2016-17 PFS included only public school principals.

NOTE: Data are weighted estimates of the population. “Stayers” are principals who were principals in the same school one year after the base year. “Movers” are principals who were still principals in the current school year but had moved to a different school in the year after the base year. “Leavers” are principals who were no longer principals in the year after the base year. “Other” includes principals who had left their base-year school, but for whom it was not possible to determine a mover or leaver status in the current school year. Deceased principals were re-categorized from “Leavers” to “Other” for 2016-17 and 2021-22, in comparison to previous PFS administrations. The base year for 2008-09 was 2007-08; the base year for 2012-13 was 2011-12; the base year for 2016-17 was 2015-16; the base year for 2021-22 was 2020-21. Principals from Bureau of Indian Education (BIE) schools are not included in the 2008-09 and 2012-13 estimates. Principals from BIE schools are included in the 2016-17 and 2021-22 estimates for “all principals” and “all public school principals,” but the sample sizes are too small to report them separately. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Principal and Private School Principal Data Files,” 2007-08; Principal Follow-up Survey (PFS), “Public School Principal and Private School Principal Status Data Files,” 2008-09; “Public School Principal and Private School Principal Data Files,” 2011-12; Principal Follow-up Survey (PFS), “Public School Principal and Private School Principal Status Data Files,” 2012-13; National Teacher and Principal Survey (NTPS), “Public School Principal Data File,” 2015-16; Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2016-17; National Teacher and Principal Survey (NTPS), “Public School Principal and Private School Principal Data Files,” 2020-21; and Principal Follow-up Survey (PFS), “Public School Principal and Private School Principal Status Data Files,” 2021-22.

Table A-2. Selected principal characteristics: Percentage distribution of 2020-21 public and private school principals by selected principal characteristics in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and selected principal characteristics in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	100.0	80.2	5.2	10.9	3.6
All public school principals	100.0	79.6	5.9	11.2	3.2
Age					
Less than 45 years	33.3	82.8	6.5	8.0	2.7
45-54 years	44.3	81.3	6.1	9.2	3.3
55 years or more	22.5	71.7	4.7	19.9	3.8
Sex¹					
Male	44.0	78.5	6.0	12.3	3.2
Female	56.0	80.5	5.8	10.4	3.3
Race/ethnicity					
American Indian or Alaska Native, non-Hispanic	0.6	75.5	4.9!	13.1!	‡
Asian, non-Hispanic	1.0	85.3	‡	10.5!	‡
Black or African American, non-Hispanic	10.4	79.0	6.9	8.9	5.2
Hispanic, regardless of race	9.3	76.6	7.2	10.1	6.1
Native Hawaiian or other Pacific Islander, non-Hispanic	0.3	78.8	‡	‡	‡
White, non-Hispanic	77.1	80.2	5.7	11.6	2.5
Two or more races, non-Hispanic	1.3	70.3	8.1!	15.5!	‡
Salary					
Less than \$75,000	8.9	75.6	6.5	12.6	5.3
\$75,000-\$94,999	29.0	78.5	6.1	11.9	3.5
\$95,000-\$114,999	29.0	80.4	5.2	11.3	3.1
\$115,000 or more	33.1	81.1	6.1	10.2	2.5
Highest degree					
Bachelor's degree or less	2.0	79.6	3.9!	10.3	6.2!
Master's degree	61.9	79.8	6.3	10.8	3.1
Educational specialist or professional diploma ²	25.0	80.4	4.5	11.7	3.3
Doctorate or first professional degree	11.0	77.0	7.1	12.7	3.3
Years of experience as principal at 2020-21 school					
Less than 3 years	40.7	80.8	6.3	9.2	3.6
3-9 years	46.3	79.1	6.1	11.5	3.2
10 years or more	13.1	77.9	3.8	16.1	2.2
Years of experience as a principal at any school					
Less than 3 years	25.3	82.5	6.3	7.6	3.6
3-9 years	47.3	79.5	6.2	11.1	3.3
10 years or more	27.4	77.3	5.1	14.7	2.9
Years of experience as a teacher prior to becoming a principal					
Less than 5 years	6.7	76.0	7.0	12.7	4.3
5-9 years	34.0	80.8	5.4	10.6	3.2
10-14 years	30.2	79.8	6.1	11.0	3.1
15 years or more	29.1	79.0	6.1	11.8	3.2

See notes at end of table.

Table A-2. Selected principal characteristics: Percentage distribution of 2020-21 public and private school principals by selected principal characteristics in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22—Continued

School type and selected principal characteristics in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All private school principals	100.0	82.6	2.5	9.7	5.2
Age					
Less than 45 years	30.4	83.3	2.7	8.8	5.1
45-54 years	30.0	85.6	2.6!	6.1	5.7
55 years or more	39.6	79.9	2.2!	13.1	4.9
Sex¹					
Male	37.2	83.4	3.7	7.8	5.2
Female	62.8	82.2	1.8	10.8	5.2
Race/ethnicity					
American Indian or Alaska Native, non-Hispanic	0.8!	88.8	‡	‡	‡
Asian, non-Hispanic	2.4	86.7	‡	‡	‡
Black or African American, non-Hispanic	6.1	85.2	‡	3.8!	8.8!
Hispanic, regardless of race	6.3	76.1	‡	10.5!	9.7!
Native Hawaiian or other Pacific Islander, non-Hispanic	‡	‡	‡	‡	‡
White, non-Hispanic	83.1	82.6	2.4	10.4	4.6
Two or more races, non-Hispanic	1.2	87.5	‡	‡	‡
Salary					
Less than \$75,000	61.7	80.9	2.6	10.4	6.1
\$75,000-\$94,999	17.2	84.8	1.9!	8.3	5.1!
\$95,000-\$114,999	8.2	86.2	‡	10.1	2.5!
\$115,000 or more	12.9	85.3	3.3	8.3	3.2!
Highest degree					
Bachelor's degree or less	28.2	81.3	‡	9.2	7.4
Master's degree	51.6	82.9	2.8	10.8	3.6
Educational specialist or professional diploma ²	11.0	81.5	2.7!	7.9	7.9!
Doctorate or first professional degree	9.3	86.2	‡	7.3!	4.9!
Years of experience as principal at 2020-21 school					
Less than 3 years	37.8	80.2	2.8	11.4	5.6
3-9 years	35.9	81.3	2.9	9.3	6.6
10 years or more	26.3	87.7	‡	7.9	2.8!
Years of experience as a principal at any school					
Less than 3 years	27.3	83.1	2.3!	10.3	4.3!
3-9 years	36.4	80.9	2.6	8.6	8.0
10 years or more	36.3	84.0	2.5!	10.4	3.1
Years of experience as a teacher prior to becoming a principal					
Less than 5 years	24.0	79.3	1.9!	11.9	7.0
5-9 years	21.5	83.0	5.1!	7.1	4.9!
10-14 years	20.5	84.9	1.9!	10.4	2.8!
15 years or more	34.1	83.2	1.6!	9.5	5.7

See notes at end of table.

Table A-2. Selected principal characteristics: Percentage distribution of 2020-21 public and private school principals by selected principal characteristics in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22—Continued

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

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

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

² At least 1 year beyond the master’s level.

NOTE: Data are weighted estimates of the population. “Stayers” are principals who were principals in the same school in the 2021-22 PFS school year as in the 2020-21 NTPS school year. “Movers” are principals who were still principals in the 2021-22 PFS school year but had moved to a different school from their 2020-21 NTPS school. “Leavers” are 2020-21 NTPS principals who were no longer principals in the 2021-22 PFS school year. “Other” includes principals who had left their 2020-21 NTPS school, but for whom it was not possible to determine a mover or leaver status in the 2021-22 PFS school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), “Public School Principal and Private School Principal Status Data Files,” 2021-22.

Table A-3. Selected school characteristics: Percentage distribution of 2020-21 public and private school principals by selected characteristics of their schools in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and selected school characteristics in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	100.0	80.2	5.2	10.9	3.6
All public school principals	100.0	79.6	5.9	11.2	3.2
School classification					
Traditional public	90.7	80.0	6.0	11.0	3.1
Charter school	9.3	76.6	5.1	13.4	4.9
Community type					
City	27.9	79.8	5.8	10.8	3.6
Suburban	32.5	82.1	5.8	9.6	2.5
Town	13.0	75.1	6.0	15.0	3.9
Rural	26.7	78.7	6.1	11.8	3.4
Student enrollment					
Less than 100	7.2	72.5	8.5	13.7	5.3
100-199	7.6	77.6	4.6	13.6	4.3
200-499	43.6	79.9	6.1	10.7	3.3
500-749	23.1	82.0	5.5	9.8	2.8
750-999	8.5	81.4	6.1	9.9	2.6
1,000 or more	10.1	77.9	5.2	14.6	2.3
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	27.5	81.0	4.8	11.2	3.0
35-49	13.4	83.0	5.0	9.9	2.0
50-74	19.1	79.9	6.0	11.5	2.5
75 or more	40.0	77.5	6.9	11.5	4.1
Percent minority enrollment in the school¹					
0-24	29.2	81.7	4.6	10.9	2.8
25-49	21.6	80.0	5.1	12.7	2.2
50-74	17.5	78.4	6.8	11.5	3.2
75 or more	28.4	78.6	7.1	9.9	4.4
Region					
Northeast	15.7	83.7	3.9	9.6	2.8
Midwest	24.0	82.8	4.0	10.5	2.7
South	35.7	77.5	6.5	12.0	4.0
West	24.6	77.2	8.1	11.8	2.9

See notes at end of table.

Table A-3. Selected school characteristics: Percentage distribution of 2020-21 public and private school principals by selected characteristics of their schools in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22—Continued

School type and selected school characteristics in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All private school principals	100.0	82.6	2.5	9.7	5.2
School classification					
Catholic	26.7	83.1	3.2	9.6	4.1
Other religious	48.6	82.7	1.8!	9.6	5.8
Nonsectarian	24.7	81.9	2.9	10.0	5.2
Community type					
City	33.9	88.0	2.1	6.6	3.3
Suburban	34.4	82.6	2.9	10.6	3.9
Town	9.1	79.3	‡	9.7	9.0
Rural	22.6	75.3	‡	13.4	8.8!
Student enrollment					
Less than 100	48.9	81.3	2.4!	8.6	7.6
100-199	23.2	82.7	2.1!	12.2	2.9!
200-499	21.4	84.0	3.1	9.6	3.2
500-749	3.8	87.2	‡	7.2!	3.9!
750 or more	2.7	85.9	‡	10.3!	‡
Percent minority enrollment in the school¹					
0-24	33.9	82.0	2.6!	10.8	4.6
25-49	40.2	83.4	2.2	9.5	4.8
50-74	12.9	80.1	‡	9.9!	8.6!
75 or more	11.4	86.8	3.3!	7.0	2.9!
Region					
Northeast	19.1	87.3	1.1!	8.1	3.4!
Midwest	26.5	83.0	3.2	10.4	3.4
South	35.7	81.5	2.9!	10.7	5.0
West	18.7	79.7	2.1!	8.5	9.7

See notes at end of table.

Table A-3. Selected school characteristics: Percentage distribution of 2020-21 public and private school principals by selected characteristics of their schools in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22—Continued

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

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

¹ The variables used to calculate percent minority enrollment in the school are different for public and private schools. For public schools, the variable is from the 2020-21 NTPS sampling frame, while for private schools, the minority enrollment data are collected on the NTPS private school questionnaire.

NOTE: Data are weighted estimates of the population. “Stayers” are principals who were principals in the same school in the 2021-22 PFS school year as in the 2020-21 NTPS school year. “Movers” are principals who were still principals in the 2021-22 PFS school year but had moved to a different school from their 2020-21 NTPS school. “Leavers” are 2020-21 NTPS principals who were no longer principals in the 2021-22 PFS school year. “Other” includes principals who had left their 2020-21 NTPS school, but for whom it was not possible to determine a mover or leaver status in the 2021-22 PFS school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), “Public School Principal and Private School Principal Status Data Files,” 2021-22.

Table A-4. Job satisfaction: Percentage of 2020-21 public and private school principals who reported that they agree somewhat or strongly with statements about job satisfaction in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and job satisfaction in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	100.0	80.2	5.2	10.9	3.6
All public school principals	100.0	79.6	5.9	11.2	3.2
Somewhat or strongly agree with statements about job satisfaction in 2020-21					
The stress and disappointments involved in being a principal at this school aren't really worth it	17.8	73.7	8.1	14.1	4.0
I am generally satisfied with being principal at this school	94.2	80.5	5.7	10.6	3.1
If I could get a higher paying job I'd leave this job as soon as possible	25.4	72.9	7.9	14.6	4.5
I think about transferring to another school	17.5	70.7	11.6	13.3	4.4
I don't seem to have as much enthusiasm now as I did when I began this job	34.5	74.9	5.8	15.9	3.4
I think about staying home from school because I'm just too tired to go	17.1	76.6	6.0	14.4	3.0
All private school principals	100.0	82.6	2.5	9.7	5.2
Somewhat or strongly agree with statements about job satisfaction in 2020-21					
The stress and disappointments involved in being a principal at this school aren't really worth it	16.3	74.5	2.9!	13.2	9.4
I am generally satisfied with being principal at this school	92.4	84.1	2.3	8.9	4.7
If I could get a higher paying job I'd leave this job as soon as possible	16.3	72.2	6.2	13.5	8.1!
I think about transferring to another school	13.6	72.9	8.5	12.5	6.1!
I don't seem to have as much enthusiasm now as I did when I began this job	30.1	76.9	3.5	12.9	6.7
I think about staying home from school because I'm just too tired to go	16.7	76.7	3.3!	14.0	6.1!

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

NOTE: Data are weighted estimates of the population. "Stayers" are principals who were principals in the same school in the 2021-22 PFS school year as in the 2020-21 NTPS school year. "Movers" are principals who were still principals in the 2021-22 PFS school year but had moved to a different school from their 2020-21 NTPS school. "Leavers" are 2020-21 NTPS principals who were no longer principals in the 2021-22 PFS school year. "Other" includes principals who had left their 2020-21 NTPS school, but for whom it was not possible to determine a mover or leaver status in the 2021-22 PFS school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), "Public School Principal and Private School Principal Status Data Files," 2021-22.

Table A-5. Plans to remain a principal: Percentage of 2020-21 public and private school principals who reported on their plan to remain a principal in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and plan to remain a principal in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	100.0	80.2	5.2	10.9	3.6
All public school principals	100.0	79.6	5.9	11.2	3.2
Plan to remain a principal					
As long as I am able	36.2	84.2	5.2	7.5	3.1
Until I am eligible for retirement benefits from this job	24.8	82.1	4.8	10.6	2.5
Until I am eligible for retirement benefits from a previous job	0.3	73.0	‡	‡	‡
Until I am eligible for Social Security benefits	1.7	80.1	4.5!	14.3	‡
Until a specific life event occurs ¹	4.7	78.4	5.4	12.5	3.7
Until a more desirable job opportunity comes along	12.0	67.8	9.8	18.4	4.0
Definitely plan to leave as soon as I can	1.4	53.3	9.0!	32.8	4.9!
Undecided at this time	19.1	77.6	6.0	12.5	3.8
All private school principals	100.0	82.6	2.5	9.7	5.2
Plan to remain a principal					
As long as I am able	57.6	85.8	1.9!	6.3	6.0
Until I am eligible for retirement benefits from this job	3.3	78.7	‡	18.9!	‡
Until I am eligible for retirement benefits from a previous job	0.3!	‡	‡	61.0!	‡
Until I am eligible for Social Security benefits	2.9	88.7	‡	‡	‡
Until a specific life event occurs ¹	9.3	86.4	‡	9.0!	‡
Until a more desirable job opportunity comes along	3.9	73.8	8.6!	12.5!	‡
Definitely plan to leave as soon as I can	2.3	30.8!	‡	56.8	‡
Undecided at this time	20.4	78.9	3.4!	12.9	4.8!

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

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

¹ Examples given on the questionnaire were “e.g., children graduate from college, relocation.”

NOTE: Data are weighted estimates of the population. “Stayers” are principals who were principals in the same school in the 2021-22 PFS school year as in the 2020-21 NTPS school year. “Movers” are principals who were still principals in the 2021-22 PFS school year but had moved to a different school from their 2020-21 NTPS school. “Leavers” are 2020-21 NTPS principals who were no longer principals in the 2021-22 PFS school year. “Other” includes principals who had left their 2020-21 NTPS school, but for whom it was not possible to determine a mover or leaver status in the 2021-22 PFS school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), “Public School Principal and Private School Principal Status Data Files,” 2021-22.

Table A-6. Working conditions: Percentage of 2020-21 public and private school principals who reported on selected working conditions in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and working condition as reported in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	100.0	80.2	5.2	10.9	3.6
All public school principals	100.0	79.6	5.9	11.2	3.2
Hours per week spent on all school-related activities in 2020-21					
Less than 45	4.9	80.1	2.3!	13.0	4.7
45-54	22.3	79.7	6.5	10.0	3.8
55-59	15.0	78.6	6.4	12.4	2.6
60 or more	57.8	79.8	5.8	11.2	3.1
Bargaining agreements in 2020-21					
Represented under a meet-and-confer agreement	14.6	81.5	5.0	10.8	2.7
Represented under a collective bargaining agreement	30.9	81.9	5.0	10.3	2.8
Not represented under a meet-and-confer or collective bargaining agreement	54.5	77.9	6.7	11.8	3.6
All private school principals	100.0	82.6	2.5	9.7	5.2
Hours per week spent on all school-related activities in 2020-21					
Less than 45	15.4	82.9	‡	10.2	4.6!
45-54	26.2	77.2	2.2!	12.9	7.7
55-59	10.6	80.1	‡	11.6	6.1!
60 or more	47.8	86.0	2.7	7.4	3.8
Bargaining agreements in 2020-21					
Represented under a meet-and-confer agreement	13.7	82.1	‡	9.2	5.2!
Represented under a collective bargaining agreement	4.7	78.6	‡	12.9!	‡
Not represented under a meet-and-confer or collective bargaining agreement	81.6	82.9	2.1	9.6	5.3

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

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

NOTE: Data are weighted estimates of the population. “Stayers” are principals who were principals in the same school in the 2021-22 PFS school year as in the 2020-21 NTPS school year. “Movers” are principals who were still principals in the 2021-22 PFS school year but had moved to a different school from their 2020-21 NTPS school. “Leavers” are 2020-21 NTPS principals who were no longer principals in the 2021-22 PFS school year. “Other” includes principals who had left their 2020-21 NTPS school, but for whom it was not possible to determine a mover or leaver status in the 2021-22 PFS school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), “Public School Principal and Private School Principal Status Data Files,” 2021-22.

Table A-7. School climate: Percentage of 2020-21 public and private school principals who reported on selected school climate characteristics in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and selected school climate characteristics as reported in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	100.0	80.2	5.2	10.9	3.6
All public school principals	100.0	79.6	5.9	11.2	3.2
The following problems occurred at least once a month or more often during 2019-20:					
Physical conflicts among students	29.4	78.9	7.1	10.8	3.2
Robbery or theft	5.2	77.3	5.0	13.0	4.8
Vandalism	6.3	76.0	8.0	13.2	2.7
Student use of alcohol	2.3	72.5	5.5!	17.4	4.7!
Student use of illegal drugs	7.3	75.1	6.0	15.1	3.8
Student possession of weapons	0.5	78.5	‡	10.9!	‡
Physical abuse of teachers	3.3	76.6	9.8	10.4	3.3!
Student racial tensions	6.1	77.1	7.2	11.8	3.9
Student bullying	31.1	79.4	6.2	11.1	3.3
Student verbal abuse of teachers	17.3	78.4	6.9	11.1	3.5
Widespread disorder in classrooms	7.3	81.9	6.6	8.7	2.9!
Student acts of disrespect toward teachers	34.2	79.4	6.6	10.9	3.2
Gang activities	1.8	68.8	6.4!	19.7	5.1!
More than 50 percent of students had at least one parent or guardian participate in the following events during 2019-20:					
Open house or back-to-school night	68.0	81.6	5.2	10.4	2.9
Parent-teacher conference	69.7	81.3	5.5	10.4	2.8
Special subject-area events ¹	53.7	81.4	5.5	10.2	2.8

See notes at end of table.

Table A-7. School climate: Percentage of 2020-21 public and private school principals who reported on selected school climate characteristics in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22—Continued

School type and selected school climate characteristics as reported in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All private school principals	100.0	82.6	2.5	9.7	5.2
The following problems occurred at least once a month or more often during 2019-20:					
Physical conflicts among students	6.1	71.1	‡	12.0	14.7!
Robbery or theft	1.4	65.9	‡	‡	‡
Vandalism	2.4	78.5	‡	11.5!	‡
Student use of alcohol	1.1	88.6	‡	‡	‡
Student use of illegal drugs	1.6	92.0	‡	‡	‡
Student possession of weapons	‡	‡	‡	‡	‡
Physical abuse of teachers	1.5	65.5	‡	‡	‡
Student racial tensions	2.9	83.5	‡	11.2!	‡
Student bullying	13.3	78.0	2.3!	10.9	8.8
Student verbal abuse of teachers	4.8	74.8	‡	11.4!	10.5!
Widespread disorder in classrooms	2.5	74.0	‡	‡	‡
Student acts of disrespect toward teachers	12.3	80.5	1.9!	10.4	7.1!
Gang activities	0.3!	‡	‡	‡	‡
More than 50 percent of students had at least one parent or guardian participate in the following events during 2019-20:					
Open house or back-to-school night	86.6	83.9	2.2	9.7	4.3
Parent-teacher conference	88.4	83.8	2.4	9.9	3.9
Special subject-area events ¹	83.2	83.9	2.4	9.8	3.9

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

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

¹ Examples of special subject-area events include science fairs and concerts.

NOTE: Data are weighted estimates of the population. “Stayers” are principals who were principals in the same school in the 2021-22 PFS school year as in the 2020-21 NTPS school year. “Movers” are principals who were still principals in the 2021-22 PFS school year but had moved to a different school from their 2020-21 NTPS school. “Leavers” are 2020-21 NTPS principals who were no longer principals in the 2021-22 PFS school year. “Other” includes principals who had left their 2020-21 NTPS school, but for whom it was not possible to determine a mover or leaver status in the 2021-22 PFS school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), “Public School Principal and Private School Principal Status Data Files,” 2021-22.

Table A-8. Major influence on decisions: Percentage of 2020-21 public and private school principals who thought they had a major influence on decisions concerning various activities at their school in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and activity in the 2020-21 school year	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	100.0	80.2	5.2	10.9	3.6
All public school principals	100.0	79.6	5.9	11.2	3.2
Had a major influence on decisions concerning various activities in 2020-21					
Setting performance standards for students at this school	58.4	79.2	6.0	11.2	3.6
Establishing curriculum at this school	34.7	78.3	5.0	12.6	4.1
Determining the content of in-service professional development programs for teachers at this school	63.5	79.5	5.9	11.3	3.3
Evaluating teachers at this school	92.4	79.5	5.9	11.3	3.4
Hiring new full-time teachers for this school	88.9	79.7	5.7	11.6	3.1
Setting discipline policy at this school	60.0	79.1	6.4	11.2	3.4
Deciding how your school budget will be spent	57.5	80.2	5.5	10.9	3.4
All private school principals	100.0	82.6	2.5	9.7	5.2
Had a major influence on decisions concerning various activities in 2020-21					
Setting performance standards for students at this school	70.8	83.9	1.7	9.1	5.4
Establishing curriculum at this school	64.3	83.9	1.8	8.7	5.7
Determining the content of in-service professional development programs for teachers at this school	76.1	83.1	2.2	9.8	4.9
Evaluating teachers at this school	81.6	82.7	2.4	9.6	5.2
Hiring new full-time teachers for this school	83.8	84.3	2.0	9.0	4.7
Setting discipline policy at this school	76.1	84.6	1.8	8.3	5.2
Deciding how your school budget will be spent	57.6	85.5	2.2	8.0	4.3

NOTE: Data are weighted estimates of the population. “Stayers” are principals who were principals in the same school in the 2021-22 PFS school year as in the 2020-21 NTPS school year. “Movers” are principals who were still principals in the 2021-22 PFS school year but had moved to a different school from their 2020-21 NTPS school. “Leavers” are 2020-21 NTPS principals who were no longer principals in the 2021-22 PFS school year. “Other” includes principals who had left their 2020-21 NTPS school, but for whom it was not possible to determine a mover or leaver status in the 2021-22 PFS school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), “Public School Principal and Private School Principal Status Data Files,” 2021-22.

Table A-S1. Standard errors for Table A-1: Principal attrition and mobility over time: Percentage distribution of public and private school principals, by status, school type, and school classification: 2008-09, 2012-13, 2016-17, and 2021-22

Year, school type, and school classification	Stayers	Movers	Leavers	Other
All principals, 2008-09	0.75	0.46	0.54	0.30
All public school principals	0.88	0.60	0.64	0.31
School classification				
Traditional public	0.91	0.60	0.66	0.28
Public charter	5.14	3.45	3.73	3.22
All private school principals	0.56	0.34	0.43	0.35
All principals, 2012-13	0.59	0.44	0.48	0.34
All public school principals	0.59	0.44	0.48	0.34
School classification				
Traditional public	0.62	0.46	0.49	0.36
Public charter	2.84	1.85	2.36	2.12
All private school principals	1.47	0.37	1.11	1.02
All public school principals, 2016-17	0.62	0.39	0.47	0.21
School classification				
Traditional public	0.65	0.42	0.48	0.22
Public charter	1.62	0.89	1.40	0.65
All principals, 2021-22	0.45	0.30	0.39	0.24
All public school principals	0.52	0.34	0.46	0.24
School classification				
Traditional public	0.57	0.36	0.49	0.25
Public charter	1.43	0.89	1.03	0.73
All private school principals	1.23	0.48	0.96	0.70

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal and Private School Principal Data Files," 2007-08; Principal Follow-up Survey (PFS), "Public School Principal and Private School Principal Status Data Files," 2008-09; "Public School Principal and Private School Principal Data Files," 2011-12; Principal Follow-up Survey (PFS), "Public School Principal and Private School Principal Status Data Files," 2012-13; National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2015-16; Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2016-17; National Teacher and Principal Survey (NTPS), "Public School Principal and Private School Principal Data Files," 2020-21; and Principal Follow-up Survey (PFS), "Public School Principal and Private School Principal Status Data Files," 2021-22.

Table A-S2. Standard errors for Table A-2: Selected principal characteristics: Percentage distribution of 2020-21 public and private school principals by selected principal characteristics in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and selected principal characteristics in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	†	0.45	0.30	0.39	0.24
All public school principals	†	0.52	0.34	0.46	0.24
Age					
Less than 45 years	0.63	0.83	0.59	0.66	0.38
45-54 years	0.73	0.73	0.50	0.53	0.40
55 years or more	0.62	1.38	0.72	1.23	0.58
Sex					
Male	0.66	0.81	0.49	0.70	0.38
Female	0.66	0.72	0.50	0.55	0.32
Race/ethnicity					
American Indian or Alaska Native, non-Hispanic	0.10	6.82	2.25	5.48	†
Asian, non-Hispanic	0.13	4.15	†	3.37	†
Black or African American, non-Hispanic	0.38	1.78	1.05	1.30	0.94
Hispanic, regardless of race	0.45	2.00	1.32	1.35	1.26
Native Hawaiian or other Pacific Islander, non-Hispanic	0.06	9.97	†	†	†
White, non-Hispanic	0.56	0.60	0.38	0.53	0.24
Two or more races, non-Hispanic	0.16	6.37	3.18	5.43	†
Salary					
Less than \$75,000	0.41	2.22	1.24	1.76	1.09
\$75,000-\$94,999	0.54	1.05	0.62	0.83	0.47
\$95,000-\$114,999	0.66	0.94	0.59	0.73	0.46
\$115,000 or more	0.48	0.90	0.60	0.71	0.36
Highest degree					
Bachelor's degree or less	0.20	3.58	1.20	2.43	2.33
Master's degree	0.60	0.70	0.47	0.55	0.29
Educational specialist or professional diploma	0.54	1.06	0.52	0.79	0.55
Doctorate or first professional degree	0.44	1.76	1.14	1.40	0.68
Years of experience as principal at 2020-21 school					
Less than 3 years	0.64	0.83	0.55	0.60	0.39
3-9 years	0.67	0.74	0.52	0.62	0.39
10 years or more	0.47	1.71	0.84	1.41	0.56
Years of experience as a principal at any school					
Less than 3 years	0.59	1.08	0.68	0.75	0.53
3-9 years	0.68	0.76	0.52	0.60	0.35
10 years or more	0.60	1.12	0.58	0.92	0.48
Years of experience as a teacher prior to becoming a principal					
Less than 5 years	0.37	2.15	1.41	1.81	1.02
5-9 years	0.67	0.92	0.57	0.69	0.43
10-14 years	0.64	0.95	0.61	0.78	0.43
15 years or more	0.60	1.03	0.66	0.81	0.45

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Selected principal characteristics: Percentage distribution of 2020-21 public and private school principals by selected principal characteristics in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22—Continued

School type and selected principal characteristics in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All private school principals	†	1.23	0.48	0.96	0.70
Age					
Less than 45 years	1.43	2.38	0.73	1.92	1.48
45-54 years	1.33	1.79	0.81	1.12	1.39
55 years or more	1.52	2.05	0.85	1.68	1.08
Sex					
Male	1.39	1.83	1.01	1.22	1.29
Female	1.39	1.57	0.44	1.26	0.86
Race/ethnicity					
American Indian or Alaska Native, non-Hispanic	0.32	12.02	†	†	†
Asian, non-Hispanic	0.48	6.46	†	†	†
Black or African American, non-Hispanic	0.79	4.69	†	1.82	4.23
Hispanic, regardless of race	0.71	4.87	†	3.63	3.50
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†	†	†
White, non-Hispanic	1.16	1.38	0.54	1.06	0.74
Two or more races, non-Hispanic	0.26	6.43	†	†	†
Salary					
Less than \$75,000	1.23	1.78	0.71	1.38	0.99
\$75,000-\$94,999	1.02	2.55	0.86	1.67	2.10
\$95,000-\$114,999	0.68	2.58	†	2.41	1.01
\$115,000 or more	0.71	2.20	0.96	1.67	1.21
Highest degree					
Bachelor's degree or less	1.29	3.03	†	2.20	2.06
Master's degree	1.36	1.43	0.58	1.22	0.71
Educational specialist or professional diploma	0.86	3.49	1.26	2.25	2.78
Doctorate or first professional degree	0.82	2.94	†	2.26	1.76
Years of experience as principal at 2020-21 school					
Less than 3 years	1.63	2.25	0.71	1.96	1.13
3-9 years	1.34	2.07	0.71	1.43	1.54
10 years or more	1.37	2.08	†	1.53	1.10
Years of experience as a principal at any school					
Less than 3 years	1.55	2.39	0.78	1.94	1.33
3-9 years	1.43	2.01	0.68	1.37	1.58
10 years or more	1.50	1.93	0.91	1.55	0.84
Years of experience as a teacher prior to becoming a principal					
Less than 5 years	1.30	3.00	0.78	2.50	1.88
5-9 years	1.19	2.51	1.67	1.41	1.63
10-14 years	0.98	2.08	0.72	1.88	0.91
15 years or more	1.56	1.79	0.54	1.34	1.30

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), "Public School Principal and Private School Principal Status Data Files," 2021-22.

Table A-S3. Standard errors for Table A-3: Selected school characteristics: Percentage distribution of 2020-21 public and private school principals by selected characteristics of their schools in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and selected school characteristics in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	†	0.45	0.30	0.39	0.24
All public school principals	†	0.52	0.34	0.46	0.24
School classification					
Traditional public	0.23	0.57	0.36	0.49	0.25
Charter school	0.23	1.43	0.89	1.03	0.73
Community type					
City	0.10	0.96	0.67	0.77	0.46
Suburban	0.09	0.95	0.60	0.69	0.40
Town	0.09	1.35	0.78	1.23	0.72
Rural	0.06	1.11	0.65	0.96	0.49
Student enrollment					
Less than 100	0.31	2.72	2.17	2.34	1.35
100-199	0.34	2.20	1.02	1.80	0.97
200-499	0.53	0.83	0.50	0.61	0.40
500-749	0.52	1.08	0.68	0.84	0.47
750-999	0.31	1.57	1.12	1.20	0.72
1,000 or more	0.26	1.39	0.82	1.15	0.50
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	0.52	1.02	0.64	0.86	0.42
35-49	0.40	1.44	0.85	1.05	0.53
50-74	0.53	1.27	0.73	1.01	0.56
75 or more	0.53	0.95	0.58	0.74	0.39
Percent minority enrollment in the school					
0-24	0.44	0.91	0.53	0.78	0.41
25-49	0.54	1.20	0.72	1.00	0.44
50-74	0.54	1.29	0.82	0.99	0.61
75 or more	0.49	0.93	0.76	0.73	0.54
Region					
Northeast	0.09	1.25	0.64	0.97	0.57
Midwest	0.14	1.06	0.57	0.91	0.47
South	0.16	0.89	0.56	0.72	0.48
West	0.16	1.11	0.77	0.86	0.45

See notes at end of table.

Table A-S3. Standard errors for Table A-3: Selected school characteristics: Percentage distribution of 2020-21 public and private school principals by selected characteristics of their schools in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22—Continued

School type and selected school characteristics in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All private school principals	†	1.23	0.48	0.96	0.70
School classification					
Catholic	0.43	1.86	0.87	1.47	0.90
Other religious	0.55	2.07	0.76	1.55	1.28
Nonsectarian	0.52	2.06	0.85	1.57	1.29
Community type					
City	0.28	1.39	0.62	1.07	0.81
Suburban	0.30	1.70	0.65	1.41	0.84
Town	0.22	3.67	†	2.62	2.10
Rural	0.37	4.15	†	3.11	2.72
Student enrollment					
Less than 100	1.13	2.18	0.88	1.57	1.37
100-199	1.09	2.19	0.77	1.92	0.94
200-499	0.89	1.76	0.84	1.54	0.88
500-749	0.35	3.04	†	2.18	1.96
750 or more	0.32	3.43	†	3.22	†
Percent minority enrollment in the school					
0-24	1.37	2.03	1.07	1.62	1.12
25-49	1.49	1.72	0.63	1.36	1.05
50-74	1.05	4.27	†	3.37	3.07
75 or more	0.97	2.45	1.39	1.79	1.19
Region					
Northeast	0.85	1.87	0.53	1.52	1.04
Midwest	0.89	2.30	0.83	1.95	0.97
South	1.06	2.15	1.03	1.80	1.24
West	0.79	3.03	0.75	1.88	2.42

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), "Public School Principal and Private School Principal Status Data Files," 2021-22.

Table A-S4. Standard errors for Table A-4: Job satisfaction: Percentage of 2020-21 public and private school principals who reported that they agree somewhat or strongly with statements about job satisfaction in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and job satisfaction in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	†	0.45	0.30	0.39	0.24
All public school principals	†	0.52	0.34	0.46	0.24
Somewhat or strongly agree with statements about job satisfaction in 2020-21					
The stress and disappointments involved in being a principal at this school aren't really worth it	0.54	1.52	0.88	1.20	0.63
I am generally satisfied with being principal at this school	0.33	0.55	0.36	0.48	0.25
If I could get a higher paying job I'd leave this job as soon as possible	0.64	1.22	0.82	1.02	0.53
I think about transferring to another school	0.52	1.52	1.09	1.20	0.66
I don't seem to have as much enthusiasm now as I did when I began this job	0.62	1.00	0.56	0.88	0.41
I think about staying home from school because I'm just too tired to go	0.50	1.52	0.82	1.15	0.59
All private school principals	†	1.23	0.48	0.96	0.70
Somewhat or strongly agree with statements about job satisfaction in 2020-21					
The stress and disappointments involved in being a principal at this school aren't really worth it	1.12	3.25	1.01	2.21	2.55
I am generally satisfied with being principal at this school	0.77	1.23	0.50	0.92	0.74
If I could get a higher paying job I'd leave this job as soon as possible	1.12	3.69	1.50	2.75	2.60
I think about transferring to another school	0.89	3.42	1.76	2.51	2.13
I don't seem to have as much enthusiasm now as I did when I began this job	1.43	2.15	0.83	1.69	1.53
I think about staying home from school because I'm just too tired to go	1.09	3.00	1.12	2.48	2.01

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), "Public School Principal and Private School Principal Status Data Files," 2021-22.

Table A-S5. Standard errors for Table A-5: Plans to remain a principal: Percentage of 2020-21 public and private school principals who reported on their plan to remain a principal in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and plan to remain a principal in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	†	0.45	0.30	0.39	0.24
All public school principals	†	0.52	0.34	0.46	0.24
Plan to remain a principal					
As long as I am able	0.68	0.86	0.53	0.64	0.42
Until I am eligible for retirement benefits from this job	0.61	0.99	0.59	0.79	0.45
Until I am eligible for retirement benefits from a previous job	0.08	12.68	†	†	†
Until I am eligible for Social Security benefits	0.18	3.94	2.17	3.43	†
Until a specific life event occurs	0.28	2.34	1.19	1.94	0.99
Until a more desirable job opportunity comes along	0.42	1.78	1.22	1.46	0.81
Definitely plan to leave as soon as I can	0.14	6.40	3.31	5.76	2.08
Undecided at this time	0.58	1.25	0.78	1.10	0.60
All private school principals	†	1.23	0.48	0.96	0.70
Plan to remain a principal					
As long as I am able	1.46	1.47	0.64	0.88	1.01
Until I am eligible for retirement benefits from this job	0.51	7.55	†	7.46	†
Until I am eligible for retirement benefits from a previous job	0.11	†	†	24.08	†
Until I am eligible for Social Security benefits	0.47	4.89	†	†	†
Until a specific life event occurs	0.77	3.31	†	2.71	†
Until a more desirable job opportunity comes along	0.48	5.84	4.08	4.31	†
Definitely plan to leave as soon as I can	0.50	9.39	†	10.16	†
Undecided at this time	1.30	3.06	1.06	2.49	1.56

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), "Public School Principal and Private School Principal Status Data Files," 2021-22.

Table A-S6. Standard errors for Table A-6: Working conditions: Percentage of 2020-21 public and private school principals who reported on selected working conditions in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and working condition as reported in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	†	0.45	0.30	0.39	0.24
All public school principals	†	0.52	0.34	0.46	0.24
Hours per week spent on all school-related activities in 2020-21					
Less than 45	0.32	2.57	0.93	2.15	1.21
45-54	0.56	1.21	0.81	0.85	0.61
55-59	0.51	1.56	0.95	1.25	0.62
60 or more	0.62	0.71	0.43	0.62	0.29
Bargaining agreements in 2020-21					
Represented under a meet-and-confer agreement	0.47	1.44	0.81	1.13	0.68
Represented under a collective bargaining agreement	0.62	0.93	0.53	0.74	0.38
Not represented under a meet-and-confer or collective bargaining agreement	0.64	0.73	0.51	0.62	0.36
All private school principals	†	1.23	0.48	0.96	0.70
Hours per week spent on all school-related activities in 2020-21					
Less than 45	1.34	3.90	†	2.90	2.22
45-54	1.51	2.70	0.73	2.29	1.88
55-59	0.89	3.51	†	2.76	2.47
60 or more	1.38	1.32	0.59	1.04	0.78
Bargaining agreements in 2020-21					
Represented under a meet-and-confer agreement	1.19	3.33	†	2.37	1.88
Represented under a collective bargaining agreement	0.65	5.84	†	4.95	†
Not represented under a meet-and-confer or collective bargaining agreement	1.25	1.36	0.41	1.10	0.80

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), "Public School Principal and Private School Principal Status Data Files," 2021-22.

Table A-S7. Standard errors for Table A-7: School climate: Percentage of 2020-21 public and private school principals who reported on selected school climate characteristics in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and selected school climate characteristics as reported in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	†	0.45	0.30	0.39	0.24
All public school principals	†	0.52	0.34	0.46	0.24
The following problems occurred at least once a month or more often during 2019-20:					
Physical conflicts among students	0.58	0.92	0.67	0.72	0.43
Robbery or theft	0.27	2.31	1.18	2.07	1.14
Vandalism	0.33	2.68	1.59	2.02	0.81
Student use of alcohol	0.19	3.62	1.90	2.90	2.19
Student use of illegal drugs	0.31	2.06	1.13	1.76	0.97
Student possession of weapons	0.10	8.43	†	5.38	†
Physical abuse of teachers	0.25	3.36	2.68	2.31	1.35
Student racial tensions	0.29	2.12	1.40	1.54	1.04
Student bullying	0.62	0.96	0.62	0.78	0.41
Student verbal abuse of teachers	0.50	1.35	0.95	0.95	0.58
Widespread disorder in classrooms	0.38	2.06	1.54	1.48	0.86
Student acts of disrespect toward teachers	0.62	0.91	0.62	0.71	0.39
Gang activities	0.18	5.43	2.57	5.34	2.04
More than 50 percent of students had at least one parent or guardian participate in the following events during 2019-20:					
Open house or back-to-school night	0.54	0.69	0.40	0.55	0.28
Parent-teacher conference	0.54	0.69	0.41	0.51	0.28
Special subject-area events	0.64	0.73	0.47	0.63	0.34

See notes at end of table.

Table A-S7. Standard errors for Table A-7: School climate: Percentage of 2020-21 public and private school principals' reports on selected school climate characteristics in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22—Continued

School type and selected school climate characteristics as reported in 2020-21	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All private school principals	†	1.23	0.48	0.96	0.70
The following problems occurred at least once a month or more often during 2019-20:					
Physical conflicts among students	0.64	5.21	†	3.34	4.59
Robbery or theft	0.33	11.36	†	†	†
Vandalism	0.35	6.53	†	4.96	†
Student use of alcohol	0.19	4.99	†	†	†
Student use of illegal drugs	0.23	3.61	†	†	†
Student possession of weapons	†	†	†	†	†
Physical abuse of teachers	0.35	11.70	†	†	†
Student racial tensions	0.37	4.70	†	4.02	†
Student bullying	0.97	2.98	0.98	2.22	2.16
Student verbal abuse of teachers	0.52	6.02	†	4.35	4.36
Widespread disorder in classrooms	0.41	9.24	†	†	†
Student acts of disrespect toward teachers	0.90	3.27	0.96	2.44	2.19
Gang activities	0.12	†	†	†	†
More than 50 percent of students had at least one parent or guardian participate in the following events during 2019-20:					
Open house or back-to-school night	1.11	1.26	0.42	1.05	0.67
Parent-teacher conference	0.97	1.29	0.52	1.05	0.60
Special subject-area events	1.17	1.36	0.45	1.11	0.66

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), "Public School Principal and Private School Principal Status Data Files," 2021-22.

Table A-S8. Standard errors for Table A-8: Major influence on decisions: Percentage of 2020-21 public and private school principals who thought they had a major influence on decisions concerning various activities at their school in 2020-21, and the percentage distribution of those 2020-21 principals by their 2021-22 status: 2020-22

School type and activity in the 2020-21 school year	Principals in 2020-21	Principal status in 2021-22			
		Stayers	Movers	Leavers	Other
All principals	†	0.45	0.30	0.39	0.24
All public school principals	†	0.52	0.34	0.46	0.24
Had a major influence on decisions concerning various activities in 2020-21					
Setting performance standards for students at this school	0.66	0.74	0.45	0.62	0.35
Establishing curriculum at this school	0.61	1.00	0.55	0.88	0.47
Determining the content of in-service professional development programs for teachers at this school	0.71	0.69	0.44	0.59	0.28
Evaluating teachers at this school	0.36	0.55	0.36	0.49	0.26
Hiring new full-time teachers for this school	0.44	0.58	0.36	0.50	0.25
Setting discipline policy at this school	0.66	0.71	0.46	0.58	0.32
Deciding how your school budget will be spent	0.61	0.72	0.44	0.58	0.32
All private school principals	†	1.23	0.48	0.96	0.70
Had a major influence on decisions concerning various activities in 2020-21					
Setting performance standards for students at this school	1.25	1.18	0.38	0.96	0.81
Establishing curriculum at this school	1.42	1.40	0.41	1.01	0.91
Determining the content of in-service professional development programs for teachers at this school	1.45	1.24	0.44	1.02	0.76
Evaluating teachers at this school	1.34	1.25	0.45	1.00	0.78
Hiring new full-time teachers for this school	1.28	1.15	0.40	0.92	0.72
Setting discipline policy at this school	1.32	1.26	0.40	0.96	0.83
Deciding how your school budget will be spent	1.56	1.30	0.50	0.96	0.81

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), "Public School Principal and Private School Principal Status Data Files," 2021-22.

Appendix B: Methodology and Technical Notes

Overview of the Principal Follow-up Survey

The Principal Follow-up Survey (PFS) is a longitudinal component of the National Teacher and Principal Survey (NTPS). NTPS is sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education. Data are collected by the U.S. Census Bureau on behalf of NCES. NTPS is a nationally representative sample survey of public and private K-12 schools, principals, and teachers in the 50 states and the District of Columbia. The NTPS was previously conducted during the 2015-16 and 2017-18 school years; 2020-21 is the third NTPS collection. The NTPS is the successor to the Schools and Staffing Survey (SASS), which was conducted seven times from the 1987-88 to 2011-12 school years. The PFS survey was conducted as a component of SASS in 2008-09 and 2012-13, and as a component of NTPS in 2016-17 and 2021-22.

PFS was initiated by NCES to inform discussions and decisions regarding principal attrition and mobility. The goal of the 2021-22 PFS was to assess how many principals in the 2020-21 school year still worked as a principal in the same school in the 2021-22 school year (“stayer”), how many had moved to become a principal in another school (“mover”), and how many were no longer working as a principal (“leaver”). The 2021-22 PFS sample included all principals interviewed in the 2020-21 NTPS.

The PFS consisted of only one item, asking about the current (2021-22) occupational status of the principal who had been the principal of the NTPS school in the previous school year (2020-21). To facilitate analysis, this item and variables derived from it were added to the 2020-21 public and private NTPS School Principal data files to create the Public School Principal Status Data File and the Private School Principal Status Data File.

For additional information on the specific NTPS- and PFS-related topics discussed in this appendix, consult the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming-a), the *User’s Manual for the 2020-21 National Teacher and Principal Survey Volumes 1-4* (Petraglia et al. 2023a), the *Survey Documentation for the 2021-22 Principal Follow-up Survey* (Cox et al. forthcoming-b), and the *User’s Manual for the 2020-21 National Teacher and Principal Survey Volume 3: Public and Private School Principal Data Files, Updated to Include the Principal Follow-up Survey* (Petraglia et al. 2023b). To access additional general information on NTPS and PFS or for electronic copies of the questionnaires, see the NTPS home page (<https://nces.ed.gov/surveys/ntps/index.asp>).

Sample

The sample for the 2021-22 PFS includes all traditional public, public charter, and private school principals who were sampled for the 2020-21 NTPS and completed their NTPS Principal Questionnaire. Any sampled NTPS principal who did not complete their questionnaire or was otherwise found to be ineligible for NTPS was not included in the PFS. The sample included about 6,500 public school principals and about 1,800 private school principals, for a total sample size of about 8,300 principals. About 4,700 principals from eligible schools were not included in the

2021-22 PFS because the principal did not respond to the Principal Questionnaire during the 2020-21 NTPS.

Because all principals who replied to a 2020-21 NTPS principal questionnaire were included in the PFS sample, any discussion of PFS methodology builds upon the preceding NTPS methodology. The 2020-21 NTPS data can produce state-level and national estimates for principals in public schools, and national, regional, and affiliation estimates for principals in private schools. The combined data file of NTPS principal and PFS data can be linked with NTPS school and teacher data files using the school identification number to provide a detailed picture of U.S. elementary and secondary schools and their staff. See volume 1 of the *User's Manual for the 2020-21 National Teacher and Principal Survey* (Petraglia et al. 2023a), for detailed information about merging data files and selecting the appropriate unit of analysis on merged files. For details on sampling at all levels of NTPS, see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming-a).

Data Collection Procedures

The 2021-22 PFS primarily utilized a mail-based collection methodology, with telephone and email follow-up for nonrespondents. To reduce burden on principals, the first contact was to schools, and then to principals if the school did not respond. In January 2022, a package with an introductory letter and the Principal Status Form was sent to schools for which a completed 2020-21 NTPS Principal Questionnaire had been returned. The letter introduced the survey and asked the school to complete and mail the status form in a return envelope that was provided. The package was addressed generically to the current school principal, using the title “School Principal/Administrator” or “School Head/Principal” for public and private schools, respectively. Any knowledgeable person at the school was asked to complete the form by indicating the current occupational status of the previous year’s principal. Telephone follow-up was conducted with nonresponding schools starting in February 2022. If the school did not respond to the PFS status form, an attempt was made to collect the data directly from the school’s 2020-21 principal, starting in March 2022, using a slightly different status form (see appendix D for all versions of the status form). All principals of nonresponding schools for whom a home address was available were mailed a package. The packages were addressed to the principal by name and contained an introductory letter and the Principal Status Form. The letter introduced the study and asked the principal to complete and mail the status form in a return envelope that was provided. Telephone follow-up directly to the principal was conducted in April and May 2022 if a home or cell phone number was available. In addition, some principals were contacted experimentally during follow-up communications by email for a web version of the Principal Status Form or by text message for two-way dynamic text messaging reply. The sampled principal was the primary respondent for the Principal Status Form sent to the principal’s home. However, a proxy interview by a person who was knowledgeable about the occupational status of the sampled principal and resided at the principal’s home address was also accepted. In May 2022, Census Bureau analysts completed a clerical research operation for nonresponding principals. During this research operation, analysts conducted research about nonresponding principals, by name, on school and district websites, local news websites, and professional networking websites to identify the principal’s current

(2021-22 school year) occupation. Mailed status forms were accepted through June 2022. See the *Survey Documentation for the 2021-22 Principal Follow-up Survey* (Cox et al. forthcoming-b) for additional information about data collection procedures.

Data Processing and Imputation

Respondents were encouraged to complete and mail back the status form sent to the school or principal. The Census Bureau assigned the status form an outcome code of “complete” if the question about the principal’s occupational status in 2021-22 was answered. Additional outcome codes included refusals, blanks, duplicates, out of scope (ineligible), and Undeliverable as Addressed (UAA). For nonresponding schools, Census Bureau telephone interviewers updated the status of cases during nonresponse follow-up. A tiered list was created to check in and code the status forms for any cases in which multiple status forms were completed with conflicting answers to the occupational status question. The tiered list prioritized out-of-scopes over interviews, interviews over noninterviews, and if within the same status code priority tier, self-administered responses (i.e., those provided by a principal) over school responses. During the review process for cases with discrepancies, online research was conducted for these cases primarily through school websites, school district websites, and local news websites. Responses from paper status forms were entered by Census Bureau staff. Status forms received via the web version of the form or by experimental dynamic text messaging did not go through a separate data capture operation since the response data were saved by the systems in electronic format.

Item imputation is typically only conducted when there is item-level missing data for survey respondents. Because the only item on the PFS status form was the question about the principal’s current occupational status, and a complete status form was required for a principal to be considered a respondent for PFS, there are no item-level missing data for respondents to the PFS status form. Therefore, no imputation was needed for the PFS status item. All imputation on the Public School Principal Status Data File and the Private School Principal Status Data File is associated with item-level nonresponse from the NTPS Principal Questionnaires. For more information on NTPS imputation, see the survey documentation for the 2020-21 NTPS (Cox et al. forthcoming-a).

Response Rates

Unit response rates. The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. Since the PFS was treated as an additional item and added to the NTPS Public and Private School Principal Data Files, PFS unit response rates are identical to the NTPS unit response rates for public and private school principals. The NTPS weighted unit response rate was produced by dividing the weighted number of respondents who completed NTPS questionnaires by the weighted number of eligible sampled cases, using the initial base weight (the inverse of the probability of selection).¹ The weighted NTPS unit response rate for public school principals was 68.0 percent, and for private school principals was 61.7 percent (see

¹ For the formula used to calculate the unit response rate, see *2012 Revision of NCES Statistical Standards* (U.S. Department of Education 2014) (<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014097>).

table B-1). For additional information on NTPS unit response rates, see *User’s Manual for the 2020-21 National Teacher and Principal Survey Volume 1: Overview* (Petraglia et al. 2023a) and *User’s Manual for the 2020-21 National Teacher and Principal Survey Volume 3: Public and Private School Principal Data Files, Updated to Include the Principal Follow-up Survey* (Petraglia et al. 2023b).

Table B-1. Weighted unit and item response rates for public and private school principals included in the Principal Follow-up Survey (PFS), using initial base weight, by school type: 2020-22

School type	2020-21 NTPS unit response rate (percent)	2021-22 PFS item response rate (percent)
Public	68.0	99.0
Traditional public	68.1	99.2
Public charter	66.7	97.5
Private	61.7	95.2

NOTE: Unit response rates were weighted using the inverse of the probability of selection. Item response rates are based on the entire population of NTPS principals, not the responses obtained on the PFS status form. That is, PFS status information was obtained for 99.0 percent of NTPS public school principals and 95.2 percent of NTPS private school principals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal and Private School Principal Documentation Data Files,” 2020-21; and Principal Follow-up Survey (PFS), “Public School Principal Status and Private School Principal Status Data Files,” 2021-22.

Unit nonresponse bias analysis. Because the NCES Statistical Standards (4-4) require analysis of nonresponse bias for any survey stage with a base-weighted response rate less than 85 percent, data for all NTPS respondent types were evaluated for potential bias. For each survey, national-level estimates were first examined for potential bias. Since PFS inherits the NTPS public and private school principal unit response rates, no additional bias analysis was conducted. For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming-a), *User’s Manual for the 2020-21 National Teacher and Principal Survey Volume 3: Public and Private School Principal Data Files, Updated to Include the Principal Follow-up Survey* (Petraglia et al. 2023b), and the *User’s Manual for the 2020-21 National Teacher and Principal Survey Volumes 1-4* (Petraglia et al. 2023a).

Item response rates. The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted item response rate is calculated by dividing the weighted number of respondents who provided an answer to an item by the weighted number of respondents who were eligible to answer that item.²

The PFS contains only one item—the principal’s current occupational status. For a typical survey, item response rates are calculated based on survey respondents only. However, because of the unique single-item nature of the PFS, respondents have by definition completed this item. A more useful item-level metric for PFS is the percentage of NTPS principals for whom principal status information was obtained. As shown in B-1, principal status information (the item response rate for the PFS item) was obtained for 99.0 percent of all NTPS public school principals, 99.2 percent

² For the formula to calculate the item response rate, see *2012 Revision of NCES Statistical Standards* (U.S. Department of Education 2014) (<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014097>).

of NTPS traditional public school principals, 97.5 percent of NTPS public charter school principals, and 95.2 percent of NTPS private school principals. Since the response rates were above 85 percent for the item, an additional nonresponse bias analysis for the item was not necessary.

Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For NTPS, a base weight was used as the starting point. In most cases, this base weight was the simple reciprocal of the unit's probability of selection on the frame (the initial base weight), and in other cases, adjustments were made to this frame base weight to reflect multiple chances of selection from the frame or other situations such as subsampling. Next, a nonresponse adjustment factor for principal nonresponse was calculated via weighting cell adjustment and applied to the principal base weight. A raking factor was then calculated and applied to the sample to adjust the sample totals to the frame totals. The product of these factors is the final weight for each NTPS respondent.

Because the PFS instrument was sent to all schools whose principals were interviewed in NTPS, new weights were not calculated. Therefore the 2020-21 NTPS public school principal and private school principal weights should be used when analyzing data from the Public School Principal Status and Private School Principal Status Data Files, respectively. This weight, to be used with all principal status data, is AFNLWGT. For more information on NTPS weighting, please refer to the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming-a).

Variance Estimation

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

One method of calculating sampling errors of complex sample designs is replication. Replication methods involve constructing a number of subsamples (i.e., 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. Each NTPS data file includes a set of 200 replicate weights designed to produce variance estimates. The set of replicate weights for each file should be applied to the data in that file.

New replicate weights were not computed for the 2021-22 PFS. Instead, the 2020-21 NTPS public and private school principal replicate weights should be used when analyzing data from the Public and Private School Principal Status Data Files. These weights are AREPWT1-AREPWT200.

Reliability of Data

PFS estimates are based on samples. The sample estimates may differ from the values that would be obtained from the universe of respondents using the same questionnaire and instructions. The difference occurs because a sample survey estimate is subject to two types of errors: nonsampling and sampling. Estimates of the magnitude of sampling error for PFS data can be derived or calculated. In general, it is difficult to estimate the amount of nonsampling error. Nonsampling errors are attributed to many sources, including definitional difficulties, the inability or unwillingness of respondents to provide correct information, differences in the interpretation of questions, an inability to recall information, errors made in collection (e.g., in recording or coding the data), errors made in processing the data, and errors made in estimating values for missing data. Quality control and edit procedures were used to reduce errors made by respondents, coders, and interviewers.

Caution Concerning Comparisons of Estimates

Care must be taken in estimating change over time in principal attrition and mobility as measured in the PFS. Some of the change may be due to changes in the sampling frame, changes in questionnaire item wording, or other changes. For example, due to sampling changes, Bureau of Indian Education (BIE) school principals were included in a separate data file in 2008-09, were excluded entirely from the sample in 2012-13, and were included as part of the public school principal sample in 2016-17 and 2021-22.

The 2015-16 NTPS, which was the base year for the 2016-17 PFS, did not include private school principals. As a result, the 2016-17 PFS included only public school principals. Care should be taken that comparisons of PFS data for other years to the 2016-17 PFS data include only public school principals, and not “all principals,” which includes both public and private school principals.

Appendix C: Description of Variables

Description of Variables

The variables that are used to produce estimates in this report are listed in C-1. Those with variable names that begin with “A” and are followed by four digits are survey variables from the 2021-22 National Teacher and Principal Survey (NTPS) principal questionnaires. For these variables, the numeric part of the variable name can be found in the NTPS principal questionnaires to the left of the corresponding question. The variables without the “letter plus four digits” for their names are derived variables, meaning they were created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these. They are frequently used in National Center for Education Statistics (NCES) publications and have been added to the data files to facilitate data analysis. The definitions for the Principal Follow-up Survey (PFS) and NTPS created variables follow C-1.

Table C-1. Variables used in this report

Variable	Variable name in data files
Annual salary	A0908
Charter school identifier	CHARFLAG
Four-category principal status	STATUS_P4
Highest degree earned	A0106
Hours spent per week on school-related activities	A1400
How long plan to remain a principal	A1414
Parent or guardian attended an open house or back-to-school night	A0313
Parent or guardian attended a parent-teacher conference	A0314
Parent or guardian attended a special subject event	A0315
Percentage of students in the school approved for National School Lunch Program	NSLAPP_S
Percent minority enrollment in the school (Private)	MINENR
Percent minority enrollment in the school (Public)	PCT_NONWHITE
Principal’s age	AGE_P
Principal’s influence on deciding how your school budget will be spent	A0209
Principal’s influence on determining the content of in-service professional development programs for teachers of this school	A0205
Principal’s influence on establishing curriculum at this school	A0204
Principal’s influence on evaluating teachers of this school	A0206
Principal’s influence on hiring new full-time teachers of this school	A0207
Principal’s influence on setting discipline policy at this school	A0208
Principal’s influence on setting performance standards for students of this school	A0203
Principal’s job satisfaction regarding different statements	A1408-A1413
Principal’s race/ethnicity	A0901-A0906
Principal’s sex	A0900

See notes at end of table.

Table C-1. Variables used in this report—Continued

Variable	Variable name in data files
Problems occur at this school	A0300-A0312
Region	REGION
Represented under a meet-and-confer or collective bargaining agreement	A1407
Student enrollment	SCHSIZE
Three-category private school typology	RELIG
Total years of experience as a school principal	A0104
Total years of experience as a school principal at current school	A0105
Total years of experience as a teacher prior to becoming a principal	A0100
Urban-centric school locale code	URBANS12

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2020-21 National Teacher and Principal Survey (NTPS) and 2021-22 Principal Follow-up Survey (PFS), “Public School Principal and Private School Principal Status Data Files,” 2021-22.

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

Four-category principal status in 2021-22 (STATUS_P4): A PFS derived variable. Respondents to the PFS are classified as stayers, movers, leavers, or other. 1 = stayer, 2 = mover, 3 = leaver, 4 = other. For the 2021-22 PFS, “stayers” are 2020-21 principals who were principals in the same school in 2021-22; “movers” are 2020-21 principals who were principals in different schools in 2021-22; “leavers” are 2020-21 principals who were no longer principals in 2021-22; and “other” includes principals who had left their 2020-21 school, but for whom it was not possible to determine a mover or leaver status in 2021-22, or are deceased.

Percent minority enrollment in the school - private schools (MINENR): Estimated percentage of enrolled private school students who are non-White, based on the responses provided in the 2020-21 NTPS Private School Questionnaire. For cases where the school was a non-interview, sample file or other information was used to impute (if available).

Percent minority enrollment in the school - public schools (PCT_NONWHITE): Estimated percentage of public school students who are non-White, based on the percentages that the school reported in the 2017-18 CCD Nonfiscal School Universe file.

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

Principal's age (AGE_P): An NTPS derived variable based on a respondent's reported year of birth. AGE_P is a continuous variable that was created by subtracting the principal's reported year of birth (P0907) from the year of data collection (2020).

Region (REGION): Census region, based on ANSI state codes, where the district is located. This variable is from the NTPS sampling frame. Categories are:

- Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.
- Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.
- South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia.
- West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

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

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

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

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

Appendix D: Principal Status Forms

PRINCIPAL STATUS FORM



[Large empty rounded rectangular box for address and name information.]

(Please correct any errors in name, address, and ZIP Code.)

PRINCIPAL FOLLOW-UP SURVEY (REGARDING YOUR SCHOOL'S 2020-21 PRINCIPAL)

Please return your completed questionnaire in the pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).

Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

FORM **PFS-1A**
(12-07-2021)

OMB No. 1850-0617: Approval Expires 07/31/2024



To learn more about this survey and to access reports from earlier collections, see the National Teacher and Principal Survey (NTPS) website at: <http://nces.ed.gov/surveys/ntps>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at: <http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at: <https://www.usa.gov/statistics>

All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).


Paperwork Burden Statement


According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0617. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4035, Washington, DC 20202.




The National Center for Education Statistics is interested in Principal attrition and mobility. Please answer the following two questions about this school's Principal last year.

1. Which of the following best describes the current occupational status of last year's Principal?

 Mark (X) only one box.

 If this school had more than one Principal last year, think of the one who was Principal on October 1, 2020.

 If this school did not have a Principal last year (2020-21 school year), mark (X) here ⁵⁰ and return the form.

Still working as Principal of this school

20 Still working as Principal of this school

Still working as a Principal, but not at this school

24 Working as a Principal, but in a different public school ↗

Is the principal's new school in the same District as this school?

21 Yes

22 No

23 Don't know

25 Working as a Principal, but in a private school

Still working in a K–12 school, but not as a Principal

26 Working in this school, but not as Principal

27 Working in a different public school, but not as Principal

28 Working in a private school, but not as Principal

Still working in K–12 Education, but not in a K–12 school

29 Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

30 Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

31 Working at a job associated with K–12 education, but not directly associated with any schools or school system

Working at a job outside of K–12 Education

32 Working at a job outside of K–12 education

Other

33 Retired – not working outside the home

34 On leave (e.g., maternity/paternity, military, disability, sabbatical)

35 Deceased

36 Other - please specify →



2. For some schools, we have a record of the name of last year's Principal (who may also be the current Principal).

Name we have:

Is this the name of the school's 2020-21 Principal, with first and last names in the right order and no nicknames?

1 Yes

2 No, this is not the name of the 2020-21 Principal OR there is no name above
↓

What is the name of this school's 2020-21 Principal? *(Please print)*

Title

First name

Middle name

Last name

Suffix

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-866-325-4957 or by e-mail at: ntps@census.gov.



SCHOOL HEAD/PRINCIPAL STATUS FORM



[Large empty rounded rectangular box for school information]

(Please correct any errors in name, address, and ZIP Code.)

PRINCIPAL FOLLOW-UP SURVEY (REGARDING YOUR SCHOOL'S 2020-21 SCHOOL HEAD/PRINCIPAL)

Please return your completed questionnaire in the pre-addressed, postage-paid envelope or mail it to:
**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).

Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU



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The National Center for Education Statistics is interested in Principal attrition and mobility. Please answer the following two questions about this school's School Head/Principal last year.

1. Which of the following best describes the current occupational status of last year's School Head/Principal?

🍏 *Mark (X) only one box.*

🍏 *If this school had more than one School Head/Principal last year, think of the one who was School Head/Principal on October 1, 2020.*

🍏 *If this school did not have a School Head/Principal last year (2020-21 school year), mark (X) here and return the form.*

Still working as School Head/Principal of this school

20 Still working as School Head/Principal of this school

Still working as a School Head/Principal, but not at the same school

24 Working as a School Head/Principal, but in a public school

25 Working as a School Head/Principal, but in a different private school

Still working in a K–12 school, but not as a School Head/Principal

26 Working in this school, but not as School Head/Principal

27 Working in a public school, but not as School Head/Principal

28 Working in a different private school, but not as School Head/Principal

Still working in K–12 Education, but not in a K–12 school

29 Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

30 Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

31 Working at a job associated with K–12 education, but not directly associated with any schools or school system

Working at a job outside of K–12 Education

32 Working at a job outside of K–12 education

Other

33 Retired – not working outside the home

34 On leave (e.g., maternity/paternity, military, disability, sabbatical)

35 Deceased

36 Other - please specify →



2. For some schools, we have a record of the name of last year's School Head/Principal (who may also be the current School Head/Principal).

Name we have:

Is this the name of the school's 2020-21 School Head/Principal, with first and last names in the right order and no nicknames?

1 Yes

2 No, this is not the name of the 2020-21 School Head/Principal OR there is no name above
↓

What is the name of this school's 2020-21 School Head/Principal? *(Please print)*

Title

First name

Middle name

Last name

Suffix

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-866-325-4957 or by e-mail at: ntps@census.gov.



PRINCIPAL STATUS FORM



[Large empty rounded rectangular box for principal information]

(Please correct any errors in name, address, and ZIP Code.)

PRINCIPAL FOLLOW-UP SURVEY

Please return your completed questionnaire in the pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).

Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU



Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0617. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: ntps@census.gov, or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics, Potomac Center Plaza, 550 12th Street, SW, Room 4035, Washington, DC 20202.

All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).



The National Center for Education Statistics is interested in Principal attrition and mobility. According to our records, you were the principal of during the 2020-21 school year.

Please answer the following question about your current occupational status.

1. Which of the following best describes your current occupational status?

🍎 *Mark (X) only one box.*

🍎 *If you were not the Principal of last year (2020-21 school year), mark (X) here and return the form.*

Still working as Principal of the same school

20 Still working as Principal of the same school

Still working as a Principal, but not at the same school

24 Working as a Principal, but in a different public school ➤

Is your new school in the same District as last year's school?

21 Yes

22 No

23 Don't know

25 Working as a Principal, but in a private school

Still working in a K-12 school, but not as a Principal

26 Working in the same school, but not as Principal

27 Working in a different public school, but not as Principal

28 Working in a private school, but not as Principal

Still working in K-12 Education, but not in a K-12 school

29 Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

30 Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

31 Working at a job associated with K-12 education, but not directly associated with any schools or school system

Working at a job outside of K-12 Education

32 Working at a job outside of K-12 education

Other

33 Retired – not working outside the home

34 On leave (e.g., maternity/paternity, military, disability, sabbatical)

35 Deceased

36 Other - please specify →



Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-866-325-4957 or by e-mail at: ntps@census.gov.

To learn more about this survey and to access reports from earlier collections, see the National Teacher and Principal Survey (NTPS) website at: <http://nces.ed.gov/surveys/ntps>

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at: <http://nces.ed.gov>

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at: <https://www.usa.gov/statistics>



SCHOOL HEAD/PRINCIPAL STATUS FORM



(Please correct any errors in name, address, and ZIP Code.)

PRINCIPAL FOLLOW-UP SURVEY

Please return your completed questionnaire in the pre-addressed, postage-paid envelope or mail it to:

**U.S. CENSUS BUREAU
ATTN: DCB/PCSPU, BUILDING 60A
1201 E. 10TH STREET
JEFFERSONVILLE, IN 47132-0001**

The National Center for Education Statistics (NCES), within the U.S. Department of Education, is authorized to conduct this survey by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543).

Conducted by:
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Collected by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

FORM **PFS-1D**
(12-07-2021)

OMB No. 1850-0617: Approval Expires 07/31/2024



Paperwork Burden Statement

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All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).



The National Center for Education Statistics is interested in Principal attrition and mobility. According to our records, you were the school head/principal of during the 2020-21 school year.

Please answer the following question about your current occupational status.

1. Which of the following best describes your current occupational status?

🍏 *Mark (X) only one box.*

🍏 *If you were not the School Head/Principal of last year (2020-21 school year), mark (X) here and return the form.*

Still working as School Head/Principal of the same school

20 Still working as School Head/Principal of the same school

Still working as a School Head/Principal, but not at the same school

24 Working as a School Head/Principal, but in a public school

25 Working as a School Head/Principal, but in a different private school

Still working in a K–12 school, but not as a School Head/Principal

26 Working in the same school, but not as School Head/Principal

27 Working in a public school, but not as School Head/Principal

28 Working in a different private school, but not as School Head/Principal

Still working in K–12 Education, but not in a K–12 school

29 Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

30 Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

31 Working at a job associated with K–12 education, but not directly associated with any schools or school system

Working at a job outside of K–12 Education

32 Working at a job outside of K–12 education

Other

33 Retired – not working outside the home

34 On leave (e.g., maternity/paternity, military, disability, sabbatical)

35 Deceased

36 Other - please specify →



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