

# Principal Attrition and Mobility:

Results From the 2016–17 Principal Follow-up Survey

First Look



Institute of Education Sciences

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**JULY 2018**

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NCES 2018-066  
U.S. DEPARTMENT OF EDUCATION



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July 2018

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**Suggested Citation**

Goldring, R., and Taie, S. (2018). *Principal Attrition and Mobility: Results From the 2016–17 Principal Follow-up Survey First Look* (NCES 2018-066). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <https://nces.ed.gov/pubsearch>.

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## Introduction

This report presents selected findings from the Public School Principal Status Data File of the 2016–17 Principal Follow-up Survey (PFS). The PFS is a nationally representative sample survey of public<sup>1</sup> K–12 schools in the 50 states and District of Columbia and was initiated to inform discussions and decisions regarding principal attrition and mobility among policymakers, researchers, and parents.

First collected in school year 2008–09, PFS was originally designed as a component of the Schools and Staffing Survey (SASS). Following the 2011–12 administration, SASS was discontinued and replaced by the National Teacher and Principal Survey (NTPS). NTPS maintains the same focus on schools, teachers, and administrators that was traditionally held by SASS; however, it has a different structure and sample than previous administrations of SASS and operates on a 2-year survey cycle. Due to the success of PFS when it was a component of SASS, a decision was made to include it in every other administration of NTPS (every four years). Unlike previous administrations of SASS, the 2015–16 NTPS did not include private schools, principals, or teachers. As a result, the 2016–17 PFS includes only public school principals.

Both NTPS and PFS are developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and conducted by the U.S. Census Bureau. PFS data are collected from schools and principals and appended to the NTPS Public School Principal data file. Information from all of the NTPS surveys can be linked. The NTPS questionnaires and the PFS form can be found at: <https://nces.ed.gov/surveys/ntps/question1516.asp>.

Schools with a principal who returned a 2015–16 NTPS principal questionnaire were included in the PFS sample. The sample included about 5,700 public schools. If a school did not respond to the PFS form, an attempt was made to collect the data directly from the school’s 2015–16 principal, using a slightly different form (see appendix D). The PFS consisted of only one item and, between school and principal responses, had a response rate of about 95 percent. To facilitate analysis, this item and variables derived from it were added to the NTPS Public School Principal Data File. The 2016–17 PFS assessed how many school principals in the 2015–16 school year still worked as a principal in the same school in the 2016–17 school year, how many had moved to become a principal in another school, and how many had left the principalship altogether. This 2016–17 principal status variable is used in conjunction with 2015–16 NTPS school and principal characteristics for the analyses in this First Look report. For additional information on PFS sampling and response rates, see appendix B.

The purpose of this First Look is to introduce new data through the presentation of tables containing descriptive information. Selected findings chosen for this report demonstrate the range of information available on the 2016–17 NTPS Public School Principal Status Data File. The selected findings do not represent a complete review of all observed differences in the data and are not meant to emphasize any particular issue.

The tables in this report contain frequencies and percentages demonstrating bivariate relationships. All results have been weighted to reflect the sample design and to account for nonresponse and other adjustments. Comparisons drawn in the selected findings have been tested for statistical significance at the .05 level using Student’s *t* statistic to ensure that the differences are larger than those that might be expected due to sampling variation. While the selected findings include only statistically significant findings they do not include every statistically significant comparison. No adjustments were made for multiple comparisons. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Statistical Analysis Software (SAS 9.4) and

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<sup>1</sup> Public schools include traditional public and charter schools.

SUDAAN (11.1) were used to compute the statistics for this report. Tables of standard errors are provided in appendix A. Detailed information about the survey methodology is provided in appendix B. Appendix C contains a description of the variables used in this report, and appendix D contains the PFS questionnaires.

More information about the PFS can be found at  
<https://nces.ed.gov/surveys/ntps/overview.asp?OverviewType=6>.



## Selected Findings

- Among all public school principals in 2015–16, approximately 82 percent remained at the same school during the following school year (“stayers”), 6 percent moved to a different school (“movers”), and 10 percent left the principalship (“leavers”). In addition, 2 percent of principals were from schools that reported the principal had left, but the school was unable to report the current occupational status of the principal (“other”) (table 1).
- Among 2015–16 public school principals of schools where less than 35 percent of K–12 students were approved for free or reduced-price lunches, 85 percent remained at the same school during the 2016–17 school year (“stayers”), 5 percent moved to a different school (“movers”), and 8 percent left the principalship (“leavers”). Among 2015–16 principals of schools where more than 75 percent of students were approved for free or reduced-price lunches, 79 percent remained at the same school during the 2016–17 school year (“stayers”), 7 percent moved to a different school (“movers”), and 11 percent left the principalship (“leavers”) (table 2).
- Of public school principals who agreed strongly or somewhat with the statement “I think about transferring to another school” in the 2015–16 school year, 12 percent left the principalship and 12 percent moved to a different school in 2016–17 (table 3).
- Of public school principals who remained at the same school during the 2016–17 school year (“stayers”), 43 percent planned to remain a principal as long as they were able, 20 percent were undecided at that time, 19 percent planned to remain until eligible for retirement benefits from their job, and 11 percent planned to remain until a more desirable job opportunity came along (table 4).
- Of the public school principals who reported in the 2015–16 school year that student bullying occurred at least once a month or more often, 82 percent remained at the same school during the following school year (“stayers”), 10 percent left the principalship (“leavers”), and 6 percent moved to a different school (“movers”) in 2016–17 (table 5).
- Of the public school principals who reported in the 2015–16 school year that they had a major influence on evaluating teachers, 82 percent remained at the same school during the following school year (“stayers”), 10 percent left the principalship (“leavers”), and 6 percent moved to a different school (“movers”) in 2016–17 (table 6).

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## **Estimate Tables**

Table 1. Number of public school principals and percentage distribution of public school principals, by status and school classification: 2008–09, 2012–13 and 2016–17

Year and classification	Total <sup>1</sup>	Percent			
		Stayers	Movers	Leavers	Other
All public schools, 2008–09	89,920	79.5	6.9	11.9	1.8
School classification					
Traditional public	86,390	79.8	6.9	11.9	1.5
Public charter	3,530	72.0	7.7 !	12.8	7.4 !
All public schools, 2012–13	89,530	77.4	7.0	11.5	4.1
School classification					
Traditional public	85,110	77.8	6.9	11.4	3.9
Public charter	4,420	71.2	7.1	12.2	9.5
All public schools, 2016–17 <sup>2</sup>	86,180	82.2	6.0	9.8	2.0
School classification					
Traditional public	79,440	82.5	6.2	9.4	1.9
Public charter	6,750	78.3	4.7	13.8	3.2

! 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).

<sup>1</sup> These estimates do not include principals about whom no information was available. These Principal Follow-up Survey (PFS) nonrespondents represent 0.4 percent of public school principals in 2007–08, 0.3 percent of public school principals in 2011–12, and 4.7 percent of public school principals in 2015–16.

<sup>2</sup> Bureau of Indian Education (BIE) school principals were not on the “Public School Principal Status Data Files” in 2008–09 or 2012–13. The 2016–17 “Principal Status Data File” does include some BIE school principals.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year. “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year. “Leavers” are principals who were no longer principals after the base year. “Other” includes principals who had left their base-year school, but for whom it was not possible to determine a mover or leaver status in the current school year. The base year for 2008–09 was 2007–08; the base year for 2012–13 was 2011–12 and; the base year for 2016–17 was 2015–16. Detail may not sum to totals because of rounding.

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

Table 2. Number of 2015–16 public school principals and percentage distribution of public school principals, by 2016–17 status and selected principal or school characteristics: 2016–17

Principal or school characteristic in 2015–16	Total <sup>1</sup>	Percent			
		Stayers	Movers	Leavers	Other
All public schools	86,180	82.2	6.0	9.8	2.0
<b>Age</b>					
Less than 45 years	34,610	84.5	7.7	6.2	1.6
45–54 years	31,910	84.4	5.4	8.1	2.1
55 years or more	19,670	74.4	4.1	18.8	2.7
<b>Sex</b>					
Male	39,280	82.7	6.4	8.9	1.9
Female	46,900	81.7	5.7	10.5	2.1
<b>Race/ethnicity</b>					
Hispanic or Latino, of any race	7,010	79.1	7.5	10.1	3.3 !
White, not Hispanic or Latino	67,750	82.5	5.6	10.0	1.9
Black, not Hispanic or Latino	8,490	81.9	7.9	8.9	1.3 !
American Indian/Alaska Native, not Hispanic or Latino	1,240	84.9	6.7 !	‡	‡
Asian, not Hispanic or Latino	190	88.4	#	‡	‡
Native Hawaiian/Other Pacific Islander, not Hispanic or Latino	560	82.4	‡	‡	‡
Two or more races, not Hispanic or Latino	940	80.0	‡	10.3 !	#
<b>Salary</b>					
Less than \$60,000	3,270	76.5	3.0 !	15.7	4.8 !
\$60,000–\$79,999	18,270	81.0	6.3	10.4	2.2
\$80,000–\$99,999	30,350	82.9	6.4	9.3	1.4
\$100,000 or more	34,290	82.7	5.9	9.3	2.2
<b>Highest degree</b>					
Bachelor's degree or less	1,840	72.5	6.5 !	10.9 !	10.1 !
Master's degree	52,910	82.7	6.2	9.2	1.8
Educational specialist or professional diploma <sup>2</sup>	23,030	83.7	5.8	9.0	1.5
Doctorate or first professional degree	8,410	76.7	5.6	15.0	2.7
<b>Years of experience as a principal at 2015–16 school</b>					
Less than 3 years	42,440	82.5	6.5	8.8	2.2
3–5 years	22,260	83.1	5.6	9.8	1.5
6–9 years	12,050	81.9	7.1	9.3	1.6
10 years or more	9,430	78.9	3.5	14.7	2.9 !
<b>Years of experience as a principal at any school</b>					
Less than 3 years	26,450	83.4	6.6	7.7	2.2
3–5 years	19,830	84.5	6.2	7.8	1.5
6–9 years	17,290	83.6	5.8	8.8	1.9
10 years or more	22,600	77.6	5.4	14.7	2.2

See notes at end of table.

Table 2. Number of 2015–16 public school principals and percentage distribution of public school principals, by 2016–17 status and selected principal or school characteristics: 2016–17—Continued

Principal or school characteristic in 2015–16	Total <sup>1</sup>	Percent			
		Stayers	Movers	Leavers	Other
Years of experience as a teacher prior to becoming a principal					
Less than 5 years	6,200	77.3	9.0	10.7	2.9 !
5–9 years	30,210	84.6	6.0	7.6	1.9
10–14 years	25,480	82.8	6.5	8.7	2.0
15 years or more	24,290	79.8	4.8	13.5	1.9
School classification					
Traditional public	79,440	82.5	6.2	9.4	1.9
Charter school	6,750	78.3	4.7	13.8	3.2
Community type					
City	23,320	81.0	7.5	10.0	1.5
Suburban	27,730	83.2	6.2	8.6	1.9
Town	11,810	85.1	4.7	8.1	2.1
Rural	23,330	80.7	5.0	11.8	2.5
School level					
Primary	48,420	82.1	6.6	9.4	1.9
Middle	13,190	81.7	7.3	9.2	1.9
High	16,990	84.4	4.4	9.3	1.9
Combined	7,580	78.4	3.8	14.6	3.2
Student enrollment					
Less than 100	6,140	77.2	3.0 !	14.3	5.4 !
100–199	6,920	78.3	7.7	11.5	2.6 !
200–499	34,020	82.5	6.7	9.4	1.4
500–749	22,070	83.7	6.1	8.8	1.4
750–999	8,710	82.5	5.4	9.3	2.8
1,000 or more	8,320	83.5	4.6	9.7	2.2
Percent of K–12 students who were approved for free or reduced-price lunches					
0–34	23,720	85.2	5.1	7.9	1.7
35–49	11,590	83.2	5.0	10.8	1.0 !
50–74	18,360	82.9	7.1	8.5	1.5
75 or more	27,800	79.3	7.2	10.9	2.5
School did not participate in free or reduced-price lunch program	4,720	78.7	2.0 !	14.7	4.5 !

# Rounds to zero.

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

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

<sup>1</sup> These estimates do not include 4.7 percent of the 2015–16 principals about whom no information was available in 2016–17.

<sup>2</sup> At least 1 year beyond the master's level.

NOTE: "Stayers" are principals who were principals in the same school in the current school year as in the base year (2015–16). "Movers" are principals who were still principals in the current school year but had moved to a different school after the base year (2015–16). "Leavers" are principals who were no longer principals after the base year (2015–16). "Other" includes principals who had left their base-year (2015–16) school, but for whom it was not possible to determine a mover or leaver status in the current school year. Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2015–16; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2016–17.

Table 3. Number of 2015–16 public school principals and percentage distribution of public school principals who reported that they agree strongly or somewhat with statements about job satisfaction, by 2016–17 status: 2016–17

Job satisfaction in 2015–16	Total <sup>1</sup>	Percent			
		Stayers	Movers	Leavers	Other
All public schools	86,180	82.2	6.0	9.8	2.0
Job satisfaction					
The stress and disappointments involved in being a principal at this school aren't really worth it	13,740	75.9	7.5	13.3	3.3
I am generally satisfied with being principal at this school	81,150	82.8	5.9	9.3	1.9
If I could get a higher paying job I'd leave this job as soon as possible	21,340	76.5	8.1	12.4	3.0
I think about transferring to another school	15,960	73.6	11.6	11.7	3.1
I don't seem to have as much enthusiasm now as I did when I began job	25,190	76.2	7.4	14.4	2.0
I think about staying home from school because I'm just too tired to go	10,920	75.7	8.2	14.1	2.0

<sup>1</sup> These estimates do not include 4.7 percent of the 2015–16 principals about whom no information was available in 2016–17.

NOTE: "Stayers" are principals who were principals in the same school in the current school year as in the base year. "Movers" are principals who were still principals in the current school year but had moved to a different school after the base year. "Leavers" are principals who were no longer principals after the base year. "Other" includes principals who had left their base-year school, but for whom it was not possible to determine a mover or leaver status in the current school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2015–16; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2016–17.

Table 4. Number of 2015–16 public school principals and percentage distribution of public school principals, by 2016–17 status and their plan to remain a principal: 2016–17

Plan to remain a principal in 2015–16	Total <sup>1</sup>	Percent			
		Stayers	Movers	Leavers	Other
All public schools	86,180	82.2	6.0	9.8	2.0
Plan to remain a principal					
As long as I am able	35,650	42.8	39.9	30.2	39.8
Until I am eligible for retirement benefits from this job	15,870	18.7	14.9	18.5	15.4
Until I am eligible for retirement benefits from a previous job	100 †	0.1 †	‡	#	‡
Until I am eligible for Social Security benefits	1,530	1.5	‡	3.7	‡
Until a specific life event occurs <sup>2</sup>	3,800	4.4	2.6 †	5.4	5.0 †
Until a more desirable job opportunity comes along	10,590	11.5	19.7	14.2	13.9
Definitely plan to leave as soon as I can	610	0.4	‡	3.2	‡
Undecided at this time	18,030	20.5	21.0	24.8	19.2

# Rounds to zero.

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

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

<sup>1</sup>These estimates do not include 4.7 percent of the 2015–16 principals about whom no information was available in 2016–17.

<sup>2</sup>Specific life events such as relocation or children's graduation from college.

NOTE: "Stayers" are principals who were principals in the same school in the current school year as in the base year. "Movers" are principals who were still principals in the current school year but had moved to a different school after the base year. "Leavers" are principals who were no longer principals after the base year. "Other" includes principals who had left their base-year school, but for whom it was not possible to determine a mover or leaver status in the current school year. Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2015–16; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2016–17.



Table 5. Number of 2015–16 public school principals and percentage distribution of public school principals selected working conditions or school climate characteristics, by 2016–17 status: 2016–17

Working condition or school climate characteristic in 2015–16	Total <sup>1</sup>	Percent			
		Stayers	Movers	Leavers	Other
All public schools	86,180	82.2	6.0	9.8	2.0
Hours per week spent on all school-related activities					
Less than 45	3,990	75.5	8.3	12.7	3.5 !
45–54	18,480	82.7	6.1	9.1	2.0
55–59	12,880	84.8	5.9	8.5	0.7 !
60 or more	50,830	81.8	5.9	10.1	2.2
Bargaining agreements					
Represented under a meet-and-confer agreement	14,960	84.0	7.2	7.3	1.5
Represented under a collective bargaining agreement	24,320	84.4	5.9	7.9	1.8
Not represented under a meet-and-confer or collective bargaining agreement	46,910	80.5	5.7	11.5	2.3
The following problems occurred at least once a month or more often:					
Physical conflicts among students	26,570	81.4	7.7	8.6	2.4
Robbery or theft	6,520	82.0	6.5	9.6	2.0 !
Vandalism	5,380	81.1	7.7	9.5	1.6 !
Student use of alcohol	2,030	81.6	3.9 !	13.7	‡
Student use of illegal drugs	4,070	81.4	5.2	10.9	2.6 !
Student possession of weapons	390	83.3	‡	‡	‡
Physical abuse of teachers	2,070	75.9	10.8 !	9.1 !	4.2 !
Students racial tensions	3,350	83.4	7.4	5.7	3.6 !
Student bullying	30,060	82.4	5.8	10.2	1.7
Student verbal abuse of teachers	14,310	79.3	7.4	10.5	2.8
Widespread disorder in classrooms	4,830	76.1	9.3	11.5	3.0 !
Student acts of disrespect for teachers	26,690	81.2	7.7	9.3	1.8
Gang activities	1,510	80.7	4.5 !	10.3	4.5 !
More than 50 percent of students had at least one parent or guardian participate in the following events:					
Open house or back-to-school night	61,120	82.7	5.9	9.7	1.8
Parent-teacher conference	58,170	82.9	5.9	9.2	2.0
Special subject-area events <sup>2</sup>	45,900	83.3	5.9	9.1	1.8

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

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

<sup>1</sup> These estimates do not include 4.7 percent of the 2015–16 principals about whom no information was available in 2016–17.

<sup>2</sup> Special subject-area events include science fairs and concerts.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year. “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year. “Leavers” are principals who were no longer principals after the base year. “Other” includes principals who had left their base-year school, but for whom it was not possible to determine a mover or leaver status in the current school year. Detail may not sum to totals because of rounding and because some data are not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal Data File,” 2015–16; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2016–17.

Table 6. Number of 2015–16 public school principals and percentage distribution of public school principals who thought they had a major influence on decisions concerning various activities, by 2016–17 status: 2016–17

Activity in the 2015–16 school year	Total <sup>1</sup>	Percent			
		Stayers	Movers	Leavers	Other
All public schools	86,180	82.2	6.0	9.8	2.0
Setting performance standards for students of this school	59,880	82.3	6.2	9.4	2.0
Establishing curriculum at this school	33,750	84.2	5.0	8.7	2.1
Determining the content of in-service professional development programs for teachers of this school	58,820	83.5	5.8	9.0	1.7
Evaluating teachers of this school	81,950	82.2	6.1	9.8	1.9
Hiring new full-time teachers of this school	74,840	82.8	5.9	9.3	2.0
Setting discipline policy at this school	64,770	82.6	5.7	9.5	2.1
Deciding how your school budget will be spent	51,110	83.2	5.6	9.3	1.9

<sup>1</sup> These estimates do not include 4.7 percent of the 2015–16 principals about whom no information was available in 2016–17.

NOTE: “Stayers” are principals who were principals in the same school in the current school year as in the base year. “Movers” are principals who were still principals in the current school year but had moved to a different school after the base year. “Leavers” are principals who were no longer principals after the base year. “Other” includes principals who had left their base-year school, but for whom it was not possible to determine a mover or leaver status in the current school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal Data File,” 2015–16; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2016–17.

## **Appendix A: Standard Error Tables**

Table A-1. Standard errors for table 1: Number of public school principals and percentage distribution of public school principals, by status and school classification: 2008–09, 2012–13 and 2016–17

Year and classification	Total	Percent			
		Stayers	Movers	Leavers	Other
All public schools, 2008–09	554	0.88	0.60	0.64	0.31
School classification					
Traditional public	517	0.91	0.60	0.66	0.28
Public charter	156	5.14	3.45	3.73	3.22
All public schools, 2012–13	415	0.59	0.44	0.48	0.34
School classification					
Traditional public	322	0.62	0.46	0.49	0.36
Public charter	217	2.84	1.85	2.36	2.12
All public schools, 2016–17	395	0.62	0.39	0.47	0.21
School classification					
Traditional public	439	0.65	0.42	0.48	0.22
Public charter	229	1.62	0.89	1.40	0.65

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

Table A-2. Standard errors for table 2: Number of 2015–16 public school principals and percentage distribution of public school principals, by 2016–17 status and selected principal or school characteristics: 2016–17

Principal or school characteristic in 2015–16	Total	Percent			
		Stayers	Movers	Leavers	Other
All public schools	395	0.62	0.39	0.47	0.21
<b>Age</b>					
Less than 45 years	563	0.86	0.59	0.61	0.28
45–54 years	632	0.90	0.63	0.72	0.36
55 years or more	617	1.32	0.66	1.17	0.51
<b>Sex</b>					
Male	678	0.83	0.55	0.63	0.29
Female	670	0.87	0.52	0.66	0.30
<b>Race/ethnicity</b>					
Hispanic or Latino, of any race	367	2.18	1.37	1.49	1.14
White, not Hispanic or Latino	559	0.67	0.42	0.51	0.24
Black, not Hispanic or Latino	338	2.00	1.49	1.37	0.50
American Indian/Alaska Native, not Hispanic or Latino	191	4.77	3.14	†	†
Asian, not Hispanic or Latino	56	8.64	†	†	†
Native Hawaiian/Other Pacific Islander, not Hispanic or Latino	111	7.51	†	†	†
Two or more races, not Hispanic or Latino	128	6.26	†	4.48	†
<b>Salary</b>					
Less than \$60,000	252	3.82	1.42	3.48	1.91
\$60,000–\$79,999	536	1.33	0.74	0.96	0.49
\$80,000–\$99,999	636	0.92	0.61	0.74	0.28
\$100,000 or more	581	0.94	0.59	0.69	0.40
<b>Highest degree</b>					
Bachelor's degree or less	203	5.90	2.69	3.45	4.49
Master's degree	691	0.74	0.47	0.57	0.27
Educational specialist or professional diploma	574	1.11	0.73	0.82	0.37
Doctorate or first professional degree	396	2.12	1.12	1.76	0.74
<b>Years of experience as a principal at 2015–16 school</b>					
Less than 3 years	715	0.89	0.56	0.67	0.32
3–5 years	643	1.16	0.66	0.91	0.36
6–9 years	423	1.63	1.14	1.17	0.40
10 years or more	406	2.02	0.80	1.70	1.03
<b>Years of experience as a principal at any school</b>					
Less than 3 years	599	1.09	0.69	0.80	0.45
3–5 years	544	1.10	0.74	0.82	0.36
6–9 years	525	1.22	0.78	0.88	0.39
10 years or more	571	1.24	0.73	1.13	0.44

See notes at end of table.

Table A-2. Standard errors for table 2: Number of 2015–16 public school principals and percentage distribution of public school principals, by 2016–17 status and selected principal or school characteristics: 2016–17—Continued

Principal or school characteristic in 2015–16	Total	Percent			
		Stayers	Movers	Leavers	Other
Years of experience as a teacher prior to becoming a principal					
Less than 5 years	343	2.44	1.66	1.89	0.94
5–9 years	600	0.92	0.61	0.68	0.35
10–14 years	637	1.03	0.73	0.80	0.37
15 years or more	594	1.23	0.66	0.96	0.48
School classification					
Traditional public	439	0.65	0.42	0.48	0.22
Charter school	229	1.62	0.89	1.40	0.65
Community type					
City	232	1.19	0.84	0.81	0.34
Suburban	231	1.06	0.71	0.75	0.40
Town	370	1.38	0.83	0.96	0.58
Rural	401	1.29	0.58	0.99	0.52
School level					
Primary	302	0.83	0.58	0.63	0.30
Middle	179	1.50	0.95	0.99	0.53
High	377	1.22	0.72	0.90	0.41
Combined	325	2.05	0.72	1.79	0.89
Student enrollment					
Less than 100	443	3.21	1.15	2.49	1.84
100–199	380	2.34	1.61	1.81	0.85
200–499	598	0.94	0.61	0.70	0.27
500–749	548	1.06	0.72	0.82	0.31
750–999	343	1.65	0.96	1.26	0.68
1,000 or more	329	1.48	0.83	1.14	0.49
Percent of K–12 students who were approved for free or reduced-price lunches					
0–34	585	0.97	0.66	0.71	0.38
35–49	404	1.65	0.90	1.25	0.39
50–74	526	1.22	0.86	0.89	0.36
75 or more	551	1.16	0.68	0.87	0.45
School did not participate in free or reduced-price lunch program	310	3.23	0.89	2.70	1.78

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2015–16; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2016–17.

Table A-3. Standard errors for table 3: Number of 2015–16 public school principals and percentage distribution of public school principals who reported that they agree strongly or somewhat with statements about job satisfaction, by 2016–17 status: 2016–17

Job satisfaction in 2015–16	Total	Percent			
		Stayers	Movers	Leavers	Other
All public schools	395	0.62	0.39	0.47	0.21
Job satisfaction					
The stress and disappointments involved in being a principal at this school aren't really worth it	432	1.49	0.96	1.12	0.73
I am generally satisfied with being principal at this school	474	0.63	0.39	0.48	0.22
If I could get a higher paying job I'd leave this job as soon as possible	578	1.30	0.89	0.98	0.54
I think about transferring to another school	522	1.53	1.18	1.09	0.62
I don't seem to have as much enthusiasm now as I did when I began job	590	1.25	0.75	0.98	0.41
I think about staying home from school because I'm just too tired to go	424	1.79	1.24	1.40	0.58

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2015–16; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2016–17.

Table A-4. Standard errors for table 4: Number of 2015–16 public school principals and percentage distribution of public school principals, by 2016–17 status and their plan to remain a principal: 2016–17

Plan to remain a principal in 2015–16	Total	Percent			
		Stayers	Movers	Leavers	Other
All public schools	395	0.62	0.39	0.47	0.21
Plan to remain a principal					
As long as I am able	654	0.77	3.19	2.31	5.51
Until I am eligible for retirement benefits from this job	498	0.62	2.11	1.68	4.26
Until I am eligible for retirement benefits from a previous job	43	0.05	†	†	†
Until I am eligible for Social Security benefits	190	0.22	†	0.89	†
Until a specific life event occurs <sup>2</sup>	264	0.32	0.99	1.15	1.52
Until a more desirable job opportunity comes along	422	0.51	2.75	1.66	4.16
Definitely plan to leave as soon as I can	102	0.10	†	0.80	†
Undecided at this time	527	0.68	2.77	2.11	3.94

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2015–16; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2016–17.



Table A-5. Standard errors for table 5: Number of 2015–16 public school principals and percentage distribution of public school principals selected working conditions or school climate characteristics, by 2016–17 status: 2016–17

Working condition or school climate characteristic in 2015–16	Total	Percent			
		Stayers	Movers	Leavers	Other
All public schools	395	0.62	0.39	0.47	0.21
Hours per week spent on all school-related activities					
Less than 45	291	3.61	2.08	2.96	1.61
45–54	526	1.18	0.85	0.91	0.50
55–59	493	1.28	0.96	1.02	0.33
60 or more	671	0.77	0.46	0.58	0.26
Bargaining agreements					
Represented under a meet-and-confer agreement	481	1.38	0.88	0.98	0.44
Represented under a collective bargaining agreement	530	1.07	0.70	0.75	0.38
Not represented under a meet-and-confer or collective bargaining agreement	619	0.88	0.52	0.66	0.33
The following problems occurred at least once a month or more often:					
Physical conflicts among students	641	1.11	0.75	0.76	0.43
Robbery or theft	305	1.93	1.25	1.43	0.68
Vandalism	304	2.11	1.61	1.58	0.58
Student use of alcohol	163	3.54	1.68	3.10	†
Student use of illegal drugs	242	2.49	1.38	1.94	0.88
Student possession of weapons	83	7.21	†	†	†
Physical abuse of teachers	198	4.40	3.23	2.80	1.74
Students racial tensions	257	2.84	2.03	1.64	1.34
Student bullying	634	1.02	0.60	0.73	0.29
Student verbal abuse of teachers	508	1.43	0.98	1.07	0.61
Widespread disorder in classrooms	335	2.57	1.76	1.91	0.96
Student acts of disrespect for teachers	629	1.00	0.71	0.75	0.37
Gang activities	160	4.33	2.00	2.92	2.09
More than 50 percent of students had at least one parent or guardian participate in the following events:					
Open house or back-to-school night	569	0.68	0.47	0.52	0.22
Parent-teacher conference	583	0.70	0.48	0.53	0.26
Special subject-area events	640	0.74	0.54	0.59	0.28

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2015–16; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2016–17.

Table A-6. Standard errors for table 6: Number of 2015–16 public school principals and percentage distribution of public school principals who thought they had a major influence on decisions concerning various activities, by 2016–17 status: 2016–17

Activity in the 2015–16 school year	Total	Percent			
		Stayers	Movers	Leavers	Other
All public schools	395	0.62	0.39	0.47	0.21
Setting performance standards for students of this school	660	0.74	0.43	0.55	0.26
Establishing curriculum at this school	642	0.89	0.54	0.68	0.37
Determining the content of in-service professional development programs for teachers of this school	692	0.72	0.43	0.54	0.23
Evaluating teachers of this school	465	0.63	0.39	0.48	0.21
Hiring new full-time teachers of this school	518	0.65	0.39	0.47	0.21
Setting discipline policy at this school	643	0.68	0.42	0.53	0.26
Deciding how your school budget will be spent	657	0.78	0.47	0.57	0.28

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2015–16; and Principal Follow-up Survey (PFS), "Public School Principal Status Data File," 2016–17.

## **Appendix B: Methodology and Technical Notes**

## Overview of the Principal Follow-up Survey

The Principal Follow-up Survey (PFS), first conducted in the 2008–09 school year, is a 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 and is conducted by the U.S. Census Bureau. NTPS was designed to produce nationally representative estimates for public elementary and secondary schools, principals, and teachers, including estimates for public charter schools and the principals and teachers within them.

NCES created PFS, originally a component of the Schools and Staffing Survey (SASS), in order to provide attrition rates for principals in K–12 schools. The goal of the 2016–17 PFS was to assess how many principals in the 2015–16 school year still worked as a principal in the same school in the 2016–17 school year, how many had moved to become a principal in another school, and how many had left the principal profession altogether. The PFS sample included all schools whose principals completed questionnaires in NTPS. Schools that had returned a completed 2015–16 NTPS principal questionnaire were mailed the PFS form in March 2017.

The PFS data produce national and regional estimates for principals in public schools. The PFS data files include responses only to the principal’s current occupational status and have been merged with the 2015–16 NTPS principal data files for the convenience of data users. This combined data file can be merged with other NTPS data files (i.e., schools and teachers) to provide a rich dataset for analyzing principals in K–12 schools in the United States.

For more information about specific PFS-related topics discussed in this appendix, consult the *User’s Manual for the 2015–16 National Teacher and Principal Survey Volume 3: Public School Principal Data File, updated to include the Principal Follow-up Survey* (Goldring et al. 2017b) and the *Survey Documentation for the 2016–17 Principal Follow-up Survey* (Cox et al. forthcoming).

For additional information on the specific NTPS- and PFS-related topics discussed in this appendix, consult the *Survey Documentation for the 2015–16 National Teacher and Principal Survey* (Cox et al. forthcoming), the *User’s Manual for the 2015–16 National Teacher and Principal Survey Volumes 1–4* (Goldring et al. 2017a), the *Survey Documentation for the 2016–17 Principal Follow-up Survey* (Khouri forthcoming), and the *User’s Manual for the 2015–16 National Teacher and Principal Survey Volume 3: Public School Principal Data File, updated to include the Principal Follow-up Survey* (Goldring et al. 2017b). To access additional general information on NTPS and PFS 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

The 2016–17 PFS target population includes principals in public and public charter schools with students in any of grades K–12 or in comparable ungraded levels and in operation in the 2015–16 school year. All public schools whose principal replied to the 2015–16 NTPS principal questionnaires were included in the PFS sample.

For details on sampling at all levels of NTPS, see the *Survey Documentation for the 2015–16 National Teacher and Principal Survey* (Cox et al. forthcoming).

## Data Collection Procedures

The 2016–17 PFS primarily utilized a mail-based collection methodology, with telephone follow-up for nonrespondents. Interviewers were provided with classroom training (including a portion intended for

self-study) and a call script to follow for the telephone follow-up. Approximately 5,800 schools and 5,700 principals responded to the 2015–16 NTPS. Schools were only considered “in sample” for PFS if the school principal had responded to the 2015–16 NTPS Principal Questionnaire. As a result, not all NTPS schools were contacted for the PFS.

Beginning in early March 2017, an introductory letter and the Principal Status Form (i.e., the survey questionnaire) were mailed to the sampled schools. The letter introduced the survey and asked the school to complete and mail the questionnaire in the return envelope. The letter was addressed to the principal, or if the principal’s name had not been provided during the 2015–16 NTPS data collection, it was addressed to the “School Principal/Administrator.” Eligible respondents included any school employee with knowledge of the 2015–16 principal’s employment status.<sup>1</sup> To ensure the validity of responses collected from schools, a validation study was conducted. Once complete Principal Status Forms were returned by schools, principals determined to be “non-stayers” based on school responses were assigned to a validation study group. Between early April and mid-May, the appropriate public Principal Status Form was mailed to the homes<sup>2</sup> of these subsampled principals and the data collected was used to validate the form returned by the school. For additional information on the PFS validation study, see *Survey Documentation for the 2016–17 Principal Follow-up Survey* (Khouri forthcoming).

Nonresponse follow-up followed each stage of data collection. In mid-March 2017, a reminder letter and second copy of the Principal Status Form were mailed to any outstanding sampled schools. In early May 2017, any outstanding principals from schools that did not respond to the initial mailing in March were mailed an introductory letter and the Principal Status Form, sent directly to the principal’s home. In instances where a school or principal had provided a principal’s e-mail address, initial contacts and reminders were sent via e-mail. Telephone nonresponse follow-up was conducted from mid- to late-April for schools and from late May through early June for principals. Mailed questionnaires were accepted through the middle of July 2017.

For additional information on Principal Status Form content and language, see appendix D of this report or go to <https://nces.ed.gov/surveys/ntps/question1516.asp>.

## **Data Processing and Imputation**

Respondents were encouraged to complete and mail back the form sent to the school. Questionnaires mailed to the National Processing Center (NPC) were immediately checked into the Automatic Tracking and Control (ATAC) system by clerical staff. Questionnaires received an outcome code of “complete” if question 1 was answered. Additional outcome codes included refusals, blanks, duplicates, out of scope, and Undeliverable as Addressed (UAA). For nonresponding schools, Census Bureau telephone interviewers updated the status of cases during data collection. Interviewers assigned an outcome code indicating the status (i.e., unable to contact, refusal, etc.) of each questionnaire using a paper-based tracking system. Once this was completed, all cases were shipped to the Census Bureau clerical processing staff at the NPC. There, the cases were assigned a check-in code that indicated their completion status.

The data were captured (converted from paper to electronic format) using manual data keying and imaging technology, facilitated by the ATAC system. Responses to the two questions on the form were recorded into the ATAC system and sent to Census Bureau analysts in Suitland, Maryland.

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<sup>1</sup> There were some cases where respondents noted on the form that someone in the front office who was not the principal had filled the form out on the principal’s behalf. A decision was made to accept these forms.

<sup>2</sup> Principals’ home addresses were collected on the 2015–16 Principal Questionnaire (public).

## Response Rates

**Unit response rates.** The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. Since the PFS was treated as an additional item and added to the NTPS Public School Principal Data File, PFS unit response rates are identical to the NTPS unit response rates for public school principals. The weighted unit response rate was produced by dividing the weighted number of respondents who completed questionnaires by the weighted number of eligible sampled cases, using the initial base weight (the inverse of the probability of selection).<sup>3</sup> For additional information on NTPS unit response rates, see *User’s Manual for the 2015–16 National Teacher and Principal Survey Volume 1: Overview* (Goldring et al. 2017a) and *User’s Manual for the 2015–16 National Teacher and Principal Survey Volume 3: Public School Principal Data File, updated to include the Principal Follow-up Survey* (Goldring et al. 2017b).

**Table B-1. Weighted unit and item response rates for public school principals included in the Principal Follow-up Survey (PFS), using initial base weight, by school type: 2016–17**

School type	2015–16 NTPS unit response rate (percent)	2016–17 PFS item response rate (percent)*
Public	71.8	95.4
Traditional public	71.8	95.6
Public charter	71.9	92.9

\* The weighted overall response rates are the product of the weighted NTPS Principal Questionnaire (PQ) response rates and the (NTPS initial base) weighted PFS response rates.

NOTE: Response rates were weighted using the inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal Documentation Data File,” 2015–16; and Principal Follow-up Survey (PFS), “Public School Principal Status Data File,” 2016–17.

**Unit nonresponse bias analysis.** Because the *NCES Statistical Standards* (4-4) require analysis of nonresponse bias for any survey stage with a base-weighted response rate less than 85 percent, all NTPS files were evaluated for potential bias. For each survey, national-level estimates were first examined for potential bias. Since PFS inherits the NTPS public school principal unit response rates, no additional bias analysis was conducted. For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2015–16 National Teacher and Principal Survey* (Cox et al. forthcoming), *User’s Manual for the 2015–16 National Teacher and Principal Survey Volume 3: Public School Principal Data File, updated to include the Principal Follow-up Survey* (Goldring et al. 2017b), and the *User’s Manual for the 2015–16 National Teacher and Principal Survey Volumes 1–4* (Goldring et al. 2017a).

**Item response rates.** The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted item response rate is calculated by dividing the weighted number of respondents who provided an answer to an item by the weighted number of respondents who were eligible to answer that item.<sup>4</sup>

For the PFS, only one item, the principal’s current occupational status, was collected. As shown in table B-1, the item response rate for the PFS item was 95 percent for all public schools, 96 percent for

<sup>3</sup> For the formula used to calculate the unit response rate, see 2012 Revision of *NCES Statistical Standards* (U.S. Department of Education 2012) (<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014097>).

<sup>4</sup> For the formula to calculate the item response rate, see 2012 Revision of *NCES Statistical Standards* (U.S. Department of Education 2012).

traditional public schools, and 93 percent for public charter schools. Since the response rates were above 85 percent for the item, an additional nonresponse bias analysis for the item was not necessary.

## **Weighting**

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For NTPS, a base weight is used as the starting point. In most cases, this base weight is the simple reciprocal of the unit's probability of selection on the frame (the initial base weight). In cases where a sampled NTPS school is found to be split or merged as per its Common Core of Data (CCD) entry, adjustments are made to this frame base weight to reflect the multiple chances of selection from the merge or the subsampling done for the split.

Because the PFS instrument was sent to all schools whose principals were interviewed in NTPS, new weights were not calculated. Therefore the 2015–16 NTPS public school principal weights should be used when analyzing the Public School Principal Status Data File, respectively. This weight, to be used on all principal status data files, is PFNLWGT. For more information on NTPS weighting, please refer to the *Survey Documentation for the 2015–16 National Teacher and Principal Survey* (Cox et al. forthcoming).

## **Variance Estimation**

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

One method of calculating sampling errors of complex sample designs is replication. Replication methods involve constructing a number of subsamples (i.e., replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. Each NTPS data file includes a set of 200 replicate weights designed to produce variance estimates. The set of replicate weights for each file should be applied to the respondents in that file.

New replicate weights were not assigned to the 2016–17 PFS. Instead, the 2015–16 NTPS public school principal replicate weights should be used when analyzing the Public School Principal Status Data File. These weights are PREPWT1–PREPWT200.

## **Reliability of Data**

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

## **Caution Concerning Changes in Estimates**

Care must be taken in estimating change over time in a PFS data element, because some of the measured change may not be attributable to a change in the education system.

Some of the change may be due to changes in the sampling frame, changes in questionnaire item wording, or other changes. For example, due to sampling changes, Bureau of Indian Education (BIE) school principals were on a separate data file in 2008–09, were excluded entirely from the sample in 2012–13, and were included as part of the public school principal sample in 2016–17.

Additionally, the PFS estimates for total number of principals do not reflect population totals because these totals only represent PFS respondents. PFS was not reweighted to account for unit nonresponse, due to high response rates and the fact that the PFS is treated like an additional survey item, rather than a separate survey. For 4.7 percent of principals, no information about status was known. These principals, and their weights, are excluded from population estimates.



## **Appendix C: Description of Variables**

## Description of Variables

The variables that are included in this report are listed in table C-1. Those with variable names that begin with “P” and are followed by four digits are survey variables from the 2015–16 National Teacher and Principal Survey (NTPS) principal questionnaires. For these variables, the numeric part of the variable name can be found in the NTPS principal questionnaires to the left of the corresponding question. The variables without the letter plus four digit names are “created variables,” meaning they were created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these. They are frequently used in National Center for Education Statistics (NCES) publications and have been added to the data files to facilitate data analysis. The definitions for the Principal Follow-up Survey (PFS) and NTPS created variables follow table C-1.

**Table C-1. Variables used in the *Principal Attrition and Mobility: Results From the 2016–17 Principal Follow-up Survey* report: 2016–17**

Variable	Variable name in data files
Annual salary	P0908
Charter school identifier	CHARFLAG
Four-category principal status in 2012–13 and 2016–17	STATUS_P4
Four-category school level	SCHLEV_4CAT
Highest degree earned	P0106
Hours spent per week on school-related activities	P1400
How long plan to remain a principal	P1414
Parent or guardian attended an open house or back-to-school night	P0313
Parent or guardian attended a parent-teacher conference	P0314
Parent or guardian attended a special subject event	P0315
Percentage of students in the school approved for National School Lunch Program	NSLAPP_S
Principal’s age	AGE_P
Principal’s influence on deciding how your school budget will be spent	P0209
Principal’s influence on determining the content of in-service professional development programs for teachers of this school	P0205
Principal’s influence on establishing curriculum at this school	P0204
Principal’s influence on evaluating teachers of this school	P0206
Principal’s influence on hiring new full-time teachers of this school	P0207
Principal’s influence on setting discipline policy at this school	P0208
Principal’s influence on setting performance standards for students of this school	P0203
Principal’s interview status	ISR_PF

See notes at end of table.

**Table C-1. Variables used in the *Principal Attrition and Mobility: Results From the 2016–17 Principal Follow-up Survey* report: 2016–17—Continued**

Variable	Variable name in data files
Principal’s job satisfaction regarding different statements	P1408-P1413
Principal’s race/ethnicity	RACETH_P
Principal’s sex	P0900
Principal’s status in 2012–13 school year	ATAC
Principal’s status in 2016–17 school year	FINAL_STATUS
Problems occur at this school	P0300-P0312
Represented under a meet-and-confer or collective bargaining agreement	P1407
Student enrollment	SCHSIZE
Total years of experience as a school principal	P0104
Total years of experience as a school principal at current school	P0105
Total years of experience as a teacher prior to becoming a principal	TCHEXPER
Urban-centric school locale code	URBANS12

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal Data File,” 2015–16; and Principal Follow-up Survey (PFS) “Public School Principal Status Data File,” 2016–17.

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

**Four-category principal status in 2016–17 (STATUS\_P4):** A PFS created variable. Respondents to the PFS are classified as stayers, movers, leavers, or other. 1 = stayer, 2 = mover, 3 = leaver, 4 = other. For the 2016–17 PFS, “stayers” are 2015–16 principals who were principals in the same school in 2016–17; “movers” are 2015–16 principals who were principals in different schools in 2016–17; “leavers” are 2015–16 principals who were no longer principals in 2016–17, including those who became deceased; and “other” includes principals who had left their 2015–16 school, but for whom it was not possible to determine a mover or leaver status in 2016–17.

**Four-category school level (SCHLEV\_4CAT):** Taken from the Public School Data File, SCHLEV\_4CAT is a four-category variable based on grades reported by the school: primary, middle, high, and combined. Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms.

**Percentage of students in school approved for the National School Lunch Program (NSLAPP\_S):**

Taken from the Public School Data File, NSLAPP\_S is a continuous variable created by dividing the number of K–12 and ungraded students approved for free or reduced-price lunches (S0410) by the total number of K–12 and ungraded students enrolled (S0115) among schools that participated in the National School Lunch Program (NSLP) (S0409=1). Schools that did not participate in NSLP have valid skip values. For this report, NSLAPP\_S is recoded as a categorical variable describing the proportion of students approved for free or reduced-price lunches.

**Principal’s age (AGE\_P):** A NTPS created variable based on respondents’ reported year of birth. AGE\_P is a continuous variable that was created by subtracting the principal’s reported year of birth (P0907) from the year of data collection (2015).

**Principal interview status (ISR\_PF):** A PFS created variable for the interview status of the PFS respondent, which is an aggregation of the variable Principal’s status in the 2016–17 school year (STATUS). Categories are 1 = Interview, 2 = Noninterview, and 3= Out of scope.

**Principal’s race/ethnicity (RACETH\_P):** A variable created for this analysis based on P0901—whether or not the principal is of Hispanic or Latino origin and P0902–P0906—the principal’s race. The following categories were created for analysis:

- Hispanic, regardless of race: the principal indicates he/she is of Hispanic or Latino origin (P0901 = 1);
- White, non-Hispanic: the principal indicates he/she is White (P0902 = 1), not of Hispanic or Latino origin (P0901=2), and does not consider him/herself to be any other race;
- Black or African-American, non-Hispanic: the principal indicates he/she is Black or African-American (P0903 = 1), not of Hispanic or Latino origin (P0901=2), and does not consider him/herself to be any other race; and
- Other: the principal indicates he/she is Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native (P0904 = 1 or P0905 = 1 or P0906 = 1), or considers him/herself to be more than one race, and not of Hispanic or Latino origin (P0901=2).

**Principal’s status in the 2012–13 school year (ATAC):** A PFS collection variable based on the status of the 2011–12 principal in the 2012–13 school year. This 36-level variable largely corresponds to question 1 on the 2012–13 principal status forms (see <https://nces.ed.gov/surveys/sass/question1213pfs.asp>).

**Principal’s status in the 2016–17 school year (FINAL\_STATUS):** A PFS collection variable based on the status of the 2015–16 principal in the 2016–17 school year. This 36-level variable largely corresponds to question 1 on the 2012–13 principal status forms (see appendix D).

**Student enrollment in K–12 and ungraded (SCHSIZE):** Taken from the Public School Data File, SCHSIZE is a categorical variable based on the number of K–12 and ungraded students enrolled in the school (S0115). For this report, SCHSIZE was recoded into six categories for public schools.

**Total years of experience as a teacher prior to becoming a principal (TCHEXPER):** Total years of the principal’s experience as a teacher. Calculated as the sum of years of teaching experience prior to becoming a principal (P0100) plus years of teaching experience after becoming a principal (P0110).

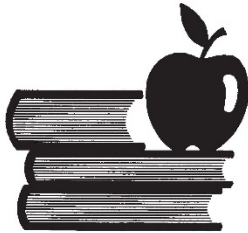
**Urban-centric school locale code (URBANS12):** Taken from the Public School Data File, URBANS12 is a created variable collapsed from the 12 category urban-centric school locale code (SLOCP12) which was updated to incorporate Census population and geography information and recoded into four categories: city, suburban, town, and rural.

## **Appendix D: Principal Status Forms**

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

Collected by:  
U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

## PRINCIPAL FOLLOW-UP SURVEY (Regarding your school's 2015-2016 Principal)



*(Please correct any errors in school's name, address, and ZIP Code.)*

### PRINCIPAL STATUS FORM

Please return this form within 2 weeks in the enclosed envelope, or mail it to:

U.S. CENSUS BUREAU  
Attn: DCB-60A  
1201 E 10th STREET  
JEFFERSONVILLE IN 47132-0001



This survey is authorized by the Education Sciences Reform Act of 2002, 20 U.S. Code § 9541(b) and § 9543(a). The results will only be produced as statistical summaries.

FORM **PFS-1A**  
(2-21-2017)

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

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

☛ Please mark (X) one box.

☛ If this school had more than one Principal last year, think of the one who was Principal on October 1, 2015.

☛ If this school did not have a Principal last year (2015-16 school year), mark (X) here <sup>50</sup>  and return the form.

**Still working as Principal of this school**

<sup>20</sup>  Still working as Principal of this school

**Still working as a Principal, but not at this school**

<sup>24</sup>  Working as a Principal, but in a different public school ↴

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

<sup>21</sup>  Yes

<sup>22</sup>  No

<sup>23</sup>  Don't know

<sup>25</sup>  Working as a Principal, but in a private school

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

<sup>26</sup>  Working in this school, but not as Principal

<sup>27</sup>  Working in a different public school, but not as Principal

<sup>28</sup>  Working in a private school, but not as Principal

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

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

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

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

**Working at a job outside of K-12 Education**

<sup>32</sup>  Working at a job outside of K-12 education

**Other**

<sup>33</sup>  Retired – not working outside the home

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

<sup>35</sup>  Deceased

<sup>36</sup>  Other – *Specify* \_\_\_\_\_

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

Name we have:

Is this the name of the school's 2015–16 Principal, with first and last names in the right order and no nicknames?

<sup>1</sup>  Yes

<sup>2</sup>  No, this is not the name of the 2015–16 Principal OR  
↓  
there is no name above

What is the name of this school's 2015–16 Principal? *(Please print)*

Title \_\_\_\_\_

First Name \_\_\_\_\_

Middle Initial \_\_\_\_\_

Last Name \_\_\_\_\_

Suffix \_\_\_\_\_

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#### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0934. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this collection, or comments or concerns about the contents or the status of your individual submission of this questionnaire, please e-mail: [adp.education.surveys@census.gov](mailto:adp.education.surveys@census.gov) or write directly to: National Teacher and Principal Survey (NTPS), National Center for Education Statistics (NCES), 550 12th St. SW #4014, Washington, DC 20004.



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

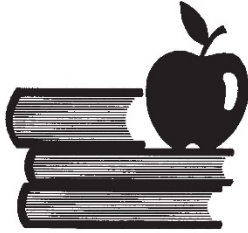
**Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at: <http://nces.ed.gov>**

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

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

Collected by:  
U.S. DEPARTMENT OF COMMERCE  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

## PRINCIPAL FOLLOW-UP SURVEY



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



**Please return this form within 2 weeks in the enclosed envelope, or mail it to:**

**U.S. CENSUS BUREAU  
Attn: DCB-60A  
1201 E 10th STREET  
JEFFERSONVILLE IN 47132-0001**

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FORM **PFS-1C**  
(2-21-2017)

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

during the 2015-16 school year. Please answer the following question about your current occupational status.

Which of the following best describes your current occupational status?


 Please mark (X) one box.

 If you were not the Principal of last year (2015-16 school year), mark (X) here  and return the form.

**Still working as Principal of the same school**

Still working as Principal of the same school

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

Working as a Principal, but in a different public school 

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

Yes

No

Don't know

Working as a Principal, but in a private school

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

Working in the same school, but not as Principal

Working in a different public school, but not as Principal

Working in a private school, but not as Principal

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

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

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

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

**Working at a job outside of K-12 Education**

Working at a job outside of K-12 education

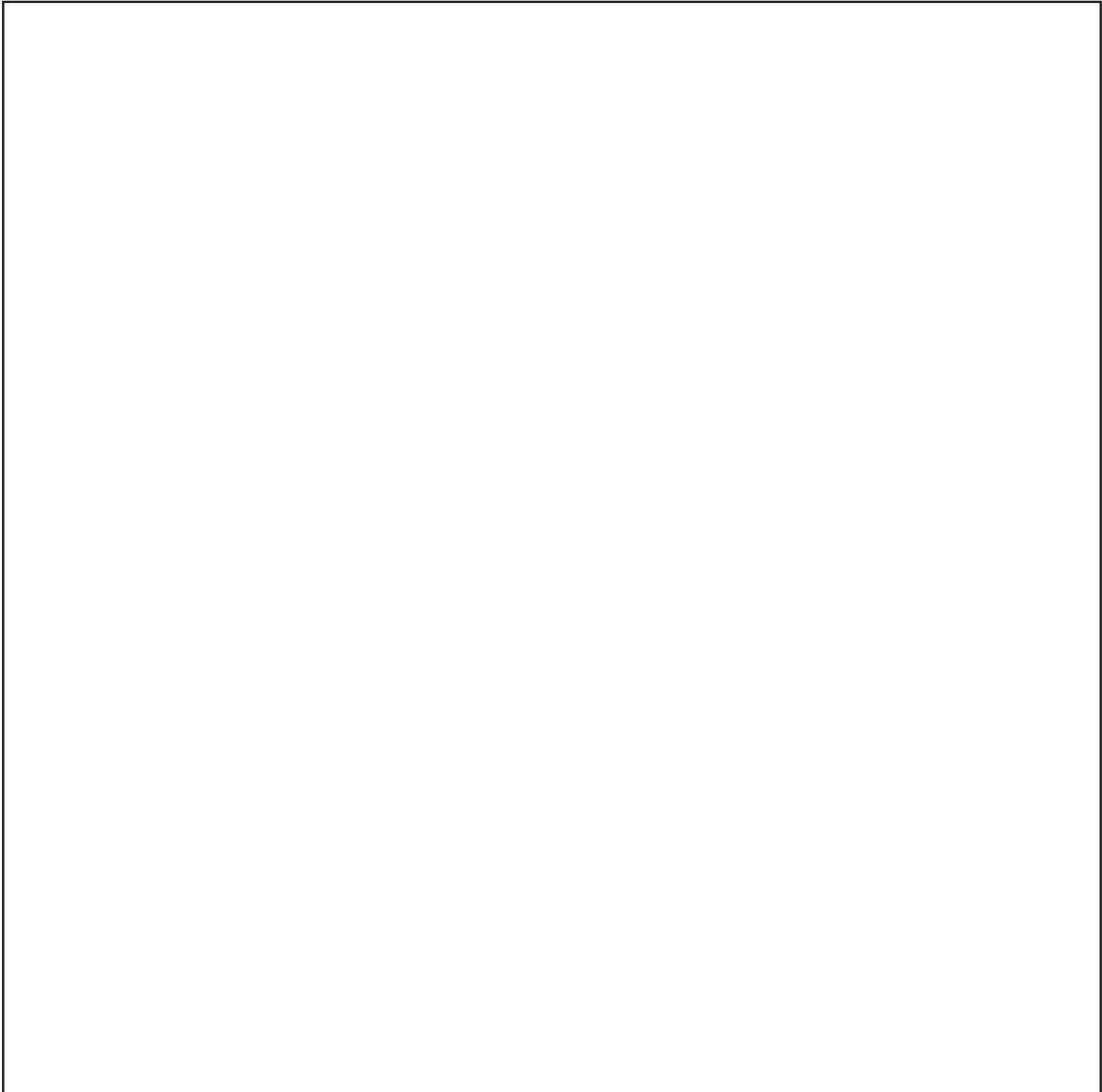
**Other**

Retired – not working outside the home

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

Deceased

Other – Specify \_\_\_\_\_



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