

Teacher Attrition and Mobility

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

NCES 2024-039
U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Statistics at IES



Teacher Attrition and Mobility

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

First Look

DECEMBER 2023

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

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

NCES, IES, U.S. Department of Education
Potomac Center Plaza
550 12th Street SW
Washington, DC 20202

December 2023

The NCES Home Page address is <https://nces.ed.gov>.

The NCES Publications and Products address is <https://nces.ed.gov/pubsearch>.

This publication is only available online. To download, view, and print the report as a PDF file, go to the NCES Publications and Products address shown above.

This report was prepared for NCES under Contract No. 91990022C0049 with Westat. Mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. Government.

Suggested Citation

Taie, S., and Lewis, L. (2023). *Teacher Attrition and Mobility. Results From the 2021-22 Teacher Follow-up Survey to the National Teacher and Principal Survey* (NCES 2024-039). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2024039>.

Content Contact

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

Contents

	Page
List of Tables	iv
Introduction	1
Selected Findings	3
References	5
Appendix A: Estimate and Standard Error Tables	A-1
Appendix B: Methodology and Technical Notes.....	B-1
Appendix C: Description of Variables.....	C-1

List of Tables

Appendix A: Estimate and Standard Error Tables

Table	Page
A-1. Teachers’ status by year: Percentage distribution of teacher stayers, movers, and leavers, by school type and year: School years 1988-89 through 2021-22	A-2
A-2. Teachers’ status by teacher characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected teacher characteristics in the base year: School year 2021-22	A-3
A-3. Teachers’ status by school characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected school characteristics in the base year: School year 2021-22	A-6
A-4a. Public school teacher movers by type of move: Percentage distribution of public school teacher movers who moved across schools, school district, and school type, by school classification, years of experience, and type of move: School year 2021-22	A-8
A-4b. Private school teacher movers by type of move: Percentage distribution of private school teacher movers who moved across schools, and school type, by years of experience and type of move: School year 2021-22	A-10
A-5. Involuntary teacher movers and leavers by school type: Percentage of public and private school teacher movers and leavers who changed schools or left teaching involuntarily, by status and school type: School year 2021-22	A-11
A-6. Voluntary reasons for moving by school type: Percentage of public and private school teacher movers who rated various reasons as the most important in their decision to voluntarily move from their base year school, by school type: School year 2021-22.....	A-12
A-7. Voluntary reasons for leaving by school type: Percentage of public and private school teacher leavers who rated various reasons as the most important in their decision to voluntarily leave the position of a K-12 teacher, by school type: School year 2021-22	A-14
A-8. Occupational and industry status of leavers by school type: Percentage distribution of public and private school teacher leavers, by their current occupational and industry status, by school type: School year 2021-22	A-16

Table	Page
A-9. Aspects of current occupation of leavers by school type: Percentage distribution of working public and private teacher leavers who rated various aspects of their current occupation as better in teaching, better in current position, or not better or worse, by school type and aspects of current occupation: School year 2021-22	A-17
A-10. Teacher’s job satisfaction by status: Percentage distribution of 2020-21 school teachers who reported that they agree strongly or somewhat with statements about job satisfaction, by 2021-22 status: School year 2021-22.....	A-19
A-11. Teacher’s control over planning and teaching by status: Percentage distribution of 2020-21 school teachers who reported that they have moderate or a great deal of control over various areas of planning and teaching in their classrooms, by 2021-22 status: School year 2021-22	A-20
A-S1. Standard errors for Table A-1: Teachers’ status by year: Percentage distribution of teacher stayers, movers, and leavers, by school type and year: School years 1988-89 through 2021-22.....	A-21
A-S2. Standard errors for Table A-2: Teachers’ status by teacher characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected teacher characteristics in the base year: School year 2021-22	A-22
A-S3. Standard errors for Table A-3: Teachers’ status by school characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected school characteristics in the base year: School year 2021-22.....	A-25
A-S4a. Standard errors for Table A-4a: Public school teacher movers by type of move: Percentage distribution of public school teacher movers who moved across schools, school district, and school type, by school classification, years of experience and type of move: School year 2021-22	A-27
A-S4b. Standard errors for Table A-4b: Private school teacher movers by type of move: Percentage distribution of private school teacher movers who moved across schools, and school type, by years of experience and type of move: School year 2021-22	A-29
A-S5. Standard errors for Table A-5: Involuntary teacher movers and leavers by school type: Percentage of public and private school teacher movers and leavers who changed schools or left teaching involuntarily, by status and school type: School year 2021-22	A-30

Table	Page
A-S6. Standard errors for Table A-6: Voluntary reasons for moving by school type: Percentage of public and private school teacher movers who rated various reasons as the most important in their decision to voluntarily move from their base year school, by school type: School year 2021-22.....	A-31
A-S7. Standard errors for Table A-7: Voluntary reasons for leaving by school type: Percentage of public and private school teacher leavers who rated various reasons as the most important in their decision to voluntarily leave the position of a K-12 teacher, by school type: School year 2021-22.....	A-32
A-S8. Standard errors for Table A-8: Occupational and industry status of leavers by school type: Percentage distribution of public and private school teacher leavers, by their current occupational and industry status, by school type: School year 2021-22.....	A-34
A-S9. Standard errors for Table A-9: Aspects of current occupation of leavers by school type: Percentage distribution of working public and private teacher leavers who rated various aspects of their current occupation as better in teaching, better in current position, or not better or worse, by school type and aspects of current occupation: School year 2021-22	A-35
A-S10. Standard errors for Table A-10: Teacher’s job satisfaction by status: Percentage distribution of 2020-21 school teachers who reported that they agree strongly or somewhat with statements about job satisfaction, by 2021-22 status: School year 2021-22	A-37
A-S11. Standard errors for Table A-11: Teacher’s control over planning and teaching by status: Percentage distribution of 2020-21 school teachers who reported that they have moderate or a great deal of control over various areas of planning and teaching in their classrooms, by 2021-22 status: School year 2021-22.....	A-38

Appendix B: Methodology and Technical Notes

B-1. Weighted unit and overall response rates of TFS teachers, using initial base weight, by school type and teaching status: School year 2021-22	B-8
B-2. Summary of TFS unit nonresponse bias statistics by NTPS comparison group: School year 2021-22	B-10
B-3. Indication of potential bias for K-12 school teacher follow-up survey data at the national level based on comparisons between base-weighted frame estimates and base-weighted or nonresponse-adjusted respondent estimates: School year 2021-22	B-13
B-4. Summary of weighted item response rates, by survey: School year 2021-22.....	B-19

Appendix C: Description of Variables

Table		Page
C-1.	Variables used in the <i>Teacher Attrition and Mobility: Results From the 2021-22 Teacher Follow-up Survey</i> report.....	C-2

Introduction

This report presents selected findings from the Current Teacher and Former Teacher questionnaires of the 2021-22 Teacher Follow-up Survey (TFS). The TFS 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 TFS are developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education, and data are collected by the U.S. Census Bureau on behalf of NCES.

The 2021-22 TFS followed up with a sample of 2020-21 NTPS teachers in the school year after the NTPS data collection and included those who left teaching, as well as those who continued to teach. When examined together, the results of the TFS and NTPS can provide insight on many different educational issues related to teachers, including the retention of teachers in public and private schools and teachers' job satisfaction. The major objectives of the 2021-22 TFS were to

- measure the 1-year attrition rate for teachers;
- examine the characteristics of teachers who stayed in the teaching profession and those who changed professions or retired;
- obtain activity or occupational data for those who left the position of a K-12 teacher;
- obtain reasons for moving to a new school or leaving the K-12 teaching profession; and
- collect data on job satisfaction.

The 2021-22 TFS sampling frame consisted of teachers who completed a Teacher Questionnaire during the 2020-21 NTPS. The sample of teachers selected for the 2021-22 TFS included former teachers (NTPS teachers who left the teaching profession within the year after the NTPS, or “leavers”), current teachers who remained at their 2020-21 NTPS school during the 2021-22 school year (“stayers”), and current teachers who moved to a different school than their 2020-21 NTPS school for the 2021-22 school year (“movers”). The 2021-22 TFS sample included a total of about 10,300 current and former teachers. Data collection activities with current and former teachers were conducted from January to July 2022. The response rate for TFS was approximately 80 percent. For additional information on TFS sampling and response rates, see appendix B.

Because all of the teachers in the TFS sample responded to the NTPS Teacher Questionnaire in the previous school year, some questions (e.g., on age, sex, race/ethnicity) are not repeated in the TFS questionnaire. In addition, school characteristics are based on the teachers' NTPS schools regardless of their teaching status in 2021-22. For these reasons, some of the data in this report are drawn from the 2020-21 NTPS. They are termed “base-year” data because the NTPS responding

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.

teachers form the base for the teachers who are selected for TFS. TFS data can be linked with NTPS data files (school, principal, and teacher) to provide a detailed picture of U.S. elementary and secondary schools and their staff.³

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 on the 2021-22 TFS 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 TFS can be found at <http://nces.ed.gov/surveys/ntps/overview.asp?OverviewType=3>.

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

Selected Findings

- Among public school teachers who were teaching during the 2020-21 school year, 84 percent remained at the same school during the 2021-22 school year (“stayers”), 8 percent moved to a different school (“movers”), and 8 percent left the teaching profession (“leavers”). Among private school teachers who were teaching during the 2020-21 school year, 82 percent remained at the same school during the 2021-22 school year (“stayers”), 6 percent moved to a different school (“movers”), and 12 percent left the teaching profession (“leavers”) (table A-1).
- Among public school teachers whose total teaching experience at any school in 2020-21 was 3 years or less, 80 percent remained at the same school during the 2021-22 school year, 13 percent moved to another school, and 7 percent left teaching. Among public school teachers with 15 or more total years of teaching experience at any school in 2020-21, some 86 percent remained at the same school during the 2021-22 school year, 6 percent moved to another school, and 9 percent left teaching (table A-2).
- Among private school teachers whose total teaching experience at any school in 2020-21 was 3 years or less, 74 percent remained at the same school during the 2021-22 school year, 11 percent moved to another school, and 15 percent left teaching. Among private school teachers with 15 or more total years of teaching experience at any school in 2020-21, some 84 percent remained at the same school during the 2020-21 school year, 4 percent moved to another school, and 12 percent left teaching (table A-2).
- Among public school teachers who were teaching at schools where less than 35 percent of K-12 students were approved for free or reduced-price lunch in the 2020-21 school year, 85 percent remained at the same school during the 2021-22 school year, 7 percent moved to another school, and 8 percent left teaching. Among public school teachers who were teaching at schools where 75 percent or more of K-12 students were approved for free or reduced-price lunch in the 2020-21 school year, 82 percent remained at the same school during the 2021-22 school year, 9 percent moved to another school, and 9 percent left teaching (table A-3).
- Among public school teachers in 2020-21 who moved to another school for the 2021-22 school year, 51 percent moved to another public school in the same district, 46 percent moved to a public school in another public school district, and 4 percent moved to a private school (table A-4a). Among private school teachers in 2020-21 who moved to another school for the 2021-22 school year, 46 percent moved from a private school to a public school, and 54 percent moved from one private school to another private school (table A-4b).
- Among teachers in 2020-21 who moved to another school for the 2021-22 school year, 19 percent of public school teachers and 16 percent of private school teachers changed schools involuntarily. Among teachers in 2020-21 who were no longer teaching in the 2021-22 school year, 3 percent of public school teachers and 9 percent of private school teachers left teaching involuntarily. Reasons that teachers left teaching or changed schools

involuntarily included that their contract was not renewed, they were laid off, or their school closed or merged (table A-5).

- Among teachers in 2020-21 who voluntarily moved to another school for the 2021-22 school year, 20 percent indicated that their most important reason for moving was because they wanted a job that was more conveniently located or because they had moved, 10 percent indicated that their most important reason was because they wanted the opportunity to teach at their current school, and 9 percent indicated that their most important reason for moving was because they wanted or needed a higher salary. In addition, 6 percent of teachers indicated that their most important reason for moving was because they were dissatisfied with the way their school or district supported them during the COVID-19 pandemic (table A-6).
- Among teachers in 2020-21 who were voluntarily no longer teaching in the 2021-22 school year, 16 percent indicated that their most important reason for leaving was because they decided to retire or receive retirement benefits from the previous year's school system, 15 percent indicated that their most important reason for leaving was because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family), 13 percent indicated that their most important reason was because they decided to pursue a position other than that of a K-12 teacher, and 9 percent indicated that their most important reason for leaving was because they wanted or needed a higher salary (table A-7).
- Among teachers in 2020-21 who were no longer teaching in the 2021-22 school year, 39 percent of public school teachers and 26 percent of private school teachers were working for a school or school district in a position in the field of K-12 education, but not as a regular K-12 classroom teacher. About 12 percent of public school teachers and 19 percent of private school teachers who were no longer teaching in 2021-22 were working in an occupation outside the field of education, including military service (table A-8).
- Among teachers in 2020-21 who were working but no longer teaching in the 2021-22 school year,⁴ 66 percent indicated that the ability to balance personal life and work was better in their current position than in teaching, 60 percent indicated that autonomy or control over their own work was better in their current position than in teaching, and 58 percent indicated that both manageability of their workload and professional prestige were better in their current position than in teaching (table A-9).
- Among teachers who reported agreeing somewhat or strongly with the statement that they were generally satisfied being a teacher at their school in the 2020-21 school year, 86 percent remained at the same school in the 2021-22 school year, 7 percent moved to a different school, and 8 percent left the teaching profession (table A-10).

⁴ Teachers in 2020-21 who were working but no longer teaching in 2021-22 included former teachers who were working for a school or school district in a position in the field of K-12 education, but not as a regular K-12 classroom teacher; former teachers working in the field of K-12 education but not in a school/district; former teachers working in the field of pre-K or postsecondary education; and former teachers working outside the field of education, including military service. Data on leavers who reported an occupational status of "other than the above" are not included.

- Among teachers who reported that they had a moderate or great deal of control over various areas of planning and teaching in their classrooms in the 2020-21 school year, most (84 to 85 percent for the various areas of planning and teaching) remained at the same school in the 2021-22 school year, 6 to 8 percent moved to another school, and 8 percent left the teaching profession (table A-11).

References

- Cox, S., Gilary, A., Mosina, S., Rhea, J., Simon, D., Thomas, T., and Zhang, C. (forthcoming). *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (NCES 2023-002). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Fletcher, D., Meier, A., Zhang, C., Simon, D., Mariona, A., Lemay, M., Thomas, T., and Rhea, J. (forthcoming). *Survey Documentation for the 2021-22 Teacher Follow-up Survey*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Merlin, J., and Zotti, A. (2022). *Is a Picture Worth a Thousand Words?: Impact of Infographics on Response Rates in a Federal Survey*. Proceedings of the Federal Committee on Statistical Methodology 2022 Research and Policy Conference, Washington, DC.
- Petraglia, E., Green, J., Taie, S., Ferg, R., Hubbell, K., Salinas, V., Greene, A., and Lewis, L. (2023). *User's Manual for the 2020-21 National Teacher and Principal Survey Volumes 1-4* (NCES 2022-061rev through 2022-064rev). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Petraglia, E., Green, J., Taie, S., Ferg, R., Hubbell, K., Salinas, V., Greene, A., and Lewis, L. (forthcoming). *User's Manual for the 2021-22 Teacher Follow-up Survey* (NCES 2024-033). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Taie, S., and Lewis, L. (2022). *Characteristics of 2020-21 Public and Private K-12 School Teachers in the United States: Results From the National Teacher and Principal Survey First Look* (NCES 2022-113). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- U.S. Department of Education, National Center for Education Statistics. (2014). *NCES Statistical Standards* (NCES 2014-097). Washington, DC: U.S. Government Printing Office. Retrieved June 1, 2019, from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014097>.
- Zukerberg, A., Zotti, A., and Spiegelman, M. (2023). *Are You Getting my Text?* Proceedings of the American Association for Public Opinion Research Annual Conference, Philadelphia, PA.

Appendix A: Estimate and Standard Error Tables

Table A-1. Teachers' status by year: Percentage distribution of teacher stayers, movers, and leavers, by school type and year: School years 1988-89 through 2021-22

School type and year	Stayers	Movers	Leavers
Public			
1988-89	86.5	7.9	5.6
1991-92	87.6	7.3	5.1
1994-95	86.3	7.2	6.6
2000-01	84.9	7.7	7.4
2004-05	83.5	8.1	8.4
2008-09	84.5	7.6	8.0
2012-13	84.3	8.1	7.7
2021-22	84.1	7.9	7.9
Private¹			
1988-89	77.8	9.5	12.7
1991-92	81.1	6.6	12.3
1994-95	82.3	5.8	11.9
2000-01	79.1	8.4	12.5
2004-05	80.5	5.9	13.6
2008-09	79.2	4.9	15.9
2012-13	–	–	–
2021-22	81.9	6.4	11.7

–Not available.

¹ The 2012-13 Teacher Follow-up Survey (TFS) did not report on private school teachers.

NOTE: Data are weighted estimates of the population. “Stayers” are teachers who were teachers in the same school in the TFS school year as in the previous National Teacher and Principal Survey (NTPS) school year. “Movers” are teachers who were still teachers in the TFS school year but had moved to a different school from their NTPS school. “Leavers” are NTPS teachers who were no longer teachers in the TFS school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current and Former Teacher Data Files,” 2021-22; *Teacher Attrition and Mobility: Results From the 2012-13 Teacher Follow-up Survey*, U.S. Department of Education, National Center for Education Statistics (NCES 2014-077); *Teacher Attrition and Mobility: Results From the 2008-09 Teacher Follow-up Survey*, U.S. Department of Education, National Center for Education Statistics (NCES 2010-353).

Table A-2. Teachers' status by teacher characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected teacher characteristics in the base year: School year 2021-22

School type and selected teacher characteristics in 2020-21	Stayers	Movers	Leavers
All teachers	83.9	7.8	8.4
All public school teachers	84.1	7.9	7.9
Age			
Less than 30 years	79.4	13.5	7.1
30-49 years	86.5	7.7	5.9
50-54 years	86.1	7.1	6.8
55 years or more	78.9	5.0	16.1
Sex¹			
Male	85.5	7.4	7.1
Female	83.7	8.1	8.2
Race/ethnicity			
American Indian or Alaska Native, non-Hispanic	80.6	‡	‡
Asian, non-Hispanic	80.2	6.3!	13.4!
Black or African American, non-Hispanic	80.4	8.9	10.7
Hispanic, regardless of race	84.2	9.3	6.5
Native Hawaiian or other Pacific Islander, non-Hispanic	89.2	‡	‡
White, non-Hispanic	84.5	7.8	7.8
Two or more races, non-Hispanic	85.1	8.9	6.0
Base salary			
Less than \$40,000	79.7	9.6	10.7
\$40,000-\$54,999	83.0	9.8	7.2
\$55,000-\$69,999	84.3	8.4	7.3
\$70,000 or more	86.8	4.4	8.7
Highest degree			
Bachelor's degree or less	84.7	9.3	6.0
Master's degree	84.2	7.2	8.6
Higher than a master's degree ²	81.5	6.9	11.6
Years of experience as teacher at 2020-21 school			
3 years or less	80.5	11.3	8.3
4-9 years	84.4	8.5	7.1
10-14 years	89.0	4.4	6.6
15 or more years	87.4	3.5	9.1
Total years of teaching experience at any school			
3 years or less	79.9	13.0	7.1
4-9 years	82.1	10.1	7.7
10-14 years	86.0	7.7	6.3
15 or more years	85.5	5.6	8.8
Main assignment field			
Early childhood or general elementary	84.4	8.5	7.1
Special education	82.4	9.2	8.5
Arts or music	85.4	9.4	5.2
English and language arts	84.2	7.8	7.9
ESL or bilingual education	80.8	7.3	11.9
Foreign languages	81.4	11.0!	7.7
Health education	86.0	6.6	7.4!
Mathematics	85.7	6.1	8.1
Natural sciences	87.2	5.9	6.9
Social sciences	84.7	6.9	8.5
Career or technical education	80.5	5.6!	13.9
Other	76.5	5.3!	18.2!

See notes at end of table.

Table A-2. Teachers' status by teacher characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected teacher characteristics in the base year: School year 2021-22—Continued

School type and selected teacher characteristics in 2020-21	Stayers	Movers	Leavers
Teaching status			
Full time	84.9	8.1	7.0
Part time	73.6	6.1	20.4
Certification type³			
Regular or standard state certificate or advanced professional certificate	84.6	7.8	7.7
Certificate issued after satisfying all requirements except the completion of a probationary period	83.0	10.3	6.7
Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained	80.9	9.7	9.4
Certificate issued to persons who must complete a certification program in order to continue teaching	81.1	10.9	7.9!
None of the above certifications in this state	74.4	7.1!	18.5
All private school teachers	81.9	6.4	11.7
Age			
Less than 30 years	71.0	12.0	17.0
30-49 years	83.5	7.4	9.1
50-54 years	88.2	4.4!	7.4
55 years or more	81.1	3.1!	15.8
Sex¹			
Male	79.7	8.1	12.2
Female	82.6	5.9	11.5
Race/ethnicity			
American Indian or Alaska Native, non-Hispanic	‡	‡	‡
Asian, non-Hispanic	70.1	10.4!	19.6!
Black or African American, non-Hispanic	83.5	7.3!	9.2!
Hispanic, regardless of race	79.0	8.9	12.1
Native Hawaiian or other Pacific Islander, non-Hispanic	‡	‡	‡
White, non-Hispanic	82.7	6.0	11.3
Two or more races, non-Hispanic	73.3	‡	‡
Base salary			
Less than \$40,000	79.2	6.6	14.2
\$40,000-\$54,999	84.4	7.3	8.3
\$55,000-\$69,999	83.5	6.5	9.9
\$70,000 or more	85.7	3.2!	11.1
Highest degree			
Bachelor's degree or less	81.7	5.7	12.6
Master's degree	82.2	7.7	10.1
Higher than a master's degree ²	81.3	4.5!	14.2
Years of experience as teacher at 2020-21 school			
3 years or less	78.5	8.6	12.9
4-9 years	83.1	7.3	9.6
10-14 years	89.4	3.2!	7.5
15 or more years	82.2	2.4!	15.4
Total years of teaching experience at any school			
3 years or less	73.7	11.0	15.4
4-9 years	79.5	9.2	11.3
10-14 years	88.7	4.0	7.3
15 or more years	84.1	4.0	12.0

See notes at end of table.

Table A-2. Teachers’ status by teacher characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected teacher characteristics in the base year: School year 2021-22—Continued

School type and selected teacher characteristics in 2020-21	Stayers	Movers	Leavers
Main assignment field			
Early childhood or general elementary	85.3	6.1	8.6
Special education	80.6	15.8	‡
Arts or music	80.0	4.7!	15.4
English and language arts	77.3	11.2	11.5
ESL or bilingual education	‡	‡	‡
Foreign languages	82.0	6.0!	12.1
Health education	78.0	‡	‡
Mathematics	82.4	4.5!	13.1!
Natural sciences	84.2	2.9!	12.9
Social sciences	78.7	3.6!	17.7!
Career or technical education	73.8	‡	‡
Other	76.6	6.4!	17.0
Teaching status			
Full time	83.7	6.8	9.5
Part time	73.3	4.6!	22.1

! 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).

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

² Higher than a master’s degree is defined as a teacher who completed any of the following: an educational specialist or professional diploma, a certificate of advanced graduate studies, or a doctorate or first professional degree.

³ Certification categories refer to in-state requirements only.

NOTE: Data are weighted estimates of the population. “Stayers” are teachers who were teachers in the same school in the 2021-22 TFS school year as in the 2020-21 NTPS school year. “Movers” are teachers who were still teachers in the 2021-22 TFS school year but had moved to a different school from their 2020-21 NTPS school. “Leavers” are 2020-21 NTPS teachers who were no longer teachers in the 2021-22 TFS school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Teacher Follow-up Survey (TFS), “Current and Former Teacher Data Files,” 2021-22.

Table A-3. Teachers' status by school characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected school characteristics in the base year: School year 2021-22

School type and selected school characteristics in 2020-21	Stayers	Movers	Leavers
All teachers	83.9	7.8	8.4
All public school teachers	84.1	7.9	7.9
School classification			
Traditional public	84.3	7.8	7.9
Charter school	81.1	10.1	8.8
Community type			
City	81.5	9.4	9.0
Suburban	85.2	7.3	7.5
Town	85.4	7.1	7.5
Rural	84.8	7.6	7.6
School level¹			
Elementary	83.4	8.7	7.9
Middle	83.6	8.4	8.0
Secondary/high	86.0	7.0	7.1
Combined/other	82.6	6.0	11.3
Student enrollment			
Less than 100	70.2	10.8	19.1
100-199	79.2	11.2	9.6
200-499	83.1	8.0	8.9
500-749	84.3	7.8	7.9
750-999	87.1	7.6	5.4
1,000 or more	85.5	7.6	7.0
Percent of K-12 students who were approved for free or reduced-price lunches			
0-34	85.1	6.8	8.1
35-49	85.5	7.7	6.8
50-74	84.3	8.0	7.7
75 or more	82.4	9.0	8.5
Region			
Northeast	87.1	5.0	7.9
Midwest	86.5	7.2	6.3
South	82.0	9.8	8.2
West	82.4	8.2	9.4

See notes at end of table.

Table A-3. Teachers’ status by school characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected school characteristics in the base year: School year 2021-22–Continued

School type and selected school characteristics in 2020-21	Stayers	Movers	Leavers
All private school teachers	81.9	6.4	11.7
School classification			
Catholic	80.7	8.9	10.4
Other religious	82.0	4.6	13.4
Nonsectarian	82.9	6.4	10.6
Community type			
City	82.6	7.2	10.3
Suburban	81.0	6.2	12.8
Town	79.9	5.0 ¹	15.1
Rural	83.3	5.8 ¹	10.9
School level¹			
Elementary/middle	81.6	7.8	10.6
Secondary/high	77.0	6.6	16.4
Combined/other	84.4	5.0	10.6
Student enrollment			
Less than 100	77.5	6.5	16.1
100-199	80.3	6.9	12.8
200-499	82.8	7.2	10.0
500-749	84.1	5.3	10.5
750 or more	88.0	4.1	7.9
Region			
Northeast	85.0	5.6	9.4
Midwest	84.0	7.1	8.9
South	80.9	5.8	13.3
West	77.7	7.8	14.5

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 Elementary schools offer at least one grade of K to 4, and the number of elementary grades is at least as high as the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that offer at least as many of grades 9 through 12 as lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised.

NOTE: Data are weighted estimates of the population. “Stayers” are teachers who were teachers in the same school in the 2021-22 TFS school year as in the 2020-21 NTPS school year. “Movers” are teachers who were still teachers in the 2021-22 TFS school year but had moved to a different school from their 2020-21 NTPS school. “Leavers” are 2020-21 NTPS teachers who were no longer teachers in the 2021-22 TFS school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Teacher Follow-up Survey (TFS), “Current and Former Teacher Data Files,” 2021-22.

Table A-4a. Public school teacher movers by type of move: Percentage distribution of public school teacher movers who moved across schools, school district, and school type, by school classification, years of experience, and type of move: School year 2021-22

Type of move	All public school teacher movers	All public school teacher movers		
		1-3 years of experience	4-9 years of experience	10 or more years of experience
Moved from one public school to another public school in the same school district	50.6	43.2	46.7	56.0
Moved from one public school district to another public school district	45.5	53.0	51.2	39.0
Moved from a public school to a private school	3.9	3.7	2.2	5.0

See notes at end of table.

Table A-4a. Public school teacher movers by type of move: Percentage distribution of public school teacher movers who moved across schools, school district, and school type, by school classification, years of experience, and type of move: School year 2021-22—Continued

Type of move	All traditional public school teacher movers	Traditional school teacher movers			All charter public school teacher movers	Charter school teacher movers		
		1-3 years of experience	4-9 years of experience	10 or more years of experience		1-3 years of experience	4-9 years of experience	10 or more years of experience
Moved from one public school to another public school in the same school district	52.8	45.9	48.5	58.0	27.1	18.6	29.4	29.7!
Moved from one public school district to another public school district	43.7	50.8	49.9	37.2	64.8	73.2	62.7	62.0
Moved from a public school to a private school	3.5	3.2!	1.5!	4.7	8.1	8.2!	7.9!	8.3!

! 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).

NOTE: Data are weighted estimates of the population. “Movers” are teachers who were still teachers in the 2021-22 TFS school year but had moved to a different school from their 2020-21 National Teacher and Principal Survey (NTPS) school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current Teacher Data File,” 2021-22.

Table A-4b. Private school teacher movers by type of move: Percentage distribution of private school teacher movers who moved across schools, and school type, by years of experience and type of move: School year 2021-22

Type of move	All private school teacher movers	Private school teacher movers		
		1-3 years of experience	4-9 years of experience	10 or more years of experience
Moved from a private school to a public school	46.1	58.4	40.3	40.8
Moved from one private school to another private school	53.9	41.6	59.7	59.2

NOTE: Data are weighted estimates of the population. “Movers” are teachers who were still teachers in the 2021-22 TFS school year but had moved to a different school from their 2020-21 National Teacher and Principal Survey (NTPS) school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current Teacher Data File,” 2021-22.

Table A-5. Involuntary teacher movers and leavers by school type: Percentage of public and private school teacher movers and leavers who changed schools or left teaching involuntarily, by status and school type: School year 2021-22

School type	Movers	Leavers
All involuntary teacher movers and leavers	18.7	4.3
Public school teachers	19.0	3.3
Private school teachers	15.7	9.5

NOTE: Data are weighted estimates of the population. “Movers” are teachers who were still teachers in the 2021-22 TFS school year but had moved to a different school from their 2020-21 National Teacher and Principal Survey (NTPS) school. “Leavers” are 2020-21 NTPS teachers who were no longer teachers in the 2021-22 TFS school year. “Left teaching involuntarily” includes contract not renewed, laid off, and school closed or merged. “Changed schools involuntarily” includes contract not renewed, laid off, or school closed or merged. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current and Former Teacher Data Files,” 2021-22.

Table A-6. Voluntary reasons for moving by school type: Percentage of public and private school teacher movers who rated various reasons as the most important in their decision to voluntarily move from their base year school, by school type: School year 2021-22

Voluntary reasons for moving	All teacher movers	All public school teacher movers	All private school teacher movers
Personal life factors			
Because I wanted to take a job more conveniently located OR because I moved	19.9	20.1	18.1
Because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family)	5.8	5.7	6.4!
Because I wanted to receive retirement benefits from last year's school system	‡	‡	‡
Because of changes in childcare arrangements caused by the COVID-19 pandemic	0.3!	‡	‡
Salary and other job benefits			
Because I wanted or needed a higher salary	8.9	7.0	27.2
Because I needed better benefits than I received at last year's school	0.5!	0.3!	‡
Because I was concerned about my job security at last year's school	1.4	1.1	‡
Because I wanted or needed a way to pay off debt from my undergraduate or graduate education (such as higher pay and/or debt forgiveness)	0.8	0.8!	‡
Assignment and classroom factors			
Because I was dissatisfied with my job description or assignment (e.g., responsibilities, grade level, or subject area)	7.1	7.4	4.7!
Because I did not have enough autonomy over my classroom at last year's school	0.9	0.9	‡
Because I was dissatisfied with the large number of students I taught at last year's school	‡	‡	‡
Because I felt that there were too many intrusions on my teaching time at last year's school	1.7	1.8!	‡
School factors			
Because I wanted the opportunity to teach at my current school	10.4	11.0	5.0!
Because I was dissatisfied with the way my school or district supported me during the COVID-19 pandemic	5.7	5.7	5.2!
Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at last year's school	2.1	2.2	‡
Because student discipline problems were an issue at last year's school	1.8	2.0	‡
Because I was dissatisfied with the administration at last year's school	8.2	8.3	7.2!
Because I was dissatisfied with the lack of influence I had over school policies and practices at last year's school	0.4!	0.4!	‡
Because there were not enough opportunities for leadership roles or professional advancement at last year's school	‡	‡	‡
Student performance factors			
Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum at last year's school	‡	‡	‡
Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students at last year's school	‡	‡	‡
Because I was dissatisfied with the support I received for preparing my students for student assessments at last year's school	‡	‡	‡
Other factors			
Because of other factors not included in previous items	19.4	20.2	12.5!

See notes at end of table.

Table A-6. Voluntary reasons for moving by school type: Percentage of public and private school teacher movers who rated various reasons as the most important in their decision to voluntarily move from their base year school, by school type: School year 2021-22—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).

NOTE: Data are weighted estimates of the population. “Movers” are teachers who were still teachers in the 2021-22 TFS school year but had moved to a different school from their 2020-21 National Teacher and Principal Survey (NTPS) school. Respondents were asked to choose, from a detailed list of various reasons, the most important reason in their decision to move from their base year (2020-21) school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current Teacher Data File,” 2021-22.

Table A-7. Voluntary reasons for leaving by school type: Percentage of public and private school teacher leavers who rated various reasons as the most important in their decision to voluntarily leave the position of a K-12 teacher, by school type: School year 2021-22

Voluntary reasons for leaving	All teacher leavers	All public school teacher leavers	All private school teacher leavers
Personal life factors			
Because I wanted to take a job more conveniently located OR because I moved	5.8	5.7	6.6!
Because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family)	15.0	13.5	24.4
Because I decided to retire or receive retirement benefits from last year's school system	16.1	16.6	13.3
Because of changes in childcare arrangements caused by the COVID-19 pandemic	‡	‡	‡
Salary and other job benefits			
Because I wanted or needed a higher salary	9.5	9.2	11.2
Because I needed better benefits than I received at last year's school	‡	‡	‡
Because I was concerned about my job security at last year's school	‡	‡	‡
Because I wanted or needed a way to pay off debt from my undergraduate or graduate education (such as higher pay and/or debt forgiveness)	0.7!	0.3!	‡
Career factors			
Because I decided to pursue a position other than that of a K-12 teacher	13.1	13.6	10.3
Because I decided to take courses to improve career opportunities WITHIN the field of education	3.0	3.2	‡
Because I decided to take courses to improve career opportunities OUTSIDE the field of education	‡	‡	‡
Because I was dissatisfied with teaching as a career	7.3	7.4	6.5
Because there were not enough opportunities for leadership roles or professional advancement at last year's school	1.2	1.3	‡
Assignment and classroom factors			
Because I was dissatisfied with my job description or assignment (e.g., responsibilities, grade level, or subject area)	4.7	5.1	2.5!
Because I did not have enough autonomy over my classroom at last year's school	0.6!	0.7!	‡
Because I was dissatisfied with the large number of students I taught at last year's school	0.6!	0.7!	‡
Because I felt that there were too many intrusions on my teaching time at last year's school	1.1!	1.2!	‡
School factors			
Because I was dissatisfied with the way my school or district supported me during the COVID-19 pandemic	1.6	1.7	‡
Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at last year's school	0.9	0.9	‡
Because student discipline problems were an issue at last year's school	2.1!	2.3!	‡
Because I was dissatisfied with the administration at last year's school	2.5	2.2	4.5!
Because I was dissatisfied with the lack of influence I had over school policies and practices at last year's school	1.9!	‡	‡

See notes at end of table.

Table A-7. Voluntary reasons for leaving by school type: Percentage of public and private school teacher leavers who rated various reasons as the most important in their decision to voluntarily leave the position of a K-12 teacher, by school type: School year 2021-22—Continued

Voluntary reasons for leaving	All teacher leavers	All public school teacher leavers	All private school teacher leavers
Student performance factors			
Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum at last year's school	1.7!	2.0!	‡
Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students at last year's school	0.5!	0.5!	‡
Because I was dissatisfied with the support I received for preparing my students for student assessments at last year's school	‡	‡	‡
Other factors			
Because of other factors not included in previous items	7.4	7.4	7.3!

! 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. "Leavers" are 2020-21 National Teacher and Principal Survey (NTPS) teachers who were no longer teachers in the 2021-22 TFS school year. Respondents were asked to choose, from a detailed list of various reasons, the most important reason in their decision to leave their base year (2020-21) school. Teachers who did not indicate their most important reason for leaving are not included in this table. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Former Teacher Data File," 2021-22.

Table A-8. Occupational and industry status of leavers by school type: Percentage distribution of public and private school teacher leavers, by their current occupational and industry status, by school type: School year 2021-22

Occupational and industry status	All teacher leavers	All public school teacher leavers	All private school teacher leavers
Main occupational status of all leavers			
Working for a school or school district in a position in the field of K-12 education, but not as a regular K-12 classroom teacher	37.3	39.3	26.3
Working in the field of K-12 education but not in a school/district	4.0	3.6	5.7!
Working in the field of pre-K or postsecondary education	2.8	2.5!	3.9!
Working outside the field of education, including military service	12.9	11.8	19.3
Other	43.0	42.7	44.8
Industry status of leavers whose main occupational status was working in a position in the field of pre-K or postsecondary education, working in the field of K-12 education but not in a school/district, or working outside the field of education, including military service			
Employee of a private company, business, or individual for wages, salary, or commission	58.7	53.0	78.3
State, federal, or local government employee	18.9	22.7	6.1!
Self-employed in own business, professional practice, or farm	21.8	24.2	13.6
Working without pay in a family business, farm, or volunteer job	‡	‡	‡

! 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. "Leavers" are 2020-21 National Teacher and Principal Survey (NTPS) teachers who were no longer teachers in the 2021-22 TFS school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Former Teacher Data File," 2021-22.

Table A-9. Aspects of current occupation of leavers by school type: Percentage distribution of working public and private teacher leavers who rated various aspects of their current occupation as better in teaching, better in current position, or not better or worse, by school type and aspects of current occupation: School year 2021-22

Aspects of current occupation of leavers	All school teacher leavers		
	Better in teaching	Better in current position	Not better or worse
Salary	18.6	38.8	42.6
Benefits	17.1	20.2	62.7
Opportunities for professional advancement or promotion	7.0	52.3	40.7
Opportunities for professional development	8.9	44.9	46.2
Opportunities for learning from colleagues	13.6	40.4	45.9
Social relationships with colleagues	23.3	28.8	47.8
Recognition and support from administrators/managers	10.6	49.8	39.5
Safety of environment	8.4	36.3	55.3
Influence over workplace policies and practices	7.2	52.0	40.7
Autonomy or control over own work	9.8	60.3	29.9
Professional prestige	10.4	57.9	31.7
Procedures for performance evaluation	9.7	35.1	55.2
Manageability of workload	14.1	58.2	27.7
Ability to balance personal life and work	13.0	65.6	21.4
Availability of resources and materials/equipment for doing your job	7.0	44.8	48.2
General work conditions	7.1	49.6	43.2
Job security	22.1	22.2	55.7
Intellectual challenge	8.5	44.8	46.7
Sense of personal accomplishment	14.7	44.6	40.8
Opportunities to make a difference in the lives of others	20.6	31.2	48.3

See notes at end of table.

Table A-9. Aspects of current occupation of leavers by school type: Percentage distribution of working public and private teacher leavers who rated various aspects of their current occupation as better in teaching, better in current position, or not better or worse, by school type and aspects of current occupation: School year 2021-22—Continued

Aspects of current occupation of leavers	All public school teacher leavers			All private school teacher leavers		
	Better in teaching	Better in current position	Not better or worse	Better in teaching	Better in current position	Not better or worse
Salary	19.0	38.1	42.9	16.2	43.1	40.6
Benefits	16.7	18.6	64.7	19.7	29.5	50.8
Opportunities for professional advancement or promotion	6.4	54.2	39.5	10.6	41.5	48.0
Opportunities for professional development	8.5	47.0	44.5	11.3	32.6	56.1
Opportunities for learning from colleagues	14.1	41.4	44.5	10.8	34.9	54.3
Social relationships with colleagues	23.8	28.4	47.8	20.4	31.5	48.1
Recognition and support from administrators/managers	11.3	50.3	38.3	6.6!	47.1	46.3
Safety of environment	8.9!	37.7	53.4	‡	28.3	65.8
Influence over workplace policies and practices	6.7	53.0	40.3	10.4	46.3	43.3
Autonomy or control over own work	10.3	60.0	29.8	6.9!	62.1	31.0
Professional prestige	9.9	59.4	30.7	13.5	49.4	37.1
Procedures for performance evaluation	8.9	37.1	54.0	13.8	23.8	62.4
Manageability of workload	14.8	58.0	27.2	10.0!	59.2	30.8
Ability to balance personal life and work	13.9	65.1	21.1	8.1!	68.5	23.4
Availability of resources and materials/equipment for doing your job	7.6	44.0	48.4	3.3!	49.4	47.3
General work conditions	7.2!	50.0	42.8	‡	47.3	46.1
Job security	22.9	20.7	56.4	17.8!	30.7	51.5
Intellectual challenge	7.9	45.2	46.9	11.9!	42.4	45.7
Sense of personal accomplishment	15.3	46.7	38.0	11.1	32.4	56.5
Opportunities to make a difference in the lives of others	20.2	31.3	48.4	22.5	30.1	47.4

! 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. “Leavers” are 2020-21 National Teacher and Principal Survey (NTPS) teachers who were no longer teachers in the 2021-22 TFS school year. Working teacher leavers include former teachers working for a school or school district in a position in the field of K-12 education, but not as a regular K-12 classroom teacher; former teachers working in the field of K-12 education but not in a school/district; former teachers working in the field of pre-K or postsecondary education; and former teachers working outside the field of education, including military service. Data on leavers who reported an occupational status of “other than the above” are not included. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Former Teacher Data File,” 2021-22.

Table A-10. Teacher’s job satisfaction by status: Percentage distribution of 2020-21 school teachers who reported that they agree strongly or somewhat with statements about job satisfaction, by 2021-22 status: School year 2021-22

Statement about job satisfaction in 2020-21	Stayers	Movers	Leavers
The school administration’s behavior toward the staff is supportive and encouraging	85.1	6.9	8.0
I am satisfied with my teaching salary	85.7	5.9	8.4
The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching	82.1	9.9	8.0
I receive a great deal of support from parents for the work I do	84.8	6.9	8.3
Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff	84.5	7.2	8.3
Routine duties and paperwork interfere with my job of teaching	83.5	8.5	8.0
My principal enforces school rules for student conduct and backs me up when I need it	84.8	6.9	8.3
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	84.6	7.0	8.5
Most of my colleagues share my beliefs and values about what the central mission of the school should be	84.9	7.1	8.0
The principal knows what kind of school he or she wants and has communicated it to the staff	84.9	7.0	8.1
There is a great deal of cooperative effort among the staff members	85.0	6.9	8.1
In this school, staff members are recognized for a job well done	85.3	6.4	8.3
I worry about the security of my job because of the performance of my students or my school on state and/or local tests	82.3	9.7	7.9
State or district content standards have had a positive influence on my satisfaction with teaching	85.0	7.3	7.7
I am given the support I need to teach students with special needs	85.1	7.0	7.9
The amount of student tardiness and class cutting in this school interferes with my teaching	83.5	8.8	7.7
I am generally satisfied with being a teacher at this school	85.6	6.7	7.7
I make a conscious effort to coordinate the content of my courses with that of other teachers	84.6	7.5	7.8

NOTE: Data are weighted estimates of the population. “Stayers” are teachers who were teachers in the same school in the 2021-22 TFS school year as in the 2020-21 NTPS school year. “Movers” are teachers who were still teachers in the 2021-22 TFS school year but had moved to a different school from their 2020-21 NTPS school. “Leavers” are 2020-21 NTPS teachers who were no longer teachers in the 2021-22 TFS school year. Response options included “strongly disagree,” “somewhat disagree,” “somewhat agree,” and “strongly agree.” Teachers who reported “somewhat agree” or “strongly agree” were considered to have reported that they “agreed” with different statements. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Teacher Follow-up Survey (TFS), “Current and Former Teacher Data Files,” 2021-22.

Table A-11. Teacher’s control over planning and teaching by status: Percentage distribution of 2020-21 school teachers who reported that they have moderate or a great deal of control over various areas of planning and teaching in their classrooms, by 2021-22 status: School year 2021-22

Control over various areas of planning and teaching in 2020-21	Stayers	Movers	Leavers
Selecting textbooks and other instructional materials	85.3	6.5	8.2
Selecting content, topics, and skills to be taught	84.9	6.9	8.2
Selecting teaching techniques	84.7	7.2	8.1
Evaluating and grading students	84.6	7.3	8.1
Disciplining students	84.4	7.2	8.5
Determining the amount of homework to be assigned	84.2	7.6	8.2

NOTE: Data are weighted estimates of the population. “Stayers” are teachers who were teachers in the same school in the 2021-22 TFS school year as in the 2020-21 NTPS school year. “Movers” are teachers who were still teachers in the 2021-22 TFS school year but had moved to a different school from their 2020-21 NTPS school. “Leavers” are 2020-21 NTPS teachers who were no longer teachers in the 2021-22 TFS school year. Response options included “no control,” “minor control,” “moderate control,” and “a great deal of control.” Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Teacher Follow-up Survey (TFS), “Current and Former Teacher Data Files,” 2021-22.

Table A-S1. Standard errors for Table A-1: Teachers' status by year: Percentage distribution of teacher stayers, movers, and leavers, by school type and year: School years 1988-89 through 2021-22

School type and year	Stayers	Movers	Leavers
Public			
1988-89	0.46	0.41	0.30
1991-92	0.49	0.34	0.36
1994-95	0.52	0.35	0.34
2000-01	0.58	0.45	0.37
2004-05	0.59	0.49	0.44
2008-09	0.84	0.53	0.55
2012-13	0.98	0.65	0.64
2021-22	0.50	0.36	0.33
Private			
1988-89	1.31	0.70	0.85
1991-92	0.90	0.51	0.80
1994-95	0.79	0.35	0.70
2000-01	0.83	0.49	0.69
2004-05	2.00	0.55	2.18
2008-09	1.72	0.60	1.53
2012-13	†	†	†
2021-22	1.03	0.58	0.94

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current and Former Teacher Data Files," 2021-22; *Teacher Attrition and Mobility: Results From the 2012-13 Teacher Follow-up Survey*, U.S. Department of Education, National Center for Education Statistics (NCES 2014-077); *Teacher Attrition and Mobility: Results From the 2008-09 Teacher Follow-up Survey*, U.S. Department of Education, National Center for Education Statistics (NCES 2010-353).

Table A-S2. Standard errors for Table A-2: Teachers' status by teacher characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected teacher characteristics in the base year: School year 2021-22

School type and selected teacher characteristics in 2020-21	Stayers	Movers	Leavers
All teachers	0.47	0.33	0.31
All public school teachers	0.50	0.36	0.33
Age			
Less than 30 years	1.42	1.29	0.90
30-49 years	0.67	0.50	0.42
50-54 years	1.36	1.07	0.93
55 years or more	1.18	0.69	1.01
Sex			
Male	1.06	0.82	0.69
Female	0.57	0.38	0.37
Race/ethnicity			
American Indian or Alaska Native, non-Hispanic	9.24	†	†
Asian, non-Hispanic	5.41	1.90	5.16
Black or African American, non-Hispanic	1.78	1.09	1.53
Hispanic, regardless of race	2.56	1.74	1.32
Native Hawaiian or other Pacific Islander, non-Hispanic	7.06	†	†
White, non-Hispanic	0.48	0.36	0.36
Two or more races, non-Hispanic	3.24	2.47	1.68
Base salary			
Less than \$40,000	2.17	1.25	1.51
\$40,000-\$54,999	0.91	0.67	0.59
\$55,000-\$69,999	0.96	0.89	0.60
\$70,000 or more	0.91	0.49	0.77
Highest degree			
Bachelor's degree or less	0.85	0.68	0.44
Master's degree	0.74	0.47	0.50
Higher than a master's degree	1.90	0.91	1.61
Years of experience as teacher at 2020-21 school			
3 years or less	1.22	0.76	0.72
4-9 years	0.88	0.84	0.54
10-14 years	1.01	0.61	0.88
15 or more years	1.02	0.62	0.82
Total years of teaching experience at any school			
3 years or less	2.05	1.46	1.45
4-9 years	1.02	0.81	0.64
10-14 years	0.97	0.81	0.75
15 or more years	0.58	0.43	0.47
Main assignment field			
Early childhood or general elementary	0.79	0.60	0.57
Special education	1.31	0.85	0.87
Arts or music	2.21	1.79	0.98
English and language arts	1.45	1.01	1.07
ESL or bilingual education	4.20	2.15	3.31
Foreign languages	4.35	4.28	1.88
Health education	2.94	1.55	2.78
Mathematics	1.81	1.20	1.47
Natural sciences	1.61	0.80	1.44
Social sciences	2.25	1.40	1.81
Career or technical education	2.46	1.70	2.32
Other	5.72	1.72	5.49

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Teachers' status by teacher characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected teacher characteristics in the base year: School year 2021-22—Continued

School type and selected teacher characteristics in 2020-21	Stayers	Movers	Leavers
Teaching status			
Full time	0.47	0.37	0.33
Part time	2.75	1.01	2.32
Certification type			
Regular or standard state certificate or advanced professional certificate	0.45	0.36	0.35
Certificate issued after satisfying all requirements except the completion of a probationary period	2.73	1.94	1.83
Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained	3.88	1.83	2.58
Certificate issued to persons who must complete a certification program in order to continue teaching	4.51	3.20	2.57
None of the above certifications in this state	6.35	2.36	5.47
All private school teachers	1.03	.58	.94
Age			
Less than 30 years	4.47	2.55	4.10
30-49 years	1.66	0.83	1.50
50-54 years	2.58	1.61	1.79
55 years or more	2.11	1.02	1.81
Sex			
Male	2.41	1.36	1.90
Female	1.11	0.60	1.11
Race/ethnicity			
American Indian or Alaska Native, non-Hispanic	†	†	†
Asian, non-Hispanic	9.93	4.38	9.60
Black or African American, non-Hispanic	4.85	2.94	3.45
Hispanic, regardless of race	2.56	2.08	2.47
Native Hawaiian or other Pacific Islander, non-Hispanic	†	†	†
White, non-Hispanic	1.09	0.58	1.01
Two or more races, non-Hispanic	17.07	†	†
Base salary			
Less than \$40,000	1.72	1.00	1.63
\$40,000-\$54,999	1.70	1.20	1.22
\$55,000-\$69,999	2.87	1.24	2.69
\$70,000 or more	3.37	1.47	2.94
Highest degree			
Bachelor's degree or less	1.59	0.88	1.40
Master's degree	1.69	1.02	1.26
Higher than a master's degree	3.92	1.62	3.90
Years of experience as teacher at 2020-21 school			
3 years or less	1.77	1.22	1.72
4-9 years	1.90	1.03	1.41
10-14 years	1.78	1.08	1.69
15 or more years	2.37	0.94	2.23
Total years of teaching experience at any school			
3 years or less	3.32	2.03	2.87
4-9 years	3.09	1.58	2.75
10-14 years	2.20	0.95	1.99
15 or more years	1.45	0.65	1.29

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Teachers' status by teacher characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected teacher characteristics in the base year: School year 2021-22—Continued

School type and selected teacher characteristics in 2020-21	Stayers	Movers	Leavers
Main assignment field			
Early childhood or general elementary	1.58	1.02	1.45
Special education	5.11	4.55	†
Arts or music	4.46	1.86	4.20
English and language arts	3.22	2.37	2.49
ESL or bilingual education	†	†	†
Foreign languages	3.57	1.94	2.81
Health education	9.16	†	†
Mathematics	4.43	1.42	4.06
Natural sciences	3.01	0.94	2.92
Social sciences	5.42	1.35	5.42
Career or technical education	10.51	†	†
Other	5.02	2.32	4.29
Teaching status			
Full time	1.17	0.63	1.12
Part time	3.60	1.62	3.39

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Teacher Follow-up Survey (TFS), "Current and Former Teacher Data Files," 2021-22.

Table A-S3. Standard errors for Table A-3: Teachers' status by school characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected school characteristics in the base year: School year 2021-22

School type and selected school characteristics in 2020-21	Stayers	Movers	Leavers
All teachers	0.47	0.33	0.31
All public school teachers	0.50	0.36	0.33
School classification			
Traditional public	0.53	0.37	0.35
Charter school	1.64	1.34	1.09
Community type			
City	1.06	0.78	0.77
Suburban	0.88	0.52	0.64
Town	1.02	0.68	0.87
Rural	0.82	0.68	0.68
School level			
Elementary	0.60	0.52	0.49
Middle	1.27	0.77	0.87
Secondary/high	1.01	0.78	0.59
Combined/other	2.29	1.39	2.10
Student enrollment			
Less than 100	6.40	2.47	5.46
100-199	2.93	1.97	2.22
200-499	0.84	0.54	0.73
500-749	0.98	0.75	0.73
750-999	1.30	0.94	0.79
1,000 or more	1.14	0.90	0.74
Percent of K-12 students who were approved for free or reduced-price lunches			
0-34	0.87	0.49	0.77
35-49	1.07	0.93	0.71
50-74	1.11	0.64	0.83
75 or more	1.14	0.72	0.76
Region			
Northeast	1.17	0.75	0.93
Midwest	0.98	0.69	0.61
South	1.03	0.77	0.63
West	1.34	0.80	1.02

See notes at end of table.

Table A-S3. Standard errors for Table A-3: Teachers' status by school characteristics: Percentage distribution of public and private school teacher stayers, movers, and leavers, by school type and selected school characteristics in the base year: School year 2021-22—Continued

School type and selected school characteristics in 2020-21	Stayers	Movers	Leavers
All private school teachers	1.03	0.58	0.94
School classification			
Catholic	1.82	1.32	1.18
Other religious	2.00	0.86	1.94
Nonsectarian	2.34	0.98	2.02
Community type			
City	1.58	0.96	1.55
Suburban	1.66	0.99	1.50
Town	3.91	1.76	3.47
Rural	3.30	1.80	2.86
School level			
Elementary/middle	1.81	1.20	1.65
Secondary/high	2.67	1.17	2.49
Combined/other	1.53	0.64	1.54
Student enrollment			
Less than 100	2.98	1.44	2.74
100-199	2.39	1.25	2.05
200-499	2.06	0.94	1.52
500-749	2.35	1.36	1.91
750 or more	2.26	1.08	2.14
Region			
Northeast	2.18	1.55	1.72
Midwest	1.83	1.16	1.51
South	1.61	1.00	1.45
West	2.98	1.42	2.81

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Teacher Follow-up Survey (TFS), "Current and Former Teacher Data Files," 2021-22.

Table A-S4a. Standard errors for Table A-4a: Public school teacher movers by type of move: Percentage distribution of public school teacher movers who moved across schools, school district, and school type, by school classification, years of experience and type of move: School year 2021-22

Type of move	All public school teacher movers	All public school teacher movers		
		1-3 years of experience	4-9 years of experience	10 or more years of experience
Moved from one public school to another public school in the same school district	2.23	5.88	3.97	3.43
Moved from one public school district to another public school district	2.31	5.87	4.05	3.51
Moved from a public school to a private school	0.64	1.03	0.54	1.14

See notes at end of table.

Table A-S4a. Standard errors for Table A-4a: Public school teacher movers by type of move: Percentage distribution of public school teacher movers who moved across schools, school district, and school type, by school classification, years of experience and type of move: School year 2021-22—Continued

Type of move	All traditional public school teacher movers	Traditional school teacher movers			All charter public school teacher movers	Charter school teacher movers		
		1-3 years of experience	4-9 years of experience	10 or more years of experience		1-3 years of experience	4-9 years of experience	10 or more years of experience
Moved from one public school to another public school in the same school district	2.22	6.52	4.26	3.30	4.46	4.96	4.21	12.32
Moved from one public school district to another public school district	2.34	6.57	4.37	3.45	4.47	6.46	4.61	13.20
Moved from a public school to a private school	0.65	1.07	0.53	1.20	2.00	3.42	2.73	3.93

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Data File," 2021-22.

Table A-S4b. Standard errors for Table A-4b: Private school teacher movers by type of move: Percentage distribution of private school teacher movers who moved across schools, and school type, by years of experience and type of move: School year 2021-22

Type of move	All private school teacher movers	Private school teacher movers		
		1-3 years of experience	4-9 years of experience	10 or more years of experience
Moved from a private school to a public school	4.19	7.63	8.47	7.85
Moved from one private school to another private school	4.19	7.63	8.47	7.85

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Data File," 2021-22.

Table A-S5. Standard errors for Table A-5: Involuntary teacher movers and leavers by school type: Percentage of public and private school teacher movers and leavers who changed schools or left teaching involuntarily, by status and school type: School year 2021-22

School type	Movers	Leavers
All involuntary teacher movers and leavers	1.94	0.76
Public school teachers	2.15	0.69
Private school teachers	4.29	2.73

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current and Former Teacher Data Files," 2021-22.

Table A-S6. Standard errors for Table A-6: Voluntary reasons for moving by school type: Percentage of public and private school teacher movers who rated various reasons as the most important in their decision to voluntarily move from their base year school, by school type: School year 2021-22

Voluntary reasons for moving	All teacher movers	All public school teacher movers	All private school teacher movers
Personal life factors			
Because I wanted to take a job more conveniently located OR because I moved	1.51	1.63	3.35
Because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family)	0.79	0.77	2.48
Because I wanted to receive retirement benefits from last year's school system	†	†	†
Because of changes in childcare arrangements caused by the COVID-19 pandemic	0.14	†	†
Salary and other job benefits			
Because I wanted or needed a higher salary	0.97	0.84	4.63
Because I needed better benefits than I received at last year's school	0.19	0.13	†
Because I was concerned about my job security at last year's school	0.39	0.26	†
Because I wanted or needed a way to pay off debt from my undergraduate or graduate education (such as higher pay and/or debt forgiveness)	0.24	0.24	†
Assignment and classroom factors			
Because I was dissatisfied with my job description or assignment (e.g., responsibilities, grade level, or subject area)	1.97	2.18	1.86
Because I did not have enough autonomy over my classroom at last year's school	0.26	0.24	†
Because I was dissatisfied with the large number of students I taught at last year's school	†	†	†
Because I felt that there were too many intrusions on my teaching time at last year's school	0.50	0.56	†
School factors			
Because I wanted the opportunity to teach at my current school	2.28	2.48	2.22
Because I was dissatisfied with the way my school or district supported me during the COVID-19 pandemic	1.28	1.37	2.41
Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at last year's school	0.33	0.36	†
Because student discipline problems were an issue at last year's school	0.35	0.40	†
Because I was dissatisfied with the administration at last year's school	1.10	1.26	2.90
Because I was dissatisfied with the lack of influence I had over school policies and practices at last year's school	0.18	0.20	†
Because there were not enough opportunities for leadership roles or professional advancement at last year's school	†	†	†
Student performance factors			
Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum at last year's school	†	†	†
Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students at last year's school	†	†	†
Because I was dissatisfied with the support I received for preparing my students for student assessments at last year's school	†	†	†
Other factors			
Because of other factors not included in previous items	2.29	2.55	3.86

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current Teacher Data File," 2021-22.

Table A-S7. Standard errors for Table A-7: Voluntary reasons for leaving by school type: Percentage of public and private school teacher leavers who rated various reasons as the most important in their decision to voluntarily leave the position of a K-12 teacher, by school type: School year 2021-22

Voluntary reasons for leaving	All teacher leavers	All public school teacher leavers	All private school teacher leavers
Personal life factors			
Because I wanted to take a job more conveniently located OR because I moved	1.24	1.37	2.94
Because of other personal life reasons (e.g., health, pregnancy/childcare, caring for family)	1.79	1.69	4.88
Because I decided to retire or receive retirement benefits from last year's school system	1.32	1.51	2.26
Because of changes in childcare arrangements caused by the COVID-19 pandemic	†	†	†
Salary and other job benefits			
Because I wanted or needed a higher salary	1.37	1.52	3.01
Because I needed better benefits than I received at last year's school	†	†	†
Because I was concerned about my job security at last year's school	†	†	†
Because I wanted or needed a way to pay off debt from my undergraduate or graduate education (such as higher pay and/or debt forgiveness)	0.35	0.12	†
Career factors			
Because I decided to pursue a position other than that of a K-12 teacher	2.00	2.29	3.00
Because I decided to take courses to improve career opportunities WITHIN the field of education	0.62	0.73	†
Because I decided to take courses to improve career opportunities OUTSIDE the field of education	†	†	†
Because I was dissatisfied with teaching as a career	1.42	1.59	1.62
Because there were not enough opportunities for leadership roles or professional advancement at last year's school	0.25	0.27	†
Assignment and classroom factors			
Because I was dissatisfied with my job description or assignment (e.g., responsibilities, grade level, or subject area)	1.17	1.35	1.09
Because I did not have enough autonomy over my classroom at last year's school	0.19	0.20	†
Because I was dissatisfied with the large number of students I taught at last year's school	0.25	0.29	†
Because I felt that there were too many intrusions on my teaching time at last year's school	0.38	0.45	†
School factors			
Because I was dissatisfied with the way my school or district supported me during the COVID-19 pandemic	0.31	0.32	†
Because I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at last year's school	0.23	0.23	†
Because student discipline problems were an issue at last year's school	0.68	0.80	†
Because I was dissatisfied with the administration at last year's school	0.37	0.39	1.48
Because I was dissatisfied with the lack of influence I had over school policies and practices at last year's school	0.91	†	†

See notes at end of table.

Table A-S7. Standard errors for Table A-7: Voluntary reasons for leaving by school type: Percentage of public and private school teacher leavers who rated various reasons as the most important in their decision to voluntarily leave the position of a K-12 teacher, by school type: School year 2021-22—Continued

Voluntary reasons for leaving	All teacher leavers	All public school teacher leavers	All private school teacher leavers
Student performance factors			
Because I was dissatisfied with how student assessments and school accountability measures impacted my teaching or curriculum at last year's school	0.71	0.83	†
Because I was dissatisfied with how some of my compensation, benefits, or rewards were tied to the performance of my students at last year's school	0.16	0.17	†
Because I was dissatisfied with the support I received for preparing my students for student assessments at last year's school	†	†	†
Other factors			
Because of other factors not included in previous items	1.01	1.18	2.43

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Former Teacher Data File," 2021-22.

Table A-S8. Standard errors for Table A-8: Occupational and industry status of leavers by school type: Percentage distribution of public and private school teacher leavers, by their current occupational and industry status, by school type: School year 2021-22

	All teacher leavers	All public school teacher leavers	All private school teacher leavers
Occupational and industry status			
Main occupational status of all leavers			
Working for a school or school district in a position in the field of K-12 education, but not as a regular K-12 classroom teacher	2.33	2.78	4.20
Working in the field of K-12 education but not in a school/district	0.89	0.94	2.56
Working in the field of pre-K or postsecondary education	0.67	0.76	1.38
Working outside the field of education, including military service	1.45	1.59	3.30
Other	1.85	2.16	4.79
Industry status of leavers whose main occupational status was working in a position in the field of pre-K or postsecondary education, working in the field of K-12 education but not in a school/district, or working outside the field of education, including military service			
Employee of a private company, business, or individual for wages, salary, or commission	5.29	6.70	4.66
State, federal, or local government employee	4.28	5.46	2.63
Self-employed in own business, professional practice, or farm	3.96	5.22	3.61
Working without pay in a family business, farm, or volunteer job	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Former Teacher Data File," 2021-22.

Table A-S9. Standard errors for Table A-9: Aspects of current occupation of leavers by school type: Percentage distribution of working public and private teacher leavers who rated various aspects of their current occupation as better in teaching, better in current position, or not better or worse, by school type and aspects of current occupation: School year 2021-22

Aspects of current occupation of leavers	All school teacher leavers		
	Better in teaching	Better in current position	Not better or worse
Salary	2.45	2.98	3.35
Benefits	1.96	2.28	2.76
Opportunities for professional advancement or promotion	1.08	3.41	3.31
Opportunities for professional development	1.41	3.37	3.40
Opportunities for learning from colleagues	2.27	2.87	3.07
Social relationships with colleagues	2.61	2.68	3.28
Recognition and support from administrators/managers	1.93	3.17	3.08
Safety of environment	2.41	2.86	3.02
Influence over workplace policies and practices	1.28	3.02	3.18
Autonomy or control over own work	2.35	3.33	3.25
Professional prestige	2.09	3.28	2.83
Procedures for performance evaluation	1.79	2.80	3.12
Manageability of workload	2.50	2.72	2.48
Ability to balance personal life and work	2.55	2.92	2.38
Availability of resources and materials/equipment for doing your job	1.52	3.05	2.99
General work conditions	2.19	3.23	3.13
Job security	2.45	2.22	2.78
Intellectual challenge	1.45	2.79	3.10
Sense of personal accomplishment	2.68	3.06	3.20
Opportunities to make a difference in the lives of others	2.46	2.61	3.14

See notes at end of table.

Table A-S9. Standard errors for Table A-9: Aspects of current occupation of leavers by school type: Percentage distribution of working public and private teacher leavers who rated various aspects of their current occupation as better in teaching, better in current position, or not better or worse, by school type and aspects of current occupation: School year 2021-22—Continued

Aspects of current occupation of leavers	All public school teacher leavers			All private school teacher leavers		
	Better in teaching	Better in current position	Not better or worse	Better in teaching	Better in current position	Not better or worse
Salary	2.82	3.47	3.77	3.34	5.57	7.08
Benefits	2.15	2.64	3.03	4.47	5.74	6.56
Opportunities for professional advancement or promotion	1.25	3.94	3.85	2.85	4.20	4.83
Opportunities for professional development	1.58	3.86	3.86	2.89	4.20	5.64
Opportunities for learning from colleagues	2.66	3.10	3.42	3.20	6.40	7.37
Social relationships with colleagues	2.89	3.00	3.64	3.77	6.65	6.73
Recognition and support from administrators/managers	2.16	3.51	3.41	2.06	7.15	6.82
Safety of environment	2.74	3.28	3.36	†	4.46	5.24
Influence over workplace policies and practices	1.43	3.51	3.62	2.98	5.18	5.28
Autonomy or control over own work	2.75	3.88	3.63	2.82	6.24	6.35
Professional prestige	2.41	3.67	3.00	3.13	6.90	6.77
Procedures for performance evaluation	1.92	3.17	3.37	3.83	6.67	6.42
Manageability of workload	2.89	2.98	2.73	3.33	7.54	7.06
Ability to balance personal life and work	2.96	3.27	2.65	2.85	7.07	6.53
Availability of resources and materials/equipment for doing your job	1.79	3.48	3.53	1.36	6.68	6.60
General work conditions	2.50	3.74	3.72	†	7.36	7.15
Job security	2.89	2.58	3.05	5.38	5.67	5.67
Intellectual challenge	1.58	3.16	3.37	4.19	6.26	6.16
Sense of personal accomplishment	3.13	3.63	3.63	2.59	5.82	6.16
Opportunities to make a difference in the lives of others	2.77	2.99	3.61	4.46	6.07	6.01

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Former Teacher Data File," 2021-22.

Table A-S10. Standard errors for Table A-10: Teacher’s job satisfaction by status: Percentage distribution of 2020–21 school teachers who reported that they agree strongly or somewhat with statements about job satisfaction, by 2021–22 status: School year 2021–22

Statement about job satisfaction in 2020-21	Stayers	Movers	Leavers
The school administration’s behavior toward the staff is supportive and encouraging	0.49	0.32	0.36
I am satisfied with my teaching salary	0.78	0.49	0.47
The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching	1.05	0.66	0.72
I receive a great deal of support from parents for the work I do	0.52	0.37	0.41
Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff	0.47	0.32	0.33
Routine duties and paperwork interfere with my job of teaching	0.57	0.45	0.38
My principal enforces school rules for student conduct and backs me up when I need it	0.45	0.27	0.35
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	0.57	0.32	0.44
Most of my colleagues share my beliefs and values about what the central mission of the school should be	0.46	0.31	0.33
The principal knows what kind of school he or she wants and has communicated it to the staff	0.50	0.31	0.35
There is a great deal of cooperative effort among the staff members	0.50	0.34	0.36
In this school, staff members are recognized for a job well done	0.54	0.35	0.40
I worry about the security of my job because of the performance of my students or my school on state and/or local tests	1.09	0.73	0.68
State or district content standards have had a positive influence on my satisfaction with teaching	0.69	0.44	0.49
I am given the support I need to teach students with special needs	0.55	0.39	0.38
The amount of student tardiness and class cutting in this school interferes with my teaching	0.97	0.64	0.52
I am generally satisfied with being a teacher at this school	0.50	0.32	0.34
I make a conscious effort to coordinate the content of my courses with that of other teachers	0.52	0.35	0.33

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Teacher Follow-up Survey (TFS), “Current and Former Teacher Data Files,” 2021–22.

Table A-S11. Standard errors for Table A-11: Teacher’s control over planning and teaching by status: Percentage distribution of 2020-21 school teachers who reported that they have moderate or a great deal of control over various areas of planning and teaching in their classrooms, by 2021-22 status: School year 2021-22

Control over various areas of planning and teaching in 2020-21	Stayers	Movers	Leavers
Selecting textbooks and other instructional materials	0.62	0.42	0.43
Selecting content, topics, and skills to be taught	0.63	0.39	0.41
Selecting teaching techniques	0.44	0.29	0.34
Evaluating and grading students	0.42	0.29	0.34
Disciplining students	0.55	0.31	0.40
Determining the amount of homework to be assigned	0.48	0.35	0.32

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Teacher Follow-up Survey (TFS), “Current and Former Teacher Data Files,” 2021-22.

Appendix B: Methodology and Technical Notes

Overview of the Teacher Follow-up Survey

The Teacher Follow-up Survey (TFS) 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. NTPS is the successor to the Schools and Staffing Survey (SASS), which was conducted seven times from the 1987-88 to the 2011-12 school years. The TFS survey was conducted seven times in the school year following SASS, from the 1991-92 to the 2012-13 school years. TFS was last conducted in 2012-13, as a component of SASS. The 2021-22 TFS is the first time that the TFS survey has been conducted as a component of NTPS.

NTPS provides extensive data on the characteristics and qualifications of teachers and principals, teacher hiring practices, professional development, class size, and other conditions in schools across the nation. TFS focuses on a sample of public and private school teachers who participated in NTPS, including those teachers who have left the K-12 teaching profession and those who have changed schools but continue to teach. When examined together, the results of NTPS and TFS can provide insights into many different educational issues related to teachers, including retention and mobility of teachers in public and private schools and teachers' job satisfaction.

For additional information on the specific NTPS- and TFS-related topics discussed in this appendix, consult the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming), the *User's Manual for the 2020-21 National Teacher and Principal Survey Volumes 1-4* (Petraglia et al. 2023), the *Survey Documentation for the 2021-22 Teacher Follow-up Survey* (Fletcher et al. forthcoming), and the *User's Manual for the 2021-22 Teacher Follow-up Survey* (Petraglia et al. forthcoming). To access additional general information on NTPS and TFS or for electronic copies of the questionnaires, go to the NTPS home page (<https://nces.ed.gov/surveys/ntps/index.asp>).

Sampling Frames and Sample Selection

Teachers sampled for TFS are drawn from the NTPS teacher sample, which, in turn, is drawn from the NTPS school sample. 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) and *Characteristics of 2020-21 Public and Private K-12 School Teachers in the United States: Results From the National Teacher and Principal Survey First Look* (Taie and Lewis 2022).

The 2021-22 TFS sampling frame consisted of traditional public, public charter, and private school teachers who completed a Teacher Questionnaire during the 2020-21 NTPS. The sample of teachers selected for the 2021-22 TFS included former teachers (NTPS teachers who left the teaching profession within the year after the NTPS, or "Leavers"), current teachers who remained at their 2020-21 NTPS school during the 2021-22 school year ("Stayers"), and current teachers

who moved to a different school than their 2020-21 NTPS school for the 2021-22 school year (“Movers”). Any sampled NTPS teacher who did not complete an NTPS questionnaire or was found to be out of scope for the NTPS was not included in the TFS frame. Because the TFS frame was created before the respondent status for NTPS was finalized, the TFS frame includes about 100 teachers who subsequently became nonrespondents or out of scope for NTPS.

The TFS sample is a stratified sample allocated to allow comparisons of teachers by TFS status (stayers, movers, leavers, and unknown status at the time of sampling) within school type (traditional public, public charter, and private), experience groups (1st year, 2nd through 5th year, and 6th year or longer), grade level of students taught (elementary, middle, and high), and teacher’s race/ethnicity (Hispanic, non-Hispanic Black, and other).¹ For the TFS, the responding 2020-21 NTPS teachers were stratified by these five variables in the order of school type, status, experience group, teacher’s grade level, and teacher’s race/ethnicity. To determine TFS status for the TFS frame, each NTPS sampled school with one or more teachers who completed a 2020-21 NTPS Teacher Questionnaire was mailed a Teacher Status Form (TFS-1) at the beginning of the 2021-22 school year asking for current information about the previous year’s teachers. A separate clerical research operation was also conducted with nonresponding schools to collect teacher status information. If the school did not respond to the TFS-1 form and no information was obtained about the teachers during the clerical operation, the teachers were still eligible for sampling. Since most teachers remain at the same school from one school year to the next, these teachers were assumed to be stayers for sampling purposes. The information collected about teacher status was used to stratify each teacher into the following status categories for sampling purposes:

- Stayers—teachers in the 2020-21 school year who remained a teacher at the same school for the 2021-22 school year or teachers whose status was not reported (left blank) by the school or whose school did not complete the Teacher Status Form;
- Movers—teachers in the 2020-21 school year who remained a teacher for the 2021-22 school year but had moved to a different school or teachers who worked in a school in the 2020-21 school year that closed or merged with another school;
- Leavers—teachers in the 2020-21 school year who left the teaching profession within the year after the NTPS; and
- Unknowns—teachers whose status was reported by the school as having left the school, without any other information given.

¹ Stayer/mover/leaver status was collected during the 2021-22 TFS while school type, experience group, teacher’s grade level, and teacher’s race/ethnicity were all collected during the NTPS base year (2020-21 NTPS). For race/ethnicity, Hispanic includes any teacher who identifies as Hispanic regardless of race, non-Hispanic Black includes any teacher who identifies their race as including Black or African-American and does not identify as Hispanic, and Other includes any teacher who does not identify their race as including Black or African-American and does not identify as Hispanic.

The 2021-22 TFS sampling frame included about 37,400 stayers, about 2,400 movers, and about 4,100 leavers² for a total count on the sampling frame of about 43,900 teachers.

Before teachers were allocated to sampling strata, schools were first allocated an overall number of teachers to be selected. The number of teachers sampled in a school was based upon the school's grade range, enrollment, locale, and poverty status. The total expected number of completed questionnaires for a school was set at 3.78 for each school classified as elementary or combined and 4.01 for each school classified as middle or high. Teachers were then stratified by subject, e.g., math, science, English/language arts, social studies, and others. Unlike in the NTPS, none of these strata were oversampled; however, an attrition adjustment factor derived from expected attrition given school characteristics was applied.

Once the sample sizes were determined for each combination of status, school type, and race, the sample was allocated to each final stratum (defined by crossing status, school type, race, experience, and grade level) proportional to the cumulative measure of size within the stratum (that is, the sum of the NTPS teacher base weights among responding NTPS teachers in the sampling stratum) relative to the cumulative measure of size within each combination of status, school type, and race to maximize the reliability of estimates by status, school type, and race. Within each TFS stratum, teachers who had completed questionnaires in the 2020-21 NTPS were sorted to achieve a random, balanced sample. The variables used in the sort were teacher stratum, NTPS teacher base weight, recoded teaching assignment from NTPS, Census region, recoded school affiliation (private school teachers only), locale, school enrollment, and the unique ID assigned to each teacher for NTPS (NTPS teacher control number). The NTPS teacher control number is included to ensure that the sort order is unique within each stratum. Teachers were selected within each TFS stratum using a systematic probability proportional to size sampling procedure. This procedure is similar to that used in the NTPS school and teacher selection. Any teacher with a measure of size (their NTPS teacher base weight) greater than the stratum's sampling interval was included in the sample with certainty. Some strata were sampled with certainty because the number of teachers within the strata was less than the allocated sample size in that stratum. These sampling procedures resulted in a sample of about 6,200 current teachers (about 3,800 stayers and 2,400 movers) and about 4,100 former teachers (leavers),³ for a total sample size of about 10,300 for the 2021-22 TFS. During data collection, some teachers changed classification between current and former teacher, resulting in a final sample after data collection of about 7,200 current teachers and 3,100 former teachers.

Data Collection Procedures

Data collection for the 2021-22 TFS began as part of a sample selection operation with the mailing of the Teacher Status Form (TFS-1) in September 2021 to each school that had at least one teacher who had completed a Teacher Questionnaire in the 2020-21 NTPS. A person knowledgeable about the school's staff, such as the principal, was asked to complete the TFS-1 form by indicating the

² Teachers classified as having an unknown status in 2021-22 based on information reported by their 2020-21 school were included in the leaver category in these counts since historically most of them are found to be leavers.

³ Includes teachers classified as having an unknown status.

current teaching status of each teacher listed on the form. This information was used to categorize teachers by whether they were still teaching in that school (stayer), teaching in another school (mover), or had left teaching (leaver). The sample for TFS was selected based on the status of teachers obtained in the TFS-1 form operation.⁴

Approximately 2 weeks after the initial TFS-1 form mailing, a reminder letter and a second TFS-1 form were mailed to the schools. Telephone follow-up began in early October 2021. In late October 2021, a separate clerical research operation was conducted for nonresponding schools to collect teacher status information. Clerical staff researched teacher rosters on school websites and with various online sources to determine if teachers were still at their NTPS school, had moved to another school, or had left teaching. Status information found during this research operation was applied to the teacher files prior to sampling in mid-November 2021. The overall final response rate for the TFS-1 form operation was 70.4 percent.⁵ Since most teachers remain at the same school from one school year to the next, these teachers were assumed to be stayers for sampling purposes.

In January 2022, an e-mail was sent to sampled teachers who provided e-mail address(es) on their 2020-21 NTPS Teacher Questionnaire, inviting their participation in TFS. The e-mail invitation described the survey briefly, included a clickable URL link to the online survey, and provided the teacher's user ID needed to access the web survey. Approximately 10 days after the initial e-mails were sent, all teachers who had provided a valid mailing address on their 2020-21 NTPS Teacher Questionnaire were mailed a letter inviting their participation in the TFS using the online survey, along with a cash incentive. The invitation explained the purpose of the survey and included the URL to the online survey, along with the teacher's user ID. Sampled teachers who were reported on the TFS-1 form as having left the pre-K-12 teaching profession (leavers), as well as those who were reported as still teaching at the elementary or secondary level, either in the same school as last year (stayers) or in a different school (movers), received the initial letter at their home mailing address (if available). If a home mailing address was not available, the initial letter was sent to stayers and movers at their 2020-21 NTPS school address.

Reminder letters were sent to all nonresponding teachers in February 2022. The letter included the URL to the online survey and the teacher's user ID. A personalized or general infographic was also sent to a selection of teachers with this letter, experimentally. The purpose of this experiment was to assess the value of including infographics with future NTPS mailed packages and to determine if the infographics affect response. For more information about the experiment, see Merlin and Zotti (2022). In mid-March 2022, a second reminder letter was mailed to all nonrespondents. In mid-April 2022, nonrespondents received a third reminder letter, a cash incentive, and a paper questionnaire. A fourth and final reminder letter and a second paper questionnaire were mailed to all nonrespondents in mid-May 2022. Teachers for whom e-mail addresses were available were also sent e-mail reminders from January to June 2022. Telephone follow-up with nonrespondents was conducted from February through June 2022. In addition, an experiment on contacting teachers by text message was also conducted with teachers who had

⁴ The primary focus was to distinguish between teachers still teaching at the same school as in the 2020-21 school year, teachers who moved to new schools, and teachers no longer teaching in grades pre-K-12.

⁵ This is an unweighted response rate.

provided a cell phone number and consented to be contacted by text message when they completed their NTPS questionnaire the previous year. See Zukerberg, Zotti, and Spiegelman (2023) for more information about the text message experiment. Data collection ended in July 2022.

The web was the primary mode of data collection for the TFS questionnaires. Approximately 95 percent of respondents who completed the TFS completed the online version of the questionnaire.

Data Processing and Imputation

Data processing was conducted within each TFS questionnaire type (i.e., former and current teacher questionnaires). The online version of the questionnaire included questions for both the current and former teacher questionnaires. The online instrument was programmed so that respondents could not skip over critical items (those items that must be answered in order for a questionnaire to be considered complete). Several of the critical items on the TFS online version served as screener questions because the respondent's answers to these questions determined which questionnaire path the respondent would follow. The combination of the first two screener items determined whether the respondent went down the leaver (i.e., former teacher) path or the stayer/mover (i.e., current teacher) path. The first item asked the respondent if they currently taught any regularly scheduled classes in any of grades pre-K through 12. If not, the respondent would automatically follow the former teacher path of questions. Otherwise, the second item asked the respondent to classify their current position at the current school. As long as the respondent was not a short-term substitute, a student teacher, or a teacher aide, which were not considered regular classroom teachers for TFS, they would follow the current teacher path of questions. Further down in the current teacher questionnaire path, a question asked whether the respondent was teaching at the same school as the previous year. This question determined whether the current teacher respondent would follow the "mover" path of questions or remain on the "stayer" path of questions.

For questionnaires completed on paper, the Census Bureau checked the questionnaires and converted the responses from paper to electronic format. These responses were combined with responses from questionnaires completed online. Once the paper and online versions of the questionnaire were combined and a data record was created for each teacher respondent/case, those that had a preliminary classification of a complete questionnaire were submitted to a series of computer edits consisting of a range checks, consistency edits,⁶ blanking edits,⁷ and logic edits.⁸ After these edits were implemented and reviewed by analysts, the records were put through another edit to make a final determination as to whether the case was eligible for the

⁶ The consistency edits identified inconsistent entries within each case and, whenever possible, corrected them. If the inconsistencies could not be corrected, the inconsistent entries were deleted.

⁷ Blanking edits delete answers to questions that should not have been filled in (e.g., if a respondent followed a wrong skip pattern).

⁸ Data were added to questionnaire records during the logic edits, which filled in some items where data were missing or incomplete using other information on the same questionnaire or from other related data sources, including the 2020-21 NTPS teacher record.

survey and whether sufficient data had been collected for the case to be classified as a complete questionnaire.

After the final edits were run, cases with “not-answered” values for items remained. Values were imputed for these cases using two main approaches. First, donor respondent methods, such as hot-deck imputation, were used. Second, if no suitable donor case could be matched, the few remaining items were imputed using mean or mode from groups of similar cases to impute a value to the item with missing data. After each stage of imputation, data checks were used to verify that the imputed data were consistent with the existing questionnaire data for other response fields. If the imputed data were inconsistent with the existing questionnaire data, the imputed value was removed by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value. Edit and imputation flags, indicating which edit or imputation method was used, were assigned to each relevant survey variable. For further information, see the sections on data processing and imputation in the *Survey Documentation for the 2021-22 Teacher Follow-up Survey* (Fletcher et al. forthcoming).

Response Rates

Unit response rate. The unit response rate indicates the percentage of sampled cases that met the definition of a complete questionnaire. The weighted TFS unit response rate was produced by dividing the weighted number of respondents who completed a questionnaire by the weighted number of eligible sampled cases, using the initial base weight (the inverse of the probability of selection).⁹

Table B-1 summarizes the weighted unit response rates using the initial base weight in the 2021-22 TFS by teaching status (i.e., current and former teachers) and by school type of a teacher’s NTPS school (i.e., public or private). The response rate for current teachers includes teachers who stayed in the same school for the 2021-22 school year (stayers) and those who moved to a new school (movers). Both stayers and movers completed the TFS Current Teacher Questionnaire.

As shown in table B-1, the weighted unit response rate using the initial base weight for public school teachers was 82.1 percent for stayers, 75.4 percent for movers, and 65.8 percent for former teachers (leavers). For private school teachers, it was 81.7 percent for stayers, 77.1 percent for movers, and 64.9 percent for former teachers (leavers).

Overall response rate. The overall response rate (see table B-1) represents the response rate to the survey taking into consideration each stage of the survey. For TFS teachers, the overall response rate is calculated as the product of the response rate of three stages: the NTPS Teacher Listing Form, the NTPS Teacher Questionnaire, and the TFS Questionnaire.¹⁰ The weighted overall response rate for public school teachers was 45.2 percent for stayers, 41.5 percent for

⁹ For the formula used to calculate the unit response rate, see *2012 Revision of NCES Statistical Standards: Final* (NCES 2014-097).

¹⁰ For the formula used to calculate the overall response rate, see *2012 Revision of NCES Statistical Standards: Final* (NCES 2014-097).

movers, and 36.2 percent for former teachers (leavers). For private school teachers, it was 35.5 percent for stayers, 33.5 percent for movers, and 28.2 percent for former teachers (leavers).

Table B-1. Weighted unit and overall response rates of TFS teachers, using initial base weight, by school type and teaching status: School year 2021-22

School type and teaching status	Unit response rate (percent)	Overall response rate (percent) ¹
Public	79.8	43.9
Current teacher	81.2	44.7
Stayer	82.1	45.2
Mover	75.4	41.5
Former teacher	65.8	36.2
Private	77.7	33.8
Current teacher	79.5	34.6
Stayer	81.7	35.5
Mover	77.1	33.5
Former teacher	64.9	28.2

¹The weighted overall response rate is calculated as the product of the response rate of three stages: the NTPS Teacher Listing Form, the NTPS Teacher Questionnaire, and the TFS Questionnaire.

NOTE: Response rates were weighted using the inverse of the probability of selection (initial base weight). Public school teachers include teachers from traditional public and public charter schools. “Stayers” are teachers who were teachers in the same school in the 2021-22 TFS school year as in the 2020-21 NTPS school year. “Movers” are teachers who were still teachers in the 2021-22 TFS school year but had moved to a different school from their 2020-21 NTPS school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current and Former Teacher Documentation Data Files,” 2021-22.

Unit nonresponse bias analysis. *NCES Statistical Standards* (4-4) require analysis of nonresponse bias for any survey stage with a unit response rate less than 85 percent, both the Current and Former Teacher TFS data were evaluated for potential bias. Since the TFS frame is itself based on a sample (NTPS respondents), there are two potential stages at which nonresponse bias might be introduced: nonresponse to NTPS and/or nonresponse to TFS. For the unit nonresponse bias analysis, comparisons between selected frame-level (NTPS eligible cases, NTPS respondents, and the TFS frame) and respondent (TFS only) populations were made before and after the nonrespondent weighting adjustments were applied in order to evaluate the extent to which the adjustments reduced or eliminated nonresponse bias.

The following NTPS frame characteristics were used in the nonresponse bias analysis comparing the distributions of each characteristic among all NTPS eligible cases and NTPS respondents to the distributions of each characteristic on the Current and Former Teacher TFS data file:

- *Charter status:* traditional public, public charter, private;
- *School level (4-level):* primary, middle, high, combined;
- *Region:* Northeast, Midwest, South, West;
- *Number of students enrollment:* less than 100, 100 to less than 250, 250 to less than 500, 500 to less than 750, 750 or more;
- *Locale:* city, suburb, town, rural;

- *Number of teachers*: less than 10, 10 to less than 25, 25 to less than 50, 50 to less than 75. 75 or more;
- *Teacher subject*: special education, general elementary, math, science, English/language arts, social studies, vocational/technical, other, not reported; and
- *Teacher Listing Form (TLF) source*: electronic verification, manual entry, uploaded template, uploaded nontemplate, prepopulated paper, blank paper, vendor list, clerical research.

To assess the potential for nonresponse bias resulting from NTPS nonresponse, three different weighted distributions of characteristics for NTPS teachers were used for comparison in the nonresponse bias analysis (NRBA) for each characteristic: the base-weighted distributions of each characteristic among NTPS teachers who were eligible for NTPS, including teachers who did not respond to NTPS; the base-weighted distributions of each characteristic among NTPS teachers who responded to NTPS; and the final-weighted distributions of each characteristic among NTPS teachers who responded to NTPS. Note that since these are NTPS teachers, the NTPS base and final weights were used as appropriate. The TFS base-weighted distributions for each characteristic among TFS-eligible teachers were compared to each of the three sets of NTPS reference distributions using *t*-tests, with significant differences indicating potential nonresponse bias.¹¹ All *t*-tests were repeated using the nonresponse-adjusted final TFS teacher weighted distributions for the teacher TFS respondents.

The “Before weighting adjustments” panel in table B-2 summarizes the percentage of the 42 characteristic categories included in this analysis with a statistically significant difference in TFS base-weighted percentages between NTPS eligible cases, NTPS base-weighted respondents, or NTPS final-weighted respondents and TFS respondents. The “After weighting adjustments” panel in table B-2 summarizes the same comparisons, compared to the final-weighted percentages among TFS respondents.

¹¹ The NTPS data file includes 200 JK2 replicate weights for variance estimation, which are incompatible with the 50 jackknife weights on the TFS data files. To perform the NTPS versus TFS *t*-tests, a custom set of 50 jackknife replicate weights were created for the NTPS data files.

**Table B-2. Summary of TFS unit nonresponse bias statistics by NTPS comparison group:
School year 2021-22**

Nonresponse bias statistic	NTPS eligible cases	NTPS respondents (NTPS base weight)	NTPS respondents (NTPS final weight)
Before weighting adjustments¹			
Percentage of variable categories with a statistically significant difference	9.5	21.4	0.0
After weighting adjustments²			
Percentage of variable categories with a statistically significant difference	11.9	28.6	0.0

¹ Before weighting adjustments, estimates are weighted using the NTPS teacher base weights for NTPS eligible sample and NTPS base weighted respondents, NTPS teacher final weights for NTPS teacher final weighted respondents and TFS base weights for TFS respondents.

² After weighting adjustments, estimates are weighted using the final weights for TFS respondents, which are the base weights adjusted for nonresponse, raking and trimming, and the same weights for the NTPS populations as those used before weighting adjustments described above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020-21, and Teacher Follow-up Survey (TFS), 2021-22.

The TFS frame characteristics described below were used in the nonresponse bias analysis comparing the distributions of these characteristics among teachers on the TFS frame to the distributions among teachers on the Current and Former Teacher TFS data file; note that this list is more extensive than the list of variables used for the NTPS frame nonresponse bias analysis, since it includes items from the NTPS questionnaires:

- *Number of additional activities teachers do for their school or district:* 0, 1, 2, 3, 4, 5, or 6;
- *Age of teacher:* less than 30 years, 30 to 39 years, 40 to 49 years, 50 years or more;
- *Percent of students at the school approved for the National School Lunch Program:* 0 to 34, 35 to 49, 50 to 74, 75 or more;
- *Teacher's subject taught:* special education, arts and music, early childhood or general elementary, ESL/bilingual, foreign language, health/physical education, math, natural science, English/language arts, social sciences, vocational/career/technical education, other;
- *Average students per teacher's class:* less than 5, 5 to 9, 10 to 24, 25 or more, teacher is an Elementary Subject Specialist or Self-Contained Instructor or Team Teacher or Pull-Out/Push-In Instructor;
- *Base teaching salary:* less than 30,000, 30,000 to 34,999, 35,000 to 39,999, 40,000 to 49,999, 50,000 or more;
- *Whether teacher has ever been attacked by a student:* yes, no;
- *Whether teacher has ever been threatened by a student:* yes, no;
- *Charter school status:* traditional public, public charter, private;

- *How teacher's classes are organized:* departmentalized instruction, elementary subject specialist, self-contained class, team teaching, pull-out class;
- *Number of separate class periods taught:* 3 or fewer, 4, 5, 6, 7 or more;
- *General satisfaction with being a teacher at this school:* strongly disagree, somewhat disagree, somewhat agree, strongly agree;
- *Race/ethnicity of teacher (3-level):* non-Hispanic Black, Hispanic regardless of race, non-Hispanic other;
- *Race/ethnicity of teacher (7-level):* non-Hispanic American Indian or Alaska Native, non-Hispanic Asian, non-Hispanic Black or African American, Hispanic regardless of race, non-Hispanic Native Hawaiian or other Pacific Islander, non-Hispanic White, non-Hispanic Two or more races;
- *Highest degree earned:* associate's degree or no college degree, bachelor's degree, master's degree, education specialist or Certificate of Advanced Graduate Studies, doctorate or professional degree;
- *Total weekly hours spent on all activities:* less than 40, 40 to 44, 45 to 54, 55 to 64, 65 or more;
- *Total weekly hours spent on classroom instruction:* less than 21, 21 to 25, 26 to 29, 30 to 35, 36 or more;
- *Participation in an induction program in first year of teaching:* missing (more than 3 years teaching), yes, no;
- *Whether teacher plans to leave the profession early:* conditionally, no, undecided, yes;
- *School locale:* city, suburb, town, rural;
- *Teacher's main activity last school year:* other, teaching but not at this school, teaching at this school;
- *Number of areas where teacher has no or minor control in their classroom:* 0, 1, 2, 3, 4, 5, or 6.
- *Out of pocket expense for classroom supplies (dollars):* less than 50, 50 to 124, 125 to 249, 250 to 399, 400 to 749, 750 or more;
- *Percent of teacher's students with an IEP:* 0 to 1, 2 to 4, 5 to 9, 10 to 24, 25 to 74, 75 or more;
- *Percent of teacher's students who are limited-English proficient:* 0 to 1, 2 to 4, 5 to 9, 10 to 24, 25 to 74, 75 or more;
- *Teacher's position at the school:* regular full-time, other;
- *School region:* Northeast, Midwest, South, West;

- *Sex of teacher*: male, not male;
- *Size of school (student enrollment)*: less than 100, 100 to 249, 250 to 499, 500 to 749, 750 or more;
- *Total number of students taught in classes organized by departmentalized instruction*: less than 60, 60 to 94, 95 to 129, 130 or more, teacher is an Elementary Subject Specialist or Self-Contained Instructor or Team Teacher or Pull-Out/Push-In Instructor;
- *Teacher has alternative certification*: yes, no;
- *Teacher is state certified*: regular state certificate, other state certificate, not state certified;
- *Type of teaching certification*: missing (no certification in this state), regular or standard state or advanced professional, all requirements satisfied except completion of probationary period, additional coursework/student/passage of test required, must complete certification program in order to continue teaching, none of the above in this state;
- *Teacher is a union member*: yes, no;
- *Years of teaching experience (early career focus)*: First year (new), 2 years, 3 years, 4 or 5 years, 6 or more years (experienced);
- *Total years of teaching experience*: less than 2, 2 or 3, 4 to 7, 8 to 12, 13 to 20, 21 or more;
- *School level (3-level)*: elementary, middle, secondary;
- *School level (4-level)*: primary, middle, high, combined;
- *Level of students taught*: primary, middle, high school, combined.

Comparisons of the base-weighted distributions on selected frame characteristics were made between teacher respondents to the TFS questionnaire and eligible teachers using *t*-tests, with significant differences indicating potential nonresponse bias. All *t*-tests were repeated using the nonresponse-adjusted final teacher weights for the teacher respondents.

Table B-3 identifies characteristics with a statistically significant difference in base-weighted estimates of proportions between the eligible cases and respondents for stayers, movers, and leavers. The table also identifies any groups with a statistically significant difference between estimates for base-weighted eligible cases and final-weighted respondents. However, the size of the differences for most of these characteristics is small, as measured by absolute bias (absolute value of the difference between estimates) and/or by relative bias (absolute value of the difference between estimates, divided by the estimate for base-weighted eligible cases). Characteristics with noteworthy differences, defined as differences that are statistically significant, the absolute bias exceeds 1 percent, the relative bias exceeds 10 percent, and the estimate is based on 30 or more

final respondents, are identified in table B-3 with the special symbol **X!**. These characteristics should be used in analysis with special caution, since they are at greatest risk for nonresponse bias.

Weighting adjustments were designed to reduce or eliminate nonresponse bias and to reduce the variance introduced due to sampling by adjusting the sample estimates to known totals from the frame. The comparison of final-weighted estimates for respondents to base-weighted estimates for all eligible cases shown in table B-3 reflect the effect of teacher weighting adjustments after adjusting for nonresponse on the NTPS Teacher Listing Form, the NTPS Teacher Questionnaire, and the TFS Questionnaire, among other weighting adjustments.

Table B-3. Indication of potential bias for K-12 school teacher follow-up survey data at the national level based on comparisons between base-weighted frame estimates and base-weighted or nonresponse-adjusted respondent estimates: School year 2021-22

Characteristic	Stayers		Movers		Leavers	
	Base-weighted estimates (prior to weighting adjustments)	Final-weighted estimates	Base-weighted estimates (prior to weighting adjustments)	Final-weighted estimates	Base-weighted estimates (prior to weighting adjustments)	Final-weighted estimates
Number of additional activities teachers do for their school/district						
0				x		
1			x	x		
3						X!
Age of teacher						
Less than 30	X!		X!		X!	X!
30 to 39	x				X!	
More than 50	x		x		X!	X!
Percent of students at the school approved for free lunch program						
Less than 35						x
Teacher's subject taught						
Special education					x	
Foreign language	x					
Math			x			
Vocational/career/technical education						X!
Average students per teacher's class						
Less than 5					x	
25 or more	x	x				
Base teaching salary						
35,000 to 39,999			x		X!	
40,000 to 49,999					X!	
50,000 or more			x		x	
How teacher's classes are organized						
Elementary subject specialist					X!	x
Pull-out class					X!	

See notes at end of table.

Table B-3. Indication of potential bias for K-12 school teacher follow-up survey data at the national level based on comparisons between base-weighted frame estimates and base-weighted or nonresponse-adjusted respondent estimates: School year 2021-22—Continued

Characteristic	Stayers		Movers		Leavers	
	Base-weighted estimates (prior to weighting adjustments)	Final-weighted estimates	Base-weighted estimates (prior to weighting adjustments)	Final-weighted estimates	Base-weighted distribution prior to weighting estimates	Final-weighted estimates
Number of separate class periods taught						
4				x		
5	x	x				
General satisfaction with being a teacher at this school						
Strongly agree					x	
Race/ethnicity of teacher (3-level)						
Non-Hispanic Black	x				X!	
Hispanic (any race)					X!	X!
Non-Hispanic Other	x				x	x
Race/ethnicity of teacher (7-level)						
Non-Hispanic Black	x				X!	
Non-Hispanic Hawaiian	x					
Hispanic (any race)					X!	X!
Non-Hispanic White	x				x	
Highest degree earned						
Bachelor's degree	x			x	X!	X!
Master's degree	x				x	x
Total weekly hours spent on all activities						
Less than 40				x	x	
55 to 64					X!	X!
Total weekly hours spent on classroom instruction						
21 to 25	x	x				
30 to 35	x	x				
Participated in induction program in first year of teaching						
Missing (less than 3 years teaching)	x			x	x	x
Yes	x	x		X!	X!	X!
No	x			X!		
Whether teacher plans to leave the profession early						
No	x			x	X!	X!
Yes					X!	X!

See notes at end of table.

Table B-3. Indication of potential bias for K-12 school teacher follow-up survey data at the national level based on comparisons between base-weighted frame estimates and base-weighted or nonresponse-adjusted respondent estimates: School year 2021-22—Continued

Characteristic	Stayers		Movers		Leavers	
	Base-weighted estimates (prior to weighting adjustments)	Final-weighted estimates	Base-weighted estimates (prior to weighting adjustments)	Final-weighted estimates	Base-weighted estimates (prior to weighting adjustments)	Final-weighted estimates
School locale						
City				x		
Suburb			x			
Town			X!	X!		
Rural			x			
Teacher's main activity last school year						
Other			X!			
Teach—not this school		x				
Teach—this school		x	x	x		
Number of areas with no or minor control						
2			x			
Out of pocket expense for classroom supplies (dollars)						
Less than 50	x		X!			
Percent of teacher's students with an IEP						
75 or more	x	x				
Teacher is not departmentalized or self-contained					x	
Percent of teacher's students who are limited-English proficient						
Less than 2		x				
5 to 9					X!	
Teacher is not departmentalized or self-contained					x	
Teacher's position at the school						
Regular full-time					x	x
Other					X!	X!
School region						
Midwest	x					
South	x				x	x
West	x				x	
Sex of teacher						
Male	x				x	
Not male	x				x	

See notes at end of table.

Table B-3. Indication of potential bias for K-12 school teacher follow-up survey data at the national level based on comparisons between base-weighted frame estimates and base-weighted or nonresponse-adjusted respondent estimates: School year 2021-22—Continued

Characteristic	Stayers		Movers		Leavers	
	Base-weighted estimates (prior to weighting adjustments)	Final-weighted estimates	Base-weighted estimates (prior to weighting adjustments)	Final-weighted estimates	Base-weighted estimates (prior to weighting adjustments)	Final-weighted estimates
Total number of students taught in classes organized by departmentalized instruction						
Less than 60	x	x				
Teacher is state certified						
Regular state certificate	x				x	x
Other state certificate					X!	X!
Not state certified	x	x				
Type of teaching certification						
Regular or standard state or advanced professional	x				x	x
All requirements satisfied except completion of probationary period					x	x
Additional coursework/student/passage of test required	x					x
Must complete certification program in order to continue teaching					x	x
Teacher is a union member						
No	x		x		x	
Yes	x		x		x	
Years of teaching experience (early career focus)						
First year, new	x		X!		X!	
2 years	x					
3 years	x					
4 to 5 years			X!		X!	
6 or more years, experienced	x		x		x	x
Total years of teaching experience						
Less than 2 years	x		X!		X!	
2 to 3 years	x		x		X!	
4 to 7 years					X!	X!
13 to 20 years			x			
21 or more years	x		x		X!	X!
School level (3-level)						
Secondary	x	x				
School level (4-level)						
Primary						x
Combined	x	x				
Level of students taught						
Combined			X!	X!		

See notes at end of table.

Table B-3. Indication of potential bias for K-12 school teacher follow-up survey data at the national level based on comparisons between base-weighted frame estimates and base-weighted or nonresponse-adjusted respondent estimates: School year 2021-22—Continued

NOTE: x denotes comparisons between the base-weighted frame estimate and either the base-weighted estimate or the final-weighted estimate for TFS respondents with a statistically significant difference, indicating potential bias for the row characteristic and teacher status (stayer, mover, or leaver). **X!** denotes comparisons that are noteworthy, defined as statistically significant, the absolute bias exceeds 1 percent, the relative bias exceeds 10 percent, and based on 30 or more final respondents, and therefore may be at greater risk for potential bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), 2021-22.

For stayers (see table B-3), there is evidence of potential bias after weighting adjustments for estimates of the following characteristics for the 2020-21 school year that were included in the nonresponse bias analysis, with no noteworthy characteristics:

- average students per class was 25 or more;
- taught exactly 5 separate class periods;
- spent either 21 to 26 or 30 to 36 weekly hours on classroom instruction;
- participated in an induction program in their first year of teaching;
- main activity in the previous (2019-20) school year was teaching, at their current school or at a different school;
- taught a class with 75 percent IEP students or more;
- taught a class with less than 2 percent LEP students;
- number of students taught in classes organized by departmentalized instruction with less than 60 total students;
- were not state certified;
- taught in a secondary-level school under the 3-level classification; and
- taught in a combined school under the 4-level classification.

For movers (see table B-3), there is evidence of potential bias after weighting adjustments for estimates of the following characteristics for the 2020-21 school year that were included in the nonresponse bias analysis, with noteworthy characteristics denoted in **bold**:

- reported none or one additional school- or district-related activities;
- strongly agreed that they were satisfied teaching at their current school;
- reported spending less than 40 total weekly hours on all activities;
- taught at a school in a city or **town** locale;

- main activity in the previous (2019-20) school year was teaching at the same school; and
- **taught primarily students at the combined school level.**

For leavers (see table B-3), there is evidence of potential bias after weighting adjustments estimates of the following characteristics for the 2020-21 school year that were included in the nonresponse bias analysis, with noteworthy characteristics denoted in **bold**:

- **age less than 30 years or more than 50 years;**
- taught at a school with less than 35 percent of students approved for free lunch program;
- **taught in the subject area of vocational, career or technical education;**
- taught in a class organized as an elementary subject specialist;
- reported a three-level race/ethnicity of **Hispanic (any race)** or non-Hispanic other;
- **reported a seven-level race/ethnicity of teacher of Hispanic (any race);**
- reported a highest degree earned of **bachelor's** or master's degree;
- **spent 55 to 64 total weekly hours spent on all school-related activities;**
- **participated in induction program in first year of teaching**, or were not asked about an induction program because they reported more than 3 years teaching;
- **reported a firm decision on leaving the teaching profession early, either yes or no;**
- taught in a position at the school that was classified as regular full-time or **other**;
- taught at a school in the South region;
- were certified at the state level, either with a regular state certificate or **some other state certificate**;
- had a certification type of regular or standard state or advanced professional, all requirements satisfied except completion of probationary period, additional coursework/student/passage of test required, or must complete certification program in order to continue teaching;
- was an experienced teacher;
- **had between 4 to 7, or 21 or more total years of teaching experience;** and
- taught in a primary school under the four-level classification.

For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2021-22 Teacher Follow-up Survey* (Fletcher et al. forthcoming).

Item response rates. The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted TFS 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.¹² Table B-4 provides a summary of the weighted item response rates by survey.

For the current teacher data, none of the survey items used in this report have item response rates less than 85 percent. For the former teacher data, one of the survey items used in this report had an item response rate of less than 85 percent. That item asked former teachers to rate their current position relative to teaching based on 20 different aspects. The response rates for rating these aspects range from 83 percent to 84 percent. For further information on the nonresponse bias analysis and item response rates, see the *Survey Documentation for the 2021-22 Teacher Follow-up Survey* (Fletcher et al. forthcoming).

Table B-4. Summary of weighted item response rates, by survey: School year 2021-22

Survey	Percent of items with a response rate of 85 percent or more	Percent of items with a response rate of less than 85 percent
Current teacher	94.4	5.6
Former teacher	70.1	29.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), “Current Teacher and Former Teacher Documentation Data Files,” 2021-22.

Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For TFS, the NTPS teacher final weights were used as the initial base weight. The NTPS teacher final weights were designed so that the final-weighted estimates represent the national population of teachers in the 2020-21 school year. Details on the creation of the NTPS teacher final weights are available in the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming). This initial base weight was adjusted to account for subsampling from the TFS frame to create the TFS base weight.

A series of nonresponse-adjustment factors were calculated and applied to the TFS base weight based on a weighting cell adjustment. Weighting cells were developed using tree search algorithms. These cells were selected to be homogeneous in response propensity within cells and heterogeneous in response propensity across cells (response propensity is the underlying “chance” that a particular sample unit will respond by completing the questionnaire: its individual response rate). The weighting cell adjustment was the inverse of the weighted response rate within each cell, and the weight for each respondent in the cell received this adjustment. Nonrespondents were given weights of zero and the respondents were reweighted to represent the nonrespondents. A ratio-adjustment factor was then calculated and applied to the sample to adjust the sample totals to the frame totals. Finally, a trimming factor was applied to trim extreme weights. These adjustments improve the precision of survey estimates. The product of these

¹² For the formula used to calculate the item response rate, see 2012 Revision of *NCES Statistical Standards: Final* (NCES 2014-097).

factors was the final weight for each TFS respondent, which appears as TFSFNLWGT on both the Current and Former Teacher data files.

Variance Estimation

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

TFS uses jackknife replication to calculate appropriate sampling errors that account for the complex sample design. Jackknife replication methods involve dropping a small portion of the sample from the full sample and computing the statistic of interest for the retained and reweighted sample (the jackknife replicate). The sum of squares of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. The TFS data files include a set of 50 replicate weights designed to produce variance estimates. The set of replicate weights for each file should be applied to the respondents in that file. The replicate weights for TFS respondents are TFRPWT1-TFRPWT50.

Reliability of Data

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

Caution Concerning Comparisons of Estimates

Care must be taken in estimating change over time in a TFS data element. Some of the changes may be due to changes in the sampling frame, changes in questionnaire item wording, or other changes. TFS was last conducted in 2012-13, as a component of SASS. The 2021-22 TFS is the first time that the TFS survey has been conducted as a component of NTPS.

Because the weighted overall response rate for private school teachers was low in the 2012-13 TFS, private school teachers were excluded from the 2012-13 TFS data files. Both public and private school teachers are included in the 2021-22 TFS. Care should be taken that comparisons of TFS data for other years to the 2012-13 TFS data only include public school teachers, and not “all teachers,” which includes both public and private school teachers.

The 2020-21 NTPS, which is the base year for the 2021-22 TFS data provided in this report, categorized school level differently for analysis than previous years of NTPS. In 2020-21, public schools were grouped into elementary, middle, secondary/high, and combined/other, and private schools were grouped into elementary/middle, secondary/high, and combined/other. These groupings are described in appendix C. In contrast, earlier NTPS surveys categorized public schools as primary, middle, high, and combined, and private schools as elementary, secondary, and combined. Due to these changes in categorization, users should exercise caution when comparing estimates by school level between the 2020-21 NTPS and previous years.

The 2017-18 and 2020-21 NTPS (the base year for the 2021-22 TFS) collected information on the National School Lunch Program differently than previous years of both NTPS and SASS. Rather than asking for a *count* of K-12 students approved for the program, schools were asked to report the *percentage* of K-12 students approved for the program. Additionally, schools that did not participate in the program were previously treated as a separate category for reporting purposes, but in the 2017-18 and 2020-21 reports, they are grouped with schools that participated in the program but had no students approved for the program. This change was made due to the small size of the number of schools that did not participate in the National School Lunch Program and the categories used for sampling, calculating response rates, and conducting bias analyses which group together schools that did not participate in the program with schools that participated in the program but had no students approved for the program. Due to both the change in the question and the change in categorization of nonparticipating schools for 2017-18 and 2020-21, users should exercise caution when comparing estimates for, or reported by, the percentage of students approved for free or reduced-price lunches.

Appendix C: Description of Variables

Description of Variables

The variables that are included in this report are listed in table C-1. This table includes variables found in the 2020–21 National Teacher and Principal Survey (NTPS) Teacher Questionnaires (variables that begin with “T” and are followed by four digits) and the 2021–22 Teacher Follow-up Survey (TFS) questionnaires. The variables without the letter plus four-digit names are derived variables, meaning they were created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these. They are frequently used in National Center for Education Statistics publications and have been added to the data files to facilitate data analysis. The variables listed as “not in file” are variables created for the analysis tables presented in this report. The definitions for the created variables follow table C-1.

Table C-1. Variables used in the *Teacher Attrition and Mobility: Results From the 2021–22 Teacher Follow-up Survey* report

Variable	Variable name in data file
Annual base salary	T0909
Changed teaching position involuntarily, mover	F1227
Charter school identifier ¹	CHARFLAG
Comparison of current position to teaching	F1801-F1820
Highest degree earned ¹	HIDEGR
Industry status of leavers whose main occupational status was working in a position in the field of pre-K or postsecondary education, working in the field of K-12 education but not in a school/district, or working in an occupation outside the education field, including military services ¹	<i>Not in file</i>
Left teaching position involuntarily, leaver	F1700
Main occupational status of leavers	F1800
Main teaching assignment ¹	MNASGN
Most important reason for moving	F5249
Most important reason for leaving	F5725
Percentage of students in the school approved for the National School Lunch Program ¹	NSLAPP_S
Number of years of experience as an elementary or secondary teacher in public and private schools	TO110
Number of years teaching at 2020–21 school	TO105
Public or private school teachers ¹	SECTOR
Questionnaire name ¹	SRVEY_TF
Region ¹	REGION
School level ¹	SCHLEV_CCD
Stayer/mover/leaver status ¹	STTUS_TF
Student enrollment ¹	SCHSIZE
Teacher certification type ¹	<i>Not in file</i>
Teacher’s age ¹	AGE_T
Teacher’s control over planning at 2020–21 school	T1707-T1712
Teacher’s full-time or part-time teaching status ¹	FTPT
Teacher’s job satisfaction at 2020–21 school	T1713-T1730
Teacher’s sex	T0924
Teacher’s race/ethnicity	T0928-T0933
Three-category private school typology ¹	RELIG
Type of move between schools	F1225
Urban-centric school locale code ¹	URBANS12

¹The definition for this variable can be found in the list that follows.

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

Charter school identifier (CHARFLAG): A flag variable taken from the Public School Data File that identifies charter schools. 1 = School is a public charter school, 2 = School is a traditional public school. A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. CHARFLAG is based on SO500 from the Public School Data File.

Highest degree earned (HIDEGR): A variable that indicates the highest degree a teacher has earned. Computed using the variables T0300, T0312, T0328, T0331, and T0334.

Industry status of leavers whose main occupational status was working in a position in the field of pre-K or postsecondary education, working in the field of K-12 education but not in a school/district, or working in an occupation outside the education field, including military service (*Not in file*): This variable was created by aggregating the job classification (F1607) of former teachers whose main occupational status (F1603) indicated that they are now in a position in the field of pre-K or postsecondary education, or working in an occupation outside the education field, including military services.

Main teaching assignment (MNASGN): Taken from the Public School Teacher and Private School Teacher data files, MNASGN is a 12-category variable based on the respondent's reported main teaching assignment (T0217).

Percentage of students in school approved for the National School Lunch Program (NSLAPP_S): Taken from the Public and Private School Data Files, NSLAPP_S is a continuous variable for the percentage of K-12 students (SO427) approved for the National School Lunch Program, among schools that participated in the National School Lunch Program (NSLP) (SO409=1). For this report, NSLAPP_S is recoded as a categorical variable describing the proportion of students approved for free or reduced-price lunches. Schools that did not participate in the NSLP have valid skip values, but were categorized as having no approved students for the purposes of this report.

Public or private school teachers (SECTOR): This variable indicates whether the respondent is classified as a public or private school teacher. Determined by classification on the sampling frame and/or survey data.

Questionnaire name (SRVEY_TF): This variable indicates whether the respondent completed the Former Teacher Questionnaire (TFS2) or Current Teacher Questionnaire (TFS3).

Region (REGION): This is Census region, based on American National Standards Institute (ANSI) state code. This variable is from the NTPS sampling frame with four categories.

School level (SCHLEV_CCD): School level for both public and private schools, based on guidelines set by the Common Core of Data (CCD). Information about grades offered by the school came from the NTPS school survey. For cases where the school was a nonrespondent for NTPS, sample file (CCD for public or Private School Universe Survey for private) or other

information was used to impute (if available). School levels for SCHLEV_CCD are defined in the CCD guidelines as:

- Elementary: offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. If the same number of elementary and middle grades are offered, the assignment is Elementary.
- Middle: offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades.
- Secondary: offer at least one of grade 9 to 11, the number of secondary grades is greater than the number of middle grades, and do not offer grade 12. If the same number of grades are offered at the middle and secondary or middle and high levels, the level assignment is Secondary or High, respectively.
- High: offer grade 12, and if other secondary grades are offered, the number of secondary grades is greater than the number of middle grades.
- Ungraded: offer only ungraded instruction.
- Other: offer both elementary and secondary/high grades, or grades in all three levels (elementary, middle, secondary/high).

Stayer/mover/leaver status (STTUS_TF): A variable derived from the TFS study, STTUS_TF indicates whether teachers remained in their 2020-21 NTPS school, moved to a new school, or left the teaching profession during the 2021-22 school year.

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

Teacher certification type (*Not in file*): A variable based on a respondent's reported certification type (T0401 and T0424) during the 2020-21 school year.

Teacher's age (AGE_T): A variable based on a respondent's reported year of birth. AGE_T is a continuous variable that was created by subtracting the teacher's reported year of birth (T0934) from the year of data collection (2020).

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

Teacher's full- or part-time teaching status (FTPT): Taken from the Public School Teacher and Private School Teacher data files, FTPT is a two-category created variable based on T0100 and T0103 and indicates whether the teacher is a full- or part-time teacher.

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

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