

Documentation for the 2020-21 National Teacher and Principal Survey

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Documentation for the 2020–21 National Teacher and Principal Survey

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Shawna Cox
Aaron Gilary
Svetlana Mosina
Jennifer Rhea
Dillon Simon
Teresa Thomas
Chenping (Grace) Zhang
U.S. Census Bureau

Maura Spiegelman
Project Officer
National Center for Education Statistics

U.S. Department of Education

Miguel A. Cardona

Secretary

Institute of Education Sciences

Matthew Soldner

Acting Director

National Center for Education Statistics

Peggy G. Carr

Commissioner

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550 12th Street SW
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Content Contact

Maura Spiegelman

(202) 245-6581

maura.spiegelman@ed.gov

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Chapter 1. Overview

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

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

The 2020–21 NTPS data products include six restricted-use data files: Public School, Public School Principal, Public School Teacher, Private School, Private School Principal, and Private School Teacher. Data users can link these files together for additional analytical opportunities. The 2020–21 NTPS data will also appear in DataLab (<https://nces.ed.gov/datalab>), which allows users to create tables and regressions.

Background

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

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

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

The Schools and Staffing Survey (SASS)

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

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

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

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

While SASS included Bureau of Indian Education–funded (BIE)² schools since its inception in the 1987–88 through 2007–08 collections, SASS has incorporated BIE-funded schools inconsistently over time. For the first administration of SASS, BIE-funded schools were included in the public school frame and treated like other public-sector schools throughout the survey lifecycle. For the 1990–91 SASS, a sample of BIE-funded schools was drawn from a list of BIE-funded schools. The BIE-funded schools in the SASS sample were identified as a separate school sector with separate data files. From the 1993–94 SASS through the 2007–08 SASS, BIE-funded schools that met the definition of a SASS school were sampled at 100 percent. Due to funding constraints, BIE-funded schools were not sampled for the 2011–12 SASS and therefore are not included in the data files.

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

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

The National Teacher and Principal Survey

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

The content of the 2011–2012 SASS formed the basis of the NTPS content, though many questions were shifted to different questionnaire instruments within the survey or were answered through the use of extant data sources. For example, the Civil Rights Data Collection (CRDC) is used to indicate whether a school has a school-wide magnet program. For more details on the incorporation of extant data, see chapter 6. Cross-sectional analysis of trends is possible for the SASS items that have been maintained in the NTPS. The principal, school, and teacher questionnaires from past iterations of the SASS were updated and serve as the primary survey materials for the NTPS.

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

In order to answer several key methodological questions and optimize the design of the 2015–16 NTPS, a pilot test was conducted during the 2014–15 school year. This pilot test included several experiments related to data collection strategies whose results informed the methods employed for the NTPS production. The 2015–16 NTPS included additional experiments to further test data collection strategies for future NTPS administrations. Due to the low response rates achieved for private school components in the 2011–12 SASS, private schools were not included in the 2015–16 NTPS. The 2015–16 iteration was planned to yield nationally representative, rather than state representative, estimates for teachers, principals, and schools. The 2017–18 NTPS sought to produce state-representative estimates for public schools. Private schools were included in the 2017–18 NTPS as a pilot test to determine whether the NTPS data collection operations are successful in collecting data from private schools (and their principals and teachers) and whether affiliation-representative estimates could be produced. The 2020–21 NTPS sought to produce state- and affiliation-representative estimates for public and private schools, principals, and teachers, respectively. Chapter 2 includes details on the changes to questionnaire content, sample design, and data collection methodology since the 2017–18 NTPS.

The 2020–21 NTPS was conducted during the COVID-19 pandemic. Questions regarding how schools adapted to COVID-19 were added to the data collection instruments. Data collection procedures differed slightly from previous NTPS collections (e.g., increased use of e-mail contact and elimination of field follow-up procedures). For more details on data collection operations, see chapter 4.

The 2020–21 NTPS provides valuable data for educators, researchers, and policymakers on public (including public charter and BIE-funded) and private schools and on the principals and teachers who work in these schools.

Purpose and Content of the Survey

The overall objective of the NTPS is to collect the information necessary for a comprehensive picture of elementary and secondary education in the United States. The abundance of data collected permits detailed analyses of the characteristics of schools, principals, and teachers. The linkage of the NTPS questionnaires enables researchers to examine the relationships among these elements of education. The 2020–21 NTPS consisted of questionnaires for three target populations: a school questionnaire, a principal questionnaire, and a teacher questionnaire. There are different versions of the school, principal, and teacher questionnaires for public schools (School Questionnaire, Principal Questionnaire, and Teacher Questionnaire) and private schools (Private School Principal Questionnaire, Private School Questionnaire, and Private School Teacher Questionnaire) that vary slightly from one another in order to correctly reference the public or private sector.³ NTPS also fields the Teacher Listing Form to identify a frame of teachers in sample schools to select for the teacher questionnaires.

Public and Private School Questionnaires

The purpose of the 2020–21 school questionnaires was to obtain school-level data for each sampled school. It included survey items pertaining to general information about the school and student population, as well as information about staffing, community service requirements, and school programs and services. The intended recipient of this questionnaire was the best-suited person available (principal, vice-principal, school administrator, secretary, or some other knowledgeable school staff) to answer specific information about the school. The questionnaire appeared in two versions that contained minor variations in items and phrasing to reflect differences between public and private schools. The 2020–21 School and Private School Questionnaires included the following five sections:

- *Section 1—General Information About This School* obtained information about grade range, enrollment, school type, attendance, length of the school day and school year, length of school day for kindergarten students, whether the school has a library media center, online courses, programs offered by the school, and the effect of the coronavirus pandemic on instruction during the 2019–20 school year. The Private School Questionnaire also obtained information about the sex and race/ethnicity of students, graduation rates, percentage of graduates who went to a four-year college, support offered to homeschool students, religious orientation, and affiliation with religious and nonreligious organizations.⁴
- *Section 2—School Staffing* obtained information about the number of full- and part-time staff, specialist and teacher coaching assignments, level of difficulty involved in filling teacher vacancies, and newly hired teachers.
- *Section 3—Community Service Requirements* collected information about whether the school offers high school diplomas and, if so, the community service requirements for graduation.
- *Section 4—Special Programs and Services* obtained information about instructional settings for students with disabilities, services for students with limited English proficiency, the National School Lunch Program, and Title I services. The School Questionnaire also obtained information about students with Individual Education Plans.
- *Section 5—Contact Information* collected the respondent’s name, title, and contact information.

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

⁴ The additional questions included on Private School Questionnaire are part of the Private School Survey (PSS). The PSS is a universe survey that is conducted every two years. For more information about the PSS, please visit <https://nces.ed.gov/surveys/pss>.

Public and Private School Principal Questionnaires

The purpose of the 2020–21 principal questionnaires was to obtain principal-level data from each sampled school from the principal or school head. It included survey items pertaining to the sampled person’s job as principal of that school, as well as some information about the school climate, working conditions, and principal engagement. The questionnaire appeared in two versions that contained minor variations in phrasing to reflect differences between public and private schools in governing bodies and position titles in the schools.

The 2020–21 Principal Questionnaire and Private School Principal Questionnaires included the following six sections:

- *Section 1—Principal or School Head Experience and Training* obtained information about principal work experience, previous positions held, highest degree earned, license or certification in school administration, and current teaching status.
- *Section 2—Goals and Decision Making* obtained attitudinal information about education goals and the principal’s influence on school policies and governance.
- *Section 3—School Climate and Safety* obtained information about how often various types of problems occur at the school, parent involvement in school activities, teacher requirements with respect to students with academic and social/emotional needs, and teacher induction programs. This section also obtained information on instruction and technological resources provided to students during the coronavirus pandemic in the 2019–20 school year.
- *Section 4—Working Conditions and Principal or School Head Perceptions* collected information on time spent on school-related activities and interacting with students, percentage of time spent on various activities, contractual number of working days, union representation, job satisfaction, and plans to remain a principal.
- *Section 5—Principal or School Head Demographic Information* obtained information about the principal’s gender, race/ethnicity, age, and salary.
- *Section 6—Contact Information* obtained the principal’s name and contact information.

Public and Private School Teacher Questionnaires

The purpose of the 2020–21 teacher questionnaires was to obtain teacher-level data for each sampled school. It included survey items pertaining to the sampled teacher’s job as a teacher in that school and the sampled teacher’s education, training, and certification, as well as some information about early career experiences, working conditions, and teacher engagement. The 2020–21 Teacher Questionnaire and Private School Teacher Questionnaire included the following 10 sections:

- *Section 1—General Information* obtained general information about teaching status, the year the teacher began teaching in the current school, the teacher’s main activity the previous year, the number of schools in which teacher has taught, and the teacher’s years of teaching experience.
- *Section 2—Class Organization* obtained information about the teacher’s grades taught, students with an Individualized Education Plan or a formally identified disability, students with limited English proficiency, main teaching assignment, use of instructional software, organization of classes, subjects taught, amount of time spent teaching core academic subjects, and class size.
- *Section 3—Education and Training* collected information on academic degrees, major and minor fields of study, graduate/undergraduate courses on teaching methods or strategies, and student teaching.
- *Section 4—Certification* obtained information on types of teaching certificates held by the teacher, content areas and grade ranges covered by the certification, and whether the teacher entered teaching through an alternative certification program.

- *Section 5—Early Career Experiences* collected information about teachers’ employment status prior to the start of their teaching career, their experiences during their first year of teaching, their participation in a teacher induction program, and their involvement with a master or mentor teacher.
- *Section 6—Teacher Working Conditions* obtained information about total contract hours, hours delivering instruction, hours spent on all teaching and school-related activities, leadership or extracurricular activities, and money spent on classroom supplies without reimbursement.
- *Section 7—School Climate and Teacher Attitudes* obtained attitudinal information on teacher influence on school policy, as well as classroom planning and teaching, satisfaction with teaching and school environment, student problems, plans to remain in teaching, school safety, and teacher health. This section also obtained information on the effect of the coronavirus pandemic on the delivery of instruction to and real-time interaction with students during the 2019–20 school year.
- *Section 8—General Employment and Background Information* obtained information about teacher salary, additional compensation based on student performance, supplemental income, student loans, union affiliation, and the tenure system.
- *Section 9—Teacher Demographic Information* collected information about the teacher’s gender, race/ethnicity, and year of birth.
- *Section 10—Contact Information* obtained the teacher’s name and contact information.

Target Populations, Estimates, and Respondent Status

Target Populations

The target populations for the 2020–21 NTPS are described below. For more information on sampling, see chapter 3.

- *Schools.* The target population included traditional public, public charter, and private schools with students in any of grades 1–12 or comparable ungraded levels that are in operation during the 2020–21 school year, have their own principal/administrator if they share a building with another school or institution, and are *not* primarily postsecondary or adult basic education institutions. The following are *not* considered schools: schools located exclusively in a private home, Department of Defense (DoD) schools located outside of the U.S., offices of special education in a local education agency (LEA), tutoring services, homeschool clearing houses, and adult learning facilities. Bureau of Indian Education-funded schools were included.
- *Principals.* The target population included principals/school heads of the targeted school populations.
- *Teachers.* The target population included teachers working in the targeted school populations who taught students in any of grades K–12 or in comparable ungraded levels in the 2020–21 school year. A teacher is defined as a full-time or part-time teacher who teaches any regularly scheduled classes in any of grades K–12. This includes administrators, librarians, and other professional or support staff who teach regularly scheduled classes on a part-time basis. Itinerant teachers are included, as well as long-term substitutes who are filling the role of a regular teacher on a long-term basis. An itinerant teacher is defined as a teacher who teaches at more than one school (e.g., a music teacher who teaches three days per week at one school and two days per week at another). Short-term substitute teachers and student teachers are not included.

The sampling frame for public schools was initially created using the 2017–18 Common Core of Data (CCD), which reflects the population of public schools during the 2017–18 school year.⁵ The sampling

⁵ For key terms and definitions, refer to appendix A.

frame was refreshed using the 2018–19 CCD file. The sampling frame refreshment is described in chapter 3. CCD includes traditional public schools, public charter schools, DoD-operated domestic military base schools, and special purpose schools, such as special education, vocational, and alternative schools. Schools outside of the United States and schools that teach only prekindergarten, kindergarten, or postsecondary students were excluded from the CCD frame prior to sampling for the NTPS. Public schools that were closed or not yet opened as of the 2018–19 school year were not included. Prior to stratification and sampling, CCD schools were collapsed to match the NTPS definition of a school. The purpose and operations of this collapsing activity are discussed in chapter 3.

The sampling frame for private schools is based on a dual-frame approach, described further in chapter 3, since the list frame does not provide complete coverage. The list frame was based on the 2015–16 PSS, updated with private school organization lists and state lists collected by the Census Bureau during the summer of 2016. An area frame was used to find schools missing from the list frame, thereby compensating for the incomplete coverage of the list frame. The area frame was also based on the 2015–16 PSS; the 2017–18 PSS area frame could not be used because NTPS data collection began before the 2017–18 area frame was finalized.

The sampling frame for the teacher questionnaire consisted of lists of teachers provided or edited by schools in the NTPS sample or, for schools that did not provide a teacher list during the NTPS, vendor-purchased teacher lists and lists obtained from researching school and district websites. Teachers were defined as any staff who taught a regularly scheduled class to students in grades K–12 or comparable ungraded levels. Census Bureau staff requested the Teacher Listing Form (TLF) or an electronic list of teachers from all traditional public, public charter, and private schools in the NTPS sample to obtain a complete list of all the teachers employed at each school. The form included space for schools to indicate the teacher’s assignment (subject matter) and e-mail address. If schools did not return their completed TLF, the vendor-purchased teacher lists were instead used for teacher sampling if available. For more details on the TLF, see chapter 4. The sample of teachers was selected from sampled schools for which a teacher list was obtained.

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

Estimates

The 2020–21 NTPS was designed to produce state-level and national estimates for public primary, middle, and high schools and related components (schools, teachers, and principals), as well as national estimates for public schools with combined grade levels and public charter schools and related components (schools, teachers, and principals). National, regional, and affiliation-level estimates are produced for the private schools (e.g., schools, teachers, and principals). The affiliation strata for private schools are:

- Catholic—parochial;
- Catholic—diocesan;
- Catholic—private;
- Baptist;
- Jewish;
- Lutheran;
- Seventh-day Adventist;
- Other religious;
- Nonsectarian—regular;
- Nonsectarian—special emphasis; and
- Nonsectarian—special education.

The teacher survey was designed to support comparisons between new and experienced teachers (three years or less of experience vs. more than three years of experience) at the national and state levels for public

school teachers and at the regional and affiliation levels for private school teachers. Comparisons between teachers by race/ethnicity and detailed experience level (first year, second or third year, fourth or more years) are possible at the national level.

Respondent Status

The number of respondents who were sampled, determined to be in-scope for the NTPS, and completed the interview is presented in table 1, below. Sampled respondents are those who were selected for participation in the NTPS for each questionnaire component type. Sampled respondents were classified as in-scope if they were deemed eligible for the NTPS during the screening operation or data collection period. Interviews are in-scope respondents who completed their questionnaire. Cases were classified as having completed the questionnaire if predetermined completion criteria were met by the respondent; these criteria differ by questionnaire type. For details on sampling, see chapter 3. For details on in-scope and out-of-scope cases and on determining how many sampled respondents completed interviews (i.e., final interview status), see chapter 5.

Table 1. Number of schools, principals, and teachers, by interview status: 2020–21

Respondent and interview status	Total	Public school	Private school
School			
Sampled	12,920	9,920	3,000
In-scope	12,648	9,781	2,867
Interviews	8,010	6,261	1,749
Principal			
Sampled	12,920	9,920	3,000
In-scope	12,640	9,774	2,866
Interviews	8,261	6,508	1,753
Teacher			
Sampled	76,256	68,298	7,958
In-scope	71,588	64,289	7,299
Interviews	44,024	39,633	4,391

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher, and Principal Survey (NTPS), “Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, and Private School Teacher Documentation Data Files,” 2020–21.

Contents

This report contains chapters on the following topics: changes in design, content, and methodology from 2017–18 NTPS; preparation for the 2020–21 NTPS; frame creation and sample selection; data collection; response rates and bias analysis; data processing; and weighting and variance estimation.

Information in the chapters is supported by the following appendixes:

- A. Key Terms for NTPS;
- B. Questionnaire Availability;
- C. NTPS Variable Crosswalk;
- D. Report on Results of Special Contact Districts;
- E. 2020–21 NTPS Unit Nonresponse Bias Analysis;
- F. Changes Made to Variables During the Computer Edit, by Data File;
- G. List of Matching Variables for the 2020–21 NTPS;
- H. Imputation Changes to Variables, by Data File;
- I. Extant Data Procedures for the 2020–21 NTPS
- J. Description of Frame, Created, and Derived Variables
- K. Weighting Adjustment Cells

Chapter 2. Collection Methodology, Survey Content, and Instrument Design Changes From the 2017–18 NTPS to the 2020–21 NTPS

The National Center for Education Statistics (NCES) and the U.S. Census Bureau continually work to improve the survey methodology, questionnaire content, and survey instruments for the National Teacher and Principal Survey (NTPS). This chapter describes the substantive changes in data collection methodology and procedures, survey content, and survey instrument design between the 2017–18 NTPS and the 2020–21 NTPS. Changes to the frame and sampling design are covered in chapter 3 (“Frame and Sample Design”).

Methodological and Procedural Changes

The 2020–21 NTPS was originally planned to employ a similar methodology to that of the 2017–18 NTPS. Like the 2017–18 NTPS, the 2020–21 NTPS primarily utilized internet-based survey instruments and was intended to include both telephone and field follow-up. The planned data collection methodology included changes to improve the efficiency of data collection. These changes involved a broader reliance on prepopulated Teacher Listing Forms (TLFs), tailored contact strategies for priority schools and for schools without vendor-purchased teacher rosters, and the addition of non-monetary incentives for select schools and teachers.

The methodology was modified both prior to and during collection due to the impact of the coronavirus pandemic. These changes included canceling non-monetary incentives for schools, discontinuing prepaid monetary and non-monetary incentives for teachers, introducing a promised monetary incentive for teachers, and replacing field follow-up operations with additional mail-outs, e-mails, and telephone follow-up operations. Details regarding the planned data collection improvements and any changes in their implementation due to the coronavirus pandemic are discussed in the sections below.

Use of Prepopulated Teacher Listing Forms

For the 2017–18 NTPS, vendor-purchased teacher lists were used to prepopulate paper TLFs for public schools, and the forms were either distributed by field representatives or included in the third mail package. The 2020–21 NTPS expanded upon the use of prepopulated TLFs in three major ways: The prepopulated TLFs were utilized for private schools in addition to public schools; they were verified electronically through the NTPS Respondent Portal internet instrument; and they were offered at the onset of data collection for all schools. A prepopulated paper TLF was still included in the third mail package to non-responding schools.

To test the impact of the prepopulated TLF on survey response, a small percentage of public and private schools with available data were asked to provide their teacher lists electronically, either by uploading a file in Microsoft Excel or by typing each teacher’s information in manually. A blank paper TLF was included in the third mail package to non-responding schools. Schools for which data were not available were asked to provide their teacher lists electronically and were mailed a blank paper TLF in the third mail package if they did not respond.

Tailored Contact Strategies for Priority Schools and Schools Without Vendor-Purchased Teacher Lists

In the 2017–18 NTPS, data collection for public priority schools began, prior to any questionnaire mailings, with a field operation in September 2017 to verify prepopulated TLFs or collect TLFs. Private schools were assigned to the priority school treatment data collection path in an experimental manner. Overall, the

priority school treatment data collection path was deemed to be ineffective for private schools.⁶ Furthermore, despite the early field operation, public priority schools had lower response rates for all questionnaires than non-priority schools. This was likely due to the large overlap between priority schools and schools in districts that require survey approval.

Although the 2020–21 NTPS continued to tailor contact strategies for priority schools and placed a higher emphasis on collecting the TLF in the fall from schools without vendor-purchased teacher lists, the follow-up operations were structured differently. In the 2020–21 NTPS, all schools were mailed the initial school package containing the survey invitations. Following the mail-out, contact center staff conducted a mail confirmation telephone operation for priority schools and schools without vendor-purchased teacher lists. During the operation, the interviewer alerted the survey coordinator or principal that a package had been sent to the school, confirmed receipt of the package, and answered any questions the survey coordinator or principal had about the survey. A field operation was planned for schools without vendor-purchased teacher lists that had not completed their TLF after the second mail-out; however, this operation was replaced with a telephone reminder operation due to the coronavirus pandemic.

Use of Incentives to Boost Response

After testing the impact of prepaid cash incentives with teachers in the 2017–18 NTPS, the 2020–21 NTPS was intended to offer two types of incentives to teachers in an experimental manner—a prepaid \$5 cash incentive and a non-monetary incentive (a canvas education-themed tote bag) at the first contact by mail. The experiment sought to measure the impact of the monetary or non-monetary incentive over a “no incentive” treatment. The non-monetary (tote bag) incentive was further separated into two groups: one where each of the teachers and the survey coordinator received the tote bag and the other where only each of the teachers received the tote bag. Additionally, the “no incentive” treatment was further separated into two groups: one where the teacher received their invitation letter in a large windowed envelope and one where the teacher received their invitation letter in a pressure-sealed mailer.

The incentive experiment was conducted as planned for teachers sampled during the first three weeks of teacher sampling. Teachers sampled during the fourth through eighth weeks of teacher sampling remained in their incentive treatment group; however, all packages were sent directly to the selected teacher at the school address rather than mailed to the survey coordinator for distribution. Following the eighth week of teacher sampling, the planned incentive experiment was discontinued due to the complexity of the packages, limited staffing at the U.S. Census Bureau’s National Processing Center (NPC) due to the coronavirus pandemic, significant mail carrier-based delays and restrictions, and concern that packages being mailed to schools might not reach the respondent due to widespread building closures during the coronavirus pandemic.

Teachers sampled during the ninth and subsequent weeks of teacher sampling were promised a monetary incentive upon completion of their questionnaire. The value of the monetary incentive initially varied by the school’s priority status and the TLF completion method. Teachers in non-priority schools that completed or verified their TLF were offered \$5. Teachers sampled from vendor-purchased teacher lists (i.e., where the school did not respond) and teachers in priority schools were offered \$10. In mid-April, the promised incentive was increased to \$20.

⁶ For more information, see Spiegelman, M., Varela, K., Zotti, A. (2021). *The Path of Least Resistance: Changing Mode to Boost Response Rates in an Establishment Survey*. Proceedings of the Sixth Annual International Conference on Establishments Statistics, Virtual.

Modified Contact Materials

The 2020–21 NTPS tested two versions of letters and e-mails to principals and survey coordinators to determine whether modifying contact materials to emphasize the values of the study and the benefits of participating could increase response rates compared to letters similar to those used in past NTPS administrations. Unfortunately, the differences between the letters' content were minimal due to language added to address the coronavirus pandemic. In addition, select e-mails to principals, survey coordinators, and teachers were populated with data points targeted to the recipient's school type and/or state.

The packaging materials were also improved upon for the 2020–21 NTPS. Whereas generic Census Bureau envelopes were used in previous iterations of the survey, the 2020–21 NTPS utilized custom envelopes that were dually branded with both the Census Bureau and the Department of Education logos. For most materials, the return address was modified to reflect that the Census Bureau was sending the mail piece on behalf of the Department of Education. Pressure-sealed letters were designed for use as the second contact to sampled teachers by mail and were intended to be used in an experimental manner, where half were overprinted with a statistic from the previous survey iteration. Due to staffing challenges caused by the coronavirus pandemic, pressure-sealed letters without overprinting were instead utilized for the first and second mail-outs to teachers after the switch from prepaid incentives to promised incentives.

Additional Contacts by Mail and E-mail

The mail and e-mail contacts planned for the 2020–21 NTPS were similar to those planned for the 2017–18 NTPS. Four school mail-outs and six e-mails were planned for the TLF, School Questionnaire, and Principal Questionnaire; four teacher mail-outs and five e-mails were planned for the Teacher Questionnaire. Supplementary contacts by mail and e-mail were added for the 2020–21 NTPS to help mitigate the impact of replacing the field follow-up operations with additional telephone follow-up operations on survey response rates. A fifth and sixth school mail-out consisting of paper questionnaires occurred in March and May 2021, respectively, and a fifth teacher mail-out occurred on a flow basis. A reminder e-mail for the TLF was added in November, and several follow-up e-mails for the School and Principal Questionnaires were added from January through May 2021. Due to the difficulty of contacting teachers by phone both in general and during periods of virtual learning during the coronavirus pandemic, teachers were sent up to 13 survey e-mails.

Content Changes

The NTPS questionnaires were designed with sections of core modules that are included in every collection and rotating modules that alternate every other collection according to a previously established content schedule. This design allows more topics to be covered across administrations than could be asked in a single survey. Most of the content changes for 2020–21 stem from replacing the 2017–18 NTPS rotating modules with the 2020–21 NTPS rotating modules that were last fielded in the 2015–16 NTPS. Additional items were added or deleted based upon substantive importance and/or survey length constraints. For example, items from the Teaching and Learning International Survey (TALIS) that were included for a 2017–18 experiment were omitted from the 2020–21 NTPS, while questions related to the impact of the coronavirus pandemic on instruction during the 2019–20 school year were added.

The rotating modules for all NTPS questionnaires, by survey administration, are summarized in exhibit 1.

Exhibit 1. NTPS rotating modules, by survey administration

Questionnaire and module name	Survey year		
	2015–16	2017–18	2020–21
Principal Questionnaire			
Working Conditions and Principal Perceptions	X		X
Student Growth and Teacher Evaluation	X		X
Teacher Evaluation		X	
Teacher Professional Development		X	
Principal Evaluations		X	
Principal Professional Development		X	
Principal Engagement*		X	
School Questionnaire			
School Staffing	X		X
Instructional Time		X	
Students and Classroom Organization		X	
Teacher Questionnaire			
Early Career Experiences	X		X
Teacher Working Conditions	X		X
School Climate and Teacher Attitudes	X		X
Teacher Evaluations		X	
Teacher Professional Development		X	
Teacher Engagement*		X	

* Although the Principal Engagement and Teacher Engagement are rotating modules, the questions included in these sections are core questions. The principal engagement items alternate between inclusion in the Working Conditions and Principal Perceptions module and this separate module; the teacher engagement items alternate between inclusion in the School Climate and Teacher Attitudes module and this separate module.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Surveys, 2015–16, 2017–18, and 2020–21.

Select items in the core modules were slightly modified from their 2017–18 versions for use in the public and private versions of the 2020–21 NTPS School, Principal, and Teacher Questionnaires. Select items that were fielded in the 2015–16 NTPS were added to the private school versions of the 2020–21 NTPS questionnaires, since private schools were not part of the 2015–16 NTPS. The NTPS questionnaires are available on the NCES website. “Appendix B. Questionnaire Availability” provides the website and instructions for accessing electronic files of the final 2020–21 NTPS questionnaires.

Exhibit 2 includes a synopsis of actions (Deleted, Newly Added, Revised, or No Change) that occurred to questionnaire items during the revision process, organized by questionnaire type.

Exhibit 2. Number of deleted, added, revised, and unchanged source codes, by data file: 2020–21

Questionnaire	Number of source codes deleted from the 2017–18 NTPS	Number of source codes on the 2020–21 NTPS			
		Newly added	Revised	No changes	Total
Principal Questionnaire (2a)	123	13	50	25	88
Private Principal Questionnaire (2b)	83	14	49	25	88
School Questionnaire (3a)	55	11	119	33	163
Private School Questionnaire (3b)	57	25	141	74	240
Teacher Questionnaire (4a)	105	23	112	226	361
Private Teacher Questionnaire (4b)	50	36	126	227	389

NOTE: Source codes are used to identify specific items on the NTPS questionnaires. Public versions of the NTPS questionnaires are indicated with an “a,” while private versions of the NTPS questionnaires are indicated with a “b.”

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Surveys, 2017–18 and 2020–21.

An item crosswalk (by source codes) for the 2020–21 NTPS for each questionnaire type is located in “Appendix C. NTPS Variable Crosswalk.” An item crosswalk (by source codes) for the 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, 2011–12 SASS and the 2015–16 and 2017–18 NTPS is available in the Documentation for the 2017-18 National Teacher and Principal Survey (ed.gov), NCES-2022-718, at <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2022718>.

Research on NTPS Content and Changes Made to the Questionnaires

Staff in the U.S. Census Bureau’s Center for Behavioral Science Methods conducted cognitive interviews of the Principal, School, and Teacher Questionnaires to test newly proposed questions and existing content prior to the 2020–21 NTPS. The purpose of these interviews was to gather feedback on existing and proposed questions for the Principal, School, and Teacher Questionnaires, report the findings, and make recommendations for revisions, if necessary, to the items. In conjunction with cognitive testing, staff conducted usability testing to understand how respondents interacted with the web versions of the surveys and determine whether improvements could be made to streamline the user experience. The usability testing included the entire process of completing the online questionnaire from start to finish, including reading the invitation letter, logging into the instrument, and navigating through the survey.

Cognitive Interviews—Principal Questionnaire

Methods

Cognitive testing of the Principal Questionnaire included the core content fielded in 2017–18 and the rotating modules fielded in 2015–16. Recruitment and interviewing took place from February through August 2018. Researchers recruited 27 public, private, and charter school principals from Washington, D.C., and the following states: California, Maryland, Minnesota, New Hampshire, New Jersey, Oregon, Virginia, and West Virginia. The principals had various levels of experience, with 19 having more than five years of experience and eight having five years or less of experience.

The interviews were completed in three rounds of in-person testing. The first round of testing was conducted using the paper questionnaire. Both the paper and online questionnaires were used for the second and third rounds of testing. Respondents who completed the paper questionnaire were asked to do so while thinking aloud. Respondents who completed the online questionnaire were asked to do so independently. Following their questionnaire completion, interviewers conducted retrospective probing about items that appeared to cause respondents difficulty.

Changes to the Principal Questionnaire

Revised Items

The researchers recommended minor revisions to several items throughout the questionnaire. The recommendations are summarized below.

- In the Goals and Decision Making section, the researchers recommended utilizing drop-down lists for web respondents to rank the importance they place on various educational goals.
- In the School Climate and Safety section, the researchers recommended defining “at this school” and revising the labels for the frequency answer categories for how often different types of problems occur at the school.
- In the Working Conditions and Principal Perceptions section, the researchers recommended changing the unit of measurement from days to months for the principal’s work requirements under their current contract.

Additionally, the researchers recommended minor wording changes, additional instructions, and modifications to the words that are capitalized for emphasis.

Added Items

Items related to the coronavirus pandemic were added to the 2020–21 NTPS Principal Questionnaire. These items asked about the effect of the coronavirus pandemic on how instruction was delivered, the support and resources the principal received, and the availability of computers and internet access for students.

Deleted Items

No items were deleted from the Principal Questionnaire due to cognitive testing. As mentioned previously, items from the TALIS that were collected on the 2017–18 NTPS Principal Questionnaire, in the School Leadership and Resources section, were not included on the 2020–21 questionnaire.

Cognitive Interviews—School Questionnaire

Methods

Testing of the School Questionnaire took place in two major phases. Early testing of the School Questionnaire included the core content fielded in 2017–18 and the rotating modules fielded in 2015–16. Recruitment and interviewing took place from December 2017 through August 2018. Researchers recruited 31 public, private, and charter school staff from Washington, D.C., and the following states: Illinois, Maryland, New Jersey, Virginia, and West Virginia. The schools represented varied both by grade levels taught and school size.

The interviews were completed in four rounds of in-person testing. The first two rounds of testing were conducted using the paper questionnaire. Both the paper and online questionnaires were used for the third and fourth rounds of testing. All respondents were asked to complete the questionnaire independently. Following their questionnaire completion, interviewers conducted retrospective probing about items that appeared to cause respondents difficulty.

Researchers conducted additional testing in early 2020 to evaluate questions related to virtual instruction. Recruitment and interviewing took place from January through March 2020. Researchers recruited 24 public, private, and charter school staff from Washington, D.C., and the following states: California, Maryland, Minnesota, New Hampshire, Oregon, South Dakota, Utah, Virginia, and Wisconsin. The participants held varying jobs within the schools, and the schools represented varied by grade levels taught.

The interviews were completed in two rounds, with a mix of in-person and over-the-phone testing. Interviews were conducted using a paper or e-mailed PDF of the questionnaire. Items related to the coronavirus pandemic were added during the second round of testing.

Changes to the School Questionnaire

Revised Items

The researchers recommended revisions to several items throughout the questionnaire. The recommendations are summarized below.

- In the General Information About This School section, the researchers recommended changing the grades offered item response format from yes/no to one in which the respondent marks all grade levels offered by the school.
- In the School Staffing section, the researchers recommended modifying the question text for the full- and part-time teacher counts, simplifying and moving the instructions so that they appear after the question stem instead of before it and placing the sub-items in a grid format. The counts of school staff by category items were found to be particularly problematic during cognitive testing. The researchers recommended minor changes to the question text, revisions to the instructions, revisions to the order of the items, and removal of differentiation between instructional and non-instructional aides.
- In the Community Service Requirements section, the researchers recommended changing the high school diploma question for public schools to ask whether the school grants high school diplomas, instead of the district, since elementary and middle school respondent may not be able to respond for the district.
- In the Special Programs and Services section, the researchers recommended adding a reference to the presence of an Individual Education Plan (IEP) to the item asking for the number of students with disabilities who spend specified percentages of time in a regular classroom.

The researchers also recommended minor wording changes, more descriptive response box labels, and format modifications to the words that are emphasized.

Added Items

Several items were added to the 2020–21 NTPS School Questionnaire in the General Information About This School section. The new items are summarized below.

- An item was added regarding how the coronavirus pandemic affected instruction during the 2019–20 school year.
- Items intended to help identify schools that offer remote or internet classes were added. These items were necessary because these classes tend to be unusually large and throw off teacher-to-student ratio estimates.

Deleted Items

The race and ethnicity of current staff items were deleted from the 2020–21 School Questionnaire because the information was not readily available to respondents and often led to poor-quality proxy reporting of teachers' race or ethnicity.

Cognitive Interviews—Teacher Questionnaire

Methods

Cognitive testing of the Teacher Questionnaire included the core content fielded in 2017–18, the rotating modules fielded in 2015–16, and new items related to wellness and student loan debt. Recruitment and

interviewing took place from December 2017 through August 2018. Researchers recruited 41 public, private, and charter school teachers from Washington, D.C., and the following states: Colorado, Illinois, Maryland, Minnesota, Missouri, Pennsylvania, Virginia, and West Virginia. The teachers had various levels of experience, with 36 having more than five years of experience and four having five years or less of experience.

The interviews were completed in four rounds of in-person testing. The first two rounds of testing were conducted using the paper questionnaire. Both the paper and online questionnaires were used for the third and fourth rounds of testing. Respondents were asked to complete the questionnaire independently. Following their questionnaire completion, interviewers conducted retrospective probing about items that appeared to cause respondents difficulty.

Changes to the Teacher Questionnaire

Revised Items

The researchers recommended revisions to several items throughout the questionnaire. The recommendations are summarized below.

- In the Class Organization section, the researchers recommended changing the grades taught item response format from yes/no to one in which the respondent marks all grade levels they currently teach at the school. The researchers also recommended removing the parenthetical text from the response options for the class organization question.
- In the Teacher Working Conditions section, the researchers recommended expanding the question regarding the number of weekly hours spent delivering instruction to students to specify the activities to exclude in the question stem.

Additionally, the researchers recommended minor wording changes and additional instructions.

Added Items

Several items were added to the 2020–21 NTPS Teacher Questionnaire. These items are summarized below.

- Items about the effect of the coronavirus pandemic during the 2019–20 school year were added to the School Climate and Teacher Attitudes section. These items asked about the effect of the coronavirus pandemic on how instruction was delivered, the support the teacher received, types of real-time interactions the teacher had with students, and the percentage of students with which the teacher had real-time interaction.
- Wellness items were added to the School Climate and Teacher Attitudes section. These included two items asking the teacher how they would rate their health and how many hours of sleep they get in a typical school night.
- Items related to student loan debt were added to the General Employment and Background Information section. These included six items asking whether the teacher took out student loans and, if so, asking about their payments, level of stress regarding their student loan debt, and whether their student loan debt has influenced their employment plans and decisions.

Deleted Items

No items were deleted from the Teacher Questionnaire due to cognitive testing. As mentioned previously, items from the TALIS that were collected on the 2017–18 NTPS Teacher Questionnaire, in the Feedback and Teacher Strategies section, were removed from the 2020–21 questionnaire. Additionally, items asking the teacher's current marital status and living situation were removed from the General Employment and Background Information section.

Instrument Design Changes and Usability Testing

As discussed previously, the 2020–21 NTPS expanded upon the use of prepopulated TLFs by implementing electronic verification through the NTPS Respondent Portal internet instrument. This feature was implemented in the Respondent Portal. Staff in the U.S. Census Bureau’s Center for Behavioral Science Methods conducted usability testing of the Screener and the revised Respondent Portal instruments.

In addition, prior to testing the survey content for the Principal, School, and Teacher Questionnaires, staff in the U.S. Census Bureau’s Center for Behavioral Science Methods conducted an expert review of the survey instruments, using a wide array of sources, and suggested global recommendations to the web and/or paper survey instruments. Staff consulted with internal usability experts, examined previous web instrument designs for other surveys conducted by the Census Bureau, and consulted survey literature.

As part of this expert review, staff recommended a redesign of the following features of the web instruments: menu bar text, section headers, text formatting, response boxes, grids, justification and formatting of numbers, and error messages. Staff also recommended a redesign of the following features of both the web and paper instruments: date format, use of “None” check boxes, and response box labels. Changes to the Principal, School, and Teacher Questionnaires survey instruments were implemented and tested during the cognitive testing described earlier in this chapter. The changes made to the survey instruments are described in the following sections.

Usability Testing for the Screener and Respondent Portal

Methods

Usability testing of the NTPS Screener and Respondent Portal included the updated Screener instrument and the Respondent Portal with the prepopulated Teacher Listing Form feature. Recruitment and interviewing took place in August 2019. Researchers recruited staff from 14 public, private, and charter schools in Washington, D.C., Maryland, and Virginia. Staff included principals, assistant principals, office staff, and a lead teacher who had access to the school’s list of teachers. Staff represented a mix of elementary, middle, and high schools.

During the interview, respondents were asked to interact with the screener letter, use the online instrument to complete the Screener interview as it pertained to their school, interact with the initial mail package and letter pieces, and access the Respondent Portal online instrument to complete the Teacher Listing Form as it pertained to their real school’s situation. Respondents were asked to complete these tasks while thinking aloud. Following the tasks, respondents were asked to complete a satisfaction questionnaire, interact with the Respondent Portal in a way that differed from their original use, and answer debriefing questions, if time permitted.

Screener Recommendations

The researchers recommended several minor wording changes in the Screener interview. These included revising the instructions on designating a “survey coordinator,” clarifying whether the respondent should provide the school year start and end date for the teachers or for the students, and revising the text on the “thank you” page to more clearly indicate that the respondent had completed the task. The recommended changes were made to the Screener instrument for the 2020–21 NTPS.

Respondent Portal Recommendations

The researchers recommended modifying the menu bar so that it clearly indicates which screen the respondent is viewing. On the “Main Menu” screen, the researchers recommended changing the TLF button from a blue button that reads “Go to TLF” to a green button that reads “Start Teacher Listing Form.”

Upon starting the Teacher Listing Form, respondents were asked to verify and/or provide the number of full-time and part-time teachers at the school. This item was asked upfront so that the number of teachers subsequently verified or reported on the Teacher Listing Form could be compared to the school's total number of teachers. The respondents were inconsistent in how they answered this item, and the researchers recommended removing it.

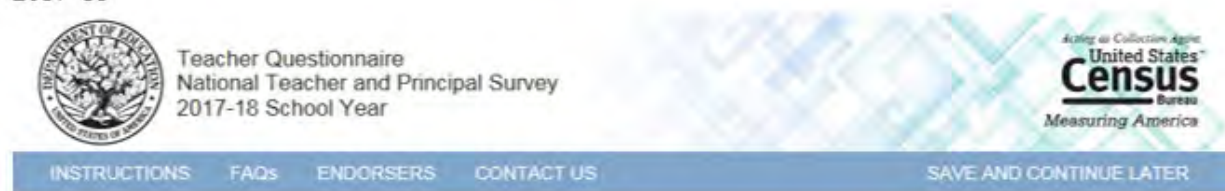
The researchers recommended revising the pop-up instructions on which staff to include or exclude from the list and on how to classify subject matter taught. Generally, the respondents who completed a prepopulated Teacher Listing Form did not have trouble doing so. Researchers recommended minor revisions to the page layout. Respondents found the process of completing the Excel template cumbersome. The researchers recommended removing the subject matter drop-downs that were included in the Excel template. The recommended changes were made to the Respondent Portal for the 2020–21 NTPS.

Menu Bar Text

In the 2017–18 web instruments, the text on the menu bars was in all uppercase letters. Staff recommended changing the text on menu bars from all uppercase letters to uppercase on the first letter only for each word (i.e., Instructions, FAQs, Endorsers, Contact Us, Save and Continue Later). See figure 1 for examples of the 2017–18 and 2020–21 menu bars.

Figure 1. Menu bar text from the 2017–18 and 2020–21 web instruments

2017–18



2020–21

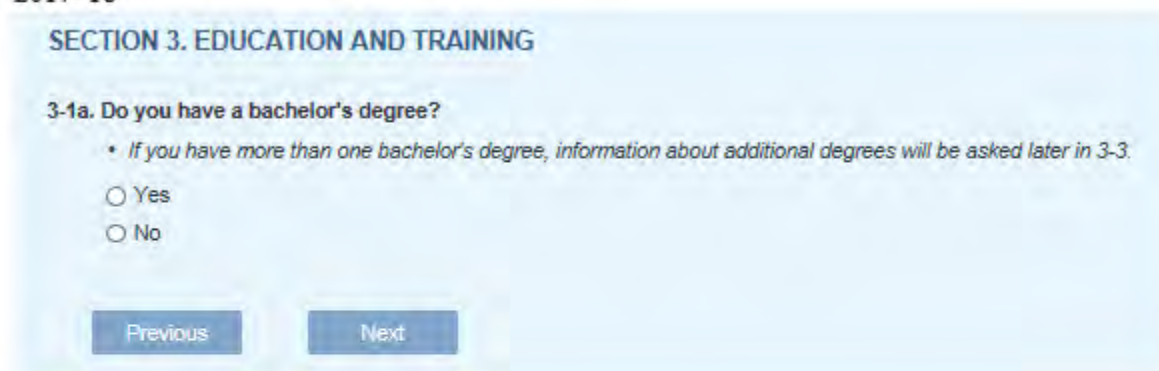


Section Headers

In the 2017–18 web instruments, the section header was on every question screen, which added visual clutter since this did not provide any new information to the respondent. The text for the section header was also in all uppercase letters. Staff recommended displaying the section number and title, with only the first letter of each word in uppercase letters to enhance readability, only on the first question in each section. See figure 2 for examples of the 2017–18 and 2020–21 section headers.

Figure 2. Section header from the 2017–18 and 2020–21 web instruments

2017–18



2020–21



Text Formatting

In the 2017–18 web instruments, there were a few instances in which text was underlined in either the question wording or the definition provided. Staff recommended against using underlined text on the web instruments, as underlined text is typically associated with a hyperlink. Staff suggested either replacing underlined text with quotation marks around the phrase or incorporating the definition into the question stem. See figure 3 for examples of the 2017–18 and 2020–21 text formatting.

Figure 3. Text formatting from the 2017–18 and 2020–21 web instruments

2017–18

2-3. Of all the students you teach at THIS school, how many are of limited-English proficiency (LEP) or are English-language learners (ELLs)?

(Students of limited-English proficiency [LEP] or English-language learners [ELLs] are those whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

☐ None or Students

[Previous](#) [Next](#)

2020–21

2-3. Of all the students you teach at THIS school, how many have been identified as English-language learners (ELL), also known as limited-English proficiency (LEP)?

("English-language learners [ELLs]" or "limited-English proficiency [LEP]" refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

- Enter '0' if you do NOT teach any students that are ELL or LEP

ELL or LEP Students

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Response Boxes

For multiple questions on the 2017–18 web instruments, the length of the text response box was too long, considering the number of characters respondents needed to type in to appropriately answer the question. Staff recommended adjusting the size of the text boxes to reflect the appropriate response option length and the amount of open-ended text allowed. Staff also recommended setting a limit of characters for select questions that was logical given the question. See figure 4 for examples of the 2017–18 and 2020–21 response box length for an item where the character limit was two digits.

Figure 4. Response boxes from the 2017–18 and 2020–21 web instruments

2017–18

1-8. In how many schools have you taught, either full-time or part-time, at the K-12 or comparable ungraded level?

- Do NOT include time spent as a student teacher.

Schools

2020–21

1-9. In how many schools have you taught, either full-time or part-time, at the K-12 or comparable ungraded level?

- Do NOT include time spent as a student teacher or a substitute teacher.

Schools

Grids

Staff recommended redesigning several features for questions presented in a grid. These are described below.

- **Numbering and lettering:** In the 2017–18 web instruments, many of the items within the grid included a number or letter to denote each item. This lettering and numbering provided no information to the respondent and added unnecessary text, so staff recommended deleting it.
- **Use of headers:** Some of the grids were long enough to require scrolling on the page. Staff recommended repeating the header row to help respondents see the response options as they moved further down the grid.
- **Grid lines:** Staff recommended removing most of the grid lines because the shading already visually separated the sub-questions and removing the lines reduced the visual clutter. Staff recommended retaining a horizontal line separating the response options from the first sub-question and a vertical line separating the sub-questions from the first response option.
- **Design of the “not applicable” column:** In many of the grids on NTPS, a “not applicable” response column is displayed. Staff recommended adding a space between this column and the other substantive response columns so that participants would not assume this was another option on the continuous scale.

The grid design was further refined to reduce the contrast between the rows, and all gridlines were removed. See figure 5 for examples of the 2017–18, proposed 2020–21, and final 2020–21 grid formatting.

Figure 5. Grid formatting from the 2017–18 and 2020–21 web instruments

2017–18

7-4. To what extent is each of the following a problem in this school?

- Please select one answer on each line.

	Serious problem	Moderate problem	Minor problem	Not a problem
a. Student tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Student absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Student class cutting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teacher absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students dropping out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Proposed 2020–21

7-4. To what extent is each of the following a problem in **THIS** school?

- Select one response in each row.

	Not a problem	Minor problem	Moderate problem	Serious problem
a. Student tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Student absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Student class cutting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teacher absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students dropping out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Final 2020–21

2-2. How much **ACTUAL** influence do you think you have as a principal on decisions concerning the following activities at this school?

- Select one response in each row.

	No influence	Minor influence	Moderate influence	Major influence	Not applicable
Setting performance standards for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the content of in-service professional development programs for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring new full-time teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Right Justification and Formatting of Numbers

In the 2017–18 survey instruments, the numbers in numeric fields (such as salary) were left justified and commas were not auto-filled when participants entered in four to seven digits. Staff recommended that the numbers entered be right justified, as this is consistent with how most typing programs operate. In addition, commas were auto-filled when four to seven digits were entered.

Error Messages

Prior to usability testing, the error messages were reviewed. Staff recommended revisions to error messages to make them more specific so that participants understood their error and what they needed to do to correct their answer.

Date Format

In the 2017–18 survey instruments, a small number of questions had a reference day of October 1 to orient the respondents. These questions all had the date formatted as “...the first of October, 2017.” Staff recommended changing the date format to the standard Month, Day, and Year format (e.g., October 1, 2017) to make it easier to understand.

Use of “None” Check Boxes

For the 2017–18 web instruments and paper questionnaires, questions for which a respondent may report “none” or “0” had “none” check boxes for the respondent to mark. This response option provided data collectors with a clear answer that the respondent had nothing to report for that question. However, respondents did not always check the box; sometimes they entered “0,” and sometimes they just skipped answering altogether. During cognitive testing, the “none” check boxes were removed on the paper and web instruments because participants were not consistent in their method of reporting and they added visual clutter. The “If none, please mark (X) the box” instructions were then revised to an applicable “Write ‘0’” or “Enter ‘0’” instruction on paper or web, respectively. Throughout all rounds of testing, researchers did not see any issues with this change and found many respondents entering “0” in the response box rather than skipping a question altogether. Staff recommended removing “none” check boxes throughout the questionnaires.

For the 2020–21 NTPS, this change was evaluated experimentally for the School Questionnaire web instrument. Schools were randomly assigned to receive version of the web instrument that included the “none” check boxes, matching the 2017–18 versions, or to receive the revised version without the “none” check boxes. See figure 6 for examples of an item with and without “none” check boxes.

Figure 6. Item with and without “none” check boxes in the 2020–21 School Questionnaire web instrument

With “none” check boxes

2-1. Around October 1, 2020, how many teachers were teaching in grades K-12 and/or comparable ungraded levels in the following time categories?

- INCLUDE special area or resource teachers (e.g., special education, Title 1, art, music, physical education)
- INCLUDE as part-time teachers: itinerant teachers and teachers who have another position at this school (e.g., data coach, instructional coordinator)
- DO NOT INCLUDE student teachers, teachers who teach ONLY prekindergarten or adult education, aides, or other staff who do not directly teach students
- Mark 'None' if no person is teaching in a particular time category

a. Full-time

☐ None or Teachers

b. Part-time

☐ None or Teachers

c. TOTAL Full- and Part-time Teachers

Total teachers

Without “none” check boxes

2-1. Around October 1, 2020, how many teachers were teaching in grades K-12 and/or comparable ungraded levels in the following time categories?

- INCLUDE special area or resource teachers (e.g., special education, Title 1, art, music, physical education)
- INCLUDE as part-time teachers: itinerant teachers and teachers who have another position at this school (e.g., data coach, instructional coordinator)
- DO NOT INCLUDE student teachers, teachers who teach ONLY prekindergarten or adult education, aides, or other staff who do not directly teach students
- Enter '0' if no person is teaching in a particular time category

	Number of Teachers
Full-time Teachers	<input type="text"/>
Part-time Teachers	<input type="text"/>
TOTAL Full- and Part-time Teachers	<input type="text"/>

Response Box Labels

In the 2017–18 survey instruments, some of the response box labels were very brief or did not always match what the question was asking. Staff suggested expanding the response labels so that they provided a full description of the information that was being requested. Generally, this meant revising the label to match the question stem so respondents who had not fully read the question text would still be able to understand what information was being asked for by reading the response box label.

Chapter 3. NTPS Frame Creation and Sample Selection Procedures

This chapter discusses how the 2020–21 National Teacher and Principal Survey (NTPS) sampling frame was created and how cases were sampled. The 2020–21 NTPS represents the third iteration of the survey, which replaced the Schools and Staffing Survey (SASS) as one of the key sources of nationally representative data on a range of important education topics. The goals of the 2020–21 NTPS were similar to those of the previous 2017–18 NTPS collection, and as such, there were no major differences between these cycles.

The first section discusses the creation of the frame for traditional public and public charter schools (including schools deleted, added, and otherwise edited), as well as the sampling procedure for traditional public and charter schools. The next section describes the creation of the frame and the sampling procedure for private schools. The final section discusses teacher sampling for teachers in both public and private schools.

Traditional Public and Public Charter School Sampling Frame and Sample Selection

Traditional Public and Public Charter Frame Creation and Development

The 2020–21 NTPS used a combination of the 2017–18 CCD and the 2018–19 CCD, representing a three-year lag for some variables and a two-year lag for others. Traditionally, the foundation for the NTPS traditional public and public charter school frame is the most recent Common Core of Data (CCD) nonfiscal file. The 2020–21 NTPS frame creation process, however, was a bit unconventional compared to previous cycles. The complete NTPS frame was created for a planned 2019–20 collection using the 2017–18 CCD, the most recent year that the CCD was finalized at the time frame creation began. The NTPS collection was subsequently delayed one year to 2020–21, and the decision was made to refresh the frame that was created using the 2018–19 CCD. Note that the 2017–18 NTPS used the 2014–15 CCD as its source frame, which represents a three-year lag from the survey reference year.

From January through May 2019, the public school frame creation began using the 2017–18 CCD. The CCD universe was modified through additions, deletions, and collapsing of frame schools in order to have a frame meeting NTPS criteria as discussed in the details below. For the first NTPS cycle in 2015–16, the NTPS team conducted research and implemented new procedures to adjust the frame. All of these procedures implemented in 2015–16 were kept for subsequent cycles.

The public school frame was refreshed beginning in January 2020 when the 2018–19 CCD file was released. Many frame creation steps were repeated during this frame refresh process. Upon receipt of the 2018–19 CCD file, the Census Bureau first prepared the CCD files by deleting territories and closed schools, deleting ineligible schools (by keywords in school name), and deleting schools that offered only kindergarten and prekindergarten. The resulting augmented CCD file was then matched to identify the new schools (schools that appear on the augmented 2018–19 CCD but not the 2017–18 CCD). For these new schools, Census conducted all traditional frame creation steps, including the following: adding missing school-level contact information; correcting incorrect grade ranges; imputing grade range, enrollment, teacher count, and free and reduced-price lunch variables; correcting school names where the name is not appropriate for the grades offered; collapsing schools; standardizing addresses; and assigning locale codes.

For matched schools (schools that appear on both the 2017–18 and 2018–19 CCD), the CCD variables needed for the purposes of sampling⁷ were updated with the 2018–19 data during the frame refresh process.

The CCD is based on administrative data collected annually by the National Center for Education Statistics (NCES) from each state education agency, the Department of Defense (DoD), and the Bureau of Indian Education (BIE). For the 2017–18 and 2018–19 school years, state education agencies reported information for 102,337 and 102,176 schools, respectively. NCES and the state education agencies worked cooperatively to ensure comparability between the elements reported. The CCD is believed to be the most complete public-school listing available. The frame includes regular and nonregular traditional public schools (special education, alternative, vocational, or technical) and public charter schools.

In NTPS, a school is defined as an institution or part of an institution that provides classroom instruction to students; has one or more teachers to provide instruction; serves students in one or more of grades 1–12 or the ungraded equivalent; and is located in one or more buildings. It is possible for two or more to share the same building, but if they have different administrations (e.g., principals), then they are treated as different schools. This definition is unchanged from the 2017–18 NTPS.

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

- Homebound school programs (i.e., students confined to home due to a long-term illness or condition) that are publicly supported were included in CCD but not NTPS.
- Schools overseas or in U.S. territories that are operated by the DoD were included in CCD but not in NTPS.⁸
- Multiple CCD schools at the same address and with the same phone number were considered one school in NTPS.
- Multiple CCD schools each with a unique administrator who reports to the high school principal were considered one school in NTPS if the respondent said the school covered multiple CCD grade ranges.

Frame Deletions

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

⁷ This includes the following variables: FTE, MEMBER, FRPL, enrollment by race variables, and SCHLEVEL. As needed, Census also updated the following variables: SCHNAM, PHONE, MSTREET, MCITY, MSTATE, MZIP, MZIP4, LSTREE, LCITY, LSTATE, LZIP, LZIP4, FTE, GSLO, GSHI, TOTFRL, AM, ASIAN, HISP, PACIFIC, BLACK, WHITE, TR, and WEBSITE.

⁸ Note that domestic DoD schools are eligible for the NTPS sample and are retained in the frame creation process. For NTPS 2020–21, no domestic DoD schools were reported on the CCD.

- A total of 2,097 schools were closed as of the 2017–18 school year and deleted from the 2017–18 CCD. 1,928 schools were closed as of the 2018–19 school year and deleted from the 2018–19 CCD. These schools were identified by the status code found on the CCD file. They are carried on the CCD for one additional year for completeness but are clearly designated as not operating.
- There were 1,379 and 1,203 schools on the 2017–18 CCD and 2019–20 CCD, respectively, that were located outside the 50 states and the District of Columbia that were deleted from their respective CCD. These schools were in U.S. territories and were identified as having a Federal Information Processing Standards (FIPS) state code of 60 (American Samoa), 66 (Guam), 69 (Northern Marianas), 72 (Puerto Rico), or 78 (U.S. Virgin Islands). Note that this total does not include DoD schools located in U.S. territories.
- There were 1,243 Homebound, Adult, or nonschool entities that were deleted from the 2017–18 CCD. There were 1,218 Homebound, Adult, or nonschool entities were deleted from the 2018–19 CCD. These schools and programs were clerically identified from a list of schools from the CCD that had terms such as “HOMEBOUND,” “TARGETED SERVICES,” “PSYCHOANALYTIC,” “ADULT,” “PRISON,” “SUMMER,” “CORRECTIONAL,” or “HOSPITAL” in the name. Since they did not provide classroom instruction to K–12 students, they were not eligible for NTPS. This number also includes non-BIE schools that were duplicates of BIE schools.
- In the 2017–18 CCD, there were 2,013 schools that offered kindergarten or less as the highest grade. In the 2018–19 CCD files, there were 2,068 schools that offered kindergarten or less as the highest grade. These schools were deleted. They were identified using the school’s highest grade offered as provided on CCD.
- There were 28 and 25 schools in the 2017–18 and 2018–19 CCD files, respectively, that offered adult education only and were deleted. These schools were identified using the school’s highest grade offered as provided by CCD.
- A total of 396 schools were removed from the final NTPS universe during refresh operations because these schools closed or were no longer listed as active schools on the 2018–19 CCD school file.

Frame Additions

A total of 129 records that were listed on the 2018–19 CCD as districts with no associated school records were determined to be newly opened schools, based on the name (e.g., included “school” or “academy”), teacher, and enrollment counts and were added to the school frame. During the “refresh” operations, no additional records were added to the universe that normally (during full scale universe creation) would have been added from records on the CCD as districts with no associated schools. There was a total of 2,636 schools that were eligible for sampling that were not listed on the 2017–18 CCD file but were listed on the 2018–19 CCD file. These eligible schools were added to the final NTPS 2019–20 frame. The final 2020–21 frame was obtained by adding the 2,636 new schools to the updated 2019–20 frame.

School Collapsing

There were 3,087 school records that were “collapsed” into other school records at the building level and deleted using the 2017–18 CCD. There were an additional 16 school records that were collapsed during the construction of the 2020–21 NTPS frame using the 2018–19 CCD.

Past data collections have shown that there are sampled schools that report survey data for the entire building when there is one head principal, instead of reporting only for the part of the school that has been sampled. This issue occurs most often in specific states or in rural areas. The problem lies in the conflicting definition of a school as held by the schools themselves and as reported by states to CCD. The schools often consider themselves one cohesive unit while the state does not. For accounting or other administrative purposes, the states split these schools by grade level and report them as two or three separate schools.

If a CCD school within the associated school district is selected for NTPS, then the school often reports for all of grades K–12 rather than for the subset of grades identified by CCD. This caused substantial over-reporting in the Schools and Staffing Survey (SASS), the predecessor to the NTPS, for aggregated statistics such as enrollment and teacher counts, because these schools were sampled based on the particular grade range as reported on CCD, but these schools then responded based on a much broader grade range (matching how they perceived themselves). In other words, these schools had unrecognized multiple chances of selection for sampling. Thus, the entity that reported data could be selected via multiple CCD records. In the past, SASS data were edited after the field data collection to conform to the CCD grade range. This method was costly and time-consuming. Furthermore, many school respondents have reported they do not keep records at the school level as reported on CCD, making it difficult for them to respond to SASS or NTPS in this manner. For this reason, it was decided for the 2003–04 SASS, and continuing through to the 2020–21 NTPS, to collapse the CCD records whenever this problem was likely to occur.

Census and NCES jointly determined a set of rules for school collapsing to apply during frame creation. This was established during the 2003–04 SASS cycle, with revisions being made to the rules during the 2007–08 SASS cycle. Since then, the same rules have been applied for the 2017–18 and 2020–21 NTPS cycles. To make the sampling frame more consistent with the school’s actual grade range, these potential problem schools were identified and collapsed to the appropriate building level. When the school records were collapsed together, the student and teacher counts, grade range, and name as reported to CCD were all modified to reflect the change. Schools collapsing were required to match on a keyword in the name, as well as address and phone number; have contiguous grade ranges; and be of the same school type. Based on previous data collection experience, in a few states the rules were modified to require matching on only two of three of the contact information variables—name, address, and phone number. These states were Arkansas, Colorado, Idaho, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, North Dakota, Oklahoma, and South Dakota. The states that required matching on all three of the contact information variables were Illinois, Iowa, New Hampshire, New Mexico, Ohio, Oregon, Utah, Washington, Wisconsin, and Wyoming.

After the operations of deleting school records (see section on Frame Deletions and Collapsing, above), a total of 6,698 school records were deleted. After the frame deletion, school collapsing, and frame addition operations were completed, the NTPS 2020–2021 school sampling frame consisted of 86,962 traditional public and 8,516 public charter schools. This is considered to be the final 2020–21 NTPS public school sampling frame. Table 2 shows the same steps in the frame creation process to create the 2020–21 NTPS universe.

Table 2. Total number of public and public charter school records during each step in the frame creation process, by school type and state: 2020–21 NTPS

School type and state	Final 2017–18 CCD file ¹	After deletions ²	After additions (schools appearing on the district file)	Interim Public School Universe (after collapsing procedure)	Schools retained on 2018–19 CCD ³ file	After adding new schools from 2018–19 CCD ⁴	Final Public School Universe (after collapsing procedure)
Total	102,337	96,212	96,341	93,254	92,858	95,536	95,478
Noncharter schools (included in state totals below)	94,551	88,804	88,921	85,951	85,596	86,845	86,790
Charter schools (included in state totals below)	7,612	7,236	7,248	7,131	7,090	8,519	8,516
BIE-funded ⁵ schools (NOT included in state totals below)	174	172	172	172	172	172	172
DoD schools ⁶ (NOT included in state totals below)	0	0	0	0	0	0	0
Alabama	1,486	1,452	1,461	1,461	1,461	1,499	1,499
Alaska	513	506	506	506	502	503	503
Arizona	2,492	2,339	2,342	2,342	2,229	2,328	2,328
Arkansas	1,109	1,073	1,073	953	953	970	970
California	10,442	10,121	10,144	10,144	10,142	11,256	11,256
Colorado	1,920	1,838	1,838	1,730	1,730	1,758	1,755
Connecticut	1,253	1,012	1,012	1,012	1,012	1,013	1,013
Delaware	235	215	216	216	216	218	218
District of Columbia	227	211	211	211	210	216	216
Florida	4,464	4,066	4,068	4,068	4,065	4,150	4,150

See notes at end of table.

Table 2. Total number of public and public charter school records during each step in the frame creation process, by school type and state: 2020–21 NTPS—Continued

School type and state	Final 2017–18 CCD file ¹	After deletions ²	After additions (schools appearing on the district file)	Interim Public School Universe (after collapsing procedure)	Schools retained on 2018–19 CCD ³ file	After adding new schools from 2018–19 CCD ⁴	Final Public School Universe (after collapsing procedure)
Georgia	2,327	2,278	2,278	2,278	2,278	2,296	2,296
Hawaii	294	294	294	294	293	294	294
Idaho	760	733	733	711	707	722	720
Illinois	4,295	4,087	4,111	3,959	3,955	4,052	4,046
Indiana	1,944	1,886	1,886	1,886	1,886	1,911	1,910
Iowa	1,344	1,298	1,298	1,161	1,161	1,166	1,166
Kansas	1,332	1,312	1,312	1,234	1,234	1,242	1,242
Kentucky	1,557	1,443	1,443	1,443	1,443	1,470	1,470
Louisiana	1,401	1,360	1,360	1,360	1,360	1,371	1,369
Maine	619	589	592	592	592	599	599
Maryland	1,428	1,402	1,402	1,402	1,402	1,408	1,407
Massachusetts	1,867	1,774	1,774	1,774	1,774	1,791	1,790
Michigan	3,818	3,460	3,460	3,331	3,331	3,408	3,401
Minnesota	2,622	2,322	2,331	2,102	2,093	2,151	2,148
Mississippi	1,079	1,052	1,052	1,052	1,052	1,078	1,078
Missouri	2,444	2,307	2,307	1,999	1,999	2,025	2,023
Montana	825	822	824	551	549	558	558
Nebraska	1,116	1,010	1,010	846	846	859	859
Nevada	739	695	695	695	679	701	701
New Hampshire	496	480	480	455	455	459	459
New Jersey	2,616	2,491	2,492	2,492	2,491	2,527	2,522
New Mexico	893	855	855	789	789	800	800
New York	4,847	4,750	4,750	4,750	4,745	4,799	4,794
North Carolina	2,705	2,681	2,685	2,685	2,685	2,711	2,711
North Dakota	539	514	514	403	403	413	413

See notes at end of table.

Table 2. Total number of public and public charter school records during each step in the frame creation process, by school type and state: 2020–21 NTPS—Continued

School type and state	Final 2017–18 CCD file ¹	After deletions ²	After additions (schools appearing on the district file)	Interim Public School Universe (after collapsing procedure)	Schools retained on 2018–19 CCD ³ file	After adding new schools from 2018–19 CCD ⁴	Final Public School Universe (after collapsing procedure)
Ohio	3,670	3,512	3,512	3,280	3,274	3,303	3,300
Oklahoma	1,824	1,768	1,814	1,421	1,421	1,432	1,432
Oregon	1,253	1,245	1,245	1,230	1,230	1,243	1,243
Pennsylvania	3,046	2,967	2,967	2,967	2,961	2,992	2,990
Rhode Island	319	305	305	305	305	312	312
South Carolina	1,278	1,247	1,248	1,248	1,248	1,277	1,277
South Dakota	708	693	693	466	466	471	471
Tennessee	1,789	1,772	1,772	1,772	1,772	1,811	1,809
Texas	9,467	8,938	8,938	8,938	8,666	8,991	8,987
Utah	1,075	1,024	1,024	1,015	1,015	1,021	1,021
Vermont	313	311	311	311	311	380	380
Virginia	2,159	2,047	2,048	2,048	2,048	2,066	2,066
Washington	2,464	2,300	2,300	2,255	2,255	2,299	2,297
West Virginia	746	727	727	727	727	741	741
Wisconsin	2,302	2,145	2,145	1,931	1,931	1,958	1,957
Wyoming	377	364	364	334	334	339	339
American Samoa, Guam, Northern Marianas, Puerto Rico, U.S. Virgin Islands	1,379	0	0	0	0	0	0

¹ “CCD” refers to the Common Core of Data.² Deletions include closed schools, schools in U.S. territories, DoD schools in U.S. territories and overseas, schools that were found to be ineligible or were duplicates, and schools that offered Kindergarten or less than the highest grade or taught postsecondary only.³ These are schools from the final 2019–20 public school universe that were still listed as operational on the 2018–19 CCD school file.⁴ These schools are schools that appeared on the 2018–19 CCD school file but not the 2017–18 CCD school file. Only new schools eligible for sample are included in this count.⁵ “BIE” refers to the Bureau of Indian Education.⁶ “DoD” refers to the U.S. Department of Defense. The count includes domestic and overseas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), “Public School Sample Data File,” 2020–21.

Frame Imputations and Updates

Prior to sampling from the NTPS frame, there are certain variables that need to be updated and imputed for sampling or conducting the survey operations, such as grade range,⁹ enrollment and teacher counts, free and reduced-price lunch enrollment, and enrollment by race/ethnicity. The following section outlines the steps taken to correct those variables. Note that for all variables, the first step for resolving missing values was to use data from prior CCD files used for full scale NTPS frames.

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

- assigning a generic grade range based on the school's name; or
- researching the grade range by locating the school website.

If the enrollment and teacher counts were still missing for a particular school, they were imputed by extrapolating from current CCD student–teacher ratios or averages for the state and grade range.

If the free and reduced-price lunch enrollment was still missing for a particular school, it was imputed by using the Predictive Mean Matching (PMM) imputation method with Poverty Ratio from the Small Area Income and Poverty Estimates (SAIPE) data. The Poverty Ratio for each District ID is calculated as follows: “Relevant age 5 to 17 in families in poverty” divided by “Relevant age 5 to 17 Population”; followed by consistency edits completed (if needed) by calculating the average percentage of free or reduced-price lunch enrollment for the state or region (depending upon the school's charter status), grade range, and collapsed locale and applying the average to the enrollment of the school.

If enrollment by race/ethnicity was still missing from a particular school, imputation was performed depending upon the school's charter status. To impute missing enrollment counts for White, Black, and Hispanic students in noncharter schools, PPM was used. For Charter schools, missing enrollment counts for White, Black, and Hispanic students were imputed using a cell ratio. Charter schools are categorized into cells by region, grade range, and collapsed locale. To impute missing enrollment counts for all other ethnicities regardless of charter status, PPM was used.

Given the grade range definitions, grades would be removed from the schools' grade ranges if the schools had fewer than six students enrolled in that particular grade.

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

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

Sample Design Goals

As part of the 2020–21 NTPS, the goals of the sample design were extensively evaluated, and the sampling methodology was modified in some areas, particularly the parts involved in generating public school state-based estimates. The general goals of the 2020–21 NTPS sample design are to use the 2018–19 final CCD file as described above to produce national estimates of the following: school-level characteristics, urbanicity characteristics, and poverty characteristics of the selected schools. Furthermore, a targeted 95 percent confidence interval half width of 2.5 percent was desired for each of the estimates above.

⁹ Both grade range and school level were included in the final sampling frame. School level was used for sampling but was added to the frame shortly before sampling occurred, so frame imputations and updates use grade range only.

In addition, the goals of the sample design research were to produce national estimates of the following: schools categorized by enrollment size and selected characteristics of those schools; schools categorized by participation in the free and reduced-price lunch program and selected characteristics of those schools. Furthermore, the goal of the sample design was to produce state-level estimates. In particular, for new school domains and state domains, the sample design sought to produce the estimates with a targeted 25 percent coefficient of variation (CV) for a population proportion of 20 percent, which is a weaker requirement than the 95 percent confidence interval half width of 2.5 percent mentioned above.

Sampling Methodology

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

- state
- charter status (charter or not charter)
- school level (categorized into four groups as described below)
 - 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.
 - high/secondary: High schools offer grade 12, and if other secondary grades are offered, the number of secondary grades is greater than the number of middle grades. Secondary schools 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.
 - combined/other: all other combinations of grades, including K–12 schools.
- urbanicity (defined by first digit of locale—categories listed below)
 - city
 - suburban
 - town
 - rural
- poverty status (categorized into two groups as described below)
 - low/medium (75 percent or less of enrollment eligible for free or reduced-price lunch)
 - high (more than 75 percent of enrollment eligible for free or reduced-price lunch)
- enrollment (categorized into four groups as described below)
 - enrollment < 100
 - 100 < enrollment < 200
 - 200 < enrollment < 500
 - enrollment > 500

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

Sample Sort

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

After following the specified sort orders for both public and private schools (discussed in subsequent sections), schools were implicitly stratified as a result. In implicit stratification, the schools are sorted by the sorting characteristics and then the sample is selected from the sorted list by using a fixed sampling interval and a random starting school.

The sort order is as follows:

1. Smaller states (defined using updated FIPS code and region) are those with large standard errors (above 5.5 percent) within each region.
 - Connecticut
 - Maine
 - New Hampshire
 - Rhode Island
 - Vermont
 - All other states in the Northeast (except Connecticut, Maine, New Hampshire, Rhode Island, and Vermont)
 - Iowa
 - Kansas
 - Nebraska
 - North Dakota
 - South Dakota
 - All other states in the Midwest (except Iowa, Kansas, Nebraska, North Dakota, and South Dakota)
 - Arkansas
 - Delaware
 - District of Columbia
 - Mississippi
 - West Virginia
 - All other states in the South (except Arkansas, Delaware, District of Columbia, Mississippi, and West Virginia)
 - Alaska
 - Hawaii
 - Idaho
 - Montana
 - Nevada
 - New Mexico
 - Oregon
 - Utah
 - Wyoming
 - All other states in the West (except Alaska, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, and Wyoming)
2. Charter status
 - charter
 - noncharter
3. Combined school status
 - school status: combined
 - school status: not combined
4. Small school status
 - enrollment < 100
 - $100 \leq \text{enrollment} < 200$
 - enrollment ≥ 200

5. School level
 - elementary
 - middle
 - high/secondary
 - combined/other
6. Urbanicity (collapsed locale)
 - city
 - suburban
 - town
 - rural
7. Poverty status
 - high (more than 75 percent free or reduced-price lunch–eligible)
 - medium (more than 50 up to 75 percent free or reduced-price lunch–eligible)
 - medium-low (more than 35 up to 50 percent free or reduced-price lunch–eligible)
 - low (35 percent or less free or reduced-price lunch–eligible)
8. School size categories
 - enrollment < 100
 - $100 \leq \text{enrollment} < 2$
 - $2 \leq \text{enrollment} < 500$
 - $500 \leq \text{enrollment} < 750$
 - $750 \leq \text{enrollment} < 1,000$
 - enrollment $\geq 1,000$
9. State
10. FTE teachers

Sample Selection

Schools were systematically selected using a PPS algorithm. Any school with a measure of size greater than the sampling interval (the inverse of the rate at which the sample is selected) was included in the sample with certainty and automatically excluded from the probability sampling operation. This means that schools with an unusually high number of teachers relative to other schools in the same domain were deemed certainty and automatically included in the sample. There are 4 public schools included with certainty in the 2020–21 NTPS sample. Overall, this sampling procedure produced a public school sample of 9,920 (1,553 public charter schools and 8,367 traditional public schools).

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

Table 3. Selected sample sizes for schools and the percentage of the frame in sample, by state: 2020–21

State	Total sampled schools	Percent of frame in sample
Total	9,920	10.39
Alabama	124	8.27
Alaska	161	32.01
Arizona	221	9.42
Arkansas	107	11.03
California	975	8.66
Colorado	167	9.52
Connecticut	175	17.28
Delaware	87	39.91
District of Columbia	117	54.42
Florida	398	9.59
Georgia	230	10.02
Hawaii	99	33.67
Idaho	125	17.34
Illinois	311	7.69
Indiana	148	7.75
Iowa	105	9.00
Kansas	107	8.61
Kentucky	122	8.30
Louisiana	118	8.61
Maine	104	17.28
Maryland	180	12.78
Massachusetts	156	8.72
Michigan	253	7.43
Minnesota	175	8.13
Mississippi	114	10.50
Missouri	156	7.71
Montana	114	20.28
Nebraska	123	14.27
Nevada	149	21.19
New Hampshire	103	22.39
New Jersey	223	8.84
New Mexico	125	14.88
New York	536	11.18
North Carolina	220	8.11
North Dakota	102	24.06
Ohio	261	7.91
Oklahoma	102	7.11
Oregon	133	10.68
Pennsylvania	267	8.93
Rhode Island	107	34.29
See notes at end of table.		

Table 3. Selected sample sizes for schools and the percentage of the frame in sample, by state: 2020–21—Continued

State	Total sampled schools	Percent of frame in sample
South Carolina	124	9.71
South Dakota	120	24.64
Tennessee	159	8.79
Texas	978	10.88
Utah	133	13.01
Vermont	105	27.70
Virginia	184	8.91
Washington	154	6.68
West Virginia	106	14.30
Wisconsin	150	7.65
Wyoming	107	31.47

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), “Public School Sample Data File,” 2020–21.

Table 4. Selected sample sizes for schools and the percentage of the frame in sample, by domain: 2020–21

State	Total sampled schools	Percent of frame in sample
Total	9,920	10.39
Charter	1,553	18.24
Noncharter	8,367	9.62
Elementary	4,574	8.75
Middle	1,810	12.55
High/secondary	2,878	12.27
Combined/other	658	17.06
City	3,384	12.52
Suburban	3,070	9.96
Town	1,299	10.43
Rural	2,167	8.61
High Poverty	7,260	10.40
Low Poverty	2,660	10.37
Enrollment: less than 100	518	7.56
Enrollment: 100 to less than 200	631	8.00
Enrollment: 200 to less than 500	3,525	9.31
Enrollment: 500 to less than 750	2,392	10.53
Enrollment: 750 to less than 1000	1,169	12.96
Enrollment: 1,000 or more	1,685	17.82

SOURCE: U. S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), “Public School Sample Data File,” 2020–21.

Public Schools, Summary of Sample Allocation Totals

The respondent universe for the 2020–21 NTPS public school data collection consisted of 95,478 schools in the 50 U.S. states and the District of Columbia (DC) that offered instruction in any of grades 1–12 or the ungraded equivalent. The sample size was designed for a target of completed interviews from 6,700 public schools and 34,722 public teachers. Given that target, the 2020–21 NTPS sample included:

- 9,920 schools and school principals (8,660 traditional public and 1,260 public charter); and
- 68,298 teachers (60,471 traditional public and 7,827 public charter).

The number of sampled public schools was lower than the 10,600 schools included in the 2017–18 cycle.

Field Sampling Activities

Once a sampled school was contacted during the screener telephone operation, the grade range was verified. Occasionally, the grade range differed considerably due to a difference in the school’s actual grade range and how it was reported on the sampling frame. When a considerable difference occurred and the school reported fewer grades than expected, the sampled school was considered to have split into two or more schools. In this instance, the responding school was asked to provide a list of all of the schools that covered the sampled grade range. Consequently, one school was randomly subsampled from the list of schools covering the expected grade range. The school base weight was adjusted upward accordingly as described in chapter 8. If the school reported having more grades than expected, the respondent was interviewed, and the sampling frame was reviewed to see whether the responding school corresponded to more than one sampling frame record. When this occurred, the sampled school was considered a merged school, and the base weight was adjusted downward to account for the fact that the respondent could have fallen into the sample through more than one sampling frame record. For NTPS 2020–21, there was 1 split and 11 merges for public schools.

Private School Sampling Frame Creation and Sample Selection

For the 2017–18 NTPS, private schools were included in the sample as a test, prior to reintroducing them on a full scale for the 2020–21 NTPS. During the private school test, incentives and various contact strategies were employed, with the goal of achieving acceptable response rates. The sampling plan for the 2017–18 NTPS private schools was that of a full-scale collection, with a final sample size even larger than that of SASS 2011–12 to allow for experimental evaluation.

For NTPS 2017–18, the sample size was 4,000 private schools and private school principals, with the goal of 2,300 interviews for each, to achieve sufficient power for the experiments. The sample sizes for the 2020–21 NTPS private schools returned roughly to the private school levels for the 2011–12 SASS, including 3,000 schools and school principals, with the goal of at least 1,750 interviews for each. There were 7,958 private teachers sampled, with a goal of receiving at least 4,500 responses.

The respondent universe for the 2020–21 NTPS private schools included two components: a list frame coming directly from the 2017–18 PSS, which included 22,992 schools, and an area frame containing 255 private schools. The 2020–21 NTPS private school sample included 2,745 schools from the list frame and 255 schools from the area frame. For more information about the PSS, see <https://nces.ed.gov/surveys/pss>.

List Frame

Most of the NTPS private school sample comes from a list frame, which is constructed from matching various sources of private school lists at a national level. The foundation for the 2020–21 NTPS list frame was the 2017–18 Private School Survey (PSS) list frame and the certainty area frame. In order to provide coverage of private schools and to improve coverage of private schools existing in 2016, the Census Bureau collected membership lists during the summer of 2016 from private school associations and religious denominations. The associations were asked to list all schools meeting the PSS school definition. The 50 states and the District of Columbia were also asked to provide lists of private schools meeting the PSS definition of a school.

Schools found to be out-of-scope in the 2017–18 PSS (usually because they had closed) were deleted from the frame.

All 2017–18 PSS certainty area frame schools were included in the 2020–21 NTPS list frame. This part of the frame comprised the schools found in PSUs that were selected with certainty.

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

Area Frame

To create the 2017–18 PSS area frame, the United States was divided into 2,062 primary sampling units (PSUs). Each PSU consisted of a single county, independent city, or cluster of geographically contiguous areas with a minimum population of 20,000 according to population projections for 1988, which was when the PSUs were first formed. To avoid having PSUs covering too large a land area, the minimum population standard was relaxed in sparsely populated areas.

A total of 124 distinct PSUs were in the 2017–18 PSS area sample. The eight largest PSUs were selected with certainty, and 116 additional PSUs were selected to represent the remainder of the country. These 116 PSUs are termed noncertainty since they were not selected with certainty.

Area frame schools in the 2017–18 PSS in certainty PSUs were added to the 2020–21 NTPS list frame. In addition, the updated 2017–18 PSS list frame picked up some of the area frame schools. These two frames were then unduplicated, with the duplicate schools being dropped from the area frame. Schools that had kindergarten as the highest grade or that only teach adult education or postsecondary were also removed from the area frame.

The strata for selecting the PSUs were defined the same as for the previous PSS area frame design. Initially, 16 strata were created as had been done for prior cycles of PSS. The strata are defined by combinations of region (Northeast, Midwest, South, West), metro/nonmetro status,¹⁰ and high/low percentage of students enrolled in private schools within metro/nonmetro status (i.e., above or below the median enrollment within each metro/nonmetro status). The high/low cutoffs were then adjusted to set the expected variance between the two strata as similar as possible. The purpose of this was to try to lower the survey standard errors resulting from the PSU sampling.

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

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

Private School Frames

The list and area frames were modified to fit the NTPS definition of a school and to meet the needs of the sampling procedure. Specifically, certain records that were expected to be ineligible for NTPS were deleted, and variables needed for sampling were imputed. Note that the private school frame and sample for NTPS were not refreshed when the NTPS changed schedule. The PSS is conducted every two years, so the shift in NTPS data collection from 2019–20 to 2020–21 did not impact the use of the PSS 2017–18 list frames. Furthermore, there were no splits or merges for private schools in NTPS 20–21.

Frame Deletions

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

¹⁰ Metro/nonmetro indicates whether the school is part of a Metropolitan Statistical Area (MSA). MSAs are defined as a part of Core Based Statistical Areas (CBSAs) in official standards by the Office of Management and Budget (OMB). Note that the CBSA classification does not correspond to the urban-rural classification.

From the list frame:

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

From the area frame:

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

Frame Variable Imputation

Although a majority of frame variables had values (as 2017–18 PSS imputed values were available), some school records were missing information needed during the school sample selection. The school span (recoded school grade range), affiliation, Census Division, and number of students variables were used for assigning the oversampling stratum and also for implicit school stratification during the private school sampling process. The number of teachers was used to form the measure of size in the private school sampling process. Note that the highest grade offered by the school was used in sorting private school records during sampling. Values were assigned for any of these variables if the data were missing in the manner described below.

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

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

The school's affiliation stratum was assigned by:

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

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

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

Sample Design Goals

The goals for the 2020–21 NTPS private school sample size allocation for the most part remained the same as the previous NTPS cycle:

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

The 2020–21 NTPS sample was optimally allocated to affiliations and grade ranges using previous cycles' data collection cost information and variances on selected key reporting variables.

The goal of the sample allocation was to produce CVs at the affiliation level of 30 percent or less given a population proportion of 20 percent. Exceptions were made for affiliations where this standard was believed

to produce an excessive burden on the schools in the affiliation due to unusually high sampling rates. No specific CV requirements were imposed for region or grade level.

Sampling Methodology

List Frame Methodology

Within the NTPS sample, some types of schools were oversampled by being placed into domains for oversampling. The domains were defined by:

- Six-level Affiliation
 - Catholic
 - Baptist
 - Seventh-day Adventist/Lutheran
 - Jewish/other religious
 - Nonreligious regular
 - Nonreligious special education or special emphasis
- Three-level School grade range
 - Elementary: $PK \leq \text{lowest grade and highest grade} \leq 6$
 - Secondary: $7 \leq \text{lowest grade and highest grade} \leq 12$
 - Combined: all students ungraded or students reported in grade 6 or below and 9 or above
- Two-level School Size
 - Large (greater than and equal to 100 students)
 - Small (fewer than 100 students)
- Division
 - Mid-Atlantic
 - Other

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

- Secondary schools were sampled at a rate proportional to 3 times the measure of size
- Nonsectarian schools were sampled at a rate proportional to 1.25 times the measure of size (unless they were in the previous category in which case the rate was as given there)
- Combined schools were sampled at a rate proportional to 1.2 times the measure of size
- Baptist schools were sampled at a rate proportional to 1.1 times the measure of size
- The other categories (neither secondary nor nonsectarian schools) were sampled at a rate proportional to 1.0 times the measure of size

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

The sort order is as follows:

- Three-level affiliation
 - Catholic
 - Non-Catholic religious
 - Nonreligious
- Three-level grade range
 - Elementary
 - Secondary
 - Combined
- Census regions
 - Northeast
 - Midwest
 - South
 - West
- Four-level urbanicity
 - City
 - Suburb
 - Town
 - Rural
- Eleven-level affiliation
 - Catholic—parochial
 - Catholic—diocesan
 - Catholic—private
 - Baptist
 - Jewish
 - Lutheran
 - Seventh-day Adventist
 - Other religious
 - Nonsectarian—regular
 - Nonsectarian—special emphasis
 - Nonsectarian—special education
- Five-level school size
 - enrollment < 100
 - 100–199
 - 200–499
 - 500–749
 - 750+
- State
- Highest grade (All Ungraded¹¹ and 1st grade through 12th grade)
- Twelve-level urbanicity¹²

¹¹ Ungraded school refers to schools that serve students whose grade levels are not defined as grades 1 through 12, but serve students of an equivalent age range. For example, special education centers and alternative schools often classify their students as ungraded.

¹² SOURCE: Office of Management and Budget (2000). Standards for Defining Metropolitan and Micropolitan Statistical Areas; Notice. *Federal Register* (65) No. 249.

- Large city
- Midsize city
- Small city
- Large suburb
- Midsize suburb
- Small suburb
- Fringe town
- Distant town
- Remote town
- Fringe rural
- Distant rural
- Remote rural
- ZIP code
- School enrollment
- NCES ID

Following this implicit stratification, the list frame schools were systematically selected. Any school with a measure of size greater than the sampling interval (the inverse of the rate at which the sample is selected) was included in the sample with certainty and automatically excluded from the probability sampling operation. This means that schools with an unusually high number of teachers relative to other schools in the same domain were automatically included in the sample.

The private school sample size selected from the list frame was 2,745 schools. In this sample, 22 schools were included with certainty and 2,723 were noncertainty schools. Table 5 shows the allocated sample sizes for schools by selected characteristics (region, school level, and affiliation).

Table 5. Allocated private school list frame sample sizes, by region, school level, and affiliation: 2020–21

Affiliation	Northeast				Midwest			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total	776	223	302	251	563	245	175	143
Catholic—parochial	46	35	10	1	78	55	16	7
Catholic—diocesan	93	37	42	14	113	57	48	8
Catholic—private	72	7	53	12	53	6	41	6
Baptist	8			8	17	3		14
Jewish	137	32	66	39	14	3	8	3
Lutheran	3	2		1	52	35	16	1
Seventh-day Adventist	4	2	1	1	7	4	2	1
Other religious	125	54	18	53	130	52	20	58
Nonsectarian—regular	162	32	71	59	54	14	14	26
Nonsectarian—special emphasis	45	17	16	12	29	15	7	7
Nonsectarian—special education	81	5	25	51	16	1	3	12
Affiliation	South				West			
	Total	Elementary	Secondary	Combined	Total	Elementary	Secondary	Combined
Total	893	252	183	458	513	186	166	161
Catholic—parochial	42	32	8	2	30	24	5	1
Catholic—diocesan	88	36	44	8	53	24	28	1
Catholic—private	52	7	36	9	38	6	25	7
Baptist	70	12	2	56	13	2	2	9
Jewish	18	6	8	4	17	6	9	2
Lutheran	10	6	2	2	13	9	4	0
Seventh-Day Adventist	12	7	2	3	14	5	4	5
Other religious	296	63	23	210	109	34	19	56
Nonsectarian—regular	197	48	39	110	138	46	47	45
Nonsectarian—special emphasis	63	30	12	21	61	26	17	18
Nonsectarian—special education	45	5	7	33	27	4	6	17

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), “Private School Sample Data File,” 2020–21.

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

Table 6. Number and percentage of private schools selected from the list frame, by affiliation: 2020–21

Affiliation	Number of sampled schools	Percent of list frame in sample
Total	2,745	11.9
Catholic—parochial	196	8.7
Catholic—diocesan	347	12.2
Catholic—private	215	20.2
Baptist	108	8.1
Jewish	186	21.8
Lutheran	78	9.1
Seventh-day Adventist	37	5.6
Other religious	660	9.4
Nonsectarian—regular	551	21.0
Nonsectarian—special emphasis	198	10.5
Nonsectarian—special education	169	12.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), “Private School Sample Data File,” 2020–21.

Table 7. The number and percentage of private schools selected from the list frame, by school level and census region: 2020–21

School level and region	Number of sampled schools	Percent of list frame in sample
Total	2,745	11.9
School level		
Elementary	906	7.2
Secondary	826	33.1
Combined	1,013	12.8
Region		
Northeast	776	14.2
Midwest	563	9.7
South	893	12.0
West	513	11.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), “Private School Sample Data File,” 2020–21.

Area Frame Methodology

For NTPS 2020–21, the area frame included 255 private schools that were found in the areas (a single county, independent city, or cluster of geographically contiguous places) sampled for PSS 2017–18, excluding the areas sampled with certainty.

NTPS Teacher Frame and Sample Selection

Frame Creation

In the 2020–21 administration of NTPS, lists of teachers were collected from schools either electronically using a web instrument, on a paper Teacher Listing Form (TLF), by researching school websites, or from a file purchased from a vendor. The paper TLFs were keyed by staff at the National Processing Center (NPC). Both the electronic lists and the lists keyed from paper were sampled on a weekly basis throughout the data collection period. Vendor-purchased teacher lists were used to produce prepopulated TLFs, which allow the respondents to verify the printed information in the form and make any necessary changes. Lists collected from the vendor and not verified by the school were sampled on a one-time basis as a last-ditch effort to obtain a list of teachers from sampled schools that did not provide a list themselves. See chapter 4 for further

details about the 2020–21 NTPS TLF data collection strategy. Additionally, chapter 2 provides details about the changes to TLF collection methodology from 2017–18 to 2020–21.

Along with the names and email addresses of their teachers, sampled schools were asked to provide the subject matter taught: special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other.

Stratification

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

Sample Allocation for Public School Teachers

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

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

Based on the 2017–18 NTPS public school teacher response rates, the NTPS 2020–21 average within school teacher sample sizes were set to produce estimates that met the following goals for reliability:

- For the school domains of interest (charter status, school level, school size, urbanicity, and poverty status), set the number of teachers sampled per school so as to produce estimates with 95 percent confidence interval half-widths of 2.5 percent for a 20 percent characteristic.
- For select teacher domains of interest (school level by teacher race and Hispanic origin, subject, and years of experience), set the number of teachers sampled per school so as to produce estimates with 95 percent confidence interval half-widths of 2.5 percent for a 20 percent characteristic.
- For state estimates, set the number of teachers sampled per school so as to produce estimates with CVs below 30 percent (a less strict requirement than a 95 percent confidence interval half-width of 2.5 percent).

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

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

Table 8. Average expected number of teachers selected per public school, by school level, school size, urbanicity, and poverty status: 2020–21

School size (enrollment)	Urbanicity	Poverty status	Average number of teachers selected by school level			
			Primary	Middle	High	Combined
< 100	City	All	6.261	6.642	6.642	6.621
< 100	Suburb	All	5.773	6.124	6.124	5.773
< 100	Town/Rural	Low	5.145	6.632	6.104	5.305
< 100	Town/Rural	Medium	5.145	6.632	6.061	5.403
< 100	Town/Rural	High	5.145	6.632	6.244	5.283
>= 100	City	Low	4.762	6.175	6.103	5.236
>= 100	City	Medium	5.668	6.163	6.079	5.388
>= 100	City	High	5.015	6.592	6.499	5.664
>= 100	Suburb	Low	5.406	6.216	6.327	5.401
>= 100	Suburb	Medium	5.280	6.537	6.194	5.565
>= 100	Suburb	High	5.053	7.069	6.532	5.580
>= 100	Town/Rural	Low	5.552	6.573	5.821	5.125
>= 100	Town/Rural	Medium	5.855	6.680	6.005	5.194
>= 100	Town/Rural	High	5.813	6.463	5.854	5.176

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), 2020–21.

Sample Allocation for Private School Teachers

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

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

Based on the 2017–18 NTPS private school teacher response rates, the NTPS 2020–21 average within school teacher sample sizes were set to produce estimates that met the following goals for reliability:

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

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

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

Table 9. Average expected number of teachers selected per private school, by school affiliation, school size, and census region: 2020–21

School size (enrollment)	Census region	Urbanicity	Average number of teachers selected, by school affiliation						
			Catholic— paro- chial/	Catholic— private	Baptist/ Jewish	Lutheran	Seventh- day Advent- ist/Other religious	Nonsec- tarian— regular/ special emphasis	Nonsec- tarian— special educa- tion
< 100	Northeast	City	3.17	3.787	4.167	3.166	3.565	3.200	3.023
< 100	Northeast	Not City	3.17	3.787	3.163	2.802	3.565	3.445	2.987
< 100	Midwest	City	3.17	3.787	4.167	3.166	3.177	3.110	2.900
< 100	Midwest	Not City	3.17	3.787	3.475	2.802	3.177	3.110	2.900
< 100	South/West	City	3.17	3.787	4.167	3.166	3.808	2.965	3.327
< 100	South/West	Not City	3.17	3.787	3.475	2.802	3.904	3.585	3.119
100–499	Northeast	City	3.24	2.973	3.438	3.105	3.238	3.512	3.149
100–499	Northeast	Not City	2.93	3.356	3.426	3.034	3.181	3.183	3.149
100–499	Midwest	City	3.02	3.174	3.552	3.105	3.111	2.970	3.256
100–499	Midwest	Not City	2.81	3.125	3.236	3.034	3.258	3.337	3.256
100–499	South/West	City	2.98	2.897	3.552	3.067	3.600	3.161	3.256
100–499	South/West	Not City	3.18	3.086	3.398	3.067	3.316	3.292	3.256
>= 500	Northeast	City	3.17	3.096	5.521	2.825	3.469	3.726	3.149
>= 500	Northeast	Not City	3.48	3.460	3.218	2.825	3.469	3.957	3.149
>= 500	Midwest	City	3.39	3.272	3.360	2.825	3.827	3.310	3.256
>= 500	Midwest	Not City	2.85	3.171	3.244	2.825	3.190	3.290	3.256
>= 500	South/West	City	3.11	3.103	3.360	2.825	3.498	3.307	3.256
>= 500	South/West	Not City	3.06	3.269	3.244	2.825	3.153	3.132	3.256

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teachers and Principals Survey (NTPS), 2020–21.

Sample Size Calculation

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

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

where:

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

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

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

where:

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

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

Sample Selection

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

Table 10. Number of selected public school teachers in the NTPS sample, by domain and teacher stratum: 2020–21

Domain/Teacher stratum	Total
Total	68,298
Math	5,215
Science	4,220
English/language arts	5,769
Social studies	3,967
Other	49,127
Charter	7,827
Noncharter	60,471
Elementary	27,032
Middle	14,381
Secondary/high	23,435
Combined/other	3,450
City	22,018
Suburb	24,072
Town	8,737
Rural	13,471
Low poverty	34,466
Medium poverty	17,465
High poverty	16,367
Enrollment: less than 100	1,370
Enrollment: 100–199	2,564
Enrollment: 200–499	20,160
Enrollment: 500–749	16,758
Enrollment: 750–999	9,435
Enrollment: 1,000 or more	18,011

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 11. Number of selected private school teachers in the NTPS sample, by domain and teacher stratum: 2020–21

Domain/Teacher stratum	Total
Total	7,958
Math	802
Science	608
English/language arts	767
Social studies	583
Other	5,198
Catholic—parochial	582
Catholic—diocesan	1,145
Catholic—private	851
Baptist	255
Jewish	340
Lutheran	184
Seventh-Day Adventist	72
Other religious	1,756
Nonsectarian—regular	2,004
Nonsectarian—special emphasis	452
Nonsectarian—special education	317
Elementary	2,127
Secondary	2,789
Combined	3,042
City	3,373
Suburb	3,063
Town	445
Rural	1,077
Northeast	2,114
Midwest	1,593
South	2,693
West	1,558
Enrollment: less than 100	1,345
Enrollment: 100–199	1,313
Enrollment: 200–499	2,581
Enrollment: 500–749	1,321
Enrollment: 750 or more	1,398

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

About 14.17 percent of the in-scope public schools and 27.63 percent of the in-scope private schools did not provide teacher lists and lists could not be obtained from the vendor or the school or district refused to participate in the survey. For these schools, no teachers were selected. A separate weighting factor was created to adjust the weights to reflect the fact that some schools did not provide teacher lists. These factors may cause the overall average number of teachers per school to be slightly different from the target numbers.

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

Chapter 4. Data Collection

The 2020–21 National Teacher and Principal Survey (NTPS) includes a brief screener, Teacher Listing Form (TLF), Principal Questionnaire or Private School Principal Questionnaire, School Questionnaire or Private School Questionnaire, and Teacher Questionnaire or Private School Teacher Questionnaire. The NTPS utilized a combination of mail and e-mail contact strategies, along with telephone follow-up. In addition, the NTPS used a mixed-mode collection with both web and paper questionnaires and a web-first strategy where respondents were encouraged to complete the surveys online and sent paper questionnaires in follow-up operations as needed. At the beginning of data collection, the Census Bureau contacted sampled schools' principals by mail and e-mail, if the principal's e-mail address was available, to introduce the NTPS and ask them to complete the screener survey to verify their school's information and establish a survey coordinator. The survey coordinator or school principal were mailed the initial survey package in October, which included invitations to verify or provide their teachers' information in the Respondent Portal and complete the Principal Questionnaire and the School Questionnaire using an internet instrument,¹³ Survey invitations were also sent by e-mail if the survey coordinator and/or principal's e-mail address was available or provided. Once a teacher list was obtained, teachers were sampled and mailed an invitation to complete the Teacher Questionnaire using an internet instrument¹; invitations to complete the Teacher Questionnaire were also sent by e-mail when a teacher's e-mail address was available. The Census Bureau mailed reminder letters and packages and sent follow-up e-mails to nonresponding schools and teachers. Telephone interviewers contacted school staff as necessary. In-person follow-up by field representatives did not occur due to the coronavirus pandemic.

Overview of Data Collection

Data collection activities began in late July 2021. The Census Bureau:

- Established a survey coordinator during the screener survey;
- Verified or collected a list of teachers, either electronically or through completion of a paper Teacher Listing Form (TLF);
- Provided invitations to complete the Principal Questionnaire and School Questionnaire using the internet instruments via mail or e-mail;
- Telephoned select schools to confirm that they received the initial mail package;
- Mailed reminder letters and packages to schools;
- Sent reminder e-mails to survey coordinators and/or school principals;
- Contacted nonresponding schools by telephone to complete their TLF;
- Sampled teachers from the completed TLF or publicly available teacher data and mailed an invitation to complete the Teacher Questionnaire or Private School Teacher Questionnaire online;
- Sent sampled teachers with valid e-mail addresses an e-mail containing the URL and their unique user ID to complete the Teacher Questionnaire or Private School Teacher Questionnaire online;
- Mailed reminder letters and packages to sampled teachers;
- Sent reminder e-mails to sampled teachers;
- Telephoned survey nonrespondents to remind them to complete their outstanding questionnaire; and
- Mailed select teachers their promised monetary incentive for completing the Teacher Questionnaire or Private School Teacher Questionnaire.

¹³ Although the survey content varied between public and private schools, internet survey invitations did not differentiate between the public and private versions of the forms.

Two factors were considered when deciding how best to reach school populations to encourage their response. These were “priority” school status and the availability of vendor-purchased teacher lists, which are both discussed below and within the relevant sections of this chapter.

Priority School Indicator

During previous administrations of the NTPS and the NTPS’s precursor, the Schools and Staffing Survey (SASS), certain school types (e.g., large schools in urban areas) had low response rates and required a high number of contacts in order to obtain complete questionnaires. Thus, the Census Bureau developed a propensity model using 2011–12 SASS data to identify schools with characteristics that correlate with a low propensity to respond and that have a significant impact on weighting. This model was reassessed for public schools using 2015–16 NTPS data prior to 2017–18 NTPS administration. It was further reassessed using 2017–18 NTPS data and was then used to assign a priority flag to approximately 15 percent of public schools sampled for the 2020–21 NTPS. Westat, a contractor in support of NCES, developed a propensity model to assign a priority flag to approximately 60 percent of private schools sampled for the 2017–18 NTPS. The model was reassessed using the 2017–18 NTPS data and was then used to assign a priority flag to approximately 15 percent of private schools sampled for the 2020–21 NTPS. Priority schools received an additional phone contact to confirm that staff had received the initial survey package.

Availability and Use of Vendor-Purchased Teacher Lists

Obtaining a high response rate for the TLF is crucial in order to obtain a sufficient number of responses to the Teacher Questionnaire and Private School Teacher Questionnaire, since the TLF forms the teacher sampling frame. In previous iterations of the SASS and NTPS, commercial teacher data were assessed and determined to be of high quality.¹⁴ As a result, the Census Bureau purchased data for the sampled schools from a commercial vendor. The commercial vendor data file included the principal’s name and e-mail address, as well as each teacher’s name, subject matter taught, and e-mail address.

The vendor-purchased teacher lists were used to prepopulate the electronic TLF for most public and private schools with available data. Respondents were asked to verify the information and make any necessary changes. Prepopulated paper TLFs were also sent in the third mail-outs to public and private schools.

Sampled schools without vendor-purchased teacher lists were prioritized during data collection in two ways: First, they received an additional phone contact to confirm that staff had received the initial survey package; and second, they were contacted in the phase one of the telephone reminder operation. Census Bureau staff conducted web research to attempt to compile a teacher list for nonresponding schools without vendor-purchased teacher lists. The Census Bureau sampled teachers from the publicly available teacher data, including both the vendor-purchased teacher lists and the data obtained through web research, for public and private schools that did not complete their TLF. Teachers were not sampled from publicly available data for schools that explicitly refused to participate in the survey.

Internet Questionnaire Instruments

Internet instruments were utilized for multiple purposes throughout data collection. More specifically, there were five distinct internet instruments, including the Screener, Respondent Portal application, Principal Questionnaire, School Questionnaire, and Teacher Questionnaire. Each respondent received an individual user ID. Upon logging in, a four-digit PIN, which served as the password upon subsequent visits, was also generated and displayed to the respondent. Respondents had the opportunity to select a security question that would allow them to reset their PIN if necessary. A PIN could also be reset by contacting the Census

¹⁴ Brummet, Q., Masterton, M., and Smith, D. (2014). *Evaluation of Commercial School and Teacher Lists to Enhance Survey Frames*. Working Papers. <https://www.census.gov/library/working-papers/2014/adrm/carra-wp-2014-07.html>. Sheppard, D. (2017). *Using Third-Party Data as the Frame for Teacher Sampling for the NTPS*. Survey News. https://www2.census.gov/programs-surveys/demo/newsletters/volume5/volume5_issue6.pdf.

Bureau; however, there was a slight delay to complete a PIN reset, and data were not retained if a PIN was reset in this manner.

Screener

School principals or another knowledgeable staff were asked to complete a short screening survey online prior to the start of data collection. The Screener interview is described in more detail in the coming sections.

Respondent Portal

The NTPS Respondent Portal is an internet application that the Census Bureau designed to serve many functions for sampled schools. The primary purpose of the NTPS Respondent Portal was to provide a mechanism for the respondent to verify or provide their teacher list. Respondents for schools with a prepopulated teacher list were asked to review each teacher's information to ensure that the list was accurate and complete. Respondents could edit or confirm each teacher's name, e-mail address, and subject(s) taught; delete any person listed who was not currently a teacher at the school; and add any teachers who were not included on the list. Respondents for schools without a prepopulated teacher list could choose to upload their teacher list using an Excel template or type the information for each teacher manually.

In addition, school staff could use the Respondent Portal to view the status of questionnaires, request replacement paper questionnaires, and update their school's contact information. The Respondent Portal also included NTPS resources, such as responses to frequently asked questions, sample reminder e-mail text to send to sampled teachers, and a list of educational associations that endorse the survey.

Principal, School, and Teacher Questionnaires

Respondents were initially asked to complete their Principal Questionnaire, School Questionnaire, or Teacher Questionnaire using the Internet instruments.¹⁵ The same survey instruments were used for both public and private schools; however, the questions varied by school type and were predetermined via a variable on the instruments' input files.

Overall Timing of Data Collection

The 2020–21 NTPS principal, school, and teacher data were collected during the 2020–21 school year. Table 12 summarizes the specific data collection activities for schools and the month(s) when each activity occurred. Figure 7 also shows the data collection operations and the school populations that they were intended to reach. Details pertaining to the flow of cases into each operation and the response rates by questionnaire type are presented later in this chapter.

¹⁵ Amish and Mennonite schools received paper questionnaires in lieu of internet invitations.

Table 12. Data collection schedule for schools: 2020–21

Activity	Month of activity
School-level questionnaire collection	
Screening survey invitation mailed to school principals	Jul. 2020
Screening survey invitation e-mailed to school principals	Jul. 2020
Screening reminder e-mail sent to school principals	Aug. 2020
Telephone screening follow-up operation to verify school information and establish a survey coordinator	Aug. 2020
Initial school package with invitations for the TLF, Principal Questionnaire, and School Questionnaire mailed to the survey coordinator or the school principal	Oct. 2020
Initial survey invitations for the TLF, Principal Questionnaire, and School Questionnaire e-mailed to the survey coordinator and/or school principal	Oct. 2020
Completed questionnaires accepted through the internet instruments and by mail	Oct. 2020–Jul. 2021
Telephone mail confirmation operation for priority schools and schools without vendor-purchased teacher lists	Oct. 2020
Second school package with invitations for the TLF, Principal Questionnaire, and School Questionnaire mailed to the survey coordinator or the school principal	Oct. 2020
Second survey invitations for the TLF, Principal Questionnaire, and School Questionnaire e-mailed to the survey coordinator and/or school principal	Nov. 2020
Telephone reminder operation for schools without vendor-purchased teacher lists that had not completed the TLF	Nov. 2020
TLF reminder e-mail sent to the survey coordinator or school principal	Nov. 2020
Third school package with paper TLF, Principal Questionnaire, and School Questionnaire sent via FedEx, UPS, or USPS to the survey coordinator or the school principal	Nov.–Dec. 2020
Reminder e-mails for the TLF, Principal Questionnaire, and School Questionnaire sent to the survey coordinator or the school principal	Dec. 2020
Telephone reminder operation for schools with vendor-purchased teacher lists that had not completed the TLF	Dec. 2020
Reminder e-mails for the Principal and School Questionnaire sent to the survey coordinator or school principal	Jan. 2021
Telephone reminder operation for school-level and teacher questionnaires	Jan.–Mar. 2021
Fourth school package sent to the school principal by UPS	Feb. 2021
Reminder e-mail to survey coordinator or school principal to alert them about the package sent	Feb. 2021
Reminder e-mails for the Principal and School Questionnaire sent to the survey coordinator or school principal	Mar. 2021
Fifth school package sent to the school principal by USPS	Apr. 2021
Telephone reminder operation for school-level and teacher questionnaires	Apr.–Jun. 2021
Reminder e-mails for the Principal and School Questionnaire sent to the survey coordinator or school principal	Apr. 2021
Sixth school package sent to the school principal by UPS	Apr. 2021
Final reminder e-mails for the Principal and School Questionnaire sent to the school principal	May 2021
Teacher Questionnaire collection	
Teachers sampled and invitations to complete the internet-based Teacher Questionnaires mailed to survey coordinators or individual teachers	Nov. 2020–Jun. 2021
Initial survey invitation to complete the Teacher Questionnaire e-mailed to sampled teachers	Dec. 2020–May 2021
Second survey invitation to complete the internet-based Teacher Questionnaire mailed to individual teachers	Jan.–Jun. 2021
Reminder e-mails to complete the Teacher Questionnaire sent to sampled teachers	Jan.–Jun. 2021
Paper Teacher Questionnaire mailed to sampled teachers	Feb.–May 2021
Paper Teacher Questionnaire sent to sampled teachers by UPS	Feb.–Jun. 2021
Final Teacher Questionnaire mailed to sampled teachers	Apr.–May. 2021

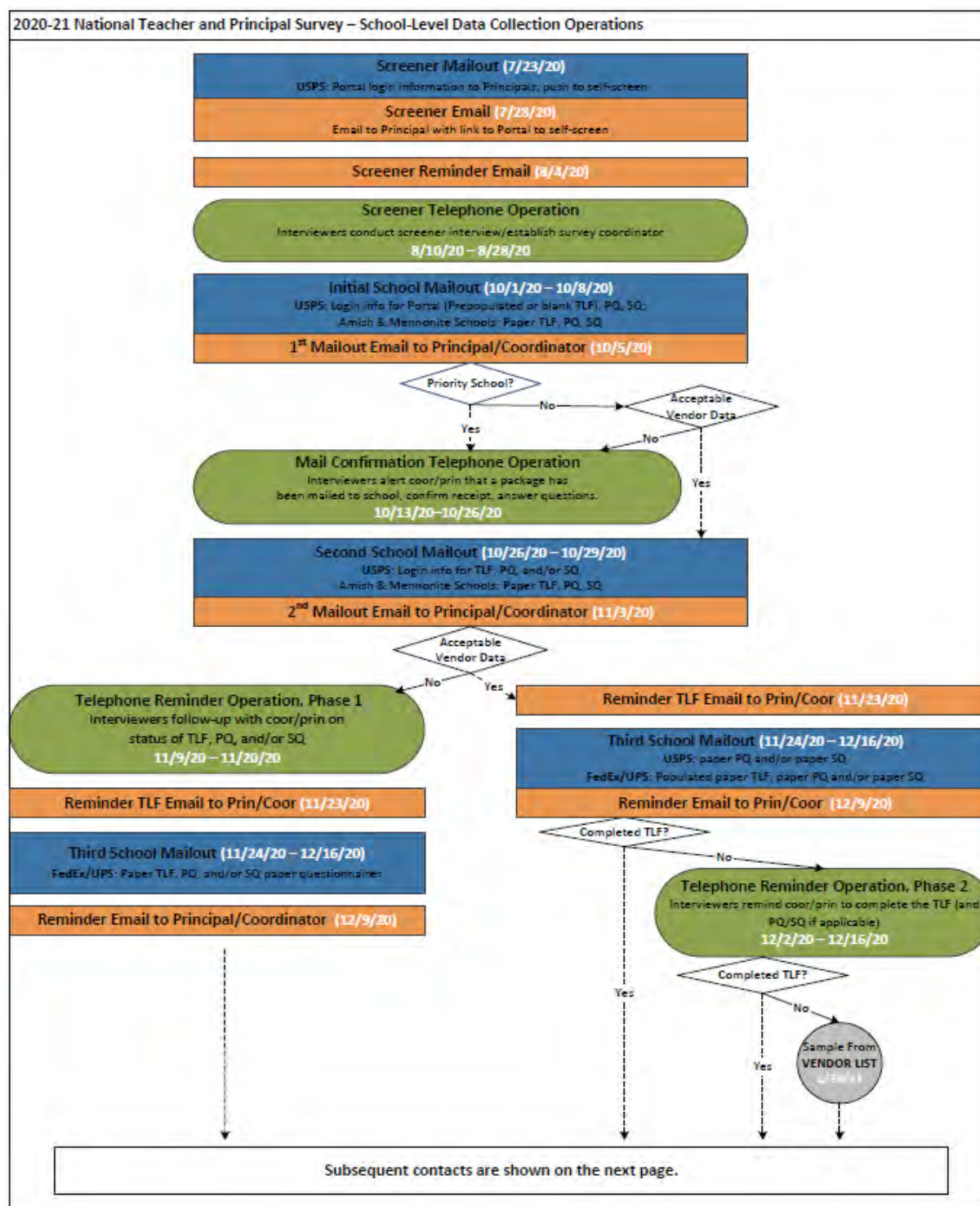
See notes at end of table.

Table 12. Data collection schedule for schools: 2020–21—Continued

Activity	Month of activity
Promised monetary incentive mailed to eligible teachers	May–Aug. 2021
Close-out school-level and data collection	Jul. 2021
Close-out teacher data collection	Jul. 2021

NOTE: Amish and Mennonite schools and teachers received paper questionnaires for the first and second mail-outs in lieu of Internet survey invitations.

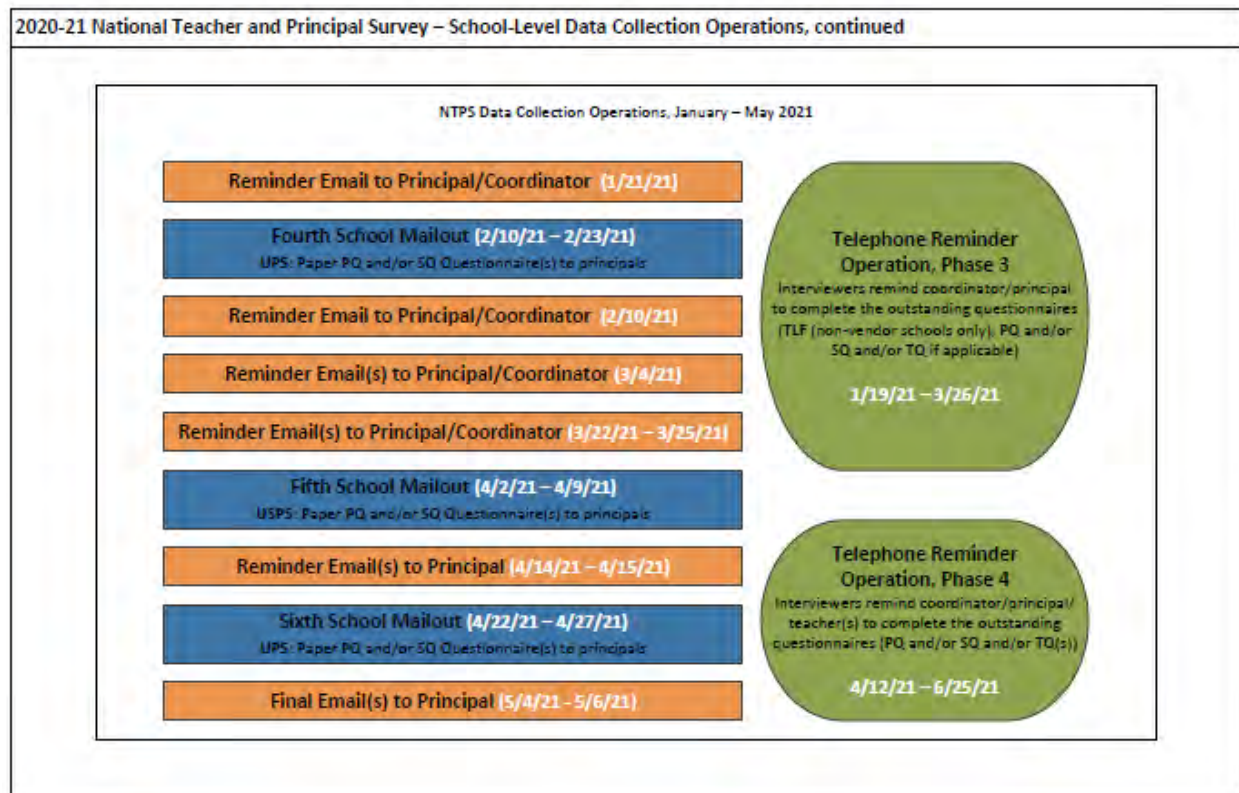
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Figure 7. National Teacher and Principal Survey school-level data collection operations: 2020–21

NOTE: Figure is color-coded by type of activity: mail-outs are in blue; telephone operations are in green; publicly available teacher data sampling operations are in gray; and e-mails are in orange. Teacher Listing Form, Principal Questionnaire, School Questionnaire, and Teacher Questionnaire are abbreviated as TLF, PQ, SQ, and TQ, respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Figure 7. National Teacher and Principal Survey school-level data collection operations: 2020–21—Continued



NOTE: Figure is color-coded by type of activity: mail-outs are in blue; telephone operations are in green; publicly available teacher data sampling operations are in gray; and e-mails are in orange. Teacher Listing Form, Principal Questionnaire, School Questionnaire, and Teacher Questionnaire are abbreviated as TLF, PQ, SQ, and TQ, respectively.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Details of Data Collection

Advance Contact with Special Permission Districts

Some school districts require researchers to submit an application to conduct research in their schools. The Census Bureau contacted 268 known special permission districts and submitted applications to conduct the NTPS. The Census Bureau did not contact districts that were not accepting research applications for the 2020–21 school year or that verbally refused prior to receiving the application. These efforts began in January 2020 and continued with high-impact special permission districts (i.e., large districts whose schools' participation was critical to the success of the survey) through May 2021. Application packages generally included a cover letter, a proposal for research, a research application, and copies of the NTPS questionnaires. Other required forms, such as the Project Officer's résumé, a consent form, an Institutional Review Board (IRB) exemption form, and information about how the NTPS aligned with district goals were included as needed based on districts' application requirements. Districts were provided the names of their schools in sample, by request. For more information, see "Appendix D. Report on Results of Special Contact Districts."

Once approval was obtained, the Census Bureau followed any individual requirements the districts had established for contacting their schools. These included, but were not limited to, obtaining the principals'

consent, including the districts' approval letter in the schools' mailings, and refraining from contacting the schools during specific time periods.

Preliminary Contacts with School Principals

School principals were contacted during the summer of 2020, prior to the beginning of data collection for the school-level questionnaires, to verify school information and establish a survey coordinator.

Screeners Survey

The Census Bureau's National Processing Center (NPC) mailed a screener survey invitation letter to school principals on July 23, 2020, using USPS First Class Mail. There were two versions of the letter—a traditional letter and a modified experimental letter that emphasized the data's value and was slightly shorter than the traditional letter. Both versions of the letter introduced the NTPS and asked the principal to complete the screener survey, either by logging into the Screener instrument or calling the Census Bureau. The principal was also sent an e-mail on July 28, 2020, containing the link to the Screener instrument and their user ID, if their e-mail address was publicly available. A reminder e-mail was sent to nonresponding principals on August 4, 2020.

The Census Bureau's Tucson Contact Center (TCC) in Tucson, AZ, accepted incoming telephone calls in response to the screener survey invitation letter and subsequently contacted schools that had not completed the screener survey from August 10 through August 28, 2020. The TCC interviewers used WebCATI, a web-based call scheduling application developed by the Census Bureau, to schedule the screener telephone follow-up operation phone call and record the outcome of each call attempt. TCC interviewers completed the screener survey on the respondents' behalf using the Screener instrument. Approximately 35.5 percent of sampled schools were screened. About three-quarters of schools that completed the screener survey were self-respondents (74.1 percent), while the remainder of the screener surveys were completed with TCC staff over the telephone.

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

Next, the screener survey items verified the school's grade range, allowing the respondent to update the low and high grades offered if they differed from the information contained in the sample file. If the school did not provide instruction to students in at least one of grades 1 to 12, or the ungraded equivalent, the school was considered out-of-scope for the NTPS. Schools with an expected low grade of prekindergarten or kindergarten and an expected high grade of 8th or 12th grade were asked whether there was more than one school located at the campus. In cases where there were multiple schools located on the campus, information for the additional schools was collected and reviewed by survey staff to determine where to mail the survey invitations.

Finally, the screener survey items established a survey coordinator. The role of the survey coordinator was to serve as the primary contact person at the school. The respondent was asked to provide the survey coordinator's name, title, e-mail address, and work telephone number. A survey coordinator's duties

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

included facilitating data collection by distributing survey invitations and questionnaires to the appropriate staff, reminding the staff to complete their surveys, and collecting the paper questionnaires, if applicable, to return to the U.S. Census Bureau. The majority of the established survey coordinators (69.4 percent) were the principal or school head; 8.2 percent were an assistant principal or other administrator; 8.3 percent were an administrative or executive assistant; 6.7 percent were a secretary, receptionist, or another office staff member; and 7.4 percent of survey coordinators were other school staff.

The respondent was also asked to provide the start and end dates for teaching staff for the 2020–21 school year. This information was intended to be used to inform the timing of in-person follow-up operations to schools and teachers; however, all in-person follow-up operations were canceled due to the coronavirus pandemic.

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

Initial Mail-out and Corresponding E-mails

The NPC mailed the initial school packages to survey coordinators or principals on a flow basis as packages were prepared, from October 1 to October 8, 2020, using USPS First Class Mail. The package contained a cover letter and three individually sealed envelopes. There were four versions of the cover letter—a traditional letter and a modified experimental letter, crossed by the recipient type of survey coordinator or school principal. All versions of the letter introduced the survey and provided instructions for distributing the envelopes. The envelopes contained:

- an invitation to complete the Teacher Listing Form using the Respondent Portal;
- an invitation to complete the School Questionnaire using the Internet instrument; and
- an invitation to complete the Principal Questionnaire using the Internet instrument.

The NPC sent corresponding e-mails to the survey coordinator and/or school principal, if their e-mail address(es) were available, on October 5, 2020. E-mails for the TLF and the School Questionnaire were sent to the survey coordinator, if one had been established, or to the school principal; the e-mail for the Principal Questionnaire was sent to the school principal. Each e-mail alerted the recipient that the package had been mailed and provided the hyperlink and user ID to complete the questionnaire online.

The NPC mailed the initial school package to Amish and Mennonite schools on October 7, 2020, using USPS First Class Mail. The package contained a modified version of the cover letter that provided a mailing address to which respondents could write with questions about the survey. The package contained a paper version of the TLF with fewer pages than the traditional form, a paper Private School Principal Questionnaire, a paper Private School Questionnaire, and three return envelopes.

Second Mail-out, Corresponding E-mails, and Reminder TLF E-mail

The NPC sent a second package of school-level survey materials to schools with one or more questionnaires outstanding on a flow basis from October 26 to October 29, 2020. The package was addressed to the survey coordinator or school principal and was sent via USPS First Class Mail. The package contained a letter to the survey coordinator or principal and individually sealed envelopes with replacement invitations to complete the TLF, Principal Questionnaire, and/or School Questionnaire online. The NPC sent corresponding reminder e-mails to the survey coordinator and/or school principal, if their e-mail address(es) were available, on November 3, 2020. Each e-mail referenced the mail package and was sent to the appropriate recipient with a hyperlink and user ID to complete the TLF, Principal Questionnaire, or School Questionnaire online.

The NPC mailed the second school package to Amish and Mennonite schools on October 29, 2020, using USPS First Class Mail. The package contained a modified version of the letter, a shortened paper TLF, a

paper Private School Principal Questionnaire, a paper Private School Questionnaire, and three return envelopes.

The NPC sent a reminder e-mail to the survey coordinator or school principal of schools that had not yet verified or completed their TLF, if their e-mail address was available, on November 23, 2020. The e-mail included the hyperlink and user ID to complete the TLF online.

Third Mail-out, Corresponding E-mails, and Reminder E-mails

The NPC sent a third package of school-level survey materials to survey coordinators or principals of schools with one or more questionnaires outstanding on a flow basis, as packages were prepared, from November 24 through December 16, 2020. The package contained a reminder letter and paper questionnaire(s), including a prepopulated or blank TLF, a Principal Questionnaire or Private School Principal Questionnaire, and/or a School Questionnaire or Private School Questionnaire. A return envelope was included for each questionnaire enclosed. If the package contained the TLF, it was sent via FedEx or UPS, depending upon courier availability; otherwise, it was sent via USPS First Class Mail.

The NPC sent reminder e-mails to the survey coordinator and/or school principal, if their e-mail address(es) were available, on December 9, 2020. The e-mails provided the hyperlink and user ID to complete the TLF, Principal Questionnaire, or School Questionnaire online.

The NPC mailed the third school package to Amish and Mennonite schools with one or more questionnaires outstanding on December 1, 2020, using USPS First Class Mail. The package contained a modified version of the letter, the outstanding paper questionnaire(s), and a return envelope for each questionnaire enclosed.

The NPC sent reminder e-mail(s) to the survey coordinator and/or principal of nonresponding schools on January 21, 2021. The e-mails provided a link to view data from the 2017–18 NTPS and solicited help to produce representative data for the current school year by completing the School or Principal Questionnaire. The e-mails provided the appropriate hyperlink and user ID.

Fourth Mail-out, Corresponding E-mail, and Reminder E-mails

The NPC sent the fourth school package directly to the school principal of nonresponding schools on a flow basis, as packages were prepared, from February 10 through February 23, 2021, via UPS. The public school package contained a letter, the outstanding Principal Questionnaire and/or School Questionnaire, and return envelope(s). The private school package contained a letter, the outstanding Private School Principal Questionnaire and/or Private School Questionnaire, and return envelope(s).

The NPC sent an e-mail to the school principal, if their e-mail address was available, on February 10, 2021. The e-mail alerted the principal that a package of replacement questionnaires had been sent and provided the hyperlink and user ID to the Respondent Portal.

The NPC mailed the fourth school package to Amish and Mennonite schools on February 12, 2021. The package contained a modified version of the letter, replacement copies of the Private School Principal Questionnaire and/or Private School Questionnaire, and a return envelope for each questionnaire enclosed.

The NPC sent reminder e-mails to the survey coordinator and/or school principal, if their e-mail address(es) were available, on March 4, 2021. The e-mails provided the hyperlink and user ID to complete the Principal Questionnaire or School Questionnaire online, along with a hyperlink to state level statistics and an interactive salary map.

The NPC sent a reminder e-mail for the School Questionnaire to the survey coordinator or school principal, if their e-mail address was available, on March 22, 2021. The NPC sent a reminder e-mail for the Principal Questionnaire to the school principal, if their e-mail address was available, on March 25, 2021. The

e-mail(s) provided the hyperlink and user ID to complete the appropriate questionnaire online. These e-mails were intentionally staggered because most survey coordinators were also the school principal.

Fifth Mail-out and Corresponding E-mail

The NPC sent the fifth school package directly to the school principal on a flow basis, as packages were prepared, from April 2 through April 9, 2021, via USPS First Class Mail. The package contained a letter, the outstanding Principal Questionnaire and/or School Questionnaire or Private School Principal Questionnaire and/or Private School Questionnaire, and return envelope(s). The survey URL and user ID were printed on the cover page of each questionnaire.

The NPC sent reminder e-mail(s) to the school principal, if their e-mail address was available, on April 14 and April 15, 2021. The e-mail(s) provided the hyperlink and user ID to complete the School Questionnaire and Principal Questionnaire, respectively, online.

Sixth Mail-out and Final E-mail

The NPC sent the sixth school package directly to the school principal on a flow basis, as packages were prepared, from April 22 through April 27, 2021, via UPS. The package contained a letter, the outstanding Principal Questionnaire and/or School Questionnaire or Private School Principal Questionnaire and/or Private School Questionnaire, and return envelope(s). The survey URL and user ID were printed on the cover page of each questionnaire.

The NPC sent reminder e-mail(s) to the school principal, if their e-mail address was available, on May 4 and May 6, 2021. The e-mail(s) provided the hyperlink and user ID to complete the School Questionnaire or Principal Questionnaire, respectively, online.

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

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

Table 13. Teacher mail-out schedule, with sample sizes and unweighted response rates: 2020–21

Mail-out wave	Advance or initial e-mail date	Initial mail-out date	Second mail-out date	Third mail-out date	Fourth mail-out date	Fifth mail-out date	Teacher sample size		Unweighted response rate	
							Public	Private	Public	Private
A, B	12/9/20	12/18/20	1/19/21	2/8/21	3/4/21	4/9/21	10,710	1,345	79.7	77.3
C, D, E	12/22/20	1/7/21	2/1/21	2/26/21	3/11/21	4/9/21	9,157	1,191	71.5	69.3
F	1/5/21	1/15/21	2/2/21	3/1/21	3/18/21	4/9/21	2,749	292	65.6	69.5
G	1/14/21	1/27/21	3/1/21	3/11/21	4/8/21	5/5/21	1,258	151	66.3	64.1
H	1/28/21	2/25/21	3/9/21	3/25/21	5/5/21	5/18/21	33,605	3,697	49.1	46.0
I	2/11/21	3/1/21	3/23/21	4/8/21	5/7/21	5/28/21	756	135	55.8	44.8
J	2/25/21	3/15/21	4/6/21	4/28/21	5/18/21	5/28/21	5,564	726	47.7	43.2
K	3/11/21	3/29/21	4/13/21	5/7/21	5/18/21	5/28/21	2,801	301	36.6	53.9
L	4/7/21	4/21/21	4/29/21	—	5/18/21	5/28/21	802	43	37.8	43.8
M	5/19/21	5/27/21	—	—	5/28/21	—	896	77	25.5	18.4
Total							68,298	7,958	57.1	56.0

NOTE: Mail packages were often sent on a flow basis as they were prepared. Dates in the table reflect the date as of which all packages had been sent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Teacher Control Database,” 2020–21.

Initial Teacher Mail-out and E-mail

The NPC mailed the initial teacher packages from November 27, 2020, through May 19, 2021. The mail package contents, intended recipient, and courier varied by teacher wave, treatment group, and whether a survey coordinator had been established. Teachers for whom an e-mail address was available were sent an e-mail, the timing of which varied by teacher wave. Both the mailed survey invitation and the e-mail introduced the survey, included the survey URL or the hyperlink, and provided the respondent’s unique user ID.

Teachers in waves A and B received one of four package versions: an individually sealed envelope containing a survey invitation letter and a monetary incentive; an individually sealed envelope containing a survey invitation letter and a nonmonetary incentive (tote bag); an individually sealed envelope containing only a survey invitation letter; or a pressure-sealed survey invitation letter. If a survey coordinator had been established, the initial teacher packages were sent to the survey coordinator with a letter that described the purpose of the Teacher Questionnaire and asked the coordinator to distribute the enclosed packages to the selected teachers. A tote bag was included in the package for the survey coordinator in approximately half of the schools in the nonmonetary treatment group. If a survey coordinator had not been established, the package was sent directly to sampled teachers. Apart from the pressure-sealed letters, packages that were sent to survey coordinators were sent via FedEx either in a Tyvek package or a box. Packages to individual teachers and packages of pressure-sealed letters that were sent to the survey coordinator were sent via USPS First Class Mail. Packages were sent on a flow basis as they were prepared, from November 27 through December 18, 2020. The initial teacher e-mail was sent on December 9, 2020. If the survey coordinator’s e-mail address was available, a corresponding e-mail was sent to alert them about the package.

Mail packages for teachers in waves C, D, and E were streamlined to reduce the burden associated with preparing complex packages on the NPC. Teachers in these waves still received one of the four package versions described above; however, all packages were mailed directly to the sampled teacher rather than

sent to a survey coordinator if one had been established. Teachers were sent an advance e-mail on December 22, 2020, and their packages were mailed between January 4 and January 7, 2021.

In order to further reduce the burden associated with preparing packages, the prepaid monetary incentive and nonmonetary incentives were discontinued beginning with wave F. All teachers in waves F through M were offered a promised monetary incentive for completing the questionnaire. These teachers were sent an advance e-mail as soon as possible after they were sampled. They were then mailed a pressure-sealed survey invitation. The initial contacts for teachers in waves F and G did not offer the promised monetary incentive; however, subsequent contact materials introduced the incentive.

Teachers sampled from Amish and Mennonite schools were sent a modified version of the teacher letter along with a paper Private School Teacher Questionnaire and a return envelope. Amish and Mennonite school teachers were not eligible for a prepaid or promised incentive.

Second Teacher Mail-out

The NPC mailed a pressure-sealed second teacher invitation letter, containing the URL to complete the survey online and the respondent's user ID, directly to sampled teachers at the school address. Letters to teachers in waves F through M referenced the promised monetary incentive for completing the questionnaire. The letters were mailed on a flow basis, from January 19 through April 29, 2021. The timing between the initial and second teacher mail-outs varied by teacher wave due to competing priorities at the NPC. Teachers in waves A through F were only sent the second teacher invitation letter if they did not have a valid e-mail address; teachers in wave G through L were sent the second teacher invitation letter regardless of e-mail address availability. Teachers in wave M were not sent the second teacher invitation letter due to the condensed timeline of their data collection activities.

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

Third Teacher Mail-out

The NPC mailed the third teacher packages directly to the sampled teachers at the school address. Packages were sent on a flow basis, via USPS First Class Mail, from February 5 through May 7, 2021. All packages contained a letter, a paper Teacher Questionnaire or Private School Teacher Questionnaire, and a return envelope. The letter content varied by teacher wave: the letter to teachers in waves F through K provided the URL and user ID to complete the survey online and reiterated the promised monetary incentive, while the letter to teachers in waves A through E did not provide log-in information or refer to an incentive. Teachers in waves L and M were not sent the third teacher mail-out due to the condensed timeline of their data collection activities.

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

Fourth Teacher Mail-out

The NPC sent the fourth teacher packages directly to the sampled teachers at the school address. Packages were sent on a flow basis, via UPS, from April 8 through May 28, 2021. The package contained a letter, a paper Teacher Questionnaire or Private School Teacher Questionnaire, and a return envelope. The letter asked the teacher to complete the enclosed questionnaire and reiterated the promised monetary incentive to teachers in waves F through M.

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

Fifth Teacher Mail-out

The NPC sent the fifth teacher packages directly to the sampled teachers at the school address. Packages were sent on a flow basis, via USPS First Class Mail, from March 4 through May 28, 2021. The package contained a letter, a paper Teacher Questionnaire or Private School Teacher Questionnaire, and a return envelope. The letter asked the teacher to complete the enclosed questionnaire and reiterated the promised monetary incentive to teachers in waves F through L. Teachers in wave M were not sent the fifth teacher mail-out due to the condensed timeline of their data collection activities.

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

Teacher Reminder E-mails

The NPC sent reminder e-mails to nonresponding teachers on a flow basis. All reminder e-mails discussed the importance of the survey, included an embedded hyperlink to complete the survey online, and provided the teacher's unique user ID. Select e-mails offered the alternative of completing the paper questionnaire that was mailed to the teacher at the school's address. Several e-mails included targeted text asking teachers to represent other teachers like them, in terms of their state, school type, or school level. Other e-mails contained data points from the 2017–18 iteration of the NTPS, provided a hyperlink to state-level statistics and an interactive teacher salary map, or stressed the support of the survey from a state or national organization that endorsed the NTPS. Reminder e-mails to teachers in wave F through M reiterated the promised monetary incentive. Public school teachers in waves A through L received an e-mail that referenced the National Education Association's (NEA) support of the survey and included a letter from the NEA as an attachment.

Table 14 provides the e-mail schedule for each teacher wave. The day of the week on which teachers were e-mailed varied in an effort to reach teachers on whichever day was most convenient for them. The timing between e-mails varied as well, with teachers who were sampled later in data collection being contacted on a more condensed schedule.

Table 14. Teacher e-mail schedule: 2020–21

Mail-out wave	E-mail number and date													
	—	1	2	3	4	5	6	7	8	9	10	11	12	13
A, B	—	12/9	1/5	1/19	1/29	2/10	2/19	3/4	3/17	4/1	4/9	4/21 ³	4/30	—
C, D, E	12/22	1/7	1/19	2/1	2/11	2/23	3/5	3/17	3/30	4/14	4/21 ¹ , 4/23 ²	5/4	5/13	—
F	1/5	1/14	1/25	2/8	2/18	3/2	3/12	3/24	4/6	4/21 ³	4/30	5/11	5/20	—
G	1/14	2/4	2/15	3/1	3/11	3/23	4/1	4/14	4/22 ¹	4/26	5/12	5/21	6/1	6/10
H	—	1/28	2/18	3/1	3/15	3/25	4/6	4/21 ³	4/28	5/11	5/26	6/4	6/15	6/24
I	—	2/11	3/4	3/15	3/29	4/8	4/20 ² , 4/21 ¹	4/30	5/12	5/25	6/2	6/9	6/17	—
J	—	2/25	3/18	3/29	4/12	4/21 ¹ , 4/22 ²	4/27	5/7	5/19	6/1	6/9	—	6/17	—
K	—	3/11	3/25	4/8	4/19 ² , 4/21 ¹	4/27	—	5/7	5/19	6/1	6/9	—	6/21	—
L	—	4/7	4/16	4/21 ¹ , 4/23 ²	5/3	5/11	—	—	5/19	6/1	6/9	—	6/21	—
M	—	5/19	5/21	—	—	6/1	—	—	6/7	6/11	6/16	6/22	6/24	—

¹ Public school teachers received an e-mail with the NEA endorsement as an attachment in lieu of the planned e-mail on an alternate date or in addition to the regularly planned e-mail (wave G).

² Private school teachers received the regularly planned e-mail.

³ Both public school and private school teachers received an e-mail on the same date; however, public school teachers received the NEA endorsement e-mail in lieu of the regularly planned e-mail.

NOTE: Teacher reminder e-mails were sent during the 2020–21 school year, specifically between December 2020 and June 2021. Years are omitted in the table above for readability.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Telephone Follow-up Operations

Trained telephone interviewers contacted survey coordinators, school principals, and other knowledgeable school staff during the data collection process. In addition to the screener telephone operation previously discussed, there were five telephone operations.

The Tucson Contact Center (TCC) staff conducted the telephone operations using WebCATI to schedule the calls. Interviewers recorded the outcome of each call attempt (e.g., ring no answer, answering machine message left, etc.) and captured the current status of each questionnaire included in the operation (e.g., respondent will mail, teacher no longer works at this school, respondent refused).

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

Mail Confirmation Telephone Operation

Schools identified as priority schools and schools without vendor-purchased teacher lists were included in the mail confirmation telephone operation. The TCC conducted the mail confirmation telephone operation from October 13 through October 26, 2020. Interviewers contacted the survey coordinator established during the Screener interview, the school principal, or another knowledgeable staff member to inform them about the survey, alert them that a package had been mailed to the school, confirm receipt of the survey materials, and answer any questions they may have about the survey or their school's participation.

Telephone Reminder Operation, Phases 1 and 2

Schools that had not completed their TLF were included in either phase 1 or phase 2 of the telephone reminder operation. The TCC contacted schools without vendor-purchased teacher lists during phase 1, from November 9 through November 20, 2020. The TCC contacted schools with vendor-purchased teacher lists during phase 2, from December 2 through December 16, 2020.

During both operations, interviewers contacted the survey coordinator, school principal, or other knowledgeable staff member to remind them to complete their TLF or to complete the TLF over the phone with the respondent using the online instrument. The interviewers also reminded school staff to complete the Principal Questionnaire and/or School Questionnaire, if applicable.

Following phases 1 and 2 of the telephone reminder operation, teachers were sampled from publicly available data, including both the vendor-purchased teacher lists and lists compiled from web research, if the school had not completed the TLF by January 20, 2021.

Telephone Reminder Operation, Phase 3

The TCC conducted phase 3 of the telephone reminder operation from January 19 through March 26, 2021. Interviewers contacted schools without publicly available teacher data that had not completed their TLF, as well as schools with outstanding Principal and/or School Questionnaires. Interviewers also followed up on outstanding Teacher Questionnaires for teachers in waves A through F. Teachers in waves G through J were added to the operation on a flow basis after they were contacted by e-mail or mail. Interviewers attempted to speak with the survey coordinator, school principal, or another knowledgeable respondent to determine the status of outstanding questionnaires and to ask them to remind the appropriate staff to complete and return the questionnaires as soon as possible.

Telephone Reminder Operation, Phase 4

The TCC conducted phase 4 of the telephone reminder operation from April 12 through May 21, 2021. Interviewers contacted schools with outstanding Principal, School, and/or Teacher Questionnaires for teachers in waves A through L. The operation was extended through June 25, 2021, for public principal and school questionnaires for schools in late-approving districts, teachers in wave M, and public school teachers in

schools with select characteristics or located in states that were in danger of not meeting NCES standards for reportability.

During this operation, interviewers attempted to contact the school principal or another knowledgeable respondent to remind them to complete or have their staff complete their Principal, School, and/or Teacher Questionnaires. Interviewers also attempted to verify or collect teachers' e-mail addresses to ensure that the teachers could be reached by e-mail. Interviewers were able to complete the appropriate questionnaires over the telephone using the internet questionnaire instruments at the respondents' request.

Accepting Refusals

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

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

Response Rates

Table 15 shows the unweighted response rates of each questionnaire by month. These rates differ from the unweighted final response rates, as those were determined after the data were edited and completeness checks were performed.

Table 15. Cumulative unweighted response rates (in percent) during data collection, by date and questionnaire: 2020–21

Questionnaire	Response rates achieved by various dates										
	10/8/20	11/3/20	12/1/20	1/5/21	2/2/21	3/2/21	4/6/21	5/4/21	6/1/21	7/6/21	8/3/21
Public School Principal Questionnaire	2.6	23.5	34.5	42.9	47.4	49.5	60.2	62.3	65.0	65.7	65.7
Private School Principal Questionnaire	3.0	21.7	32.3	38.1	42.4	44.9	55.5	57.4	59.6	60.4	60.6
Public School Questionnaire	2.3	21.4	31.6	39.7	43.8	47.5	57.4	59.9	62.6	63.2	63.2
Private School Questionnaire	0	14.8	22.0	39.1	43.6	49.0	55.8	57.7	59.8	60.7	60.8
Public School Teacher Listing Form	1.6	17.7	27.3	37.9	78.9 ¹	82.8	85.2	85.4	86.0	86.0	86.0
Private School Teacher Listing Form	2.0	17.5	27.0	35.2	68.8 ¹	73.0	74.9	75.1	75.2	75.2	75.2
Public School Teacher Questionnaire				18.9	20.1	28.9	45.4	50.4	54.5	57.0	57.1
Private School Teacher Questionnaire				16.0	19.7	28.3	44.9	50.2	53.9	55.8	56.0

¹ Publicly available teacher data were added at this time.

NOTE: The response rates for the Teacher Questionnaire were calculated based on the number of teachers that had been sampled by each date. The total teacher sample was drawn by 5/17/21; therefore, response rates beginning on 6/1/21 reflect the response rate for all sampled teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “School Control Database” and “Teacher Control Database,” 2020–21.

Evaluation of Methodological Experiments

A variety of methods to improve response rates for all questionnaires, as well as increase the proportion of early responses for the TLF, have been implemented during previous iterations of the SASS and NTPS. These strategies include in-person data collection for all questionnaires (2003–04 SASS); primarily mail-based data collection with an early in-person follow-up operation focusing on teacher lists (2007–08 SASS); collection of teacher lists electronically from public school districts (2011–12 SASS); collection of teacher lists electronically from sampled schools (2014–15 NTPS Pilot Test); collection of school-level questionnaires via internet instruments (2015–16 NTPS); and collection of TLFs using prepopulated forms (2017–18 NTPS). There were benefits and drawbacks to each of these methods. The 2020–21 NTPS sought to use knowledge gained from these previous administrations to improve the data collection methodology. As noted, the 2020–21 NTPS utilized a combination of internet reporting and mail-based methodology for the questionnaires, with a variety of telephone follow-up operations.

The data collection methodology included several experiments meant to inform future collections, including:

- the impact of revising contact materials on survey response rates;
- the impact of collecting teacher lists using prepopulated TLFs (via an internet instrument or paper form) on TLF response rates and Teacher Questionnaire response rates; and
- the impact of offering nonmonetary incentives (compared with monetary or no incentives) on Teacher Questionnaire response rates.

The following sections discuss these elements.

Revised Contact Materials for the School Mail-outs

The 2020–21 NTPS included two versions of letters to principals and school coordinators to determine whether modifying contact materials to emphasize the values of the study and the benefits of participating could increase response rates compared with letters like those used in past NTPS administrations. As discussed previously, the traditional and modified letter versions were used for the Screener and the initial and second mail-outs.

Table 16 provides the number of schools within each treatment group, as well as the overall School Questionnaire, Principal Questionnaire, and TLF response rates for the letter version experiment at two different time points during data collection for both public and private schools. The response rates were calculated at the time of the third mail-out (when schools had received all of the treatment letters) and at the end of data collection. These rates differ from the unweighted final response rates, as those were determined after the data were edited and completeness checks were performed.

Table 16. Public and private school-level unweighted response rates for the letter version experiment: 2020–21

School type and treatment group	Number of schools	School Questionnaire		Principal Questionnaire		Teacher Listing Form	
		At 3rd mail-out	Final	At 3rd mail-out	Final	At 3rd mail-out	Final
Public							
Traditional letter	4,724	34.79	66.00	37.27	68.33	49.01	49.43
Modified letter	4,727	32.57 ¹	64.90	36.22	67.65	29.11	49.00
Private							
Traditional letter	1,467	21.74	59.85	31.32	59.51	27.53	44.58
Modified letter	1,401	22.18	61.74	33.33	61.67	26.54	46.61

¹Significantly different from the Traditional Letter Group, with $\alpha = 0.05$

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “School Control Database” and “Teacher Control Database,” 2020–21.

Table 16 shows that the different letter versions did not have a significant overall effect on the school’s willingness to respond to the school-level questionnaires, with only one exception. At the time of the third mail-out, public schools that received the modified letter had responded to the School Questionnaire at a slightly lower rate when compared with the public schools that received the traditional letters; however, by the end of data collection there was no longer a significant difference between the groups. For private schools, there were no significant response differences among the treatment groups for the questionnaires or the TLF at either time point. These results show that modifying the letters for the early school-level mail-out and e-mail contacts did not encourage increased response, but it also did not discourage schools from responding as they otherwise would have had they received the traditional letters.

Use of Prepopulated TLFs

As discussed previously, the 2020–21 NTPS used vendor-purchased teacher lists to prepopulate the electronic TLF via the NTPS Respondent Portal for most public and private schools with available data. The use of prepopulated TLFs was offered to respondents in a split-panel manner to assess the impact of offering schools a prepopulated TLF on TLF response and in order to determine whether there was a difference in the quality of data provided on prepopulated and blank TLF forms. A subset of the schools with acceptable vendor data were offered their prepopulated TLF via the web portal, while the remaining schools with acceptable vendor data were offered the traditional Excel upload and manual entry options. The prepopulated TLF within the web portal was available to the selected schools throughout the duration of data collection. Nonselected schools or schools without acceptable vendor data could only respond via the web portal by uploading the

traditional Excel template after completing it or by manually entering each teacher’s information into the web portal itself. In addition, the selected schools received a prepopulated paper TLF at the time of the third school mail-out, and the nonselected schools or schools without acceptable vendor data received the traditional blank paper TLF.

Table 17 provides the number of schools within each treatment group, as well as the TLF response rates for the schools included in the prepopulated TLF experiment at two different time points during data collection for both public and private schools. The response rates were calculated at the time of the third mail-out, when schools were mailed the paper TLF, and at the end of TLF data collection. Following TLF data collection, vendor-purchased teacher lists for nonresponding schools were used for teacher sampling, so these response rates include only TLFs completed by schools. Because this experiment included only schools for which vendor data was available, the overall TLF response rate that included both school-completed TLFs and supplemental vendor data was 100 percent.

Table 17. Unweighted self-completed response rates for the prepopulated Teacher Listing Form (TLF) experiment: 2020–21

School type and treatment group	Number of schools	Teacher Listing Form response rate	
		At 3rd mail-out	All
Public			
Prepopulated TLF	6,262	34.86 ¹	48.91 ¹
Blank TLF	1,170	20.67	41.28
Private			
Prepopulated TLF	1,382	38.72 ¹	53.26 ¹
Blank TLF	364	21.98	41.48

¹ Significantly different from the “Blank TLF” group, with $\alpha = 0.05$.

NOTE: TLF response rates are for school-completed TLFs only; vendor-purchased teacher lists are not included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “School Control Database,” 2020–21.

Looking at the table, for both public and private schools, the schools that received the prepopulated TLF within the web portal responded at a significantly higher rate when compared with the schools that received the blank TLF. This significant difference was present at the time of the third mail-out, when schools were sent the prepopulated paper TLF, in addition to having the prepopulated TLF available within the web portal. This shows that schools were more willing to review and confirm the prepopulated TLF, as opposed to filling out a blank TLF, particularly earlier on in data collection, where the difference in response rates is greater than it is by the end of data collection.

Given the significant differences in the response rates between the schools that received the prepopulated TLF when compared with the schools that received the blank TLF, the effect of providing the prepopulated TLF on the schools’ response timeliness was also evaluated. Each school’s time to respond was calculated as the number of days that occurred between when the school was first contacted and when the school completed the TLF. Table 18 summarizes the median and mean days between the first contact and response for the public and private schools, as well as the 75th percentile and the 95th percentile, in order to understand the distribution for response timeliness.

Table 18. Days to respond to the TLF for public and private schools: 2020–21

School type and treatment group	Number of schools	Median	Mean	Standard deviation	75th percentile	95th percentile
Public						
Prepopulated TLF	3,057	30 ¹	38.89	27.94	64	93
Blank TLF	438	50	47.81	27.84	70	94
Private						
Prepopulated TLF	736	30 ¹	37.32	27.86	64	93
Blank TLF	132	37.5	48.38	32.48	71	105

¹ Significantly different from the “Blank TLF” group, with $\alpha = 0.05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “School Control Database,” 2020–21.

Based on the Mood’s median test, providing the prepopulated TLF had a significant effect on both public and private schools’ timeliness returning the completed TLF. Public schools that received the prepopulated TLF returned the TLF 20 days earlier than schools that received the blank TLF, on average. Private schools that received the prepopulated TLF returned the TLF 7.5 days earlier than schools that received the blank TLF, on average.

These results show that incorporating the prepopulated TLF led to a positive effect on the completed TLF response rate and improved response timeliness for both the public and the private schools.

To determine whether providing schools with prepopulated TLFs has a downstream effect at the teacher level, Teacher Questionnaire response rates were also calculated within each experimental group. Results¹⁷ show that there was no significant difference in response rates to the Teacher Questionnaire based on the type of TLF that was self-completed by their school. However, because the use of vendor data was relatively lower for schools assigned to the prepopulated group, the overall response rate for teachers within schools assigned to receive prepopulated TLFs was higher than for teachers within schools assigned to receive the blank TLFs. These findings further support the expanded use of prepopulated TLFs.

In order to empirically measure the quality of these TLFs, a validation study was originally planned for the spring of 2021 to verify the accuracy of TLF data. It was to be conducted by staff in the Census Bureau’s contact centers for a subsample of schools—approximately 100 schools from each TLF submission method. This study was canceled due to the coronavirus pandemic and its impact on schools.

Use of Incentives

The 2020–21 NTPS included an incentive experiment designed to test the impact of offering a monetary or nonmonetary incentive in the initial mailed package on survey response. Two types of incentives were given to respondents in an experimental manner: a prepaid \$5 cash monetary incentive or a nonmonetary incentive (an education-themed canvas tote bag). The nonmonetary incentive was further separated into two groups, differentiated by whether the survey coordinator, who was asked to distribute the individually sealed teacher packages, also received a tote bag. A “no incentive” treatment was included to assess the impact of the nonmonetary incentive over no incentive. This group was further separated into two groups by the format of the initial teacher invitation: a pressure-sealed mailer or a letter inside of a large windowed envelope.

The incentive experiment was implemented as designed for teachers in the first two data collection waves (A and B). Mail packages for teachers in data collection waves C through E were streamlined to reduce the

¹⁷ For detailed results, see presentation slides from the 2022 Federal CASIC workshops titled “Is this information correct? Assessing the burden and data quality tradeoffs of using extant data,” located at https://www.census.gov/fedcas/cic2022/pdf/6A_Spiegelman.pdf.

burden associated with preparing complex packages. While the teacher treatments for these waves remained the same, all packages were mailed directly to the sample teacher rather than to the survey coordinator if one had been established; thus, the nonmonetary incentive to the survey coordinator was eliminated.

The prepaid monetary incentive and nonmonetary incentives were discontinued beginning with wave F, and the incentive type was changed to a promised monetary incentive for completing the questionnaire. Teachers in waves A through E were sampled from schools that completed TLFs early in data collection and may be considered some of the easiest to reach schools. Findings from those teachers cannot necessarily be applied to all teachers, particularly teachers who are known to be hard to reach. In addition, in the fall of 2020, many teachers were not physically present at their schools to receive mailed packages, reducing the percentage of teachers who physically received the experimental treatment to which they were assigned. Results should be interpreted with caution.

Table 19 provides the number of teachers within each treatment group, as well as the teacher questionnaire response rates for three different time points during data collection for both public and private schools for teachers in collection waves A through E. The response rates were calculated after the fourth reminder e-mail (prior to the first paper questionnaire mailing), after the second paper questionnaire mailing, and at the end of data collection.

Table 19. Unweighted response rates for public and private school teachers in waves A through E by experimental group: 2020–21

Collection wave, school type, and treatment group	Number of teachers	Teacher Questionnaire response rate		
		Prior to first paper quest. mailing	After second paper quest. mailing	End of data collection
Waves A and B				
Public				
Cash incentive	5,575	65.6 ^{*†^‡}	80.0 ^{*†^‡}	82.3 ^{*†^‡}
Nonmonetary incentive (teachers only)	1,242	57.5	74.1	77.7
Nonmonetary incentive (teachers and coordinators)	1,422	55.8 [*]	73.5	77.0
Pressure-sealed mailer	1,190	55.3 [*]	71.8	75.5
Control (large envelope)	1,281	59.7	73.8	77.2
Private				
Cash incentive	490	59.3 [^]	78.8 ^{^^}	81.3 ^{^^}
Nonmonetary incentive (teachers only)	n/a			
Nonmonetary incentive (teachers and coordinators)	443	52.7	72.5	74.7
Control (large envelope)	412	53.5	71.1	75.3
Waves C, D, and E				
Public				
Cash incentive	4,473	50.9 ^{*†‡}	68.9 ^{*†}	72.3 [‡]
Nonmonetary incentive (teachers only)	2,502	44.7 ^{*†}	69.1 ^{*†}	73.2 ^{*†}
Pressure-sealed mailer	1,153	38.9 [*]	62.0 [*]	66.9 [*]
Control (large envelope)	1,029	40.9	64.7	69.3
Private				
Cash incentive	478	48.9 ^{*†}	69.8 [*]	74.4 [*]
Nonmonetary incentive (teachers only)	341	41.2	65.3 [*]	70.2 [*]
Control (large envelope)	372	39.6	57.8	61.7

* Significantly different from the control group, with $\alpha = 0.05$.

† Significantly different from the nonmonetary incentive (teachers only) group, with $\alpha = 0.05$.

^ Significantly different from the nonmonetary incentive (teachers and coordinator) group, with $\alpha = 0.05$.

‡ Significantly different from the pressure-sealer group, with $\alpha = 0.05$.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Teacher Control Database," 2020–21.

As noted above, teacher in waves A through E are not representative of all teachers, and not all teachers experienced the full effect of the treatment group to which they are assigned. These waves, particularly A and B, include teachers at schools that are likely to be particularly favorable to the NTPS.

Table 19 shows that within waves A and B, both public and private school teachers who were assigned to receive the cash incentive responded at a significantly higher rate than teachers within every other experimental treatment group for the duration of data collection, with the exception of private schools at the time of the first paper questionnaire mail-out. For both public and private school teachers within waves A and B, the nonmonetary incentive, sent to teachers alone or to teachers and survey coordinators, did not encourage more teachers to respond when compared with the control group. Finally, sending the pressure-sealer in place of the traditional initial mail-out, although it did not encourage more response, did not significantly discourage response.

For waves C through E, the cash incentive also encouraged a significant increase in response for public and private school teachers, when compared with sending no incentive or the pressure-sealer. The nonmonetary incentive encouraged a similar increase in response to the cash incentive for public school teachers. The nonmonetary incentive also encouraged a significant increase in response when compared with the control group and the group that received the pressure-sealer for both public and private school teachers. Interestingly, contrary to the results for waves A and B, for waves C through E, sending the pressure-sealer discouraged public teachers significantly from responding when compared with sending the traditional mail-out with no incentives.

Results for the early sampled public and private school teachers demonstrate that providing a cash incentive remains the most effective tool for encouraging increased response for the duration of data collection. While sending the nonmonetary incentive to teachers was also effective at encouraging increased response for public and private school teachers within waves C through E, this result is specific to sending all initial teacher packages directly to the teachers, as opposed to the established survey coordinators.

Chapter 5. Response Rates

This chapter presents the survey response rates for the 2020–21 NTPS. First, the unit response rates are presented in detail. Next, the item response rates for each survey type are summarized, followed by the nonresponse bias analyses that were conducted both on the unit and on specific items with under 85 percent response for this NTPS. Major findings are presented.

Unit Response Rates

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

The unweighted, base weighted, and base weighted overall (i.e., across all stages of selection for teachers) response rates for each data file are listed in table 20. Table 21 provides the base weighted response rates by selected characteristics for public schools, principals, and teachers. Table 22 provides the base weighted response rates by selected characteristics for private schools, principals, and teachers. The response rates are useful as an indication of possible nonresponse bias. The unweighted response rates provide a general indication of the success of the data collection effort, while the base weighted response rates provide a measure of the quality of the data and the potential for nonresponse bias.

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

Table 20. Unweighted and base weighted response rates and weighted overall response rates in percent, by survey population: 2020–21

Survey population	Unweighted response rate	Weighted response rate	Weighted overall response rate ¹
Public school	64.0	65.6	†
Private school	61.0	61.4	†
Public school principal	66.6	68.0	†
Private school principal	61.2	61.7	†
Public School Teacher Listing Form	86.9	88.2	†
Private School Teacher Listing Form	75.3	71.8	†
Public school teacher	61.6	62.4	55.0
Private school teacher	60.2	60.6	43.5

† Not applicable.

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

NOTE: Response rates were weighted using the base weight, which is the product of the inverse of the probability of selection (initial basic weight) and sampling adjustment factor.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 21. Base weighted response rates in percent for public schools, principals, and teachers, by selected characteristics: 2020–21

Selected characteristic	Schools	Principals	Teachers		Overall teacher response rate ²
			Teacher Listing Form ¹	Teacher Questionnaire	
Total	65.6	68.0	88.2	62.4	55.0
Charter Status					
Charter	63.4	66.7	75.4	59.5	44.8
Noncharter	65.8	68.1	89.3	62.6	55.9
School Enrollment					
Less than 100	69.5	71.7	73.9	65.2	48.2
100 to less than 200	71.6	73.8	88.7	69.9	62.0
200 to less than 500	67.9	70.4	91.0	66.1	60.2
500 to less than 750	63.6	66.3	89.0	63.9	56.9
750 to less than 1,000	61.3	63.3	86.8	60.8	52.7
1,000 or more	57.3	59.9	87.7	56.0	49.1
Percent Non-White					
Less than 5 percent	76.9	80.2	93.2	73.8	68.8
5 to less than 10 percent	76.2	79.9	95.0	75.0	71.2
10 to less than 20 percent	75.3	77.3	93.0	70.3	65.4
20 to less than 30 percent	72.3	72.5	90.8	68.3	62.0
30 to less than 50 percent	66.7	69.2	89.9	65.5	58.9
50 percent or more	57.0	59.7	83.6	54.5	45.5
Percent Free Lunch Eligible					
Less than 35 percent	66.8	69.3	88.6	65.5	58.0
35 to less than 50 percent	71.9	71.8	91.5	66.5	60.9
50 to less than 75 percent	68.1	70.9	88.8	63.6	56.5
75 percent or more	57.4	61.2	84.9	53.5	45.4
Locale					
City	51.9	55.2	81.2	53.8	43.7
Suburb	64.4	66.5	88.8	61.9	55.0
Town	76.6	79.1	92.6	71.0	65.7
Rural	76.0	78.1	92.7	70.3	65.1

See notes at end of table.

Table 21. Base weighted response rates in percent for public schools, principals, and teachers, by selected characteristics: 2020–21—Continued

Selected characteristic	Schools	Principals	Teachers		
			Teacher Listing Form ¹	Teacher Questionnaire	Overall teacher response rate ²
Pupil–Teacher Ratio					
Less than 10	67.4	69.0	78.9	64.4	50.8
10 to less than 15	66.7	69.4	89.8	62.6	56.2
15 to less than 20	64.9	67.8	89.4	62.8	56.2
20 or more	63.9	65.2	86.2	60.6	52.3
School Level³					
Elementary	65.8	68.0	90.2	64.1	57.8
Middle	66.7	68.4	89.7	63.3	56.8
High/secondary	61.4	65.3	85.7	58.3	50.0
Combined/other	71.8	74.0	79.3	65.1	51.6
Region					
Northeast	64.2	66.3	90.8	58.8	53.3
Midwest	73.0	75.3	93.1	69.8	64.9
South	61.4	64.5	85.4	59.8	51.0
West	65.3	67.2	85.8	63.2	54.3
Number of Teachers					
Less than 10	69.4	71.5	75.8	64.4	48.8
10 to less than 25	70.2	72.9	90.5	67.7	61.2
25 to less than 50	64.3	66.5	90.0	64.5	58.0
50 to less than 75	59.2	62.5	87.5	59.4	52.0
75 or more	56.6	59.0	86.8	55.1	47.8
Title I Status					
Title I program	64.1	66.9	88.9	60.1	53.4
Title I–noneligible	64.5	66.3	83.4	63.9	53.3
Title I–eligible but no Title I program	72.2	74.5	93.5	67.1	62.7
Source of the TLF					
Electronic verification	†	†	†	75.5	†
Manual entry	†	†	†	75.8	†
Uploaded template	†	†	†	70.4	†
Uploaded nontemplate	†	†	†	50.6	†
Prepopulated paper	†	†	†	64.8	†
Blank paper	†	†	†	60.2	†
Vendor list	†	†	†	52.7	†
Clerical research	†	†	†	42.8	†

See notes at end of table.

Table 21. Base weighted response rates in percent for public schools, principals, and teachers, by selected characteristics: 2020–21—Continued

Selected characteristic	Schools	Principals	Teachers		
			Teacher Listing Form ¹	Teacher Questionnaire	Overall teacher response rate ²
Subject taught					
Special education	†	†	†	65.2	†
General elementary	†	†	†	65.4	†
Math	†	†	†	63.0	†
Science	†	†	†	63.5	†
English/language arts	†	†	†	63.6	†
Social studies	†	†	†	59.6	†
Vocational/technical	†	†	†	60.6	†
Other	†	†	†	58.0	†
Not reported	†	†	†	44.2	†
State					
Alabama	76.6	77.8	93.8	68.3	64.1
Alaska	63.0	59.5	94.7	38.9	36.8
Arizona	70.2	73.6	89.9	64.5	58.0
Arkansas	78.0	80.2	93.8	69.8	65.5
California	60.8	61.9	83.3	54.9	45.7
Colorado	56.6	61.0	84.5	69.0	58.3
Connecticut	67.1	68.8	94.3	61.1	57.6
Delaware	59.6	62.9	96.3	53.0	51.1
District of Columbia	27.2	39.2	62.0	31.2	19.3
Florida	59.3	65.1	87.8	58.4	51.3
Georgia	62.3	63.2	88.3	63.4	56.0
Hawaii	84.1	87.0	93.6	74.9	70.1
Idaho	85.6	86.9	93.9	84.1	78.9
Illinois	73.2	76.3	95.1	66.2	62.9
Indiana	74.6	75.0	93.2	72.0	67.1
Iowa	70.4	68.9	96.3	73.6	70.9
Kansas	75.6	77.8	93.4	77.5	72.4
Kentucky	64.2	62.2	79.3	72.2	57.3
Louisiana	66.9	65.3	85.6	59.8	51.2
Maine	88.2	87.1	97.1	76.2	74.0
Maryland	31.3	34.7	54.7	54.9	30.1
Massachusetts	64.9	66.8	90.0	61.0	54.9
Michigan	73.2	74.6	93.3	71.2	66.4
Minnesota	67.5	69.6	84.1	68.5	57.6
Mississippi	75.9	78.6	85.7	64.9	55.6
Missouri	75.5	79.2	93.4	68.6	64.1
Montana	83.2	83.8	89.0	76.9	68.4
Nebraska	70.0	69.3	86.1	73.0	62.9
Nevada	67.6	70.6	91.5	63.6	58.1
New Hampshire	72.8	77.7	97.4	71.6	69.7
New Jersey	66.0	66.6	84.7	56.2	47.6

See notes at end of table.

Table 21. Base weighted response rates in percent for public schools, principals, and teachers, by selected characteristics: 2020–21—Continued

Selected characteristic	Schools	Principals	Teachers		
			Teacher Listing Form ¹	Teacher Questionnaire	Overall teacher response rate ²
New Mexico	72.8	71.2	94.0	63.4	59.6
New York	56.2	57.6	94.4	50.2	47.4
North Carolina	58.2	67.8	87.4	67.7	59.2
North Dakota	87.5	90.7	91.9	72.9	67.0
Ohio	76.3	77.1	94.8	68.5	64.9
Oklahoma	72.3	83.7	94.4	71.6	67.6
Oregon	78.0	85.8	94.5	73.8	69.7
Pennsylvania	65.8	70.6	87.8	68.4	60.1
Rhode Island	64.6	72.4	90.6	63.7	57.7
South Carolina	65.6	65.5	95.4	65.7	62.6
South Dakota	64.8	71.4	92.8	72.4	67.2
Tennessee	66.8	68.9	95.2	65.7	62.5
Texas	55.2	57.4	80.5	50.6	40.7
Utah	87.2	84.3	96.1	85.4	82.1
Vermont	81.6	81.8	83.3	75.0	62.4
Virginia	68.6	68.5	89.6	60.6	54.4
Washington	52.2	56.3	72.4	69.3	50.2
West Virginia	73.3	78.4	87.5	67.4	59.0
Wisconsin	69.4	76.2	96.5	69.5	67.0
Wyoming	73.8	76.3	93.2	71.3	66.5

† Not applicable.

¹ This includes Teacher Listing Forms collected from schools, during clerical operations, and from vendor data.

² Base-weighted Teacher Questionnaire response rate times the base-weighted Teacher Listing Form response rate, by the levels of each frame characteristic. Overall response rates were not calculated for Source of the TLF and Subject Taught because those were reported on the Teacher Listing Form only.

³ For reporting of response rates, school grade levels for public schools were defined in the following way. 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. The school level variable used for public school sampling, weighting, and reporting of response rates was created from the public school sampling frame (the Common Core of Data Nonfiscal School Universe data file). It differs from the school level analysis variable, which was created using information about the specific grades taught at the school as reported on the NTPS School Questionnaire. These two variables are similar but not identical among responding public schools; more than 95 percent of responding schools reported a school level that was consistent with their school level on the sampling frame. Because the analysis variable was created from questionnaire data rather than the sampling frame and is therefore unavailable for nonresponding schools, response rates are not available by this variable.

NOTE: Response rates were weighted using the base weight, which is the product of the inverse of the probability of selection (initial basic weight) and sampling adjustment factor.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 22. Base weighted response rates in percent for private schools, principals, and teachers, by selected characteristics: 2020–21

Selected characteristic	Schools	Principals	Teachers		
			Teacher Listing Form ¹	Teacher Questionnaire	Overall teacher response rate ²
Total	61.4	61.7	71.8	60.6	43.5
Affiliation (3-level)					
Catholic	71.2	73.1	89.2	67.1	59.9
Other religious	56.0	55.5	62.9	54.3	34.2
Nonsectarian	62.1	62.4	71.4	61.4	43.8
Affiliation (11-level)					
Catholic—parochial	75.5	79.5	94.8	69.6	66.0
Catholic—diocesan	74.0	74.6	90.0	67.3	60.6
Catholic—private	54.0	54.7	74.5	63.6	47.4
Baptist	58.5	53.7	64.0	54.8	35.1
Jewish	46.3	44.5	39.9	46.3	18.4
Lutheran	84.6	82.3	96.1	74.6	71.7
Seventh-day Adventist	75.2	75.5	84.3	64.9	54.8
Other religious	50.4	51.1	58.3	52.5	30.6
Nonsectarian—regular	55.2	55.4	68.0	60.0	40.8
Nonsectarian—special emphasis	66.5	67.6	73.4	65.5	48.1
Nonsectarian—special education	69.0	68.3	74.8	63.5	47.5
School enrollment					
Less than 100	56.7	56.3	59.5	59.1	35.1
100 to less than 200	71.1	71.5	85.0	64.1	54.5
200 to less than 500	64.5	66.4	83.5	61.1	51.0
500 to less than 750	55.8	55.5	83.6	57.6	48.1
750 or more	55.1	56.2	67.2	59.0	39.6
Locale					
City	60.4	61.9	76.3	58.3	44.5
Suburb	64.0	64.4	75.3	62.1	46.7
Town	77.5	77.2	82.9	69.4	57.5
Rural	52.5	51.4	55.3	59.3	32.8
School level³					
Elementary	70.1	70.7	78.5	64.3	50.5
Secondary	69.4	66.8	85.4	63.1	53.8
Combined	49.1	49.9	60.7	56.5	34.3

See notes at end of table.

Table 22. Base weighted response rates in percent for private schools, principals, and teachers, by selected characteristics: 2020–21—Continued

Selected characteristic	Schools	Principals	Teachers		
			Teacher Listing Form ¹	Teacher Questionnaire	Overall teacher response rate ²
Region					
Northeast	51.5	50.6	60.1	57.2	34.4
Midwest	68.8	66.9	76.2	69.6	53.0
South	61.8	63.8	72.3	59.7	43.2
West	62.8	64.7	79.2	55.6	44.0
Number of teachers					
Less than 5	47.1	45.1	46.9	49.2	23.0
5 to less than 15	69.1	69.3	77.4	63.6	49.2
15 to less than 30	66.6	69.5	84.7	61.8	52.4
30 to less than 50	62.8	63.4	80.9	60.7	49.1
50 or more	51.4	51.7	74.8	58.3	43.6
Source of the TLF					
Electronic verification	†	†	†	74.3	†
Manual entry	†	†	†	72.7	†
Uploaded template	†	†	†	69.6	†
Uploaded nontemplate	†	†	†	61.3	†
Prepopulated paper	†	†	†	63.3	†
Blank paper	†	†	†	51.0	†
Vendor list	†	†	†	46.7	†
Clerical research	†	†	†	35.2	†
Subject taught					
Special education	†	†	†	65.2	†
General elementary	†	†	†	62.1	†
Math	†	†	†	62.9	†
Science	†	†	†	67.0	†
English/language arts	†	†	†	64.6	†
Social studies	†	†	†	59.0	†
Vocational/technical	†	†	†	56.2	†
Other	†	†	†	56.9	†
Not reported	†	†	†	46.2	†

† Not applicable.

¹ This includes Teacher Listing Forms collected from schools, during clerical operations, and from vendor data.² Base-weighted Teacher Questionnaire response rate times the base-weighted Teacher Listing Form response rate, by the levels of each frame characteristic. Overall response rates were not calculated for Source of the TLF and Subject Taught because those were reported on the Teacher Listing Form.³ For reporting of response rates, school grade levels for private schools were defined in the following way. Elementary schools are those with any of grades K–6 and none of grades 9–12. Secondary schools have any of grades 7–12 and none of grades K–6. Combined schools are those schools with grade levels in both elementary and secondary grade levels or with all students in ungraded classrooms. The school level variable used for private school sampling, weighting, and reporting of response rates was created from the private school sampling frame (the Private School Universe Survey list frame and certainty area frame). It differs from the school level analysis variable, which was created using information about the specific grades taught at the school as reported on the NTPS Private School Questionnaire. These two variables are similar but not identical among responding private schools; more than 90 percent of responding schools reported a school level that was consistent with their school level on the sampling frame. Because the analysis variable was created from questionnaire data rather than the sampling frame and is

therefore unavailable for nonresponding schools, response rates are not available by this variable.

NOTE: Response rates were weighted using the base weight, which is the product of the inverse of the probability of selection (initial basic weight) and sampling adjustment factor.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Item Response Rates

Item response rates indicate the percentage of eligible respondents who answered a given survey question, or item, and they are calculated after a series of computer edits are completed, including the determination of the final Interview Status Recode (ISR). During the final ISR edit, a final determination of whether each case was eligible for the survey and, if so, whether sufficient data had been collected for each case to be classified as a complete interview is made. A final ISR code is assigned to each case as a result of this edit. Only records classified as complete interviews (ISR = 1) are eligible for inclusion in the item response rate calculations. See chapter 7 for a detailed discussion of the ISR requirement, by NTPS survey component.

Weighted item response rates are produced by dividing the number of sampled cases responding to an item by the number of sampled cases eligible to answer the item (among those responding to the survey), weighted using either the base weight or the final weight. The final weight for each respondent unit is the base weight adjusted for unit nonresponse and then adjusted to frame totals through ratio raking. See chapter 6 for further discussion of the weighting.

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

For the 2020–21 NTPS, the base-weighted item response rates ranged from 46.7 percent to 100 percent, and the final weighted item response rates ranged from 47.2 percent to 100 percent. For all six NTPS data files, between 84.0 and 100 percent of the items had a base-weighted response rate of 85 percent or higher, and between 81.9 and 100 percent of the items had a final weighted response rate of 85 percent or higher.

Table 23 provides a brief summary of the base-weighted item response rates, and exhibit 3 provides information about the NTPS items that have a base-weighted response rate below 70 percent. Similarly, table 24 provides a brief summary of the final weighted item response rates, and exhibit 4 provides information about the NTPS items that have a final weighted response rate below 70 percent.

Table 23. Summary of base weighted item response rates, by survey population: 2020–21

Survey population	Range of item response rates	Percent of items 85 percent or above	Percent of items 70 percent to less than 85 percent	
			Percent of items below 70 percent	
Public school	71.6–100.0	91.0	9.0	0.0
Private school	53.8–100.0	84.0	10.1	5.9
Public school principal	89.4–100.0	100.0	0.0	0.0
Private school principal	88.1–100.0	100.0	0.0	0.0
Public school teacher ¹	46.7–100.0	96.8	2.3	1.0
Private school teacher	77.3–100.0	97.2	2.8	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, and Private School Teacher Data Files,” 2020–21.

¹Details may not sum to 100 percent due to rounding.

Exhibit 3. Items with base-weighted response rate of less than 70 percent, by survey population: 2020–21

Survey population	Items
Public school	N/A
Private school	<p>Q2-1, 1/4: Around October 1, 2020, how many staff were teaching in grades K–12 and/or comparable ungraded levels at this school or program for at least ¼ time but less than ½ time?</p> <p>Q2-1, less than 1/4: Around October 1, 2020, how many staff were teaching in grades K–12 and/or comparable ungraded levels at this school or program for less than ¼ time?</p> <p>Q2-2h_2_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as English as a Second Language (ESL) or bilingual teacher aides?</p> <p>Q2-2h_4_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Library media center aides?</p> <p>Q2-2h_5_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Other classroom aides?</p> <p>Q2-2j_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Food service personnel?</p> <p>Q2-2k_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Custodial and maintenance personnel?</p> <p>Q2-2l_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Security guards or security personnel (not law enforcement)?</p> <p>Q2-2m_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as School Resource Officers (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)?</p> <p>Q2-2n_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Sworn law enforcement officers who are not School Resource Officers?</p> <p>Q2-2o_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Other employees not reported above?</p>
Public school principal	N/A
Private school principal	N/A
Public school teacher	<p>Q1-4: How much time do you work as a TEACHER in any of grades K–12 or comparable ungraded levels at THIS school?</p> <p>Q3-3d(3): in what year have you earned the SECOND Bachelor’s degree?</p> <p>Q8-8, amt: During the CURRENT SCHOOL YEAR, how much do or will you receive a retirement pension check paid from a teacher retirement system?</p>
Private school teacher	N/A

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, and Private School Teacher Data Files,” 2020–21.

Table 24. Summary of final weighted item response rates, by survey population: 2020–21

Survey population	Range of item response rates	Percent of items 85 percent or above	Percent of items 70 percent to less than 85 percent	Percent of items below 70 percent
Public school	71.6–100.0	91.8	8.2	0.0
Private school	53.3–100.0	81.9	12.8	5.3
Public school principal	88.9–100.0	100.0	0.0	0.0
Private school principal	87.6–100.0	100.0	0.0	0.0
Public school teacher	47.2–100.0	95.8	3.2	1.0
Private school teacher	76.6–100.0	96.0	4.0	0.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, and Private School Teacher Data Files,” 2020–21.

Exhibit 4. Items with final weighted response rates of less than 70 percent, by survey population: 2020–21

Survey population	Items
Public School	<p>N/A</p> <p>Q2-1, less than 1/4: Around October 1, 2020, how many staff were teaching in grades K–12 and/or comparable ungraded levels at this school or program for less than ¼ time?</p> <p>Q2-2h_2_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as English as a Second Language (ESL) or bilingual teacher aides?</p> <p>Q2-2h_4_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Library media center aides?</p> <p>Q2-2h_5_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as other classroom aides?</p> <p>Q2-2j_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Food service personnel?</p> <p>Q2-2k_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Custodial and maintenance personnel?</p> <p>Q2-2l_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Security guards or security personnel (not law enforcement)?</p> <p>Q2-2m_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as School Resource Officers (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)?</p> <p>Q2-2n_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as Sworn law enforcement officers who are not School Resource Officers?</p> <p>Q2-2o_FT: Around October 1, 2020, how many staff held full-time positions or assignments in this school as other employees not reported above?</p>
Private School	
Public School Principal	N/A
Private School Principal	N/A
Public School Teacher	<p>Q1-4: How much time do you work as a TEACHER in any of grades K–12 or comparable ungraded levels at THIS school?</p> <p>Q3-3d(3): in what year have you earned the SECOND Bachelor’s degree?</p> <p>Q8-8, amt: During the CURRENT SCHOOL YEAR, how much do or will you receive a retirement pension check paid from a teacher retirement system?</p>
Private School Teacher	N/A

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, and Private School Teacher Data Files,” 2020–21.

Nonresponse Bias Analysis

A comprehensive nonresponse bias analysis was conducted for the 2020–21 NTPS. The analysis evaluated the extent of potential bias introduced by nonresponse at both the unit and item levels and the extent to which nonresponse weighting adjustments mitigated bias at the unit level. All statistical tests in this analysis are done at the 5 percent significance level per NCES statistical standards.

Unit-Level Nonresponse Bias Analysis

Overview of Methodology

Statistical Standard 3-14 of the *NCES Statistical Standards* (U.S. Department of Education 2012) requires analysis of unit nonresponse bias for any survey stage with a base weighted response rate of less than 85 percent. The 2020–21 NTPS public and private school, principal, and teacher data files all failed to reach the 85 percent level. Comparisons between the total eligible sample and respondent populations were made

before and after the nonresponse weighting adjustments were applied in order to evaluate the extent to which the adjustments reduced or eliminated nonresponse bias. The following section explains the methodology and summarizes the conclusions.

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

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

where:

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

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

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

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

n_R = the number of respondent cases

n_{NR} = the number of nonrespondent cases

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

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

Another unit-free estimate of the bias is referred to as change in bias before and after nonresponse weighting adjustments using only the respondent data and computed as follows:

$$DIFF = abs(B(\bar{y}_{R2})) - abs(B(\bar{y}_{R1}))$$

where:

$B(\bar{y}_{R1})$ = the estimated bias before adjustment

$B(\bar{y}_{R2})$ = the estimated bias after adjustment

The extent of change in bias follows the following ranges in percentage points:

-0.10 or less—reduction in bias

(-0.10, 0.10)—negligible change in bias

0.10 or more—increase in bias

Nonresponse bias can exist for any survey variable; however, an estimate of bias can only be obtained if the value of the variable is known for the nonrespondent cases. For this reason, this chapter's analysis evaluates the sample distributions of variables on the NTPS frame. There are a number of variables available for each data file from the 2020–21 NTPS sampling frames. The variables used are presented in exhibit 5.

Exhibit 5. Variables used in the NTPS unit nonresponse bias analysis: 2020–21**Public Schools, Principals, and Teacher Listing Forms**

- *Charter status*: noncharter, charter
- *Enrollment*: less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 to less than 1000, 1000 or more
- *Percent of enrollment with race other than White*: less than 5 percent, 5 to less than 10 percent, 10 to less than 20 percent, 20 to less than 30 percent, 30 to less than 50 percent, 50 percent or more
- *Percent free or reduced-price lunch—eligible*: less than 35 percent, 35 to less than 50 percent, 50 to less than 75 percent, 75 percent or more
- *Locale*: city, suburb, town, rural
- *Pupil-teacher ratio*: less than 10, 10 to less than 15, 15 to less than 20, 20 or more
- *School level¹*: elementary, middle, high/secondary, combined/other
- *Region*: Northeast, Midwest, South, West
- *Number of teachers*: less than 10, 10 to less than 25, 25 to less than 50, 50 to less than 75, 75 or more
- *Title I status*: Title I program, Title I—noneligible, Title I—eligible but no Title I program
- *State*: 50 states and the District of Columbia

Public School Teachers

- *Charter status*: noncharter, charter
- *Enrollment*: less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 to less than 1000, 1000 or more
- *Percent of enrollment with race other than White*: less than 5 percent, 5 to less than 10 percent, 10 to less than 20 percent, 20 to less than 30 percent, 30 to less than 50 percent, 50 percent or more
- *Percent free or reduced-price lunch—eligible*: less than 35 percent, 35 to less than 50 percent, 50 to less than 75 percent, 75 percent or more
- *Locale*: city, suburb, town, rural
- *Pupil-teacher ratio*: less than 10, 10 to less than 15, 15 to less than 20, 20 or more
- *School level¹*: elementary, middle, high/secondary, combined/other
- *Region*: Northeast, Midwest, South, West
- *Number of teachers*: less than 10, 10 to less than 25, 25 to less than 50, 50 to less than 75, 75 or more
- *Title I status*: Title I program, Title I—noneligible, Title I—eligible but no Title I program
- *Source of the TLF*: electronic verification, manual entry, uploaded template, uploaded nontemplate, prepopulated paper, blank paper, vendor list, clerical research
- *Subject taught*: special education, general elementary, math, science, English/language arts, social studies, vocational/technical, other, not reported
- *State*: 50 states and the District of Columbia

Private Schools, Principals, and Teacher Listing Forms

- *Affiliation (11 levels)*: Catholic—parochial, Catholic—Diocesan, Catholic—private, Baptist, Jewish, Lutheran, Seventh-day Adventist, other religious, nonsectarian—regular, nonsectarian—special emphasis, nonsectarian—special education
- *Affiliation (3 levels)*: Catholic, other religious, nonsectarian
- *Enrollment*: less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 or more
- *Locale*: city, suburb, town, rural
- *School level²*: elementary/middle, high/secondary, combined/other
- *Region*: Northeast, Midwest, South, West
- *Number of teachers*: less than 5, 5 to less than 15, 15 to less than 30, 30 to less than 50, 50 or more

See notes at end of table.

Exhibit 5. Variables used in the NTPS unit nonresponse bias analysis: 2020–21—Continued**Private School Teachers**

- *Affiliation (11 levels)*: Catholic—parochial, Catholic—diocesan, Catholic—private, Baptist, Jewish, Lutheran, Seventh-day Adventist, other religious, nonsectarian—regular, nonsectarian—special emphasis, nonsectarian—special education
- *Affiliation (3 levels)*: Catholic, other religious, nonsectarian
- *Enrollment*: less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 or more
- *Locale*: city, suburb, town, rural
- *School level²*: elementary/middle, high/secondary, combined/other
- *Number of teachers*: less than 5, 5 to less than 15, 15 to less than 30, 30 to less than 50, 50 or more
- *Region*: Northeast, Midwest, South, West
- *Source of the TLF*: electronic verification, manual entry, uploaded template, uploaded non-template, prepopulated paper, blank paper, vendor list, clerical research
- *Subject taught*: special education, general elementary, math, science, English/language arts, social studies, vocational/technical, other, not reported

¹For nonresponse bias analysis, school level was defined in the following ways. For public schools, school level was defined as primary, middle, high, and combined schools. 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.

²For private schools, school level was defined as elementary, secondary, and combined. Elementary schools are those with any of grades K–6 and none of grades 9–12. Secondary schools have any of grades 7–12 and none of grades K–6. Combined schools are those schools with grade levels in both elementary and secondary grade levels or with all students in ungraded classrooms.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

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

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

First, the nonresponse bias is estimated before weighting adjustments, using base weights for both the total eligible sample and respondent means, and tested to determine whether the bias is significant at the 5 percent level. The relative bias is the ratio of the estimated nonresponse bias to respondent mean. Next, the nonresponse and raking adjustments are applied to the base weights to calculate the *final weights*. The nonresponse adjustment cells were defined based on output from a (Chi-square automatic interaction detection) CHAID procedure, and the variables listed above in exhibit 5 were included as inputs in the CHAID (see chapter 8 for more details on the weighting). The nonresponse adjustments, which are included in the final weight, were designed to significantly reduce or eliminate unit nonresponse bias for variables included in the models. After the final weights are computed, any remaining bias is estimated for the variables listed above and statistical tests are performed to check the remaining significant nonresponse bias. For this comparison, nonresponse bias is calculated as the difference between the base weighted total eligible sample mean and the final weighted respondent mean.

Again, the relative bias using the final weights is also calculated. The comparison of estimated relative bias before and after weighting adjustments evaluates the effectiveness of the weighting nonresponse adjustment

(and raking adjustment) in mitigating nonresponse bias. Sample units found to be ineligible for NTPS were excluded from the analysis.

The tables 25 through 40 included in this chapter outline the summary statistics of the unit bias analysis findings for each NTPS questionnaire. For detailed information about the 2020–21 NTPS nonresponse bias analysis results, please refer to the tables in “Appendix E. 2020-21 NTPS Unit Nonresponse Bias Analysis.”

Unit Nonresponse Bias Analysis Results

Public Schools

Tables 25 and 26 contain summary statistics of the findings. Appendix tables E-1 and E-2 provide the detailed bias analysis that is summarized in tables 25 and 26.

Table 25. Summary of NTPS public school unit nonresponse bias—all items: 2020–21

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	11.51
Median estimated percent relative bias (absolute value)	8.64
Percent of variable categories significantly biased	56.99
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	5.85
Median estimated percent relative bias (absolute value)	2.85
Percent of variable categories significantly biased	27.96

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 26. Effects of weighting adjustment on bias reduction—NTPS public school unit nonresponse bias: 2020–21

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	23
		Significant	0
	Increase in difference	Not significant	9
		Significant	8
Significant	>50 percent reduction	Not significant	31
		Significant	11
	10–50 percent reduction	Not significant	4
		Significant	5
	<10 percent reduction	Not significant	0
		Significant	0
	Increase in difference	Not significant	0
		Significant	2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

As shown in tables 25 and 26, the weighting adjustments eliminated some, but not all, significant bias. For all respondents, 57 percent of the variables, 53 out of 93 categories, were potentially significantly biased before nonresponse weighting adjustments. After the adjustments, 28 percent of categories, 26 out of 93 categories, were potentially significantly biased. Table 26 shows that 35 out of 53 items that were significantly biased were no longer biased and 18 out of 53 items were still significantly biased after adjustments.

Ten items were potentially significantly biased with an increase in absolute difference after adjustments were made. These items comprise five states, both the “charter” and the “noncharter” categories of the charter status characteristic, the “less than 35 percent” category of the percent free or reduced-price lunch–eligible characteristic, the “West” category of the region characteristic, and the “Title I–noneligible” category of the Title I status characteristic.

The change in bias metric described in overview of methodology of unit-level bias analysis above was calculated to assess effects of the adjustments on the magnitude of the bias change for every category of every selected characteristic. This metric shows that 55 out of 93 categories have decreased in bias, 29 have negligible change, and 9 have increased in bias.

Private Schools

Tables 27 and 28 contain summary statistics of the findings. Appendix tables E-3 and E-4 provide the detailed bias analysis that is summarized in tables 27 and 28.

Table 27. Summary of NTPS private school unit nonresponse bias—all items: 2020–21

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	12.96
Median estimated percent relative bias (absolute value)	11.46
Percent of variable categories significantly biased	62.86
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	6.09
Median estimated percent relative bias (absolute value)	3.68
Percent of variable categories significantly biased	25.71

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 28. Effects of weighting adjustment on bias reduction—NTPS private school unit nonresponse bias: 2020–21

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	10
		Significant	0
	Increase in difference	Not significant	3
		Significant	0
Significant	>50 percent reduction	Not significant	12
		Significant	1
	10–50 percent reduction	Not significant	1
		Significant	7
	<10 percent reduction	Not significant	0
		Significant	0
	Increase in difference	Not significant	0
		Significant	1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

As shown in tables 27 and 28, the weighting adjustments eliminated some, but not all, potential significant bias. For all respondents, 63 percent of the variables, 22 out of 35 categories, were potentially significantly biased before nonresponse weighting adjustments. After the adjustments, 26 percent of categories, 9 out of 35 categories, were potentially significantly biased. Table 28 shows that 13 items out of all 22 items that were significantly biased were no longer biased and 9 items were still significantly biased after adjustments.

One item was potentially significantly biased with an increase in absolute difference after adjustments were made. This item is high/secondary school level.

The change in bias metric described above was calculated to assess effects of the adjustments on the magnitude of the bias change for every category of every selected characteristic. This metric shows that 30 out of 35 categories have potentially decreased in bias, 2 have negligible change, and 3 have potentially increased in bias.

Public School Principals

Tables 29 and 30 contain summary statistics of the findings. Appendix tables E-5 and E-6 provide the detailed bias analysis that is summarized in tables 29 and 30.

Table 29. Summary of NTPS public school principal unit nonresponse bias—all items: 2020–21

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	10.28
Median estimated percent relative bias (absolute value)	7.79
Percent of variable categories significantly biased	63.44
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	5.21
Median estimated percent relative bias (absolute value)	1.92
Percent of variable categories significantly biased	24.73

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 30. Effects of weighting adjustment on bias reduction—NTPS public school principal unit nonresponse bias: 2020–21

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	14
		Significant	1
	Increase in difference	Not significant	10
		Significant	9
Significant	>50 percent reduction	Not significant	44
		Significant	8
	10–50 percent reduction	Not significant	2
		Significant	2
	<10 percent reduction	Not significant	0
		Significant	1
	Increase in difference	Not significant	0
		Significant	2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

As shown in tables 29 and 30, the weighting adjustments eliminated some, but not all, potentially significant bias. For all respondents, 63 percent of the variables, 59 out of 93 categories, were potentially significantly biased before nonresponse weighting adjustments. After the adjustments, 25 percent of categories, 23 out of 93 categories, were potentially significantly biased. Table 6-11 shows that 46 out of 59 items that were significantly biased were no longer biased and 13 items were still significantly biased after adjustments.

Eleven items were potentially significantly biased with an increase in absolute difference after adjustments were made. These items comprise eight states, both the “charter” and the “noncharter” categories of the charter status characteristic, and the “Title I–noneligible” category of the Title I status characteristic.

The change in bias metric described above was calculated to assess effects of the adjustments on the magnitude of the bias change for every category of every selected characteristic. This metric shows that 58 out of 93 categories have decreased in potential bias, 24 have negligible change, and 11 have increased in potential bias.

Private School Principals

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

Table 31. Summary of NTPS private school principal unit nonresponse bias—all items: 2020–21

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	13.89
Median estimated percent relative bias (absolute value)	11.53
Percent of variable categories significantly biased	62.86
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	5.69
Median estimated percent relative bias (absolute value)	2.85
Percent of variable categories significantly biased	28.57

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 32. Effects of weighting adjustment on bias reduction—NTPS private school principal unit nonresponse bias: 2020–21

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	10
		Significant	0
	Increase in difference	Not significant	1
		Significant	2
Significant	>50 percent reduction	Not significant	13
		Significant	1
	10 percent–50 percent reduction	Not significant	1
		Significant	5
	<10 percent reduction	Not significant	0
		Significant	1
	Increase in difference	Not significant	0
		Significant	1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

As shown in tables 31 and 32, the weighting adjustments eliminated some, but not all, potentially significant bias. For all respondents, 63 percent of the variables, 22 out of 35 categories, were significantly biased before nonresponse weighting adjustments. After the adjustments, 29 percent of categories (10 out of 35 categories) were significantly biased. Table 32 shows that the 14 items out of 22 items that were significantly biased were no longer biased and 8 items were still significantly biased after adjustments.

Three items were potentially significantly biased with an increase in absolute difference after adjustments were made. Those three items were the “South” region, “school enrollment between 500 and 750,” and “high/secondary” school level.

The change in bias metric described above was calculated to assess effects of the adjustments on the magnitude of the bias change for every category of every selected characteristic. This metric shows that 30 out of 35 categories have decreased in potential bias, 2 have negligible change, and 3 have increased in potential bias.

Public School Teachers

The overall teacher response rate is a product of the school response rate to the Teacher Listing Form (TLF) and the teacher response rate to the NTPS questionnaire. Therefore, the nonresponse bias analysis for public school teachers is composed of two parts—one analysis for the Teacher Listing Form and second analysis for the Teacher Questionnaire. Tables 33 through 36 contain summary statistics of the teacher findings. Tables 33 and 34 apply to the TLF. Tables 35 and 36 apply to teachers from schools for which a TLF was completed.

Public School Teacher Listing Form

Tables 33 and 34 contain summary statistics of the findings. Appendix tables E-9 and E-10 provide the detailed bias analysis that is summarized in tables 33 and 34.

Table 33. Summary of NTPS public school Teacher Listing Form unit nonresponse bias—all items: 2020–21

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	6.03
Median estimated percent relative bias (absolute value)	4.86
Percent of variable categories significantly biased	67.74
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	4.34
Median estimated percent relative bias (absolute value)	1.69
Percent of variable categories significantly biased	39.78

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 34. Effects of Weighting adjustment on Bias Reduction—NTPS public school Teacher Listing Form unit nonresponse bias: 2020–21

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	14
		Significant	0
	Increase in difference	Not significant	9
		Significant	7
Significant	>50 percent reduction	Not significant	32
		Significant	6
	10 percent–50 percent reduction	Not significant	1
		Significant	13
	<10 percent reduction	Not significant	0
		Significant	2
	Increase in difference	Not significant	0
		Significant	9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

As shown in tables 33 and 34, the school-level weighting adjustments eliminated some, but not all, potential significant Teacher Listing Form nonresponse bias. For all respondents, 68 percent of the variable categories, 63 out of 93 categories, were potentially significantly biased before nonresponse weighting adjustments. After the adjustments, 40 percent of categories (37 out of 93 categories) were potentially significantly biased. Table 34 shows that 33 out of 63 items that were potentially significantly biased were no longer biased and 30 items were still showing potential for significant biased after adjustments.

Sixteen items were potentially significantly biased with an increase in absolute difference after adjustments were made. These items comprise 13 states, the “100 to less than 200” category of school enrollment characteristic, the “less than 35 percent” category of the percent free or reduced-price lunch–eligible characteristic, and the “Title I program” category of the Title I status characteristic.

The change in bias metric described above was calculated to assess effects of the adjustments on the magnitude of the bias change for every category of every selected characteristic. This metric shows that 44 out of 93 categories have potentially decreased in bias, 42 have negligible change, and 7 have potentially increased in bias.

Public School Teacher Questionnaire

Tables 35 and 36 contain summary statistics of the findings. Appendix tables E-11 and E-12 provide the detailed bias analysis that is summarized in tables 35 and 36.

Table 35. Summary of NTPS public school teacher unit nonresponse bias—all items: 2020–21

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	10.81
Median estimated percent relative bias (absolute value)	8.14
Percent of variable categories significantly biased	74.55
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	6.07
Median estimated percent relative bias (absolute value)	3.70
Percent of variable categories significantly ¹ biased	15.45

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 36. Effects of weighting adjustment on bias reduction—NTPS public school teacher unit nonresponse bias: 2020–21

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	7
		Significant	0
	Increase in difference	Not significant	17
		Significant	4
Significant	>50 percent reduction	Not significant	50
		Significant	1
	10–50 percent reduction	Not significant	14
		Significant	5
	<10 percent reduction	Not significant	1
		Significant	1
	Increase in difference	Not significant	4
		Significant	6

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

As shown in tables 35 and 36, the weighting adjustments eliminated some, but not all, potentially significant bias. For all respondents, 75 percent of the variable categories, 82 out of 110 categories, were potentially significantly biased before nonresponse weighting adjustments. After the adjustments, 15 percent of categories, 17 out of 110 categories, were potentially significantly biased. Table 36 shows that 69 out of 82 items that were significantly biased were no longer biased and 13 items were still potentially significantly biased after adjustments.

Ten items were potentially significantly biased with an increase in absolute difference after adjustments were made. These items comprise both levels of the charter status characteristic, the “100 to less than 200” category of the school enrollment characteristic, the “suburb” locale, the “less than 10” category of pupil–teacher ratio, the “combined/other” school level, the “West” region, the “uploaded template” and “manual entry TLF” categories of source of the TLF characteristic, and the state of “Virginia.”

The change in bias metric described above was calculated to assess effects of the adjustments on the magnitude of the bias change for every category of every selected characteristic. This metric shows that 55 out of 110 categories have decreased in potential bias, 38 have negligible change, and 17 have increased in potential bias.

Private School Teachers

The overall teacher response rate is a product of the school response rate to the Teacher Listing Form (TLF) and the teacher response rate to the NTPS questionnaire. Therefore, the nonresponse bias analysis for private school teachers is composed of two parts—one analysis for the TLF and second analysis for the Teacher Questionnaire. Tables 37 through 40 contain summary statistics of the teacher findings. Tables 37 and 38 apply to the TLF. Tables 39 and 40 apply to teachers from schools for which a TLF was completed.

Private School Teacher Listing Form

Tables 37 and 38 contain summary statistics of the findings. Appendix tables E-13 and E-14 provide the detailed bias analysis that is summarized in tables 37 and 38.

Table 37. Summary of NTPS private school Teacher Listing Form unit nonresponse bias—all items: 2020–21

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	15.53
Median estimated percent relative bias (absolute value)	14.04
Percent of variable categories significantly biased	71.43
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	9.89
Median estimated percent relative bias (absolute value)	8.48
Percent of variable categories significantly biased	71.43

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 38. Effects of Weighting adjustment on Bias Reduction—NTPS private school Teacher Listing Form unit nonresponse bias: 2020–21

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	3
		Significant	0
	Increase in difference	Not significant	2
		Significant	5
Significant	>50 percent reduction	Not significant	5
		Significant	7
	10 percent–50 percent reduction	Not significant	0
		Significant	10
	<10 percent reduction	Not significant	0
		Significant	1
	Increase in difference	Not significant	0
		Significant	2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

As shown in tables 37 and 38, the school-level weighting adjustments eliminated some, but not all, potentially significant Teacher Listing Form nonresponse bias. For all respondents, 71 percent of the variable categories, 25 out of 35 categories, were potentially significantly biased before nonresponse weighting adjustments. After

the adjustments, 71 percent of categories, 25 out of 35 categories, were potentially significantly biased. Table 38 shows that 5 out of 25 items that were potentially significantly biased were no longer biased and 20 items were still potentially significantly biased after adjustments.

Seven items were potentially significantly biased with an increase in absolute difference after adjustments were made. Those items comprise the “nonsectarian” category of three-level affiliation characteristic; the “nonsectarian—regular,” “nonsectarian—special emphasis,” and “nonsectarian—special education” categories of eleven-level affiliation characteristic; the “high/secondary” school level; and the “5 to less than 15” and “50 or more” categories of number of teachers.

The change in bias metric described above was calculated to assess effects of the adjustments on the magnitude of the bias change for every category of every selected characteristic. This metric shows that 26 out of 35 categories have decreased in potential bias, 1 has negligible change, and 8 have increased in potential bias.

Private School Teacher Questionnaire

Tables 39 and 40 contain summary statistics of the findings. Appendix tables E-15 and E-16 provide the detailed bias analysis that is summarized in tables 39 and 40.

Table 39. Summary of NTPS private school teacher unit nonresponse bias—all items: 2020–21

Nonresponse bias statistics ¹	Total
Before weighting adjustment ²	
Mean estimated percent relative bias (absolute value)	9.91
Median estimated percent relative bias (absolute value)	6.34
Percent of variable categories significantly biased	48.08
After weighting adjustment ³	
Mean estimated percent relative bias (absolute value)	10.54
Median estimated percent relative bias (absolute value)	6.43
Percent of variable categories significantly ¹ biased	30.77

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

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

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 40. Effects of weighting adjustment on bias reduction—NTPS private school teacher unit nonresponse bias: 2020–21

Before weighting adjustment	Change in absolute difference	After weighting adjustment	Number of characteristics
Not significant	Reduction	Not significant	6
		Significant	0
	Increase in difference	Not significant	14
		Significant	7
Significant	>50 percent reduction	Not significant	8
		Significant	0
	10 percent–50 percent reduction	Not significant	6
		Significant	2
	<10 percent reduction	Not significant	0
		Significant	2
	Increase in difference	Not significant	2
		Significant	5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

As shown in tables 39 and 40, the weighting adjustments eliminated all potential significant bias. For all respondents, 48 percent of the variable categories, 25 out of 52 categories, were significantly biased before nonresponse weighting adjustments. After the adjustments, 31 percent of categories, 16 out of 52 categories, were significantly biased. Table 40 shows that 16 out of 25 items that were potentially significantly biased were no longer indicating potential bias and 9 items were still significantly indicating potential biased after adjustments.

Twelve items were potentially significantly biased with an increase in absolute difference after adjustments were made. These items comprise the “other religious” and “nonsectarian” categories of three-level affiliation, the “Baptist” and “nonsectarian—regular” categories of the eleven-level affiliation characteristic, the “rural” locale, the “elementary/middle” school level, the “Northeast” region, the “50 or more” category of number of teachers, the “manual entry” and “vendor list” categories of source of the TLF characteristic, and the “general elementary” and “vocational/technical” of the subject taught characteristic.

The change in bias metric described above was calculated to assess effects of the adjustments on the magnitude of the bias change for every category of every selected characteristic. This metric shows that 21 out of 52 categories have decreased in potential bias, 7 have negligible change, and 24 have increased in potential bias.

Item-Level Nonresponse Bias Analysis

Overview of Methodology

For all NTPS data files, the item bias analysis examined both the overall item response rate for all cases and the group item response rates for the characteristics listed in exhibit 6 below, using the final weights for all unit respondents. If the overall response rate for the item fell below 70 percent, the item will be footnoted in NCES publications with “Item response rate fell below 70 percent” to caution the user that the low item response rate introduces some potential for bias in the imputation procedure. For any characteristic with an item response rate less than 85 percent, a nonresponse bias analysis was done using the characteristics listed in exhibit 6. For each characteristic group, the difference between the overall item response rate and the group

item response rate is calculated. The difference is tested for statistical significance at the 0.05 confidence level. All significant differences are evaluated for whether they are also considered noteworthy. A noteworthy difference met the following conditions:

- The difference relative to the overall response rate for the particular item was greater than 10 percent.
- The absolute difference was greater than 1 percentage point.
- The characteristic group had at least 30 interviews.

Exhibit 6. Variables used in the NTPS item nonresponse bias analysis: 2020–21

<u>Public schools and principals¹</u>	<u>Public school teachers²</u>
<ul style="list-style-type: none"> • Charter status • Enrollment • Percent races other than White • Percent free lunch–eligible • Locale • Pupil–teacher ratio • Grade level⁵ • Region • Number of teachers • Title I status • State 	<ul style="list-style-type: none"> • Charter status • Enrollment • Percent races other than White • Percent free lunch–eligible • Locale • Pupil–teacher ratio • Grade level⁵ • Region • Number of teachers • Title I status • Source of the TLF • Subject taught • State
<u>Private schools and principals³</u>	<u>Private school teachers⁴</u>
<ul style="list-style-type: none"> • Eleven-level affiliation • Enrollment • Locale • Grade level⁵ • Region • Number of teachers 	<ul style="list-style-type: none"> • Eleven-level affiliation • Enrollment • Locale • Grade level⁵ • Region • Number of teachers • Source of the TLF • Subject taught

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

² In addition to the 93 groups, the “source of the TLF” and “subject taught” variables collected from the Teacher Listing Form produce 17 more groups, for a total of 110 characteristic groups.

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

⁴ In addition to the 32 groups, the Source of the TLF and Subject Taught variables collected from the Teacher Listing Form produce 17 more groups, for a total of 49 characteristic groups.

⁵ For nonresponse bias analysis, school level was defined in the following ways. For public schools, school level was defined as primary, middle, high, and combined schools. 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.

⁶ For private schools, school level was defined as elementary, secondary, and combined. Elementary schools are those with any of grades K–6 and none of grades 9–12. Secondary schools have any of grades 7–12 and none of grades K–6. Combined schools are those schools with grade levels in both elementary and secondary grade levels, or with all students in ungraded classrooms.

Table 41 presents the number of items by final weighted response rate for each file. Note that six items are below 70 percent, necessitating footnotes.

Table 41. NTPS number of items by final weighted response rate for each file: 2020–21

File	Total items	Number of items 95 percent or above	Number of items 85 percent to less than 95 percent	Number of items 70 percent to less than 85 percent	Number of items below 70 percent
Public school	134	85	38	11	0
Private school	188	97	57	24	10
Public school principal	74	73	1	0	0
Private school principal	74	71	3	0	0
Public school teacher	308	185	110	10	3
Private school teacher	325	152	160	13	0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Item Nonresponse Bias Analysis Results

Public Schools

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

- (1) Q2-2e_FT (S1252): Around October 1, 2020, how many staff held full-time positions or assignments in this school as data coaches or data coordinators?—with a response rate of 76.0 percent
- (2) Q2-2f_FT (S1254): Around October 1, 2020, how many staff held full-time positions or assignments in this school as technology specialists?—with a response rate of 75.7 percent
- (3) Q2-2h-2_FT (S1232): Around October 1, 2020, how many staff held full-time positions or assignments in this school as English as a Second Language (ESL) or bilingual teacher aides?—with a response rate of 77.8 percent
- (4) Q2-2h-4_FT (S1238): Around October 1, 2020, how many staff held full-time positions or assignments in this school as library media center aides?—with a response rate of 82.8 percent
- (5) Q2-2h-5_FT (S1242): Around October 1, 2020, how many staff held full-time positions or assignments in this school as other classroom aides?—with a response rate of 78.9 percent
- (6) Q2-2l_FT (S1256): Around October 1, 2020, how many staff held full-time positions or assignments in this school as Security guards or security personnel (not law enforcement)?—with a response rate of 77.1 percent
- (7) Q2-2m_FT (S1258): Around October 1, 2020, how many staff held full-time positions or assignments in this school as School Resource Officers (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)? -with a response rate of 82.2 percent
- (8) Q2-2n_FT (S1260): Around October 1, 2020, how many staff held full-time positions or assignments in this school as sworn law enforcement officers who are not School Resource Officers? -with a response rate of 72.3 percent
- (9) Q2-2o_FT (S1262): Around October 1, 2020, how many staff held full-time positions or assignments in this school as other employees not reported above?—with a response rate of 71.6 percent
- (10) Q4-6d (S0428): What is the count of students whose National School Lunch Program eligibility was determined through direct certification? -with a response rate of 73.9 percent
- (11) Q4-8b (S0414): How many students in GRADES K–12 participate in the Title I program?—with a response rate of 84.3 percent

Table 42 summarizes the item nonresponse bias analysis results for each of the public school items. For each item, the weighted response rate for each of the 93 school characteristic groups in exhibit 6 were compared with the overall response rate. Note that some of the 93 groups could have no eligible unit-level respondents, in which case an item response rate comparison cannot be made. The table shows how many of the 93 characteristic groups had significantly different response rates from the overall response rate and how many of those significant differences were noteworthy according to the three criteria previously defined. Finally, the characteristic groups of most concern are listed, which are those that have not only noteworthy and significant differences but also a response rate that is lower than the overall response rate.

Table 42. Summary of NTPS public school item nonresponse bias: 2020–21

Item	Ineligible for analysis	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		
				Response rate higher than overall	Response rate lower than overall	Characteristics with response rates lower than overall (response rate)
Q2-2e_FT (S1252)	0	34	14	6	8	Fewer than 10 full-time-equivalent teachers (66%) Alaska (67%) Arizona (67%) California (68%) Maine (65%) New Mexico (64%) Washington (59%) Wisconsin (66%)
Q2-2f_FT (S1254)	0	29	13	7	6	Fewer than 100 students (67%) Fewer than 10 full-time-equivalent teachers (64%) California (67%) North Carolina (65%) Oregon (64%) Washington (58%)
Q2-2h-2_FT (S1232)	0	26	7	3	4	Fewer than 10 students (67%) 100 to fewer than 200 students (69%) Fewer than 10 full-time-equivalent teachers (65%) New Mexico (57%)
Q2-2h-4_FT (S1238)	0	17	7	3	4	Alaska (74%) New Jersey (72%) New Mexico (68%) North Carolina (69%)
Q2-2h-5_FT (S1242)	0	28	6	5	1	New Jersey (67%)

See notes at end of table.

Table 42. Summary of NTPS public school item nonresponse bias: 2020–21—Continued

Item	Ineligible for analysis	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		
				Response rate higher than overall	Response rate lower than overall	Characteristics with response rates lower than overall (response rate)
Q2-2l_FT (S1256)	0	35	18	8	10	Fewer than 100 students (68%) Fewer than 10 full-time-equivalent teachers (65%) Arizona (69%) Maine (64%) Missouri (66%) New Mexico (63%) North Carolina (61%) North Dakota (66%) Washington (60%) Wyoming (64%)
Q2-2m_FT (S1258)	0	41	18	9	9	Charter (74%) Fewer than 100 students (71%) 100 to fewer than 200 students (73%) Fewer than 10 full-time-equivalent teachers (68%) Alaska (73%) California (73%) Maine (67%) New Mexico (60%) Washington (69%)
Q2-2n_FT (S1260)	0	24	12	7	5	Fewer than 10 full-time-equivalent teachers (62%) New Mexico (56%) North Carolina (62%) North Dakota (63%) Washington (54%)
Q2-2o_FT (S1262)	0	12	10	7	3	Connecticut (59%) New Mexico (61%) Washington (59%)
Q4-6d (S0428)	0	24	11	10	1	Massachusetts (63%)
Q4-8b (S0414)	0	22	7	5	2	Title I—noneligible (71%) Wisconsin (71%)

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Private Schools

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

- (1) Q1-3a (S0167): Of the total number of students enrolled in grades K–12 and comparable ungraded levels in this school or program around October 1, 2020, how many students are Hispanic or Latino Students?—with a response rate of 74.5 percent

- (2) Q1-3b (S0168): Of the total number of students enrolled in grades K–12 and comparable ungraded levels in this school or program around October 1, 2020, how many students are White?—with a response rate of 75.7 percent
- (3) Q1-3c (S0169): Of the total number of students enrolled in grades K–12 and comparable ungraded levels in this school or program around October 1, 2020, how many students are Black or African American?—with a response rate of 75.3 percent
- (4) Q1-3d (S0170): Of the total number of students enrolled in grades K–12 and comparable ungraded levels in this school or program around October 1, 2020, how many students are Asian?—with a response rate of 75.0 percent
- (5) Q1-3e (S0171): Of the total number of students enrolled in grades K–12 and comparable ungraded levels in this school or program around October 1, 2020, how many students are Native Hawaiian or other Pacific Islander?—with a response rate of 73.9 percent
- (6) Q1-3f (S0172): Of the total number of students enrolled in grades K–12 and comparable ungraded levels in this school or program around October 1, 2020, how many students are American Indian or Alaska Native?—with a response rate of 74.2 percent
- (7) Q2-1, $\frac{3}{4}$ (S0180): Around October 1, 2020, how many staff were teaching in grades K–12 and/or comparable ungraded levels at this school or program for at least $\frac{3}{4}$ time but less than full-time?—with a response rate of 71.1 percent
- (8) Q2-1, $\frac{1}{2}$ (S0181): Around October 1, 2020, how many staff were teaching in grades K–12 and/or comparable ungraded levels at this school or program for at least $\frac{1}{2}$ time but less than $\frac{3}{4}$ time?—with a response rate of 78.6 percent
- (9) Q2-1, $\frac{1}{4}$ (S0182): Around October 1, 2020, how many staff were teaching in grades K–12 and/or comparable ungraded levels at this school or program for at least $\frac{1}{4}$ time but less than $\frac{1}{2}$ time?—with a response rate of 70.0 percent
- (10) Q2-1, less than $\frac{1}{4}$ (S0183): Around October 1, 2020, how many staff were teaching in grades K–12 and/or comparable ungraded levels at this school or program for less than $\frac{1}{4}$ time?—with a response rate of 65.2 percent
- (11) Q2-2b_FT (S1212): Around October 1, 2020, how many staff held full-time positions or assignments in this school as Vice principals and assistant principals or school heads?—with a response rate of 82.2 percent
- (12) Q2-2e_PT (S1253): Around October 1, 2020, how many staff held part-time positions or assignments in this school as Data coaches or data coordinators?—with a response rate of 83.0 percent
- (13) Q2-2f_PT (S1255): Around October 1, 2020, how many staff held part-time positions or assignments in this school as Technology specialists?—with a response rate of 82.8 percent
- (14) Q2-2g_3_PT (S1223): Around October 1, 2020, how many staff held part-time positions or assignments in this school as Student support services Social workers?—with a response rate of 84.6 percent
- (15) Q2-2g_4_PT (S1225): Around October 1, 2020, how many staff held part-time positions or assignments in this school as Student support services Psychologists?—with a response rate of 84.7 percent
- (16) Q2-2h_2_FT (S1232): Around October 1, 2020, how many staff held full-time positions or assignments in this school as English as a Second Language (ESL) or bilingual teacher aides?—with a response rate of 53.3 percent
- (17) Q2-2h_2_PT (S1233): Around October 1, 2020, how many staff held part-time positions or assignments in this school as English as a Second Language (ESL) or bilingual teacher aides?—with a response rate of 82.6 percent
- (18) Q2-2h_3_FT (S1234): Around October 1, 2020, how many staff held full-time positions or assignments in this school as Special education aides?—with a response rate of 74.6 percent
- (19) Q2-2h_4_FT (S1238): Around October 1, 2020, how many staff held full-time positions or assignments in this school as Library media center aides?—with a response rate of 65.1 percent

- (20) Q2-2h_5_FT (S1242): Around October 1, 2020, how many staff held full-time positions or assignments in this school as Other classroom aides?—with a response rate of 59.3 percent
- (21) Q2-2i_FT (S1246): Around October 1, 2020, how many staff held full-time positions or assignments in this school as Secretaries and other clerical support staff?—with a response rate of 84.2 percent
- (22) Q2-2j_FT (S1248): Around October 1, 2020, how many staff held full-time positions or assignments in this school as Food service personnel?—with a response rate of 61.0 percent
- (23) Q2-2j_PT (S1249): Around October 1, 2020, how many staff held part-time positions or assignments in this school as Food service personnel?—with a response rate of 84.6 percent
- (24) Q2-2k_FT (S1250): Around October 1, 2020, how many staff held full-time positions or assignments in this school as Custodial and maintenance personnel?—with a response rate of 67.2 percent
- (25) Q2-2l_FT (S1256): Around October 1, 2020, how many staff held full-time positions or assignments in this school as Security guards or security personnel (not law enforcement)?—with a response rate of 55.7 percent
- (26) Q2-2l_PT (S1257): Around October 1, 2020, how many staff held part-time positions or assignments in this school as Security guards or security personnel (not law enforcement)?—with a response rate of 83.0 percent
- (27) Q2-2m_FT (S1258): Around October 1, 2020, how many staff held full-time positions or assignments in this school as School Resource Officers (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)?—with a response rate of 54.2 percent
- (28) Q2-2m_PT (S1259): Around October 1, 2020, how many staff held part-time positions or assignments in this school as School Resource Officers (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations)?—with a response rate of 82.5 percent
- (29) Q2-2n_FT (S1260): Around October 1, 2020, how many staff held full-time positions or assignments in this school as Sworn law enforcement officers who are not School Resource Officers?—with a response rate of 54.1 percent
- (30) Q2-2n_PT (S1261): Around October 1, 2020, how many staff held part-time positions or assignments in this school as Sworn law enforcement officers who are not School Resource Officers?—with a response rate of 82.4 percent
- (31) Q2-2o_FT (S1262): Around October 1, 2020, how many staff held full-time positions or assignments in this school as Other employees not reported above?—with a response rate of 69.4 percent
- (32) Q2-2o_PT (S1263): Around October 1, 2020, how many staff held part-time positions or assignments in this school as Other employees not reported above?—with a response rate of 84.5 percent
- (33) Q4-b(1) (S0408): Around October 1, 2020, how many PREKINDERGARTEN students were enrolled in this school?—with a response rate of 81.2 percent
- (34) Q4-b(2) (S0426): Around October 1, 2020, what was the percentage of PREKINDERGARTEN students at this school APPROVED for free or reduced-price lunches under the National School Lunch Program?—with a response rate of 80.7 percent

Table 43 summarizes the item nonresponse bias analysis results for each of the private school items. For each item, the weighted response rate for each of the 32 school characteristic groups in exhibit 6 were compared with the overall response rate. Note that some of the 32 groups could have no eligible unit-level respondents, in which case an item response rate comparison cannot be made. The table shows how many of the 32 characteristic groups had significantly different response rates from the overall response rate, and how many of those significant differences were noteworthy according to the three criteria previously defined. Finally, the

characteristic groups of most concern are listed, which are those that have not only noteworthy and significant differences but also a response rate that is lower than the overall response rate.

Please note that three-level affiliation is *only* added to the unit NRBA for the private schools, principals and teachers, not for the item NRBA.

Table 43. Summary of NTPS private school item nonresponse bias: 2020–21

Item	Ineligible for analysis	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		
				Response rate higher than overall	Response rate lower than overall	Characteristics with response rates lower than overall (response rate)
Q1-3a (S0167)	0	8	4	2	2	Nonsectarian—special emphasis (63%) Town locale (64%)
Q1-3b (S0168)	0	6	5	3	2	Nonsectarian—special emphasis (64%) Town locale (65%)
Q1-3c (S0169)	0	9	5	3	2	Nonsectarian—special emphasis (64%) Town locale (63%)
Q1-3d (S0170)	0	9	5	3	2	Nonsectarian—special Emphasis (64%) Town locale (63%)
Q1-3e (S0171)	0	10	6	4	2	Nonsectarian—special emphasis (62%) Town locale (60%)
Q1-3f (S0172)	0	10	5	3	2	Nonsectarian—special emphasis (62%) Town locale (61%)
Q2-1, $\frac{3}{4}$ (S0180)	0	2	0	0	0	N/A
Q2-1, $\frac{1}{2}$ (S0181)	0	10	5	4	1	Nonsectarian—special education (67%)
Q2-1, $\frac{1}{4}$ (S0182)	0	2	1	1	0	N/A
Q2-1, less than $\frac{1}{4}$ (S0183)	0	3	1	1	0	N/A
Q2-2b_FT (S1212)	0	13	2	1	1	Town locale (71%)
Q2-2e_PT (S1253)	0	11	2	1	1	Fewer than 5 full-time-equivalent teachers (73%)

See notes at end of table.

Table 43. Summary of NTPS private school item nonresponse bias: 2020–21—Continued

Item	Ineligible for analysis	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		
				Response rate higher than overall	Response rate lower than overall	Characteristics with response rates lower than overall (response rate)
Q2-2f_PT (S1255)	0	9	2	1	1	Fewer than 5 full-time-equivalent teachers (73%)
Q2-2g_3_PT (S1223)	0	10	3	1	2	Nonsectarian—special emphasis (76%) Fewer than 5 full-time-equivalent teachers (74%)
Q2-2g_4_PT (S1225)	0	11	3	1	2	Nonsectarian—special emphasis (76%) Fewer than 5 full-time-equivalent teachers (74%)
Q2-2h_2_FT (S1232)	0	10	9	6	3	Nonsectarian—special education (43%) Fewer than 10 students (47%) Less than 5 full-time-equivalent teachers (40%)
Q2-2h_2_PT (S1233)	0	12	4	2	2	Nonsectarian—special emphasis (74%) Fewer than 5 full-time-equivalent teachers (71%)
Q2-2h_3_FT (S1234)	0	7	0	0	0	N/A
Q2-2h_4_FT (S1238)	0	1	1	1	0	N/A
Q2-2h_5_FT (S1242)	0	12	11	6	5	Nonsectarian—special education (47%) Fewer than 100 students (50%) Town locale (50%) Rural locale (52%) Fewer than 5 full-time-equivalent teachers (41%)
Q2-2i_FT (S1246)	0	7	0	0	0	N/A
Q2-2j_FT (S1248)	0	14	11	7	4	Fewer than 100 students (52%) Rural locale (54%) West census region (54%) Fewer than 5 full-time-equivalent teachers (46%)

See notes at end of table.

Table 43. Summary of NTPS private school item nonresponse bias: 2020–21—Continued

Item	Ineligible for analysis	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		
				Response rate higher than overall	Response rate lower than overall	Characteristics with response rates lower than overall (response rate)
Q2-2j_PT (S1249)	0	16	4	3	1	Fewer than 5 full-time-equivalent teachers (71%)
Q2-2k_FT (S1250)	0	18	13	8	5	Nonsectarian—special emphasis (59%) Fewer than 100 students (53%) Rural locale (57%) West census region (58%) Fewer than 5 full-time-equivalent teachers (46%)
Q2-2l_FT (S1256)	0	11	11	9	2	Fewer than 100 students (48%) Fewer than 5 full-time-equivalent teachers (40%)
Q2-2l_PT (S1257)	0	12	4	2	2	Nonsectarian—special emphasis (74%) Fewer than 5 full-time-equivalent teachers (70%)
Q2-2m_FT (S1258)	0	9	9	7	2	Fewer than 100 students (48%) Fewer than 5 full-time-equivalent teachers (40%)
Q2-2m_PT (S1259)	0	13	4	2	2	Nonsectarian—special emphasis (74%) Fewer than 5 full-time-equivalent teachers (70%)
Q2-2n_FT (S1260)	0	8	7	5	2	Fewer than 100 students (48%) Fewer than 5 full-time-equivalent teachers (40%)
Q2-2n_PT (S1261)	0	13	4	2	2	Nonsectarian—special emphasis (73%) Fewer than 5 full-time-equivalent teachers (70%)
Q2-2o_FT (S1262)	0	8	3	1	2	100 to fewer than 200 students (60%) 5 to fewer than 15 full-time-equivalent teachers (61%)
Q2-2o_PT (S1263)	0	10	2	1	1	Fewer than 5 full-time-equivalent teachers (73%)

See notes at end of table.

Table 43. Summary of NTPS private school item nonresponse bias: 2020–21—Continued

Item	Ineligible for analysis	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences		
				Response rate higher than overall	Response rate lower than overall	Characteristics with response rates lower than overall (response rate)
Q4-b(1) (S0408)		1	4	0	0	N/A
Q4-b(2) (S0426)		1	5	0	0	N/A

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Public School Principals

All public principal items had a response rate of 85 percent or higher; therefore, no items required closer examination.

Private School Principals

All private school principal items had a response rate of 85 percent or higher; therefore, no items required closer examination.

Public School Teachers

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

- (1) Q1-4 (T0103): How much time do you work as a TEACHER in any of grades K–12 or comparable ungraded levels at THIS school?—with a response rate of 47.2 percent
- (2) Q2-13d(8), students (T0267): number of students in 8th class period,—with a response rate of 84.8 percent
- (3) Q2-13d(9), students (T0268): number of students in 9th class period,—with a response rate of 82.6 percent
- (4) Q2-13d(10), students (T0269): number of students in 10th class period,—with a response rate of 81.1 percent
- (5) Q3-3d(3) (T0324): in what year have you earned the SECOND Bachelor’s degree?—with a response rate of 63.9 percent
- (6) Q3-3d(4) (T0327): in what year have you earned the SECOND Master’s degree?—with a response rate of 83.0
- (7) Q4-3e(1), K–12 (T0431): content area or grade range for which you are certified to teach by certificate in question 4-3b,—with a response rate of 84.9 percent
- (8) Q8-1b, amt (T0904): DURING THE SUMMER OF 2020, how much did you have earnings from working in a non-teaching job in the school or any other school? —with a response rate of 84.7 percent
- (9) Q8-1b(1) (T0905): DURING THE SUMMER OF 2020, did all of your nonteaching summer earnings come from your current school?—with a response rate of 82.8 percent
- (10) Q8-2 (T0908): how many days are covered by your contract, per contract year?—with a response rate of 84.8 percent
- (11) Q8-5, amt (T0913): DURING THE CURRENT SCHOOL YEAR, how much additional compensation do you, or will you, earn from this school system based on your students’ performance, (e.g., through a merit pay or pay-for-performance agreement)?—with 83.5 percent
- (12) Q8-7a, amt (T0917): DURING THE CURRENT SCHOOL YEAR, how much additional compensation do you, or will you, earn from working in any job OUTSIDE this school system?—with a response rate of 82.1 percent

- (13) Q8-8, amt (T0920): During the CURRENT SCHOOL YEAR, how much do or will you receive a retirement pension check paid from a teacher retirement system?—with a response rate of 68.7 percent

Table 44 summarizes the item nonresponse bias analysis results for each of the public teacher items. For each item, the weighted response rate for each of the 110 characteristic groups in exhibit 6 were compared with the overall response rate. Note that some of the 110 groups could have no eligible unit-level respondents, in which case an item response rate comparison cannot be made. The table shows how many of the 110 characteristic groups had significantly different response rates from the overall response rate and how many of those significant differences were noteworthy according to the three criteria previously defined. Finally, the characteristic groups of most concern are listed, which are those that have not only noteworthy and significant differences but also a response rate that is lower than the overall response rate.

Table 44. Summary of NTPS public school teacher item nonresponse bias: 2020–21

Item	Ineligible for analysis	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences			Characteristics with response rates lower than overall (response rate)
				Response rate higher than overall	Response rate lower than overall		
Q1-4 (T0103)	0	38	28	20	8	75% or more percent free lunch—eligible (39%) 10 to less than 15 pupil–teacher ratio (42%) Primary grade level (39%) Northeast region (42%) South region (42%) Title I program Title I status (41%) special education subject taught (27%) New York (35%)	
Q2-13d(8), students (T0267)	0	14	4	2	2	General elementary subject taught (73%) Illinois (74%)	
Q2-13d(9), students (T0268)	0	17	3	1	2	General elementary subject taught (67%) Florida (66%)	
Q2-13d(10), students (T0269)	0	22	6	2	4	Charter (71%) high school grade level (73%) General elementary subject taught (63%) Florida (64%)	
Q3-3d(3) (T0324)	0	12	4	3	1	“200 to less than 500” school enrollment (55%)	
Q3-3d(4) (T0327)	0	20	4	4	0	N/A	

See notes at end of table.

Table 44. Summary of NTPS public school teacher item nonresponse bias: 2020–21—Continued

Item	Ineligible for analysis	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences			Characteristics with response rates lower than overall (response rate)
				Response rate higher than overall	Response rate lower than overall		
Q4-3e(1), K–12 (T0431)	0	16	4	2	2		Connecticut (66%) New York (75%)
Q8-1b, amt (T0904)	0	15	6	6	0		N/A
Q8-1b(1) (T0905)	0	15	5	5	0		N/A
Q8-2 (T0908)	0	64	6	1	5		Uploaded nontemplate source of the TLF (75%) Clerical research source of the TLF (75%) District of Columbia (69%) Hawaii (75%) New York (76%)
Q8-5, amt (T0913)	6	28	0	0	0		N/A
Q8-7a, amt (T0917)	0	26	5	3	2		Uploaded nontemplate source of the TLF (72%) Massachusetts (72%)
Q8-8, amt (T0920)	0	13	6	4	2		Northeast region (57%) General elementary subject taught (55%)

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Private School Teachers

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

- (1) Q3-3d(6) (T0333): In what year have you earned Certificate of Advanced Graduate Studies?—with a response rate of 80.6 percent
- (2) Q4-2d(1), code (T0452): code of first additional content area certified by a teaching certificate from an accrediting or certifying body other than the state—with a response rate of 84.6 percent
- (3) Q4-2d(1), label (T5452): label of first additional content area certified by a teaching certificate from an accrediting or certifying body other than the state—with a response rate of 76.6 percent
- (4) Q4-2d(1) K–12 (T0453): does the specified certificate certify you to teach early childhood, preschool or at least one of grades K–12?—with a response rate of 81.7 percent
- (5) Q4-4e(1) K–12 (T0431): does the specified certificate in this additional content area certify you to teach early childhood preschool or at least one of grades K–12?—with a response rate of 84.4 percent

- (6) Q4-4e(2) K–12 (T0435): does the specified certificate in this additional content area certify you to teach early childhood preschool or at least one of grades K–12?—with a response rate of 77.5 percent
- (7) Q8-1b, amt (T0904): DURING THE SUMMER OF 2020, how much did you earn from working in a non-teaching job in this school or any other school?—with a response rate of 84.4 percent
- (8) Q8-1b(1) (T0905): DURING THE SUMMER OF 2020, if working in a nonteaching job in this school or any other school, did all of these earnings come from your current school?—with a response rate of 81.8 percent
- (9) Q8-1c, amt (T0907): DURING THE SUMMER OF 2020, how much did you earn from working in any NONSCHOOL job?—with a response rate of 84.4 percent
- (10) Q8-2 (T0908): How many days are covered by your contract, per contract year?—with a response rate of 81.2 percent
- (11) Q8-3 (T0909): DURING THE CURRENT SCHOOL YEAR, what is your base teaching salary for the entire school year?—with a response rate of 84.8 percent
- (12) Q8-7a, amt (T0917): DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE this school system?—with a response rate of 84.2 percent
- (13) Q8-8, amt (T0920): During the CURRENT SCHOOL YEAR, how much do you, or will you, receive from a retirement pension check paid from a teacher retirement system?—with a response rate of 81.2 percent

Table 45 summarizes the item nonresponse bias analysis results for each of the private teacher items. For each item, the weighted response rate for each of the 49 characteristic groups in exhibit 6 were compared with the overall response rate. Note that some of the 49 groups could have no eligible unit-level respondents, in which case an item response rate comparison cannot be made. The table shows how many of the 49 characteristic groups had significantly different response rates from the overall response rate and how many of those significant differences were noteworthy according to the three criteria previously defined. Finally, the characteristic groups of most concern are listed, which are those that have not only noteworthy and significant differences but also a response rate that is lower than the overall response rate.

Table 45. Summary of NTPS private school teacher item nonresponse bias: 2020–21

Item	Ineligible for analysis	Significantly different response rates	Significant differences that are noteworthy	Groups with significant, noteworthy differences			Characteristics with response rates lower than overall (response rate)
				Response rate higher than overall	Response rate lower than overall		
Q3-3d(6) (T0333)	1	8	1	1	0		N/A
Q4-2d(1), code (T0452)	0	6	0	0	0		N/A
Q4-2d(1), label (T5452)	0	5	1	1	0		N/A
Q4-2d(1) K–12 (T0453)	0	6	1	1	0		N/A
Q4-4e(1) K–12 (T0431)	2	17	0	0	0		N/A
Q4-4e(2) K–12 (T0435)	17	2	0	0	0		N/A
Q8-1b, amt (T0904)	0	10	1	1	0		N/A
Q8-1b(1) (T0905)	0	5	0	0	0		N/A
Q8-1c, amt (T0907)	0	6	0	0	0		N/A
Q8-2 (T0908)	0	6	2	0	2	Jewish affiliation (68%) Uploaded nontemplate source of the TLF (70%)	
Q8-3 (T0909)	0	9	2	1	1	Baptist affiliation (76%)	
Q8-7a, amt (T0917)	0	3	0	0	0		N/A
Q8-8, amt (T0920)	1	13	2	1	1	City locale (70%)	

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Chapter 6. Data Processing

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

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

All paper questionnaires were received in Jeffersonville, Indiana, by the Census Bureau clerical processing staff who assigned a check-in code using the Automatic Tracking and Control (ATAC) system. The data from completed paper questionnaires were captured (converted from paper to electronic format) and sent to Census Bureau analysts in weekly waves of reformatted SAS datasets, by questionnaire type. The data from the questionnaires completed on the internet were retrieved daily from the instrument by Census Bureau programming staff and assigned a check-in code (“net code”) based on the items completed by the respondent. These data were combined with the reformatted paper questionnaire data into SAS datasets for data review, and a status code was assigned to each record based upon its ATAC code or net code. Telephone interviewers used the web computer-assisted telephone interviewing (CATI) system to track cases in their workloads, as well as assigning outcome codes; they used the internet questionnaire instruments to collect survey data.

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

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

Questionnaire Check-in

Check-in of Paper Questionnaires

Respondents were encouraged to complete and mail back all forms sent to their school. Questionnaires¹⁸ received by the National Processing Center (NPC) were immediately checked in to the ATAC system by clerical staff. At this stage, questionnaires received an outcome code of complete if any items on the questionnaire were answered. Additional outcome codes that were set included refusals, blanks, duplicates, Undeliverable as Addressed (UAA), and various out-of-scope codes.

¹⁸ The following out-of-scope codes apply to all NTPS questionnaire types: “School is no longer operating,” “Not a school,” “Wrong grade range,” “Wrong classification (private, etc.),” “Temporarily without students,” “Duplicate school in sample,” and “Other.” The following out-of-scope codes apply only to the NTPS-4A & 4B teacher questionnaires: “No longer works at this school,” “Not a teacher,” and “Deceased or moved outside U.S.” The following out-of-scope code applies only to the NTPS-2A & 2B principal questionnaires: “No principal.”

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

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

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

Check-in of Internet Questionnaires

Internet instruments were developed for all NTPS questionnaire types—the Principal Questionnaire, School Questionnaire, and Teacher Questionnaire. The internet instrument was the primary mode of data collection for all questionnaire types in the 2020–21 NTPS. The percentage of interviews collected by mode is provided in table 46. Because any interviews conducted over the phone were entered into the web CATI system, they are considered to be completed online.

Table 46. Mode of collection for all NTPS questionnaire types by data file: 2020–21

Data file	Total number of complete interviews (ISR = 1)	Collection Mode			
		Paper	Percent	Web	Percent
Public school principal	6,508	1,834	28.2	4,674	71.8
Private school principal	1,753	528	30.1	1,225	69.9
Public school	6,261	2,015	32.2	4,246	67.8
Private school	1,749	535	30.6	1,214	69.4
Public school teacher	39,633	4,017	10.1	35,616	89.9
Private school teacher	4,391	503	11.5	3,888	88.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Public School, Private School, Public School Principal, Private School Principal, Public School Teacher and Private School Teacher IE Files,” 2020–21.

All sampled teachers with a valid email address—either from the teacher list, located using web research, or an outside vendor—were offered the Teacher Questionnaire internet instrument as the primary means to complete their questionnaire. Approximately 89 percent of teachers who completed a NTPS-4A or 4B questionnaire completed the internet version of the questionnaire.

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

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

The internet instrument was programmed so that internet respondents could not skip over critical items; critical items must be answered in order for a questionnaire to be considered complete. On the last screen of each internet questionnaire, the respondent was given the option to submit the completed questionnaire. The

internet questionnaires were assigned a check-in code of complete as long as the respondent completed all of the critical items plus 10 percent of the remaining items and successfully submitted the completed survey. All other situations where the respondent logged in to the instrument but did not complete the questionnaire were considered to be partially complete and were assigned an interview status code during the preliminary and final interview status recode (ISR) stages of data processing that was dependent upon which items the respondent did or did not answer. For further information about the preliminary and final ISR classification, refer to the Data Review section of this chapter.

Data Capture and Imaging

Data Capture of Paper Questionnaires

The 2020–21 NTPS paper questionnaire data were captured using a combination of manual data keying and imaging technology, both of which were facilitated by the Integrated Computer Assisted Data Entry (iCADE) system. The first step in the iCADE system is imaging. The images are then used as the source for electronic data capture, manual keying, and analyst data review.

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

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

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

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

The next stage of data capture was a data quality check of the KFI responses, referred to as analyze KFI. During this check, a percentage of nonblank KFI fields were sampled so that clerks could verify the output. A random number was generated at the starting point for nonblank fields within a batch. Then, the system began at the randomly generated number and took every X'th field for the nonblank fields and all sampled fields were added to a KFI data file. This KFI data file was then sent to a verification clerk who would verify the validity of the KFI output. The verification clerk was presented with an image of the sample fields

and was instructed to enter the response, if any, that he or she found in each field. This clerk was not provided with the data entered by the original keyer.

The system compared the KFI entry from the first entry and the verification entry. The fields with differences were flagged in the KFI script file. In addition, the system computed error rates for the nonblank fields. An error occurred when the clerk's field verification differed from the original KFI entry. Errors were classified into categories based upon the keying error situation.

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

Data Capture of the Internet Questionnaires

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

Reformatting

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

Data Review

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

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

Analysts used the frequencies of each data item at each stage of data processing to identify suspicious values (e.g., if an item’s response was outside the range of possible answer choices or if an answer seemed unlikely given the respondent’s other responses in the survey). In the early stages of processing, analysts investigated anomalies by visually examining the image of the paper questionnaire page. Analysts verified that the data were keyed correctly and looked for additional information the respondent may have written on the questionnaires outside of the answer spaces provided. Analysts updated the files with corrected information as appropriate.

Preliminary ISR Classification

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

Computer Edits

After the preliminary ISR classification, all files were submitted to a series of computer edits.¹⁹ These edits consisted of a range check, a consistency edit, a blanking edit, and a logic edit.

Creating Edit Flags

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

¹⁹ The “computer edits” referenced throughout this chapter refer to the range checks, consistency edits, blanking edits, and logic edits that took place after the data were collected and reformatted into SAS datasets. They do not include the edits that were embedded into the teacher internet instrument, which included range checks and consistency edits that would prompt the respondent if a response they entered was out of range or inconsistent with other entries. The NTPS questionnaires completed using the internet questionnaire instrument still underwent the computer edit stage of processing as described throughout this chapter.

Exhibit 7. Edit flags created in processing: 2020–21 NTPS questionnaires

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Private School, Public School Principal, Private School Principal, Public School Teacher and Private School Teacher Documentation Data Files,” 2020–21.

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

Range Check

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

Consistency Edit

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

1. within items (e.g., if the response to the “yes/no” part of Public School Questionnaire item 1-10a—does the school currently have any students enrolled in kindergarten—was “no,” but there was an entry in 1-10b indicating the length of the school day for kindergarten transitional kindergarten, or transitional 1st grade students, then the entry in item 1-10a was replaced with a “yes” to be consistent with 1-10b); or

2. between items (e.g., if the response to item 1-5 on the Private Principal Questionnaire, years of experience as a principal, indicates that the respondent became a principal before the age of 18 when considering the entry in item 9-4, birth year, the entry in item 1-5 was deleted). In addition, filled in items where data were missing or incomplete were completed by using other information on the same data record (e.g., if the number of part-time teachers was not reported in item 2-1b on the Public School Questionnaire, the total number of teachers was reported in item 2-1c, and the total was greater than or equal to the number of full-time teachers in item 2-1a, the consistency edit entered the difference as the number of part-time teachers in item 2-1b).

Blanking Edit

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

Logic Edit

Data were added to questionnaire records during the logic edits, which filled in some items where data were missing or incomplete using other information on the same questionnaire or from other related data sources. The four main types of edits that occurred during the logic edits are described in further detail below.

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

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

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

Table 47. Summary of changes made to variables in the consistency and logic computer edits, by data file: 2020–21

Data file	Total number of complete interviews (ISR = 1)	Total number of variables in questionnaire	Number of variables changed during edits by percent of records on which the variable was changed			
			None	Greater than 0 percent but less than or equal to 15 percent	Greater than 15 percent but less than or equal to 30 percent	More than 30 percent
Public school principal	6,508	84	46	38	0	0
Private school principal	1,753	84	57	27	0	0
Public school	6,261	159	50	74	7	28
Private school	1,749	238	94	79	15	50
Public school teacher	39,633	358	191	164	0	3
Private school teacher	4,391	358	190	164	0	4

NOTE: At the end of data collection, there were 159 items on the public school file, 238 on the private school file, 84 items on both the public and private school principal files, and 358 items on both the public and private school teacher files. After post-processing, two items were dropped from the public school file, two items were dropped from the private school data file, none were dropped from either the public or private school principal data file, none were dropped from either the public or private school teacher file.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Public School, Private School, Public School Principal, Private School Principal, Public School Teacher and Private School Teacher Documentation Data Files," 2020–21.

Final Interview Status Edit

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

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

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

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

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

- neither of the conditions for out-of-scope cases was met; and
- the respondent reported the total number of years served as a principal of their current school, as well as any other school (item 1-6, A0104), or the respondent reported the total number of years served as principal at the school where they are currently principal (item 1-5, A0105); and
- there were valid entries in at least two of these five items:
 - licensure or certificate (item 1-9, A0108);
 - gender (item 5-1, A0900);
 - Hispanic origin (item 5-2, A0901);
 - race (item 5-3, A0902–A0906);
 - year of birth (item 5-4, A0907); and
- there were data in at least 10 percent of the remaining items (7 items for the Public School Principal Questionnaire).

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

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

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

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

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

- neither of the conditions for out-of-scope cases was met; and
- the respondent reported the total number of years served as a principal of their current school, as well as any other school (item 1-6, A0104), or the respondent reported the total number of years served as principal at the school where they are currently principal (item 1-5, A0105); and
- there were valid entries in at least two of these five items:
 - licensure or certificate (item 1-9, A0108);
 - gender (item 5-1, A0900);
 - Hispanic origin (item 5-2, A0901);
 - race (item 5-3, A0902–A0906);
 - year of birth (item 5-4, A0907); and
- there were data in at least 10 percent of the remaining items (7 items for the Private School Principal Questionnaire).

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

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

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

- the school named on the questionnaire was not in operation during the 2020–21 school year; or
- the school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- the institution named on the questionnaire was not a public school.

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

- none of the conditions for out-of-scope cases were met; and
- the grades(s) offered at the school was reported for at least one of the 1st–12th grades or comparable ungraded. (item 1-1, S0102-s0114)
- the K–12 student enrollment was reported and greater than 0 (item 1-2, S0115); and

- the type of school was reported (item 1-7, S0120); and
- the number of teachers working at the school was reported (full- and/or part-time teachers was reported in item 2-1a-b, S0200 and/or S0201, or total teachers was reported in item 2-1c, S0202); and
- there were data in at least 10 percent of the remaining items (14 items on the Public School Questionnaire).

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

4. Private School Questionnaire (Form NTPS-3B)

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

- the school named on the questionnaire was not in operation during the 2020–21 school year; or
- the school did not serve students in any of grades 1–12 or comparable ungraded levels; or
- the institution named on the questionnaire was not a private school.

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

- none of the conditions for out-of-scope cases were met; and
- the grades(s) offered at the school was reported for at least one of the 1st–12th grades or comparable ungraded. (item 1-1, S0102-s0114)
- the K–12 student enrollment was reported and greater than 0 (item 1-2, S0115); and
- the type of school was reported (item 1-9, S0120); and
- the number of teachers working at the school was reported (full- and/or part-time teachers was reported in item 1-10FT-<1/4, S0200 and/or S0180–S0183, or total teachers was reported in item 1-10 Total, S0202); and
- there were data in at least 10 percent of the remaining items (18 items on the Private School Questionnaire).

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

5. Public School Teacher Questionnaire (Form NTPS-4A)

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

- the school from which the teacher was sampled was classified as out-of-scope by the Screener instrument; or
- the teacher no longer worked at the school named on the questionnaire (e.g., he/she transferred to another school, left teaching, retired, or was deceased); or
- the teacher did not teach any of grades K–12 (e.g., taught prekindergarten [PK] only); or
- the person named on the label was a short-term substitute teacher, student teacher, or teacher's aide; or
- the person named on the label was not a teacher; or
- the person named on the questionnaire label had never worked at the school; or
- the person named on the questionnaire worked at the school but did not teach any classes (e.g., was an assistant principal, counselor, or librarian); or
- the teacher moved out of the U.S.

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

- none of the conditions for out-of-scope cases was met; and

- the respondent reported either their position at the school (item 1-1, T0100) or their full- or part-time teaching status in the school (item 1-4, T0103); and
- at least one grade level of students taught by the respondent was reported (item 2-1, T0200-T0214); and
- the respondent reported their main teaching assignment field (item 2-4, T0217 or T5217); and
- the respondent reported either the year that they began teaching full- or part-time teaching at the elementary or secondary level (item 1-7, T0108) or the total number of years they worked as a full- or part-time teacher at the elementary or secondary level (item 1-9, T0110); and
- the respondent reported whether they had a college degree (item 3-1a, T0300, item 3-2a, T0312, or item 3-3, T0317-T0336); and
- there were valid entries in at least four of the following four items:
 - gender (item 8-11, T0924);
 - Hispanic or Latino origin (item 8-13, T0928);
 - race (item 8-14, T0929 –T0933);
 - year of birth (item 8-15, T0534); and
- there were data in at least 10 percent of the remaining items (29 items for the Public School Teacher Questionnaire).

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

6. Private School Teacher Questionnaire (Form NTPS-4B)

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

- the school from which the teacher was sampled was classified as out-of-scope by the Screener instrument; or
- the teacher no longer worked at the school named on the questionnaire (e.g., they transferred to another school, left teaching, retired, or were deceased); or
- the teacher did not teach any of grades K–12 (e.g., taught PK only); or
- the person named on the label was a short-term substitute teacher, student teacher, or teacher's aide; or
- the person named on the label was not a teacher; or
- the person named on the questionnaire label had never worked at the school; or
- the person named on the questionnaire worked at the school but did not teach any classes (e.g., he/she was an assistant principal, counselor, or librarian); or
- the teacher moved out of the U.S.

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

- none of the conditions for out-of-scope cases was met; and
- the respondent reported either their position at the school (item 1-1, T0100) or their full- or part-time teaching status in the school (item 1-4, T0103); and
- at least one grade level of students taught by the respondent was reported (item 2-1, T0200-T0214); and
- the respondent reported their main teaching assignment field (item 2-4, T0217 or T5217); and
- the respondent reported either the year that they began teaching full- or part-time teaching at the elementary or secondary level (item 1-7, T0108) or the total number of years they worked as a full- or part-time teacher at the elementary or secondary level (item 1-9, T0110); and
- the respondent reported whether they had a college degree (item 3-1a, T0300, item 3-2a, T0312, or item 3-3, T0317-T0336); and
- there were valid entries in at least four of the following eight items:

- gender (item 8-11, T0924);
- Hispanic or Latino origin (item 8-13, T0928);
- race (item 8-14, T0929 –T0933);
- year of birth (item 8-15, T0534); and
- there were data in at least 10 percent of the remaining items (26 items for the Private School Teacher Questionnaire).

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

The preliminary ISR and final ISR counts for each data file and the percent of change for each ISR classification are shown in table 48.

Table 48. Preliminary and final interview status recode (ISR) counts and percent change, by data file: 2020–21

Data file	Sample size	Preliminary ISR			Final ISR			Percent change in ISR		
		Inter-views	Non-inter-views	Out of scope	Inter-views	Non-inter-views	Out of scope	Inter-views	Non-inter-views	Out of scope
Public school principal	9,920	6,518	3,256	146	6,508	3,266	146	-0.15	0.31	0.00
Private school Principal	3,000	1,767	1,100	133	1,753	1,113	134	-0.79	1.18	0.75
Public school	9,920	6,355	3,426	139	6,261	3,520	139	-1.48	2.74	0.00
Private school	3,000	1,828	1,039	133	1,749	1,118	133	-0.04	0.08	0.00
Public school teacher	68,298	42,167	22,124	4,007	39,633	24,658	4,007	-6.01	11.5	0.00
Private school teacher	7,958	4,629	2,670	659	4,391	2,908	659	-5.14	8.91	0.00

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Public School, Private School, Public School Principal, Private School Principal, Public School Teacher and Private School Teacher Documentation Data Files,” 2020–21.

After the final ISR edits, there were still several interviews with “not answered” values on the data files for some variables. Values were created for these items in the next step of the processing—imputation.

Imputation Procedures

During the computer edit stage of data processing, extraneous entries were deleted in situations where skip patterns were not followed correctly and the “logical missing” (.n) code was assigned to the items that should have been answered but were not. In addition, some data were added or modified based on other items on the same or an associated NTPS questionnaire record. The remaining “not answered” items were eligible for imputation after the computer edit stage of processing was complete. NTPS is a fully imputed survey, meaning that all “not answered” items that remained after the computer edits were filled with data during imputation.

In order to fill “not answered” items with data, questionnaires were put through an imputation stage of processing during which two main approaches were used. In the first approach, “hot deck” imputation, data were imputed from items found on questionnaires of the same type that had certain characteristics in common. These records are called “donor records.”

If the donor, or “hot deck,” imputation was unsuccessful in finding an appropriate donor, the second method of imputation was applied. The second method is known as mean or mode imputation, during which data are imputed from the mean or mode of data found on questionnaires of the same type among respondents who have certain characteristics in common (“donor groups”). This mean and mode imputation was implemented only as a final method of imputation and on an as-needed basis.

When a missing item was imputed from a donor record and the donor answered using the “other” option, the write-in “please specify” portion was not imputed. In addition, none of the write-in items (e.g., open-ended items) were imputed from donor records. Many of the write-in items ask for information that is very specific to each respondent. For instance, item 1-6 on the Public Teacher Questionnaire has open-ended write-in items that ask information about the respondent’s occupation during the previous school year, such as what

the specific occupation was and what the most important activities or duties were at that job. Items such as these were not imputed and were left unanswered on the final data files (i.e., given a value of -9 for missing data).

Once the imputation stage was complete, there were no more unanswered items other than the write-in items (e.g., open-ended items) that are not imputed. At this point, Census Bureau analysts performed checks on the imputed data to make sure that they were consistent with other data on the same record. For a small number of cases where imputed data were either inconsistent with other data on the same record or appeared to be outlier data, analysts made adjustments to the imputed data during a post-imputation data review process.

Creating Imputation Flags

Flags that were used in the imputation stage of processing were different from those used for the computer edits and were in the format of $f_{\text{[source code]}}$ = (value of 0, 7, 8, or 9). The definitions for each imputation flag used in the 2020–21 NTPS are described in exhibit 8.

Exhibit 8. Imputation flags created in processing: 2020–21 NTPS questionnaires

Processing step	Flag variables	Flag values and definitions
Imputation specs	$f_{\text{[source code]}}$ =	0 Data reported. Not imputed.
		7 Item was imputed by using data from the record for a similar case (donor).
		8 Item was imputed by using the mean or mode of data for groups of similar cases.
		9 Data value was adjusted during analysts' post-imputation review of data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School, Private School, Public School Principal, Private School Principal, Public School Teacher, Private School Teacher, Restricted-Use Data Files," 2020–21.

The imputation flags are included on the restricted-use data files. By looking at the flag values, data users are able to identify which items were imputed and how the imputations were performed. The data user can use this imputation flag to decide whether to include imputed data in their analysis and which types of imputed data to employ.

Hot Deck Imputation

During hot deck imputation, responses were added to the missing record by establishing a donor record and then basing imputation on data found within the donor record. Donors were selected based on their answers to specified items called "matching variables." If two respondents had similar information in the selected matching variables, then it was assumed that they were comparable and that imputation of one data item from the other was reasonable.

The matching variables used to establish donor relationships were selected based on the type of data the donor would supply to the record undergoing imputation. For example, since a respondent's answer to a given item may be influenced by the school's enrollment and the proximity of the school to a metropolitan center, these variables were used to find another respondent in a school with similar characteristics.

Each item on each questionnaire was assigned a unique group of matching variables along with a routine describing the hierarchy of importance of each of the matching variables in determining an appropriate donor. The matching variables were chosen and ordered to ensure that the donors chosen were the most

similar to the record with the unanswered data and therefore the best donors possible. All public teacher donor records needed to be from the same state as the record with missing data.

For example, on the Public Principal Questionnaire, item 5-4 asks for the principal's birth year. If the respondent left this item blank, then the most important variable in predicting its value would be the number of years as a principal in any school (YEARPRIN), followed by highest degree the principal earned (DEGREE), followed by the grade levels offered by the school (NLEVEL). Therefore, the ordered matching variables were YEARPRIN, DEGREE, and NLEVEL.

However, item 3-6 concerns the frequency at which a number of problems occur at the school, an area in which the number of years as a principal or highest degree earned may not be useful predictors. Instead, the grade levels offered by the school (NLEVEL) would be the most important indicator, followed by the type of school at which the respondent served as principal (TYPE20) and the proximity of the respondent's school to a metropolitan center (URB). Therefore, the ordered matching variables for this item would be NLEVEL, TYPE20, and URB. The tables in appendix G show the complete list of matching variables used during 2020–21 NTPS hot deck imputation for each data file, along with their definitions and items for which they were used as matching variables.

The matching variables of the donor records had to perfectly match those of the record undergoing imputation. When there were not enough donor records within any given stratification cell of perfectly matched matching variables, the matching variable(s) of least importance was dropped, and the imputation program began a new search for a donor record based upon the subset of matching variables established as variables were dropped in sequence.

As mentioned, for the teacher file all donor records needed to be from the same state as the record with missing data, therefore state could never be dropped when searching for a donor. If the matching variables were reduced to only state and no donor was found, then the value was imputed based on the mean or mode of a matching group of respondents. Matching variables that were of equal importance on the principal and school files as compared to state on the teacher file were varied and included type of school, urbanicity, and the grade levels offered at that particular school.

Once the donor relationship was established, the donor record provided data items either directly or indirectly to the imputed record. "Directly" meant that the donor's response to an item was imputed to the record undergoing imputation; this occurred most frequently with categorical items. "Indirectly" meant that a combination of donor's replies, most commonly a ratio, was used to derive a response for the record undergoing imputation. Eight main types of commonly used direct and indirect donor relationships were defined and used during hot deck imputation, and these are described in further detail below.

- *Simple Imputation.* During the most basic type of imputation, known as simple imputation, the missing item was imputed directly from that item on the donor record. For example, item 1-12 on the Public School Questionnaire asks whether the school has a library media center. If this item was still unanswered upon entering the imputation stage of data processing, then item 1-12 was imputed with the response from the donor record and flagged accordingly.
- *Simple Imputation for Multiple Items.* Simple imputation for multiple items was an expansion of simple imputation, where a series of missing items were imputed directly from those items on the donor record. For example, item 2-2 on the Public Principal Questionnaire asks a series of questions about the level of influence the principal has over policies and practices at the school. The item has seven parts, a through g, which include setting performance standards, establishing curriculum, determining the content of in-service professional development programs for teachers, evaluating teachers, hiring new full-time teachers, setting discipline policy, and deciding how the school budget will be spent. If any or all parts of this item were still unanswered upon

entering the imputation stage of data processing, then they were imputed with the response from the same donor record and flagged accordingly.

- *Simple Imputation with Blanking Edit and then Simple Imputation.* Items requiring simple imputation with blanking edits, then simple imputation had two parts. The first part was a simple imputation, where the initial missing item (an item with a yes/no response, referred to as a “screener” item) was imputed using simple imputation, directly from that item on the donor record. Then, depending on the imputed response, the subsequent item(s) were either imputed using simple imputation (when “yes” is imputed to the screener item) or blanked (if “no” is imputed to the screener item). This type of imputation occurs for items where this skip pattern is present. Items following a different skip pattern most likely fell into the “Complex Imputation” donor relationship described later in this section.

For these items, there were always two donors established. The first donor was used when both parts (the “screener” portion and the subsequent items) of the imputed item were missing. The second donor was used when the respondent answered the screener item with a “yes” response but the subsequent items were missing and needed to be imputed. The method of imputation for this second donor was simple imputation.

For example, item 3-2a on the Public School Questionnaire asks whether students attend this school across 12 months. If the response to 3-2a is “yes,” then item 3-2b asks whether all students attend the same cycle. If both 3-2a and 3-2b were unanswered upon entering the imputation stage of data processing, then item 3-2a was imputed with the response from the donor record and flagged accordingly first. If “no” was imputed to 3-2a, then item 3-2b was assigned the valid skip code. However, if “yes” was imputed to 3-2a, then item 3-2b was imputed with the responses from the second donor record and flagged accordingly.

- *Ratio Imputation.* During ratio imputation, the missing item was imputed using the donor’s ratio of that item to some predetermined related item (“ratio variable”) and applying it to that same related item on the record being imputed. For example, item 5-10 on the Public School Questionnaire asks how many designated Title I teachers were teaching at the school around the first of October. If this item was still unanswered upon entering the imputation stage of data processing, then it was imputed by applying the ratio of the number of Title I teachers (item 5-10) to the total number of full- and part-time teachers (item 1-10c) from the donor record to the total number of full- and part-time teachers (item 1-10c) on the record undergoing imputation and flagged accordingly.
- *Ratio Imputation for Multiple Items.* Ratio imputation for multiple items was an expansion of basic ratio imputation, where a series of missing items were imputed using the donor’s ratio of each of those items to some predetermined related item (“ratio variable”) and applying these ratios to that same related item on the record being imputed. For example, item 5-2b on the Public School Questionnaire asks how many students with disabilities spend various portions of their day (all day, most of the day, some of the day, little or none of the day) in a regular classroom. The item has four parts. If one or several parts of this item were still unanswered upon entering the imputation stage of data processing, then they were imputed by applying the ratio of the number students that spend the specified portion of their day in a regular classroom (item 5-2b [1], [2], [3], and [4]) to total student enrollment (item 1-2) from the donor record to the total student enrollment (item 1-2) on the record undergoing imputation and flagged accordingly.
- *Simple Imputation with Blanking Edit and then Ratio Imputation.* Items requiring simple imputation with blanking edit, then ratio imputation had two parts. The first part was a simple imputation, where the initial missing item (usually an item with a yes/no response, referred to as a “screener” item) was imputed using simple imputation, directly from that item on the donor record. Then, depending on the imputed response, the subsequent item(s) were either imputed using ratio

imputation (when “yes” was imputed to the screener item) or blanked (if “no” was imputed to the screener item). This type of imputation occurred for items where this skip pattern was present. Items following different skip patterns most likely fell into the “Complex Imputation” donor relationship.

For these items, there were always two donors. The first donor was used when both parts (the “screener” portion and the subsequent items) of the imputed item were missing. The second donor was used when the respondent answered the screener item with a “yes” response, but the subsequent item(s) were missing and needed to be imputed. The method of imputation for the second donor was ratio imputation.

For example, item 5-1a on the Public School Questionnaire asks whether any of the students enrolled in the school have an Individual Education Plan (IEP) because they have special needs. If the response to 5-1a is “yes,” then item 5-1b asks how many students have an IEP because they have special needs. If both 5-1a and 5-1b were unanswered upon entering the imputation stage of data processing, then item 5-1a was imputed with the response from the donor record and flagged accordingly first. If “no” was imputed to item 5-1a, then item 5-1b was assigned the valid skip code. However, if “yes” was imputed, then item 5-1b was imputed by applying the ratio of the number of students with an IEP (item 5-1b) to total student enrollment (item 1-2) from the donor record to the total student enrollment (item 1-2) on the record undergoing imputation and flagged accordingly.

- *Ratio Imputation with Blanking Edit and then Ratio Imputation.* Items requiring ratio imputation with blanking edit, then ratio imputation have two parts. The first part was a ratio imputation, where the initial missing item (referred to as a “screener” item) was imputed using the donor’s ratio of that item to some predetermined related item (“ratio variable”) and applying it to that same related item on the record being imputed. Then, depending on the imputed response (whether a value of 0 or a value greater than 0 was imputed), the subsequent item(s) were either imputed using ratio imputation (when a value greater than 0 was imputed to the screener item) or blanked (if a value of 0 was imputed to the screener item). This type of imputation occurred for items where this skip pattern was present. Items following different skip pattern patterns most likely fell into the “Complex Imputation” donor relationship.

For these items, there were always two donors. The first donor was used when both parts (the “screener” portion and the subsequent items) of the imputed item were missing. The second donor was used when the respondent answered the screener item with a response greater than 0 but the subsequent item(s) were missing and needed to be imputed. The method of imputation for the second donor was ratio imputation.

For example, item 2-6a on the School Questionnaire asks how many teachers were newly hired by the school around the first of October. If the response to 2-6a is greater than 0, then item 2-6b asks how many of the newly hired teachers were in their first year of teaching. If both 2-6a and 2-6b were unanswered upon entering the imputation stage of processing, then item 2-6a was imputed by applying the ratio of newly hired teachers (item 2-6a) to the total number of full- and part-time teachers (item 2-1c) from the donor record to the total number of full- and part-time teachers (item 2-1c) on the record undergoing imputation. If a value of 0 was imputed to 2-6a, then item 2-6b was assigned the valid skip code. However, if a value greater than 0 was imputed to 2-6a, then item 2-6b was imputed by applying the ratio of newly hired first year teachers (item 2-6b) to total newly hired teachers (item 2-6a) from the donor record to the total newly hired teachers (item 2-6a) on the record undergoing imputation and flagged accordingly.

- *Complex Imputation.* Complex imputation was used when the imputation could not be accomplished using one of the other seven donor relationship types. In these cases, it was simply

because, while the general methodology might fit one of the other donor relationships, the skip pattern might have been reverse (e.g., the subsequent items are imputed if the screener is imputed as “no” rather than “yes”). In other cases, the imputation was deemed “complex” due to its level of difficulty (e.g., too many steps in the imputation process), and therefore separate imputation programs had to be drafted.

Finally, to prevent a single record from having an undue impact on the data, a record could only be used as a donor a maximum of five times.

Data imputed during the “hot deck” imputation were given an imputation flag of value “7.”

Mean and Mode Imputation

During mean and mode imputation, responses were imputed by establishing groups of similar questionnaires (donor groups) and then imputing for a particular item by substituting either the mean (the average of all the responses for that item) or mode (the response that occurs most frequently) of the same data item within that established donor group. Donor groups were selected based on respondents’ data for specified items called “matching variables.” If several respondents answered the selected matching variables in the same manner, then it was assumed that imputation of one data item from the mean or mode of the cases within the similar group was reasonable. The mode of responses within a donor group was used for the categorical items, while the mean was used for continuous items.

The matching variables used to establish donor groups for mean and mode imputation were the same matching variables used during the hot deck imputation. However, if a donor group could not be established even after collapsing each matching variable completely, the mean and mode imputation would drop the least important matching variable(s) in the established matching variable hierarchy and look for a donor group until one was established and the missing data item was imputed.

If a large number of records underwent mean or mode imputation for the same item within a donor group, a different statistical approach was applied as to preserve the distribution of overall responses. This was done at the discretion of the supervisory analyst. Data imputed during the mean and mode imputation were given an imputation flag of value “8.”

Post-Imputation Processing

Following imputation, the computer edits were re-run and any remaining data issues were resolved. These edits were used to ensure that the values imputed were within acceptable ranges and were consistent with other items on the same questionnaire. In a very small number of cases, an imputed value was blanked out by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value based on a number of factors. Census Bureau analysts reviewed:

- the original image of the questionnaire to see whether the respondent had made any notes in the margin that might provide insight;
- other items within the same record with related information;
- similar cases to get an understanding of what the respondent might have answered; and/or
- means and modes of similar sub-samples.

When analysts changed or added data for any reason during the post-imputation data review, an imputation flag with a value of “9” was set to indicate this. Once this analyst review was complete, any items that were imputed at a rate greater than 15 percent were analyzed as part of the item bias analysis (see chapter 5 for details about nonresponse bias analysis).

Imputation Summary Tables

The number of source codes (specific items) that were imputed for a given percentage of records during each imputation method are summarized in tables 49 through 54. For example, during hot deck (donor) imputation, 146 survey items were imputed for between 1 and 15 percent of public school principal items.

The first column, “Not imputed for any record,” includes items that are not eligible for imputation (e.g., “please specify” write-in items, respondent information not included on the final data files, time to complete survey) as well as items that required no imputation at one or both of the stages.

The tables in appendix H show the number of imputations applied during each method of imputation to each source code, by data file.

Table 49. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for public school principals 2020–21

Type of imputation	Not imputed for any record	Imputed for more than 0 percent but less than or equal to 15 percent of the records	Imputed for more than 15 percent but less than or equal to 30 percent of the records	Imputed for more than 30 percent of the records
Donor	4	80	0	0
Mean or mode	82	2	0	0
Manual	78	6	0	0
All types	4	80	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal Restricted-Use Data File,” 2020–21.

Table 50. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for private school principals 2020–21

Type of imputation	Not imputed for any record	Imputed for more than 0 percent but less than or equal to 15 percent of the records	Imputed for more than 15 percent but less than or equal to 30 percent of the records	Imputed for more than 30 percent of the records
Donor	7	77	0	0
Mean or mode	83	1	0	0
Manual	79	5	0	0
All types	5	79	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School Principal Restricted-Use Data File,” 2020–21.

Table 51. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for public schools: 2020–21

Type of imputation	Not imputed for any record	Imputed for more than 0 percent but less than or equal to 15 percent of the records	Imputed for more than 15 percent but less than or equal to 30 percent of the records	Imputed for more than 30 percent of the records
Donor	22	125	10	0
Mean or mode	129	28	0	0
Manual	145	12	0	0
All types	22	125	10	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data. The two items dropped from the public school file were the a.m./p.m. variables for the start and end times for the school since the time is converted to military time on the documentation files.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Restricted-Use Data File," 2020–21.

Table 52. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for private schools: 2020–21

Type of imputation	Not imputed for any record	Imputed for more than 0 percent but less than or equal to 15 percent of the records	Imputed for more than 15 percent but less than or equal to 30 percent of the records	Imputed for more than 30 percent of the records
Donor	75	149	6	8
Mean or mode	130	102	6	0
Manual	200	38	0	0
All types	50	162	17	9

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Restricted-Use Data File," 2020–21.

Table 53. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for public school teachers: 2020–21

Type of imputation	Not imputed for any record	Imputed for more than 0 percent but less than or equal to 15 percent of the records	Imputed for more than 15 percent but less than or equal to 30 percent of the records	Imputed for more than 30 percent of the records
Donor	87	271	0	0
Mean or mode	276	82	0	0
Manual	313	45	0	0
All types	74	284	0	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Teacher Restricted-Use Data File,” 2020–21.

Table 54. Number of source codes imputed, by percentage of records receiving imputation and type of imputation for private school teachers: 2020–21

Type of imputation	Not imputed for any record	Imputed for more than 0 percent but less than or equal to 15 percent of the records	Imputed for more than 15 percent but less than or equal to 30 percent of the records	Imputed for more than 30 percent of the records
Donor	120	237	1	0
Mean or mode	225	133	0	0
Manual	350	8	0	0
All types	80	277	1	0

NOTE: Every question item and data entry in the questionnaires has a corresponding source code. The source codes are the variable names for these data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School Teacher Restricted-Use Data File,” 2020–21.

Preliminary Data Products

After all stages of imputation were completed and the blanking and consistency edits were run once again, the data were split into data files by questionnaire type (i.e., Principal, School, and Teacher). These three files were used as the source files for the final documentation files.

The documentation files included all variables, including frame variables, survey variables, created variables, extant data, weighting variables, and imputation flags.

For previous cycles of the NTPS, NCES made the decision to incorporate extant data into the final public NTPS data products. For the 2020–21 cycle of NTPS, this operation was repeated. The main purpose was to showcase various school-level attributes from multiple sources all on one data file for the convenience of any future analysis and research. The ability to provide various school information without having to place the questions on the public NTPS questionnaires meant that respondent burden was reduced.

The extant data came from three sources—the Civil Rights Data Collection (CRDC),²⁰ *EDFacts*,²¹ and the Common Core of Data (CCD).²²

For more information about the procedures followed for gathering, processing, and appending extant data on the public NTPS files, please see appendix I. For a list and description of the extant variables used, please see appendix J.

The documentation files were used to run the unit and item response rates and contain all sampled cases and the base weights in addition to the final weights.

Public School Principal

The principal final documentation file includes all items from the Public School Principal Questionnaire (Form NTPS-2A), as well as frame variables, created variables, extant data, weighting variables, and imputation flags.

Private School Principal

The principal final documentation file includes all items from the Private School Principal Questionnaire (Form NTPS-2B), as well as frame variables, created variables, extant data, weighting variables, and imputation flags.

Public School

The school final documentation file includes all items from the Public School Questionnaire (form NTPS-3A), as well as applicable frame variables, created variables, extant data, weighting variables, and imputation flags.

Private School

The school final documentation file includes all items from the Private School Questionnaire (form NTPS-3B), as well as applicable frame variables, created variables, extant data, weighting variables, and imputation flags.

²⁰ The CRDC has been conducted on behalf of the U.S. Department of Education since 1968. As the name indicates, a major function of the CRDC is to provide data on vital education and civil rights issues for American public schools. For NTPS, six variables were added from the 2017–18 CRDC. These variables provided information pertaining to alternative schools, magnet programs, gifted/talented programs, and Advanced Placement (AP) or International Baccalaureate (IB) participation. <https://www2.ed.gov/about/offices/list/ocr/data.html?src=rt>

²¹ *EDFacts* is an initiative put forth by the U.S. Department of Education that seeks to merge performance data from state education agencies with other sources such as financial grant information. Having access to the state-level school and district data on a national level not only reduces respondent burden but also allows these open, robust data sources to be placed at the forefront for any educational policymaking whether that be at the federal, state, or local level. One major area *EDFacts* specializes in is with graduation rates across different demographic characteristics such as race, ethnicity, socioeconomic status, and limited English proficiency. Overall rates, as well as the cohort sizes, were copied from the 2018–19 *EDFacts* to NTPS. <https://www2.ed.gov/about/inits/ed/edfacts/index.html>

²² The CCD is an annual set of five surveys distributed to state and local agencies that in turn collect data from approximately 100,000 schools and 18,000 school districts. The CCD has been utilized in the past on SASS administrations and the 2015–16 NTPS. While previously used primarily as a source for the frame and occasionally as a reference on data processing, this cycle brought about using additional CCD variables as a replacement for a set of questions on NTPS. The 2020–21 NTPS was designed to omit asking for the counts of students by race on the school questionnaire, which had been on previous SASS cycles, because these data exist on CCD. Comprehensive male, female, prekindergarten, and race counts were added from the 2019–20 CCD to NTPS. This set of variables was slightly different in that instead of a direct copy with minimal programming, additional variables were created using the aforementioned CCD variables. The end result on the NTPS final files was variables that estimated the percentage of students at a particular school that were male, female, or of a particular race or ethnicity. <https://nces.ed.gov/ccd/aboutCCD.asp>

Public School Teacher

The public school teacher final documentation file includes all items from the Public School Teacher Questionnaire (Form NTPS-4A), as well as applicable frame variables, created variables, extant data, weighting variables, and imputation flags.

Private School Teacher

The private school teacher final documentation file includes all items from the Private School Teacher Questionnaire (Form NTPS-4B), as well as applicable frame variables, created variables, extant data, weighting variables, and imputation flags.

The documentation files are the source of the restricted use files. The restricted-use files contain only the respondents' records; processing variables and most sampling variables were removed. In addition, the documentation files and restricted-use files were altered to meet the requirements of data nondisclosure prior to release.

Chapter 7. Weighting and Variance Estimation

This chapter describes the weighting and variance estimation procedures of the 2020–21 National Teacher and Principal Survey (NTPS). Sample weights are used so that estimates created from survey data reflect the target population. Variance estimation techniques estimate the sampling error of statistics created using survey data.

Weighting

This section describes the weighting processes for each NTPS respondent. The general purpose of weighting is to scale up the sample estimates to represent the target survey population. Weighting comprises four steps, which were largely similar among various types of respondents: schools, principals, and teachers. First for a given respondent, the initial basic weight was defined as that respondent's probability of selection. Second, a sampling adjustment factor representing additional information impacting the respondent's probability of selection was applied. For example, a sampled school may have split or merged with another school, in which case the probability of selection would either half or double. Third, a nonresponse adjustment factor was calculated and applied using information known about the respondents and nonrespondents, such as school characteristics, from the sampling frame data. Finally, various raking adjustment factors were calculated and applied to the samples, as discussed later in this chapter. The type and number of raking adjustment factors varied with each NTPS respondent type; however, each adjusted the sample totals to overall frame totals in order to reduce sampling variability.

Most components of the weighting process employed weighting classes or cells, i.e., subgroups of the sample population in the calculation of the weighting adjustments factors. Adjusting weights differentially by these classes allowed for differential adjustment factors for the same weighting component. This technique is especially useful when the computed factors are presumed to differ substantially, such as when patterns of nonresponse vary across subpopulations. In subsequent sections, the formula for computing a particular weighting component is presented for each respondent type of the NTPS, along with a brief description of each component of the weight. When computations were done within weighting classes such as nonresponse adjustments, the cells are described.

The school weighting procedure is described first since schools are the primary sampling unit for the NTPS survey. The principal weighting procedure is described next and is similar to the school weighting procedure. The third section describes the teacher weighting procedure.

The distribution of the final weights from each file is provided in table 55 below.

Table 55. Distribution of final weights for NTPS interviewed cases, by data file: 2020–21

Source	Weight at given percentile										Maximum	Mean
	Minimum	1st	5th	10th	25th	50th	75th	90 th	95th	99th		
Public schools	1.29	2.40	3.67	4.76	7.69	12.79	19.91	26.78	31.07	43.12	98.71	14.69
Private schools	1.53	2.06	2.83	3.38	5.60	10.97	18.07	25.70	34.55	63.39	114.54	13.77
Public-school principals	1.22	2.36	3.67	4.60	7.28	12.30	19.31	25.67	29.77	41.10	100.14	14.12
Private school principals	1.43	2.11	2.87	3.50	5.82	11.17	17.83	25.34	33.56	59.55	117.44	13.71
Public school teachers	5.60	15.26	22.75	30.18	50.87	89.42	125.32	163.36	189.70	265.18	2,529.92	94.96
Private school teachers	9.80	21.63	31.08	36.38	47.83	95.64	148.98	186.46	219.29	309.09	697.79	106.21

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “School, Principal, and Teacher Data Files,” 2020–21.

School Weighting

The final weight for the school data is the multiplicative product of:

(*Initial Basic Weight*) and (*Sampling Adjustment Factor*) and (*Nonresponse Adjustment Factor*) and (*Raking Estimate Factor*) where for a given school:

Initial Basic Weight is the inverse of the probability of selection of the school at the time of selection; e.g., if a given school were sampled with probability one-tenth, the basic weight would be 10.

Sampling Adjustment Factor is an adjustment that accounts for circumstances that affect the school’s probability of selection and that are identified only after the data collection has begun. Examples include things such as a merger between two or more schools, identification of duplicate school records, or incorrect building-level collapsing (e.g., a junior high school and a senior high school incorrectly merged to become a junior/senior high school). The collapsing described in chapter 3 is reflected in the initial basic weight, but any changes in the school collapsing described in chapter 3, found after the beginning of data collection (i.e., uncollapsing or additional collapsing of schools) are adjusted for in this step.

Nonresponse Adjustment Factor is an adjustment that accounts for total school nonresponse. It is the weighted (product of initial basic weight and sampling adjustment factor) ratio of the total eligible in-scope schools (interviewed schools plus noninterviewed schools) to the total responding in-scope schools (interviewed schools) within cells. The 2020–21 NTPS determined cell definitions by a procedure known as Chi-squared Automatic Interaction Detection (CHAID). The CHAID procedure determines an optimal set of cell definitions as explained in the School Weighting Adjustment Cells section below. The resulting cells require no further collapsing. The cells used for public schools are as presented in table K-1 of appendix K and the cells used for private schools are presented in table K-6. At this stage of the weighting process, noninterviewed and out-of-scope schools are assigned a weight of zero.

Raking Estimate Factor is a factor that adjusts the sample estimates to known final frame totals after all frame construction. Construction of the frame is described in chapter 3. Each interviewed and out-

of-scope public school is assigned to a *school level* (4 levels—*elementary, middle, high /secondary, combined/other*) by collapsed poverty (*high, not high*) raking cell and *school level* (*elementary, middle, high/secondary, combined/other*) by locale (*city, suburb, town, rural*) raking cell. Each interviewed and out-of-scope private school is assigned to a *school level* (3 levels—*elementary/middle, high/secondary, combined/other*) by affiliation (11 categories) raking cell and a *school level* (*elementary/middle, high/secondary, combined/other*) by locale raking cell. Note that raking cells are not a full factorial cross of the categories; some categories can be aggregated. A raking procedure brings the weighted total in each cell into agreement with the known frame totals across dimensions. Note that the input weight for frame totals includes both respondent and out-of-scope schools. For respondent schools the input weight is the noninterview adjusted weight and for out-of-scope schools the input weight is the base weight.

School Weighting Adjustment Cells

Nonresponse Adjustment Factor

The school nonresponse adjustment factor and raking adjustments were computed within cells. The schools were classified into cells based on sampling frame data for both the noninterview adjustment and raking adjustments. Nonresponse adjustment cells were determined using the CHAID procedure.

CHAID is a regression tree procedure that first examines the cross tabulations between each of the input fields and the outcome and then tests for significance using a chi-square independence test. If more than one of these relations is statistically significant, CHAID will select the input field that is the most significant (smallest *p*-value). If an input has more than two categories, these are compared, and categories that show no differences in the outcome are collapsed together. This is done by successively joining the pair of categories showing the least significant difference. This category-merging process stops when all remaining categories differ at the specified testing level.

Raking Estimate Factor

To reduce the variance that arises from sampling, we applied the raking estimate factor to adjust the sample estimates to known frame totals from the 2020–21 NTPS universe. Raking is an iterative process that adjusts sample estimates to totals from the sampling frame one dimension at a time until convergence occurs across all dimensions.

Tables 56 and 57 present the raking cells and the numerator totals for the adjustment factors for the public schools and principals in the weighting process.

Table 56. Adjustment cells for public school and principal weights, with school level by collapsed poverty: 2020–21

Cell A Value	School Level	Collapsed Poverty	Totals
1	1 Elementary	1—Non-High	36,442
2		2—High	15,429
3	2 Middle	1—Non-High	11,875
4		2—High	3,800
5	3 High/secondary	1—Non-High	17,991
6		2—High	5,109
7	4 Combined/other	1—Non-High	2,854
8		2—High	906

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 57. Adjustment cells for public school and principal weights, with school level by locale: 2020–21

Cell B Value	School Level	Locale	Totals
1	1 Elementary	1—(City)	15,519
2		2—(Suburb)	17,903
3		3—(Town)	5,756
4		4—(Rural)	12,693
5	2 Middle	1—(City)	3,938
6		2—(Suburb)	5,541
7		3—(Town)	2,437
8		4—(Rural)	3,759
9	3 High/secondary	1—(City)	6,195
10		2—(Suburb)	6,264
11		3—(Town)	3,641
12		4—(Rural)	7,000
13	4 Combined/other	1—(City)	1,002
14		2—(Suburb)	847
15		3—(Town)	476
16		4—(Rural)	1,435

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Tables 58 and 59 present the raking cells and the numerator totals for the raking estimate factors to the private schools and principals in the weighting process.

Table 58. Adjustment cells for private school and principal weights, with school level by affiliation: 2020–21

Cell A Value	School Level	Affiliation	Totals
1	1 Elementary/middle	1—Catholic—parochial	2,086
2		2—Catholic—diocesan	2,602
		3—Catholic—private	
3		4—Baptist	1,134
		5—Jewish	
		7—Seventh-day Adventist	
4		6—Lutheran	948
5		8—Other religious	3,474
6		9—Nonsectarian—regular	1,172
7		10—Nonsectarian—special emphasis	1,379
		11—Nonsectarian—special education	
8	2 Secondary/high	1—Catholic—parochial	566
		2—Catholic—diocesan	
9		3—Catholic—private	477
10		4—Baptist	441
		5—Jewish	
		6—Lutheran	
		7—Seventh-day Adventist	361
11		8—Other religious	
12		9—Nonsectarian—regular	541
13		10—Nonsectarian—special emphasis	563
		11—Nonsectarian—special education	
14	3 Combined/other	1—Catholic—parochial	471
		2—Catholic—diocesan	
		3—Catholic—private	
15		4—Baptist	1,427
		5—Jewish	
		6—Lutheran	
		7—Seventh-day Adventist	3,278
16		8—Other religious	
17		9—Nonsectarian—regular	961
18		10—Nonsectarian—special emphasis	436
19		11—Nonsectarian—special education	930

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21

Table 59. Adjustment cells for private school and principal weights, with school level by locale: 2020–21

Cell A Value	School Level	Locale	Totals
1	1 Elementary/middle	1—(City)	4,415
2		2—(Suburb)	4,435
3		3—(Town)	1,193
4		4—(Rural)	2,752
5	2 Secondary/high	1—(City)	1,253
6		2—(Suburb)	1,028
7		3—(Town)	668
		4—(Rural)	
8	3 Combined/other	1—(City)	2,360
9		2—(Suburb)	2,688
10		3—(Town)	709
11		4—(Rural)	1,746

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21

Note that raking cells and the numerator totals for the raking estimate factors for public and private teachers are presented in tables 60 through 63 in the teacher section.

For the raking of public schools, an adjustment factor was calculated by dividing the known control total for each of the eight cells in table 56 by the weighted total of surveyed schools in that cell (the weight used includes the initial basic weight, the sampling adjustment factor, and the noninterview adjustment factor). That adjustment factor was applied to all schools in the cell. Next for raking of public schools, an adjustment factor was calculated by dividing the known control total for each of the 16 cells in table 57 by the weighted total of surveyed schools in that cell (the weight used is the weight from the previous step after the new adjustment factor has been applied).

This process continued by alternating back and forth between both tables until the results converged—that is, until there was agreement between the weighted sample totals and the frame totals for all eight cells in table 56 and all 16 cells in table 57 within a very small tolerance. For the raking of private schools an adjustment factor was calculated by dividing the known control total for each of the 19 cells in table 58 by the weighted total of surveyed schools in that cell (the weight used included the initial basic weight, the sampling adjustment factor, and the noninterview adjustment factor). That adjustment factor was applied to all schools in the cell.

Next for raking of private schools, an adjustment factor was calculated by dividing the known control total for each of the 11 cells in table 59 by the weighted total of surveyed schools in that cell (the weight used was the weight from the previous step after the new adjustment factor has been applied).

This process continues similarly to public school raking, alternating between tables until the results converged, that is, until there was agreement between the weighted sample totals and the frame totals for all 19 cells in table 58 and all 11 cells in table 59 within a very small tolerance.

During the raking (for both public and private schools), if any individual school's weight was *greater* than eleven times greater than the mean of all the weights before raking begins, that school's weight was trimmed so that it was equal to eleven times the mean weight. Or if any individual school's weight was *less* than one before raking began, that school's weight was trimmed (adjusted up) so that it was equal to one.

Principal Weighting

The principal weighting was done the same way as the school weighting described above. The CHAID cells used for the public principal noninterview adjustment are shown in table K-2 of appendix K. The CHAID cells used for the private principal noninterview adjustment are shown in table K-7 of appendix K. Since the response status for each of the principal surveys and the corresponding school surveys could be different, the weighting process was done separately for each questionnaire. The sum of the principal weights may be less than the sum of the school weights because some schools do not have principals. See chapter 5 for a discussion of school and principal interview status.

Teacher Weighting

The final weight for public school teachers is the multiplicative product of:

(Teacher Initial Basic Weight) and (School Sampling Adjustment Factor) and (Teacher List Nonresponse Adjustment Factor) and (Teacher-Within-School Nonresponse Adjustment Factor) and (Teacher Raking Estimate Factor) and (Teacher Adjustment Factor), where:

Teacher Initial Basic Weight is the inverse of the probability of selection of the teacher at the time of selection. As explained in chapter 3, a given teacher's probability of selection is slightly more complicated than that of schools or principals since it depends on both the selection probability of the teacher and the teachers' school.

School Sampling Adjustment Factor is an adjustment that accounts for circumstances affecting the school's probability of selection that are identified after the data collection has begun, such as a merger, duplication, or incorrect building-level collapsing (i.e., a junior high school and a senior high school merge to become a junior/senior high school). The collapsing described in chapter 3 is reflected in the initial basic weight, but any changes in the school collapsing described in chapter 3 (i.e., uncollapsing or additional collapsing of schools) are adjusted for in this step.

Teacher List Nonresponse Adjustment Factor is an adjustment that accounts for teachers in schools that did not provide a list of its teachers and for which a vendor list was not available. It is the weighted (the product of the school initial basic weight and the school sampling adjustment factor) ratio of total eligible in-scope schools to the total in-scope schools providing teacher lists, computed within cells (see table K-3 of appendix K for public schools and table K-8 of appendix K for private schools). As with nonresponse adjustments from other units, the cells were determined using CHAID.

Teacher-within-school Nonresponse Adjustment Factor is an adjustment that accounts for sampled teachers who did not respond to the survey. It is the weighted (product of all previously defined components) ratio of the total eligible teachers to the total eligible responding teachers computed within cells (see table K-4 of appendix K for public school teachers and table K-9 of appendix K for private school teachers). CHAID was used to define the cells. At this stage of the weighting procedure, noninterviewed and out-of-scope teachers are assigned a weight of zero.

Teacher Raking Estimate Factor is a factor computed at the school level that adjusts the sampled school's frame estimates to known final frame totals after all frame construction. Construction of the frame is described in chapter 3. For public school teachers, each interviewed and out-of-scope school is assigned to a *grade level by collapsed poverty* raking cell and a *school grade level by locale* raking cell. See tables 60 and 61 below. For private school teachers, each interviewed and out-of-scope school is assigned to a *grade level by affiliation* raking cell and a *grade level by locale* raking cell. See tables 62 and 63 below. A raking procedure is used to bring the weighted

total in each cell into agreement with the known frame totals across dimensions.²³ Note that this procedure is similar to the procedure described for the raking procedure for schools and principals. However, for teacher raking the input weight for frame totals includes both respondent and out-of-scope teachers. This differs from principal weighting, where for respondent principals the input weight is the noninterview adjusted weight and for out-of-scope principals the input weight is the base weight.

Teacher Adjustment Factor (TAF_i) is a factor computed at the teacher level that resolves any inconsistencies between the estimated number of teachers on the NTPS school and teacher data files²⁴. This factor represents the ratio of the final weighted number of teachers on the school data file to the weighted number of teachers on the teacher data file, within cells. Only interviewed schools and teachers were used to compute the TAF_i .

Teacher Weighting Adjustment Cells

Teacher List Nonresponse Adjustment Factor

Weighting cells for the public teacher list nonresponse adjustment factor were determined by the CHAID procedure and are shown in table K-3 of appendix K.

Weighting cells for the private teacher list nonresponse adjustment factor were determined by the CHAID procedure and are shown in table K-8 of appendix K.

Within-School Nonresponse Adjustment Factor

Weighting cells for the public within school nonresponse adjustment factor were determined by the CHAID procedure and are shown in table K-4 of appendix K.

Weighting cells for the private within school nonresponse adjustment factor were determined by the CHAID procedure and are shown in table K-9 of appendix K.

Raking Estimate Factor

Tables 60 and 61 present the raking cells and the numerator totals for the raking estimate factors for the public school teachers in the weighting process.

²³ Weighted estimates of counts of the number of teachers on the NTPS school and teacher files may not match for all school characteristics. The CHAID process allows collapsing across variable categories on a cell-by-cell basis, unless specifically constrained otherwise; that is, a variable may be included in some adjustment cells but not all, or categories may be collapsed in different ways for different cells. This means that the inclusion of a variable as input to CHAID, or even the selection of a variable in the final CHAID model, does not guarantee agreement in weighted estimates of teacher counts for any level of that variable between the school and teacher files.

²⁴ This step used a preliminary weighted estimate of teachers on the school file, rather than a final estimate, so the final weighted teacher estimates may not match exactly between the school and teacher files.

Table 60. Adjustment cells for public school teacher weights, with school level by collapsed poverty: 2020–21

Cell A Value	School Level	Collapsed Poverty	Totals
1	1 Elementary	1—Non-high	1,040,653
2		2—High	451,477
3	2 Middle	1—Non-high	459,398
4		2—High	129,996
5	3 High/secondary	1—Non-high	810,751
6		2—High	160,972
7	4 Combined/other	1—Non-high	77,571
8		2—High	25,235

NOTE: Data have been rounded and may not sum to total.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 61. Adjustment cells for public school teacher weights, with school level by locale: 2020–21

Cell B Value	School Level	Locale	Totals
1	1 Elementary	1—(City)	469,921
2		2—(Suburb)	577,016
3		3—(Town)	156,675
4		4—(Rural)	288,518
5	2 Middle	1—(City)	155,506
6		2—(Suburb)	254,722
7		3—(Town)	73,905
8		4—(Rural)	105,260
9	3 High/secondary	1—(City)	282,219
10		2—(Suburb)	371,867
11		3—(Town)	111,990
12		4—(Rural)	205,647
13	4 Combined/other	1—(City)	35,083
14		2—(Suburb)	26,474
15		3—(Town)	8,577
16		4—(Rural)	32,671

NOTE: Data have been rounded and may not sum to total.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Tables 62 and 63 present the raking cells and the numerator totals for the raking estimate factors for the private school teachers in the weighting process.

Table 62. Adjustment cells for private school teacher weights, with school level by affiliation: 2020–21

Cell A Value	School Level	Affiliation	Totals
1	1 Elementary/middle	1—Catholic—parochial, 2—Catholic—diocesan, and 3—Catholic—private	85,953
2		4—Baptist, 5—Jewish, 6—Lutheran, 7—Seventh-day Adventist, and 8—Other religious	55,064
3		9—Nonsectarian—regular, 10—Nonsectarian—special emphasis, and 11—Nonsectarian—special education	39,340
4	2 High/secondary	1—Catholic—parochial, 2—Catholic—diocesan, and 3—Catholic—private	44,043
5		4—Baptist, 5—Jewish, 6—Lutheran, 7—Seventh-day Adventist, and 8—Other religious	13,940
6		9—Nonsectarian—regular, 10—Nonsectarian—special emphasis, and 11—Nonsectarian—special education	21,777
7	3 Combined/other	1—Catholic—parochial, 2—Catholic—diocesan, and 3—Catholic—private	18,464
8		4—Baptist, 5—Jewish, 6—Lutheran, 7—Seventh-day Adventist, and 8—Other religious	104,289
9		9—Nonsectarian—regular, 10—Nonsectarian—special emphasis, and 11—Nonsectarian—special education	66,561

NOTE: Data have been rounded and may not sum to total.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table 63. Adjustment cells for private school teacher weights, with school level by locale: 2020–21

Cell A Value	Grade Level	Locale	Totals
1	1 Elementary/middle	1—(City)	78,748
2		2—(Suburb)	73,185
3		3—(Town)	12,446
4		4—(Rural)	15,977
5	2 High/secondary	1—(City)	37,371
6		2—(Suburb)	30,492
7		3—(Town)	3,344
8		4—(Rural)	8,553
9	3 Combined/other	1—(City)	82,967
10		2—(Suburb)	65,810
11		3—(Town)	11,425
12		4—(Rural)	29,112

NOTE: Data have been rounded and may not sum to total.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Teacher Adjustment Factor

Weighting cells for the public teacher adjustment factor were determined by the CHAID procedure and are shown in table K-5 of appendix K. Weighting cells for the private teacher adjustment factor were determined by the CHAID procedure and are shown in table K-10 of appendix K.

Variance Estimation

This section describes the variance estimation used for the 2020–21 NTPS, how the replicates were assigned, and how to use the replicate weights to compute variances. The 2020–21 NTPS variance estimation methodology closely resembles the 2017–18 NTPS methodology; see the memorandum “National Teachers and Principals Survey 2017–18 Variance Estimation Plan for Public Schools,” by Petraglia, Rizzo, and Marker (2017).

Producing Replicate Weights

In surveys with complex sample designs, such as NTPS, direct estimates of sampling errors that assume a simple random sample will typically underestimate the variability in the estimates. The NTPS sample design and estimation included procedures that deviate from the assumption of simple random sampling (SRS), such as implicit stratification of public schools and list frame private schools before selecting the school sample, selecting a sample with differential probabilities for both public and private schools, and oversampling certain groups of schools/principals and teachers.

The preferred method of calculating sampling errors to reflect these aspects of the complex sample design of NTPS is using replication. Replication methods involve constructing a number of subsamples, or replicates, from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic.

Replicate Weight Methodology for 2020–21 NTPS

For the 2020–21 NTPS, the replicates were assigned using a simple deep stratification jackknife (also known as JK2) methodology for both public and private schools. The technique differed for each group, and for different kinds of schools within each group.

There were 9,920 sampled (certainty and noncertainty) public schools. The noncertainty schools were split into 4,958 variance strata, each consisting of a pair of sampled schools. Pairs were identified per rules similar to NTPS 2017–18, provided in the memorandum “National Teachers and Principals Survey 2017–18 Variance Estimation Plan for Public Schools,” by Petraglia, Rizzo, and Marker (2017). These 4,958 variance strata were combined into 200 final variance strata (original strata 1, 201, 401, etc. are combined into final stratum 1, etc.). For each pair of sampled schools belonging to the identified variance stratum, one school had its weight doubled, the other had its weight zeroed out and both weights were adjusted with a Finite Population Correction (FPC) per the memorandum “Finite Population Correction (FPC) for NTPS 2017–18 Variance Estimation,” by Rizzo and Ho (2017).

For example, to form replicate 1, one of the two schools in original stratum 1 was randomly chosen to have its weight doubled and its FPC adjusted slightly down, while the other was assigned a zero weight and saw its FPC adjusted slightly up. Then, one of the two schools in original stratum 201 was randomly chosen to have its weight doubled/adjusted and the other was zeroed/adjusted. This was repeated for each pair of schools belonging to final stratum 1. Each replicate then corresponded to 24 or 25 weight-doubled/adjusted schools and about the same number of weight-zeroed/adjusted schools; schools outside that final variance stratum retained their original weight by being assigned a value of 1 to the corresponding replicate factor.

Certainty public schools were all given a value of 1 to all 200 replicate factors, thus retaining their original weights and were not a part of original/final variance strata assignment.

There were 3,000 sampled private schools, of which 255 were area frame schools. There were 22 list frame certainty schools (an even number, thus assigned into 11 pairs), and 2,723 noncertainty schools (an odd number, so 1 triplet and 1,360 pairs were processed). The area frame and list frame noncertainty schools were split into 1,373 variance strata, with 1,360 consisting of a pair of list frame noncertainty schools, 1 consisting of a triplet and the other 12 containing all the area frame strata, per the area frame district rules. See “National Teachers and Principals Survey 2017–18 Variance Estimation Plan for Private Schools,” by Riddles, Rizzo, and Marker (2017). These 1,373 variance strata were combined into 200 final variance strata (original strata 1, 201, 401, etc. were combined into final stratum 1, etc.). For each pair of sampled schools belonging to the identified variance stratum, one school had its initial weight set to two and the other had its initial weight set to zero; schools outside that final variance stratum retained their original weight by being assigned a value of 1 to the corresponding replicate factor. Triples were perturbed in two separate places in the range of replicate weights with a pattern of (0, 1.5, 1.5) or random variations thereof.

Similar to certainty public schools, certainty private schools were all given a value of 1 for all 200 replicate factors, thus retaining their original weights. These schools were not a part of original/final variance strata assignment.

Multiple scenarios for creating pairs and corresponding replicate weights were provided in two abovementioned plans. Each scenario for all possible school combinations (public, private; certainty, noncertainty; if applicable: area, list) with different numbers of sampled schools (odd/even/singleton) had its unique pairing rule.

School/principal weights were then determined using a recalculated sampling adjustment, nonresponse adjustment, and raking estimate for each weighting cell. The school/principal trimming factors from the original (full sample) weighting were used for the replicate weighting. This process was carried out to create 200 sets of replicate weights.

For the 2020–21 NTPS, the replicates were assigned using a jackknife methodology for teachers in sampled public and private schools. In addition to the multiple scenarios listed for schools/principals there was another factor for combinations: number of sampled teachers in a sampled school (odd/even/singleton). Note that while certainty schools were not part of the school-level variance

stratification, teachers from certainty schools are used in the teacher-level variance stratification, to measure the variability introduced from teacher sampling.

Teacher weights are then determined using a recalculated school sampling adjustment, teacher list nonresponse adjustment, teacher-within-school nonresponse adjustment, raking estimate, and teacher adjustment for each weighting cell. The trimming factors for raking adjustment come from the original (full sample) weighting and were used for the replicate weighting. This process was carried out to create 200 sets of replicate weights.

Applying Replicate Weights

Each NTPS data file includes a set of 200 replicate weights designed to produce variance estimates. Replicate weights included in the data files were created for each of the 200 replicate factors following the same estimation procedures that were used for the full sample. The replicate weights were produced using a jackknife procedure.

The replicate weights are used to estimate the variance of a statistic, Y , as given below.

$$\text{Variance}(Y) = \sum_{r=1}^{200} (Y_r - Y)^2$$

Where: Y_r = the estimate of Y using the r^{th} set of replicate weights, and the number of replicate weights is 200 for NTPS.

For more detail about applying weights, please see the user's manuals for the 2020–21 NTPS (NCES 2022-061, 2022-062, 2022-063, 2022-064).

Public/Private School Replicates

For schools, the replicate weights were created using the jackknife methodology as described above. The replicate weights for the school are SREPWT1 through SREPWT200 on both public and private school files.

Public/Private Principal Replicates

Principal replicate weights were calculated in the same way as the school replicate weights. The replicate weights for the principal are AREPWT1 through AREPWT200 on both public and private school principal files.

Public/Private School Teacher Replicates

The teacher replicate weights were created using jackknife methodology as described above and separately from the school/principal processes. The replicate weights for the teacher are TREPWT1 through TREPWT200 on both public and private school teacher files.

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Appendix A. Key Terms for NTPS

The following terms are defined as they apply to the 2020–21 National Teacher and Principal Survey (NTPS).

Affiliation stratum. NTPS 20–21 uses 11 categories into which all private schools are divided based on religious orientation and association membership. These categories are Catholic—parochial, Catholic—diocesan, Catholic—private, Baptist, Jewish, Lutheran, Seventh-day Adventist, other religious, nonsectarian—regular, nonsectarian—special emphasis, and nonsectarian—special education. Schools with multiple affiliations are classified by their first affiliation in the above list. These categories represent the private school sampling strata for NTPS; therefore, the NTPS private school sample is designed to support estimates for each of these affiliation categories.

Automated Tracking and Control System (ATAC). ATAC is a check-in, batching, document research, document storage and reporting system designed by the Census Bureau to track the flow of work through the National Processing Center (NPC) by assigning unit and status codes to each phase that the document (e.g., returned questionnaire) passes through.

Base weight. This is the inverse of the initial probability of selection (termed the initial basic weight) including adjustments to the probability of selection due to schools determined to be splits or mergers during data collection operations. These adjustments to the initial probability of selection are called the sampling adjustment factor. The base weight is defined as the product of the initial basic weight and the sampling adjustment factor.

Bureau of Indian Education (BIE) school (See “School”). Meets all school criteria; operated by or under contract with the Bureau of Indian Education; reported as a BIE school by the state education agency and/or by the Bureau of Indian Education; offers services to American Indian students. BIE schools may include day schools, boarding schools, cooperative schools, and contract schools.

Charter (or public charter) school. A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school. Meets all school criteria; receives public funding as primary support; provides free public elementary and/or secondary school to eligible students.

Combined school. A school is classified as combined if it has one or more of grades K–6 and one or more of grades 9–12; for example, schools with grades K–12, 6–12, 6–9, or 1–12 were classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

Common Core of Data (CCD). CCD is the Department of Education’s primary database on public elementary and secondary education in the United States. CCD is a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts and contains data that are designed to be comparable across all states. The objectives of CCD are twofold: first, to provide an official listing of public elementary and secondary schools and school districts in the nation, which can be used to select samples for other National Center for Education Statistics surveys; and second, to provide basic information and descriptive statistics on public elementary and secondary schools and schooling in general.

District. A public school district, or Local Education Agency (LEA), is defined as a government agency that employs elementary or secondary level teachers and is administratively responsible for providing public elementary and/or secondary instruction and educational support services. Districts that do not operate schools but do employ teachers are included; for example, some states have special education cooperatives that employ special education teachers who teach in schools in more than one school district. Supervisory unions are also included.

Elementary school. A school is classified as elementary if it has one or more of grades K–6 and does not have any grades higher than grade 8. For example, schools with grades K–6, 1–3, or 6–8 are classified as elementary.

Final weight. This is the product of the initial basic weight, sampling adjustment factor, separate adjustments for nonresponse at each stage of selection, and one or more stages of ratio adjustment to the frame or to independent sources. The final weight is used to produce weighted estimates from the survey data. See chapter 8 for details on the weighting procedure.

FIPS. “FIPS” stands for Federal Information Processing Standards and refers to a variety of codes for standardized reference. FIPS county and state codes were developed by the National Institute for Standards and Technology (NIST) as numeric identifiers for each county and state in the United States. In 2009, the American National Standards Institute (ANSI) issued a standardized set of numeric or alphabetic codes to ensure uniform identification of geographic entities through all federal government agencies. These standards replace the FIPS codes. INCITS 38 identifies state codes and replaced FIPS 5-2. INCITS 31 identifies counties and replaced FIPS 6-4. More information on the state and county codes can be found at <https://www.census.gov/library/reference/code-lists/ansi.html>.

Full-time equivalent. A method of counting teachers that limits the number only to those teachers whose working hours meet or exceed the number of hours prescribed by the school district for full-time employees.

Initial basic weight. This is the inverse of the probability of selection from the initial sampling procedure. In contrast, the **base weight** is the inverse of the probability of selection covering all sampling, including any adjustments to the probability of selection due to schools determined to be splits or mergers during field operations.

Itinerant teacher. A teacher with an assignment that requires the teacher to provide instruction at more than one school.

Missing data. NTPS is a fully imputed dataset. Consequently, the only survey items that lack responses are either those that are part of a skip pattern and should not have been answered by a particular respondent or write-in responses, which include data too specific to reasonably impute from another respondent’s data. Data pulled from the frame (i.e., the Common Core of Data or the Private School Universe Survey) are not necessarily imputed for missing data. In these instances, a value of -9, indicating missing data, is provided for that variable.

Net Code. A code assigned to internet questionnaires by the Census Bureau during data collection to reflect the internet survey’s completion status.

Outcome Code. A code assigned by either Census Bureau telephone interviewers or field staff that indicates the result of each contact attempt with school staff to promote survey completion.

Principal. A principal is the administrator who has primary responsibility of the overall day-to-day functioning of the school.

Private school (see “School”). Meets all school criteria; does not receive public funding as primary support; does not operate within the public school system.

Private School Universe Survey (PSS). PSS is a biennial survey designed to collect data from all K–12 private schools in the 50 states and the District of Columbia. It is the universe from which the sample for the private school component of NTPS is selected.

Public school (see “School”). A public school is defined as an institution that provides educational services for at least one of grades 1–12 (or comparable ungraded levels), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education agency. Public charter schools, and schools located on domestic military bases and operated by the Department of Defense are included.

Sampling adjustment factor. In the weighting process for each NTPS respondent, the sampling adjustment factor is applied to the initial basic weight to account for any additional circumstances affecting the probability of selection. The product of the initial basic weight and the sampling adjustment factor is the base weight. See the definitions for initial basic weight and base weight.

School. An institution or part of an institution that has one or more teachers who provide instruction to students, has students in one or more of grades 1–12 (or the ungraded equivalent), has its own principal/administrator if it shares a building with another school or institution, is in operation during the 2020–21 school year, and is *not* primarily a postsecondary or adult basic education institution. The following are *not* considered a school: schools located exclusively in a private home, Department of Defense schools located outside of the U.S., offices of special education in an LEA, tutoring services, homeschool clearing houses, and adult learning facilities.

School head. A school head is defined as the person holding presiding rank at the school, who assumes final responsibility for the overall operation of the institution.

Secondary school. A school is classified as secondary if it has one or more of grades 7–12 and does not have any grade lower than grade 7. For example, schools with grades 9–12, 10–12, or 7–8 are classified as secondary.

State school. State schools are typically run by a state Department of Education and are not overseen by a district (e.g., schools for the blind, etc.).

Status Code. A code used by the Census Bureau during data collection that indicates the current status of each questionnaire. The status code is set using inputs from multiple sources, including web survey instruments, ATAC check-in codes, outcome codes assigned by telephone or in-person interviewers, and input from survey staff obtained through research or contact with the school.

Teachers. A teacher is defined as a full-time or part-time teacher who teaches any regularly scheduled classes in any of grades K–12. This includes administrators, librarians, and other professional or support staff that teach regularly scheduled classes on a part-time basis. Itinerant teachers are included, as well as long-term substitutes who are filling the role of a regular teacher on a long-term basis. An itinerant teacher is defined as a teacher who teaches at more than one school (e.g., a music teacher who teaches 3 days per week at one school and 2 days per week at another). Short-term substitute teachers and student teachers are not included.

Traditional public school. Traditional public schools are publicly-funded schools other than public charter schools. They include regular, special education, vocational/technical, and alternative schools. They also include domestic schools located on military bases and operated by the Department of Defense. See also the definitions for public and public charter schools.

Ungraded. Refers to schools that have an alternative means of classifying students, other than by grade level.

Ungraded students. Ungraded students are those who are not assigned to a particular grade level (kindergarten, 1st grade, 2nd grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to “primary” and “intermediate” levels instead of specific grades.

Valid skip. An item that was not applicable due to a response to a previous item on the same questionnaire and was provided with a value of -8, indicating a valid skip. Certain survey items direct respondents to skip subsequent items based on their answers to the original item, or stem. For instance, if a respondent answered “No” to item 1-10a on the School Questionnaire (“Does this school currently have any students enrolled in kindergarten?”), they were directed to skip items 1-10b and 1-10c (respectively, “How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?” and “How many days are in a TYPICAL SCHOOL WEEK for kindergarten, transitional kindergarten, or transitional first grade students in this school?”) and to “GO TO item 1-11.” Because the respondent answered that the school in question does not have students in kindergarten, subsequent questions about kindergarten students at that school were not applicable. In instances when an item should not have been answered by the respondent, a value of -8, which designates a valid skip, is applied to that variable(s).

Appendix B. Questionnaire Availability

Questionnaires for every data collection component in every survey cycle of the National Teacher and Principal Survey (NTPS), formerly the Schools and Staffing Survey (SASS), since the first 1987–88 SASS are available online as downloadable PDF files. The NTPS questionnaires are available at

<https://nces.ed.gov/surveys/ntps/questionnaires.asp>.

The SASS questionnaires are available at

<http://nces.ed.gov/surveys/sass/questionnaire.asp>.

The Teacher Listing Form is the form that gathers the data used to select the teacher sample. While no data from this form are reported publicly, the questionnaire form is available on the NCES websites noted above for those interested in NTPS methodology.

Data will be available through an NCES online data analysis portal called DataLab. This application is accessible for no charge on the NCES website at

<https://nces.ed.gov/datalab>.

More information about restricted-use and public-use data files is available at

<https://nces.ed.gov/surveys/ntps/ntps-sass-data.asp>.

All of the NTPS and SASS questionnaires are in the public domain. All survey items may be copied by anyone who wishes to use them in another survey, without any restrictions. However, we do ask that you acknowledge NCES and the NTPS and/or SASS as the source of the items.

Appendix C. NTPS Variables Crosswalk

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Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A1910	Hot Topic	New										
A0100	Core	Minor	Replaced “None” box with write “0” instruction.	A0100	Core	Exact		P0100	Core	Exact		A0027
A0101	Core	Minor	Moved instruction to include temporary positions into the question text.	A0101	Core	Exact		P0101	Core	Minor		A0032
A0102	Core	Exact		A0102	Core	Exact		P0102	Core	Exact		A0039
A0103	Core	Exact		A0103	Core	Exact		P0103	Core	Exact		A0037
A0105	Core	Minor	Replaced “None” box with write “0” instruction.	A0105	Core	Exact		P0105	Core	Minor		A0026
A0104	Core	Minor	Added instruction that this entry should be greater than the entry to A0105; replaced “None” box with write “0” instruction.	A0104	Core	Exact		P0104	Core	Minor		A0025
A0106	Core	Exact		A0106	Core	Minor		P0106	Core	Exact		A0058
A0107	Core	Major	Changed format of question text and responses to “Yes”/ “No.”	A0107	Core	Exact		P0107	Core	Major	In SASS was a follow-up to “Do you have a bachelor’s degree?” Now it follows P0106 as separate question.	A0051

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A0108	Core	Exact		A0108	Core	Exact		P0108	Core	Minor		A0038
A0109	Core	Minor	Emphasized “REGULARLY TAUGHT” using capital letters.	A0109	Core	Minor		P0109	Core	New		
A0110	Core	Minor	Replaced “None” box with write “0” instruction; emphasized “TEACH” instead of “YEARS” using capital letters;	A0110	Core	Exact		P0110	Core	Minor		A0028
A0111	Core	Exact		A0111	Core	Exact		P0111	Core	Exact		A0029
A0200	Core	Exact		A0200	Core	Exact		P0200	Core	Exact		A0080
A0201	Core	Exact		A0201	Core	Exact		P0201	Core	Exact		A0081
A0202	Core	Exact		A0202	Core	Exact		P0202	Core	Exact		A0082
A0203	Core	Minor	Added “at this school” to the end of the question text, and removed “of this school” from the subitem.	A0203	Core	Exact		P0203	Core	Exact		A0083
A0204	Core	Minor	Added “at this school” to the end of the question text, and removed “at this school” from the subitem.	A0204	Core	Exact		P0204	Core	Exact		A0084
A0205	Core	Minor	Added “at this school” to the end of the question text, and removed “of this school” from the subitem.	A0205	Core	Exact		P0205	Core	Exact		A0085

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A0206	Core	Minor	Added “at this school” to the end of the question text, and removed “of this school” from the subitem.	A0206	Core	Exact		P0206	Core	Exact		A0086
A0207	Core	Minor	Added “at this school” to the end of the question text, and removed “of this school” from the subitem.	A0207	Core	Exact		P0207	Core	Exact		A0087
A0208	Core	Minor	Added “at this school” to the end of the question text, and removed “at this school” from the subitem.	A0208	Core	Exact		P0208	Core	Exact		A0088
A0209	Core	Minor	Added “at this school” to the end of the question text.	A0209	Core	Exact		P0209	Core	Exact		A0089
A1900	Hot Topic	New										
A1901	Hot Topic	New										
A1902	Hot Topic	New										
A1903	Hot Topic	New										
A1904	Hot Topic	New										
A1905	Hot Topic	New										
A1906	Hot Topic	New										
A1907	Hot Topic	New										
A1908	Hot Topic	New										
A1909	Hot Topic	New										
A5909	Hot Topic	New										

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Variable name	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A0300	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0300	Core	Exact		P0300	Core	Exact		A0149
A0301	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0301	Core	Exact		P0301	Core	Exact		A0150
A0302	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0302	Core	Exact		P0302	Core	Exact		A0151

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Variable name	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A0303	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0303	Core	Exact		P0303	Core	Exact		A0152
A0304	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0304	Core	Exact		P0304	Core	Exact		A0153
A0305	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0305	Core	Exact		P0305	Core	Exact		A0154

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A0306	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0306	Core	Exact		P0306	Core	Exact		A0155
A0307	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0307	Core	Exact		P0307	Core	Exact		A0156
A0308	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0308	Core	Exact		P0308	Core	Exact		A0157

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A0309	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0309	Core	Exact		P0309	Core	Exact		A0158
A0310	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0310	Core	Exact		P0310	Core	Exact		A0159
A0311	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0311	Core	Minor		P0311	Core	Exact		A0160

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A0312	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0312	Core	Exact		P0312	Core	Exact		A0161
A0314	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0314	Core	Exact		P0314	Core	Exact		A0181
A0313	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0313	Core	Exact		P0313	Core	Exact		A0180
A0315	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0315	Core	Exact		P0315	Core	Exact		A0182
A0316	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0316	Core	Exact		P0316	Core	Exact		A0183
A0318	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0318	Core	Exact		P0318	Core	Exact		A0185
A0319	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0319	Core	Exact		P0319	Core	Exact		A0186

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A0320	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0320	Core	Exact		P0320	Core	Exact		A0187
A0317	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0317	Core	Minor		P0317	Core	Exact		A0184
A0321	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0321	Core	Exact		P0321	Core	Exact		A0188
A0322	Core	Minor	Changed format of item from one question stem with a subitem to a separate question and changed “regular school hours” to “students’ regular school hours.”	A0322	Core	Exact		P0322	Core	New		
A0323	Core	Minor	Changed format of item from one question stem with a subitem to a separate question and changed “regular school hours” to “students’ regular school hours.”	A0323	Core	Exact		P0323	Core	New		

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A0324	Core	Minor	Moved definition of a beginning teacher from below the question to within question.	A0324	Core	Minor		P0324	Core	New		
A1400	Rotating	Exact						P1400	Rotating	Exact		A0240
A1401	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.					P1401	Rotating	Exact		A0242
A1402	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.					P1402	Rotating	Exact		A0243
A1403	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.					P1403	Rotating	Exact		A0244
A1404	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.					P1404	Rotating	Exact		A0245

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A5405	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.					P5405	Rotating	Exact		A5246
A1405	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.					P1405	Rotating	Exact		A0246
A1415	Rotating	New	Replaced P1406. P1415 asks how many months per year principal is required to work under current contract, while P1406 asked about the number of days per year.					P1406	Exact			A0247
A1407	Rotating	Minor	Revised response wording.					P1407	Rotating	Exact		A0248
A1408	Core	Exact		A2800	Core	Minor	Changed the order of the column labels in the grid.	P1408	Core	New		
A1409	Core	Exact		A2801	Core	Minor	Changed the order of the column labels in the grid.	P1409	Core	New		

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A1410	Core	Exact		A2802	Core	Minor	Changed the order of the column labels in the grid.	P1410	Core	New		
A1411	Core	Exact		A2803	Core	Minor	Changed the order of the column labels in the grid.	P1411	Core	New		
A1412	Core	Exact		A2804	Core	Minor	Changed the order of the column labels in the grid.	P1412	Core	New		
A1413	Core	Exact		A2805	Core	Minor	Changed the order of the column labels in the grid.	P1413	Core	New		
A1414	Rotating	Minor	Revised question wording.					P1414	Rotating	Exact		A0252
A0900	Core	Exact		A0900	Core	Exact		P0900	Core	Exact		A0320
A0901	Core	Exact		A0901	Core	Exact		P0901	Core	Exact		A0321
A0902	Core	Exact		A0902	Core	Exact		P0902	Core	Exact		A0322
A0903	Core	Exact		A0903	Core	Exact		P0903	Core	Exact		A0323
A0904	Core	Exact		A0904	Core	Exact		P0904	Core	Exact		A0324
A0905	Core	Exact		A0905	Core	Exact		P0905	Core	Exact		A0325
A0906	Core	Exact		A0906	Core	Exact		P0906	Core	Exact		A0326
A0907	Core	Exact		A0907	Core	Exact		P0907	Core	Exact		A0330
A0908	Core	Exact		A0908	Core	Exact		P0908	Core	Exact		A0335

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
A0013	Core	Minor	Removed instruction to report month as a number; changed response label from “Month” to “MM.”	A0013	Core	Exact		P0013	Core	Exact		A0006
A0014	Core	Minor	Changed response label from “Day” to “DD.”	A0014	Core	Exact		P0014	Core	Exact		A0007
A0015	Core	Minor	Changed response label from “Year” to “YYYY.”	A0015	Core	Exact		P0015	Core	Exact		A0008
A0016	Core	Exact		A0016	Core	Exact		P0016	Core	Exact		A0009
				A2000	Hot Topic	New						
				A2001	Hot Topic	New						
				A2002	Hot Topic	New						
				A2003	Hot Topic	New						
				A2004	Hot Topic	New						
				A2005	Hot Topic	New						
				A2006	Hot Topic	New						
				A2007	Hot Topic	New						
				A2008	Hot Topic	New						
				A2009	Hot Topic	New						
				A2010	Hot Topic	New						
				A2011	Hot Topic	New						

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
				A2012	Hot Topic	New						
				A2013	Hot Topic	New						
				A2014	Hot Topic	New						
				A2015	Hot Topic	New						
				A2016	Hot Topic	New						
				A2017	Hot Topic	New						
				A2018	Hot Topic	New						
				A2019	Hot Topic	New						
				A2020	Hot Topic	New						
				A2021	Hot Topic	New						
				A2022	Hot Topic	New						
				A5022	Hot Topic	New						
				A2023	Hot Topic	New						
				A2024	Hot Topic	New						
				A2025	Hot Topic	New						
				A2026	Hot Topic	New						
				A2027	Hot Topic	New						
				A2028	Hot Topic	New						
				A2029	Hot Topic	New						
				A2030	Hot Topic	New						
				A2031	Hot Topic	New						
				A2032	Hot Topic	New						
				A2033	Hot Topic	New						

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
				A2034	Hot Topic	New						
				A2035	Hot Topic	New						
				A2400	Rotating	New						
				A2401	Rotating	New						
				A2402	Rotating	New						
				A2403	Rotating	New						
				A2404	Rotating	New						
				A2405	Rotating	New						
				A2406	Rotating	New						
				A2407	Rotating	New						
				A2408	Rotating	New						
				A2409	Rotating	New						
				A2410	Rotating	New						
				A2411	Rotating	New						
				A2412	Rotating	New						
				A2413	Rotating	New						
				A2414	Rotating	New						
				A2415	Rotating	New						
				A2416	Rotating	New						
				A2417	Rotating	New						
				A2418	Rotating	New						
				A2419	Rotating	New						
				A2420	Rotating	New						
				A2421	Rotating	New						

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
				A2422	Rotating	New						
				A2423	Rotating	New						
				A2424	Rotating	New						
				A2425	Rotating	New						
				A2426	Rotating	New						
				A2427	Rotating	New						
				A2428	Rotating	New						
				A2429	Rotating	New						
				A2430	Rotating	New						
				A2431	Rotating	New						
				A2432	Rotating	New						
				A2433	Rotating	New						
				A2434	Rotating	New						
				A2435	Rotating	New						
				A2436	Rotating	New						
				A2437	Rotating	New						
				A2438	Rotating	New						
				A2439	Rotating	New						
				A2440	Rotating	New						
				A2500	Rotating	New						
				A2501	Rotating	New						
				A2502	Rotating	New						
				A2503	Rotating	New						
				A2504	Rotating	New						

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
				A2505	Rotating	New						
				A2506	Rotating	New						
				A2507	Rotating	New						
				A2508	Rotating	New						
				A2509	Rotating	New						
				A2510	Rotating	New						
				A2511	Rotating	New						
				A2512	Rotating	New						
				A2513	Rotating	New						
				A2600	Rotating	New						
				A2601	Rotating	New						
				A2602	Rotating	New						
				A2603	Rotating	New						
				A2604	Rotating	New						
				A2605	Rotating	New						
				A2606	Rotating	New						
				A2607	Rotating	New						
				A2608	Rotating	New						
				A2609	Rotating	New						
				A2610	Rotating	New						
				A2611	Rotating	New						
				A2700	Rotating	New						
				A2701	Rotating	New						
				A2702	Rotating	New						

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
				A2703	Rotating	New						
				A2704	Rotating	New						
				A2705	Rotating	New						
				A2706	Rotating	New						
				A2707	Rotating	New						
				A2708	Rotating	New						
				A2709	Rotating	New						
				A2710	Rotating	New						
				A2711	Rotating	New						
				A2712	Rotating	New						
				A2713	Rotating	New						
				A2714	Rotating	New						
				A2715	Rotating	New						
				A2716	Rotating	New						
				A2717	Rotating	New						
				A2718	Rotating	New						
								P1500	Rotating	New		
								P1501	Rotating	New		
								P1502	Rotating	New		
								P1503	Rotating	New		
								P1504	Rotating	New		
								P1505	Rotating	New		
								P1506	Rotating	New		

See notes at end of table.

Table C-1. NTPS Variable Crosswalk—Principal Questionnaire (NTPS-2A) for public school principals: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12 SASS	Comments	Variable name
								P1507	Rotating	New		
								P1508	Rotating	New		
								P1509	Rotating	New		
								P1510	Rotating	New		
								P1511	Rotating	New		
								P1512	Rotating	New		
								P1513	Rotating	New		
								P1514	Rotating	New		
								P1515	Rotating	New		
								P1516	Rotating	New		
								P1517	Rotating	New		
								P1518	Rotating	New		
								P1519	Rotating	New		
								P1520	Rotating	New		
								P1521	Rotating	New		

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
A1910	Hot Topic	New										
A0100	Core	Minor	Replaced “None” box with write “0” instruction.	A0100		Minor						A0027
A0101	Core	Minor	Removed a word; moved instruction to include temporary positions into the question text.	A0101		Major	Broken out into separate question in 2017–18					A0032
A0102	Core	Exact		A0102		Minor						A0039
A0103	Core	Exact		A0103		Minor						A0037
A0105	Core	Minor	Removed reference to assistant school head from instruction; replaced “None” box with write “0” instruction.	A0105		Minor						A0026
A0104	Core	Minor	Added instruction that this entry should be greater than the entry to A0105; removed reference to assistant school head from instruction; replaced “None” box with write “0” instruction.	A0104		Minor						A0025

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
A0106	Core	Exact		A0106		Minor	New skip instruction added					A0058
A0107	Core	Major	Changed format of question text and responses to “Yes”/“No.”	A0107		Major	Change in format of question and asks about highest degree instead of bachelor’s					A0051
A0108	Core	Exact		A0108		Minor						A0038
A0109	Core	Minor	Removed a word; emphasized “REGULARLY TAUGHT” using capital letters.	A0109		New						
A0110	Core	Minor	Replaced “None” box with write “0” instruction; emphasized “TEACH” instead of “YEARS” using capital letters changed wording of response label.	A0110		Major	Change in wording and format of question					A0028
A0111	Core	Exact		A0111		Minor						A0029
A0200	Core	Exact		A0200		Exact						A0080
A0201	Core	Exact		A0201		Exact						A0081
A0202	Core	Exact		A0202		Exact						A0082
A0203	Core	Minor	Added “at this school” to the end of the question text, and removed “of this school” from the subitem.	A0203		Exact						A0083

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
A0204	Core	Minor	Added “at this school” to the end of the question text, and removed “at this school” from the subitem.	A0204		Exact						A0084
A0205	Core	Minor	Added “at this school” to the end of the question text, and removed “of this school” from the subitem.	A0205		Exact						A0085
A0206	Core	Minor	Added “at this school” to the end of the question text, and removed “of this school” from the subitem.	A0206		Exact						A0086
A0207	Core	Minor	Added “at this school” to the end of the question text, and removed “of this school” from the subitem.	A0207		Exact						A0087
A0208	Core	Minor	Added “at this school” to the end of the question text, and removed “at this school” from the subitem.	A0208		Exact						A0088
A0209	Core	Minor	Added “at this school” to the end of the question text.	A0209		Exact						A0089
A1900	Hot Topic	New										

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
A1901	Hot Topic	New										
A1902	Hot Topic	New										
A1903	Hot Topic	New										
A1904	Hot Topic	New										
A1905	Hot Topic	New										
A1906	Hot Topic	New										
A1907	Hot Topic	New										
A1908	Hot Topic	New										
A1909	Hot Topic	New										
A5909	Hot Topic	New										
A0300	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0300		Exact						A0149
A0301	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0301		Exact						A0150

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
A0302	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0302		Exact						A0151
A0303	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0303		Exact						A0152
A0304	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0304		Exact						A0153
A0305	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0305		Exact						A0154

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
A0306	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0306		Exact						A0155
A0307	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0307		Exact						A0156
A0308	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0308		Exact						A0157
A0309	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0309		Exact						A0158

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
A0310	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0310		Exact						A0159
A0311	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0311		Minor						A0160
A0312	Core	Major	Added a reference period of the previous school year; defined “At this school”; removed “Happens” from categories; changed the order of the column labels in the grid.	A0312		Exact						A0161
A0314	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0314		Minor						A0181
A0313	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0313		Minor						A0180

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
A0315	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0315		Minor						A0182
A0316	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0316		Minor						A0183
A0318	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0318		Minor						A0185
A0319	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0319		Minor						A0186
A0320	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0320		Minor						A0187
A0317	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0317		Minor						A0184
A0321	Core	Minor	Changed question wording to ask about “activities” instead of “events.”	A0321		Minor						A0188
A0322	Core	Minor	Changed format of item from one question stem with a subitem to a separate question and changed “regular school hours” to “students’ regular school hours.”	A0322		New						

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
A0323	Core	Minor	Changed format of item from one question stem with a subitem to a separate question and changed “regular school hours” to “students’ regular school hours.”	A0323		New						
A0324	Core	Minor	Moved definition of a beginning teacher from below the question to within question.	A0324		New						
A1400	Rotating	Exact										A0240
A1401	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.									A0242
A1402	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.									A0243
A1403	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.									A0244
A1404	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.									A0245

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
A5405	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.									A5246
A1405	Rotating	Minor	Removed instruction regarding rough estimates; changed wording of “Write 0” instruction.									A0246
A1415	Rotating	New	Replaced A0247. A1415 asks how many months per year principal is required to work under current contract, while A0247 asked about the number of days per year.									
A1407	Rotating	New										
A1408	Core	Exact		A2800	Core	New						
A1409	Core	Exact		A2801	Core	New						
A1410	Core	Exact		A2802	Core	New						
A1411	Core	Exact		A2803	Core	New						
A1412	Core	Exact		A2804	Core	New						
A1413	Core	Exact		A2805	Core	New						
A1414	Rotating	Minor	Revised question wording.									A0252
A0900	Core	Exact		A0900		Exact						A0320
A0901	Core	Exact		A0901		Exact						A0321
A0902	Core	Exact		A0902		Exact						A0322
A0903	Core	Exact		A0903		Exact						A0323

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
A0904	Core	Exact		A0904		Exact						A0324
A0905	Core	Exact		A0905		Exact						A0325
A0906	Core	Exact		A0906		Exact						A0326
A0907	Core	Exact		A0907		Exact						A0330
A0908	Core	Exact		A0908		Minor						A0335
A0013	Core	Minor	Removed instruction to report month as a number; changed response label from “Month” to “MM.”	A0013		Exact						A0006
A0014	Core	Minor	Changed response label from “Day” to “DD.”	A0014		Exact						A0007
A0015	Core	Minor	Changed response label from “Year” to “YYYY.”	A0015		Exact						A0008
A0016	Core	Exact		A0016		Exact						A0009
				A2400		New						
				A2401		New						
				A2402		New						
				A2403		New						
				A2404		New						
				A2405		New						
				A2406		New						
				A2407		New						
				A2408		New						
				A2409		New						
				A2410		Minor						A0272
				A2411		Minor						A0274

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				A2412		New						
				A2413		New						
				A2414		Minor						A0276
				A2415		Minor						A0273
				A2416		Minor						A0275
				A2417		New						
				A2418		New						
				A2419		Minor						A0277
				A2420		New						
				A2421		New						
				A2422		New						
				A2423		New						
				A2424		New						
				A2426		New						
				A2427		New						
				A2428		New						
				A2429		New						
				A2430		New						
				A2431		New						
				A2432		New						
				A2433		New						
				A2434		New						
				A2435		New						
				A2436		New						
				A2437		New						
				A2438		New						
				A2439		New						
				A2440		New						
				A2500		New						
				A2501		New						

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				A2502		New						
				A2503		New						
				A2504		New						
				A2505		New						
				A2506		New						
				A2507		New						
				A2508		New						
				A2509		New						
				A2510		New						
				A2511		New						
				A2512		New						
				A2513		New						
				A2600		New						
				A2601		New						
				A2602		New						
				A2603		New						
				A2604		New						
				A2605		New						
				A2606		New						
				A2607		New						
				A2608		New						
				A2609		New						
				A2610		New						
				A2611		New						
				A2700		Minor						A0059
				A2703		New						
				A2704		Minor						A0060
				A2705		Minor						A0061
				A2706		Minor						A0063
				A2707		Minor						A0064
				A2708		Minor						A0065

See notes at end of table.

Table C-2. NTPS Variable Crosswalk—Private School Principal Questionnaire (NTPS-2B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				A2709		Minor						A0066
				A2710		New						
				A2711		New						
				A2712		New						
				A2713		New						
				A2714		New						
				A2715		New						
				A2716		New						
				A2717		New						
				A2718		New						

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1906	Hot Topic	New										
S0100	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0100	Core	Exact		S0100		Exact		S0024
S0101	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0101	Core	Exact		S0101		Exact		S0025
S0102	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0102	Core	Exact		S0102		Exact		S0026
S0103	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0103	Core	Exact		S0103		Exact		S0027
S0104	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0104	Core	Exact		S0104		Exact		S0028
S0105	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0105	Core	Exact		S0105		Exact		S0029
S0106	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0106	Core	Exact		S0106		Exact		S0030

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0107	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0107	Core	Exact		S0107		Exact		S0031
S0108	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0108	Core	Exact		S0108		Exact		S0032
S0109	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0109	Core	Exact		S0109		Exact		S0033
S0110	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0110	Core	Exact		S0110		Exact		S0034
S0111	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0111	Core	Exact		S0111		Exact		S0035
S0112	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0112	Core	Exact		S0112		Exact		S0036
S0113	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0113	Core	Exact		S0113		Exact		S0037

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0114	Core	Major	Revised wording; 17–18 requires Yes/No for each grade; 20–21 options are mark (X) all that apply.	S0114	Core	Exact		S0114		Exact		S0038
S0115	Core	Minor	Changed the format of the reference date; revised response box label.	S0115	Core	Exact		S0115		Minor		S0039
S0116	Core	Exact		S0116	Core	Exact		S0116		Exact		S0057
S0117	Core	Exact		S0117	Core	Exact		S0117		Major	Question ask for both start and end time	S0060
S0131	Core	Exact		S0131	Core	New						
S0118	Core	Exact		S0118	Core	Exact		S0118		New		
S0132	Core	Exact		S0132	Core	New						
S0133	Core	Minor	Changed instruction regarding programs to include; added a word to the response box label.	S0133	Core	New						
S0119	Core	Exact		S0119	Core	Exact		S0119		Minor		S0062
S0120	Core	Exact		S0120	Core	Exact		S0120				S0055
S5120	Core	Exact		S5120	Core	Exact		S5120				S5055
S0500	Core	Exact		S0500	Core	Minor		S0500		Exact		S0290
S0501	Core	Exact		S0501	Core	Exact		S0501		Exact		S0294
S5501	Core	Minor	Changed wording of “Other” box from “Please describe” to “Please specify”	S5501	Core	Exact		S5501		Exact		S5294

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0121	Core	Exact		S0121	Core	Exact		S0121		Major	Instructions added to only answer yes in students enrolled in kindergarten.	S0063
S0122	Core	Exact		S0122	Core	Exact		S0122		Exact		S0064
S0123	Core	Minor	Changed response box label to specify a “typical” school week.	S0123	Core	Minor		S0123		Exact		S0065
S0124	Core	Exact		S0124	Core	Minor		S0124		Exact		S0066
S1900	Hot Topic	New										
S1901	Hot Topic	New										
S1902	Hot Topic	New										
S1903	Hot Topic	New										
S1904	Hot Topic	New										
S5904	Hot Topic	New										
S0600	Hot Topic	New										
S0125	Core	Minor	Revised question wording	S0125	Core	Exact		S0125	Core	New		
S1905	Hot Topic	New										
S0134	Core	Minor	Revised definition of a magnet program.	S0134	Core	New						
S0135	Core	Exact		S0135	Core	New						
S0136	Core	Exact		S0136	Core	New						
S0137	Core	Exact		S0137	Core	New						
S0138	Core	Exact		S0138	Core	New						
S0139	Core	Exact		S0139	Core	New						
S0140	Core	Exact		S0140	Core	New						

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0141	Core	Exact		S0141	Core	New						
S0142	Core	Exact		S0142	Core	New						
S0144	Core	Exact		S0144	Core	Major	Question wording has been changed	S0127		Exact		S0098
S0145	Core	Exact		S0145	Core	Major	Question wording has been changed	S0128		Exact		S0099
S0146	Core	Exact		S0146	Core	Major	Question wording has been changed	S0129		Exact		S0100
S0147	Core	Exact		S0147	Core	New						
S0200	Core	Major	Changed the format of the reference date; revised wording and emphasized “teachers” using capital letters; revised formatting of instructions on whom to include and replaced “none” boxes with instruction to write “0.”	S0200	Core	Minor		S0200		Exact		S0150
S0201	Core	Major	Changed the format of the reference date; revised wording and emphasized “teachers” using capital letters; revised formatting of instructions on whom to include and replaced “none” boxes with instruction to write “0.”	S0201	Core	Minor		S0201		Exact		S0151

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0202	Core	Major	Changed the format of the reference date; revised wording and emphasized “teachers” using capital letters; revised formatting of instructions on whom to include and replaced “none” boxes with instruction to write “0.”	S0202	Core	Minor		S0202		Exact		S0152
S1210	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0210	Rotating	Minor		S0168
S1211	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0211	Rotating	Minor		S0169
S1212	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0212	Rotating	Minor		S0170

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1213	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0213	Rotating	Minor		S0171
S1214	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0214	Rotating	Minor		S0172
S1215	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0215	Rotating	Minor		S0173
S1216	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0216	Rotating	Minor		S0174
S1217	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0217	Rotating	Minor		S0175

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1252	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0252	Rotating	New		
S1253	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0253	Rotating	New		
S1254	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0254	Rotating	New		
S1255	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0255	Rotating	New		

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1218	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; moved sub-item under the “Student support services professional staff” heading.					S0218	Rotating	Minor		S0176
S1219	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; moved sub-item under the “Student support services professional staff” heading.					S0219	Rotating	Minor		S0177
S1220	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0220	Rotating	Minor		S0178
S1221	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0221	Rotating	Minor		S0179

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1222	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0222	Rotating	Minor		S0180
S1223	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0223	Rotating	Minor		S0181
S1224	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0224	Rotating	Minor		S0182
S1225	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0225	Rotating	Minor		S0183
S1226	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0226	Rotating	Minor		S0184

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1227	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0227	Rotating	Minor		S0185
S1228	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; revised wording.					S0228	Rotating	Minor		S0186
S1229	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; revised wording.					S0229	Rotating	Minor		S0187
S1230	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0230	Rotating	Minor		S0188

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1231	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0231	Rotating	Minor		S0189
S1232	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0232	Rotating	Minor		S0190
S1233	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0233	Rotating	Minor		S0191
S1234	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all special education aides rather than specifying instructional/non-instructional aides.					S0234	Rotating	Minor		S0192

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1235	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all special education aides rather than specifying instructional/non-instructional aides.					S0235	Rotating	Minor		S0193
S1238	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all library media center aides rather than specifying instructional/non-instructional aides.					S0238	Rotating	Minor		S0196
S1239	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all library media center aides rather than specifying instructional/non-instructional aides.					S0239	Rotating	Minor		S0197

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2020–21
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1242	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all other classroom aides rather than specifying instructional/non-instructional aides.					S0242	Rotating	Minor		S0200
S1243	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all other classroom aides rather than specifying instructional/non-instructional aides.					S0243	Rotating	Minor		S0201
S1246	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0246	Rotating	Minor		S0204

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1247	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0247	Rotating	Minor		S0205
S1248	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0248	Rotating	Minor		S0206
S1249	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0249	Rotating	Minor		S0207
S1250	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0250	Rotating	Minor		S0208
S1251	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0251	Rotating	Minor		S0209

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1256	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0256	Rotating	New		
S1257	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0257	Rotating	New		
S1258	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0258	Rotating	New		
S1259	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0259	Rotating	New		
S1260	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0260	Rotating	New		

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1261	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0261	Rotating	New		
S1262	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0262	Rotating	Minor		S0210
S1263	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0.”					S0263	Rotating	Minor		S0211
S1264	Rotating	Minor	Revised question wording to incorporate definition of a specialist.					S0264	Rotating	Exact		S0215
S1265	Rotating	Minor	Revised question wording to incorporate definition of a specialist.					S0265	Rotating	Exact		S0216
S1266	Rotating	Minor	Revised question wording to incorporate definition of a specialist.					S0266	Rotating	Exact		S0217

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1267	Rotating	Minor	Revised question wording to incorporate definition of a coach.					S0267	Rotating	Exact		S0218
S1268	Rotating	Minor	Revised question wording to incorporate definition of a coach.					S0268	Rotating	Exact		S0219
S1269	Rotating	Minor	Revised question wording to incorporate definition of a coach.					S0269	Rotating	Exact		S0220
S1270	Rotating	Minor	Revised question wording to incorporate definition of a specialist.					S0270	Rotating	Exact		S0221
S1271	Rotating	Major	Removed filter question for most respondents; this was a web-only filter question used as part of a split-ballot experiment.					S0271	Rotating	Minor		S0225
S1272	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0272	Rotating	Exact		S0226
S1273	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0273	Rotating	Exact		S0227
S1274	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0274	Rotating	Exact		S0228

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1275	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0275	Rotating	Exact		S0229
S1276	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0276	Rotating	Exact		S0230
S1277	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0277	Rotating	Exact		S0231
S1278	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0278	Rotating	Exact		S0232
S1279	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0279	Rotating	Exact		S0233
S1280	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0280	Rotating	Exact		S0234
S1281	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0281	Rotating	Exact		S0235

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1282	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0282	Rotating	Exact		S0236
S1283	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.					S0283	Rotating	Exact		S0237
S1284	Rotating	Major	Revised question wording to adjust for removal of filter question for most respondents; changed item from “Other” to “Physical education or health.”					S0284	Rotating	Exact		S0238
S1287	Rotating	New										
S1285	Rotating	Major	Revised question wording due to the addition of S1287; replaced ‘None’ box with write ‘0’ instruction.					S0285	Rotating	Major		S0239
S1286	Rotating	Minor	Replaced “None” box with write “0” instruction.					S0286	Rotating	Exact		S0240
S0300	Core	Major	Changed the question to ask about the school rather than the district.	S0300	Core	Exact		S0300	Core	New		
S0301	Core	Exact		S0301	Core	Exact		S0301	Core	New		
S0302	Core	Minor	Revised response box label.	S0302	Core	Exact		S0302	Core	New		

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0400	Core	Major	Revised question text to include instruction to consider students enrolled in grades K–12; asked about disabilities in addition to special needs.	S0400	Core	Exact		S0400	Core	Exact		S0250
S0401	Core	Major	Asked about disabilities in addition to special needs; added instruction regarding 504 plans; revised response box label and format.	S0401	Core	Exact		S0401	Core	Exact		S0251
S0402	Core	Minor	Emphasized “primarily serve” using capital letters.	S0402	Core	Exact		S0402	Core	Exact		S0252
S0403	Core	Major	Asked about special needs in addition to disabilities; replaced “All day” with the percentage that was previously in parentheses; replaced the “none” box with write “0” instruction.	S0403	Core	Exact		S0403	Core	Exact		S0253
S0404	Core	Major	Asked about special needs in addition to disabilities; replaced “Most of the day” with the percentage range that was previously in parentheses; replaced the “none” box with write “0” instruction.	S0404	Core	Exact		S0404	Core	Exact		S0254

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0405	Core	Major	Asked about special needs in addition to disabilities; replaced “Some of the day” with the percentage range that was previously in parentheses; replaced the “none” box with write “0” instruction.	S0405	Core	Exact		S0405	Core	Exact		S0255
S0406	Core	Major	Asked about special needs in addition to disabilities; replaced “Little or none of the day” with the percentage range that was previously in parentheses; replaced the “none” box with write “0” instruction.	S0406	Core	Exact		S0406	Core	Exact		S0256
S0421	Core	Minor	Changed the format of the reference date; revised question wording to primarily use the phrase “English language learners” rather than “limited-English proficient.”	S0421	Core	New						
S0422	Core	Minor	Replaced phrases with acronyms.	S0422	Core	New						
S0423	Core	Minor	Replaced phrases with acronyms.	S0423	Core	New						
S0424	Core	Major	Broken out into a separate question; replaced phrases with acronyms.	S0424	Core	New						

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2011–12				2011–12				2011–12				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0425	Core	Major	Broken out into a separate question; replaced phrases with acronyms.	S0425	Core	New						
S0409	Core	Exact		S0409	Core	Exact		S0409	Core	Exact		S0272
S0410	Core	New										
S0408	Core	Minor	Replaced “none” box with previous filter question.	S0408	Core	Minor		S0408	Core	Exact		S0271
S0426	Core	Exact		S0426	Core	New						
S0427	Core	Minor	Changed the format of the reference date; deleted the word “grades” from the question text.	S0427	Core	New						
S0428	Core	Minor	Replaced “none” box with write “0” instruction.	S0428	Core	New						
S0429	Core	Exact		S0429	Core	New						
S0412	Core	Minor	Changed the format of the reference date.	S0412	Core	Minor		S0412	Core	Exact		S0275
S0416	Core	Minor	Replaced “none” box with write “0” instruction.	S0416	Core	Major	Broken out into a separate question	S0416	Core	Exact		S0278
S0414	Core	Minor	Replaced “none” box with write “0” instruction.	S0414	Core	Major	Broken out into a separate question	S0414	Core	Exact		S0277
S0417	Core	Exact		S0417	Core	Exact		S0417	Core	Exact		S0280
S0418	Core	Exact		S0418	Core	Exact		S0418	Core	Exact		S0281
S0419	Core	Exact		S0419	Core	Exact		S0419	Core	Exact		S0282

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0420	Core	Minor	Changed the format of the reference date; replaced “none” box with write “0” instruction.	S0420	Core	Minor		S0420	Core	Exact		S0283
S0004	Core	Minor	Removed instruction to report month as a number; changed response label from “Month” to “MM.”	S0004	Core	Exact		S5004	Core	Exact		50006
S0005	Core	Minor	Changed response label from “Day” to “DD.”	S0005	Core	Exact		S0005	Core	Exact		S0007
S0006	Core	Minor	Changed response label from “Year” to “YYYY.”	S0006	Core	Exact		S0006	Core	Exact		S0008
S0007	Core	Exact		S0007	Core	Exact		S0007	Core	Exact		S0009
				S0126	Rotating	Exact		S0126		New		
				S0143	Rotating	New						
				S2200	Rotating	New						
				S2201	Rotating	New						
				S2202	Rotating	New						
				S2203	Rotating	New						
				S2204	Rotating	New						
				S2205	Rotating	New						
				S2206	Rotating	New						
				S2207	Rotating	New						
				S2208	Rotating	New						
				S2209	Rotating	New						
				S2210	Rotating	New						

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				S2211	Rotating	New						
				S2212	Rotating	New						
				S2213	Rotating	New						
				S2214	Rotating	New						
				S2215	Rotating	New						
				S2216	Rotating	New						
				S2217	Rotating	New						
				S2218	Rotating	New						
				S2219	Rotating	New						
				S2220	Rotating	New						
				S2221	Rotating	New						
				S2222	Rotating	New						
				S2223	Rotating	New						
				S2224	Rotating	New						
				S2225	Rotating	New						
				S2226	Rotating	New						
				S2227	Rotating	New						
				S2228	Rotating	New						
				S2229	Rotating	New						
				S2230	Rotating	New						
				S2231	Rotating	New						
				S2232	Rotating	New						
				S2233	Rotating	New						
				S2234	Rotating	New						
				S2235	Rotating	New						

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				S2300	Rotating	New						
				S2301	Rotating	New						
				S2302	Rotating	New						
				S2303	Rotating	New						
				S2304	Rotating	New						
				S2305	Rotating	New						
				S2306	Rotating	New						
				S2307	Rotating	New						
				S2308	Rotating	New						
				S2309	Rotating	New						
				S2310	Rotating	New						
				S2311	Rotating	New						
				S2312	Rotating	New						
				S2313	Rotating	New						
				S2314	Rotating	New						
				S2315	Rotating	New						
				S2316	Rotating	New						
								S0236	Rotating	Minor		S0194
								S0237	Rotating	Minor		S0195
								S0240	Rotating	Minor		S0198
								S0241	Rotating	Minor		S0199
								S0244	Rotating	Minor		S0202
								S0245	Rotating	Minor		S0203
								S0130		Exact		S0262
								S0203		Exact		S0155
								S0204		Exact		S0156

See notes at end of table.

Table C-3. NTPS Variable Crosswalk—School Questionnaire (NTPS-3A) for public schools: 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
								S0205		Exact		S0157
								S0206		Exact		S0158
								S0207		Exact		S0159
								S0208		Exact		S0160
								S0209		Exact		S0161
								S0407		Exact		S0270
								S0410		Exact		S0273
								S0411		Exact		S0274

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1906	Hot Topic	New										
S0114	Core	Minor	Changed the format of the reference date.	S0114	Core	Exact						S0700
S0150	Core	Minor	Changed the format of the reference date.	S0150	Core	Exact						S0701
S0100	Core	Minor	Changed the format of the reference date.	S0100	Core	Exact						S0702
S0151	Core	Minor	Changed the format of the reference date.	S0151	Core	Exact						S0703
S0101	Core	Minor	Changed the format of the reference date.	S0101	Core	Exact						S0704
S0152	Core	Minor	Changed the format of the reference date.	S0152	Core	Exact						S0705
S0148	Core	Minor	Changed the format of the reference date.	S0148	Core	Exact						S0706
S0153	Core	Minor	Changed the format of the reference date.	S0153	Core	Exact						S0707
S0149	Core	Minor	Changed the format of the reference date.	S0149	Core	Minor						S0708
S0154	Core	Minor	Changed the format of the reference date.	S0154	Core	Exact						S0709
S0102	Core	Minor	Changed the format of the reference date.	S0102	Core	Exact						S0710
S0155	Core	Minor	Changed the format of the reference date.	S0155	Core	Exact						S0711
S0103	Core	Minor	Changed the format of the reference date.	S0103	Core	Exact						S0712
S0156	Core	Minor	Changed the format of the reference date.	S0156	Core	Exact						S0713
S0104	Core	Minor	Changed the format of the reference date.	S0104	Core	Exact						S0714

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0157	Core	Minor	Changed the format of the reference date.	S0157	Core	Exact						S0715
S0105	Core	Minor	Changed the format of the reference date.	S0105	Core	Exact						S0716
S0158	Core	Minor	Changed the format of the reference date.	S0158	Core	Exact						S0717
S0106	Core	Minor	Changed the format of the reference date.	S0106	Core	Exact						S0718
S0159	Core	Minor	Changed the format of the reference date.	S0159	Core	Exact						S0719
S0107	Core	Minor	Changed the format of the reference date.	S0107	Core	Exact						S0720
S0160	Core	Minor	Changed the format of the reference date.	S0160	Core	Exact						S0721
S0108	Core	Minor	Changed the format of the reference date.	S0108	Core	Exact						S0722
S0161	Core	Minor	Changed the format of the reference date.	S0161	Core	Exact						S0723
S0109	Core	Minor	Changed the format of the reference date.	S0109	Core	Exact						S0724
S0162	Core	Minor	Changed the format of the reference date.	S0162	Core	Exact						S0725
S0110	Core	Minor	Changed the format of the reference date.	S0110	Core	Exact						S0726
S0163	Core	Minor	Changed the format of the reference date.	S0163	Core	Exact						S0727
S0111	Core	Minor	Changed the format of the reference date.	S0111	Core	Exact						S0728
S0164	Core	Minor	Changed the format of the reference date.	S0164	Core	Exact						S0729

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0112	Core	Minor	Changed the format of the reference date.	S0112	Core	Exact						S0730
S0165	Core	Minor	Changed the format of the reference date.	S0165	Core	Exact						S0731
S0113	Core	Minor	Changed the format of the reference date.	S0113	Core	Exact						S0732
S0166	Core	Minor	Changed the format of the reference date.	S0166	Core	Exact						S0733
S4115	Core	Minor	Changed the format of the reference date; revised instruction text; revised response label.	S0115	Core	Minor						S0734
S0167	Core	Major	Changed the format of the reference date; revised question wording; added instruction to only include each student in one category; replaced “none” box with write “0” instruction; added subsections of the table for Hispanic or Latino students versus non-Hispanic students.	S0167	Core	Minor						S0045
S0168	Core	Major	Changed the format of the reference date; revised question wording; added instruction to only include each student in one category; replaced “none” box with write “0” instruction; added subsections of the table for Hispanic or Latino students versus non-Hispanic students.	S0168	Core	Minor						S0046

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0169	Core	Major	Changed the format of the reference date; revised question wording; added instruction to only include each student in one category; replaced “none” box with write “0” instruction; added subsections of the table for Hispanic or Latino students versus non-Hispanic students.	S0169	Core	Minor						S0047
S0170	Core	Major	Changed the format of the reference date; revised question wording; added instruction to only include each student in one category; replaced “none” box with write “0” instruction; added subsections of the table for Hispanic or Latino students versus non-Hispanic students.	S0170	Core	Minor						S0048
S0171	Core	Major	Changed the format of the reference date; revised question wording; added instruction to only include each student in one category; replaced “none” box with write “0” instruction; added subsections of the table for Hispanic or Latino students versus non-Hispanic students.	S0171	Core	Minor						S0049

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0172	Core	Major	Changed the format of the reference date; revised question wording; added instruction to only include each student in one category; replaced “none” box with write “0” instruction; added subsections of the table for Hispanic or Latino students versus non-Hispanic students.	S0172	Core	Minor						S0050
S0173	Core	Major	Changed the format of the reference date; revised question wording; added instruction to only include each student in one category; replaced “none” box with write “0” instruction; added subsections of the table for Hispanic or Latino students versus non-Hispanic students.	S0173	Core	Minor						S0051
S0319	Core	New										
S0174	Core	Exact		S0174	Core	Minor						S0735
S0175	Core	Minor	Changed the format of the reference date; revised question wording; replaced “none” box with write “0” instruction.	S0175	Core	Minor						S0041
S0176	Core	Exact		S0176	Core	Minor						S0133
S0177	Core	Exact		S0177	Core	Exact						S0134

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0322	Core	New										
S0178	Core	Minor	Replaced “none” box with write “0” instruction.	S0178	Core	Minor						S0135
S0179	Core	Minor	Replaced “none” box with write “0” instruction; revised response label.	S0179	Core	Exact						S0136
S0117	Core	Exact		S0117	Core	Major	Question now asks about start and end time					S0060
S0131	Core	Exact		S0131	Core	New						
S0118	Core	Exact		S0118	Core	New						
S0132	Core	Exact		S0132	Core	New						
S0133	Core	Minor	Changed instruction regarding programs to include; added a word to the response box label.	S0133	Core	New						
S0119	Core	Exact		S0119	Core	Minor						S0062
S0120	Core	Exact		S0120	Core	Major	Values are different					S0055
S5120	Core	Exact		S5120	Core	Exact						S5055
S0121	Core	Exact		S0121	Core	Minor						S0063
S0122	Core	Exact		S0122	Core	Minor						S0064
S0123	Core	Minor	Added a word to the response box label.	S0123	Core	Minor						S0065
S0124	Core	Exact		S0124	Core	Minor						S0066
S1900	Hot Topic	New										
S1901	Hot Topic	New										

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1902	Hot Topic	New										
S1903	Hot Topic	New										
S1904	Hot Topic	New										
S5904	Hot Topic	New										
S0600	Hot Topic	New										
S0125	Core	Minor	Revised question wording.	S0125	Core	New						
S1905	Hot Topic	New										
S0141	Core	Exact		S0141	Core	Minor						S0092
S0142	Core	Exact		S0142	Core	Minor						S0094
S0144	Core	Exact		S0144	Core	Minor						S0098
S0145	Core	Exact		S0145	Core	Minor						S0099
S0146	Core	Exact		S0146	Core	Minor						S0100
S0147	Core	Exact		S0147	Core	New						
S0184	Core	Exact		S0184	Core	Minor						S0736
S0185	Core	Exact		S0185	Core	Minor						S0737
S0800	Rotating	Exact										S0800
S0802	Rotating	Minor	Removed “All” response option (S0801).									S0802
S0803	Rotating	Exact										S0803
S0804	Rotating	Exact										S0804
S0805	Rotating	Minor	Replaced “none” box with write “0” instruction.									S0805
S0806	Rotating	Exact										S0806
S0186	Core	Exact		S0186	Core	Minor						S0738
S0187	Core	Exact		S0187	Core	Minor						S0739
S0188	Core	Exact		S0188	Core	Minor						S0740

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0189	Core	Exact		S0189	Core	Exact						S0741
S5188	Core	Minor	Changed wording for specify.	S5188	Core	Exact						S5740
S0190	Core	Exact		S0190	Core	Minor						S0742
S0191	Core	Exact		S0191	Core	Minor						S0743
S0192	Core	Exact		S0192	Core	Minor						S0744
S0193	Core	Exact		S0193	Core	Minor						S0745
S0194	Core	Exact		S0194	Core	Minor						S0746
S0195	Core	Exact		S0195	Core	Minor						S0747
S0196	Core	Exact		S0196	Core	Minor						S0748
S0320	Core	New			Core							
S0197	Core	Exact		S0197	Core	Minor						S0749
S0198	Core	Exact		S0198	Core	Minor						S0750
S0199	Core	Exact		S0199	Core	Minor						S0751
S0287	Core	Exact		S0287	Core	Minor						S0752
S0288	Core	Exact		S0288	Core	Minor						S0753
S0289	Core	Exact		S0289	Core	Minor						S0754
S0290	Core	Exact		S0290	Core	Minor						S0755
S0291	Core	Exact		S0291	Core	Minor						S0756
S0292	Core	Exact		S0292	Core	Minor						S0757
S0293	Core	Exact		S0293	Core	Minor						S0758
S0321	Core	New										
S0296	Core	Exact		S0296	Core	Minor						S0761
S0297	Core	Exact		S0297	Core	Minor						S0762
S5297	Core	Minor	Changed wording for specify.	S5297	Core	Exact						S5762
S0298	Core	Exact		S0298	Core	Minor						S0763

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 ® or 11-12 ®	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0299	Core	Exact		S0299	Core	Minor						S0764
S0303	Core	Exact		S0303	Core	Minor						S0765
S0304	Core	Exact		S0304	Core	Minor						S0766
S0305	Core	Exact		S0305	Core	Minor						S0767
S0306	Core	Exact		S0306	Core	Minor						S0771
S0307	Core	Exact		S0307	Core	Minor						S0772
S0308	Core	Exact		S0308	Core	Minor						S0773
S0309	Core	Exact		S0309	Core	Minor						S0774
S0310	Core	Exact		S0310	Core	Minor						S0776
S0311	Core	Exact		S0311	Core	Minor						S0777
S0312	Core	Exact		S0312	Core	Minor						S0778
S5312	Core	Minor	Changed wording for specify.	S5312	Core	Exact						S5778
S0313	Core	Exact		S0313	Core	Minor						S0779
S0314	Core	Exact		S0314	Core	Minor						S0780
S0315	Core	Exact		S0315	Core	Minor						S0781
S0316	Core	Exact		S0316	Core	Minor						S0783
S0317	Core	Exact		S0317	Core	Minor						S0784
S0318	Core	Exact		S0318	Core	Minor						S0785
S5318	Core	Minor	Changed wording for specify.	S5318	Core	Exact						S5785
S0200	Core	Minor	Changed the format of the reference date; revised question wording; revised instruction wording; replaced “none” box with write “0” instruction.	S0200	Core	Minor						S0150

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0180	Core	Minor	Changed the format of the reference date; revised question wording; revised instruction wording; replaced “none” box with write “0” instruction.	S0180	Core	Minor						S0820
S0181	Core	Minor	Changed the format of the reference date; revised question wording; revised instruction wording; replaced “none” box with write “0” instruction.	S0181	Core	Minor						S0821
S0182	Core	Minor	Changed the format of the reference date; revised question wording; revised instruction wording; replaced “none” box with write “0” instruction.	S0182	Core	Minor						S0822
S0183	Core	Minor	Changed the format of the reference date; revised question wording; revised instruction wording; replaced “none” box with write “0” instruction.	S0183	Core	Minor						S0823

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0202	Core	Minor	Changed the format of the reference date; revised question wording; revised instruction wording; replaced “none” box with write “0” instruction; revised response label.	S0202	Core	Minor						S0152
S1210	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0168
S1211	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0169
S1212	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0170

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 @ or 11-12 @	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1213	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0171
S1214	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0172
S1215	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0173
S1216	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0174
S1217	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0175

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1252	Rotating	New										
S1253	Rotating	New										
S1254	Rotating	New										
S1255	Rotating	New										
S1218	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction; moved sub-item under the “Student support services professional staff” heading.									S0176
S1219	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction; moved sub-item under the “Student support services professional staff” heading.									S0177
S1220	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0178

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1221	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0179
S1222	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0180
S1223	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0181
S1224	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0182
S1225	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0183

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1226	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0184
S1227	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0185
S1228	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; revised wording.									S0186
S1229	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; revised wording.									S0187

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1230	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0188
S1231	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0189
S1232	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0190
S1233	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0191

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1234	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all special education aides rather than specifying instructional/non-instructional aides.									S0192
S1235	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all special education aides rather than specifying instructional/non-instructional aides.									S0193

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1238	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all library media center aides rather than specifying instructional/non-instructional aides.									S0196
S1239	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all library media center aides rather than specifying instructional/non-instructional aides.									S0197

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1242	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all other classroom aides rather than specifying instructional/non-instructional aides.									S0200
S1243	Rotating	Major	Changed the format of the reference date; emphasized “staff” using capital letters; revised instruction wording and replaced “none” boxes with instruction to write “0”; changed item to include all other classroom aides rather than specifying instructional/non-instructional aides.									S0201
S1246	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0204

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1247	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0205
S1248	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0206
S1249	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0207
S1250	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction; removed security personnel into separate item.									S0208

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1251	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction; removed security personnel into separate item.									S0209
S1256	Rotating	New										
S1257	Rotating	New										
S1258	Rotating	New										
S1259	Rotating	New										
S1260	Rotating	New										
S1261	Rotating	New										
S1262	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0210
S1263	Rotating	Minor	Changed the format of the reference date; emphasized “staff” using capital letters; revised instructions; replaced “none” box with write “0” instruction.									S0211
S1264	Rotating	Minor	Revised question wording to incorporate definition of a specialist.									S0215

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S1265	Rotating	Minor	Revised question wording to incorporate definition of a specialist.									S0216
S1266	Rotating	Minor	Revised question wording to incorporate definition of a specialist.									S0217
S1267	Rotating	Minor	Revised question wording to incorporate definition of a coach.									S0218
S1268	Rotating	Minor	Revised question wording to incorporate definition of a coach.									S0219
S1269	Rotating	Minor	Revised question wording to incorporate definition of a coach.									S0220
S1270	Rotating	Minor	Revised question wording to incorporate definition of a specialist.									S0221
S1272	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0226
S1273	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0227
S1274	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0228

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17–18 (C) or 11–12 (R)	Comments	Variable name	Periodicity	Match type to 11–12	Comments	Variable name	Periodicity	Match type to 11–12	Comments	Variable name
S1275	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0229
S1276	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0230
S1277	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0231
S1278	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0232
S1279	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0233
S1280	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0234
S1281	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0235

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17–18 (C) or 11–12 (R)	Comments	Variable name	Periodicity	Match type to 11–12	Comments	Variable name	Periodicity	Match type to 11–12	Comments	Variable name
S1282	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0236
S1283	Rotating	Minor	Revised question wording to adjust for removal of filter question for most respondents.									S0237
S1284	Rotating	Major	Revised question wording to adjust for removal of filter question for most respondents; changed item from “Other” to “Physical education or health.”									S0238
S1287	Rotating	New										
S1285	Rotating	Major	Revised question wording due to the addition of S1287; replaced “None” box with write “0” instruction.									S0239
S1286	Rotating	Minor	Replaced “None” box with write “0” instruction.									S0240
S0300	Core	Exact		S0300	Core	Exact						S0560
S0301	Core	Exact		S0301	Core	Exact						S0567
S0302	Core	Minor	Revised response box label.	S0302	Core	Exact						S0568
S0400	Core	Minor	Revised question text to include instruction to consider students enrolled in grades K–12.	S0400	Core	Minor						S0250

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0401	Core	Minor	Revised response box label.	S0401	Core	Minor						S0251
S0402	Core	Minor	Emphasized “primarily serve” using capital letters.	S0402	Core	Exact						S0252
S0403	Core	Major	Specified “formally identified” disabilities; replaced “All day” with the percentage that was previously in parentheses; replaced the “none” box with write “0” instruction.	S0403	Core	Exact						S0253
S0404	Core	Major	Specified “formally identified” disabilities; replaced “Most of the day” with the percentage range that was previously in parentheses; replaced the “none” box with write “0” instruction.	S0404	Core	Exact						S0254
S0405	Core	Major	Specified “formally identified” disabilities; replaced “Some of the day” with the percentage range that was previously in parentheses; replaced the “none” box with write “0” instruction.	S0405	Core	Exact						S0255

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0406	Core	Major	Specified “formally identified” disabilities; replaced “Little or none of the day” with the percentage range that was previously in parentheses; replaced the “none” box with write “0” instruction.	S0406	Core	Exact						S0256
S0421	Core	Minor	Changed the format of the reference date; revised question wording to primarily use the phrase “English language learners” rather than “limited-English proficient.”	S0421	Core	Minor						S0260
S0422	Core	Minor	Replaced phrases with acronyms.	S0422	Core	Exact						S0261
S0423	Core	Minor	Replaced phrases with acronyms.	S0423	Core	Exact						S0262
S0424	Core	Major	Broken out into a separate question; replaced phrases with acronyms.	S0424	Core	Exact						S0263
S0425	Core	Major	Broken out into a separate question; replaced phrases with acronyms.	S0425	Core	Exact						S0264
S0409	Core	Exact		S0409	Core	Exact						S0272
S0410	Core	New										
S0408	Core	Minor	Replaced “none” box with previous filter question.	S0408	Core	Minor						S0274
S0426	Core	Exact		S0426	Core	New						

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
S0427	Core	Minor	Changed the format of the reference date; deleted the word “grades” from the question text.	S0427	Core	New						
S0412	Core	Minor	Changed the format of the reference date.	S0412	Core	Minor						S0275
S0416	Core	Minor	Replaced “none” box with write ‘0’ instruction.	S0416	Core	Major	Two variables merged S0279 and S0278.					S0279
S0414	Core	Minor	Replaced “none” box with write “0” instruction.	S0414	Core	Major	Two variables merged S0277 and S0276.					S0277
S0417	Core	Exact		S0417	Core	Exact						S0280
S0418	Core	Exact		S0418	Core	Exact						S0281
S0419	Core	Exact		S0419	Core	Exact						S0282
S0014	Core	Minor	Removed instruction to report month as a number; changed response label from “Month” to “MM.”	S0014	Core	Exact						S0006
S0015	Core	Minor	Changed response label from “Day” to “DD.”	S0015	Core	Exact						S0007
S0016	Core	Minor	Changed response label from “Year” to “YYYY.”	S0016	Core	Exact						S0008
S0017	Core	Exact		S0017	Core	Exact						S0009
				S0126	Rotating	New						
				S0143	Rotating	Minor						S0097
				S0294	Rotating	Minor						S0759
				S0295	Rotating	Minor						S0760
				S2200	Rotating	New						
				S2201	Rotating	New						
				S2202	Rotating	New						

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				S2203	Rotating	New						
				S2204	Rotating	New						
				S2205	Rotating	New						
				S2206	Rotating	New						
				S2207	Rotating	New						
				S2208	Rotating	New						
				S2209	Rotating	New						
				S2210	Rotating	New						
				S2211	Rotating	New						
				S2212	Rotating	New						
				S2213	Rotating	New						
				S2214	Rotating	New						
				S2215	Rotating	New						
				S2216	Rotating	New						
				S2217	Rotating	New						
				S2218	Rotating	New						
				S2219	Rotating	New						
				S2220	Rotating	New						
				S2221	Rotating	New						
				S2222	Rotating	New						
				S2223	Rotating	New						
				S2224	Rotating	New						
				S2225	Rotating	New						
				S2226	Rotating	New						
				S2227	Rotating	New						
				S2228	Rotating	New						

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17–18 (C) or 11–12 (R)	Comments	Variable name	Periodicity	Match type to 11–12	Comments	Variable name	Periodicity	Match type to 11–12	Comments	Variable name
				\$2229	Rotating	New						
				\$2230	Rotating	New						
				\$2231	Rotating	New						
				\$2232	Rotating	New						
				\$2233	Rotating	New						
				\$2234	Rotating	New						
				\$2235	Rotating	New						
				\$2300	Rotating	Minor						\$0120
				\$2301	Rotating	New						
				\$2302	Rotating	Minor						\$0121
				\$2303	Rotating	Minor						\$0122
				\$2304	Rotating	New						
				\$2305	Rotating	Minor						\$0123
				\$2306	Rotating	Minor						\$0124
				\$2307	Rotating	Minor						\$0125
				\$2308	Rotating	Exact						\$0126
				\$2309	Rotating	New						
				\$2310	Rotating	New						
				\$2311	Rotating	New						
				\$2312	Rotating	New						
				\$2313	Rotating	New						
				\$2314	Rotating	New						
				\$2315	Rotating	New						
				\$2316	Rotating	New						
												\$0801
												\$0825
												\$0826

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
												\$0194
												\$0195
												\$0198
												\$0199
												\$0202
												\$0203
												\$0451
												\$0057
												\$0058
												\$0059
												\$0061
												\$0782
												\$0080
												\$0081
												\$0082
												\$0083
												\$0084
												\$0085
												\$0086
												\$0087
												\$0088
												\$0810
												\$0089
												\$0093
												\$0095
												\$0096

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
												S0561
												S0562
												S0563
												S0564
												S0565
												S0566
												S0155
												S0156
												S0157
												S0158
												S0159
												S0160
												S0161
												S0265
												S0266
												S0267
												S0268
												S0269
												S0285
												S0286
												S0270
												S0271
												S0273
												S0274
												S0276
												S0277

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
												S0278
												S0279
												S0283
												S0225
												S0523
												S0476
												S0475
												S0480
												S5484
												S0485
												S0487
												S0486
												S0489
												S0488
												S0503
												S0504
												S0505
												S0506
												S0507
												S0508
												S0509
												S0510
												S0511
												S0512
												S0513
												S0514

See notes at end of table.

Table C-4. NTPS Variable Crosswalk—Private School Questionnaire (NTPS-3B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
												\$0515
												\$0516
												\$0517
												\$0518
												\$0519
												\$0520
												\$0521
												\$0522
												\$0524
												\$0525
												\$0526
												\$0527
												\$0453
												\$0456
												\$0457

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21..

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1914	Hot Topic	New										
T0100	Core	Minor	Shortened question and added an instruction.	T0100	Core	Exact		T0100	Core	Exact		T0025
T0101	Core	Exact		T0101	Core	Exact		T0101	Core	Exact		T0026
T0102	Core	Exact		T0102	Core	Exact		T0102	Core	Minor		T0027
T0103	Core	Exact		T0103	Core	Exact		T0103	Core	Exact		T0028
T0106	Core	Exact		T0106	Core	Minor		T0106	Core	Minor		T0031
T5106	Core	Exact		T5106	Core	Exact		T5106	Core	Exact		T5031
T0104	Core	Minor	Modified instructions; changed response box label to “MM.”	T0104	Core	Exact		T0104	Core	New		
T0105	Core	Minor	Modified instructions; changed response box label to “YYYY.”	T0105	Core	Exact		T0105	Core	Major		T0030
T0107	Core	Minor	Modified instructions; changed response box label to “MM.”	T0107	Core	Exact		T0107	Core	New		
T0108	Core	Minor	Modified instructions; changed response box label to “YYYY.”	T0108	Core	Exact		T0108	Core	Major		T0040
T0110	Core	Minor	Modified instruction.	T0110	Core	Exact		T0110	Core	Exact		T0042
T0109	Core	Minor	Modified instruction.	T0109	Core	Exact		T0109	Core	Minor		T0041
T0200	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0200	Core	Exact		T0200	Core	Exact		T0070
T0201	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0201	Core	Exact		T0201	Core	Exact		T0071

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0202	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0202	Core	Exact		T0202	Core	Exact		T0072
T0203	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0203	Core	Exact		T0203	Core	Exact		T0073
T0204	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0204	Core	Exact		T0204	Core	Exact		T0074
T0205	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0205	Core	Exact		T0205	Core	Exact		T0075
T0206	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0206	Core	Exact		T0206	Core	Exact		T0076
T0207	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0207	Core	Exact		T0207	Core	Exact		T0077
T0208	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0208	Core	Exact		T0208	Core	Exact		T0078
T0209	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0209	Core	Exact		T0209	Core	Exact		T0079
T0210	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0210	Core	Exact		T0210	Core	Exact		T0080
T0211	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0211	Core	Exact		T0211	Core	Exact		T0081

See notes at end of table.

Table C.5 NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0212	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0212	Core	Exact		T0212	Core	Exact		T0082
T0213	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0213	Core	Exact		T0213	Core	Exact		T0083
T0214	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0214	Core	Exact		T0214	Core	Exact		T0084
T0215	Core	Minor	Revised wording; replaced “none” box with write “0” instruction.	T0215	Core	Exact		T0215	Core	Minor		T0085
T0216	Core	Minor	Revised wording; replaced “none” box with write “0” instruction.	T0216	Core	Minor		T0216	Core	Exact		T0086
T0217	Core	Minor	Revised wording.	T0217	Core	Exact		T0217	Core	Minor		T0090
T5217	Core	Minor	Revised wording.	T5217	Core	Exact		T5217	Core	Minor		T5090
T0218	Core	Exact		T0218	Core	Exact		T0218	Core	Exact		T0091
T0219	Core	Exact		T0219	Core	Exact		T0219	Core	New		
T0220	Core	Exact		T0220	Core	Exact		T0220	Core	New		
T0221	Core	Minor	Removed parenthetical text from response options.	T0221	Core	Exact		T0221	Core	Exact		T0092
T0222	Core	Exact		T0222	Core	Exact		T0222	Core	Exact		T0093
T0223	Core	Exact		T0223	Core	Exact		T0223	Core	Minor		T0094
T0224	Core	Exact		T0224	Core	Exact		T0224	Core	Exact		T0095

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T0277	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0277	Core	New								
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See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0278	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0278	Core	New						
T0279	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0279	Core	New						
T0230	Core	Exact		T0230	Core	Exact		T0230	Core	Exact		T0105
T0240	Core	Exact		T0240	Core	Exact		T0240	Core	Minor		T0110
T0241	Core	Exact		T0241	Core	Exact		T0241	Core	Minor		T0111
T0242	Core	Exact		T0242	Core	Exact		T0242	Core	Minor		T0112
T0243	Core	Exact		T0243	Core	Exact		T0243	Core	Minor		T0113
T0244	Core	Exact		T0244	Core	Exact		T0244	Core	Minor		T0114
T0245	Core	Exact		T0245	Core	Exact		T0245	Core	Minor		T0115
T0246	Core	Exact		T0246	Core	Exact		T0246	Core	Minor		T0116
T0247	Core	Exact		T0247	Core	Exact		T0247	Core	Minor		T0117
T0248	Core	Exact		T0248	Core	Exact		T0248	Core	Minor		T0118
T0249	Core	Exact		T0249	Core	Exact		T0249	Core	Minor		T0119
T5240	Core	Minor	Revised text.	T5240	Core	Exact		T5240	Core	Minor		T5110
T5241	Core	Minor	Revised text.	T5241	Core	Exact		T5241	Core	Minor		T5111
T5242	Core	Minor	Revised text.	T5242	Core	Exact		T5242	Core	Minor		T5112
T5243	Core	Minor	Revised text.	T5243	Core	Exact		T5243	Core	Minor		T5113
T5244	Core	Minor	Revised text.	T5244	Core	Exact		T5244	Core	Minor		T5114
T5245	Core	Minor	Revised text.	T5245	Core	Exact		T5245	Core	Minor		T5115
T5246	Core	Minor	Revised text.	T5246	Core	Exact		T5246	Core	Minor		T5116

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T5247	Core	Minor	Revised text.	T5247	Core	Exact		T5247	Core	Minor		T5117
T5248	Core	Minor	Revised text.	T5248	Core	Exact		T5248	Core	Minor		T5118
T5249	Core	Minor	Revised text.	T5249	Core	Exact		T5249	Core	Minor		T5119
T0250	Core	Exact		T0250	Core	Exact		T0250	Core	Minor		T0120
T0251	Core	Exact		T0251	Core	Exact		T0251	Core	Minor		T0121
T0252	Core	Exact		T0252	Core	Exact		T0252	Core	Minor		T0122
T0253	Core	Exact		T0253	Core	Exact		T0253	Core	Minor		T0123
T0254	Core	Exact		T0254	Core	Exact		T0254	Core	Minor		T0124
T0255	Core	Exact		T0255	Core	Exact		T0255	Core	Minor		T0125
T0256	Core	Exact		T0256	Core	Exact		T0256	Core	Minor		T0126
T0257	Core	Exact		T0257	Core	Exact		T0257	Core	Minor		T0127
T0258	Core	Exact		T0258	Core	Exact		T0258	Core	Minor		T0128
T0259	Core	Exact		T0259	Core	Exact		T0259	Core	Minor		T0129
T0260	Core	Exact		T0260	Core	Exact		T0260	Core	Minor		T0130
T0261	Core	Exact		T0261	Core	Exact		T0261	Core	Minor		T0131
T0262	Core	Exact		T0262	Core	Exact		T0262	Core	Minor		T0132
T0263	Core	Exact		T0263	Core	Exact		T0263	Core	Minor		T0133
T0264	Core	Exact		T0264	Core	Exact		T0264	Core	Minor		T0134
T0265	Core	Exact		T0265	Core	Exact		T0265	Core	Minor		T0135
T0266	Core	Exact		T0266	Core	Exact		T0266	Core	Minor		T0136
T0267	Core	Exact		T0267	Core	Exact		T0267	Core	Minor		T0137
T0268	Core	Exact		T0268	Core	Exact		T0268	Core	Minor		T0138
T0269	Core	Exact		T0269	Core	Exact		T0269	Core	Minor		T0139

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0270, T0271	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0270, T0271	Core	Major	“Hours per week” was split into two new fields, “Minutes per day” and “Days per week.”	T0225	Core	Exact		T0096
T0272, T0273	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction; revised sub-item’s wording.	T0272, T0273	Core	Major	“Hours per week” was split into two new fields, “Minutes per day” and “Days per week.”	T0226	Core	Exact		T0097
T0274, T0275	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0274, T0275	Core	Major	“Hours per week” was split into two new fields, “Minutes per day” and “Days per week.”	T0227	Core	Exact		T0098
T0276, T0277	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0276, T0277	Core	Major	“Hours per week” was split into two new fields, “Minutes per day” and “Days per week.”	T0228	Core	Exact		T0099
T0278, T0279	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0278, T0279	Core	Major	“Hours per week” was split into two new fields, “Minutes per day” and “Days per week.”	T0229	Core	Exact		T0100
T0300	Core	Minor	Moved instruction regarding additional degrees to follow-up item.	T0300	Core	Exact		T0300	Core	Exact		T0160
T5301	Core	Minor	Added instruction regarding additional degrees.	T5301	Core	Exact		T5301	Core	Exact		T5166

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T5302	Core	Minor	Added instruction regarding additional degrees.	T5302	Core	Exact		T5302	Core	Exact		T5167
T5303	Core	Minor	Added instruction regarding additional degrees.	T5303	Core	Exact		T5303	Core	Exact		T5168
T0304	Core	Minor	Added instruction regarding additional degrees.	T0304	Core	Exact		T0304	Core	Exact		T0169
T0305	Core	Exact		T0305	Core	Exact		T0305	Core	Exact		T0161
T0306	Core	Major	Changed format of question text and responses to “Yes”/“No.”	T0306	Core	Exact		T0306	Core	Major		T0162
T0307	Core	Exact		T0307	Core	Exact		T0307	Core	Minor		T0163
T5307	Core	Exact		T5307	Core	Exact		T5307	Core	Exact		T5163
T0308	Core	Exact		T0308	Core	Exact		T0308	Core	Exact		T0164
T0309	Core	Exact		T0309	Core	Exact		T0309	Core	Minor		T0165
T5309	Core	Exact		T5309	Core	Exact		T5309	Core	Exact		T5165
T0310	Core	Exact		T0310	Core	Exact		T0310	Core	Exact		T0176
T0311	Core	Exact		T0311	Core	Exact		T0311	Core	Minor		T0177
T5311	Core	Exact		T5311	Core	Exact		T5311	Core	Exact		T5177
T0312	Core	Minor	Moved instruction regarding additional degrees to follow-up item.	T0312	Core	Exact		T0312	Core	Exact		T0170
T0313	Core	Minor	Added instruction regarding additional degrees.	T0313	Core	Exact		T0313	Core	Exact		T0171

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0314	Core	Exact		T0314	Core	Exact		T0314	Core	Exact		T0172
T0315	Core	Major	Changed format of question text and responses to “Yes”/“No.”	T0315	Core	Exact		T0315	Core	Major		T0173
T0316	Core	Exact		T0316	Core	Exact		T0316	Core	Minor		T0174
T5316	Core	Exact		T5316	Core	Exact		T5316	Core	Exact		T5174
T0317	Core	Exact		T0317	Core	Exact		T0317	Core	Exact		T0180
T0318	Core	Exact		T0318	Core	Exact		T0318	Core	Minor		T0181
T5318	Core	Exact		T5318	Core	Exact		T5318	Core	Minor		T5181
T0319	Core	Exact		T0319	Core	Exact		T0319	Core	Exact		T0183
T0320	Core	Exact		T0320	Core	Exact		T0320	Core	Minor		T0184
T5320	Core	Exact		T5320	Core	Exact		T5320	Core	Minor		T5184
T0321	Core	Exact		T0321	Core	Exact		T0321	Core	Exact		T0186
T0322	Core	Exact		T0322	Core	Exact		T0322	Core	Minor		T0187
T5322	Core	Exact		T5322	Core	Exact		T5322	Core	Minor		T5187
T0323	Core	Major	Changed format of question text and responses to “Yes”/“No.”	T0323	Core	Exact		T0323	Core	Minor		T0188
T0324	Core	Exact		T0324	Core	Exact		T0324	Core	Exact		T0189
T0325	Core	Exact		T0325	Core	Exact		T0325	Core	Minor		T0190
T5325	Core	Exact		T5325	Core	Exact		T5325	Core	Minor		T5190
T0326	Core	Major	Changed format of question text and responses to “Yes”/“No.”	T0326	Core	Exact		T0326	Core	Minor		T0191
T0327	Core	Exact		T0327	Core	Exact		T0327	Core	Exact		T0192
T0328	Core	Exact		T0328	Core	Exact		T0328	Core	Minor		T0193
T5328	Core	Exact		T5328	Core	Exact		T5328	Core	Minor		T5193

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0329	Core	Major	Changed format of question text and responses to “Yes”/“No.”	T0329	Core	Exact		T0329	Core	Minor		T0194
T0330	Core	Exact		T0330	Core	Exact		T0330	Core	Exact		T0195
T0331	Core	Exact		T0331	Core	Exact		T0331	Core	Minor		T0196
T5331	Core	Exact		T5331	Core	Exact		T5331	Core	Minor		T5196
T0332	Core	Major	Changed format of question text and responses to “Yes”/“No.”	T0332	Core	Exact		T0332	Core	Minor		T0197
T0333	Core	Exact		T0333	Core	Exact		T0333	Core	Exact		T0198
T0334	Core	Exact		T0334	Core	Exact		T0334	Core	Minor		T0199
T5334	Core	Exact		T5334	Core	Exact		T5334	Core	Minor		T5199
T0335	Core	Major	Changed format of question text and responses to “Yes”/“No.”	T0335	Core	Exact		T0335	Core	Minor		T0200
T0336	Core	Exact		T0336	Core	Exact		T0336	Core	Exact		T0201
T0337	Core	Minor	Revised wording.	T0337	Core	Exact		T0337	Core	Exact		T0206
T0338	Core	Minor	Revised question text.	T0338	Core	Exact		T0338	Core	Exact		T0207
T0339	Core	Minor	Revised question text.	T0339	Core	Exact		T0339	Core	New		
T0340	Core	Exact		T0340	Core	Exact		T0340	Core	New		
T0341	Core	Exact		T0341	Core	Exact		T0341	Core	New		
T0342	Core	Exact		T0342	Core	Exact		T0342	Core	New		
T0343	Core	Exact		T0343	Core	Exact		T0343	Core	New		
T0344	Core	Exact		T0344	Core	Exact		T0344	Core	New		
T0345	Core	Exact		T0345	Core	Exact		T0345	Core	New		

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0346	Core	Minor	Revised wording.	T0346	Core	Exact		T0346	Core	New		
T0347	Core	Minor	Revised wording.	T0347	Core	Exact		T0347	Core	Exact		T0208
T0348	Core	Exact		T0348	Core	Exact		T0348	Core	New		
T0349	Core	Exact		T0349	Core	Exact		T0349	Core	Minor		T0209
T0400	Core	Exact		T0400	Core	Minor		T0400	Core	Minor		T0311
T0401	Core	Minor	Revised instructions.	T0401	Core	Exact		T0401	Core	Exact		T0250
T0402	Core	Exact		T0402	Core	Exact		T0402	Core	Exact		T0251
T5402	Core	Exact		T5402	Core	Exact		T5402	Core	Exact		T5251
T0403	Core	Exact		T0403	Core	Exact		T0403	Core	Minor		T5251
T0404	Core	Exact		T0404	Core	Exact		T0404	Core	Minor		T0252
T0405	Core	Exact		T0405	Core	Exact		T0405	Core	Minor		T0253, T0254
T0406	Core	Exact		T0406	Core	Exact		T0406	Core	Exact		T0255
T0407	Core	Exact		T0407	Core	Exact		T0407	Core	Exact		T0256
T5407	Core	Exact		T5407	Core	Exact		T5407	Core	Exact		T5256
T0408	Core	Exact		T0408	Core	Exact		T0408	Core	Exact		T0257
T0409	Core	Exact		T0409	Core	Exact		T0409	Core	Exact		T0258
T0410	Core	Exact		T0410	Core	Exact		T0410	Core	Exact		T0259
T0411	Core	Exact		T0411	Core	Exact		T0411	Core	Exact		T0260
T5411	Core	Exact		T5411	Core	Exact		T5411	Core	Exact		T5260
T0412	Core	Exact		T0412	Core	Exact		T0412	Core	Exact		T0261
T0413	Core	Exact		T0413	Core	Exact		T0413	Core	Exact		T0262
T0414	Core	Exact		T0414	Core	Exact		T0414	Core	Exact		T0263
T0415	Core	Exact		T0415	Core	Exact		T0415	Core	Exact		T0264
T5415	Core	Exact		T5415	Core	Exact		T5415	Core	Exact		T5264

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0416	Core	Exact		T0416	Core	Exact		T0416	Core	Exact		T0265
T0417	Core	Exact		T0417	Core	Exact		T0417	Core	Exact		T0266
T0418	Core	Exact		T0418	Core	Exact		T0418	Core	Exact		T0267
T0419	Core	Exact		T0419	Core	Exact		T0419	Core	Exact		T0268
T5419	Core	Exact		T5419	Core	Exact		T5419	Core	Exact		T5268
T0420	Core	Exact		T0420	Core	Exact		T0420	Core	Exact		T0269
T0421	Core	Exact		T0421	Core	Exact		T0421	Core	Exact		T0270
T0422	Core	Exact		T0422	Core	Exact		T0422	Core	Exact		T0271
T0423	Core	Exact		T0423	Core	Exact		T0423	Core	Exact		T0275
T0424	Core	Exact		T0424	Core	Exact		T0424	Core	Exact		T0276
T0425	Core	Exact		T0425	Core	Exact		T0425	Core	Minor		T0277
T5425	Core	Exact		T5425	Core	Exact		T5425	Core	Minor		T5277
T0426	Core	Exact		T0426	Core	Exact		T0426	Core	Minor		T0278
T0427	Core	Exact		T0427	Core	Exact		T0427	Core	Minor		T0279
T0428	Core	Exact		T0428	Core	Exact		T0428	Core	Minor		T0280
T0429	Core	Exact		T0429	Core	Exact		T0429	Core	Exact		T0281
T0430	Core	Exact		T0430	Core	Exact		T0430	Core	Exact		T0282
T5430	Core	Exact		T5430	Core	Exact		T5430	Core	Exact		T5282
T0431	Core	Exact		T0431	Core	Exact		T0431	Core	Exact		T0283
T0432	Core	Exact		T0432	Core	Exact		T0432	Core	Exact		T0284
T0433	Core	Exact		T0433	Core	Exact		T0433	Core	Exact		T0285
T0434	Core	Exact		T0434	Core	Exact		T0434	Core	Exact		T0286
T5434	Core	Exact		T5434	Core	Exact		T5434	Core	Exact		T5286
T0435	Core	Exact		T0435	Core	Exact		T0435	Core	Exact		T0287
T0436	Core	Exact		T0436	Core	Exact		T0436	Core	Exact		T0288
T0437	Core	Exact		T0437	Core	Exact		T0437	Core	Exact		T0289

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0438	Core	Exact		T0438	Core	Exact		T0438	Core	Exact		T0290
T5438	Core	Exact		T5438	Core	Exact		T5438	Core	Exact		T5290
T0439	Core	Exact		T0439	Core	Exact		T0439	Core	Exact		T0291
T0440	Core	Exact		T0440	Core	Exact		T0440	Core	Exact		T0292
T0441	Core	Exact		T0441	Core	Exact		T0441	Core	Exact		T0293
T0442	Core	Exact		T0442	Core	Exact		T0442	Core	Exact		T0294
T5442	Core	Exact		T5442	Core	Exact		T5442	Core	Exact		T5294
T0443	Core	Exact		T0443	Core	Exact		T0443	Core	Exact		T0295
T0444	Core	Exact		T0444	Core	Exact		T0444	Core	Exact		T0296
T0445	Core	Exact		T0445	Core	Exact		T0445	Core	Exact		T0297
T1500	Rotating	Minor	Added an instruction.					T1500	Rotating	Exact		T0210
T1501	Rotating	Exact						T1501	Rotating	New		
T5502	Rotating	Exact						T5502	Rotating	New		
T5503	Rotating	Exact						T5503	Rotating	New		
T1504	Rotating	Exact						T1504	Rotating	New		
T1505	Rotating	Exact						T1505	Rotating	Exact		T0211
T1506	Rotating	Exact						T1506	Rotating	Exact		T0212
T1507	Rotating	Exact						T1507	Rotating	Exact		T0213
T1508	Rotating	Exact						T1508	Rotating	Exact		T0214
T1509	Rotating	Exact						T1509	Rotating	Exact		T0215
T1510	Rotating	Exact						T1510	Rotating	Exact		T0216
T1511	Rotating	Exact						T1511	Rotating	Exact		T0217
T1512	Rotating	Exact						T1512	Rotating	Exact		T0218
T1513	Rotating	Exact						T1513	Rotating	New		
T1514	Rotating	Exact						T1514	Rotating	New		

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1515	Rotating	Minor	Emphasized “formal” using capital letters.					T1515	Rotating	Major		T0220
T1516	Rotating	Exact						T1516	Rotating	Exact		T0221
T1517	Rotating	Exact						T1517	Rotating	Exact		T0222
T1518	Rotating	Exact						T1518	Rotating	Exact		T0223
T1519	Rotating	Exact						T1519	Rotating	Exact		T0224
T1520	Rotating	Exact						T1520	Rotating	Exact		T0225
T1521	Rotating	Exact						T1521	Rotating	New		
T1522	Rotating	Exact						T1522	Rotating	New		
T1523	Rotating	Minor	Emphasized “assigned” using capital letters.					T1523	Rotating	Minor		T0230
T1524	Rotating	Exact						T1524	Rotating	Minor		T0231
T1525	Rotating	Exact						T1525	Rotating	Exact		T0232
T1526	Rotating	Exact						T1526	Rotating	New		
T1527	Rotating	Exact						T1527	Rotating	New		
T1528	Rotating	Exact						T1528	Rotating	New		
T1529	Rotating	Exact						T1529	Rotating	New		
T1530	Rotating	Exact						T1530	Rotating	Exact		T0233
T1600	Rotating	Minor	Changed placement of instruction and abbreviated 2015–16 instruction.					T1600	Rotating	Minor		T0391
T1601	Rotating	Minor	Revised question text; changed placement of instruction and abbreviated 2015–16 instruction.					T1601	Rotating	Minor		T0390

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1602	Rotating	Minor	Changed placement of instruction; added new instruction.					T1602	Rotating	Exact		T0392
T1603	Rotating	Exact						T1603	Rotating	Minor		T0393
T1604	Rotating	Exact						T1604	Rotating	Minor		T0394
T1605	Rotating	Exact						T1605	Rotating	Minor		T0395
T1606	Rotating	Exact						T1606	Rotating	Minor		T0396
T1607	Rotating	Exact						T1607	Rotating	Minor		T0397
T1608	Rotating	Exact						T1608	Rotating	Minor		T0398
T1609	Rotating	Minor	Replaced “none” box with write “0” instruction.					T1609	Rotating	Exact		T0399
T1900	Hot Topic	New										
T1901	Hot Topic	New										
T1902	Hot Topic	New										
T1903	Hot Topic	New										
T1904	Hot Topic	New										
T1905	Hot Topic	New										
T1906	Hot Topic	New										
T1907	Hot Topic	New										
T1908	Hot Topic	New										
T1909	Hot Topic	New										
T1910	Hot Topic	New										
T1911	Hot Topic	New										
T1912	Hot Topic	New										
T1913	Hot Topic	New										
T1700	Rotating	Exact						T1700	Rotating	Exact		T0420

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1701	Rotating	Exact						T1701	Rotating	Exact		T0421
T1702	Rotating	Exact						T1702	Rotating	Exact		T0422
T1703	Rotating	Exact						T1703	Rotating	Exact		T0423
T1704	Rotating	Exact						T1704	Rotating	Exact		T0424
T1705	Rotating	Exact						T1705	Rotating	Exact		T0425
T1706	Rotating	Exact						T1706	Rotating	Exact		T0426
T1707	Rotating	Exact						T1707	Rotating	Exact		T0427
T1708	Rotating	Exact						T1708	Rotating	Exact		T0428
T1709	Rotating	Exact						T1709	Rotating	Exact		T0429
T1710	Rotating	Exact						T1710	Rotating	Exact		T0430
T1711	Rotating	Exact						T1711	Rotating	Exact		T0431
T1712	Rotating	Exact						T1712	Rotating	Exact		T0432
T1713	Rotating	Major	Changed response order.					T1713	Rotating	Exact		T0435
T1714	Rotating	Major	Changed response order.					T1714	Rotating	Exact		T0436
T1715	Rotating	Major	Changed response order.					T1715	Rotating	Exact		T0437
T1716	Rotating	Major	Changed response order.					T1716	Rotating	Exact		T0438
T1717	Rotating	Major	Changed response order.					T1717	Rotating	Exact		T0439
T1718	Rotating	Major	Changed response order.					T1718	Rotating	Exact		T0440
T1719	Rotating	Major	Changed response order.					T1719	Rotating	Exact		T0441
T1720	Rotating	Major	Changed response order.					T1720	Rotating	Exact		T0442
T1721	Rotating	Major	Changed response order.					T1721	Rotating	Exact		T0443
T1722	Rotating	Major	Changed response order.					T1722	Rotating	Exact		T0444

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1723	Rotating	Major	Changed response order.					T1723	Rotating	Exact		T0445
T1724	Rotating	Major	Changed response order.					T1724	Rotating	Exact		T0446
T1725	Rotating	Major	Changed response order.					T1725	Rotating	Exact		T0447
T1726	Rotating	Major	Changed response order.					T1726	Rotating	Exact		T0448
T1727	Rotating	Major	Changed response order.					T1727	Rotating	Exact		T0449
T1728	Rotating	Major	Changed response order.					T1728	Rotating	Exact		T0450
T1729	Rotating	Major	Changed response order.					T1729	Rotating	Exact		T0451
T1730	Rotating	Major	Changed response order.					T1730	Rotating	Exact		T0452
T1731	Rotating	Major	Emphasized “this” using capital letters; changed order of					T1731	Rotating	Exact		T0455
T1732	Rotating	Major	Emphasized this” using capital letters; changed order of					T1732	Rotating	Exact		T0456
T1733	Rotating	Major	Emphasized “this” using capital letters; changed order of					T1733	Rotating	Exact		T0457
T1734	Rotating	Major	Emphasized “this” using capital letters; changed order of					T1734	Rotating	Exact		T0458
T1735	Rotating	Major	Emphasized “this” using capital letters; changed order of					T1735	Rotating	Exact		T0459
T1736	Rotating	Major	Emphasized “this” using capital letters; changed order of					T1736	Rotating	Exact		T0460
T1737	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.					T1737	Rotating	Exact		T0461

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1738	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.					T1738	Rotating	Exact		T0462
T1739	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.					T1739	Rotating	Exact		T0463
T1740	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.					T1740	Rotating	Exact		T0464
T1741	Core	Minor	Revised wording.	T2700	Core	Major	Revised wording; changed order of responses.	T1741	Core	Exact		T0465
T1742	Core	Major	Revised wording.	T2701	Core	Major	Revised wording; changed order of responses.	T1742	Core	Exact		T0466
T1743	Core	Major	Revised wording.	T2702	Core	Major	Revised wording; changed order of responses.	T1743	Core	Exact		T0467
T1744	Core	Major	Revised wording.	T2703	Core	Major	Revised wording; changed order of responses.	T1744	Core	Exact		T0468
T1745	Core	Major	Revised wording.	T2704	Core	Major	Revised wording; changed order of responses.	T1745	Core	Exact		T0469
T1746	Core	Major	Revised wording.	T2705	Core	Major	Revised wording; changed order of responses.	T1746	Core	Exact		T0470
T1747	Core	Major	Revised wording.	T2706	Core	Major	Revised wording; changed order of responses.	T1747	Core	Exact		T0471
T1748	Rotating	Minor	Revised question wording.					T1748	Rotating	Exact		T0473
T1749	Rotating	Exact						T1749	Rotating	Exact		T0475

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2020–21				2017–18
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1750	Rotating	Exact						T1750	Rotating	Exact		T0476
T1751	Rotating	Exact						T1751	Rotating	Exact		T0477
T1752	Rotating	Exact						T1752	Rotating	Exact		T0478
T1753	Rotating	Exact						T1753	Rotating	Exact		T0479
T1754	Rotating	Exact						T1754	Rotating	Exact		T0480
T1755	Rotating	New										
T1756	Rotating	New										
T0900	Core	Exact		T0900	Core	Exact		T0900	Core	Exact		T0500
T0901	Core	Exact		T0901	Core	Exact		T0901	Core	Exact		T0501
T0902	Core	Exact		T0902	Core	Exact		T0902	Core	Exact		T0502
T0903	Core	Exact		T0903	Core	Exact		T0903	Core	Exact		T0503
T0904	Core	Exact		T0904	Core	Exact		T0904	Core	Exact		T0504
T0905	Core	Exact		T0905	Core	Exact		T0905	Core	Exact		T0505
T0906	Core	Exact		T0906	Core	Exact		T0906	Core	Exact		T0506
T0907	Core	Exact		T0907	Core	Exact		T0907	Core	Exact		T0507
T0908	Core	Exact		T0908	Core	Exact		T0908	Core	Exact		T0029
T0909	Core	Exact		T0909	Core	Exact		T0909	Core	Exact		T0508
T0910	Core	Exact		T0910	Core	Exact		T0910	Core	Exact		T0509
T0911	Core	Exact		T0911	Core	Exact		T0911	Core	Exact		T0510
T0912	Core	Exact		T0912	Core	Exact		T0912	Core	Exact		T0511
T0913	Core	Exact		T0913	Core	Exact		T0913	Core	Exact		T0512
T0914	Core	Exact		T0914	Core	Exact		T0914	Core	Exact		T0513
T0915	Core	Exact		T0915	Core	Exact		T0915	Core	Exact		T0514
T0916	Core	Exact		T0916	Core	Exact		T0916	Core	Exact		T0515

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0917	Core	Exact		T0917	Core	Exact		T0917	Core	Exact		T0516
T0918	Core	Exact		T0918	Core	Exact		T0918	Core	Exact		T0517
T0935	Core	New										
T0936	Core	New										
T0937	Core	New										
T0938	Core	New										
T0939	Core	New										
T0940	Core	New										
T0919	Core	Exact		T0919	Core	Exact		T0919	Core	Exact		T0518
T0920	Core	Exact		T0920	Core	Exact		T0920	Core	Exact		T0519
T0921	Core	Exact		T0921	Core	Exact		T0921	Core	Exact		T0520
T0922	Core	Exact		T0922	Core	Exact		T0922	Core	Exact		T0521
T0923	Core	Exact		T0923	Core	Exact		T0923	Core	Exact		T0522
T0924	Core	Exact		T0924	Core	Exact		T0924	Core	Exact		T0525
T0928	Core	Exact		T0928	Core	Exact		T0928	Core	Exact		T0527
T0929	Core	Exact		T0929	Core	Exact		T0929	Core	Exact		T0528
T0930	Core	Exact		T0930	Core	Exact		T0930	Core	Exact		T0529
T0931	Core	Exact		T0931	Core	Exact		T0931	Core	Exact		T0530
T0932	Core	Exact		T0932	Core	Exact		T0932	Core	Exact		T0531
T0933	Core	Exact		T0933	Core	Exact		T0933	Core	Exact		T0532
T0934	Core	Exact		T0934	Core	Exact		T0934	Core	Exact		T0534
T0020	Core	Minor	Removed instruction to report month as a number; changed response label from “Month” to “MM.”	T0020	Core	Exact		T0033	Core	Exact		T0006

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0021	Core	Minor	Changed response label from “Day” to “DD.”	T0021	Core	Exact		T0034	Core	Exact		T0007
T0022	Core	Minor	Changed response label from “Year” to “YYYY.”	T0022	Core	Exact		T0035	Core	Exact		T0008
T0023	Core	Exact		T0023	Core	Exact		T0036	Core	Exact		T0009
				T2500	Rotating	New						
				T2501	Rotating	New						
				T2502	Rotating	New						
				T2503	Rotating	New						
				T2504	Rotating	New						
				T2505	Rotating	New						
				T2506	Rotating	New						
				T2507	Rotating	New						
				T2508	Rotating	New						
				T2509	Rotating	New						
				T2510	Rotating	New						
				T2511	Rotating	New						
				T2512	Rotating	New						
				T2513	Rotating	New						
				T2600	Rotating	New						
				T2601	Rotating	New						
				T2602	Rotating	New						
				T2603	Rotating	New						
				T2604	Rotating	New						
				T2605	Rotating	New						

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				T2606	Rotating	New						
				T2607	Rotating	New						
				T2608	Rotating	New						
				T2609	Rotating	New						
				T2610	Rotating	New						
				T2611	Rotating	New						
				T2612	Rotating	New						
				T2613	Rotating	New						
				T2614	Rotating	New						
				T2615	Rotating	New						
				T2616	Rotating	New						
				T2617	Rotating	New						
				T2618	Rotating	New						
				T2619	Rotating	New						
				T2620	Rotating	New						
				T2621	Rotating	New						
				T2622	Rotating	New						
				T2623	Rotating	New						
				T2624	Rotating	New						
				T2625	Rotating	New						
				T2626	Rotating	New						
				T2627	Rotating	New						
				T2628	Rotating	New						
				T2629	Rotating	New						

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				T2630	Rotating	New						
				T2631	Rotating	New						
				T2632	Rotating	New						
				T2633	Rotating	New						
				T2900	Rotating	New						
				T2901	Rotating	New						
				T2902	Rotating	New						
				T2903	Rotating	New						
				T2904	Rotating	New						
				T2905	Rotating	New						
				T2906	Rotating	New						
				T2907	Rotating	New						
				T2908	Rotating	New						
				T2909	Rotating	New						
				T2910	Rotating	New						
				T2911	Rotating	New						
				T2912	Rotating	New						
				T2913	Rotating	New						
				T2914	Rotating	New						
				T2915	Rotating	New						
				T2916	Rotating	New						
				T2917	Rotating	New						
				T2918	Rotating	New						
				T2919	Rotating	New						
				T2920	Rotating	New						

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				T2921	Rotating	New						
				T2922	Rotating	New						
				T2923	Rotating	New						
				T2924	Rotating	New						
				T2925	Rotating	New						
				T2926	Rotating	New						
				T2927	Rotating	New						
				T2928	Rotating	New						
				T2929	Rotating	New						
				T2930	Rotating	New						
				T2931	Rotating	New						
				T2932	Rotating	New						
				T2933	Rotating	New						
				T2934	Rotating	New						
				T2935	Rotating	New						
				T2936	Rotating	New						
				T2937	Rotating	New						
				T2938	Rotating	New						
				T5938	Rotating	New						
				T2939	Rotating	New						
				T2940	Rotating	New						
				T2941	Rotating	New						
				T2942	Rotating	New						
				T2943	Rotating	New						

See notes at end of table.

Table C-5. NTPS Variable Crosswalk—School Teacher Questionnaire (NTPS-4A): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 15-16 (R)	Comments	Variable name	Periodicity	Match type to 15-16	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				T2944	Rotating	New						
				T2945	Rotating	New						
				T2946	Rotating	New						
				T2947	Rotating	New						
				T2948	Rotating	New						
				T2949	Rotating	New						
				T2950	Rotating	New						
				T2951	Rotating	New						
				T2952	Rotating	New						
				T2953	Rotating	New						
				T0925	Core	Exact		T0925	Core	Exact		T0526
				T0926	Core	Exact		T0926	Core	New		
								T0927	Core	New		

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1914	Hot Topic	New										
T0100	Core	Minor	Shortened question and added an instruction.	T0100	Core	Exact						T0025
T0101	Core	Exact		T0101	Core	Exact						T0026
T0102	Core	Exact		T0102	Core	Minor						T0027
T0103	Core	Exact		T0103	Core	Exact						T0028
T0106	Core	Exact		T0106	Core	Minor						T0031
T5106	Core	Exact		T5106	Core	Exact						T5031
T0104	Core	Minor	Modified instructions; changed response box label to “MM.”	T0104	Core	New						
T0105	Core	Minor	Modified instructions; changed response box label to “YYYY.”	T0105	Core	Major	2011–12 asks in which school year the teacher began teaching at this school; 2017–18 asks for the month and year the teacher began teaching.					T0030
T0107	Core	Minor	Modified instructions; changed response box label to “MM.”	T0107	Core	New						
T0108	Core	Minor	Modified instructions; changed response box label to “YYYY.”	T0108	Core	Major	2011–12 asks in which school year the teacher first began teaching at elementary or secondary level; 2017–18 asks for month/year the teacher began teaching at elementary or secondary level.					T0040
T0110	Core	Minor	Modified instruction.	T0109	Core	Minor						T0041
T0109	Core	Minor	Modified instruction.	T0110	Core	Minor						T0042

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0200	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0200	Core	Minor						T0070
T0201	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0201	Core	Minor						T0071
T0202	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0202	Core	Minor						T0072
T0203	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0203	Core	Minor						T0073
T0204	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0204	Core	Minor						T0074
T0205	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0205	Core	Minor						T0075
T0206	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0206	Core	Minor						T0076
T0207	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0207	Core	Minor						T0077
T0208	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0208	Core	Minor						T0078
T0209	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0209	Core	Minor						T0079
T0210	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0210	Core	Minor						T0080
T0211	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0211	Core	Minor						T0081
T0212	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0212	Core	Minor						T0082
T0213	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0213	Core	Minor						T0083

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0214	Core	Minor	Changed from “mark (X) Yes or No” to “mark (X) all that apply.”	T0214	Core	Minor						T0084
T0215	Core	Minor	Revised wording; replaced “none” box with write “0” instruction.	T0215	Core	Minor						T0085
T0216	Core	Minor	Revised wording; replaced “none” box with write “0” instruction.	T0216	Core	Minor						T0086
T0217	Core	Minor	Revised wording.	T0217	Core	Minor						T0090
T5217	Core	Minor	Revised wording.	T5217	Core	Minor						T5090
T0218	Core	Exact		T0218	Core	Exact						T0091
T0219	Core	Exact		T0219	Core	New						
T0220	Core	Exact		T0220	Core	New						
T0221	Core	Minor	Removed parenthetical text from response options.	T0221	Core	Exact						T0092
T0222	Core	Exact		T0222	Core	Minor						T0093
T0223	Core	Exact		T0223	Core	Minor						T0094
T0224	Core	Exact		T0224	Core	Exact						T0095
T0270	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0270	Core	New						
T0271	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0271	Core	New						
T0272	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction; revised sub-item’s wording.	T0272	Core	New						
T0273	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction; revised sub-item’s wording.	T0273	Core	New						

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0274	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0274	Core	New						
T0275	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0275	Core	New						
T0276	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0276	Core	New						
T0277	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0277	Core	New						
T0278	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0278	Core	New						
T0279	Core	Minor	Revised instruction text; replaced “none” box with write “0” instruction.	T0279	Core	New						
T0230	Core	Exact		T0230	Core	Exact						T0105
T0240	Core	Exact		T0240	Core	Minor						T5110
T0241	Core	Exact		T0241	Core	Minor						T5111
T0242	Core	Exact		T0242	Core	Minor						T5112
T0243	Core	Exact		T0243	Core	Minor						T5113
T0244	Core	Exact		T0244	Core	Minor						T5114
T0245	Core	Exact		T0245	Core	Minor						T5115
T0246	Core	Exact		T0246	Core	Minor						T5116
T0247	Core	Exact		T0247	Core	Minor						T5117
T0248	Core	Exact		T0248	Core	Minor						T5118

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0249	Core	Exact		T0249	Core	Minor						T5119
T5240	Core	Minor	Revised text.	T5240	Core	Minor						T0110
T5241	Core	Minor	Revised text.	T5241	Core	Minor						T0111
T5242	Core	Minor	Revised text.	T5242	Core	Minor						T0112
T5243	Core	Minor	Revised text.	T5243	Core	Minor						T0113
T5244	Core	Minor	Revised text.	T5244	Core	Minor						T0114
T5245	Core	Minor	Revised text.	T5245	Core	Minor						T0115
T5246	Core	Minor	Revised text.	T5246	Core	Minor						T0116
T5247	Core	Minor	Revised text.	T5247	Core	Minor						T0117
T5248	Core	Minor	Revised text.	T5248	Core	Minor						T0118
T5249	Core	Minor	Revised text.	T5249	Core	Minor						T0119
T0250	Core	Exact		T0250	Core	Minor						T0120
T0251	Core	Exact		T0251	Core	Minor						T0121
T0252	Core	Exact		T0252	Core	Minor						T0122
T0253	Core	Exact		T0253	Core	Minor						T0123
T0254	Core	Exact		T0254	Core	Minor						T0124
T0255	Core	Exact		T0255	Core	Minor						T0125
T0256	Core	Exact		T0256	Core	Minor						T0126
T0257	Core	Exact		T0257	Core	Minor						T0127
T0258	Core	Exact		T0258	Core	Minor						T0128
T0259	Core	Exact		T0259	Core	Minor						T0129
T0260	Core	Exact		T0260	Core	Exact						T0130
T0261	Core	Exact		T0261	Core	Exact						T0131
T0262	Core	Exact		T0262	Core	Exact						T0132
T0263	Core	Exact		T0263	Core	Exact						T0133
T0264	Core	Exact		T0264	Core	Exact						T0134
T0265	Core	Exact		T0265	Core	Exact						T0135
T0266	Core	Exact		T0266	Core	Exact						T0136

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0267	Core	Exact		T0267	Core	Exact						T0137
T0268	Core	Exact		T0268	Core	Exact						T0138
T0269	Core	Exact		T0269	Core	Exact						T0139
T0300	Core	Minor	Moved instruction regarding additional degrees to follow-up item.	T0300	Core	Exact						T0160
T5301	Core	Minor	Added instruction regarding additional degrees.	T5301	Core	Exact						T5166
T5302	Core	Minor	Added instruction regarding additional degrees.	T5302	Core	Exact						T5167
T5303	Core	Minor	Added instruction regarding additional degrees.	T5303	Core	Exact						T5168
T0304	Core	Minor	Added instruction regarding additional degrees.	T0304	Core	Exact						T0169
T0305	Core	Exact		T0305	Core	Exact						T0161
T0306	Core	Major	Changed format of question text and responses to “Yes”/“No.”	T0306	Core	Minor						T0162
T0307	Core	Exact		T0307	Core	Minor						T0163
T5307	Core	Exact		T5307	Core	Minor						T5163
T0308	Core	Exact		T0308	Core	Exact						T0164
T0309	Core	Exact		T0309	Core	Minor						T0165
T5309	Core	Exact		T5309	Core	Minor						T5165
T0310	Core	Exact		T0310	Core	Exact						T0176
T0311	Core	Exact		T0311	Core	Minor						T0177
T5311	Core	Exact		T5311	Core	Minor						T5177
T0312	Core	Minor	Moved instruction regarding additional degrees to follow-up item.	T0312	Core	Exact						T0170

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0313	Core	Minor	Revised wording; added instruction regarding additional degrees.	T0313	Core	Exact						T0171
T0314	Core	Exact		T0314	Core	Exact						T0172
T0315	Core	Major	Changed format of question text and responses to “Yes”/“No.”	T0315	Core	Minor						T0173
T0316	Core	Exact		T0316	Core	Minor						T0174
T5316	Core	Exact		T5316	Core	Minor						T5174
T0317	Core	Exact		T0317	Core	Exact						T0180
T0318	Core	Exact		T0318	Core	Minor						T0181
T5318	Core	Exact		T5318	Core	Minor						T5181
T0319	Core	Exact		T0319	Core	Exact						T0183
T0320	Core	Exact		T0320	Core	Minor						T0184
T5320	Core	Exact		T5320	Core	Minor						T5184
T0321	Core	Exact		T0321	Core	Exact						T0186
T0322	Core	Exact		T0322	Core	Minor						T0187
T5322	Core	Exact		T5322	Core	Minor						T5187
T0323	Core	Major	Changed format of question text and responses to “Yes”/“No”; removed instruction text.	T0323	Core	Minor						T0188
T0324	Core	Exact		T0324	Core	Exact						T0189
T0325	Core	Exact		T0325	Core	Minor						T0190
T5325	Core	Exact		T5325	Core	Minor						T5190
T0326	Core	Major	Changed format of question text and responses to “Yes”/“No”; removed instruction text.	T0326	Core	Minor						T0191
T0327	Core	Exact		T0327	Core	Exact						T0192

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0328	Core	Exact		T0328	Core	Minor						T0193
T5328	Core	Exact		T5328	Core	Minor						T5193
T0329	Core	Major	Changed format of question text and responses to “Yes”/“No”; removed instruction text.	T0329	Core	Minor						T0194
T0330	Core	Exact		T0330	Core	Exact						T0195
T0331	Core	Exact		T0331	Core	Minor						T0196
T5331	Core	Exact		T5331	Core	Minor						T5196
T0332	Core	Major	Changed format of question text and responses to “Yes”/“No”; removed instruction text.	T0332	Core	Minor						T0197
T0333	Core	Exact		T0333	Core	Exact						T0198
T0334	Core	Exact		T0334	Core	Minor						T0199
T5334	Core	Exact		T5334	Core	Minor						T5199
T0335	Core	Major	Changed format of question text and responses to “Yes”/“No”; removed instruction text.	T0335	Core	Minor						T0200
T0336	Core	Exact		T0336	Core	Exact						T0201
T0337	Core	Minor	Revised wording.	T0337	Core	Minor						T0206
T0338	Core	Minor	Revised question text.	T0338	Core	Minor						T0207
T0339	Core	Minor	Revised question text.	T0339	Core	New						
T0340	Core	Exact		T0340	Core	New						
T0341	Core	Exact		T0341	Core	New						
T0342	Core	Exact		T0342	Core	New						
T0343	Core	Exact		T0343	Core	New						
T0344	Core	Exact		T0344	Core	New						

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0345	Core	Exact		T0345	Core	New						
T0346	Core	Minor	Revised wording.	T0346	Core	New						
T0347	Core	Minor	Revised wording.	T0347	Core	Minor						T0208
T0348	Core	Exact		T0348	Core	New						
T0349	Core	Exact		T0349	Core	Minor						T0209
T0400	Core	Exact		T0400	Core	Minor						T0311
T0446	Core	Exact		T0446	Core	Exact						T0700
T0447	Core	Exact		T0447	Core	Minor						T0701
T5447	Core	Exact		T5447	Core	Minor						T5701
T0448	Core	Exact		T0448	Core	Minor						T0702
T0449	Core	Exact		T0449	Core	Minor						T0703
T0450	Core	Exact		T0450	Core	Minor						T0704
T0451	Core	Exact		T0451	Core	Exact						T0705
T0452	Core	Exact		T0452	Core	Minor						T0706
T5452	Core	Exact		T5452	Core	Minor						T5706
T0453	Core	Exact		T0453	Core	Minor						T0707
T0454	Core	Exact		T0454	Core	Minor						T0708
T0455	Core	Exact		T0455	Core	Minor						T0709
T0456	Core	Exact		T0456	Core	Minor						T0710
T5456	Core	Exact		T5456	Core	Minor						T5710
T0457	Core	Exact		T0457	Core	Minor						T0711
T0458	Core	Exact		T0458	Core	Minor						T0712
T0459	Core	Exact		T0459	Core	Minor						T0713
T0460	Core	Exact		T0460	Core	Minor						T0714
T5460	Core	Exact		T5460	Core	Minor						T5714
T0461	Core	Exact		T0461	Core	Minor						T0715
T0462	Core	Exact		T0462	Core	Minor						T0716

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0463	Core	Exact		T0463	Core	Minor						T0717
T0464	Core	Exact		T0464	Core	Minor						T0718
T5464	Core	Exact		T5464	Core	Minor						T5718
T0465	Core	Exact		T0465	Core	Minor						T0719
T0466	Core	Exact		T0466	Core	Minor						T0720
T0467	Core	Exact		T0467	Core	Minor						T0721
T0468	Core	Exact		T0468	Core	Minor						T0725
T0401	Core	Exact		T0401	Core	Minor						T0250
T0402	Core	Exact		T0402	Core	Minor						T0251
T5402	Core	Exact		T5402	Core	Minor						T5251
T0403	Core	Exact		T0403	Core	Exact						T0252
T0404	Core	Exact		T0404	Core	Exact						T0253
T0405	Core	Exact		T0405	Core	Exact						T0254
T0406	Core	Exact		T0406	Core	Minor						T0255
T0407	Core	Exact		T0407	Core	Minor						T0256
T5407	Core	Exact		T5407	Core	Minor						T5256
T0408	Core	Exact		T0408	Core	Exact						T0257
T0409	Core	Exact		T0409	Core	Exact						T0258
T0410	Core	Exact		T0410	Core	Exact						T0259
T0411	Core	Exact		T0411	Core	Minor						T0260
T5411	Core	Exact		T5411	Core	Minor						T5260
T0412	Core	Exact		T0412	Core	Exact						T0261
T0413	Core	Exact		T0413	Core	Exact						T0262
T0414	Core	Exact		T0414	Core	Exact						T0263
T0415	Core	Exact		T0415	Core	Minor						T0264
T5415	Core	Exact		T5415	Core	Minor						T5264
T0416	Core	Exact		T0416	Core	Exact						T0265
T0417	Core	Exact		T0417	Core	Exact						T0266

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0418	Core	Exact		T0418	Core	Exact						T0267
T0419	Core	Exact		T0419	Core	Minor						T0268
T5419	Core	Exact		T5419	Core	Minor						T5268
T0420	Core	Exact		T0420	Core	Exact						T0269
T0421	Core	Exact		T0421	Core	Exact						T0270
T0422	Core	Exact		T0422	Core	Exact						T0271
T0423	Core	Exact		T0423	Core	Exact						T0275
T0424	Core	Exact		T0424	Core	Minor						T0276
T0425	Core	Exact		T0425	Core	Minor						T0277
T5425	Core	Exact		T5425	Core	Minor						T5277
T0426	Core	Exact		T0426	Core	Exact						T0278
T0427	Core	Exact		T0427	Core	Exact						T0279
T0428	Core	Exact		T0428	Core	Exact						T0280
T0429	Core	Exact		T0429	Core	Minor						T0281
T0430	Core	Exact		T0430	Core	Minor						T0282
T5430	Core	Exact		T5430	Core	Minor						T5282
T0431	Core	Exact		T0431	Core	Exact						T0283
T0432	Core	Exact		T0432	Core	Exact						T0284
T0433	Core	Exact		T0433	Core	Exact						T0285
T0434	Core	Exact		T0434	Core	Minor						T0286
T5434	Core	Exact		T5434	Core	Minor						T5286
T0435	Core	Exact		T0435	Core	Exact						T0287
T0436	Core	Exact		T0436	Core	Exact						T0288
T0437	Core	Exact		T0437	Core	Exact						T0289
T0438	Core	Exact		T0438	Core	Minor						T0290
T5438	Core	Exact		T5438	Core	Minor						T5290
T0439	Core	Exact		T0439	Core	Exact						T0291
T0440	Core	Exact		T0440	Core	Exact						T0292

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0441	Core	Exact		T0441	Core	Exact						T0293
T0442	Core	Exact		T0442	Core	Minor						T0294
T5442	Core	Exact		T5442	Core	Minor						T5294
T0443	Core	Exact		T0443	Core	Exact						T0295
T0444	Core	Exact		T0444	Core	Exact						T0296
T0445	Core	Exact		T0445	Core	Exact						T0297
T1500	Rotating	Minor	Added an instruction.									T0210
T1501	Rotating	New										
T5502	Rotating	New										
T5503	Rotating	New										
T1504	Rotating	New										
T1505	Rotating	Exact										T0211
T1506	Rotating	Exact										T0212
T1507	Rotating	Exact										T0213
T1508	Rotating	Exact										T0214
T1509	Rotating	Exact										T0215
T1510	Rotating	Exact										T0216
T1511	Rotating	Exact										T0217
T1512	Rotating	New										
T1513	Rotating	New										
T1514	Rotating	New										
T1515	Rotating	Major	Revised wording.									T0220
T1516	Rotating	Exact										T0221
T1517	Rotating	Exact										T0222
T1518	Rotating	Exact										T0223
T1519	Rotating	Exact										T0224
T1520	Rotating	Exact										T0225
T1521	Rotating	New										

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1522	Rotating	New										
T1523	Rotating	Minor	Revised wording.									T0230
T1524	Rotating	Minor	Revised wording.									T0231
T1525	Rotating	Minor	Revised wording.									T0232
T1526	Rotating	New										
T1527	Rotating	New										
T1528	Rotating	New										
T1529	Rotating	New										
T1530	Rotating	Minor	Added instruction text.									T0233
T1600	Rotating	Minor	Revised wording and instruction text.									T0391
T1601	Rotating	Minor	Revised wording and instruction text.									T0390
T1602	Rotating	Minor	Revised wording and instruction text.									T0392
T1603	Rotating	Minor	Revised wording.									T0393
T1604	Rotating	Minor	Revised wording.									T0394
T1605	Rotating	Minor	Revised wording.									T0395
T1606	Rotating	Minor	Revised wording.									T0396
T1607	Rotating	Minor	Revised wording.									T0397
T1608	Rotating	Minor	Revised wording.									T0398
T1609	Rotating	Minor	Replaced “none” box with write “0” instruction.									T0399
T1900	Hot Topic	New										
T1901	Hot Topic	New										
T1902	Hot Topic	New										
T1903	Hot Topic	New										
T1904	Hot Topic	New										

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1905	Hot Topic	New										
T1906	Hot Topic	New										
T1907	Hot Topic	New										
T1908	Hot Topic	New										
T1909	Hot Topic	New										
T1910	Hot Topic	New										
T1911	Hot Topic	New										
T1912	Hot Topic	New										
T1913	Hot Topic	New										
T1700	Rotating	Exact										T0420
T1701	Rotating	Exact										T0421
T1702	Rotating	Exact										T0422
T1703	Rotating	Exact										T0423
T1704	Rotating	Exact										T0424
T1705	Rotating	Exact										T0425
T1706	Rotating	Exact										T0426
T1707	Rotating	Exact										T0427
T1708	Rotating	Exact										T0428
T1709	Rotating	Exact										T0429
T1710	Rotating	Exact										T0430
T1711	Rotating	Exact										T0431
T1712	Rotating	Exact										T0432
T1713	Rotating	Major	Changed order of responses.									T0435
T1714	Rotating	Major	Changed order of responses.									T0436
T1715	Rotating	Major	Changed order of responses.									T0437
T1716	Rotating	Major	Changed order of responses.									T0438
T1717	Rotating	Major	Changed order of responses.									T0439
T1718	Rotating	Major	Changed order of responses.									T0440

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1719	Rotating	Major	Changed order of responses.									T0441
T1720	Rotating	Major	Changed order of responses.									T0442
T1721	Rotating	Major	Changed order of responses.									T0443
T1722	Rotating	Major	Changed order of responses.									T0444
T1723	Rotating	Major	Changed order of responses.									T0445
T1724	Rotating	Major	Changed order of responses.									T0446
T1725	Rotating	Major	Changed order of responses.									T0447
T1726	Rotating	Major	Changed order of responses; revised wording.									T0448
T1727	Rotating	Major	Changed order of responses.									T0449
T1728	Rotating	Major	Changed order of responses.									T0450
T1729	Rotating	Major	Changed order of responses.									T0451
T1730	Rotating	Major	Changed order of responses.									T0452
T1731	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.									T0455
T1732	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.									T0456
T1733	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.									T0457
T1734	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.									T0458
T1735	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.									T0459
T1736	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.									T0460

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1737	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.									T0461
T1738	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.									T0462
T1739	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.									T0463
T1740	Rotating	Major	Emphasized “this” using capital letters; changed order of responses.									T0464
T1741	Rotating	Major	Changed order of responses.	T2700	Core	Major	Revised wording; changed order of responses.					T0465
T1742	Rotating	Major	Changed order of responses.	T2701	Core	Major	Revised wording; changed order of responses.					T0466
T1743	Rotating	Major	Changed order of responses.	T2702	Core	Major	Revised wording; changed order of responses.					T0467
T1744	Rotating	Major	Changed order of responses.	T2703	Core	Major	Revised wording; changed order of responses.					T0468
T1745	Rotating	Major	Changed order of responses.	T2704	Core	Major	Revised wording; changed order of responses.					T0469
T1746	Rotating	Major	Changed order of responses.	T2705	Core	Major	Revised wording; changed order of responses.					T0470
T1747	Rotating	Major	Changed order of responses.	T2706	Core	Major	Revised wording; changed order of responses.					T0471

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T1748	Rotating	Minor	Revised wording.									T0473
T1749	Rotating	Exact										T0475
T1750	Rotating	Exact										T0476
T1751	Rotating	Exact										T0477
T1752	Rotating	Exact										T0478
T1753	Rotating	Exact										T0479
T1754	Rotating	Exact										T0480
T1755	Rotating	New										
T1756	Rotating	New										
T0900	Core	Exact		T0900	Core	Exact						T0500
T0901	Core	Exact		T0901	Core	Exact						T0501
T0902	Core	Exact		T0902	Core	Minor						T0502
T0903	Core	Exact		T0903	Core	Minor						T0503
T0904	Core	Exact		T0904	Core	Exact						T0504
T0905	Core	Exact		T0905	Core	Minor						T0505
T0906	Core	Exact		T0906	Core	Exact						T0506
T0907	Core	Exact		T0907	Core	Minor						T0507
T0908	Core	Exact		T0908	Core	Exact						T0029
T0909	Core	Exact		T0909	Core	Exact						T0508
T0910	Core	Minor	Revised wording.	T0910	Core	Minor						T0509
T0911	Core	Exact		T0911	Core	Minor						T0510
T0912	Core	Minor	Revised wording.	T0912	Core	Minor						T0511
T0913	Core	Exact		T0913	Core	Minor						T0512
T0914	Core	Minor	Revised wording.	T0914	Core	Minor						T0513
T0915	Core	Exact		T0915	Core	Minor						T0514

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0916	Core	Minor	Revised wording.	T0916	Core	Minor						T0515
T0917	Core	Exact		T0917	Core	Minor						T0516
T0918	Core	Minor	Revised wording.	T0918	Core	Minor						T0517
T0919	Core	Exact		T0919	Core	Exact						T0518
T0920	Core	Exact		T0920	Core	Minor						T0519
T0935	Core	New										
T0936	Core	New										
T0937	Core	New										
T0938	Core	New										
T0939	Core	New										
T0940	Core	New										
T0921	Core	Exact		T0921	Core	New						
T0922	Core	Minor	Revised wording.	T0922	Core	Exact						T0521
T0923	Core	Exact		T0923	Core	Exact						T0522
T0924	Core	Exact		T0924	Core	Exact						T0525
T0928	Core	Exact		T0928	Core	Exact						T0527
T0929	Core	Exact		T0929	Core	Exact						T0528
T0930	Core	Exact		T0930	Core	Exact						T0529
T0931	Core	Exact		T0931	Core	Exact						T0530
T0932	Core	Exact		T0932	Core	Exact						T0531
T0933	Core	Exact		T0933	Core	Exact						T0532
T0934	Core	Exact		T0934	Core	Exact						T0534
T0358	Core	Minor	Removed instruction to report month as a number; changed response label from “Month” to “MM.”	T0033	Core	Exact						T0006
T0021	Core	Minor	Changed response label from “Day” to “DD.”	T0034	Core	Exact						T0007

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
T0022	Core	Minor	Changed response label from “Year” to “YYYY.”	T0035	Core	Exact						T0008
T0023	Core	Exact		T0036	Core	Exact						T0009
				T2500	Rotating	New						
				T2501	Rotating	New						
				T2502	Rotating	New						
				T2503	Rotating	New						
				T2504	Rotating	New						
				T2505	Rotating	New						
				T2506	Rotating	New						
				T2507	Rotating	New						
				T2508	Rotating	New						
				T2509	Rotating	New						
				T2510	Rotating	New						
				T2511	Rotating	New						
				T2512	Rotating	New						
				T2513	Rotating	New						
				T2600	Rotating	New						
				T2601	Rotating	New						
				T2602	Rotating	New						
				T2603	Rotating	New						
				T2604	Rotating	New						
				T2605	Rotating	New						
				T2606	Rotating	New						
				T2607	Rotating	New						
				T2608	Rotating	New						

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				T2609	Rotating	New						
				T2610	Rotating	New						
				T2611	Rotating	New						
				T2612	Rotating	New						
				T2613	Rotating	New						
				T2614	Rotating	New						
				T2615	Rotating	New						
				T2616	Rotating	New						
				T2617	Rotating	New						
				T2618	Rotating	New						
				T2619	Rotating	New						
				T2620	Rotating	Minor	Revised question wording.					T0358
				T2621	Rotating	Minor	Revised question wording.					T0362
				T2622	Rotating	Minor	Revised question wording.					T0363
				T2623	Rotating	Minor	Revised question wording.					T0361
				T2624	Rotating	Minor	Revised question wording.					T0360
				T2625	Rotating	New						
				T2626	Rotating	New						
				T2627	Rotating	New						
				T2628	Rotating	New						
				T2629	Rotating	New						
				T2630	Rotating	New						
				T2631	Rotating	New						

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
				T2632	Rotating	New						
				T2633	Rotating	New						
				T0925	Core	Minor						T0526
				T0926	Core	New						
												T0032
												T5033
												T5034
												T0035
												T0036
												T5036
												T0043
												T0044
												T0045
												T0046
												T0047
												T0048
												T0049
												T0096
												T0097
												T0098
												T0099
												T0100
												T0205
												T0300
												T5301
												T0301

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
												T5302
												T0302
												T5303
												T0303
												T0304
												T0305
												T0306
												T0307
												T0308
												T0309
												T0310
												T0330
												T0331
												T0332
												T0333
												T0334
												T0335
												T0336
												T0337
												T0338
												T0339
												T0340
												T0341
												T0342
												T0343

See notes at end of table.

Table C-6. NTPS Variable Crosswalk—Private School Teacher Questionnaire (NTPS-4B): 2011–12 through 2020–21—Continued

2020–21				2017–18				2015–16				2011–12
Variable name	Periodicity	Match type to 17-18 (C) or 11-12 (R)	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name	Periodicity	Match type to 11-12	Comments	Variable name
												T0344
												T0345
												T0346
												T0347
												T0348
												T0349
												T0350
												T0351
												T0352
												T0353
												T0354
												T0355
												T0356
												T5356
												T0357
												T0359
												T0364
												T0365
												T0366
												T0400
												T0401
												T0402
												T0403
												T0472
												T0730

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Appendix D. Report on Results of Special Contact Districts

This appendix contains a report prepared by the U.S. Census Bureau. Its contents are listed below.

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D-1. Initial unweighted response rates (percent), by special permission district status and questionnaire: 2020–21	D-4

Background

Public school district staff can serve as gatekeepers to the schools they operate. In recent years, an increasing number of districts have developed formal review and approval procedures before non-mandatory data collections can be conducted within their schools. These procedures can operate similar to an Institutional Review Board (IRB) model, which review research applications for potential research projects. However, other districts merely want advance notification of the research plan. The National Center for Education Statistics (NCES) does not systematically search for these school district policies. Over the years, though, various surveys sponsored by NCES have identified a common set of school districts with known policies for handling research requests through these approval processes. Securing the approval of these districts is essential to the success of the National Teacher and Principal Survey (NTPS). For the 2020–21 administration of the NTPS, the U.S. Census Bureau was responsible for researching and contacting districts to obtain requirements for submission of an external research request, compiling the research request packet, submitting the research request packet to the appropriate personnel, and following up as necessary.

Prior to the 2020–21 NTPS data collection, the U.S. Census Bureau identified 2,098 sampled schools within 270 school districts that required approval to conduct surveys with schools in their district. These were referred to as “special contact districts” and identified based on historical knowledge of district requirements from past administrations of the NTPS and other NCES-sponsored surveys. The U.S. Census Bureau submitted applications to conduct the NTPS in all known special contact districts, with the exception of districts that were not accepting research applications for the 2020–21 school year or verbally refused prior to receiving the application.

Methods

U.S. Census Bureau staff began researching districts in early 2020. The purpose of the research was to determine the requirements each district had for granting approval for the NTPS and to identify a contact person for the district. Application packages generally included a cover letter, informational (draft) copies of the NTPS questionnaires, and a research application and/or research proposal. These applications often requested background on the study, information on the sampling plan, survey questionnaires, school resources required, and a plan for protecting the confidentiality of data. U.S. Census Bureau staff prepared research applications according to the districts’ requirements and submitted them directly to the districts. Other required forms—such as the Project Officer’s résumé, a participant informed consent form, and an IRB Exemption form—were included for some districts, as needed. Districts were also provided with the names of their schools in sample when requested.

U.S. Census Bureau staff developed and utilized a tracking database that housed the details of each district, including a description of research requirements, contact names, contact history, and the initial and final outcomes of contact with the district. The U.S. Census Bureau provided regular updates on the progress of the approval process to NCES.

Findings

At the time of the initial mail-out for the 2020–21 NTPS, 56 districts had approved their participation in the NTPS, 48 districts had denied participation, and 166 districts had not yet responded to the application. This initial mail-out occurred in the fall of 2020, and many school districts paused or delayed their review of applications due to the coronavirus pandemic. Schools in districts that denied participation were not sent survey materials during the initial mail-out or anytime thereafter. Survey packages²⁵ were mailed to schools

²⁵The initial package of NTPS questionnaires or Internet invitations (including the Teacher Listing Form, Principal Questionnaire, and School Questionnaire) was provided to schools in October 2020.

in the majority of districts where a decision was pending (i.e., where the district had neither approved nor denied participation in the NTPS), with the exception of larger districts and districts where NCES staff were in regular contact with district staff regarding their participation.

The U.S. Census Bureau ceased following up with the special contact districts regarding applications in December 2020. NCES continued to follow up with high-impact districts through May 2021, successfully converting four districts whose participation was necessary in order to publish state-level estimates. At the end of follow-up efforts, 63 districts approved their schools' participation in the NTPS, 52 districts denied participation, and 155 districts did not respond to the notification.

Of the special contact districts who approved participation in the NTPS, 17 had "special handling procedures" related to the package contents. These special handling procedures included, but were not limited to: providing schools with the district's approval letter when sending materials, altering the text of the letters, having principals formally approve survey participation in their schools by signing a Principal Permission Form, restricting data collection to specific dates, and/or having all sampled staff who wished to participate sign a Participant Informed Consent Form before taking the study.

Table D-1 provides the response rates for the school-level questionnaires for schools in approving special contact districts, schools in all special contact districts (including those that denied), and public schools overall. These response rates differ from the unweighted final response rates, which were calculated after the data were edited and completeness checks were performed. Although efforts were made to obtain approval to conduct the NTPS in schools in special contact districts, the initial unweighted response rate of schools in all special contact districts was lower than the overall public school response rate for all school-level questionnaires. The initial unweighted response rate for schools in approving special contact districts was greater than the response rate for schools in all special contact districts but less than the response rate for public schools overall, for the School and Principal Questionnaires. The initial unweighted response rate for the Teacher Listing Form for schools in approving special contact districts was higher than the response rate for all public schools, due to the use of publicly available teacher lists.

Table D-1. Initial unweighted response rates (percent), by special permission district status and questionnaire: 2020–21

Questionnaire	Response rate		
	Schools in approving special contact districts	Schools in all special contact districts ²	All public schools ²
Teacher Listing Form ¹	93.43	72.42	86.05
School Questionnaire	52.77	44.51	63.22
Principal Questionnaire	57.08	46.87	65.75

¹ Includes forms from publicly available teacher lists.

² Includes schools in special contact districts that refused their schools' participation in the survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "School Control Database," 2020–21.

Appendix E. 2020–21 NTPS Unit Nonresponse Bias Analysis

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Table E-1. Effect of nonresponse adjustment on public school (3A) bias estimates, before nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Charter status:							
Charter	7.81	7.55	-0.26	0.16	-1.59	0.1126	-3.44
Noncharter	92.19	92.45	0.26	0.16	1.59	0.1126	0.28
School enrollment:							
Less than 100	8.30	8.80	0.50	0.30	1.65	0.0997	5.72
100 to less than 200	7.96	8.69	0.73	0.27	2.71	0.0073	8.39
200 to less than 500	39.70	41.09	1.39	0.36	3.83	0.0002	3.38
500 to less than 750	24.46	23.72	-0.74	0.32	-2.28	0.0238	-3.11
750 to less than 1,000	9.60	8.98	-0.62	0.21	-3.00	0.0030	-6.92
1,000 or more	9.99	8.73	-1.26	0.18	-7.18	0.0000	-14.45
Percent non-White:							
Less than 5 percent	9.04	10.61	1.57	0.24	6.51	0.0000	14.77
5 to less than 10 percent	8.17	9.50	1.33	0.23	5.66	0.0000	13.97
10 to less than 20 percent	12.32	14.14	1.82	0.24	7.45	0.0000	12.90
20 to less than 30 percent	9.52	10.50	0.98	0.24	4.09	0.0001	9.29
30 to less than 50 percent	15.31	15.58	0.27	0.28	0.98	0.3281	1.76
50 percent or more	45.64	39.67	-5.97	0.44	-13.66	0.0000	-15.05
Percent free lunch–eligible:							
Less than 35 percent	29.06	29.63	0.56	0.32	1.79	0.0757	1.91
35 to less than 50 percent	17.30	18.97	1.67	0.28	5.91	0.0000	8.81
50 to less than 75 percent	27.20	28.24	1.04	0.35	2.96	0.0035	3.69
75 percent or more	26.44	23.16	-3.28	0.37	-8.78	0.0000	-14.16
Locale:							
City	27.95	22.11	-5.84	0.36	-16.17	0.0000	-26.43
Suburb	32.57	32.00	-0.57	0.39	-1.46	0.1461	-1.77
Town	12.88	15.05	2.17	0.27	7.93	0.0000	14.42
Rural	26.61	30.85	4.24	0.36	11.74	0.0000	13.74

See notes at end of table.

Table E-1. Effect of nonresponse adjustment on public school (3A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Pupil–teacher ratio:							
Less than 10	7.60	7.81	0.21	0.25	0.82	0.4109	2.65
10 to less than 15	36.97	37.61	0.64	0.40	1.62	0.1067	1.70
15 to less than 20	38.07	37.66	-0.41	0.36	-1.14	0.2549	-1.10
20 or more	17.36	16.92	-0.43	0.31	-1.39	0.1669	-2.57
School level:							
Elementary	55.65	55.84	0.19	0.40	0.47	0.6372	0.34
Middle	14.74	14.99	0.25	0.25	1.00	0.3189	1.67
High/secondary	20.41	19.10	-1.31	0.33	-3.96	0.0001	-6.86
Combined/other	9.19	10.06	0.87	0.21	4.08	0.0001	8.64
Region:							
Northeast	15.73	15.39	-0.34	0.27	-1.26	0.2108	-2.18
Midwest	24.10	26.85	2.75	0.34	7.99	0.0000	10.23
South	35.76	33.47	-2.29	0.38	-6.01	0.0000	-6.85
West	24.41	24.29	-0.12	0.40	-0.29	0.7698	-0.48
Number of teachers:							
Less than 10	10.48	11.10	0.62	0.32	1.93	0.0550	5.57
10 to less than 25	30.01	32.14	2.12	0.38	5.59	0.0000	6.61
25 to less than 50	42.51	41.66	-0.85	0.42	-2.04	0.0423	-2.04
50 to less than 75	10.75	9.71	-1.04	0.21	-4.96	0.0000	-10.72
75 or more	6.25	5.39	-0.85	0.14	-6.20	0.0000	-15.79
Title I status:							
Title I program	55.27	54.01	-1.26	0.36	-3.52	0.0005	-2.33
Title I–noneligible	27.68	27.23	-0.46	0.32	-1.41	0.1600	-1.67
Title I–eligible but no Title I program	17.04	18.76	1.72	0.31	5.62	0.0000	9.15
State:							
Alabama	1.57	1.84	0.26	0.11	2.45	0.0152	14.36
Alaska	0.53	0.51	-0.02	0.03	-0.75	0.4531	-4.14

See notes at end of table.

Table E-1. Effect of nonresponse adjustment on public school (3A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Arizona	2.42	2.60	0.17	0.13	1.36	0.1762	6.61
Arkansas	0.98	1.17	0.19	0.06	3.03	0.0028	15.90
California	11.09	10.28	-0.81	0.29	-2.76	0.0063	-7.90
Colorado	1.77	1.53	-0.24	0.11	-2.12	0.0349	-15.81
Connecticut	1.07	1.10	0.03	0.06	0.43	0.6663	2.32
Delaware	0.24	0.21	-0.02	0.02	-1.31	0.1919	-9.97
District of Columbia	0.23	0.09	-0.13	0.01	-11.71	0.0000	-140.92
Florida	4.27	3.86	-0.41	0.19	-2.16	0.0323	-10.54
Georgia	2.57	2.45	-0.13	0.11	-1.21	0.2287	-5.20
Hawaii	0.31	0.40	0.09	0.01	6.17	0.0000	22.08
Idaho	0.79	1.03	0.24	0.05	5.37	0.0000	23.39
Illinois	4.28	4.77	0.50	0.17	2.97	0.0034	10.38
Indiana	1.93	2.19	0.27	0.11	2.46	0.0149	12.10
Iowa	1.21	1.30	0.09	0.08	1.07	0.2862	6.87
Kansas	1.29	1.49	0.20	0.08	2.44	0.0154	13.26
Kentucky	1.54	1.51	-0.03	0.10	-0.31	0.7556	-2.12
Louisiana	1.46	1.49	0.03	0.08	0.35	0.7301	1.96
Maine	0.65	0.87	0.22	0.04	6.28	0.0000	25.66
Maryland	1.52	0.73	-0.80	0.08	-9.40	0.0000	-109.66
Massachusetts	1.93	1.91	-0.02	0.12	-0.16	0.8747	-1.02
Michigan	3.52	3.93	0.41	0.17	2.43	0.0161	10.42
Minnesota	2.24	2.31	0.07	0.16	0.43	0.6712	2.91
Mississippi	1.12	1.29	0.18	0.06	3.10	0.0022	13.62
Missouri	2.22	2.56	0.34	0.12	2.79	0.0058	13.14
Montana	0.57	0.73	0.15	0.03	4.76	0.0000	21.22
Nebraska	0.90	0.96	0.06	0.06	1.11	0.2698	6.38

See notes at end of table.

Table E-1. Effect of nonresponse adjustment on public school (3A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Nevada	0.74	0.76	0.02	0.04	0.57	0.5682	2.94
New Hampshire	0.48	0.54	0.05	0.03	1.88	0.0611	9.90
New Jersey	2.64	2.66	0.02	0.14	0.13	0.8928	0.68
New Mexico	0.89	0.99	0.10	0.06	1.73	0.0856	9.98
New York	5.09	4.36	-0.73	0.15	-4.78	0.0000	-16.74
North Carolina	2.74	2.43	-0.31	0.15	-2.10	0.0369	-12.70
North Dakota	0.45	0.60	0.15	0.02	7.07	0.0000	25.10
Ohio	3.41	3.97	0.56	0.14	3.94	0.0001	14.02
Oklahoma	1.51	1.67	0.16	0.11	1.42	0.1564	9.30
Oregon	1.38	1.64	0.26	0.10	2.73	0.0070	15.93
Pennsylvania	3.18	3.19	0.01	0.15	0.08	0.9364	0.36
Rhode Island	0.33	0.32	0.00	0.02	-0.23	0.8179	-1.52
South Carolina	1.37	1.38	0.00	0.09	0.02	0.9864	0.12
South Dakota	0.53	0.53	-0.01	0.04	-0.14	0.8924	-1.14
Tennessee	2.09	2.13	0.04	0.12	0.35	0.7259	1.92
Texas	9.56	8.05	-1.51	0.24	-6.35	0.0000	-18.80
Utah	1.12	1.49	0.37	0.05	7.49	0.0000	24.84
Vermont	0.35	0.44	0.09	0.02	4.24	0.0000	19.68
Virginia	2.18	2.29	0.10	0.10	1.07	0.2874	4.45
Washington	2.43	1.93	-0.49	0.18	-2.75	0.0065	-25.57
West Virginia	0.79	0.88	0.09	0.05	1.70	0.0901	10.50
Wisconsin	2.12	2.25	0.12	0.12	1.03	0.3065	5.52
Wyoming	0.37	0.41	0.05	0.02	2.18	0.0302	11.16

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Public School Principal, and Public School Teacher Data Files,” 2020–21.

Table E-2. Effect of nonresponse adjustment on public school (3A) bias estimates, after nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Charter status:							
Charter	7.81	8.53	0.72	0.18	3.90	0.0001	8.40
Noncharter	92.19	91.47	-0.72	0.18	-3.90	0.0001	-0.78
School enrollment:							
Less than 100	8.30	8.12	-0.17	0.27	-0.66	0.5131	-2.14
100 to less than 200	7.96	7.93	-0.03	0.26	-0.12	0.9081	-0.37
200 to less than 500	39.70	39.81	0.10	0.37	0.28	0.7783	0.26
500 to less than 750	24.46	24.53	0.07	0.34	0.21	0.8337	0.29
750 to less than 1,000	9.60	9.73	0.13	0.23	0.58	0.5632	1.34
1,000 or more	9.99	9.88	-0.10	0.21	-0.50	0.6209	-1.04
Percent non-White:							
Less than 5 percent	9.04	8.56	-0.48	0.20	-2.42	0.0164	-5.65
5 to less than 10 percent	8.17	7.91	-0.26	0.20	-1.32	0.1895	-3.26
10 to less than 20 percent	12.32	12.57	0.25	0.22	1.14	0.2554	2.02
20 to less than 30 percent	9.52	9.72	0.19	0.22	0.87	0.3836	2.00
30 to less than 50 percent	15.31	15.57	0.26	0.29	0.91	0.3615	1.68
50 percent or more	45.64	45.67	0.03	0.36	0.09	0.9305	0.07
Percent free lunch–eligible:							
Less than 35 percent	29.06	28.02	-1.04	0.34	-3.08	0.0024	-3.73
35 to less than 50 percent	17.30	17.84	0.54	0.26	2.06	0.0410	3.03
50 to less than 75 percent	27.20	27.60	0.40	0.36	1.13	0.2618	1.46
75 percent or more	26.44	26.54	0.10	0.33	0.30	0.7643	0.38
Locale:							
City	27.95	27.84	-0.11	0.22	-0.51	0.6109	-0.40
Suburb	32.57	32.47	-0.09	0.23	-0.41	0.6823	-0.29
Town	12.88	13.04	0.16	0.21	0.74	0.4614	1.21
Rural	26.61	26.65	0.05	0.27	0.17	0.8627	0.18

See notes at end of table.

Table E-2. Effect of nonresponse adjustment on public school (3A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Pupil–teacher ratio:							
Less than 10	7.60	7.47	-0.14	0.26	-0.52	0.6002	-1.81
10 to less than 15	36.97	36.98	0.01	0.39	0.03	0.9747	0.03
15 to less than 20	38.07	37.96	-0.12	0.41	-0.28	0.7804	-0.30
20 or more	17.36	17.60	0.24	0.29	0.82	0.4132	1.35
School level:							
Elementary	55.65	55.65	0.00	0.22	-0.01	0.9911	0.00
Middle	14.74	14.83	0.09	0.18	0.51	0.6127	0.61
High/secondary	20.41	19.86	-0.56	0.22	-2.50	0.0132	-2.80
Combined/other	9.19	9.66	0.47	0.19	2.42	0.0163	4.85
Region:							
Northeast	15.73	15.74	0.01	0.05	0.25	0.8053	0.08
Midwest	24.10	23.92	-0.19	0.07	-2.63	0.0092	-0.78
South	35.76	35.75	-0.01	0.08	-0.09	0.9293	-0.02
West	24.41	24.59	0.18	0.05	3.77	0.0002	0.74
Number of teachers:							
Less than 10	10.48	10.14	-0.34	0.27	-1.24	0.2158	-3.34
10 to less than 25	30.01	30.55	0.54	0.36	1.50	0.1346	1.76
25 to less than 50	42.51	42.50	-0.01	0.39	-0.03	0.9755	-0.03
50 to less than 75	10.75	10.53	-0.22	0.23	-0.93	0.3553	-2.04
75 or more	6.25	6.28	0.03	0.17	0.17	0.8668	0.46
Title I status:							
Title I program	55.27	55.97	0.69	0.38	1.81	0.0725	1.24
Title I–noneligible	27.68	26.91	-0.77	0.37	-2.11	0.0365	-2.87
Title I–eligible but no Title I program	17.04	17.12	0.08	0.27	0.30	0.7677	0.47
State:							
Alabama	1.57	1.63	0.05	0.08	0.67	0.5015	3.37
Alaska	0.53	0.52	-0.01	0.03	-0.30	0.7662	-2.02

See notes at end of table.

Table E-2. Effect of nonresponse adjustment on public school (3A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Arizona	2.42	2.56	0.14	0.11	1.24	0.2176	5.35
Arkansas	0.98	1.00	0.01	0.05	0.25	0.8053	1.22
California	11.09	10.69	-0.40	0.19	-2.10	0.0372	-3.72
Colorado	1.77	1.61	-0.16	0.11	-1.54	0.1258	-10.20
Connecticut	1.07	1.18	0.11	0.07	1.59	0.1132	9.28
Delaware	0.24	0.23	-0.01	0.02	-0.37	0.7089	-2.96
District of Columbia	0.23	0.15	-0.08	0.02	-4.64	0.0000	-54.67
Florida	4.27	4.87	0.60	0.19	3.15	0.0019	12.36
Georgia	2.57	2.68	0.11	0.12	0.94	0.3462	4.11
Hawaii	0.31	0.58	0.27	0.04	7.40	0.0000	46.24
Idaho	0.79	0.91	0.12	0.05	2.43	0.0161	13.21
Illinois	4.28	4.06	-0.22	0.12	-1.90	0.0594	-5.47
Indiana	1.93	2.09	0.16	0.10	1.60	0.1114	7.73
Iowa	1.21	1.18	-0.03	0.08	-0.35	0.7268	-2.33
Kansas	1.29	1.24	-0.05	0.07	-0.71	0.4784	-4.19
Kentucky	1.54	1.31	-0.23	0.08	-2.75	0.0065	-17.75
Louisiana	1.46	1.57	0.11	0.10	1.09	0.2749	6.73
Maine	0.65	0.71	0.06	0.03	2.11	0.0365	8.23
Maryland	1.52	0.96	-0.57	0.11	-5.11	0.0000	-59.26
Massachusetts	1.93	1.87	-0.06	0.11	-0.56	0.5785	-3.33
Michigan	3.52	3.62	0.11	0.14	0.76	0.4457	2.93
Minnesota	2.24	2.18	-0.06	0.14	-0.45	0.6516	-2.81
Mississippi	1.12	1.09	-0.03	0.05	-0.65	0.5190	-2.85
Missouri	2.22	2.08	-0.14	0.10	-1.36	0.1761	-6.56
Montana	0.57	0.52	-0.05	0.02	-2.26	0.0249	-8.93
Nebraska	0.90	0.81	-0.10	0.05	-1.88	0.0611	-11.94

See notes at end of table.

Table E-2. Effect of nonresponse adjustment on public school (3A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Nevada	0.74	0.88	0.14	0.06	2.49	0.0135	15.89
New Hampshire	0.48	0.49	0.00	0.03	0.13	0.8942	0.78
New Jersey	2.64	2.69	0.05	0.12	0.43	0.6693	1.91
New Mexico	0.89	1.11	0.22	0.06	3.64	0.0004	19.92
New York	5.09	4.82	-0.27	0.15	-1.80	0.0737	-5.59
North Carolina	2.74	2.84	0.10	0.16	0.61	0.5427	3.47
North Dakota	0.45	0.49	0.04	0.02	2.11	0.0364	7.61
Ohio	3.41	3.64	0.23	0.11	1.99	0.0475	6.25
Oklahoma	1.51	1.58	0.07	0.09	0.70	0.4849	4.21
Oregon	1.38	1.58	0.20	0.07	2.82	0.0052	12.73
Pennsylvania	3.18	3.25	0.07	0.12	0.55	0.5801	2.10
Rhode Island	0.33	0.36	0.04	0.02	1.66	0.0993	10.55
South Carolina	1.37	1.40	0.03	0.09	0.32	0.7512	1.99
South Dakota	0.53	0.45	-0.08	0.04	-1.86	0.0639	-16.72
Tennessee	2.09	2.10	0.01	0.12	0.09	0.9286	0.51
Texas	9.56	9.36	-0.20	0.15	-1.33	0.1841	-2.14
Utah	1.12	1.22	0.10	0.04	2.25	0.0255	8.09
Vermont	0.35	0.36	0.02	0.02	0.77	0.4421	4.12
Virginia	2.18	2.24	0.05	0.10	0.54	0.5916	2.43
Washington	2.43	2.07	-0.36	0.16	-2.28	0.0239	-17.30
West Virginia	0.79	0.76	-0.03	0.05	-0.70	0.4873	-4.31
Wisconsin	2.12	2.07	-0.05	0.11	-0.42	0.6741	-2.30
Wyoming	0.37	0.34	-0.03	0.02	-1.29	0.1987	-7.62

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Public School Principal, and Public School Teacher Data Files,” 2020–21.

Table E-3. Effect of nonresponse adjustment on private school (3B) bias estimates, before nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Three-level affiliation:							
Catholic	25.62	29.70	4.08	0.79	5.13	0.0000	13.74
Other religious	49.21	44.84	-4.37	0.91	-4.81	0.0000	-9.75
Nonsectarian	25.17	25.46	0.29	0.67	0.43	0.6659	1.14
Eleven-level affiliation:							
Catholic—parochial	9.65	11.86	2.21	0.52	4.29	0.0000	18.65
Catholic—diocesan	11.66	14.05	2.39	0.54	4.41	0.0000	17.00
Catholic—private	4.31	3.79	-0.52	0.29	-1.82	0.0697	-13.76
Baptist	5.72	5.45	-0.27	0.39	-0.70	0.4826	-5.04
Jewish	3.92	2.95	-0.97	0.31	-3.10	0.0022	-32.75
Lutheran	4.71	6.49	1.78	0.35	5.09	0.0000	27.45
Seventh-day Adventist	3.27	4.01	0.73	0.44	1.65	0.1003	18.29
Other religious	31.59	25.95	-5.64	0.84	-6.73	0.0000	-21.74
Nonsectarian—regular	11.01	9.89	-1.12	0.48	-2.34	0.0203	-11.35
Nonsectarian—special emphasis	8.08	8.74	0.66	0.51	1.31	0.1905	7.60
Nonsectarian—special education	6.08	6.83	0.75	0.37	2.05	0.0417	10.98
School enrollment:							
Less than 100	47.89	44.20	-3.69	1.01	-3.66	0.0003	-8.35
100 to less than 200	21.22	24.57	3.35	0.74	4.53	0.0000	13.63
200 to less than 500	22.55	23.69	1.14	0.77	1.48	0.1409	4.83
500 to less than 750	4.90	4.45	-0.45	0.28	-1.62	0.1071	-10.06
750 or more	3.44	3.09	-0.35	0.22	-1.64	0.1020	-11.49
Locale:							
City	33.40	32.85	-0.55	0.87	-0.63	0.5291	-1.68
Suburb	34.39	35.82	1.43	0.79	1.81	0.0721	4.00
Town	9.29	11.73	2.44	0.58	4.21	0.0000	20.78
Rural	22.93	19.61	-3.32	0.93	-3.58	0.0004	-16.92

See notes at end of table.

Table E-3. Effect of nonresponse adjustment on private school (3B) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
School level:							
Elementary/middle	50.00	57.08	7.07	0.81	8.71	0.0000	12.39
High/secondary	8.85	10.00	1.15	0.38	3.05	0.0026	11.46
Combined/other	41.14	32.93	-8.22	0.86	-9.53	0.0000	-24.95
Region:							
Northeast	22.96	19.25	-3.71	0.71	-5.22	0.0000	-19.28
Midwest	25.79	28.89	3.10	0.77	4.02	0.0001	10.73
South	32.86	33.05	0.19	0.79	0.24	0.8108	0.57
West	18.38	18.80	0.42	0.66	0.64	0.5243	2.26
Number of teachers:							
Less than 5	24.54	18.80	-5.74	0.99	-5.81	0.0000	-30.53
5 to less than 15	36.73	41.33	4.60	0.78	5.88	0.0000	11.14
15 to less than 30	23.01	24.96	1.95	0.71	2.74	0.0067	7.82
30 to less than 50	9.38	9.59	0.22	0.36	0.59	0.5533	2.25
50 or more	6.35	5.32	-1.03	0.26	-3.92	0.0001	-19.40

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School, Private School Principal, and Private School Teacher Data Files,” 2020–21.

Table E-4. Effect of nonresponse adjustment on private school (3B) bias estimates, after nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Three-level affiliation:							
Catholic	25.62	26.03	0.42	0.44	0.94	0.3495	1.60
Other religious	49.21	48.84	-0.37	0.60	-0.61	0.5407	-0.75
Nonsectarian	25.17	25.12	-0.05	0.65	-0.08	0.9393	-0.20
Eleven-level affiliation:							
Catholic—parochial	9.65	9.73	0.09	0.39	0.22	0.8236	0.88
Catholic—diocesan	11.66	12.42	0.76	0.43	1.75	0.0811	6.09
Catholic—private	4.31	3.88	-0.42	0.26	-1.63	0.1037	-10.94
Baptist	5.72	6.32	0.60	0.38	1.60	0.1120	9.50
Jewish	3.92	3.35	-0.57	0.32	-1.76	0.0798	-16.94
Lutheran	4.71	4.66	-0.05	0.35	-0.15	0.8826	-1.10
Seventh-day Adventist	3.27	2.72	-0.55	0.38	-1.43	0.1549	-20.13
Other religious	31.59	31.79	0.20	0.60	0.33	0.7389	0.63
Nonsectarian—regular	11.01	11.04	0.03	0.35	0.08	0.9342	0.26
Nonsectarian—special emphasis	8.08	8.33	0.25	0.50	0.50	0.6193	2.97
Nonsectarian—special education	6.08	5.76	-0.33	0.37	-0.87	0.3852	-5.67
School enrollment:							
Less than 100	47.89	47.24	-0.65	0.70	-0.92	0.3603	-1.37
100 to less than 200	21.22	22.61	1.39	0.66	2.12	0.0351	6.15
200 to less than 500	22.55	22.36	-0.18	0.63	-0.28	0.7765	-0.81
500 to less than 750	4.90	4.52	-0.39	0.25	-1.56	0.1204	-8.56
750 or more	3.44	3.26	-0.18	0.23	-0.76	0.4464	-5.44
Locale:							
City	33.40	33.77	0.37	0.57	0.65	0.5182	1.10
Suburb	34.39	34.34	-0.04	0.68	-0.06	0.9506	-0.12
Town	9.29	9.11	-0.18	0.43	-0.41	0.6828	-1.95
Rural	22.93	22.78	-0.15	0.56	-0.27	0.7874	-0.66

See notes at end of table.

Table E-4. Effect of nonresponse adjustment on private school (3B) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
School level:							
Elementary/middle	50.00	55.07	5.07	0.86	5.93	0.0000	9.20
Secondary/high	8.85	10.18	1.33	0.38	3.53	0.0005	13.07
Combined/other	41.14	34.74	-6.40	0.85	-7.50	0.0000	-18.42
Region:							
Northeast	22.96	19.71	-3.25	0.87	-3.75	0.0002	-16.50
Midwest	25.79	27.57	1.77	0.89	2.00	0.0472	6.43
South	32.86	34.12	1.26	0.84	1.49	0.1374	3.68
West	18.38	18.60	0.22	0.69	0.33	0.7447	1.20
Number of teachers:							
Less than 5	24.54	21.01	-3.53	0.86	-4.12	0.0001	-16.79
5 to less than 15	36.73	40.05	3.33	0.97	3.42	0.0008	8.31
15 to less than 30	23.01	23.56	0.54	0.52	1.04	0.3010	2.31
30 to less than 50	9.38	9.64	0.27	0.34	0.79	0.4317	2.78
50 or more	6.35	5.74	-0.61	0.28	-2.23	0.0271	-10.71

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School, Private School Principal, and Private School Teacher Data Files,” 2020–21.

Table E-5. Effect of nonresponse adjustment on public principal (2A) bias estimates, before nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Charter status:							
Charter	7.81	7.66	-0.15	0.16	-0.97	0.3334	-2.00
Noncharter	92.19	92.34	0.15	0.16	0.97	0.3334	0.17
School enrollment:							
Less than 100	8.27	8.71	0.44	0.27	1.63	0.1037	5.08
100 to less than 200	7.95	8.62	0.67	0.24	2.76	0.0063	7.79
200 to less than 500	39.73	41.10	1.38	0.36	3.85	0.0002	3.35
500 to less than 750	24.47	23.84	-0.62	0.29	-2.13	0.0347	-2.62
750 to less than 1,000	9.60	8.93	-0.67	0.19	-3.52	0.0005	-7.46
1,000 or more	9.99	8.79	-1.20	0.16	-7.30	0.0000	-13.63
Percent non-White:							
Less than 5 percent	9.05	10.67	1.62	0.21	7.77	0.0000	15.18
5 to less than 10 percent	8.17	9.60	1.43	0.20	7.12	0.0000	14.89
10 to less than 20 percent	12.32	14.00	1.67	0.23	7.19	0.0000	11.95
20 to less than 30 percent	9.53	10.15	0.62	0.24	2.60	0.0101	6.09
30 to less than 50 percent	15.30	15.55	0.25	0.29	0.88	0.3807	1.63
50 percent or more	45.63	40.04	-5.59	0.41	-13.61	0.0000	-13.97
Percent free lunch–eligible:							
Less than 35 percent	29.06	29.62	0.56	0.30	1.87	0.0624	1.88
35 to less than 50 percent	17.28	18.23	0.95	0.28	3.41	0.0008	5.23
50 to less than 75 percent	27.21	28.36	1.15	0.31	3.73	0.0003	4.06
75 percent or more	26.45	23.79	-2.66	0.33	-7.97	0.0000	-11.19
Locale:							
City	27.96	22.68	-5.29	0.34	-15.77	0.0000	-23.32
Suburb	32.57	31.83	-0.74	0.35	-2.13	0.0344	-2.32
Town	12.84	14.93	2.09	0.22	9.54	0.0000	13.99
Rural	26.62	30.56	3.94	0.33	12.10	0.0000	12.88

See notes at end of table.

Table E-5. Effect of nonresponse adjustment on public principal (2A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Pupil–teacher ratio:							
Less than 10	7.61	7.71	0.11	0.24	0.44	0.6601	1.37
10 to less than 15	36.95	37.71	0.76	0.37	2.06	0.0410	2.03
15 to less than 20	38.08	37.93	-0.15	0.37	-0.40	0.6892	-0.39
20 or more	17.37	16.65	-0.72	0.31	-2.34	0.0204	-4.34
School level:							
Elementary	55.68	55.63	-0.04	0.36	-0.12	0.9053	-0.08
Middle	14.75	14.82	0.07	0.24	0.30	0.7647	0.48
High/secondary	20.42	19.59	-0.83	0.30	-2.73	0.0069	-4.24
Combined/other	9.15	9.96	0.80	0.21	3.74	0.0002	8.05
Region:							
Northeast	15.74	15.34	-0.40	0.25	-1.62	0.1061	-2.60
Midwest	24.11	26.68	2.58	0.31	8.38	0.0000	9.66
South	35.74	33.86	-1.88	0.35	-5.29	0.0000	-5.54
West	24.42	24.11	-0.30	0.35	-0.87	0.3847	-1.25
Number of teachers:							
Less than 10	10.45	10.98	0.53	0.29	1.80	0.0733	4.82
10 to less than 25	30.02	32.15	2.13	0.37	5.80	0.0000	6.61
25 to less than 50	42.53	41.58	-0.95	0.38	-2.46	0.0146	-2.28
50 to less than 75	10.75	9.87	-0.88	0.20	-4.51	0.0000	-8.93
75 or more	6.25	5.42	-0.83	0.13	-6.14	0.0000	-15.25
Title I status:							
Title I program	55.31	54.40	-0.91	0.34	-2.63	0.0092	-1.67
Title I–noneligible	27.65	26.92	-0.72	0.30	-2.39	0.0178	-2.68
Title I–eligible but no Title I program	17.05	18.67	1.63	0.27	6.05	0.0000	8.71
State:							
Alabama	1.57	1.80	0.23	0.10	2.20	0.0289	12.53
Alaska	0.53	0.46	-0.07	0.03	-2.12	0.0355	-14.42

See notes at end of table.

Table E-5. Effect of nonresponse adjustment on public principal (2A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Arizona	2.43	2.62	0.20	0.11	1.75	0.0814	7.51
Arkansas	0.99	1.16	0.18	0.06	3.02	0.0029	15.18
California	11.10	10.09	-1.01	0.27	-3.76	0.0002	-9.97
Colorado	1.77	1.59	-0.18	0.10	-1.86	0.0639	-11.61
Connecticut	1.08	1.09	0.01	0.06	0.21	0.8328	1.12
Delaware	0.24	0.22	-0.02	0.02	-1.09	0.2765	-8.24
District of Columbia	0.23	0.13	-0.10	0.01	-7.55	0.0000	-73.40
Florida	4.27	4.09	-0.18	0.17	-1.09	0.2752	-4.51
Georgia	2.57	2.39	-0.18	0.11	-1.73	0.0851	-7.63
Hawaii	0.31	0.40	0.09	0.01	7.60	0.0000	21.84
Idaho	0.79	1.01	0.22	0.03	7.17	0.0000	21.71
Illinois	4.27	4.79	0.52	0.15	3.37	0.0009	10.82
Indiana	1.93	2.13	0.20	0.10	2.03	0.0433	9.25
Iowa	1.21	1.23	0.02	0.08	0.20	0.8422	1.30
Kansas	1.29	1.48	0.19	0.08	2.37	0.0186	12.61
Kentucky	1.54	1.41	-0.13	0.11	-1.25	0.2135	-9.40
Louisiana	1.46	1.40	-0.06	0.09	-0.68	0.4995	-4.22
Maine	0.65	0.83	0.18	0.04	4.07	0.0001	21.90
Maryland	1.52	0.77	-0.74	0.08	-9.45	0.0000	-96.27
Massachusetts	1.93	1.90	-0.04	0.12	-0.30	0.7653	-1.85
Michigan	3.52	3.86	0.34	0.17	2.05	0.0415	8.83
Minnesota	2.25	2.30	0.05	0.14	0.38	0.7073	2.29
Mississippi	1.12	1.29	0.17	0.05	3.17	0.0018	13.48
Missouri	2.22	2.59	0.36	0.11	3.39	0.0008	14.10
Montana	0.57	0.70	0.13	0.03	4.19	0.0000	18.79
Nebraska	0.90	0.92	0.02	0.05	0.34	0.7343	1.90

See notes at end of table.

Table E-5. Effect of nonresponse adjustment on public principal (2A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Nevada	0.74	0.76	0.03	0.03	0.81	0.4170	3.69
New Hampshire	0.48	0.55	0.07	0.03	2.70	0.0075	12.49
New Jersey	2.64	2.59	-0.06	0.12	-0.49	0.6232	-2.21
New Mexico	0.89	0.93	0.04	0.06	0.72	0.4713	4.43
New York	5.09	4.31	-0.78	0.16	-4.94	0.0000	-18.09
North Carolina	2.74	2.73	-0.01	0.12	-0.09	0.9318	-0.37
North Dakota	0.45	0.60	0.15	0.02	7.97	0.0000	24.97
Ohio	3.41	3.87	0.46	0.14	3.35	0.0010	11.78
Oklahoma	1.51	1.86	0.35	0.09	3.90	0.0001	18.76
Oregon	1.38	1.74	0.36	0.07	5.41	0.0000	20.74
Pennsylvania	3.18	3.30	0.12	0.13	0.91	0.3616	3.59
Rhode Island	0.33	0.35	0.02	0.02	1.12	0.2622	5.98
South Carolina	1.37	1.32	-0.05	0.09	-0.61	0.5444	-3.94
South Dakota	0.53	0.56	0.03	0.04	0.73	0.4657	4.72
Tennessee	2.09	2.12	0.03	0.11	0.24	0.8105	1.24
Texas	9.54	8.05	-1.49	0.20	-7.55	0.0000	-18.45
Utah	1.12	1.38	0.27	0.07	3.75	0.0002	19.25
Vermont	0.35	0.42	0.07	0.02	3.74	0.0002	16.87
Virginia	2.19	2.20	0.02	0.10	0.15	0.8772	0.74
Washington	2.43	2.01	-0.42	0.17	-2.54	0.0119	-20.91
West Virginia	0.79	0.91	0.12	0.05	2.22	0.0274	13.17
Wisconsin	2.12	2.38	0.25	0.11	2.24	0.0260	10.68
Wyoming	0.36	0.41	0.04	0.02	2.30	0.0228	10.88

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Public School Principal, and Public School Teacher Data Files,” 2020–21.

Table E-6. Effect of nonresponse adjustment on public principal (2A) bias estimates, after nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Charter status:							
Charter	7.81	8.43	0.62	0.17	3.58	0.0004	7.35
Noncharter	92.19	91.57	-0.62	0.17	-3.58	0.0004	-0.68
School enrollment:							
Less than 100	8.27	8.02	-0.26	0.22	-1.18	0.2401	-3.19
100 to less than 200	7.95	7.86	-0.09	0.23	-0.38	0.7032	-1.10
200 to less than 500	39.73	39.72	-0.01	0.34	-0.02	0.9806	-0.02
500 to less than 750	24.47	24.92	0.45	0.30	1.48	0.1392	1.81
750 to less than 1,000	9.60	9.65	0.05	0.21	0.25	0.7995	0.54
1,000 or more	9.99	9.84	-0.15	0.19	-0.79	0.4311	-1.55
Percent non-White:							
Less than 5 percent	9.05	8.79	-0.25	0.17	-1.52	0.1295	-2.86
5 to less than 10 percent	8.17	8.21	0.04	0.16	0.23	0.8210	0.45
10 to less than 20 percent	12.32	12.57	0.25	0.22	1.11	0.2666	1.95
20 to less than 30 percent	9.53	9.60	0.07	0.22	0.32	0.7526	0.74
30 to less than 50 percent	15.30	15.50	0.20	0.30	0.68	0.4943	1.31
50 percent or more	45.63	45.33	-0.30	0.38	-0.81	0.4211	-0.67
Percent free lunch–eligible:							
Less than 35 percent	29.06	28.56	-0.49	0.32	-1.53	0.1283	-1.73
35 to less than 50 percent	17.28	17.15	-0.13	0.25	-0.50	0.6198	-0.74
50 to less than 75 percent	27.21	27.73	0.52	0.33	1.57	0.1188	1.87
75 percent or more	26.45	26.56	0.10	0.33	0.31	0.7583	0.39
Locale:							
City	27.96	27.86	-0.11	0.22	-0.50	0.6204	-0.39
Suburb	32.57	32.48	-0.09	0.23	-0.39	0.6961	-0.27
Town	12.84	12.99	0.15	0.21	0.70	0.4836	1.15
Rural	26.62	26.67	0.05	0.27	0.18	0.8597	0.18

See notes at end of table.

Table E-6. Effect of nonresponse adjustment on public principal (2A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Pupil–teacher ratio:							
Less than 10	7.61	7.31	-0.30	0.23	-1.32	0.1892	-4.10
10 to less than 15	36.95	37.15	0.21	0.36	0.57	0.5705	0.56
15 to less than 20	38.08	38.10	0.02	0.38	0.06	0.9559	0.06
20 or more	17.37	17.44	0.07	0.30	0.24	0.8094	0.41
School level:							
Elementary	55.68	55.73	0.05	0.21	0.25	0.7999	0.10
Middle	14.75	14.71	-0.04	0.17	-0.26	0.7980	-0.29
High/secondary	20.42	20.02	-0.40	0.21	-1.91	0.0581	-1.99
Combined/other	9.15	9.54	0.39	0.18	2.18	0.0305	4.05
Region:							
Northeast	15.74	15.75	0.01	0.05	0.12	0.9032	0.04
Midwest	24.11	23.96	-0.15	0.06	-2.29	0.0230	-0.62
South	35.74	35.68	-0.06	0.07	-0.85	0.3979	-0.17
West	24.42	24.62	0.20	0.04	4.84	0.0000	0.83
Number of teachers:							
Less than 10	10.45	10.02	-0.43	0.25	-1.75	0.0811	-4.32
10 to less than 25	30.02	30.67	0.65	0.31	2.09	0.0377	2.12
25 to less than 50	42.53	42.41	-0.12	0.36	-0.34	0.7341	-0.29
50 to less than 75	10.75	10.67	-0.08	0.22	-0.35	0.7257	-0.73
75 or more	6.25	6.23	-0.02	0.16	-0.10	0.9193	-0.27
Title I status:							
Title I program	55.31	55.88	0.57	0.38	1.52	0.1291	1.03
Title I–noneligible	27.65	26.84	-0.80	0.34	-2.35	0.0200	-2.99
Title I–eligible but no Title I program	17.05	17.28	0.23	0.25	0.91	0.3629	1.32
State:							
Alabama	1.57	1.59	0.01	0.07	0.18	0.8553	0.83
Alaska	0.53	0.50	-0.03	0.04	-0.82	0.4154	-6.09

See notes at end of table.

Table E-6. Effect of nonresponse adjustment on public principal (2A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Arizona	2.43	2.47	0.04	0.07	0.67	0.5031	1.80
Arkansas	0.99	0.98	0.00	0.05	-0.04	0.9643	-0.22
California	11.10	10.82	-0.28	0.20	-1.44	0.1516	-2.62
Colorado	1.77	1.59	-0.19	0.10	-1.95	0.0523	-11.75
Connecticut	1.08	1.14	0.07	0.07	1.00	0.3202	5.89
Delaware	0.24	0.24	0.00	0.02	0.04	0.9673	0.32
District of Columbia	0.23	0.19	-0.04	0.02	-2.36	0.0191	-22.69
Florida	4.27	5.02	0.75	0.17	4.32	0.0000	14.94
Georgia	2.57	2.55	-0.02	0.12	-0.16	0.8737	-0.73
Hawaii	0.31	0.59	0.28	0.03	8.29	0.0000	47.32
Idaho	0.79	0.90	0.11	0.04	2.76	0.0063	11.76
Illinois	4.27	4.29	0.02	0.12	0.15	0.8811	0.43
Indiana	1.93	1.97	0.04	0.09	0.41	0.6828	1.90
Iowa	1.21	1.11	-0.10	0.07	-1.36	0.1744	-8.99
Kansas	1.29	1.27	-0.03	0.07	-0.38	0.7014	-2.08
Kentucky	1.54	1.27	-0.27	0.10	-2.81	0.0054	-21.64
Louisiana	1.46	1.59	0.13	0.10	1.29	0.1973	7.91
Maine	0.65	0.72	0.07	0.04	2.02	0.0449	10.12
Maryland	1.52	1.04	-0.48	0.10	-4.61	0.0000	-46.08
Massachusetts	1.93	1.90	-0.03	0.10	-0.30	0.7664	-1.59
Michigan	3.52	3.61	0.09	0.15	0.64	0.5238	2.58
Minnesota	2.25	2.08	-0.17	0.11	-1.48	0.1411	-8.16
Mississippi	1.12	1.09	-0.02	0.05	-0.48	0.6284	-2.09
Missouri	2.22	2.21	-0.01	0.09	-0.14	0.8918	-0.59
Montana	0.57	0.60	0.04	0.03	1.24	0.2159	5.84
Nebraska	0.90	0.77	-0.13	0.05	-2.80	0.0057	-16.85

See notes at end of table.

Table E-6. Effect of nonresponse adjustment on public principal (2A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Nevada	0.74	0.92	0.18	0.05	3.47	0.0006	19.61
New Hampshire	0.48	0.50	0.02	0.03	0.65	0.5149	3.53
New Jersey	2.64	2.59	-0.05	0.09	-0.58	0.5637	-1.92
New Mexico	0.89	1.06	0.17	0.06	2.65	0.0086	16.04
New York	5.09	4.98	-0.11	0.11	-1.00	0.3208	-2.24
North Carolina	2.74	2.86	0.12	0.13	0.94	0.3505	4.12
North Dakota	0.45	0.50	0.05	0.02	3.00	0.0030	9.79
Ohio	3.41	3.61	0.20	0.12	1.67	0.0957	5.52
Oklahoma	1.51	1.58	0.06	0.06	1.00	0.3202	3.91
Oregon	1.38	1.59	0.22	0.07	3.13	0.0020	13.53
Pennsylvania	3.18	3.16	-0.02	0.08	-0.28	0.7771	-0.73
Rhode Island	0.33	0.38	0.05	0.02	2.55	0.0115	14.33
South Carolina	1.37	1.40	0.02	0.08	0.29	0.7699	1.69
South Dakota	0.53	0.44	-0.09	0.03	-3.18	0.0017	-21.08
Tennessee	2.09	2.17	0.08	0.11	0.67	0.5047	3.47
Texas	9.54	9.14	-0.40	0.17	-2.39	0.0178	-4.37
Utah	1.12	1.20	0.08	0.06	1.48	0.1405	6.90
Vermont	0.35	0.36	0.01	0.02	0.44	0.6578	2.10
Virginia	2.19	2.23	0.04	0.11	0.40	0.6901	1.89
Washington	2.43	2.03	-0.40	0.17	-2.42	0.0163	-19.90
West Virginia	0.79	0.75	-0.03	0.04	-0.77	0.4403	-4.58
Wisconsin	2.12	2.11	-0.01	0.10	-0.14	0.8860	-0.66
Wyoming	0.36	0.36	-0.01	0.02	-0.26	0.7966	-1.41

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Public School Principal, and Public School Teacher Data Files,” 2020–21.

Table E-7. Effect of nonresponse adjustment on private principal (2B) bias estimates, before nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Three-level affiliation:							
Catholic	25.65	30.35	4.71	0.80	5.92	0.0000	15.50
Other religious	49.15	44.17	-4.98	0.94	-5.30	0.0000	-11.27
Nonsectarian	25.20	25.48	0.27	0.64	0.43	0.6712	1.07
Eleven-level affiliation:							
Catholic—parochial	9.66	12.43	2.77	0.50	5.55	0.0000	22.31
Catholic—diocesan	11.68	14.10	2.42	0.52	4.67	0.0000	17.18
Catholic—private	4.31	3.82	-0.49	0.30	-1.66	0.0986	-12.83
Baptist	5.73	4.98	-0.75	0.44	-1.67	0.0956	-14.95
Jewish	3.93	2.83	-1.10	0.31	-3.53	0.0005	-38.91
Lutheran	4.71	6.28	1.57	0.36	4.33	0.0000	24.95
Seventh-day Adventist	3.28	4.00	0.73	0.44	1.67	0.0964	18.16
Other religious	31.51	26.08	-5.43	0.88	-6.14	0.0000	-20.82
Nonsectarian—regular	11.03	9.89	-1.14	0.46	-2.47	0.0145	-11.53
Nonsectarian—special emphasis	8.09	8.85	0.76	0.50	1.53	0.1273	8.61
Nonsectarian—special education	6.09	6.74	0.65	0.39	1.65	0.1008	9.66
School enrollment:							
Less than 100	47.83	43.58	-4.24	1.00	-4.25	0.0000	-9.74
100 to less than 200	21.25	24.59	3.34	0.72	4.65	0.0000	13.60
200 to less than 500	22.57	24.28	1.71	0.77	2.22	0.0274	7.03
500 to less than 750	4.91	4.41	-0.50	0.27	-1.84	0.0666	-11.26
750 or more	3.44	3.13	-0.31	0.20	-1.56	0.1214	-9.92
Locale:							
City	33.44	33.50	0.07	0.84	0.08	0.9374	0.20
Suburb	34.43	35.88	1.45	0.81	1.79	0.0752	4.05
Town	9.30	11.62	2.32	0.56	4.18	0.0000	19.97
Rural	22.83	19.00	-3.84	0.90	-4.27	0.0000	-20.20

See notes at end of table.

Table E-7. Effect of nonresponse adjustment on private principal (2B) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
School level:							
Elementary/middle	49.94	57.14	7.20	0.78	9.27	0.0000	12.60
High/secondary	8.86	9.59	0.73	0.36	2.04	0.0426	7.62
Combined/other	41.19	33.26	-7.93	0.81	-9.78	0.0000	-23.84
Region:							
Northeast	22.87	18.76	-4.11	0.63	-6.53	0.0000	-21.93
Midwest	25.83	27.98	2.15	0.72	3.00	0.0031	7.69
South	32.90	33.99	1.09	0.84	1.29	0.1969	3.21
West	18.40	19.27	0.87	0.68	1.29	0.1984	4.52
Number of teachers:							
Less than 5	24.45	17.84	-6.61	0.96	-6.89	0.0000	-37.05
5 to less than 15	36.77	41.28	4.51	0.84	5.39	0.0000	10.92
15 to less than 30	23.04	25.92	2.88	0.77	3.73	0.0003	11.12
30 to less than 50	9.39	9.64	0.25	0.36	0.70	0.4846	2.60
50 or more	6.36	5.33	-1.03	0.25	-4.15	0.0001	-19.36

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School, Private School Principal, and Private School Teacher Data Files,” 2020–21.

Table E-8. Effect of nonresponse adjustment on private principal (2B) bias estimates, after nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Three-level affiliation:							
Catholic	25.65	26.08	0.44	0.44	0.98	0.3272	1.67
Other religious	49.15	48.73	-0.41	0.60	-0.69	0.4904	-0.85
Nonsectarian	25.20	25.18	-0.02	0.65	-0.03	0.9736	-0.09
Eleven-level affiliation:							
Catholic—parochial	9.66	9.73	0.08	0.37	0.20	0.8403	0.77
Catholic—diocesan	11.68	12.29	0.61	0.44	1.40	0.1633	4.97
Catholic—private	4.31	4.06	-0.25	0.28	-0.89	0.3724	-6.14
Baptist	5.73	6.08	0.35	0.37	0.96	0.3382	5.80
Jewish	3.93	3.29	-0.63	0.34	-1.86	0.0643	-19.15
Lutheran	4.71	4.73	0.02	0.35	0.06	0.9538	0.43
Seventh-day Adventist	3.28	2.96	-0.32	0.38	-0.83	0.4073	-10.75
Other religious	31.51	31.67	0.16	0.60	0.27	0.7876	0.51
Nonsectarian—regular	11.03	11.08	0.06	0.35	0.16	0.8710	0.52
Nonsectarian—special emphasis	8.09	8.33	0.24	0.49	0.49	0.6261	2.85
Nonsectarian—special education	6.09	5.77	-0.32	0.38	-0.83	0.4084	-5.47
School enrollment:							
Less than 100	47.83	47.32	-0.51	0.70	-0.72	0.4714	-1.08
100 to less than 200	21.25	22.32	1.07	0.64	1.68	0.0955	4.81
200 to less than 500	22.57	22.66	0.09	0.63	0.14	0.8912	0.38
500 to less than 750	4.91	4.34	-0.57	0.24	-2.34	0.0203	-13.22
750 or more	3.44	3.37	-0.08	0.22	-0.35	0.7259	-2.32
Locale:							
City	33.44	33.86	0.42	0.58	0.72	0.4717	1.24
Suburb	34.43	34.42	-0.01	0.69	-0.02	0.9864	-0.03
Town	9.30	9.10	-0.20	0.44	-0.47	0.6414	-2.24
Rural	22.83	22.63	-0.20	0.57	-0.35	0.7232	-0.90

See notes at end of table.

Table E-8. Effect of nonresponse adjustment on private principal (2B) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
School level:							
Elementary/middle	49.94	54.29	4.34	0.83	5.24	0.0000	8.00
High/secondary	8.86	10.13	1.27	0.37	3.39	0.0008	12.54
Combined/other	41.19	35.58	-5.61	0.82	-6.87	0.0000	-15.78
Region:							
Northeast	22.87	19.14	-3.73	0.79	-4.75	0.0000	-19.49
Midwest	25.83	26.49	0.67	0.85	0.79	0.4320	2.52
South	32.90	35.72	2.81	0.92	3.07	0.0024	7.88
West	18.40	18.65	0.25	0.78	0.32	0.7489	1.34
Number of teachers:							
Less than 5	24.45	20.24	-4.20	0.85	-4.92	0.0000	-20.77
5 to less than 15	36.77	40.26	3.49	1.00	3.49	0.0006	8.67
15 to less than 30	23.04	24.08	1.04	0.51	2.07	0.0402	4.34
30 to less than 50	9.39	9.60	0.21	0.32	0.67	0.5057	2.24
50 or more	6.36	5.81	-0.55	0.27	-2.03	0.0433	-9.43

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School, Private School Principal, and Private School Teacher Data Files,” 2020–21.

Table E-9. Effect of nonresponse adjustment on public teacher listing form (1A) bias estimates, before nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Charter status:							
Charter	7.81	6.68	-1.14	0.09	-12.54	0.0000	-17.02
Noncharter	92.19	93.33	1.14	0.09	12.54	0.0000	1.22
School enrollment:							
Less than 100	8.30	6.95	-1.35	0.24	-5.55	0.0000	-19.40
100 to less than 200	7.96	8.00	0.04	0.14	0.31	0.7534	0.56
200 to less than 500	39.70	40.97	1.27	0.18	6.88	0.0000	3.09
500 to less than 750	24.46	24.69	0.24	0.16	1.48	0.1406	0.96
750 to less than 1,000	9.60	9.45	-0.15	0.10	-1.46	0.1456	-1.60
1,000 or more	9.99	9.94	-0.05	0.08	-0.61	0.5427	-0.51
Percent non-White:							
Less than 5 percent	9.04	9.56	0.51	0.11	4.59	0.0000	5.38
5 to less than 10 percent	8.17	8.80	0.63	0.11	5.79	0.0000	7.17
10 to less than 20 percent	12.32	12.99	0.67	0.15	4.63	0.0000	5.18
20 to less than 30 percent	9.52	9.81	0.29	0.13	2.24	0.0260	2.92
30 to less than 50 percent	15.31	15.60	0.29	0.15	1.98	0.0493	1.88
50 percent or more	45.64	43.24	-2.40	0.21	-11.25	0.0000	-5.54
Percent free lunch–eligible:							
Less than 35 percent	29.06	29.20	0.13	0.19	0.71	0.4764	0.45
35 to less than 50 percent	17.30	17.96	0.66	0.15	4.35	0.0000	3.66
50 to less than 75 percent	27.20	27.39	0.20	0.20	0.98	0.3298	0.71
75 percent or more	26.44	25.45	-0.98	0.19	-5.16	0.0000	-3.87
Locale:							
City	27.95	25.72	-2.23	0.21	-10.59	0.0000	-8.67
Suburb	32.57	32.80	0.23	0.19	1.21	0.2278	0.70
Town	12.88	13.52	0.64	0.15	4.26	0.0000	4.75
Rural	26.61	27.97	1.36	0.20	6.91	0.0000	4.86

See notes at end of table.

Table E-9. Effect of nonresponse adjustment on public teacher listing form (1A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Pupil–teacher ratio:							
Less than 10	7.60	6.80	-0.80	0.19	-4.23	0.0000	-11.76
10 to less than 15	36.97	37.64	0.67	0.22	3.13	0.0020	1.79
15 to less than 20	38.07	38.58	0.51	0.18	2.78	0.0059	1.32
20 or more	17.36	16.98	-0.38	0.19	-2.06	0.0405	-2.26
School level:							
Elementary	55.65	56.90	1.24	0.22	5.57	0.0000	2.19
Middle	14.74	15.00	0.26	0.13	2.00	0.0464	1.73
High/secondary	20.41	19.84	-0.58	0.20	-2.84	0.0050	-2.91
Combined/other	9.19	8.27	-0.93	0.16	-5.92	0.0000	-11.21
Region:							
Northeast	15.73	16.19	0.46	0.12	3.73	0.0002	2.84
Midwest	24.10	25.45	1.34	0.17	8.10	0.0000	5.28
South	35.76	34.62	-1.15	0.22	-5.10	0.0000	-3.31
West	24.41	23.75	-0.66	0.22	-2.96	0.0034	-2.78
Number of teachers:							
Less than 10	10.48	9.01	-1.47	0.26	-5.71	0.0000	-16.32
10 to less than 25	30.01	30.79	0.77	0.19	3.98	0.0001	2.51
25 to less than 50	42.51	43.39	0.88	0.18	4.74	0.0000	2.02
50 to less than 75	10.75	10.67	-0.08	0.10	-0.86	0.3917	-0.77
75 or more	6.25	6.15	-0.10	0.06	-1.57	0.1180	-1.56
Title I status:							
Title I program	55.27	55.75	0.48	0.23	2.08	0.0388	0.85
Title I–noneligible	27.68	26.19	-1.50	0.24	-6.15	0.0000	-5.72
Title I–eligible but no Title I program	17.04	18.06	1.02	0.16	6.34	0.0000	5.66
State:							
Alabama	1.57	1.67	0.10	0.04	2.36	0.0190	5.99
Alaska	0.53	0.57	0.04	0.02	2.48	0.0138	6.89

See notes at end of table.

Table E-9. Effect of nonresponse adjustment on public teacher listing form (1A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Arizona	2.42	2.47	0.05	0.06	0.78	0.4336	1.90
Arkansas	0.98	1.05	0.06	0.03	2.16	0.0320	6.02
California	11.09	10.47	-0.62	0.18	-3.52	0.0005	-5.91
Colorado	1.77	1.70	-0.07	0.07	-1.02	0.3068	-4.32
Connecticut	1.07	1.15	0.07	0.02	4.12	0.0001	6.44
Delaware	0.24	0.26	0.02	0.00	4.73	0.0000	8.43
District of Columbia	0.23	0.16	-0.07	0.01	-7.99	0.0000	-42.33
Florida	4.27	4.25	-0.02	0.11	-0.16	0.8726	-0.42
Georgia	2.57	2.58	0.00	0.06	0.08	0.9340	0.18
Hawaii	0.31	0.33	0.02	0.01	2.28	0.0234	5.79
Idaho	0.79	0.84	0.05	0.02	2.76	0.0063	6.05
Illinois	4.28	4.61	0.33	0.06	5.36	0.0000	7.25
Indiana	1.93	2.04	0.11	0.06	1.95	0.0527	5.35
Iowa	1.21	1.32	0.11	0.03	3.53	0.0005	8.40
Kansas	1.29	1.37	0.08	0.04	2.05	0.0419	5.59
Kentucky	1.54	1.39	-0.15	0.08	-2.05	0.0414	-11.16
Louisiana	1.46	1.42	-0.04	0.06	-0.76	0.4459	-3.01
Maine	0.65	0.72	0.07	0.01	4.81	0.0000	9.13
Maryland	1.52	0.95	-0.58	0.06	-9.75	0.0000	-61.11
Massachusetts	1.93	1.97	0.04	0.05	0.74	0.4583	1.99
Michigan	3.52	3.72	0.20	0.07	3.01	0.0030	5.47
Minnesota	2.24	2.14	-0.10	0.08	-1.31	0.1912	-4.84
Mississippi	1.12	1.09	-0.03	0.04	-0.82	0.4134	-2.84
Missouri	2.22	2.35	0.13	0.05	2.41	0.0169	5.63
Montana	0.57	0.58	0.01	0.02	0.26	0.7951	0.90
Nebraska	0.90	0.88	-0.02	0.03	-0.83	0.4051	-2.44

See notes at end of table.

Table E-9. Effect of nonresponse adjustment on public teacher listing form (1A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Nevada	0.74	0.76	0.03	0.02	1.61	0.1096	3.60
New Hampshire	0.48	0.53	0.05	0.01	6.50	0.0000	9.46
New Jersey	2.64	2.54	-0.10	0.08	-1.28	0.2019	-4.10
New Mexico	0.89	0.95	0.06	0.02	2.50	0.0132	6.15
New York	5.09	5.45	0.36	0.05	6.87	0.0000	6.62
North Carolina	2.74	2.72	-0.02	0.07	-0.31	0.7570	-0.85
North Dakota	0.45	0.47	0.02	0.01	1.26	0.2108	4.02
Ohio	3.41	3.67	0.26	0.05	4.92	0.0000	6.97
Oklahoma	1.51	1.62	0.11	0.04	2.76	0.0063	6.61
Oregon	1.38	1.48	0.10	0.04	2.69	0.0077	6.67
Pennsylvania	3.18	3.16	-0.01	0.08	-0.19	0.8462	-0.47
Rhode Island	0.33	0.33	0.01	0.01	1.02	0.3098	2.66
South Carolina	1.37	1.49	0.11	0.03	3.90	0.0001	7.56
South Dakota	0.53	0.56	0.03	0.02	1.46	0.1459	5.00
Tennessee	2.09	2.26	0.17	0.04	4.57	0.0000	7.39
Texas	9.56	8.73	-0.84	0.16	-5.18	0.0000	-9.58
Utah	1.12	1.22	0.10	0.02	4.23	0.0000	8.23
Vermont	0.35	0.33	-0.02	0.02	-1.27	0.2049	-5.93
Virginia	2.18	2.22	0.04	0.05	0.67	0.5022	1.63
Washington	2.43	1.99	-0.43	0.13	-3.40	0.0008	-21.75
West Virginia	0.79	0.78	-0.01	0.04	-0.15	0.8780	-0.73
Wisconsin	2.12	2.32	0.20	0.04	5.22	0.0000	8.63
Wyoming	0.37	0.39	0.02	0.01	2.45	0.0150	5.36

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Public School Principal, and Public School Teacher Data Files,” 2020–21.

Table E-10. Effect of nonresponse adjustment on public teacher listing form (1A) bias estimates, after nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Charter status:							
Charter	7.81	7.18	-0.63	0.08	-7.43	0.0000	-8.76
Noncharter	92.19	92.82	0.63	0.08	7.43	0.0000	0.68
School enrollment:							
Less than 100	8.30	7.52	-0.78	0.17	-4.68	0.0000	-10.34
100 to less than 200	7.96	8.30	0.34	0.16	2.08	0.0392	4.09
200 to less than 500	39.70	40.09	0.38	0.18	2.17	0.0310	0.96
500 to less than 750	24.46	24.62	0.17	0.15	1.16	0.2454	0.69
750 to less than 1,000	9.60	9.50	-0.10	0.11	-0.88	0.3783	-1.05
1,000 or more	9.99	9.97	-0.02	0.09	-0.17	0.8674	-0.15
Percent non-White:							
Less than 5 percent	9.04	9.14	0.10	0.10	0.97	0.3312	1.04
5 to less than 10 percent	8.17	8.26	0.09	0.10	0.93	0.3538	1.11
10 to less than 20 percent	12.32	12.45	0.13	0.14	0.94	0.3467	1.06
20 to less than 30 percent	9.52	9.53	0.00	0.13	0.01	0.9956	0.01
30 to less than 50 percent	15.31	15.28	-0.03	0.16	-0.21	0.8358	-0.21
50 percent or more	45.64	45.35	-0.29	0.20	-1.45	0.1488	-0.63
Percent free lunch–eligible:							
Less than 35 percent	29.06	28.45	-0.61	0.20	-3.09	0.0023	-2.15
35 to less than 50 percent	17.30	17.51	0.21	0.16	1.30	0.1960	1.20
50 to less than 75 percent	27.20	27.41	0.21	0.22	0.98	0.3264	0.78
75 percent or more	26.44	26.62	0.19	0.21	0.89	0.3744	0.71
Locale:							
City	27.95	27.03	-0.92	0.19	-4.75	0.0000	-3.40
Suburb	32.57	32.51	-0.06	0.20	-0.30	0.7679	-0.18
Town	12.88	13.07	0.20	0.16	1.24	0.2166	1.50
Rural	26.61	27.39	0.78	0.20	3.86	0.0002	2.85

See notes at end of table.

Table E-10. Effect of nonresponse adjustment on public teacher listing form (1A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Pupil–teacher ratio:							
Less than 10	7.60	7.13	-0.47	0.18	-2.63	0.0091	-6.57
10 to less than 15	36.97	37.37	0.40	0.20	2.01	0.0453	1.08
15 to less than 20	38.07	38.29	0.22	0.18	1.22	0.2220	0.57
20 or more	17.36	17.20	-0.15	0.16	-0.99	0.3257	-0.89
School level:							
Elementary	55.65	56.57	0.92	0.21	4.43	0.0000	1.62
Middle	14.74	14.81	0.07	0.14	0.49	0.6225	0.45
High/secondary	20.41	19.98	-0.43	0.20	-2.20	0.0287	-2.17
Combined/other	9.19	8.64	-0.55	0.15	-3.58	0.0004	-6.37
Region:							
Northeast	15.73	15.73	0.00	0.00	-0.07	0.9474	0.00
Midwest	24.10	24.10	0.00	0.00	0.07	0.9405	0.00
South	35.76	35.76	0.00	0.00	0.05	0.9608	0.00
West	24.41	24.41	0.00	0.00	-0.05	0.9588	0.00
Number of teachers:							
Less than 10	10.48	9.56	-0.92	0.17	-5.52	0.0000	-9.61
10 to less than 25	30.01	30.62	0.61	0.20	2.99	0.0031	1.99
25 to less than 50	42.51	42.93	0.41	0.15	2.82	0.0053	0.96
50 to less than 75	10.75	10.66	-0.09	0.10	-0.91	0.3660	-0.85
75 or more	6.25	6.23	-0.01	0.07	-0.19	0.8504	-0.21
Title I status:							
Title I program	55.27	56.32	1.04	0.24	4.38	0.0000	1.85
Title I–noneligible	27.68	26.25	-1.43	0.25	-5.75	0.0000	-5.45
Title I–eligible but no Title I program	17.04	17.43	0.39	0.16	2.46	0.0146	2.23
State:							
Alabama	1.57	1.58	0.01	0.04	0.28	0.7788	0.75
Alaska	0.53	0.62	0.10	0.02	4.37	0.0000	15.62

See notes at end of table.

Table E-10. Effect of nonresponse adjustment on public teacher listing form (1A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Arizona	2.42	2.49	0.06	0.06	1.06	0.2923	2.57
Arkansas	0.98	1.03	0.05	0.03	1.67	0.0974	4.75
California	11.09	10.85	-0.24	0.14	-1.66	0.0982	-2.19
Colorado	1.77	1.65	-0.13	0.07	-1.90	0.0592	-7.75
Connecticut	1.07	1.07	-0.01	0.01	-0.54	0.5899	-0.74
Delaware	0.24	0.24	0.01	0.00	1.29	0.1972	2.44
District of Columbia	0.23	0.16	-0.06	0.01	-6.79	0.0000	-38.40
Florida	4.27	4.16	-0.11	0.10	-1.08	0.2825	-2.54
Georgia	2.57	2.72	0.15	0.07	2.17	0.0311	5.48
Hawaii	0.31	0.42	0.11	0.02	6.80	0.0000	26.96
Idaho	0.79	0.86	0.07	0.02	2.80	0.0057	7.60
Illinois	4.28	4.35	0.07	0.06	1.27	0.2069	1.65
Indiana	1.93	1.94	0.01	0.05	0.15	0.8838	0.34
Iowa	1.21	1.26	0.04	0.03	1.69	0.0927	3.56
Kansas	1.29	1.28	-0.01	0.04	-0.21	0.8333	-0.58
Kentucky	1.54	1.31	-0.23	0.08	-3.05	0.0026	-17.75
Louisiana	1.46	1.40	-0.06	0.06	-1.04	0.2990	-4.20
Maine	0.65	0.67	0.02	0.01	1.35	0.1789	2.57
Maryland	1.52	1.17	-0.35	0.07	-5.17	0.0000	-30.28
Massachusetts	1.93	1.94	0.00	0.05	0.06	0.9537	0.15
Michigan	3.52	3.54	0.02	0.06	0.30	0.7646	0.54
Minnesota	2.24	2.05	-0.19	0.08	-2.52	0.0125	-9.26
Mississippi	1.12	1.15	0.03	0.04	0.74	0.4623	2.66
Missouri	2.22	2.26	0.04	0.05	0.72	0.4736	1.66
Montana	0.57	0.57	0.00	0.03	-0.06	0.9493	-0.31
Nebraska	0.90	0.85	-0.05	0.03	-2.01	0.0454	-6.16

See notes at end of table.

Table E-10. Effect of nonresponse adjustment on public teacher listing form (1A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Nevada	0.74	0.87	0.13	0.03	4.56	0.0000	15.01
New Hampshire	0.48	0.50	0.02	0.01	1.92	0.0558	3.24
New Jersey	2.64	2.65	0.01	0.06	0.08	0.9343	0.20
New Mexico	0.89	1.02	0.13	0.03	4.29	0.0000	12.71
New York	5.09	5.10	0.01	0.02	0.31	0.7572	0.15
North Carolina	2.74	2.88	0.14	0.09	1.56	0.1192	4.80
North Dakota	0.45	0.44	-0.01	0.02	-0.49	0.6234	-1.69
Ohio	3.41	3.40	-0.01	0.05	-0.24	0.8092	-0.33
Oklahoma	1.51	1.59	0.07	0.03	2.07	0.0397	4.54
Oregon	1.38	1.52	0.14	0.05	3.11	0.0022	9.35
Pennsylvania	3.18	3.16	-0.02	0.06	-0.27	0.7873	-0.54
Rhode Island	0.33	0.34	0.01	0.01	1.41	0.1592	4.36
South Carolina	1.37	1.37	-0.01	0.03	-0.34	0.7378	-0.64
South Dakota	0.53	0.54	0.01	0.02	0.46	0.6468	1.66
Tennessee	2.09	2.14	0.05	0.04	1.20	0.2305	2.25
Texas	9.56	9.87	0.30	0.13	2.35	0.0195	3.06
Utah	1.12	1.23	0.11	0.03	3.80	0.0002	9.27
Vermont	0.35	0.31	-0.04	0.01	-2.79	0.0057	-12.49
Virginia	2.18	2.20	0.01	0.04	0.29	0.7759	0.56
Washington	2.43	1.93	-0.50	0.13	-3.95	0.0001	-25.64
West Virginia	0.79	0.79	0.00	0.04	0.10	0.9173	0.50
Wisconsin	2.12	2.20	0.08	0.04	2.14	0.0334	3.61
Wyoming	0.37	0.37	0.01	0.01	0.46	0.6444	1.41

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Public School Principal, and Public School Teacher Data Files,” 2020–21.

Table E-11. Effect of nonresponse adjustment on public teacher (4A) bias estimates, before nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Charter status:							
Charter	5.33	5.08	-0.25	0.07	-3.32	0.0011	-4.90
Noncharter	94.67	94.92	0.25	0.07	3.32	0.0011	0.26
School enrollment:							
Less than 200	1.96	2.05	0.09	0.09	0.93	0.3516	4.29
100 to less than 200	3.51	3.92	0.42	0.11	3.66	0.0003	10.64
200 to less than 500	29.57	31.33	1.76	0.21	8.48	0.0000	5.61
500 to less than 750	26.54	27.18	0.65	0.23	2.75	0.0066	2.37
750 to less than 1,000	13.96	13.59	-0.37	0.20	-1.87	0.0629	-2.73
1,000 or more	24.47	21.93	-2.54	0.25	-10.19	0.0000	-11.57
Percent non-White:							
Less than 5 percent	6.46	7.64	1.18	0.12	10.00	0.0000	15.41
5 to less than 10 percent	7.04	8.46	1.42	0.13	11.24	0.0000	16.75
10 to less than 20 percent	12.23	13.78	1.55	0.17	9.29	0.0000	11.23
20 to less than 30 percent	10.27	11.23	0.96	0.16	6.18	0.0000	8.54
30 to less than 50 percent	17.29	18.14	0.85	0.21	4.02	0.0001	4.69
50 percent or more	46.71	40.76	-5.95	0.29	-20.29	0.0000	-14.59
Percent free lunch–eligible:							
Less than 35 percent	33.04	34.65	1.61	0.25	6.45	0.0000	4.64
35 to less than 50 percent	17.91	19.09	1.18	0.21	5.59	0.0000	6.17
50 to less than 75 percent	25.97	26.48	0.51	0.21	2.36	0.0193	1.91
75 percent or more	23.07	19.78	-3.29	0.23	-14.50	0.0000	-16.64
Locale:							
City	27.72	23.90	-3.82	0.22	-17.35	0.0000	-15.97
Suburb	40.08	39.73	-0.35	0.26	-1.36	0.1764	-0.88
Town	11.21	12.74	1.53	0.15	10.27	0.0000	12.03
Rural	20.99	23.63	2.64	0.20	13.25	0.0000	11.15

See notes at end of table.

Table E-11. Effect of nonresponse adjustment on public teacher (4A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Pupil–teacher ratio:							
Less than 10	3.94	4.06	0.13	0.11	1.19	0.2343	3.11
10 to less than 15	37.44	37.53	0.09	0.25	0.36	0.7162	0.24
15 to less than 20	41.67	41.94	0.28	0.27	1.03	0.3026	0.66
20 or more	16.96	16.47	-0.49	0.18	-2.69	0.0078	-3.00
School level:							
Elementary	48.64	49.92	1.29	0.27	4.76	0.0000	2.58
Middle	17.54	17.79	0.25	0.19	1.34	0.1815	1.42
High/secondary	27.47	25.66	-1.81	0.25	-7.29	0.0000	-7.05
Combined/other	6.35	6.62	0.27	0.13	2.12	0.0354	4.04
Region:							
Northeast	19.11	17.98	-1.13	0.23	-4.88	0.0000	-6.26
Midwest	21.64	24.18	2.54	0.22	11.36	0.0000	10.50
South	39.32	37.65	-1.67	0.29	-5.77	0.0000	-4.43
West	19.93	20.18	0.26	0.19	1.38	0.1700	1.28
Number of teachers:							
Less than 10	2.62	2.70	0.08	0.12	0.70	0.4848	3.06
10 to less than 25	18.00	19.51	1.51	0.19	7.95	0.0000	7.75
25 to less than 50	43.49	44.89	1.41	0.28	4.98	0.0000	3.13
50 to less than 75	17.87	16.99	-0.88	0.21	-4.28	0.0000	-5.16
75 or more	18.03	15.91	-2.12	0.22	-9.59	0.0000	-13.34
Title I status:							
Title I program	53.20	51.18	-2.01	0.24	-8.34	0.0000	-3.93
Title I–noneligible	29.03	29.72	0.69	0.24	2.90	0.0042	2.31
Title I–eligible but no Title I program	17.77	19.10	1.33	0.19	6.83	0.0000	6.94
Source of the TLF:							
Electronic verification	32.56	39.40	6.84	0.22	30.61	0.0000	17.36
Manual entry	5.67	6.88	1.21	0.11	10.61	0.0000	17.60

See notes at end of table.

Table E-11. Effect of nonresponse adjustment on public teacher (4A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Uploaded template	4.15	4.69	0.53	0.10	5.59	0.0000	11.38
Uploaded nontemplate	2.55	2.07	-0.48	0.11	-4.58	0.0000	-23.32
Prepopulated paper	3.78	3.93	0.14	0.09	1.55	0.1216	3.68
Blank paper	1.54	1.48	-0.05	0.07	-0.77	0.4442	-3.68
Vendor list	47.03	39.69	-7.34	0.24	-30.65	0.0000	-18.50
Clerical research	2.71	1.86	-0.85	0.10	-8.68	0.0000	-45.81
Subject taught:							
Special education	13.26	13.85	0.59	0.12	4.84	0.0000	4.27
General elementary	35.50	37.18	1.68	0.23	7.29	0.0000	4.52
Math	6.75	6.81	0.07	0.08	0.77	0.4405	0.96
Science	5.47	5.56	0.10	0.07	1.30	0.1935	1.72
English/language arts	7.53	7.67	0.14	0.08	1.82	0.0700	1.85
Social studies	5.08	4.85	-0.23	0.08	-2.92	0.0039	-4.74
Vocational/technical	3.58	3.48	-0.10	0.06	-1.60	0.1104	-2.95
Other	19.99	18.59	-1.41	0.15	-9.63	0.0000	-7.56
Not reported	2.86	2.02	-0.84	0.10	-8.06	0.0000	-41.38
State:							
Alabama	1.43	1.56	0.13	0.06	2.12	0.0352	8.63
Alaska	0.31	0.19	-0.12	0.02	-7.42	0.0000	-60.62
Arizona	2.25	2.33	0.08	0.08	0.96	0.3362	3.26
Arkansas	0.98	1.09	0.12	0.04	2.93	0.0038	10.59
California	8.80	7.75	-1.06	0.16	-6.65	0.0000	-13.64
Colorado	1.50	1.66	0.16	0.05	3.43	0.0007	9.46
Connecticut	1.36	1.33	-0.03	0.04	-0.70	0.4877	-2.15
Delaware	0.30	0.26	-0.05	0.01	-3.86	0.0002	-17.68
District of Columbia	0.15	0.08	-0.08	0.01	-8.59	0.0000	-100.38
Florida	5.61	5.25	-0.36	0.12	-3.13	0.0020	-6.85
Georgia	4.10	4.16	0.07	0.12	0.55	0.5796	1.57

See notes at end of table.

Table E-11. Effect of nonresponse adjustment on public teacher (4A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Hawaii	0.50	0.59	0.10	0.02	5.54	0.0000	16.69
Idaho	0.60	0.81	0.21	0.02	9.27	0.0000	25.72
Illinois	4.28	4.54	0.26	0.11	2.36	0.0195	5.71
Indiana	1.87	2.15	0.29	0.07	4.03	0.0001	13.30
Iowa	1.16	1.36	0.21	0.05	4.40	0.0000	15.17
Kansas	1.12	1.39	0.27	0.05	5.47	0.0000	19.47
Kentucky	1.16	1.34	0.18	0.05	3.66	0.0003	13.53
Louisiana	1.30	1.25	-0.05	0.07	-0.82	0.4112	-4.35
Maine	0.50	0.61	0.11	0.02	5.82	0.0000	18.11
Maryland	1.34	1.18	-0.16	0.06	-2.50	0.0131	-13.70
Massachusetts	2.43	2.38	-0.06	0.08	-0.67	0.5047	-2.33
Michigan	2.48	2.83	0.35	0.08	4.31	0.0000	12.27
Minnesota	1.93	2.12	0.19	0.08	2.44	0.0157	8.90
Mississippi	1.05	1.09	0.04	0.08	0.53	0.5970	3.74
Missouri	2.05	2.25	0.20	0.08	2.50	0.0132	8.96
Montana	0.29	0.36	0.07	0.01	5.02	0.0000	18.83
Nebraska	0.65	0.76	0.11	0.03	3.66	0.0003	14.52
Nevada	0.89	0.91	0.02	0.03	0.51	0.6074	1.78
New Hampshire	0.49	0.56	0.07	0.02	3.73	0.0003	12.79
New Jersey	3.53	3.18	-0.35	0.11	-3.21	0.0015	-11.06
New Mexico	0.72	0.73	0.01	0.03	0.39	0.6976	1.55
New York	6.55	5.27	-1.28	0.16	-8.05	0.0000	-24.30
North Carolina	2.76	2.99	0.23	0.08	2.75	0.0065	7.74
North Dakota	0.31	0.36	0.05	0.01	4.04	0.0001	14.39
Ohio	3.47	3.81	0.34	0.09	3.74	0.0002	8.86
Oklahoma	1.21	1.39	0.18	0.06	3.05	0.0026	12.77
Oregon	1.09	1.28	0.20	0.05	4.20	0.0000	15.35
Pennsylvania	3.65	4.00	0.35	0.10	3.53	0.0005	8.76

See notes at end of table.

Table E-11. Effect of nonresponse adjustment on public teacher (4A) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Rhode Island	0.37	0.38	0.01	0.02	0.50	0.6208	2.06
South Carolina	1.48	1.56	0.08	0.05	1.42	0.1578	4.91
South Dakota	0.34	0.40	0.05	0.02	3.16	0.0018	13.81
Tennessee	1.99	2.09	0.10	0.07	1.39	0.1649	4.91
Texas	10.84	8.79	-2.06	0.20	-10.23	0.0000	-23.40
Utah	1.02	1.40	0.38	0.05	8.19	0.0000	26.94
Vermont	0.24	0.29	0.05	0.01	4.15	0.0001	16.72
Virginia	3.06	2.97	-0.09	0.11	-0.79	0.4327	-2.97
Washington	1.72	1.91	0.19	0.07	2.84	0.0049	9.95
West Virginia	0.58	0.62	0.05	0.03	1.65	0.1006	7.39
Wisconsin	1.99	2.21	0.22	0.08	2.79	0.0057	10.13
Wyoming	0.23	0.26	0.03	0.01	3.48	0.0006	12.46

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Public School Principal, and Public School Teacher Data Files,” 2020–21.

Table E-12. Effect of nonresponse adjustment on public teacher (4A) bias estimates, after nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Charter status:							
Charter	5.33	5.83	0.85	0.24	3.50	0.0006	8.63
Noncharter	94.67	94.17	-0.85	0.24	-3.50	0.0006	-0.53
School enrollment:							
Less than 100	1.96	2.48	0.67	0.38	1.77	0.0790	20.86
100 to less than 200	3.51	4.28	0.93	0.35	2.62	0.0094	17.99
200 to less than 500	29.57	30.29	0.09	0.60	0.14	0.8869	2.38
500 to less than 750	26.54	25.95	-0.68	0.59	-1.16	0.2490	-2.25
750 to less than 1,000	13.96	13.40	-0.43	0.42	-1.01	0.3114	-4.18
1,000 or more	24.47	23.60	-0.58	0.63	-0.91	0.3653	-3.66
Percent non-White:							
Less than 5 percent	6.46	6.72	-0.08	0.45	-0.18	0.8540	3.85
5 to less than 10 percent	7.04	8.04	0.51	0.65	0.79	0.4321	12.42
10 to less than 20 percent	12.23	11.85	-1.01	0.64	-1.58	0.1161	-3.23
20 to less than 30 percent	10.27	9.84	-0.85	0.57	-1.48	0.1398	-4.42
30 to less than 50 percent	17.29	16.72	-1.06	0.71	-1.49	0.1368	-3.42
50 percent or more	46.71	46.84	2.48	1.00	2.48	0.0139	0.28
Percent free lunch–eligible:							
Less than 35 percent	33.04	32.38	-1.49	0.58	-2.57	0.0111	-2.06
35 to less than 50 percent	17.91	18.31	0.09	0.39	0.24	0.8124	2.16
50 to less than 75 percent	25.97	26.70	0.81	0.42	1.92	0.0559	2.72
75 percent or more	23.07	22.62	0.59	0.62	0.95	0.3445	-2.02
Locale:							
City	27.72	27.81	1.31	0.60	2.18	0.0302	0.32
Suburb	40.08	38.59	-1.64	0.64	-2.58	0.0107	-3.85
Town	11.21	11.96	0.27	0.39	0.70	0.4869	6.26
Rural	20.99	21.64	0.06	0.48	0.12	0.9010	3.00

See notes at end of table.

Table E-12. Effect of nonresponse adjustment on public teacher (4A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Pupil–teacher ratio:							
Less than 10	3.94	4.40	0.58	0.22	2.71	0.0073	10.59
10 to less than 15	37.44	37.99	0.38	0.43	0.88	0.3787	1.46
15 to less than 20	41.67	41.18	-0.47	0.39	-1.21	0.2270	-1.17
20 or more	16.96	16.42	-0.49	0.41	-1.21	0.2296	-3.27
School level:							
Elementary	48.64	47.93	-0.71	0.60	-1.18	0.2383	-1.47
Middle	17.54	17.87	0.33	0.33	0.99	0.3218	1.86
High/secondary	27.47	27.19	-0.28	0.56	-0.51	0.6108	-1.04
Combined/other	6.35	7.01	0.66	0.20	3.21	0.0016	9.36
Region:							
Northeast	19.11	19.36	-0.22	0.57	-0.39	0.6965	1.30
Midwest	21.64	23.02	0.10	0.78	0.12	0.9014	5.99
South	39.32	38.89	0.90	0.88	1.03	0.3035	-1.12
West	19.93	18.73	-0.78	0.52	-1.49	0.1373	-6.39
Number of teachers:							
Less than 10	2.62	3.48	1.00	0.69	1.44	0.1512	24.79
10 to less than 25	18.00	18.70	0.56	0.44	1.28	0.2012	3.75
25 to less than 50	43.49	43.05	-0.81	0.68	-1.19	0.2359	-1.02
50 to less than 75	17.87	17.09	-0.77	0.49	-1.57	0.1187	-4.53
75 or more	18.03	17.68	0.01	0.57	0.02	0.9836	-1.99
Title I status:							
Title I program	53.20	53.59	1.26	0.59	2.11	0.0359	0.73
Title I–noneligible	29.03	28.54	-0.65	0.45	-1.46	0.1460	-1.72
Title I–eligible but no Title I program	17.77	17.87	-0.60	0.38	-1.58	0.1153	0.56
Source of the TLF:							
Electronic verification electronic TLF	32.56	37.65	4.58	0.37	12.43	0.0000	13.51
Manual entry paper TLF	5.67	6.89	1.22	0.30	4.05	0.0001	17.72

See notes at end of table.

Table E-12. Effect of nonresponse adjustment on public teacher (4A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Uploaded template manual entry TLF	4.15	4.69	0.56	0.13	4.25	0.0000	11.50
Uploaded nontemplate clerical research	2.55	2.43	-0.16	0.12	-1.31	0.1914	-4.97
Prepopulated paper vendor TLF	3.78	3.84	0.00	0.11	0.02	0.9834	1.48
Blank paper prepopulated TLF	1.54	1.51	-0.02	0.10	-0.19	0.8463	-1.83
Vendor list 7	47.03	40.69	-5.88	0.36	-16.32	0.0000	-15.60
Clerical research 8	2.71	2.30	-0.30	0.12	-2.52	0.0125	-17.62
Subject taught:							
Special education	13.26	13.61	0.34	0.11	2.97	0.0034	2.60
General elementary	35.50	35.01	-0.52	0.42	-1.22	0.2247	-1.41
Math	6.75	6.95	0.21	0.11	1.86	0.0645	2.90
Science	5.47	5.64	0.18	0.10	1.86	0.0649	3.08
English/language arts	7.53	7.77	0.27	0.13	2.09	0.0375	3.14
Social studies	5.08	5.10	0.02	0.10	0.21	0.8327	0.37
Vocational/technical	3.58	3.64	0.07	0.09	0.82	0.4128	1.69
Other	19.99	19.88	-0.19	0.15	-1.27	0.2040	-0.54
Not reported	2.86	2.40	-0.39	0.12	-3.36	0.0009	-18.84
State:							
Alabama	1.43	1.40	-0.12	0.10	-1.16	0.2479	-1.52
Alaska	0.31	0.20	-0.07	0.02	-3.81	0.0002	-55.27
Arizona	2.25	2.11	-0.18	0.14	-1.32	0.1898	-6.61
Arkansas	0.98	1.00	0.00	0.06	0.07	0.9472	2.41
California	8.80	8.26	-0.35	0.36	-0.97	0.3335	-6.59
Colorado	1.50	1.37	-0.17	0.07	-2.47	0.0143	-9.68
Connecticut	1.36	1.41	-0.04	0.10	-0.46	0.6483	3.93
Delaware	0.30	0.27	-0.05	0.02	-2.96	0.0034	-11.09
District of Columbia	0.15	0.12	-0.03	0.02	-1.53	0.1278	-25.23
Florida	5.61	5.57	-0.18	0.27	-0.69	0.4896	-0.75
Georgia	4.10	4.00	0.25	0.17	1.44	0.1516	-2.35
Hawaii	0.50	0.52	0.14	0.04	3.76	0.0002	4.87

See notes at end of table.

Table E-12. Effect of nonresponse adjustment on public teacher (4A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Idaho	0.60	0.61	0.02	0.03	0.51	0.6096	1.12
Illinois	4.28	4.31	-0.25	0.21	-1.21	0.2289	0.63
Indiana	1.87	2.10	0.14	0.11	1.24	0.2177	10.93
Iowa	1.16	1.28	0.08	0.09	0.83	0.4059	9.86
Kansas	1.12	1.34	0.15	0.11	1.37	0.1714	16.01
Kentucky	1.16	1.09	-0.15	0.09	-1.73	0.0858	-5.80
Louisiana	1.30	1.32	0.01	0.09	0.07	0.9433	1.36
Maine	0.50	0.52	-0.02	0.04	-0.38	0.7049	3.76
Maryland	1.34	1.33	0.24	0.10	2.33	0.0208	-0.67
Massachusetts	2.43	2.34	-0.13	0.12	-1.11	0.2691	-3.79
Michigan	2.48	2.65	0.01	0.11	0.06	0.9492	6.27
Minnesota	1.93	2.18	0.14	0.25	0.58	0.5648	11.71
Mississippi	1.05	0.95	-0.04	0.10	-0.41	0.6811	-9.73
Missouri	2.05	2.09	-0.05	0.16	-0.31	0.7549	2.08
Montana	0.29	0.27	-0.03	0.02	-1.49	0.1387	-6.08
Nebraska	0.65	0.67	0.00	0.05	-0.06	0.9483	2.72
Nevada	0.89	0.80	0.03	0.06	0.53	0.5993	-11.32
New Hampshire	0.49	0.52	0.00	0.04	0.03	0.9788	6.18
New Jersey	3.53	3.48	0.11	0.16	0.70	0.4865	-1.47
New Mexico	0.72	0.73	0.07	0.06	1.11	0.2676	0.93
New York	6.55	6.61	-0.37	0.30	-1.24	0.2182	0.99
North Carolina	2.76	2.81	0.20	0.13	1.54	0.1249	1.63
North Dakota	0.31	0.33	0.00	0.02	0.06	0.9500	5.97
Ohio	3.47	3.67	-0.06	0.19	-0.30	0.7662	5.49
Oklahoma	1.21	1.49	0.22	0.24	0.95	0.3441	18.75
Oregon	1.09	1.01	-0.05	0.05	-0.99	0.3248	-7.36
Pennsylvania	3.65	3.84	0.20	0.19	1.05	0.2936	5.05
Rhode Island	0.37	0.40	0.04	0.03	1.18	0.2377	7.23

See notes at end of table.

Table E-12. Effect of nonresponse adjustment on public teacher (4A) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
South Carolina	1.48	1.41	-0.22	0.09	-2.40	0.0174	-5.12
South Dakota	0.34	0.36	0.01	0.03	0.25	0.7995	5.42
Tennessee	1.99	1.99	-0.14	0.15	-0.93	0.3537	0.21
Texas	10.84	10.86	1.29	0.58	2.21	0.0280	0.09
Utah	1.02	1.00	-0.02	0.06	-0.27	0.7866	-2.71
Vermont	0.24	0.23	-0.02	0.02	-0.97	0.3322	-1.65
Virginia	3.06	2.77	-0.31	0.14	-2.21	0.0280	-10.48
Washington	1.72	1.64	-0.12	0.11	-1.10	0.2725	-4.64
West Virginia	0.58	0.51	-0.08	0.06	-1.29	0.1969	-13.93
Wisconsin	1.99	2.05	-0.06	0.11	-0.61	0.5422	2.85
Wyoming	0.23	0.20	-0.04	0.02	-2.42	0.0163	-11.64

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School, Public School Principal, and Public School Teacher Data Files,” 2020–21.

Table E-13. Effect of nonresponse adjustment on private teacher listing form (1B) bias estimates, before nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Three-level affiliation:							
Catholic	25.62	31.85	6.23	0.57	10.90	0.0000	19.56
Other religious	49.21	43.11	-6.10	0.74	-8.24	0.0000	-14.14
Nonsectarian	25.17	25.04	-0.13	0.61	-0.22	0.8261	-0.53
Eleven-level affiliation:							
Catholic—parochial	9.65	12.74	3.10	0.28	11.21	0.0000	24.31
Catholic—diocesan	11.66	14.63	2.97	0.35	8.43	0.0000	20.28
Catholic—private	4.31	4.47	0.16	0.25	0.65	0.5177	3.68
Baptist	5.72	5.10	-0.62	0.40	-1.53	0.1276	-12.12
Jewish	3.92	2.18	-1.74	0.30	-5.87	0.0000	-79.92
Lutheran	4.71	6.30	1.59	0.25	6.49	0.0000	25.30
Seventh-day Adventist	3.27	3.85	0.57	0.32	1.77	0.0776	14.93
Other religious	31.59	25.68	-5.90	0.74	-7.99	0.0000	-22.99
Nonsectarian—regular	11.01	10.43	-0.58	0.44	-1.32	0.1882	-5.55
Nonsectarian—special emphasis	8.08	8.27	0.19	0.41	0.46	0.6454	2.30
Nonsectarian—special education	6.08	6.34	0.26	0.28	0.91	0.3664	4.03
School enrollment:							
Less than 100	47.89	39.70	-8.20	0.79	-10.34	0.0000	-20.65
100 to less than 200	21.22	25.15	3.93	0.50	7.92	0.0000	15.61
200 to less than 500	22.55	26.23	3.68	0.51	7.19	0.0000	14.04
500 to less than 750	4.90	5.71	0.81	0.20	4.06	0.0001	14.13
750 or more	3.44	3.22	-0.22	0.18	-1.19	0.2362	-6.81
Locale:							
City	33.40	35.53	2.13	0.66	3.25	0.0014	6.01
Suburb	34.39	36.06	1.68	0.63	2.65	0.0086	4.65
Town	9.29	10.73	1.44	0.42	3.47	0.0006	13.46
Rural	22.93	17.67	-5.26	0.74	-7.13	0.0000	-29.75

See notes at end of table.

Table E-13. Effect of nonresponse adjustment on private teacher listing form (1B) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
School level:							
Elementary/middle	50.00	54.68	4.68	0.70	6.73	0.0000	8.56
High/secondary	8.85	10.53	1.68	0.26	6.54	0.0000	15.94
Combined/other	41.14	34.78	-6.36	0.73	-8.71	0.0000	-18.28
Region:							
Northeast	22.96	19.24	-3.72	0.58	-6.41	0.0000	-19.33
Midwest	25.79	27.38	1.59	0.58	2.76	0.0064	5.81
South	32.86	33.09	0.23	0.76	0.30	0.7627	0.69
West	18.38	20.28	1.90	0.56	3.42	0.0008	9.37
Number of teachers:							
Less than 5	24.54	16.03	-8.51	0.82	-10.36	0.0000	-53.06
5 to less than 15	36.73	39.61	2.88	0.65	4.45	0.0000	7.28
15 to less than 30	23.01	27.18	4.16	0.52	7.94	0.0000	15.32
30 to less than 50	9.38	10.57	1.19	0.25	4.68	0.0000	11.27
50 or more	6.35	6.62	0.27	0.19	1.43	0.1532	4.08

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School, Private School Principal, and Private School Teacher Data Files,” 2020–21.

Table E-14. Effect of nonresponse adjustment on private teacher listing form (1B) bias estimates, after nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Three-level affiliation:							
Catholic	25.62	26.97	1.36	0.32	4.18	0.0000	5.03
Other religious	49.21	44.62	-4.59	0.72	-6.37	0.0000	-10.29
Nonsectarian	25.17	28.41	3.23	0.63	5.15	0.0000	11.39
Eleven-level affiliation:							
Catholic—parochial	9.65	10.27	0.63	0.18	3.50	0.0006	6.10
Catholic—diocesan	11.66	12.43	0.77	0.18	4.27	0.0000	6.18
Catholic—private	4.31	4.27	-0.04	0.19	-0.21	0.8355	-0.91
Baptist	5.72	5.24	-0.49	0.40	-1.20	0.2317	-9.28
Jewish	3.92	2.64	-1.28	0.28	-4.52	0.0000	-48.61
Lutheran	4.71	5.65	0.94	0.30	3.10	0.0022	16.65
Seventh-day Adventist	3.27	3.55	0.27	0.30	0.90	0.3673	7.74
Other religious	31.59	27.55	-4.04	0.73	-5.56	0.0000	-14.65
Nonsectarian—regular	11.01	12.72	1.71	0.34	5.04	0.0000	13.44
Nonsectarian—special emphasis	8.08	8.98	0.90	0.40	2.28	0.0236	10.07
Nonsectarian—special education	6.08	6.70	0.62	0.30	2.08	0.0384	9.25
School enrollment:							
Less than 100	47.89	43.63	-4.26	0.64	-6.66	0.0000	-9.77
100 to less than 200	21.22	24.11	2.89	0.48	6.04	0.0000	11.97
200 to less than 500	22.55	23.80	1.26	0.46	2.72	0.0071	5.29
500 to less than 750	4.90	5.31	0.40	0.17	2.32	0.0214	7.60
750 or more	3.44	3.15	-0.29	0.19	-1.52	0.1300	-9.05
Locale:							
City	33.40	33.50	0.10	0.56	0.18	0.8612	0.29
Suburb	34.39	34.29	-0.10	0.56	-0.18	0.8612	-0.29
Town	9.29	9.29	0.00	0.00	0.16	0.8731	0.00
Rural	22.93	22.93	0.00	0.00	0.11	0.9094	0.00

See notes at end of table.

Table E-14. Effect of nonresponse adjustment on private teacher listing form (1B) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
School level:							
Elementary/middle	50.00	52.27	2.26	0.73	3.12	0.0021	4.33
High/secondary	8.85	10.88	2.03	0.29	6.89	0.0000	18.66
Combined/other	41.14	36.85	-4.29	0.77	-5.58	0.0000	-11.65
Region:							
Northeast	22.96	19.59	-3.37	0.61	-5.49	0.0000	-17.21
Midwest	25.79	26.28	0.49	0.60	0.82	0.4154	1.85
South	32.86	34.13	1.26	0.77	1.65	0.1011	3.70
West	18.38	20.00	1.62	0.63	2.57	0.0108	8.11
Number of teachers:							
Less than 5	24.54	17.93	-6.60	0.78	-8.48	0.0000	-36.83
5 to less than 15	36.73	40.13	3.40	0.75	4.56	0.0000	8.48
15 to less than 30	23.01	25.17	2.16	0.46	4.67	0.0000	8.58
30 to less than 50	9.38	9.89	0.52	0.24	2.16	0.0320	5.21
50 or more	6.35	6.88	0.53	0.19	2.77	0.0061	7.67

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School, Private School Principal, and Private School Teacher Data Files,” 2020–21.

Table E-15. Effect of nonresponse adjustment on private teacher (4B) bias estimates, before nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Three-level affiliation:							
Catholic	30.88	34.21	3.33	0.61	5.48	0.0000	9.74
Other religious	36.28	32.50	-3.77	0.67	-5.60	0.0000	-11.61
Nonsectarian	32.84	33.29	0.44	0.65	0.69	0.4935	1.33
Eleven-level affiliation:							
Catholic—parochial	9.32	10.72	1.40	0.42	3.36	0.0009	13.03
Catholic—diocesan	13.95	15.50	1.55	0.48	3.26	0.0013	10.00
Catholic—private	7.60	7.98	0.38	0.30	1.29	0.1989	4.81
Baptist	4.26	3.86	-0.40	0.30	-1.34	0.1802	-10.42
Jewish	4.01	3.06	-0.95	0.31	-3.08	0.0024	-30.93
Lutheran	3.01	3.71	0.70	0.19	3.64	0.0003	18.86
Seventh-day Adventist	1.01	1.09	0.07	0.13	0.57	0.5713	6.73
Other religious	23.98	20.78	-3.20	0.56	-5.67	0.0000	-15.38
Nonsectarian—regular	22.98	22.75	-0.22	0.58	-0.39	0.6980	-0.99
Nonsectarian—special emphasis	5.53	5.98	0.45	0.29	1.54	0.1245	7.58
Nonsectarian—special education	4.34	4.55	0.21	0.22	0.96	0.3362	4.69
School enrollment:							
Less than 100	17.38	16.94	-0.43	0.51	-0.84	0.4001	-2.56
100 to less than 200	20.31	21.49	1.19	0.53	2.26	0.0249	5.53
200 to less than 500	34.33	34.61	0.29	0.65	0.44	0.6595	0.82
500 to less than 750	14.09	13.40	-0.69	0.41	-1.67	0.0974	-5.12
750 or more	13.90	13.54	-0.36	0.45	-0.80	0.4254	-2.62
Locale:							
City	40.50	38.97	-1.53	0.68	-2.26	0.0249	-3.92
Suburb	37.61	38.56	0.95	0.66	1.44	0.1500	2.47
Town	6.18	7.08	0.90	0.33	2.72	0.0071	12.71
Rural	15.71	15.39	-0.32	0.52	-0.62	0.5366	-2.09

See notes at end of table.

Table E-15. Effect of nonresponse adjustment on private teacher (4B) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
School level:							
Elementary/middle	38.25	40.61	2.36	0.68	3.46	0.0007	5.81
High/secondary	16.19	16.86	0.67	0.36	1.87	0.0635	3.98
Combined/other	45.56	42.52	-3.03	0.68	-4.49	0.0000	-7.13
Region:							
Northeast	23.04	21.77	-1.27	0.55	-2.28	0.0235	-5.82
Midwest	22.08	25.37	3.29	0.54	6.14	0.0000	12.98
South	36.16	35.66	-0.50	0.62	-0.80	0.4227	-1.40
West	18.72	17.19	-1.53	0.51	-3.00	0.0030	-8.89
Number of teachers:							
Less than 5	3.91	3.18	-0.74	0.29	-2.54	0.0120	-23.20
5 to less than 15	23.09	24.23	1.14	0.63	1.83	0.0694	4.71
15 to less than 30	27.43	27.99	0.56	0.61	0.91	0.3650	1.99
30 to less than 50	18.95	18.98	0.03	0.52	0.06	0.9528	0.16
50 or more	26.62	25.62	-0.99	0.60	-1.66	0.0988	-3.88
Source of the TLF:							
Electronic verification electronic TLF	32.03	39.28	7.25	0.60	12.14	0.0000	18.45
Manual entry paper TLF	11.39	13.68	2.29	0.37	6.15	0.0000	16.74
Uploaded template manual entry TLF	6.66	7.66	1.00	0.35	2.82	0.0052	13.04
Uploaded non-template clerical research	1.85	1.87	0.02	0.20	0.11	0.9161	1.15
Pre-populated paper vendor TLF	2.40	2.51	0.11	0.23	0.47	0.6380	4.31
Blank paper prepopulated TLF	2.98	2.51	-0.47	0.28	-1.70	0.0916	-18.80
Vendor list 7	40.36	31.14	-9.22	0.66	-13.99	0.0000	-29.59
Clerical research 8	2.33	1.35	-0.98	0.22	-4.37	0.0000	-72.29
Subject taught:							
Special education	5.61	6.04	0.43	0.27	1.61	0.1081	7.13
General elementary	31.93	32.72	0.79	0.52	1.52	0.1298	2.41

See notes at end of table.

Table E-15. Effect of nonresponse adjustment on private teacher (4B) bias estimates, before nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Math	8.77	9.11	0.33	0.28	1.20	0.2315	3.66
Science	6.38	7.05	0.67	0.21	3.17	0.0018	9.55
English/language arts	8.05	8.58	0.54	0.27	1.98	0.0491	6.28
Social studies	5.88	5.72	-0.15	0.22	-0.70	0.4828	-2.68
Vocational/technical	2.42	2.24	-0.17	0.16	-1.09	0.2780	-7.74
Other	27.72	26.05	-1.67	0.46	-3.61	0.0004	-6.40
Not reported	3.26	2.49	-0.77	0.26	-2.99	0.0031	-31.04

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School, Private School Principal, and Private School Teacher Data Files,” 2020–21.

Table E-16. Effect of nonresponse adjustment on private teacher (4B) bias estimates, after nonresponse adjustments: 2020–21 NTPS

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
Three-level affiliation:							
Catholic	30.88	31.18	0.30	1.21	0.25	0.8026	0.97
Other religious	36.28	40.36	4.08	1.13	3.62	0.0004	10.11
Nonsectarian	32.84	28.46	-4.38	1.21	-3.61	0.0004	-15.40
Eleven-level affiliation:							
Catholic—parochial	9.32	9.85	0.53	0.58	0.91	0.3626	5.36
Catholic—diocesan	13.95	14.11	0.15	0.76	0.20	0.8401	1.09
Catholic—private	7.60	7.22	-0.38	0.50	-0.76	0.4461	-5.26
Baptist	4.26	4.93	0.67	0.32	2.08	0.0386	13.56
Jewish	4.01	3.77	-0.24	0.39	-0.62	0.5344	-6.39
Lutheran	3.01	3.47	0.46	0.33	1.40	0.1619	13.35
Seventh-day Adventist	1.01	1.37	0.36	0.24	1.48	0.1409	26.20
Other religious	23.98	26.81	2.83	0.91	3.11	0.0021	10.55
Nonsectarian—regular	22.98	18.64	-4.34	1.07	-4.06	0.0001	-23.27
Nonsectarian—special emphasis	5.53	5.80	0.27	0.50	0.55	0.5827	4.71
Nonsectarian—special education	4.34	4.02	-0.32	0.39	-0.83	0.4100	-7.91
School enrollment:							
Less than 100	17.38	19.47	2.09	1.40	1.50	0.1363	10.74
100 to less than 200	20.31	21.09	0.78	0.87	0.90	0.3701	3.72
200 to less than 500	34.33	34.33	0.01	1.11	0.01	0.9953	0.02
500 to less than 750	14.09	12.71	-1.38	0.71	-1.94	0.0532	-10.84
750 or more	13.90	12.39	-1.50	1.01	-1.48	0.1399	-12.14
Locale:							
City	40.50	40.65	0.15	1.11	0.13	0.8949	0.36
Suburb	37.61	39.11	1.51	1.15	1.31	0.1921	3.85
Town	6.18	7.14	0.96	0.51	1.88	0.0613	13.50
Rural	15.71	13.10	-2.62	0.92	-2.83	0.0051	-19.98

See notes at end of table.

Table E-16. Effect of nonresponse adjustment on private teacher (4B) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	t-statistic	p-value	Relative bias (percent)
School level:							
Elementary/middle	38.25	40.90	2.64	1.21	2.19	0.0294	6.47
High/secondary	16.19	14.99	-1.21	0.69	-1.74	0.0835	-8.04
Combined/other	45.56	44.12	-1.44	1.12	-1.29	0.1994	-3.26
Region:							
Northeast	23.04	20.62	-2.42	1.15	-2.11	0.0365	-11.73
Midwest	22.08	23.84	1.76	0.98	1.80	0.0732	7.38
South	36.16	37.72	1.56	1.36	1.14	0.2543	4.13
West	18.72	17.82	-0.90	0.97	-0.92	0.3564	-5.04
Number of teachers:							
Less than 5	3.91	5.72	1.80	1.37	1.31	0.1905	31.56
5 to less than 15	23.09	24.37	1.28	1.63	0.78	0.4340	5.25
15 to less than 30	27.43	27.31	-0.12	1.63	-0.08	0.9402	-0.45
30 to less than 50	18.95	19.99	1.04	1.60	0.65	0.5175	5.18
50 or more	26.62	22.62	-4.00	1.89	-2.11	0.0359	-17.67
Source of the TLF:							
Electronic verification electronic TLF	32.03	38.82	6.79	0.77	8.83	0.0000	17.49
Manual entry paper TLF	11.39	14.68	3.29	0.66	4.96	0.0000	22.40
Uploaded template manual entry TLF	6.66	7.27	0.61	0.43	1.43	0.1533	8.40
Uploaded non-template clerical research	1.85	1.81	-0.04	0.21	-0.20	0.8383	-2.38
Pre-populated paper vendor TLF	2.40	2.53	0.13	0.25	0.51	0.6095	5.00
Blank paper prepopulated TLF	2.98	2.97	-0.01	0.37	-0.03	0.9736	-0.41
Vendor list 7	40.36	30.48	-9.88	0.85	-11.68	0.0000	-32.43
Clerical research 8	2.33	1.45	-0.88	0.23	-3.78	0.0002	-60.27
Subject taught:							
Special education	5.61	5.96	0.36	0.40	0.89	0.3757	5.99
General elementary	31.93	33.80	1.87	0.77	2.42	0.0162	5.53

See notes at end of table.

Table E-16. Effect of nonresponse adjustment on private teacher (4B) bias estimates, after nonresponse adjustments: 2020–21 NTPS—Continued

Characteristic	Weighted eligible sample proportion	Weighted respondent proportion	Estimated bias	Standard error of bias	<i>t</i> -statistic	<i>p</i> -value	Relative bias (percent)
Math	8.77	9.11	0.34	0.32	1.06	0.2898	3.74
Science	6.38	6.21	-0.17	0.25	-0.65	0.5144	-2.67
English/language arts	8.05	8.06	0.02	0.31	0.06	0.9556	0.22
Social studies	5.88	5.58	-0.29	0.25	-1.19	0.2350	-5.26
Vocational/technical	2.42	2.08	-0.34	0.16	-2.11	0.0359	-16.20
Other	27.72	26.69	-1.03	0.56	-1.84	0.0670	-3.85
Not reported	3.26	2.50	-0.76	0.25	-2.98	0.0032	-30.30

NOTE: Highlighted “*p*-value” cells signify that the characteristic represented in that row of the table had a statistically significant difference between the weighted respondent proportion and the weighted eligible sample proportion at a significance level of 0.05. This means that the characteristic had bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School, Private School Principal, and Private School Teacher Data Files,” 2020–21.

Appendix F. Changes Made to Variables During the Computer Edit, by Data File

The tables in this appendix show the number of edit changes made to responses for each of the variables within each data file during the computer edits. (See chapter 7 for more details about the computer edits.) The tables are as follows:

Table	Page
F-1. Number of changes and percentage of records affected during the computer edit of the Public School Principal Data File: 2020–21	F-2
F-2. Number of changes and percentage of records affected during the computer edit of the Private School Principal Data File: 2020–21	F-6
F-3. Number of changes and percentage of records affected during the computer edit of the Public School Data File: 2020–21	F-10
F-4. Number of changes and percentage of records affected during the computer edit of the Private School Data File: 2020–21	F-16
F-5. Number of changes and percentage of records affected during the computer edit of the Public School Teacher Data File: 2020–21	F-25
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Table F-1. Number of changes and percentage of records affected during the computer edits of the Public School Principal Data File: 2020–21

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A1910	cover page	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0100	1-1	24	0.37	20	0.31	0	0.00	4	0.06	6,508
A0101	1-2	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0102	1-3	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0103	1-4	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0105	1-5	1	0.02	1	0.02	0	0.00	0	0.00	6,508
A0104	1-6	472	7.25	469	7.21	2	0.03	1	0.02	6,508
A0106	1-7	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0107	1-8	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0108	1-9	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0109	1-10	99	1.52	99	1.52	0	0.00	0	0.00	6,508
A0110	1-11	220	3.38	220	3.38	0	0.00	0	0.00	6,508
A0111	1-12	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0200	2-1, most important	2	0.03	2	0.03	0	0.00	0	0.00	6,508
A0201	2-1, second-most important	4	0.06	4	0.06	0	0.00	0	0.00	6,508
A0202	2-1, third-most important	5	0.08	5	0.08	0	0.00	0	0.00	6,508
A0203	2-2a	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0204	2-2b	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0205	2-2c	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0206	2-2d	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0207	2-2e	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0208	2-2f	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0209	2-2g	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1900	3-1	45	0.69	0	0.00	45	0.69	0	0.00	6,508
A1901	3-2	489	7.51	489	7.51	0	0.00	0	0.00	6,508
A1902	3-3	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1903	3-4	0	0.00	0	0.00	0	0.00	0	0.00	6,508

See notes at end of table.

Table F-1. Number of changes and percentage of records affected during the computer edits of the Public School Principal Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A1904	3-5, all had access	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1905	3-5, providers	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1906	3-5, hotspots	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1907	3-5, parking lot	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1908	3-5, no help	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1909	3-5, other	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A5909	3-5, other specify	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0300	3-6a	24	0.37	0	0.00	24	0.37	0	0.00	6,508
A0301	3-6b	5	0.08	0	0.00	5	0.08	0	0.00	6,508
A0302	3-6c	6	0.09	0	0.00	6	0.09	0	0.00	6,508
A0303	3-6d	1	0.02	0	0.00	1	0.02	0	0.00	6,508
A0304	3-6e	3	0.05	0	0.00	3	0.05	0	0.00	6,508
A0305	3-6f	3	0.05	0	0.00	3	0.05	0	0.00	6,508
A0306	3-6g	1	0.02	0	0.00	1	0.02	0	0.00	6,508
A0307	3-6h	4	0.06	0	0.00	4	0.06	0	0.00	6,508
A0308	3-6i	6	0.09	0	0.00	6	0.09	0	0.00	6,508
A0309	3-6j	10	0.15	0	0.00	10	0.15	0	0.00	6,508
A0310	3-6k	4	0.06	0	0.00	4	0.06	0	0.00	6,508
A0311	3-6l	7	0.11	0	0.00	7	0.11	0	0.00	6,508
A0312	3-6m	8	0.12	0	0.00	8	0.12	0	0.00	6,508
A0314	3-7a	12	0.18	0	0.00	12	0.18	0	0.00	6,508
A0313	3-7b	23	0.35	0	0.00	23	0.35	0	0.00	6,508
A0315	3-7c	35	0.54	0	0.00	35	0.54	0	0.00	6,508
A0316	3-7d	20	0.31	0	0.00	20	0.31	0	0.00	6,508
A0318	3-7e	12	0.18	0	0.00	12	0.18	0	0.00	6,508
A0319	3-7f	26	0.40	0	0.00	26	0.40	0	0.00	6,508
A0320	3-7g	11	0.17	0	0.00	11	0.17	0	0.00	6,508
A0317	3-7h	39	0.60	0	0.00	39	0.60	0	0.00	6,508

See notes at end of table.

Table F-1. Number of changes and percentage of records affected during the computer edits of the Public School Principal Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0321	3-7i	41	0.63	0	0.00	41	0.63	0	0.00	6,508
A0322	3-8a	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0323	3-8b	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0324	3-9	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1400	4-1	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1401	4-2a	106	1.63	0	0.00	106	1.63	0	0.00	6,508
A1402	4-2b	106	1.63	0	0.00	106	1.63	0	0.00	6,508
A1403	4-2c	106	1.63	0	0.00	106	1.63	0	0.00	6,508
A1404	4-2d	106	1.63	0	0.00	105	1.61	1	0.02	6,508
A1405	4-2e	106	1.63	0	0.00	57	0.88	49	0.75	6,508
A5405	4-2e, other specify	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1415	4-3	5	0.08	5	0.08	0	0.00	0	0.00	6,508
A1407	4-4	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1408	4-5a	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1409	4-5b	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1410	4-5c	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1411	4-5d	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1412	4-5e	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1413	4-5f	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1414	4-6	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0900	5-1	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0901	5-2	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0902	5-3, White	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0903	5-3, Black	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0904	5-3, Asian	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0905	5-3, Pac Islander	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0906	5-3, American Indian	0	0.00	0	0.00	0	0.00	0	0.00	6,508

See notes at end of table.

**Table F-1. Number of changes and percentage of records affected during the computer edits of the Public School Principal Data File: 2020–21—
Continued**

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0907	5-4	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0908	5-5	0	0.00	0	0.00	0	0.00	0	0.00	6,508

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public Principal Documentation Data File,” 2020–21.

Table F-2. Number of changes and percentage of records affected during the computer edits of the Private School Principal Data File: 2020–21

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A1910	cover_page	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0100	1-1	51	2.91	44	2.51	0	0.00	7	0.40	1,753
A0101	1-2	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0102	1-3	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0103	1-4	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0105	1-5	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0104	1-6	175	9.98	173	9.87	2	0.11	0	0.00	1,753
A0106	1-7	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0107	1-8	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0108	1-9	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0109	1-10	36	2.05	36	2.05	0	0.00	0	0.00	1,753
A0110	1-11	99	5.65	99	5.65	0	0.00	0	0.00	1,753
A0111	1-12	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0200	2-1, most important	1	0.06	1	0.06	0	0.00	0	0.00	1,753
A0201	2-1, second-most important	4	0.23	4	0.23	0	0.00	0	0.00	1,753
A0202	2-1, third-most important	4	0.23	4	0.23	0	0.00	0	0.00	1,753
A0203	2-2a	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0204	2-2b	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0205	2-2c	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0206	2-2d	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0207	2-2e	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0208	2-2f	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0209	2-2g	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1900	3-1	37	2.11	0	0.00	37	2.11	0	0.00	1,753
A1901	3-2	131	7.47	131	7.47	0	0.00	0	0.00	1,753
A1902	3-3	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1903	3-4	0	0.00	0	0.00	0	0.00	0	0.00	1,753

See notes at end of table.

Table F-2. Number of changes and percentage of records affected during the computer edits of the Private School Principal Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A1904	3-5, all had access	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1905	3-5, providers	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1906	3-5, hotspots	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1907	3-5, parking lot	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1908	3-5, no help	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1909	3-5, other	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A5909	3-5, other specify	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0300	3-6a	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0301	3-6b	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0302	3-6c	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0303	3-6d	1	0.06	0	0.00	1	0.06	0	0.00	1,753
A0304	3-6e	2	0.11	0	0.00	2	0.11	0	0.00	1,753
A0305	3-6f	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0306	3-6g	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0307	3-6h	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0308	3-6i	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0309	3-6j	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0310	3-6k	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0311	3-6l	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0312	3-6m	1	0.06	0	0.00	1	0.06	0	0.00	1,753
A0314	3-7a	3	0.17	0	0.00	3	0.17	0	0.00	1,753
A0313	3-7b	8	0.46	0	0.00	8	0.46	0	0.00	1,753
A0315	3-7c	6	0.34	0	0.00	6	0.34	0	0.00	1,753
A0316	3-7d	9	0.51	0	0.00	9	0.51	0	0.00	1,753
A0318	3-7e	5	0.29	0	0.00	5	0.29	0	0.00	1,753
A0319	3-7f	6	0.34	0	0.00	6	0.34	0	0.00	1,753
A0320	3-7g	7	0.40	0	0.00	7	0.40	0	0.00	1,753
A0317	3-7h	13	0.74	0	0.00	13	0.74	0	0.00	1,753

See notes at end of table.

Table F-2. Number of changes and percentage of records affected during the computer edits of the Private School Principal Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0321	3-7i	12	0.68	0	0.00	12	0.68	0	0.00	1,753
A0322	3-8a	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0323	3-8b	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0324	3-9	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1400	4-1	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1401	4-2a	39	2.22	0	0.00	38	2.17	1	0.06	1,753
A1402	4-2b	39	2.22	0	0.00	38	2.17	1	0.06	1,753
A1403	4-2c	39	2.22	0	0.00	39	2.22	0	0.00	1,753
A1404	4-2d	39	2.22	0	0.00	39	2.22	0	0.00	1,753
A1405	4-2e	39	2.22	0	0.00	17	0.97	22	1.25	1,753
A5405	4-2e, other specify	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1415	4-3	1	0.06	1	0.06	0	0.00	0	0.00	1,753
A1407	4-4	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1408	4-5a	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1409	4-5b	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1410	4-5c	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1411	4-5d	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1412	4-5e	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1413	4-5f	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1414	4-6	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0900	5-1	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0901	5-2	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0902	5-3, White	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0903	5-3, Black	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0904	5-3, Asian	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0905	5-3, Pac Islander	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0906	5-3, American Indian	0	0.00	0	0.00	0	0.00	0	0.00	1,753

See notes at end of table.

Table F-2. Number of changes and percentage of records affected during the computer edits of the Private School Principal Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0907	5-4	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0908	5-5	0	0.00	0	0.00	0	0.00	0	0.00	1,753

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private Principal Documentation Data File,” 2020–21.

Table F-3. Number of changes and percentage of records affected during the computer edits of the Public School Data File: 2020–21

Variable	Item number	Total number of edit changes Percent of records affected by all edits		Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1906	cover_page	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0100	1-1, PK	2	0.03	0	0.00	2	0.03	0	0.00	6,261
S0101	1-1, KG	59	0.94	56	0.89	1	0.02	2	0.03	6,261
S0102	1-1, 1st	3	0.05	0	0.00	3	0.05	0	0.00	6,261
S0103	1-1, 2nd	3	0.05	0	0.00	3	0.05	0	0.00	6,261
S0104	1-1, 3rd	3	0.05	0	0.00	3	0.05	0	0.00	6,261
S0105	1-1, 4th	3	0.05	0	0.00	3	0.05	0	0.00	6,261
S0106	1-1, 5th	2	0.03	0	0.00	2	0.03	0	0.00	6,261
S0107	1-1, 6th	2	0.03	0	0.00	2	0.03	0	0.00	6,261
S0108	1-1, 7th	1	0.02	0	0.00	1	0.02	0	0.00	6,261
S0109	1-1, 8th	2	0.03	0	0.00	2	0.03	0	0.00	6,261
S0110	1-1, 9th	4	0.06	0	0.00	4	0.06	0	0.00	6,261
S0111	1-1, 10th	4	0.06	0	0.00	4	0.06	0	0.00	6,261
S0112	1-1, 11th	4	0.06	0	0.00	4	0.06	0	0.00	6,261
S0113	1-1, 12th	4	0.06	0	0.00	4	0.06	0	0.00	6,261
S0114	1-1, Ungraded	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0115	1-2	30	0.48	0	0.00	28	0.45	2	0.03	6,261
S0116	1-3	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0117	1-4, Start	1	0.02	1	0.02	0	0.00	0	0.00	6,261
S0131	1-4, Start a.m./p.m.	91	1.45	91	1.45	0	0.00	0	0.00	6,261
S0118	1-4, End	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0132	1-4, End a.m./p.m.	176	2.81	176	2.81	0	0.00	0	0.00	6,261
S0133	1-5	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0119	1-6	134	2.14	134	2.14	0	0.00	0	0.00	6,261
S0120	1-7	3	0.05	0	0.00	3	0.05	0	0.00	6,261
S5120	1-7, write-in	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0500	1-8	11	0.18	2	0.03	9	0.14	0	0.00	6,261
S0501	1-9	0	0.00	0	0.00	0	0.00	0	0.00	6,261
6S5501	1-9, write-in	0	0.00	0	0.00	0	0.00	0	0.00	6,261

See notes at end of table.

Table F-3. Number of changes and percentage of records affected during the computer edits of the Public School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0121	1-10a	2,224	35.52	2,224	35.52	0	0.00	0	0.00	6,261
S0122	1-10b	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0123	1-10c	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0124	1-11	11	0.18	0	0.00	11	0.18	0	0.00	6,261
S1900	1-12, No change	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1901	1-12, Canceled	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1902	1-12, Online	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1903	1-12, Paper	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1904	1-12, Other	19	0.30	19	0.30	0	0.00	0	0.00	6,261
S5904	1-12, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0600	1-13	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0125	1-14	80	1.28	80	1.28	0	0.00	0	0.00	6,261
S1905	1-15	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0134	1-16a	17	0.27	17	0.27	0	0.00	0	0.00	6,261
S0135	1-16b	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0136	1-16c, STEM	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0137	1-16c, Perf Arts	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0138	1-16c, Gifted	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0139	1-16c, Foreign	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0140	1-16c, Other	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0141	1-17a	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0142	1-17b	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0144	1-18a	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0145	1-18b	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0146	1-18c	21	0.34	21	0.34	0	0.00	0	0.00	6,261
S0147	1-18d	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0200	2-1a	8	0.13	5	0.08	3	0.05	0	0.00	6,261

See notes at end of table.

Table F-3. Number of changes and percentage of records affected during the computer edits of the Public School Data File: 2020–21—Continued

Variable		Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0201	2-1b	1,183	18.89	1,087	17.36	96	1.53	0	0.00	6,261
S0202	2-1c	321	5.13	10	0.16	311	4.97	0	0.00	6,261
S1210	2-2a_FT	40	0.64	30	0.48	4	0.06	6	0.10	6,261
S1211	2-2a_PT	3,850	61.49	3,598	57.47	252	4.02	0	0.00	6,261
S1212	2-2b_FT	149	2.38	110	1.76	39	0.62	0	0.00	6,261
S1213	2-2b_PT	3,495	55.82	3,306	52.80	188	3.00	1	0.02	6,261
S1214	2-2c_FT	711	11.36	348	5.56	356	5.69	7	0.11	6,261
S1215	2-2c_PT	3,204	51.17	3,056	48.81	135	2.16	13	0.21	6,261
S1216	2-2d_FT	797	12.73	307	4.90	490	7.83	0	0.00	6,261
S1217	2-2d_PT	3,383	54.03	3,218	51.40	165	2.64	0	0.00	6,261
S1252	2-2e_FT	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1253	2-2e_PT	3,247	51.86	3,131	50.01	116	1.85	0	0.00	6,261
S1254	2-2f_FT	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1255	2-2f_PT	3,026	48.33	2,893	46.21	133	2.12	0	0.00	6,261
S1218	2-2g_1_FT	504	8.05	131	2.09	357	5.70	16	0.26	6,261
S1219	2-2g_1_PT	3,386	54.08	3,371	53.84	11	0.18	4	0.06	6,261
S1220	2-2g_2_FT	939	15.00	930	14.85	8	0.13	1	0.02	6,261
S1221	2-2g_2_PT	3,070	49.03	3,053	48.76	15	0.24	2	0.03	6,261
S1222	2-2g_3_FT	1,327	21.19	1,313	20.97	14	0.22	0	0.00	6,261
S1223	2-2g_3_PT	2,977	47.55	2,932	46.83	44	0.70	1	0.02	6,261
S1224	2-2g_4_FT	1,633	26.08	1,627	25.99	6	0.10	0	0.00	6,261
S1225	2-2g_4_PT	2,610	41.69	2,556	40.82	52	0.83	2	0.03	6,261
S1226	2-2g_5_FT	1,438	22.97	1,433	22.89	4	0.06	1	0.02	6,261
S1227	2-2g_5_PT	2,531	40.42	2,495	39.85	29	0.46	7	0.11	6,261
S1228	2-2g_6_FT	1,802	28.78	1,781	28.45	21	0.34	0	0.00	6,261
S1229	2-2g_6_PT	3,134	50.06	3,026	48.33	86	1.37	22	0.35	6,261
S1230	2-2h_1_FT	207	3.31	207	3.31	0	0.00	0	0.00	6,261
S1231	2-2h_1_PT	3,211	51.29	3,211	51.29	0	0.00	0	0.00	6,261

See notes at end of table.

Table F-3. Number of changes and percentage of records affected during the computer edits of the Public School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1232	2-2h_2_FT	419	6.69	419	6.69	0	0.00	0	0.00	6,261
S1233	2-2h_2_PT	2,971	47.45	2,971	47.45	0	0.00	0	0.00	6,261
S1234	2-2h_3_FT	319	5.10	319	5.10	0	0.00	0	0.00	6,261
S1235	2-2h_3_PT	3,313	52.91	3,313	52.91	0	0.00	0	0.00	6,261
S1238	2-2h_4_FT	508	8.11	508	8.11	0	0.00	0	0.00	6,261
S1239	2-2h_4_PT	3,222	51.46	3,222	51.46	0	0.00	0	0.00	6,261
S1242	2-2h_5_FT	241	3.85	241	3.85	0	0.00	0	0.00	6,261
S1243	2-2h_5_PT	3,197	51.06	3,197	51.06	0	0.00	0	0.00	6,261
S1246	2-2i_FT	74	1.18	63	1.01	11	0.18	0	0.00	6,261
S1247	2-2i_PT	3,455	55.18	3,455	55.18	0	0.00	0	0.00	6,261
S1248	2-2j_FT	296	4.73	296	4.73	0	0.00	0	0.00	6,261
S1249	2-2j_PT	3,117	49.78	3,117	49.78	0	0.00	0	0.00	6,261
S1250	2-2k_FT	111	1.77	111	1.77	0	0.00	0	0.00	6,261
S1251	2-2k_PT	3,288	52.52	3,288	52.52	0	0.00	0	0.00	6,261
S1256	2-2l_FT	75	1.20	75	1.20	0	0.00	0	0.00	6,261
S1257	2-2l_PT	3,246	51.84	3,246	51.84	0	0.00	0	0.00	6,261
S1258	2-2m_FT	437	6.98	437	6.98	0	0.00	0	0.00	6,261
S1259	2-2m_PT	3,076	49.13	3,076	49.13	0	0.00	0	0.00	6,261
S1260	2-2n_FT	33	0.53	33	0.53	0	0.00	0	0.00	6,261
S1261	2-2n_PT	3,219	51.41	3,219	51.41	0	0.00	0	0.00	6,261
S1262	2-2o_FT	165	2.64	131	2.09	34	0.54	0	0.00	6,261
S1263	2-2o_PT	3,314	52.93	3,314	52.93	0	0.00	0	0.00	6,261
S1264	2-3a_1	6	0.10	0	0.00	6	0.10	0	0.00	6,261
S1265	2-3a_2	34	0.54	0	0.00	34	0.54	0	0.00	6,261
S1267	2-3b_1	64	1.02	0	0.00	64	1.02	0	0.00	6,261
S1268	2-3b_2	100	1.60	0	0.00	100	1.60	0	0.00	6,261
S1269	2-3b_3	149	2.38	0	0.00	149	2.38	0	0.00	6,261

See notes at end of table.

Table F-3. Number of changes and percentage of records affected during the computer edits of the Public School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1270	2-3b_4	56	0.89	0	0.00	56	0.89	0	0.00	6,261
S1271	2-4a	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1272	2-4_1	357	5.70	357	5.70	0	0.00	0	0.00	6,261
S1273	2-4_2	93	1.49	0	0.00	93	1.49	0	0.00	6,261
S1274	2-4_3	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1275	2-4_4	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1276	2-4_5	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1277	2-4_6	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1278	2-4_7	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1279	2-4_8	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1280	2-4_9	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1281	2-4_10	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1282	2-4_11	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1283	2-4_12	264	4.22	264	4.22	0	0.00	0	0.00	6,261
S1284	2-4_13	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1287	2-5a	55	0.88	39	0.62	16	0.26	0	0.00	6,261
S1285	2-5b	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1286	2-5c	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0300	3-1	88	1.41	0	0.00	88	1.41	0	0.00	6,261
S0301	3-2	28	0.45	28	0.45	0	0.00	0	0.00	6,261
S0302	3-3	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0400	4-1a	15	0.24	15	0.24	0	0.00	0	0.00	6,261
S0401	4-1b	42	0.67	32	0.51	10	0.16	0	0.00	6,261
S0402	4-2a	308	4.92	119	1.90	185	2.95	4	0.06	6,261
S0403	4-2b(1)	1,544	24.66	845	13.50	678	10.83	21	0.34	6,261
S0404	4-2b(2)	1,799	28.73	1,130	18.05	664	10.61	5	0.08	6,261
S0405	4-2b(3)	2,149	34.32	1,619	25.86	526	8.40	4	0.06	6,261
S0406	4-2b(4)	1,904	30.41	1,345	21.48	554	8.85	5	0.08	6,261

See notes at end of table.

Table F-3. Number of changes and percentage of records affected during the computer edits of the Public School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0421	4-3a	84	1.34	72	1.15	12	0.19	0	0.00	6,261
S0422	4-3b	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0423	4-4	103	1.65	103	1.65	0	0.00	0	0.00	6,261
S0424	4-5a	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0425	4-5b	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0409	4-6a	43	0.69	39	0.62	4	0.06	0	0.00	6,261
S0410	4-6b	2,178	34.79	2,178	34.79	0	0.00	0	0.00	6,261
S0408	4-6b(1)	37	0.59	0	0.00	37	0.59	0	0.00	6,261
S0426	4-6b(2)	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0427	4-6c	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0428	4-6d	48	0.77	0	0.00	48	0.77	0	0.00	6,261
S0429	4-6e	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0412	4-7	185	2.95	70	1.12	110	1.76	5	0.08	6,261
S0416	4-8a	426	6.80	0	0.00	426	6.80	0	0.00	6,261
S0414	4-8b	40	0.64	0	0.00	40	0.64	0	0.00	6,261
S0417	4-9a	14	0.22	0	0.00	14	0.22	0	0.00	6,261
S0418	4-9b	52	0.83	0	0.00	52	0.83	0	0.00	6,261
S0419	4-9c	124	1.98	0	0.00	124	1.98	0	0.00	6,261
S0420	4-10	12	0.19	0	0.00	12	0.19	0	0.00	6,261

NOTE: S0131 and S0132 are eventually dropped from data product files as the start times and end times for schools are converted to military time. S1271 is a web experimental item that only a subset of web respondents encountered and is also dropped from the data product files.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Documentation Data File,” 2020–21.

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private School Data File: 2020–21

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1906	Qcover_page	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0114	Q1-1a, Ungraded	1,243	71.07	1,208	69.07	35	2.00	0	0.00	1,749
S0150	Q1-1a, Ungraded	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0100	Q1-1b, PK/Nursery	742	42.42	720	41.17	22	1.26	0	0.00	1,749
S0151	Q1-1b, PK/Nursery	3	0.17	0	0.00	3	0.17	0	0.00	1,749
S0101	Q1-1c, KG	556	31.79	538	30.76	16	0.91	2	0.11	1,749
S0152	Q1-1c, KG	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0148	Q1-1d, TK	1,230	70.33	1,195	68.32	35	2.00	0	0.00	1,749
S0153	Q1-1d, TK	1	0.06	0	0.00	1	0.06	0	0.00	1,749
S0149	Q1-1e, TF	1,271	72.67	1,236	70.67	34	1.94	1	0.06	1,749
S0154	Q1-1e, TF	1	0.06	0	0.00	1	0.06	0	0.00	1,749
S0102	Q1-1f, 1st	506	28.93	491	28.07	15	0.86	0	0.00	1,749
S0155	Q1-1f, 1st	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0103	Q1-1g, 2nd	503	28.76	489	27.96	14	0.80	0	0.00	1,749
S0156	Q1-1g, 2nd	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0104	Q1-1h, 3rd	499	28.53	485	27.73	14	0.80	0	0.00	1,749
S0157	Q1-1h, 3rd	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0105	Q1-1i, 4th	503	28.76	489	27.96	14	0.80	0	0.00	1,749
S0158	Q1-1i, 4th	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0106	Q1-1j, 5th	493	28.19	477	27.27	16	0.91	0	0.00	1,749
S0159	Q1-1j, 5th	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0107	Q1-1k, 6th	485	27.73	472	26.99	13	0.74	0	0.00	1,749
S0160	Q1-1k, 6th	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0108	Q1-1l, 7th	457	26.13	444	25.39	13	0.74	0	0.00	1,749
S0161	Q1-1l, 7th	3	0.17	0	0.00	3	0.17	0	0.00	1,749
S0109	Q1-1m, 8th	456	26.07	443	25.33	13	0.74	0	0.00	1,749
S0162	Q1-1m, 8th	3	0.17	0	0.00	3	0.17	0	0.00	1,749
S0110	Q1-1n, 9th	554	31.68	533	30.47	21	1.20	0	0.00	1,749

See notes at end of table.

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0163	Q1-1n, 9th	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0111	Q1-1o, 10th	565	32.30	545	31.16	20	1.14	0	0.00	1,749
S0164	Q1-1o, 10th	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0112	Q1-1p, 11th	575	32.88	555	31.73	20	1.14	0	0.00	1,749
S0165	Q1-1p, 11th	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0113	Q1-1q, 12th	583	33.33	564	32.25	19	1.09	0	0.00	1,749
S0166	Q1-1q, 12th	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S4000	Q1-1_sum	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S4115	Q1-2	41	2.34	0	0.00	41	2.34	0	0.00	1,749
S0167	Q1-3a	715	40.88	0	0.00	715	40.88	0	0.00	1,749
S0168	Q1-3b	866	49.51	0	0.00	865	49.46	1	0.06	1,749
S0169	Q1-3c	865	49.46	0	0.00	865	49.46	0	0.00	1,749
S0170	Q1-3d	865	49.46	0	0.00	865	49.46	0	0.00	1,749
S0171	Q1-3e	865	49.46	0	0.00	865	49.46	0	0.00	1,749
S0172	Q1-3f	865	49.46	0	0.00	865	49.46	0	0.00	1,749
S0173	Q1-3g	865	49.46	0	0.00	865	49.46	0	0.00	1,749
S0319	Q1-3 Total	1,255	71.76	14	0.80	1029	58.83	212	12.12	1,749
S0174	Q1-4a	6	0.34	2	0.11	4	0.23	0	0.00	1,749
S0175	Q1-4b	53	3.03	0	0.00	53	3.03	0	0.00	1,749
S0176	Q1-5a	19	1.09	15	0.86	3	0.17	1	0.06	1,749
S0177	Q1-5b	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0322	Q1-5c	696	39.79	680	38.88	16	0.91	0	0.00	1,749
S0178	Q1-5d	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0179	Q1-5e	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0117	Q1-6, Start	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0131	Q1-6, a.m./p.m.	4	0.23	0	0.00	4	0.23	0	0.00	1,749
S0118	Q1-6, End	1	0.06	0	0.00	1	0.06	0	0.00	1,749

See notes at end of table

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0132	Q1-6, am/pm	22	1.26	0	0.00	22	1.26	0	0.00	1,749
S0133	Q1-7	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0119	Q1-8	34	1.94	34	1.94	0	0.00	0	0.00	1,749
S0120	Q1-9	24	1.37	0	0.00	24	1.37	0	0.00	1,749
S5120	Q1-9, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0121	Q1-10a	761	43.51	725	41.45	35	2.00	1	0.06	1,749
S0122	Q1-10b	1	0.06	0	0.00	1	0.06	0	0.00	1,749
S0123	Q1-10c	1	0.06	0	0.00	1	0.06	0	0.00	1,749
S0124	Q1-11	1	0.06	0	0.00	1	0.06	0	0.00	1,749
S1900	Q1-12, No change	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1901	Q1-12, Canceled	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1902	Q1-12, Online	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1903	Q1-12, Paper	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1904	Q1-12, Other	11	0.63	11	0.63	0	0.00	0	0.00	1,749
S5904	Q1-12, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0600	Q1-13	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0125	Q1-14	26	1.49	26	1.49	0	0.00	0	0.00	1,749
S1905	Q1-15	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0141	Q1-16a	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0142	Q1-16b	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0144	Q1-17a	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0145	Q1-17b	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0146	Q1-17c	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0147	Q1-17d	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0184	Q1-18a	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0185	Q1-18b	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0800	Q1-19a	2	0.11	1	0.06	1	0.06	0	0.00	1,749

See notes at end of table

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0802	Q1-19b	1	0.06	0	0.00	1	0.06	0	0.00	1,749
S0803	Q1-20	3	0.17	3	0.17	0	0.00	0	0.00	1,749
S0804	Q1-21a	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0805	Q1-21b	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0806	Q1-22	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0186	Q1-23a	28	1.60	28	1.60	0	0.00	0	0.00	1,749
S0187	Q1-23b	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0188	Q1-23c	1	0.06	0	0.00	1	0.06	0	0.00	1,749
S5188	Q1-23c, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0189	Q1-23c, Catholic	1	0.06	0	0.00	1	0.06	0	0.00	1,749
S0190	Q1-24, none	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0191	Q1-24, ACE	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0192	Q1-24, AACS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0193	Q1-24, ACSI	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0194	Q1-24, ACTS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0195	Q1-24, ACCS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0196	Q1-24, CSI	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0320	Q1-24, CISNA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0197	Q1-24, ELEA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0198	Q1-24, FCE	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0199	Q1-24, GCSDAC	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0287	Q1-24, ISLA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0288	Q1-24, JSEA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0289	Q1-24, NAES	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0290	Q1-24, NCEA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0291	Q1-24, NCSA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0292	Q1-24, Torah Umesorah	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0293	Q1-24, ORUEF	0	0.00	0	0.00	0	0.00	0	0.00	1,749

See notes at end of table

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0321	Q1-24, PRIZMAH	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0296	Q1-24, SBACS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0297	Q1-24, Other	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S5297	Q1-24, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0298	Q1-24, AMS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0299	Q1-24, AMI	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0303	Q1-24, Other Montessori	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0304	Q1-24, AMCS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0305	Q1-24, AWSNA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0306	Q1-24, NAPSEC	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0307	Q1-24, Other exceptional	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0308	Q1-24, ECIS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0309	Q1-24, NAEYC	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0310	Q1-24, NALS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0311	Q1-24, NCGS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0312	Q1-24, Other	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S5312	Q1-24, Other special emphasis, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0313	Q1-24, ASN	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0314	Q1-24, NAIS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0315	Q1-24, Independent school association	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0316	Q1-24, NIPSA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0317	Q1-24, TABS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0318	Q1-24, Other associations	0	0.00	0	0.00	0	0.00	0	0.00	1,749

See notes at end of table

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S5318	Q1-24, Other associations, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0200	Q2-1, FT	19	1.09	0	0.00	19	1.09	0	0.00	1,749
S0180	Q2-1, 3/4	200	11.44	0	0.00	200	11.44	0	0.00	1,749
S0181	Q2-1, 1/2	198	11.32	0	0.00	198	11.32	0	0.00	1,749
S0182	Q2-1, 1/4	201	11.49	0	0.00	201	11.49	0	0.00	1,749
S0183	Q2-1, less than 1/4	201	11.49	0	0.00	201	11.49	0	0.00	1,749
S0202	Q2-1, total	258	14.75	4	0.23	242	13.84	12	0.69	1,749
S1210	Q2-2a_FT	44	2.52	20	1.14	9	0.51	15	0.86	1,749
S1211	Q2-2a_PT	975	55.75	761	43.51	214	12.24	0	0.00	1,749
S1212	Q2-2b_FT	200	11.44	51	2.92	146	8.35	3	0.17	1,749
S1213	Q2-2b_PT	892	51.00	711	40.65	176	10.06	5	0.29	1,749
S1214	Q2-2c_FT	473	27.04	330	18.87	124	7.09	19	1.09	1,749
S1215	Q2-2c_PT	772	44.14	681	38.94	75	4.29	16	0.91	1,749
S1216	Q2-2d_FT	515	29.45	242	13.84	272	15.55	1	0.06	1,749
S1217	Q2-2d_PT	781	44.65	703	40.19	76	4.35	2	0.11	1,749
S1252	Q2-2e, FT	551	31.50	551	31.50	0	0	0	0.00	1,749
S1253	Q2-2e_PT	709	40.54	709	40.54	0	0.00	0	0.00	1,749
S1254	Q2-2f_FT	430	24.59	430	24.59	0	0.00	0	0.00	1,749
S1255	Q2-2f_PT	632	36.13	632	36.13	0	0.00	0	0.00	1,749
S1218	Q2-2g_1_FT	415	23.73	415	23.73	0	0.00	0	0.00	1,749
S1219	Q2-2g_1_PT	734	41.97	724	41.40	7	0.40	3	0.17	1,749
S1220	Q2-2g_2_FT	460	26.30	458	26.19	2	0.11	0	0.00	1,749
S1221	Q2-2g_2_PT	714	40.82	705	40.31	5	0.29	4	0.23	1,749
S1222	Q2-2g_3_FT	559	31.96	558	31.90	1	0.06	0	0.00	1,749
S1223	Q2-2g_3_PT	733	41.91	706	40.37	24	1.37	3	0.17	1,749
S1224	Q2-2g_4_FT	552	31.56	551	31.50	1	0.06	0	0.00	1,749
S1225	Q2-2g_4_PT	735	42.02	713	40.77	22	1.26	0	0.00	1,749

See notes at end of table

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1226	Q2-2g_5_FT	568	32.48	567	32.42	1	0.06	0	0.00	1,749
S1227	Q2-2g_5_PT	715	40.88	696	39.79	18	1.03	1	0.06	1,749
S1228	Q2-2g_6_FT	537	30.70	535	30.59	2	0.11	0	0.00	1,749
S1229	Q2-2g_6_PT	730	41.74	708	40.48	16	0.91	6	0.34	1,749
S1230	Q2-2h_1_FT	53	3.03	0	0.00	53	3.03	0	0.00	1,749
S1231	Q2-2h_1_PT	721	41.22	687	39.28	34	1.94	0	0.00	1,749
S1232	Q2-2h_2_FT	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1233	Q2-2h_2_PT	718	41.05	718	41.05	0	0.00	0	0.00	1,749
S1234	Q2-2h_3_FT	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1235	Q2-2h_3_PT	715	40.88	715	40.88	0	0.00	0	0.00	1,749
S1238	Q2-2h_4_FT	180	10.29	180	10.29	0	0.00	0	0.00	1,749
S1239	Q2-2h_4_PT	780	44.60	780	44.60	0	0.00	0	0.00	1,749
S1242	Q2-2h_5_FT	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1243	Q2-2h_5_PT	686	39.22	686	39.22	0	0.00	0	0.00	1,749
S1246	Q2-2i_FT	49	2.80	0	0.00	49	2.80	0	0.00	1,749
S1247	Q2-2i_PT	794	45.40	794	45.40	0	0.00	0	0.00	1,749
S1248	Q2-2j_FT	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1249	Q2-2j_PT	674	38.54	674	38.54	0	0.00	0	0.00	1,749
S1250	Q2-2k_FT	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1251	Q2-2k_PT	713	40.77	713	40.77	0	0.00	0	0.00	1,749
S1256	Q2-2l_FT	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1257	Q2-2l_PT	725	41.45	725	41.45	0	0.00	0	0.00	1,749
S1258	Q2-2m_FT	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1259	Q2-2m_PT	711	40.65	711	40.65	0	0.00	0	0.00	1,749
S1260	Q2-2n_FT	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1261	Q2-2n_PT	713	40.77	713	40.77	0	0.00	0	0.00	1,749
S1262	Q2-2o_FT	78	4.46	0	0.00	78	4.46	0	0.00	1,749
S1263	Q2-2o_PT	742	42.42	742	42.42	0	0.00	0	0.00	1,749

See notes at end of table

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1264	Q2-3a_1	5	0.29	0	0.00	5	0.29	0	0.00	1,749
S1265	Q2-3a_2	17	0.97	0	0.00	17	0.97	0	0.00	1,749
S1266	Q2-3a_3	32	1.83	0	0.00	32	1.83	0	0.00	1,749
S1267	Q2-3b_1	15	0.86	0	0.00	15	0.86	0	0.00	1,749
S1268	Q2-3b_2	27	1.54	0	0.00	27	1.54	0	0.00	1,749
S1269	Q2-3b_3	39	2.23	0	0.00	39	2.23	0	0.00	1,749
S1270	Q2-3b_4	10	0.57	0	0.00	10	0.57	0	0.00	1,749
S1271	Q2-4a	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1272	Q2-4_1	117	6.69	117	6.69	0	0.00	0	0.00	1,749
S1273	Q2-4_2	60	3.43	0	0.00	60	3.43	0	0.00	1,749
S1274	Q2-4_3	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1275	Q2-4_4	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1276	Q2-4_5	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1277	Q2-4_6	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1278	Q2-4_7	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1279	Q2-4_8	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1280	Q2-4_9	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1281	Q2-4_10	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1282	Q2-4_11	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1283	Q2-4_12	35	2.00	35	2.00	0	0.00	0	0.00	1,749
S1284	Q2-4_13	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1287	Q2-5a	45	2.57	42	2.40	3	0.17	0	0.00	1,749
S1285	Q2-5b	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1286	Q2-5c	1	0.06	0	0.00	1	0.06	0	0.00	1,749
S0300	Q3-1	7	0.40	5	0.29	2	0.11	0	0.00	1,749
S0301	Q3-2	19	1.09	19	1.09	0	0.00	0	0.00	1,749
S0302	Q3-3	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0400	Q4-1a	59	3.37	59	3.37	0	0.00	0	0.00	1,749
S0401	Q4-1b	55	3.14	44	2.52	11	0.63	0	0.00	1,749

See notes at end of table

Table F-4. Number of changes and percentage of records affected during the computer edits of the Private School Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0402	Q4-2a	180	10.29	101	5.77	75	4.29	4	0.23	1,749
S0403	Q4-2b(1)	169	9.66	86	4.92	82	4.69	1	0.06	1,749
S0404	Q4-2b(2)	487	27.84	427	24.41	60	3.43	0	0.00	1,749
S0405	Q4-2b(3)	518	29.62	482	27.56	36	2.06	0	0.00	1,749
S0406	Q4-2b(4)	534	30.53	501	28.64	33	1.89	0	0.00	1,749
S0421	Q4-3a	33	1.89	25	1.43	8	0.46	0	0.00	1,749
S0422	Q4-3b	2	0.11	2	0.11	0	0.00	0	0.00	1,749
S0423	Q4-4	27	1.54	27	1.54	0	0.00	0	0.00	1,749
S0424	Q4-5a	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0425	Q4-5b	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0409	Q4-6a	47	2.69	47	2.69	0	0.00	0	0.00	1,749
S0410	Q4-6b	881	50.37	881	50.37	0	0.00	0	0.00	1,749
S0408	Q4-6b(1)	55	3.14	0	0.00	55	3.14	0	0.00	1,749
S0426	Q4-6b(2)	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0427	Q4-6c	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0412	Q4-7	34	1.94	15	0.86	19	1.09	0	0.00	1,749
S0416	Q4-8a	19	1.09	0	0.00	19	1.09	0	0.00	1,749
S0414	Q4-8b	7	0.40	0	0.00	7	0.40	0	0.00	1,749
S0417	Q4-9a	4	0.23	0	0.00	4	0.23	0	0.00	1,749
S0418	Q4-9b	8	0.46	0	0.00	8	0.46	0	0.00	1,749
S0419	Q4-9c	18	1.03	0	0.00	18	1.03	0	0.00	1,749

NOTE: S0131 and S0132 are eventually dropped from data product files as the start times and end times for schools are converted to military time. S1271 is a web experimental item for only a subset of web respondents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School Teacher Documentation Data File,” 2020–21.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1914	Qcover_page	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0100	Q1-1	110	0.28	110	0.28	0	0.00	0	0.00	39,633
T0101	Q1-2	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0102	Q1-3	1	0.00	1	0.00	0	0.00	0	0.00	39,633
T0103	Q1-4	1,149	2.90	1,149	2.90	0	0.00	0	0.00	39,633
T0106	Q1-5	470	1.19	470	1.19	0	0.00	0	0.00	39,633
T5106	Q1-5, specify	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0104	Q1-6, Month	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0105	Q1-6, Year	5	0.01	5	0.01	0	0.00	0	0.00	39,633
T0107	Q1-7, Month	32	0.08	0	0.00	32	0.08	0	0.00	39,633
T0108	Q1-7, Year	153	0.39	20	0.05	120	0.30	13	0.03	39,633
T0110	Q1-8	2,640	6.66	2,589	6.53	41	0.10	10	0.03	39,633
T0109	Q1-9	39	0.10	0	0.00	39	0.10	0	0.00	39,633
T0200	Q2-1, PK	12	0.03	12	0.03	0	0.00	0	0.00	39,633
T0201	Q2-1, KG	17	0.04	17	0.04	0	0.00	0	0.00	39,633
T0202	Q2-1, 1st	25	0.06	25	0.06	0	0.00	0	0.00	39,633
T0203	Q2-1, 2nd	27	0.07	27	0.07	0	0.00	0	0.00	39,633
T0204	Q2-1, 3rd	40	0.10	40	0.10	0	0.00	0	0.00	39,633
T0205	Q2-1, 4th	53	0.13	53	0.13	0	0.00	0	0.00	39,633
T0206	Q2-1, 5th	59	0.15	59	0.15	0	0.00	0	0.00	39,633
T0207	Q2-1, 6th	112	0.28	112	0.28	0	0.00	0	0.00	39,633
T0208	Q2-1, 7th	139	0.35	139	0.35	0	0.00	0	0.00	39,633
T0209	Q2-1, 8th	122	0.31	122	0.31	0	0.00	0	0.00	39,633
T0210	Q2-1, 9th	257	0.65	257	0.65	0	0.00	0	0.00	39,633
T0211	Q2-1, 10th	202	0.51	202	0.51	0	0.00	0	0.00	39,633
T0212	Q2-1, 11th	121	0.31	121	0.31	0	0.00	0	0.00	39,633
T0213	Q2-1, 12th	108	0.27	108	0.27	0	0.00	0	0.00	39,633
T0214	Q2-1, UG	1,503	3.79	1,503	3.79	0	0.00	0	0.00	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0215	Q2-2	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0216	Q2-3	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0217	Q2-4, code	90	0.23	0	0.00	90	0.23	0	0.00	39,633
T5217	Q2-4, label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0218	Q2-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0219	Q2-6a	103	0.26	103	0.26	0	0.00	0	0.00	39,633
T0220	Q2-6b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0221	Q2-7	24	0.06	24	0.06	0	0.00	0	0.00	39,633
T0222	Q2-8	36,280	91.54	36,258	91.48	22	0.06	0	0.00	39,633
T0223	Q2-9	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0224	Q2-10	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0270	Q2-11a	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0271	Q2-11a, days	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0272	Q2-11b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0273	Q2-11b, days	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0274	Q2-11c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0275	Q2-11c, days	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0276	Q2-11d	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0277	Q2-11d, days	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0278	Q2-11e	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0279	Q2-11e, days	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0230	Q2-12	1,367	3.45	1,357	3.42	0	0.00	10	0.03	39,633
T0240	Q2-13a(1)	318	0.80	15	0.04	284	0.72	19	0.05	39,633
T5240	Q2-13b(1)	32	0.08	32	0.08	0	0.00	0	0.00	39,633
T0250	Q2-13c(1)	843	2.13	11	0.03	830	2.09	2	0.01	39,633
T0260	Q2-13d(1)	64	0.16	26	0.07	22	0.06	16	0.04	39,633
T0241	Q2-13a(2)	333	0.84	17	0.04	305	0.77	11	0.03	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T5241	Q2-13b(2)	27	0.07	27	0.07	0	0.00	0	0.00	39,633
T0251	Q2-13c(2)	931	2.35	10	0.03	920	2.32	1	0.00	39,633
T0261	Q2-13d(2)	62	0.16	24	0.06	29	0.07	9	0.02	39,633
T0242	Q2-13a(3)	327	0.83	22	0.06	295	0.74	10	0.03	39,633
T5242	Q2-13b(3)	31	0.08	31	0.08	0	0.00	0	0.00	39,633
T0252	Q2-13c(3)	947	2.39	11	0.03	935	2.36	1	0.00	39,633
T0262	Q2-13d(3)	56	0.14	27	0.07	21	0.05	8	0.02	39,633
T0243	Q2-13a(4)	309	0.78	14	0.04	286	0.72	9	0.02	39,633
T5243	Q2-13b(4)	23	0.06	23	0.06	0	0.00	0	0.00	39,633
T0253	Q2-13c(4)	888	2.24	10	0.03	877	2.21	1	0.00	39,633
T0263	Q2-13d(4)	49	0.12	24	0.06	18	0.05	7	0.02	39,633
T0244	Q2-13a(5)	290	0.73	12	0.03	270	0.68	8	0.02	39,633
T5244	Q2-13b(5)	20	0.05	20	0.05	0	0.00	0	0.00	39,633
T0254	Q2-13c(5)	774	1.95	9	0.02	765	1.93	0	0.00	39,633
T0264	Q2-13d(5)	36	0.09	13	0.03	15	0.04	8	0.02	39,633
T0245	Q2-13a(6)	274	0.69	15	0.04	248	0.63	11	0.03	39,633
T5245	Q2-13b(6)	23	0.06	23	0.06	0	0.00	0	0.00	39,633
T0255	Q2-13c(6)	584	1.47	8	0.02	576	1.45	0	0.00	39,633
T0265	Q2-13d(6)	40	0.10	17	0.04	12	0.03	11	0.03	39,633
T0246	Q2-13a(7)	228	0.58	5	0.01	219	0.55	4	0.01	39,633
T5246	Q2-13b(7)	8	0.02	8	0.02	0	0.00	0	0.00	39,633
T0256	Q2-13c(7)	344	0.87	5	0.01	339	0.86	0	0.00	39,633
T0266	Q2-13d(7)	25	0.06	8	0.02	13	0.03	4	0.01	39,633
T0247	Q2-13a(8)	212	0.53	3	0.01	207	0.52	2	0.01	39,633
T5247	Q2-13b(8)	5	0.01	5	0.01	0	0.00	0	0.00	39,633
T0257	Q2-13c(8)	256	0.65	2	0.01	254	0.64	0	0.00	39,633
T0267	Q2-13d(8)	15	0.04	3	0.01	10	0.03	2	0.01	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0248	Q2-13a(9)	195	0.49	1	0.00	194	0.49	0	0.00	39,633
T5248	Q2-13b(9)	1	0.00	1	0.00	0	0.00	0	0.00	39,633
T0258	Q2-13c(9)	229	0.58	1	0.00	228	0.58	0	0.00	39,633
T0268	Q2-13d(9)	9	0.02	1	0.00	8	0.02	0	0.00	39,633
T0249	Q2-13a(10)	195	0.49	0	0.00	194	0.49	1	0.00	39,633
T5249	Q2-13b(10)	1	0.00	1	0.00	0	0.00	0	0.00	39,633
T0259	Q2-13c(10)	216	0.55	0	0.00	216	0.55	0	0.00	39,633
T0269	Q2-13d(10)	7	0.02	0	0.00	6	0.02	1	0.00	39,633
T0300	Q3-1a	55	0.14	42	0.11	13	0.03	0	0.00	39,633
T5301	Q3-1b, name	19	0.05	19	0.05	0	0.00	0	0.00	39,633
T5302	Q3-1b, city	18	0.05	18	0.05	0	0.00	0	0.00	39,633
T5303	Q3-1b, state	17	0.04	17	0.04	0	0.00	0	0.00	39,633
T0304	Q3-1b, outside U.S.	1	0.00	1	0.00	0	0.00	0	0.00	39,633
T0305	Q3-1c	26	0.07	26	0.07	0	0.00	0	0.00	39,633
T0306	Q3-1d	21	0.05	21	0.05	0	0.00	0	0.00	39,633
T0307	Q3-1e, code	21	0.05	21	0.05	0	0.00	0	0.00	39,633
T5307	Q3-1e, label	20	0.05	20	0.05	0	0.00	0	0.00	39,633
T0308	Q3-1f	912	2.30	595	1.50	316	0.80	1	0.00	39,633
T0309	Q3-1g, code	3	0.01	3	0.01	0	0.00	0	0.00	39,633
T5309	Q3-1g, label	3	0.01	3	0.01	0	0.00	0	0.00	39,633
T0310	Q3-1h	108	0.27	108	0.27	0	0.00	0	0.00	39,633
T0311	Q3-1i, code	1	0.00	1	0.00	0	0.00	0	0.00	39,633
T5311	Q3-1i, label	1	0.00	1	0.00	0	0.00	0	0.00	39,633
T0312	Q3-2a	304	0.77	102	0.26	201	0.51	1	0.00	39,633
T0313	Q3-2b	4	0.01	4	0.01	0	0.00	0	0.00	39,633
T0314	Q3-2c	30	0.08	30	0.08	0	0.00	0	0.00	39,633
T0315	Q3-2d	26	0.07	26	0.07	0	0.00	0	0.00	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0316	Q3-2e, code	23	0.06	23	0.06	0	0.00	0	0.00	39,633
T5316	Q3-2e, label	24	0.06	24	0.06	0	0.00	0	0.00	39,633
T0317	Q3-3	36,239	91.44	11,592	29.25	24,647	62.19	0	0.00	39,633
T0318	Q3-3b(1), code	20	0.05	20	0.05	0	0.00	0	0.00	39,633
T5318	Q3-3b(1), label	20	0.05	20	0.05	0	0.00	0	0.00	39,633
T0319	Q3-3d(1)	22	0.06	22	0.06	0	0.00	0	0.00	39,633
T0320	Q3-3b(2), code	4	0.01	4	0.01	0	0.00	0	0.00	39,633
T5320	Q3-3b(2), label	4	0.01	4	0.01	0	0.00	0	0.00	39,633
T0321	Q3-3d(2)	10	0.03	10	0.03	0	0.00	0	0.00	39,633
T0322	Q3-3b(3), code	306	0.77	306	0.77	0	0.00	0	0.00	39,633
T5322	Q3-3b(3), label	305	0.77	305	0.77	0	0.00	0	0.00	39,633
T0323	Q3-3c(3)	312	0.79	312	0.79	0	0.00	0	0.00	39,633
T0324	Q3-3d(3)	307	0.77	307	0.77	0	0.00	0	0.00	39,633
T0325	Q3-3b(4), code	137	0.35	137	0.35	0	0.00	0	0.00	39,633
T5325	Q3-3b(4), label	139	0.35	139	0.35	0	0.00	0	0.00	39,633
T0326	Q3-3c(4)	152	0.38	152	0.38	0	0.00	0	0.00	39,633
T0327	Q3-3d(4)	149	0.38	149	0.38	0	0.00	0	0.00	39,633
T0328	Q3-3b(5), code	48	0.12	48	0.12	0	0.00	0	0.00	39,633
T5328	Q3-3b(5), label	48	0.12	48	0.12	0	0.00	0	0.00	39,633
T0329	Q3-3c(5)	60	0.15	60	0.15	0	0.00	0	0.00	39,633
T0330	Q3-3d(5)	54	0.14	54	0.14	0	0.00	0	0.00	39,633
T0331	Q3-3b(6), code	62	0.16	62	0.16	0	0.00	0	0.00	39,633
T5331	Q3-3b(6), label	61	0.15	61	0.15	0	0.00	0	0.00	39,633
T0332	Q3-3c(6)	67	0.17	67	0.17	0	0.00	0	0.00	39,633
T0333	Q3-3d(6)	64	0.16	64	0.16	0	0.00	0	0.00	39,633
T0334	Q3-3b(7), code	29	0.07	29	0.07	0	0.00	0	0.00	39,633
T5334	Q3-3b(7), label	29	0.07	29	0.07	0	0.00	0	0.00	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0335	Q3-3c(7)	36	0.09	36	0.09	0	0.00	0	0.00	39,633
T0336	Q3-3d(7)	34	0.09	34	0.09	0	0.00	0	0.00	39,633
T0337	Q3-4a	146	0.37	146	0.37	0	0.00	0	0.00	39,633
T0338	Q3-4b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0339	Q3-4c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0340	Q3-5a	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0341	Q3-5b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0342	Q3-5c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0343	Q3-5d	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0344	Q3-5e	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0345	Q3-5f	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0346	Q3-5g	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0347	Q3-6a	164	0.41	164	0.41	0	0.00	0	0.00	39,633
T0348	Q3-6b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0349	Q3-6c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0400	Q4-1	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0401	Q4-2a	3	0.01	0	0.00	3	0.01	0	0.00	39,633
T0402	Q4-2b(1), code	3	0.01	0	0.00	3	0.01	0	0.00	39,633
T5402	Q4-2b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0403	Q4-2b(2), K-5	1	0.00	0	0.00	1	0.00	0	0.00	39,633
T0404	Q4-2b(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0405	Q4-2b(2), 9-12	1	0.00	0	0.00	1	0.00	0	0.00	39,633
T0406	Q4-2c	1,205	3.04	805	2.03	398	1.00	2	0.01	39,633
T0407	Q4-2d(1), code	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5407	Q4-2d(1), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0408	Q4-2d(1), K-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0409	Q4-2d(1), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0410	Q4-2d(1), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0411	Q4-2d(2), code	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5411	Q4-2d(2), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0412	Q4-2d(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0413	Q4-2d(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0414	Q4-2d(2), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0415	Q4-2d(3), code	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5415	Q4-2d(3), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0416	Q4-2d(3), K-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0417	Q4-2d(3), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0418	Q4-2d(3), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0419	Q4-2d(4), code	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5419	Q4-2d(4), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0420	Q4-2d(4), K-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0421	Q4-2d(4), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0422	Q4-2d(4), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0423	Q4-3a	1,035	2.61	780	1.97	254	0.64	1	0.00	39,633
T0424	Q4-3b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0425	Q4-3c(1), code	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5425	Q4-3c(1), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0426	Q4-3c(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0427	Q4-3c(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0428	Q4-3c(2), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0429	Q4-3d	1,070	2.70	246	0.62	824	2.08	0	0.00	39,633
T0430	Q4-3e(1), code	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5430	Q4-3e(1), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0431	Q4-3e(1), K-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0432	Q4-3e(1), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0433	Q4-3e(1), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0434	Q4-3e(2), code	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5434	Q4-3e(2), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0435	Q4-3e(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0436	Q4-3e(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0437	Q4-3e(2), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0438	Q4-3e(3), code	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5438	Q4-3e(3), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0439	Q4-3e(3), K-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0440	Q4-3e(3), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0441	Q4-3e(3), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0442	Q4-3e(4), code	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5442	Q4-3e(4), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0443	Q4-3e(4), K-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0444	Q4-3e(4), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0445	Q4-3e(4), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1500	Q5-1	35,786	90.29	35,786	90.29	0	0.00	0	0.00	39,633
T1501	Q5-2	125	0.32	125	0.32	0	0.00	0	0.00	39,633
T5502	Q5-3a	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5503	Q5-3b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1504	Q5-3c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1505	Q5-4a	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1506	Q5-4b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1507	Q5-4c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1508	Q5-4d	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1509	Q5-4e	0	0.00	0	0.00	0	0.00	0	0.00	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1510	Q5-4f	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1511	Q5-4g	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1512	Q5-4h	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1513	Q5-4i	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1514	Q5-4j	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1515	Q5-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1516	Q5-6a	14	0.04	0	0.00	14	0.04	0	0.00	39,633
T1517	Q5-6b	19	0.05	0	0.00	19	0.05	0	0.00	39,633
T1518	Q5-6c	20	0.05	0	0.00	20	0.05	0	0.00	39,633
T1519	Q5-6d	18	0.05	0	0.00	18	0.05	0	0.00	39,633
T1520	Q5-6e	24	0.06	0	0.00	24	0.06	0	0.00	39,633
T1521	Q5-6f	23	0.06	0	0.00	23	0.06	0	0.00	39,633
T1522	Q5-6g	11	0.03	0	0.00	11	0.03	0	0.00	39,633
T1523	Q5-7a	31	0.08	31	0.08	0	0.00	0	0.00	39,633
T1524	Q5-7b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1525	Q5-7c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1526	Q5-8a	7	0.02	0	0.00	7	0.02	0	0.00	39,633
T1527	Q5-8b	9	0.02	0	0.00	9	0.02	0	0.00	39,633
T1528	Q5-8c	13	0.03	0	0.00	13	0.03	0	0.00	39,633
T1529	Q5-8d	4	0.01	0	0.00	4	0.01	0	0.00	39,633
T1530	Q5-9	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1600	Q6-1	365	0.92	365	0.92	0	0.00	0	0.00	39,633
T1601	Q6-2	329	0.83	329	0.83	0	0.00	0	0.00	39,633
T1602	Q6-3	1,651	4.17	1,651	4.17	0	0.00	0	0.00	39,633
T1603	Q6-4a	87	0.22	0	0.00	87	0.22	0	0.00	39,633
T1604	Q6-4b	156	0.39	0	0.00	156	0.39	0	0.00	39,633
T1605	Q6-4c	201	0.51	0	0.00	201	0.51	0	0.00	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1606	Q6-4d	353	0.89	0	0.00	353	0.89	0	0.00	39,633
T1607	Q6-4e	203	0.51	0	0.00	203	0.51	0	0.00	39,633
T1608	Q6-4f	145	0.37	0	0.00	145	0.37	0	0.00	39,633
T1609	Q6-5	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1900	Q7-1, Not a teacher	224	0.57	224	0.57	0	0.00	0	0.00	39,633
T1901	Q7-1, No change	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1902	Q7-1, Canceled	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1903	Q7-1, Online	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1904	Q7-1, Paper	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1905	Q7-1, Other	66	0.17	66	0.17	0	0.00	0	0.00	39,633
T5905	Q7-1, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1906	Q7-2	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1907	Q7-3, No interactions	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1908	Q7-3, lessons	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1909	Q7-3, group sessions	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1910	Q7-3, One-on-one	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1911	Q7-3, Office Hours	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1912	Q7-3, Unscheduled	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1913	Q7-4	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1700	Q7-5a	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1701	Q7-5b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1702	Q7-5c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1703	Q7-5d	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1704	Q7-5e	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1705	Q7-5f	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1706	Q7-5g	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1707	Q7-6a	0	0.00	0	0.00	0	0.00	0	0.00	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1708	Q7-6b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1709	Q7-6c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1710	Q7-6d	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1711	Q7-6e	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1712	Q7-6f	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1713	Q7-7a	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1714	Q7-7b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1715	Q7-7c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1716	Q7-7d	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1717	Q7-7e	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1718	Q7-7f	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1719	Q7-7g	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1720	Q7-7h	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1721	Q7-7i	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1722	Q7-7j	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1723	Q7-7k	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1724	Q7-7l	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1725	Q7-7m	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1726	Q7-7n	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1727	Q7-7o	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1728	Q7-7p	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1729	Q7-7q	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1730	Q7-7r	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1731	Q7-8a	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1732	Q7-8b	0	0.00	0	0.00	0	0.00	0	0.00	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1733	Q7-8c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1734	Q7-8d	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1735	Q7-8e	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1736	Q7-8f	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1737	Q7-8g	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1738	Q7-8h	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1739	Q7-8i	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1740	Q7-8j	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1741	Q7-9a	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1742	Q7-9b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1743	Q7-9c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1744	Q7-9d	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1745	Q7-9e	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1746	Q7-9f	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1747	Q7-9g	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1748	Q7-10	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1749	Q7-11a	53	0.13	53	0.13	0	0.00	0	0.00	39,633
T1750	Q7-11b	57	0.14	57	0.14	0	0.00	0	0.00	39,633
T1751	Q7-11c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1752	Q7-12a	23	0.06	23	0.06	0	0.00	0	0.00	39,633
T1753	Q7-12b	43	0.11	43	0.11	0	0.00	0	0.00	39,633
T1754	Q7-12c	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1755	Q7-13	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1756	Q7-14	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0900	Q8-1a	101	0.25	100	0.25	1	0.00	0	0.00	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0901	Q8-1a, amt	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0902	Q8-1a(1)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0903	Q8-1b	1,196	3.02	1,184	2.99	12	0.03	0	0.00	39,633
T0904	Q8-1b, amt	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0905	Q8-1b(1)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0906	Q8-1c	113	0.29	100	0.25	13	0.03	0	0.00	39,633
T0907	Q8-1c, amt	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0908	Q8-2	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0909	Q8-3	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0910	Q8-4	169	0.43	157	0.40	12	0.03	0	0.00	39,633
T0911	Q8-4, amt	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0912	Q8-5	90	0.23	76	0.19	14	0.04	0	0.00	39,633
T0913	Q8-5, amt	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0914	Q8-6	129	0.33	115	0.29	14	0.04	0	0.00	39,633
T0915	Q8-6, amt	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0916	Q8-7a	320	0.81	308	0.78	12	0.03	0	0.00	39,633
T0917	Q8-7a, amt	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0918	Q8-7b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0919	Q8-8	68	0.17	55	0.14	13	0.03	0	0.00	39,633
T0920	Q8-8, amt	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0935	Q8-9	204	0.51	204	0.51	0	0.00	0	0.00	39,633
T0936	Q8-10	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0937	Q8-11	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0938	Q8-12	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0939	Q8-13a	0	0.00	0	0.00	0	0.00	0	0.00	39,633

See notes at end of table.

Table F-5. Number of changes and percentage of records affected during the computer edits of the Public School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0922	Q8-15a	122	0.31	122	0.31	0	0.00	0	0.00	39,633
T0923	Q8-15b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0924	Q9-1	301	0.76	0	0.00	301	0.76	0	0.00	39,633
T0928	Q9-2	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0929	Q9-3, White	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0930	Q9-3, Black	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0931	Q9-3, Asian	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0932	Q9-3, Pac Islander	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0933	Q9-3, Amer Indian	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0934	Q9-4	3,133	7.91	0	0.00	3,133	7.91	0	0.00	39,633

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Documentation Data File," 2020–21.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1914	Qcover_page	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0100	Q1-1	17	0.39	17	0.39	0	0.00	0	0.00	4,391
T0101	Q1-2	4,018	91.51	4,028	91.51	0	0.00	0	0.00	4,391
T0102	Q1-3	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T0103	Q1-4	56	1.28	56	1.28	0	0.00	0	0.00	4,391
T0106	Q1-5	60	1.37	60	1.37	0	0.00	0	0.00	4,391
T5106	Q1-5, specify	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0104	Q1-6, Month	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0105	Q1-6, Year	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0107	Q1-7, Month	2	0.05	0	0.00	2	0.05	0	0.00	4,391
T0108	Q1-7, Year	13	0.30	6	0.14	2	0.05	5	0.11	4,391
T0110	Q1-8	2,399	54.63	2,399	54.63	0	0.00	0	0.00	4,391
T0109	Q1-9	9	0.20	0	0.00	9	0.20	0	0.00	4,391
T0200	Q2-1, PK	2	0.05	2	0.05	0	0.00	0	0.00	4,391
T0201	Q2-1, KG	2	0.05	2	0.05	0	0.00	0	0.00	4,391
T0202	Q2-1, 1st	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T0203	Q2-1, 2nd	4	0.09	4	0.09	0	0.00	0	0.00	4,391
T0204	Q2-1, 3rd	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T0205	Q2-1, 4th	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0206	Q2-1, 5th	8	0.18	8	0.18	0	0.00	0	0.00	4,391
T0207	Q2-1, 6th	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0208	Q2-1, 7th	17	0.39	17	0.39	0	0.00	0	0.00	4,391
T0209	Q2-1, 8th	18	0.41	18	0.41	0	0.00	0	0.00	4,391
T0210	Q2-1, 9th	23	0.52	23	0.52	0	0.00	0	0.00	4,391
T0211	Q2-1, 10th	23	0.52	23	0.52	0	0.00	0	0.00	4,391
T0212	Q2-1, 11th	22	0.50	22	0.50	0	0.00	0	0.00	4,391
T0213	Q2-1, 12th	18	0.41	18	0.41	0	0.00	0	0.00	4,391
T0214	Q2-1, UG	214	4.87	214	4.87	0	0.00	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0215	Q2-2	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0216	Q2-3	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0217	Q2-4, code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5217	Q2-4, label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0218	Q2-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0219	Q2-6a	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0220	Q2-6b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0221	Q2-7	3	0.07	0	0.00	3	0.07	0	0.00	4,391
T0222	Q2-8	3,984	90.73	3,981	90.66	3	0.07	0	0.00	4,391
T0223	Q2-9	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0224	Q2-10	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0270	Q2-11a	18	0.41	18	0.41	0	0.00	0	0.00	4,391
T0271	Q2-11a, days	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0272	Q2-11b	29	0.66	29	0.66	0	0.00	0	0.00	4,391
T0273	Q2-11b, days	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0274	Q2-11c	13	0.30	13	0.30	0	0.00	0	0.00	4,391
T0275	Q2-11c, days	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0276	Q2-11d	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0277	Q2-11d, days	12	0.27	12	0.27	0	0.00	0	0.00	4,391
T0278	Q2-11e	8	0.18	8	0.18	0	0.00	0	0.00	4,391
T0279	Q2-11e, days	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0230	Q2-12	157	3.58	154	3.51	0	0.00	3	0.07	4,391
T0240	Q2-13a(1)	30	0.68	0	0.00	30	0.68	0	0.00	4,391
T5240	Q2-13b(1)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0250	Q2-13c(1)	116	2.64	0	0.00	116	2.64	0	0.00	4,391
T0260	Q2-13d(1)	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T0241	Q2-13a(2)	31	0.71	0	0.00	31	0.71	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T5241	Q2-13b(2)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0251	Q2-13c(2)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0261	Q2-13d(2)	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T0242	Q2-13a(3)	36	0.82	3	0.07	33	0.75	0	0.00	4,391
T5242	Q2-13b(3)	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T0252	Q2-13c(3)	118	2.69	0	0.00	118	2.69	0	0.00	4,391
T0262	Q2-13d(3)	4	0.09	3	0.07	1	0.02	0	0.00	4,391
T0243	Q2-13a(4)	31	0.71	1	0.02	30	0.68	0	0.00	4,391
T5243	Q2-13b(4)	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T0253	Q2-13c(4)	114	2.60	0	0.00	114	2.60	0	0.00	4,391
T0263	Q2-13d(4)	2	0.05	1	0.02	1	0.02	0	0.00	4,391
T0244	Q2-13a(5)	27	0.61	0	0.00	27	0.61	0	0.00	4,391
T5244	Q2-13b(5)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0254	Q2-13c(5)	81	1.84	0	0.00	81	1.84	0	0.00	4,391
T0264	Q2-13d(5)	2	0.05	1	0.02	1	0.02	0	0.00	4,391
T0245	Q2-13a(6)	27	0.61	2	0.05	25	0.57	0	0.00	4,391
T5245	Q2-13b(6)	2	0.05	2	0.05	0	0.00	0	0.00	4,391
T0255	Q2-13c(6)	56	1.28	0	0.00	56	1.28	0	0.00	4,391
T0265	Q2-13d(6)	2	0.05	2	0.05	0	0.00	0	0.00	4,391
T0246	Q2-13a(7)	22	0.50	0	0.00	22	0.50	0	0.00	4,391
T5246	Q2-13b(7)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0256	Q2-13c(7)	31	0.71	0	0.00	31	0.71	0	0.00	4,391
T0266	Q2-13d(7)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0247	Q2-13a(8)	24	0.55	0	0.00	24	0.55	0	0.00	4,391
T5247	Q2-13b(8)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0257	Q2-13c(8)	26	0.59	0	0.00	26	0.59	0	0.00	4,391
T0267	Q2-13d(8)	0	0.00	0	0.00	0	0.00	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0248	Q2-13a(9)	23	0.52	0	0.00	23	0.52	0	0.00	4,391
T5248	Q2-13b(9)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0258	Q2-13c(9)	26	0.59	0	0.00	26	0.59	0	0.00	4,391
T0268	Q2-13d(9)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0249	Q2-13a(10)	21	0.48	0	0.00	21	0.48	0	0.00	4,391
T5249	Q2-13b(10)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0259	Q2-13c(10)	26	0.59	0	0.00	26	0.59	0	0.00	4,391
T0269	Q2-13d(10)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0300	Q3-1a	13	0.30	13	0.30	0	0.00	0	0.00	4,391
T5301	Q3-1b, name	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T5302	Q3-1b, city	6	0.14	6	0.14	0	0.00	0	0.00	4,391
T5303	Q3-1b, state	6	0.14	6	0.14	0	0.00	0	0.00	4,391
T0304	Q3-1b, outside U.S.	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T0305	Q3-1c	12	0.27	12	0.27	0	0.00	0	0.00	4,391
T0306	Q3-1d	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0307	Q3-1e, code	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T5307	Q3-1e, label	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0308	Q3-1f	85	1.94	52	1.18	33	0.75	0	0.00	4,391
T0309	Q3-1g, code	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T5309	Q3-1g, label	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T0310	Q3-1h	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0311	Q3-1i, code	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T5311	Q3-1i, label	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T0312	Q3-2a	53	1.21	23	0.52	30	0.68	0	0.00	4,391
T0313	Q3-2b	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T0314	Q3-2c	6	0.14	6	0.14	0	0.00	0	0.00	4,391
T0315	Q3-2d	5	0.11	5	0.11	0	0.00	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0316	Q3-2e, code	5	0.11	5	0.11	0	0.00	0	0.00	4,391
T5316	Q3-2e, label	5	0.11	5	0.11	0	0.00	0	0.00	4,391
T0317	Q3-3	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T0318	Q3-3b(1), code	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T5318	Q3-3b(1), label	4	0.09	4	0.09	0	0.00	0	0.00	4,391
T0319	Q3-3d(1)	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T0320	Q3-3b(2), code	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T5320	Q3-3b(2), label	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T0321	Q3-3d(2)	27	0.61	27	0.61	0	0.00	0	0.00	4,391
T0322	Q3-3b(3), code	27	0.61	27	0.61	0	0.00	0	0.00	4,391
T5322	Q3-3b(3), label	28	0.64	28	0.64	0	0.00	0	0.00	4,391
T0323	Q3-3c(3)	27	0.61	27	0.61	0	0.00	0	0.00	4,391
T0324	Q3-3d(3)	13	0.30	13	0.30	0	0.00	0	0.00	4,391
T0325	Q3-3b(4), code	13	0.30	13	0.30	0	0.00	0	0.00	4,391
T5325	Q3-3b(4), label	13	0.30	13	0.30	0	0.00	0	0.00	4,391
T0326	Q3-3c(4)	13	0.30	13	0.30	0	0.00	0	0.00	4,391
T0327	Q3-3d(4)	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T0328	Q3-3b(5), code	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T5328	Q3-3b(5), label	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T0329	Q3-3c(5)	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T0330	Q3-3d(5)	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0331	Q3-3b(6), code	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T5331	Q3-3b(6), label	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0332	Q3-3c(6)	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0333	Q3-3d(6)	4	0.09	4	0.09	0	0.00	0	0.00	4,391
T0334	Q3-3b(7), code	4	0.09	4	0.09	0	0.00	0	0.00	4,391
T5334	Q3-3b(7), label	5	0.11	5	0.11	0	0.00	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0335	Q3-3c(7)	5	0.11	5	0.11	0	0.00	0	0.00	4,391
T0336	Q3-3d(7)	12	0.27	12	0.27	0	0.00	0	0.00	4,391
T0337	Q3-4a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0338	Q3-4b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0339	Q3-4c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0340	Q3-5a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0341	Q3-5b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0342	Q3-5c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0343	Q3-5d	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0344	Q3-5e	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0345	Q3-5f	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0346	Q3-5g	37	0.84	37	0.84	0	0.00	0	0.00	4,391
T0347	Q3-6a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0348	Q3-6b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0349	Q3-6c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0400	Q4-1	71	1.62	71	1.62	0	0.00	0	0.00	4,391
T0401	Q4-2a	2	0.05	0	0.00	2	0.05	0	0.00	4,391
T0402	Q4-2b(1), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5402	Q4-2b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0403	Q4-2b(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0404	Q4-2b(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0405	Q4-2b(2), 9-12	49	1.12	49	1.12	0	0.00	0	0.00	4,391
T0406	Q4-2c	47	1.07	0	0.00	47	1.07	0	0.00	4,391
T0407	Q4-2d(1), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5407	Q4-2d(1), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0408	Q4-2d(1), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0409	Q4-2d(1), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0410	Q4-2d(1), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0411	Q4-2d(2), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5411	Q4-2d(2), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0412	Q4-2d(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0413	Q4-2d(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0414	Q4-2d(2), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0415	Q4-2d(3), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5415	Q4-2d(3), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0416	Q4-2d(3), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0417	Q4-2d(3), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0418	Q4-2d(3), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0419	Q4-2d(4), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5419	Q4-2d(4), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0420	Q4-2d(4), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0421	Q4-2d(4), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0422	Q4-2d(4), 9-12	10	0.23	10	0.23	0	0.00	0	0.00	4,391
T0423	Q4-3a	38	0.87	0	0.00	38	0.87	0	0.00	4,391
T0424	Q4-3b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0425	Q4-3c(1), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5425	Q4-3c(1), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0426	Q4-3c(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0427	Q4-3c(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0428	Q4-3c(2), 9-12	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0429	Q4-3d	10	0.23	0	0.00	10	0.23	0	0.00	4,391
T0430	Q4-3e(1), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5430	Q4-3e(1), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0431	Q4-3e(1), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes Percent of records affected by all edits		Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0432	Q4-3e(1), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0433	Q4-3e(1), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0434	Q4-3e(2), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5434	Q4-3e(2), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0435	Q4-3e(2), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0436	Q4-3e(2), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0437	Q4-3e(2), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0438	Q4-3e(3), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5438	Q4-3e(3), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0439	Q4-3e(3), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0440	Q4-3e(3), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0441	Q4-3e(3), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0442	Q4-3e(4), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5442	Q4-3e(4), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0443	Q4-3e(4), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0444	Q4-3e(4), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0445	Q4-3e(4), 9-12	3,920	89.27	3,920	89.27	0	0.00	0	0.00	4,391
T1500	Q5-1	28	0.64	28	0.64	0	0.00	0	0.00	4,391
T1501	Q5-2	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5502	Q5-3a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5503	Q5-3b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1504	Q5-3c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1505	Q5-4a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1506	Q5-4b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1507	Q5-4c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1508	Q5-4d	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1509	Q5-4e	0	0.00	0	0.00	0	0.00	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1510	Q5-4f	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1511	Q5-4g	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1512	Q5-4h	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1513	Q5-4i	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1514	Q5-4j	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1515	Q5-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1516	Q5-6a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1517	Q5-6b	3	0.07	0	0.00	3	0.07	0	0.00	4,391
T1518	Q5-6c	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T1519	Q5-6d	2	0.05	0	0.00	2	0.05	0	0.00	4,391
T1520	Q5-6e	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T1521	Q5-6f	2	0.05	0	0.00	2	0.05	0	0.00	4,391
T1522	Q5-6g	5	0.11	5	0.11	0	0.00	0	0.00	4,391
T1523	Q5-7a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1524	Q5-7b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1525	Q5-7c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1526	Q5-8a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1527	Q5-8b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1528	Q5-8c	2	0.05	0	0.00	2	0.05	0	0.00	4,391
T1529	Q5-8d	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T1530	Q5-9	218	4.96	218	4.96	0	0.00	0	0.00	4,391
T1600	Q6-1	187	4.26	187	4.26	0	0.00	0	0.00	4,391
T1601	Q6-2	132	3.01	132	3.01	0	0.00	0	0.00	4,391
T1602	Q6-3	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1603	Q6-4a	16	0.36	0	0.00	16	0.36	0	0.00	4,391
T1604	Q6-4b	11	0.25	0	0.00	11	0.25	0	0.00	4,391
T1605	Q6-4c	24	0.55	0	0.00	24	0.55	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1606	Q6-4d	46	1.05	0	0.00	46	1.05	0	0.00	4,391
T1607	Q6-4e	24	0.55	0	0.00	24	0.55	0	0.00	4,391
T1608	Q6-4f	22	0.50	0	0.00	22	0.50	0	0.00	4,391
T1609	Q6-5	63	1.43	63	1.43	0	0.00	0	0.00	4,391
T1900	Q7-1, Not a teacher	4	0.09	0	0.00	4	0.09	0	0.00	4,391
T1901	Q7-1, No change	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1902	Q7-1, Canceled	4	0.09	0	0.00	4	0.09	0	0.00	4,391
T1903	Q7-1, Online	11	0.25	0	0.00	11	0.25	0	0.00	4,391
T1904	Q7-1, Paper	7	0.16	0	0.00	7	0.16	0	0.00	4,391
T1905	Q7-1, Other	6	0.14	0	0.00	6	0.14	0	0.00	4,391
T5905	Q7-1, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1906	Q7-2	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1907	Q7-3, No interactions	4	0.09	0	0.00	4	0.09	0	0.00	4,391
T1908	Q7-3, lessons	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1909	Q7-3, group sessions	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1910	Q7-3, One-on-one	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1911	Q7-3, Office Hours	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1912	Q7-3, Unscheduled	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1913	Q7-4	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1700	Q7-5a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1701	Q7-5b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1702	Q7-5c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1703	Q7-5d	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1704	Q7-5e	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1705	Q7-5f	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1706	Q7-5g	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1707	Q7-6a	0	0.00	0	0.00	0	0.00	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1708	Q7-6b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1709	Q7-6c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1710	Q7-6d	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1711	Q7-6e	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1712	Q7-6f	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1713	Q7-7a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1714	Q7-7b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1715	Q7-7c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1716	Q7-7d	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1717	Q7-7e	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1718	Q7-7f	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1719	Q7-7g	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1720	Q7-7h	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1721	Q7-7i	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1722	Q7-7j	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1723	Q7-7k	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1724	Q7-7l	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1725	Q7-7m	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1726	Q7-7n	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1727	Q7-7o	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1728	Q7-7p	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1729	Q7-7q	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1730	Q7-7r	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1731	Q7-8a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1732	Q7-8b	0	0.00	0	0.00	0	0.00	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1733	Q7-8c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1734	Q7-8d	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1735	Q7-8e	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1736	Q7-8f	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1737	Q7-8g	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1738	Q7-8h	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1739	Q7-8i	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1740	Q7-8j	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1741	Q7-9a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1742	Q7-9b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1743	Q7-9c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1744	Q7-9d	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1745	Q7-9e	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1746	Q7-9f	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1747	Q7-9g	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1748	Q7-10	2	0.05	2	0.05	0	0.00	0	0.00	4,391
T1749	Q7-11a	6	0.14	6	0.14	0	0.00	0	0.00	4,391
T1750	Q7-11b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1751	Q7-11c	2	0.05	2	0.05	0	0.00	0	0.00	4,391
T1752	Q7-12a	9	0.20	9	0.20	0	0.00	0	0.00	4,391
T1753	Q7-12b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1754	Q7-12c	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1755	Q7-13	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1756	Q7-14	19	0.43	19	0.43	0	0.00	0	0.00	4,391
T0900	Q8-1a	2	0.05	0	0.00	2	0.05	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0901	Q8-1a, amt	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0902	Q8-1a(1)	111	2.53	111	2.53	0	0.00	0	0.00	4,391
T0903	Q8-1b	4	0.09	0	0.00	4	0.09	0	0.00	4,391
T0904	Q8-1b, amt	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0905	Q8-1b(1)	14	0.32	14	0.32	0	0.00	0	0.00	4,391
T0906	Q8-1c	5	0.11	0	0.00	5	0.11	0	0.00	4,391
T0907	Q8-1c, amt	436	9.93	436	9.93	0	0.00	0	0.00	4,391
T0908	Q8-2	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0909	Q8-3	27	0.61	27	0.61	0	0.00	0	0.00	4,391
T0910	Q8-4	4	0.09	0	0.00	4	0.09	0	0.00	4,391
T0911	Q8-4, amt	4	0.09	4	0.09	0	0.00	0	0.00	4,391
T0912	Q8-5	5	0.11	0	0.00	5	0.11	0	0.00	4,391
T0913	Q8-5, amt	12	0.27	12	0.27	0	0.00	0	0.00	4,391
T0914	Q8-6	5	0.11	0	0.00	5	0.11	0	0.00	4,391
T0915	Q8-6, amt	170	3.87	170	3.87	0	0.00	0	0.00	4,391
T0916	Q8-7a	5	0.11	0	0.00	5	0.11	0	0.00	4,391
T0917	Q8-7a, amt	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0918	Q8-7b	97	2.21	97	2.21	0	0.00	0	0.00	4,391
T0919	Q8-8	4	0.09	0	0.00	4	0.09	0	0.00	4,391
T0920	Q8-8, amt	18	0.41	18	0.41	0	0.00	0	0.00	4,391
T0935	Q8-9	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0936	Q8-10	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0937	Q8-11	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0938	Q8-12	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0939	Q8-13a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0940	Q8-13b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0921	Q8-14	2	0.05	2	0.05	0	0.00	0	0.00	4,391

See notes at end of table.

Table F-6. Number of changes and percentage of records affected during the computer edits of the Private School Teacher Data File: 2020–21—Continued

Variable	Item number	Total number of edit changes	Percent of records affected by all edits	Consistency edits		Logic edits		Both consistency and logic edits		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0922	Q8-15a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0923	Q8-15b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0924	Q9-1	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0928	Q9-2	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0929	Q9-3, White	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0930	Q9-3, Black	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0931	Q9-3, Asian	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0932	Q9-3, Pac Islander	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0933	Q9-3, Amer Indian	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0934	Q9-4	328	7.47	0	0.00	328	7.47	0	0.00	4,391

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teacher Documentation Data File," 2020–21.

Appendix G. List of Matching Variables for the 2020–21 NTPS

The tables in this appendix provide the matching variables used during donor imputation for each questionnaire. The tables are as follows:

Table	Page
G-1. Matching variables used for the Public Principal Questionnaire (NTPS-2A): 2020–21	G-2
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Table G-1. Matching variables used for the Public Principal Questionnaire (NTPS-2A): 2020–21

Matching variable	Description	Values	Items
AGE	Age by category	1: 19–29 years 2: 30–45 years 3: 46–60 years 4: 61–88 years 5: Unclassified	A0100, A0104-A0106, A0109-A0111
DEGREE	Highest degree category	1: Associate’s degree or lower/unknown 2: Bachelor’s degree 3: Master’s degree 4: Educational specialist 5: Doctorate	A0101-A0103, A0107, A0108, A1400-A1405, A1407, A1414, A1415, A0907, A0908
DN2_x46	Job satisfaction	1: Dissatisfied 2: Satisfied	A1414
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	A0100, A0104, A0105, A0109-A0111
MINEN20	Minority enrollment code	1: Minority < 5% 2: $5\% \leq \text{Minority} < 10\%$ 3: $10\% \leq \text{Minority} < 20\%$ 4: $20\% \leq \text{Minority} < 30\%$ 5: $30\% \leq \text{Minority} < 50\%$ 6: Minority $\geq 50\%$ 7: Unclassified	A0901-A0906
NLEVEL	Adjusted school level	1: Elementary 2: Combined, elementary 3: Combined 4: Combined, secondary 5: Secondary	A0100-A0111, A0200- A0209, A0300-A0324, A0901-A0908, A1400- A1405, A1407-A1415, A1900-A1909
STATE	FIPS state code	01: Alabama (AL) 02: Alaska (AK) 04: Arizona (AZ) 05: Arkansas (AR) 06: California (CA) 08: Colorado (CO) 09: Connecticut (CT) 10: Delaware (DE) 11: District of Columbia (DC) 12: Florida (FL) 13: Georgia (GA) 15: Hawaii (HI) 16: Idaho (ID) 17: Illinois (IL) 18: Indiana (IN) 19: Iowa (IA) 20: Kansas (KS)	A1900-A1909

See notes at end of table.

Table G-1. Matching variables used for the Public Principal Questionnaire (NTPS-2A): 2020–21—Continued

Matching variable	Description	Values	Items
		21: Kentucky (KY) 22: Louisiana (LA) 23: Maine (ME) 24: Maryland (MD) 25: Massachusetts (MA) 26: Michigan (MI) 27: Minnesota (MN) 28: Mississippi (MS) 29: Missouri (MO) 30: Montana (MT) 31: Nebraska (NE) 32: Nevada (NV) 33: New Hampshire (NH) 34: New Jersey (NJ) 35: New Mexico (NM) 36: New York (NY) 37: North Carolina (NC) 38: North Dakota (ND) 39: Ohio (OH) 40: Oklahoma (OK) 41: Oregon (OR) 42: Pennsylvania (PA) 44: Rhode Island (RI) 45: South Carolina (SC) 46: South Dakota (SD) 47: Tennessee (TN) 48: Texas (TX) 49: Utah (UT) 50: Vermont (VT) 51: Virginia (VA) 53: Washington (WA) 54: West Virginia (WV) 55: Wisconsin (WI) 56: Wyoming (WY)	
TYPE20	School type	1: Regular 2: Special program emphasis 3: Special education 4: Career/technical/vocational 5: Alternative/other/unclassified	A0300-A0312, A0322-A0324, A1408-A1413, A1900-A1909
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	A0101-A0103, A0106-A0108, A0200-A0209, A0300-A0324, A0901-A0906, A0908, A1400-A1405, A1407-A1413, A1415, A1900-A1909
YEARPRIN	Years as principal by category	1: Years ≤ 3 2: $4 \leq \text{Years} \leq 15$ 3: $16 \leq \text{Years} \leq 30$ 4: $31 \leq \text{Years} \leq 80$ 5: Unclassified	A0100-A0111, A0200-A0209, A0313-A0321, A0901-A0908, A14000-A1405, A1407-A1415

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table G-2. Matching variables used for the Private Principal Questionnaire (NTPS-2B): 2020–21

Matching variable	Description	Values	Items
AFFILS	Religious Affiliation	1: Catholic, parochial 2: Catholic, diocesan 3: Catholic, private 4: Catholic, general 5: Conservative Christian school association 6: Other religious school association reported 7: Religious school, affiliation not reported 8: Secular school, regular program 9: Secular school, special, vocational, or alternative program 10: Secular school, special education 11: Secular school, early childhood program/day care center 12: Secular school, program not reported	A0100-A0111, A0200-A0209, A0300-A0324, A1400-A1405, A1407-A1415, A1900-A1909
AGE	Age of respondent	age = 1; 19–29 years; age = 2; 30–45 years; age = 3; 46–60 years; age = 4; 61–88 years; age=5; unclassified;	A0100, A0104-A0106, A0109-A0111
DN2_x46	Job satisfaction	1: Dissatisfied 2: Satisfied	A1414
ENR	Enrollment	1: $1 \leq \text{Students} \leq 149$ 2: $150 \leq \text{Students} \leq 399$ 3: $\text{Students} \leq 400$ 4: Unclassified	A0100, A0104, A0105, A0109-A0111, A0300- A0312
MINEN20	Percent minority students	1: 0% 2: $0\% < \text{Minority} < 10\%$ 3: $10\% \leq \text{Minority} < 30\%$ 4: $30\% \leq \text{Minority} < 50\%$ 5: $\text{Minority} \geq 50\%$ 7: Unclassified	A0901-A0906
NLEVEL	Adjusted school level	1: Elementary 2: Combined, elementary 3: Combined 4: Combined, secondary 5: Secondary	A0100-A0111, A0200- A0209, A0300-A0324, A0901-A0908, A1400- A1405, A1407-A1415, A1900-A1909
DEGREE	Highest degree earned	1: Associate's degree or lower/unknown 2: Bachelor's degree 3: Master's degree 4: Educational specialist 5: Doctorate	A0101-A0103, A0107, A0108, A1400-A1405, A1407-A1415, A0907, A0908
YEARPRIN	Year as principal	1: $\text{Years} \leq 3$ 2: $4 \leq \text{Years} \leq 15$ 3: $16 \leq \text{Years} \leq 30$ 4: $31 \leq \text{Years} \leq 80$ 5: Unclassified	A0100-A0111, A0200-A0209, A0901-A0908, A1400- A1405, A1407-A1415

See notes at end of table.

Table G-2. Matching variables used for the Private Principal Questionnaire (NTPS-2B): 2020–21—Continued

Matching variable	Description	Values	Items
TYPE20	Type of school	1: Regular 2: Special program emphasis 3: Special education 4: Career/technical/vocational 5: Alternative/other/unclassified	A0300-A0324, A1900-A1909
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	A0101-A0103, A0106-A0108, A0200-A0209, A0300-A0324, A0901-A0906, A0908, A1400-A1405, A1407-A1413, A1415, A1900-A1909

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table G-3. Matching variables used for the Public School Questionnaire (NTPS-3A): 2020–21

Matching variable	Description	Values	Items
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	S0200-S0202, S1210-S1229, S1246-S1263, S1271-S1287
LEVEL	School level	1: Elementary 2: Combined 3: Secondary	S0117-S0119, S0121-S0125, S1900-S1906, S0600, S0131-S0142, S0144-S0147, S0200-S0202, S1210-S1239, S1242-S1243, S1246-S1287, S0300-S0302, S0400-S0406, S0408-S0410, S0412, S0414, S0416-S0429, S0500-S0501
MINEN20	Minority enrollment code	1: Minority < 5.0% 2: $5.0\% \leq \text{Minority} < 10.0\%$ 3: $10.0\% \leq \text{Minority} < 20.0\%$ 4: $20.0\% \leq \text{Minority} < 30.0\%$ 5: $30.0\% \leq \text{Minority} < 50.0\%$ 6: $50.0\% \leq \text{Minority}$ 7: Unclassified	S0116, S0300-S0302, S0408-S0410, S0420, S0426, S0427
TYPE20	School type	1: Regular School 2: Special Program Emphasis School 3: Special Education School 4: Career/Technical/Vocational School 5: Alternative/Other/Unclassified	S0117-S0119, S0121-S0125, S0131-S0142, S0144-S0147, S0200-S0202, S0300-S0302, S0400-S0406, S0412, S0414, S0416-S0419, S0421-S0425, S0428, S0429, S0500, S0501
DN3_X1	Kindergarten enrollment status and school size	1: Large school with KG enrolled 2: Small school with KG enrolled 3: All schools with no KG enrolled	
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	S0116, S0124-S0126, S0134-S0140, S0141-S0147, S0200-S0202, S0300-S0302, S0400-S0406, S0408, S0409, S0412, S0414, S0416, S0417, S0420-S0429, S0500, S0501, S2205-S2222, S2228-S2235, S2309-S2316

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table G-4. Matching variables used for the Private School Questionnaire (NTPS-3B): 2020–21

Matching variable	Description	Values	Items
AFFILS	Religious or association affiliation	1: Catholic, parochial 2: Catholic, diocesan 3: Catholic, private 4: Catholic, general 5: Conservative Christian school association 6: Other religious school association reported 7: Religious school, affiliation not reported 8: Secular school, regular program 9: Secular school, special, vocational, or alternative program 10: Secular school, special education 11: Secular school, early childhood program/day care center 12: Secular school, program not reported	S0174-S0177, S0322, S0178, S0179, S0119, S0184, S0185, S0800, S0802-S0806, S0186- S0188, S0190-S0196, S0320, S0197-S0199, S0287-S0293, S0321, S0296, S0297, S0298, S0299, S0303-S0312, S0313-S0318, S0412, S0416, S0414, S0417, S0418, S0419
AFFLG	School's general religious affiliation	1: Catholic 2: Other religious affiliation 3: No religious affiliation 4: Unclassified	S1906, S0167-S0173, S0174-S0177, S0322, S0178, S0179, S0117, S0131, S0118, S0132, S0133, S0119, S0121- S0124, S1900-S1904, S0600, S0125, S1905, S0141, S0142, S0144- S0147, S0184, S0185, S0800, S0802-S0806, S0186-S0188, S0190- S0196, S0320, S0197- S0199, S0287-S0293, S0321, S0296, S0297, S0298, S0299, S0303- S0312, S0313-S0318, S0200, S0180-S0183, S0202, S0300-S0302, S0400-S0406, S0421- S0425, S0409, S0410, S0408, S0426, S0427

See notes at end of table.

Table G-4. Matching variables used for the Private School Questionnaire (NTPS-3B): 2020–21—Continued

Matching variable	Description	Values	Items
LEVEL	School level	1: Elementary 2: Combined 3: Secondary 4: Unclassified	S1906, S0174-S0177, S0322, S0178, S0179, S0117, S0131, S0118, S0132, S0133, S0119, S0121-S0123, S1900-S1904, S0600, S0125, S1905, S0141, S0142, S0144-S0147, S0184, S0185, S0800, S0802-S0806, S0186-S0188, S0190-S0196, S0320, S0197-S0199, S0287-S0293, S0321, S0296, S0297, S0298, S0299, S0303-S0312, S0313-S0318, S0200, S0180-S0183, S0202, S1210-S1217, S1252-S1255, S1218-S1235, S1238, S1239, S1242, S1243, S1246-S1251, S1256-S1284, S1287, S1285, S1286, S0300-S0302, S0400-S0406, S0409, S0410, S0408, S0426, S0427, S0412, S0416, S0414, S0417-S0419
ENR	School enrollment	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	S0167-S0173, S0124, S0184, S0185, S0800, S0802-S0806, S0200, S0180-S0183, S0202, S1271, S1272
MINEN20	Percent minority enrollment		S1230-S1235, S1238, S1239, S1242, S1243, S0421-S0425, S0409, S0408, S0426, S0427, S0412, S0416, S0414, S0417-S0419

See notes at end of table.

Table G-4. Matching variables used for the Private School Questionnaire (NTPS-3B): 2020–21—Continued

Matching variable	Description	Values	Items
TYPE20	School type	1: Regular School 2: Special Program Emphasis School 3: Special Education School 4: Career/Technical/Vocational School 5: Alternative/Other/Unclassified	S1906, S0117, S0131 S0118, S0132, S0133, S0119, S0121, S0122, S0123, S1900-S1904, S0600, S0125, S1905, S0141, S0142, S0144- S0147, S0184, S0185, S0800, S0802-S0806, S0186-S0188, S0190- S0196, S0320, S0197- S0199, S0287-S0293, S0321, S0296, S0297, S0298, S0299, S0303- S0312, S0313-S0318, S0200, S0180-S0183, S0202, S1210-S1217, S1252-S1255, S1218- S1235, S1238, S1239, S1242, S1243, S1246- S1251, S1256-S1284, S1287, S1285, S1286, S0300-S0302, S0400- S0406, S0410
URB	Urban status of school	1: City 2: Suburb 3: Town 4: Rural	S1906, S0167-S0173, S0174-S0177, S0322, S0178, S0179, S0117, S0131, S0118, S0132, S0133, S0121-S0124, S1900-S1904, S0600, S0125, S1905, S0141, S0142, S0144-S0147, S1210-S1217, S1252- S1255, S1218-S1235, S1238, S1239, S1242, S1243, S1246-S1251, S1256-S1284, S1287, S1285, S1286, S0300-S0302, S0421- S0425, S0409, S0410, S0408, S0426, S0427, S0412, S0416, S0414, S0417-S0419
UNGRADED	All ungraded students	1: All students are ungraded 2: Mixed ungraded and graded students	S0400-S0406

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table G-5. Matching variables used for the Public Teacher Questionnaire (NTPS-4A): 2020–21

Matching variable	Description	Values	Items
AGE_TCAT	Age by category	1: 19–29 years 2: 30–54 years 3: 55+ years 4: Unclassified	T0104, T0107, T0109, T0110, T0319, T0321, T0324, T0327, T0330, T0333, T0336-T0349, T0400-T0445, T1501, T1504-T1530, T1604-T1608, T1755-T1756, T0935-T0940, T0923
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 299$ 2: $300 \leq \text{Students} \leq 599$ 3: $\text{Students} \leq 600$ 4: Unclassified	T0103, T0106, T0223, T0224, T0230, T0240-T0269, T1700-T1730, T1748, T0922
FULPTIME	Full-time/Part-time status	1: Full-time 2: Part-time 3: Unclassified	T0908, T0218, T0221-T0222, T0270-T0279, T1600-T1603, T1609
FULPTIMED	Detailed full-time/part-time status	1: Full-time 2: $\frac{3}{4}$ time or more, but less than full-time 3: $\frac{1}{2}$ time or more, but less than $\frac{3}{4}$ time 4: $\frac{1}{4}$ time or more, but less than $\frac{1}{2}$ time 5: less than $\frac{1}{4}$ time 6: Unclassified	T1600-T1602
HIGHDEG	Highest degree category	1: Unknown/Unclassified 2: Bachelor's Degree 3: Higher Than Bachelor's Degree	T0106, T0319, T0321, T0324, T0327, T0330, T0333, T0336-T0349, T0400-T0445, T0900-T0920, T1501, T1504-T1530, T1604-T1608, T0935-T0940
HISPORG	Hispanic origin	1: Hispanic 2: Not Hispanic 3: Unknown	T0928-T0933
LASTYEAR	Main assignment last year	1: Teaching 2: Not teaching 3: Unknown/unclassified	T0104, T0107
MINEN20	Minority enrollment code	1: Minority < 5.5% 2: $5.5\% \leq \text{Minority} < 20.5\%$ 3: $20.5\% \leq \text{Minority} < 50.5\%$ 4: Unclassified 5: $50.5\% \leq \text{Minority}$	T0928-T0933, T1755-T1756, T0935-T0940
RESPSEX	Gender of respondent	1: Male 2: Female	T0109, T0110, T1755-T1756, T0900-T0907, T0909-T0910
SCHEXPER	Years teaching at this school	1: 3 or fewer years 2: 4–15 years 3: 16+ years 4: Unclassified	T0104, T0107, T0109 T0923, T0922, T0934, T1700-T1756

See notes at end of table.

Table G-5. Matching variables used for the Public Teacher Questionnaire (NTPS-4A): 2020–21—Continued

Matching variable	Description	Values	Items
SCHKND	Kind of school	1: Charter school 3: Not a charter school	T0103, T0109, T0110, T0218, T0221, T0270-T0279, T0305-T0316, T0423-T0445, T0921, T0923, T0934
STATE_CZX	Numeric recode of STATE	1: Alabama 2: Alaska 4: Arizona 5: Arkansas 6: California 8: Colorado 9: Connecticut 10: Delaware 11: District of Columbia 12: Florida 13: Georgia 15: Hawaii 16: Idaho 17: Illinois 18: Indiana 19: Iowa 20: Kansas 21: Kentucky 22: Louisiana 23: Maine 24: Maryland 25: Massachusetts 26: Michigan 27: Minnesota 28: Mississippi 29: Missouri 30: Montana 31: Nebraska 32: Nevada 33: New Hampshire 34: New Jersey 35: New Mexico 36: New York 37: North Carolina 38: North Dakota 39: Ohio 40: Oklahoma 41: Oregon 42: Pennsylvania 44: Rhode Island 45: South Carolina 46: South Dakota 47: Tennessee 48: Texas 49: Utah 50: Vermont 51: Virginia 53: Washington 54: West Virginia 55: Wisconsin 56: Wyoming	T0103, T0104, T0106, T0107, T0109-T0110, T0215-T0216, T0218-T0224, T0230, T0240-T0279, T0300, T0305-T0311-T0318-T0349, T0400-T0445, T0900-T0923, T0928-T0934, T1501, T1504-T1530, T1600-T1609, T1900-T1913, T1700-T1756

See notes at end of table.

Table G-5. Matching variables used for the Public Teacher Questionnaire (NTPS-4A): 2020–21—Continued

Matching variable	Description	Values	Items
TEAEXPER	Years of teaching experience (any school)	1: ≤ 3 years 2: $4 \leq \text{years} \leq 15$ 3: $16 \leq \text{years}$ 4: Unknown/unclassified	T0110, T0218, T0221-T0222, T0300, T0318-T0349, T0400-T0445, T0921, T935-T0940, T0934, T1501, T1504-T1530, T1600-T1609, T1731-T1747, T1749-T1756
TEAFIELD	Main teaching assignment field	1: Special education 2: PK, KG, or general elementary 3: Math 4: Science 5: English or language arts 6: Social studies or social science 7: Vocational or technical 8: English as a second language (ESL) 9: Unknown/unclassified	T0215, T0216, T0219-T0224, T0230, T0240-T0279, T0300, T0306-T0309, T0310-T0314, T0316-T0318, T0320, T0322-T0323, T0325-T0326, T0328-T0329, T0331-T0332, T0334-T0335, T0402-T0445, T1600-T1603, T1609, T1900-T1913, T0900-T0920
TEALEVEL	Teacher level	1: Elementary 2: Non-elementary	T0103-T0104, T0106-T0107, T0109-T0110, T0215, T0216, T0218-T0224, T0230, T0240-T0279, T0300, T0305-T0349, T0400-T0445, T0922, T0923, T0928-T0934, T1501, T1504-T1530, T1600-T1609, T1900-T1913, T1700-T1754, T0900-T0920
TYPE20	School type	1: Regular School 2: Special Program Emphasis School 3: Special Education School 4: Career/Technical/Vocational School 5: Alternative/Other/Unclassified	T0215, T0216, T0219, T0220, T1900-T1913
URB	Urban status of school	1: City 2: Suburban 3: Town 4: Rural	T0103, T0106, T0215, T0216, T0219, T0220, T0223, T0224, T0230, T0240-T0269, T0305-T0317, T0900-T0922, T0928-T0933, T1900-T1913, T1700-T1756

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table G-6. Matching variables used for the Private Teacher Questionnaire (NTPS-4B): 2020–21

Matching Variable	Description	Values	Items
AFFILS	Religious or association affiliation	1: Catholic, parochial 2: Catholic, diocesan 3: Catholic, private 4: Catholic, general 5: Conservative Christian school association 6: Other religious school association reported 7: Religious school, affiliation not reported 8: Secular school, regular program 9: Secular school, special, vocational, or alternative program 10: Secular school, special education 11: Secular school, early childhood program/day care center 12: Secular school, program not reported	T0103, T0104, T0106, T0107, T0109, T0110, T0215, T0218, T0220-T0224, T0230, T0240-T0279, T0300, T0305-T0349, T0400-T0468, T0900-T0923, T0928-T0940, T1501, T1504-T1530, T1600-T1609, T1700-T1754, T1900-T1913, T5240-T5249, T5307, T5309, T5311, T5328, T5311, T5334, T5402, T5407, T5411, T5415, T5419, T5425, T5430, T5434, T5438, T5442, T5447, T5452, T5456, T5460, T5464, T5502, T5503
AGE_TCAT	Age by category	1: 19–29 years 2: 30–54 years 3: 55+ years 4: Unclassified	T0104, T0107, T0109, T0110, T0319, T0321, T0324, T0327, T0330, T0333, T0336-T0349, T0400-T0468, T0923, T0935-T0939, T1501, T1504-T1530, T1755-T1756, T5402, T5407, T5411, T5415, T5419, T5425, T5430, T5434, T5438, T5442, T5447, T5452, T5456, T5460, T5464, T5502, T5503
ENR	School enrollment size	1: $1 \leq \text{Students} \leq 149$ 2: $150 \leq \text{Students} \leq 399$ 3: $400 \leq \text{Students}$ 4: Unclassified	T0103, T0106, T0223, T0224, T0230, T0240-T0269, T0922, T1700-T1730, T1748, T5240-T5249
FULPTIME	Full-time/part-time status	1: Full time teacher 2: Part-time teacher 3: Unclassified	T0218, T0220-T0222, T0270-T0279, T1609
HIGHDEG	Highest degree	1: Associate's degree or lower/unknown 2: Bachelor's degree 3: Higher than a bachelor's degree	T0106, T0319, T0321, T0324, T0327, T0330, T0333, T0336-T0349, T0400-T0468, T0922, T0928-T0933, T0935-T0938, T1501, T1504-T1530, T5402, T5407, T5411, T5415, T5419, T5425, T5430, T5434, T5438, T5442, T5447, T5452, T5456, T5460, T5464, T5502, T5503
HISPORG	Hispanic origin	1: Hispanic 2: Not Hispanic	T0928-T0933

See notes at end of table.

Table G-6. Matching variables used for the Private Teacher Questionnaire (NTPS-4B): 2020–21—Continued

Matching Variable	Description	Values	Items
LASTYEAR	Main assignment last year	1: Teaching 2: Not teaching 3: Unknown/unclassified	T0104, T0107, T0109, T0110
MINEN20	Percent minority enrollment	1: 0% 2: 1–9% 3: 10–29% 4: 30–49% 5: 50% or more	T0928-T0933, T0935-T0938, T1755-T1756
SCHEXPER	Years teaching at this school	1: 3 or fewer years 2: 4–15 years 3: 16+ years 4: Unclassified	T0104, T0107, T0109, T0110, T0923, T0934, T0939-T0940, T1700-T1756
SCHKND	Kind of school	1: Regular public or DoD schools 2: Bureau of Indian Education (BIE) schools 3: Charter schools 4: Private schools	T0104, T0106, T0107, T0315, T0319, T0321, T0324, T0327, T0330, T0333, T0336
TEAEXPER	Years of teaching experience	1: ≤ 3 years 2: $4 \leq \text{years} \leq 15$ 3: $16 \leq \text{years}$ 4: Unknown/unclassified	T0218-T0222, T0300, T0305, T0318-T0349, T0400-T0468, T0900-T0922, T0928-T0933, T0935-T0939, T1501, T1504-T1530, T1600-T1609, T1731-T1756, T5402, T5407, T5411, T5415, T5419, T5425, T5430, T5434, T5438, T5442, T5447, T5452, T5456, T5460, T5464, T5502, T5503
TEAFIELD	Main teaching assignment field	1: Special education 2: PK, KG, or general elementary 3: Math 4: Science 5: English or language arts 6: Social studies or social science 7: Vocational or technical 8: English as a second language (ESL) 9: Other 10: Unclassified	T0215, T0219, T0223, T0224, T0230, T0240-T0269, T0270-T0279, T0300, T0306-T0314, T0316-T0318, T0320, T0322-T0323, T0325, T0326, T0328, T0329, T0331, T0332, T0334, T0335, T0900-T0922, T1600-T1609, T1900-T1913, T5240-T5249, T5307, T5309, T5311
TEALEVEL	Teacher level	1: Elementary Teacher 2: Other	T0104, T0106, T0107, T0109, T0110, T0215, T0219, T0223, T0224, T0230, T0240-T0279, T0300, T0305, T0315, T0318-T0349, T0400-T0468, T0900-T0920, T0923, T0928, T0929-T0934, T0940, T1501, T1504-T1530, T1600-T1609, T1700-T1754, T1900-T1913, T5240-T5249, T5402, T5407, T5411, T5415, T5419, T5425, T5430, T5434, T5438, T5442, T5447, T5452, T5456, T5460, T5464, T5502, T5503

See notes at end of table.

Table G-6. Matching variables used for the Private Teacher Questionnaire (NTPS-4B): 2020–21—Continued

Matching Variable	Description	Values	Items
TYPE20	Type of school	1: Regular 2: Special Education 3: Vocational 4: Alternative 5: Early Childhood/Day Care	T0215, T1900-T1913, T0922
URB	Urban Status of school	1: City 2: Suburban 3: Town 4: Rural	T0103, T0106, T0215, T0219, T0223, T0224, T0230, T0240-T0269, T0305-T0317, T0900-T0922, T0928-T0933, T1700-T1756, T1900-T1913, T5240-T5249, T5307, T5309, T5311

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Appendix H. Imputation Changes to Variables, by Data File

The tables of this appendix contain the total number of imputations applied in both stages of imputation as well as the percent of all records affected by the imputation for each source code on each data file. (See chapter 7 for more details about imputation procedures.) The tables are as follows:

Table	Page
H-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal data file, by variable: 2020–21	H-2
H-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2020–21	H-6
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Table H-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal data file, by variable: 2020–21

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A1910	cover_page	342	5.26	342	5.26	0	0.00	0	0.00	6,508
A0100	1-1	33	0.51	31	0.48	0	0.00	2	0.03	6,508
A0101	1-2	19	0.29	19	0.29	0	0.00	0	0.00	6,508
A0102	1-3	22	0.34	22	0.34	0	0.00	0	0.00	6,508
A0103	1-4	15	0.23	15	0.23	0	0.00	0	0.00	6,508
A0105	1-5	3	0.05	3	0.05	0	0.00	0	0.00	6,508
A0104	1-6	16	0.25	15	0.23	0	0.00	1	0.02	6,508
A0106	1-7	11	0.17	11	0.17	0	0.00	0	0.00	6,508
A0107	1-8	55	0.85	55	0.85	0	0.00	0	0.00	6,508
A0108	1-9	8	0.12	8	0.12	0	0.00	0	0.00	6,508
A0109	1-10	4	0.06	4	0.06	0	0.00	0	0.00	6,508
A0110	1-11	7	0.11	1	0.02	0	0.00	6	0.09	6,508
A0111	1-12	13	0.20	1	0.02	0	0.00	12	0.18	6,508
A0200	2-1, most important	78	1.20	78	1.20	0	0.00	0	0.00	6,508
A0201	2-1, second-most important	81	1.24	81	1.24	0	0.00	0	0.00	6,508
A0202	2-1, third-most important	94	1.44	91	1.40	3	0.05	0	0.00	6,508
A0203	2-2a	44	0.68	44	0.68	0	0.00	0	0.00	6,508
A0204	2-2b	46	0.71	46	0.71	0	0.00	0	0.00	6,508
A0205	2-2c	38	0.58	38	0.58	0	0.00	0	0.00	6,508
A0206	2-2d	40	0.61	40	0.61	0	0.00	0	0.00	6,508
A0207	2-2e	44	0.68	44	0.68	0	0.00	0	0.00	6,508
A0208	2-2f	42	0.65	42	0.65	0	0.00	0	0.00	6,508
A0209	2-2g	42	0.65	42	0.65	0	0.00	0	0.00	6,508
A1900	3-1	28	0.43	28	0.43	0	0.00	0	0.00	6,508

See notes at end of table.

Table H-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A1901	3-2	68	1.04	44	0.68	0	0.00	24	0.37	6,508
A1902	3-3	41	0.63	41	0.63	0	0.00	0	0.00	6,508
A1903	3-4	53	0.81	53	0.81	0	0.00	0	0.00	6,508
A1904	3-5, all had access	4	0.06	4	0.06	0	0.00	0	0.00	6,508
A1905	3-5, providers	34	0.52	34	0.52	0	0.00	0	0.00	6,508
A1906	3-5, hotspots	40	0.61	40	0.61	0	0.00	0	0.00	6,508
A1907	3-5, parking lot	26	0.40	26	0.40	0	0.00	0	0.00	6,508
A1908	3-5, no help	17	0.26	17	0.26	0	0.00	0	0.00	6,508
A1909	3-5, other	12	0.18	12	0.18	0	0.00	0	0.00	6,508
A5909	3-5, other specify	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0300	3-6a	115	1.77	115	1.77	0	0.00	0	0.00	6,508
A0301	3-6b	98	1.51	98	1.51	0	0.00	0	0.00	6,508
A0302	3-6c	100	1.54	100	1.54	0	0.00	0	0.00	6,508
A0303	3-6d	94	1.44	94	1.44	0	0.00	0	0.00	6,508
A0304	3-6e	98	1.51	98	1.51	0	0.00	0	0.00	6,508
A0305	3-6f	96	1.48	96	1.48	0	0.00	0	0.00	6,508
A0306	3-6g	97	1.49	97	1.49	0	0.00	0	0.00	6,508
A0307	3-6h	94	1.44	94	1.44	0	0.00	0	0.00	6,508
A0308	3-6i	95	1.46	95	1.46	0	0.00	0	0.00	6,508
A0309	3-6j	100	1.54	100	1.54	0	0.00	0	0.00	6,508
A0310	3-6k	100	1.54	100	1.54	0	0.00	0	0.00	6,508
A0311	3-6l	93	1.43	93	1.43	0	0.00	0	0.00	6,508
A0312	3-6m	94	1.44	94	1.44	0	0.00	0	0.00	6,508
A0314	3-7a	126	1.94	126	1.94	0	0.00	0	0.00	6,508
A0313	3-7b	126	1.94	126	1.94	0	0.00	0	0.00	6,508
A0315	3-7c	125	1.92	125	1.92	0	0.00	0	0.00	6,508

See notes at end of table.

Table H-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0316	3-7d	124	1.91	124	1.91	0	0.00	0	0.00	6,508
A0318	3-7e	125	1.92	125	1.92	0	0.00	0	0.00	6,508
A0319	3-7f	125	1.92	125	1.92	0	0.00	0	0.00	6,508
A0320	3-7g	125	1.92	125	1.92	0	0.00	0	0.00	6,508
A0317	3-7h	125	1.92	125	1.92	0	0.00	0	0.00	6,508
A0321	3-7i	125	1.92	125	1.92	0	0.00	0	0.00	6,508
A0322	3-8a	79	1.21	79	1.21	0	0.00	0	0.00	6,508
A0323	3-8b	78	1.20	78	1.20	0	0.00	0	0.00	6,508
A0324	3-9	82	1.26	82	1.26	0	0.00	0	0.00	6,508
A1400	4-1	119	1.83	119	1.83	0	0.00	0	0.00	6,508
A1401	4-2a	104	1.60	104	1.60	0	0.00	0	0.00	6,508
A1402	4-2b	104	1.60	104	1.60	0	0.00	0	0.00	6,508
A1403	4-2c	108	1.66	108	1.66	0	0.00	0	0.00	6,508
A1404	4-2d	112	1.72	112	1.72	0	0.00	0	0.00	6,508
A1405	4-2e	97	1.49	97	1.49	0	0.00	0	0.00	6,508
A5405	4-2e, other specify	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A1415	4-3	101	1.55	101	1.55	0	0.00	0	0.00	6,508
A1407	4-4	154	2.37	154	2.37	0	0.00	0	0.00	6,508
A1408	4-5a	113	1.74	113	1.74	0	0.00	0	0.00	6,508
A1409	4-5b	110	1.69	110	1.69	0	0.00	0	0.00	6,508
A1410	4-5c	118	1.81	118	1.81	0	0.00	0	0.00	6,508
A1411	4-5d	110	1.69	110	1.69	0	0.00	0	0.00	6,508
A1412	4-5e	115	1.77	115	1.77	0	0.00	0	0.00	6,508
A1413	4-5f	117	1.80	117	1.80	0	0.00	0	0.00	6,508
A1414	4-6	104	1.60	104	1.60	0	0.00	0	0.00	6,508

See notes at end of table.

Table H-1. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school principal data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0900	5-1	0	0.00	0	0.00	0	0.00	0	0.00	6,508
A0901	5-2	116	1.78	116	1.78	0	0.00	0	0.00	6,508
A0902	5-3, White	158	2.43	158	2.43	0	0.00	0	0.00	6,508
A0903	5-3, Black	25	0.38	25	0.38	0	0.00	0	0.00	6,508
A0904	5-3, Asian	5	0.08	5	0.08	0	0.00	0	0.00	6,508
A0905	5-3, Pac Islander	0	0.00	0	0.00	0	0.00	0	0.00	6,508
	5-3, American									
A0906	Indian	2	0.03	2	0.03	0	0.00	0	0.00	6,508
A0907	5-4	158	2.43	131	2.01	4	0.06	23	0.35	6,508
A0908	5-5	304	4.67	304	4.67	0	0.00	0	0.00	6,508

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal Restricted Use Data File,” 2020–21.

Table H-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2020–21

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A1910	cover_page	95	5.42	95	5.42	0	0.00	0	0.00	1,753
A0100	1-1	51	2.91	51	2.91	0	0.00	0	0.00	1,753
A0101	1-2	5	0.29	5	0.29	0	0.00	0	0.00	1,753
A0102	1-3	8	0.46	8	0.46	0	0.00	0	0.00	1,753
A0103	1-4	9	0.51	9	0.51	0	0.00	0	0.00	1,753
A0105	1-5	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0104	1-6	4	0.23	2	0.11	0	0.00	2	0.11	1,753
A0106	1-7	5	0.29	5	0.29	0	0.00	0	0.00	1,753
A0107	1-8	13	0.74	13	0.74	0	0.00	0	0.00	1,753
A0108	1-9	10	0.57	10	0.57	0	0.00	0	0.00	1,753
A0109	1-10	3	0.17	3	0.17	0	0.00	0	0.00	1,753
A0110	1-11	2	0.11	0	0.00	0	0.00	2	0.11	1,753
A0111	1-12	3	0.17	0	0.00	0	0.00	3	0.17	1,753
A0200	2-1, most important	35	2.00	35	2.00	0	0.00	0	0.00	1,753
A0201	2-1, second-most important	36	2.05	36	2.05	0	0.00	0	0.00	1,753
A0202	2-1, third-most important	42	2.40	42	2.40	0	0.00	0	0.00	1,753
A0203	2-2a	17	0.97	17	0.97	0	0.00	0	0.00	1,753
A0204	2-2b	22	1.25	22	1.25	0	0.00	0	0.00	1,753
A0205	2-2c	18	1.03	18	1.03	0	0.00	0	0.00	1,753
A0206	2-2d	17	0.97	17	0.97	0	0.00	0	0.00	1,753
A0207	2-2e	16	0.91	16	0.91	0	0.00	0	0.00	1,753
A0208	2-2f	18	1.03	18	1.03	0	0.00	0	0.00	1,753
A0209	2-2g	20	1.14	20	1.14	0	0.00	0	0.00	1,753
A1900	3-1	14	0.80	14	0.80	0	0.00	0	0.00	1,753

See notes at end of table.

Table H-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A1901	3-2	36	2.05	14	0.80	0	0.00	22	1.25	1,753
A1902	3-3	20	1.14	20	1.14	0	0.00	0	0.00	1,753
A1903	3-4	18	1.03	18	1.03	0	0.00	0	0.00	1,753
A1904	3-5, all had access	46	2.62	46	2.62	0	0.00	0	0.00	1,753
A1905	3-5, providers	7	0.40	7	0.40	0	0.00	0	0.00	1,753
A1906	3-5, hotspots	4	0.23	4	0.23	0	0.00	0	0.00	1,753
A1907	3-5, parking lot	8	0.46	8	0.46	0	0.00	0	0.00	1,753
A1908	3-5, no help	9	0.51	9	0.51	0	0.00	0	0.00	1,753
A1909	3-5, other	9	0.51	9	0.51	0	0.00	0	0.00	1,753
A5909	3-5, other specify	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0300	3-6a	25	1.43	25	1.43	0	0.00	0	0.00	1,753
A0301	3-6b	25	1.43	25	1.43	0	0.00	0	0.00	1,753
A0302	3-6c	23	1.31	23	1.31	0	0.00	0	0.00	1,753
A0303	3-6d	21	1.20	21	1.20	0	0.00	0	0.00	1,753
A0304	3-6e	21	1.20	21	1.20	0	0.00	0	0.00	1,753
A0305	3-6f	24	1.37	24	1.37	0	0.00	0	0.00	1,753
A0306	3-6g	20	1.14	20	1.14	0	0.00	0	0.00	1,753
A0307	3-6h	20	1.14	20	1.14	0	0.00	0	0.00	1,753
A0308	3-6i	23	1.31	23	1.31	0	0.00	0	0.00	1,753
A0309	3-6j	23	1.31	23	1.31	0	0.00	0	0.00	1,753
A0310	3-6k	19	1.08	19	1.08	0	0.00	0	0.00	1,753
A0311	3-6l	22	1.25	22	1.25	0	0.00	0	0.00	1,753
A0312	3-6m	22	1.25	22	1.25	0	0.00	0	0.00	1,753
A0314	3-7a	22	1.25	22	1.25	0	0.00	0	0.00	1,753
A0313	3-7b	22	1.25	22	1.25	0	0.00	0	0.00	1,753
A0315	3-7c	22	1.25	22	1.25	0	0.00	0	0.00	1,753

See notes at end of table.

Table H-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0316	3-7d	22	1.25	22	1.25	0	0.00	0	0.00	1,753
A0318	3-7e	22	1.25	22	1.25	0	0.00	0	0.00	1,753
A0319	3-7f	22	1.25	22	1.25	0	0.00	0	0.00	1,753
A0320	3-7g	22	1.25	22	1.25	0	0.00	0	0.00	1,753
A0317	3-7h	22	1.25	22	1.25	0	0.00	0	0.00	1,753
A0321	3-7i	22	1.25	22	1.25	0	0.00	0	0.00	1,753
A0322	3-8a	24	1.37	24	1.37	0	0.00	0	0.00	1,753
A0323	3-8b	23	1.31	23	1.31	0	0.00	0	0.00	1,753
A0324	3-9	26	1.48	26	1.48	0	0.00	0	0.00	1,753
A1400	4-1	44	2.51	44	2.51	0	0.00	0	0.00	1,753
A1401	4-2a	43	2.45	43	2.45	0	0.00	0	0.00	1,753
A1402	4-2b	52	2.97	52	2.97	0	0.00	0	0.00	1,753
A1403	4-2c	47	2.68	47	2.68	0	0.00	0	0.00	1,753
A1404	4-2d	45	2.57	45	2.57	0	0.00	0	0.00	1,753
A1405	4-2e	39	2.22	39	2.22	0	0.00	0	0.00	1,753
A5405	4-2e, other specify	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A1415	4-3	39	2.22	39	2.22	0	0.00	0	0.00	1,753
A1407	4-4	36	2.05	36	2.05	0	0.00	0	0.00	1,753
A1408	4-5a	36	2.05	36	2.05	0	0.00	0	0.00	1,753
A1409	4-5b	31	1.77	31	1.77	0	0.00	0	0.00	1,753
A1410	4-5c	38	2.17	38	2.17	0	0.00	0	0.00	1,753
A1411	4-5d	36	2.05	36	2.05	0	0.00	0	0.00	1,753
A1412	4-5e	36	2.05	36	2.05	0	0.00	0	0.00	1,753
A1413	4-5f	38	2.17	38	2.17	0	0.00	0	0.00	1,753
A1414	4-6	31	1.77	31	1.77	0	0.00	0	0.00	1,753

See notes at end of table.

Table H-2. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school principal including data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
A0900	5-1	0	0.00	0	0.00	0	0.00	0	0.00	1,753
A0901	5-2	36	2.05	36	2.05	0	0.00	0	0.00	1,753
A0902	5-3, White	43	2.45	43	2.45	0	0.00	0	0.00	1,753
A0903	5-3, Black	5	0.29	5	0.29	0	0.00	0	0.00	1,753
A0904	5-3, Asian	5	0.29	5	0.29	0	0.00	0	0.00	1,753
A0905	5-3, Pac Islander	0	0.00	0	0.00	0	0.00	0	0.00	1,753
	5-3, American									
A0906	Indian	1	0.06	1	0.06	0	0.00	0	0.00	1,753
A0907	5-4	51	2.91	34	1.94	4	0.23	13	0.74	1,753
A0908	5-5	180	10.27	180	10.27	0	0.00	0	0.00	1,753

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Principal Restricted Use Data File," 2020–21.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2020–21

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1906	cover_page	421	6.72	421	6.72	0	0.00	0	0.00	6,261
S0100	1-1, PK	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0101	1-1, KG	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0102	1-1, 1st	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0103	1-1, 2nd	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0104	1-1, 3rd	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0105	1-1, 4th	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0106	1-1, 5th	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0107	1-1, 6th	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0108	1-1, 7th	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0109	1-1, 8th	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0110	1-1, 9th	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0111	1-1, 10th	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0112	1-1, 11th	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0113	1-1, 12th	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0114	1-1, Ungraded	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0115	1-2	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0116	1-3	412	6.58	390	6.23	22	0.35	0	0.00	6,261
S0117	1-4, Start	54	0.86	54	0.86	0	0.00	0	0.00	6,261
S0118	1-4, End	47	0.75	46	0.73	0	0.00	1	0.02	6,261
S0133	1-5	18	0.29	18	0.29	0	0.00	0	0.00	6,261
S0119	1-6	145	2.32	142	2.27	3	0.05	0	0.00	6,261
S0120	1-7	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S5120	1-7, write-in	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0500	1-8	2	0.03	2	0.03	0	0.00	0	0.00	6,261
S0501	1-9	18	0.29	18	0.29	0	0.00	0	0.00	6,261

See notes at end of table.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S5501	1-9, write-in	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0121	1-10a	10	0.16	10	0.16	0	0.00	0	0.00	6,261
S0122	1-10b	68	1.09	68	1.09	0	0.00	0	0.00	6,261
S0123	1-10c	68	1.09	68	1.09	0	0.00	0	0.00	6,261
S0124	1-11	9	0.14	9	0.14	0	0.00	0	0.00	6,261
S1900	1-12, No change	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1901	1-12, Canceled	2	0.03	2	0.03	0	0.00	0	0.00	6,261
S1902	1-12, Online	15	0.24	15	0.24	0	0.00	0	0.00	6,261
S1903	1-12, Paper	8	0.13	8	0.13	0	0.00	0	0.00	6,261
S1904	1-12, Other	1	0.02	1	0.02	0	0.00	0	0.00	6,261
S5904	1-12, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S0600	1-13	28	0.45	28	0.45	0	0.00	0	0.00	6,261
S0125	1-14	19	0.30	19	0.30	0	0.00	0	0.00	6,261
S1905	1-15	78	1.25	77	1.23	1	0.02	0	0.00	6,261
S0134	1-16a	22	0.35	22	0.35	0	0.00	0	0.00	6,261
S0135	1-16b	8	0.13	8	0.13	0	0.00	0	0.00	6,261
S0136	1-16c, STEM	6	0.10	6	0.10	0	0.00	0	0.00	6,261
S0137	1-16c, Perf Arts	2	0.03	2	0.03	0	0.00	0	0.00	6,261
S0138	1-16c, Gifted	2	0.03	2	0.03	0	0.00	0	0.00	6,261
S0139	1-16c, Foreign	3	0.05	3	0.05	0	0.00	0	0.00	6,261
S0140	1-16c, Other	9	0.14	9	0.14	0	0.00	0	0.00	6,261
S0141	1-17a	42	0.67	42	0.67	0	0.00	0	0.00	6,261
S0142	1-17b	41	0.65	41	0.65	0	0.00	0	0.00	6,261
S0144	1-18a	41	0.65	41	0.65	0	0.00	0	0.00	6,261

See notes at end of table.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0145	1-18b	61	0.97	61	0.97	0	0.00	0	0.00	6,261
S0146	1-18c	51	0.81	51	0.81	0	0.00	0	0.00	6,261
S0147	1-18d	38	0.61	38	0.61	0	0.00	0	0.00	6,261
S0200	2-1a	114	1.82	114	1.82	0	0.00	0	0.00	6,261
S0201	2-1b	12	0.19	1	0.02	11	0.18	0	0.00	6,261
S0202	2-1c	12	0.19	12	0.19	0	0.00	0	0.00	6,261
S1210	2-2a_FT	243	3.88	235	3.75	8	0.13	0	0.00	6,261
S1211	2-2a_PT	130	2.08	126	2.01	4	0.06	0	0.00	6,261
S1212	2-2b_FT	672	10.73	672	10.73	0	0.00	0	0.00	6,261
S1213	2-2b_PT	152	2.43	152	2.43	0	0.00	0	0.00	6,261
S1214	2-2c_FT	524	8.37	521	8.32	3	0.05	0	0.00	6,261
S1215	2-2c_PT	202	3.23	202	3.23	0	0.00	0	0.00	6,261
S1216	2-2d_FT	144	2.30	144	2.30	0	0.00	0	0.00	6,261
S1217	2-2d_PT	140	2.24	140	2.24	0	0.00	0	0.00	6,261
S1252	2-2e_FT	1,449	23.14	1,448	23.13	0	0.00	1	0.02	6,261
S1253	2-2e_PT	207	3.31	207	3.31	0	0.00	0	0.00	6,261
S1255	2-2f_PT	214	3.42	213	3.40	0	0.00	1	0.02	6,261
S1218	2-2g_1_FT	182	2.91	182	2.91	0	0.00	0	0.00	6,261
S1219	2-2g_1_PT	154	2.46	154	2.46	0	0.00	0	0.00	6,261
S1220	2-2g_2_FT	169	2.70	169	2.70	0	0.00	0	0.00	6,261
S1221	2-2g_2_PT	181	2.89	181	2.89	0	0.00	0	0.00	6,261
S1222	2-2g_3_FT	190	3.03	190	3.03	0	0.00	0	0.00	6,261
S1223	2-2g_3_PT	207	3.31	207	3.31	0	0.00	0	0.00	6,261
S1224	2-2g_4_FT	183	2.92	183	2.92	0	0.00	0	0.00	6,261
S1225	2-2g_4_PT	205	3.27	205	3.27	0	0.00	0	0.00	6,261
S1226	2-2g_5_FT	164	2.62	164	2.62	0	0.00	0	0.00	6,261

See notes at end of table.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1227	2-2g_5_PT	197	3.15	197	3.15	0	0.00	0	0.00	6,261
S1228	2-2g_6_FT	185	2.95	185	2.95	0	0.00	0	0.00	6,261
S1229	2-2g_6_PT	202	3.23	202	3.23	0	0.00	0	0.00	6,261
S1230	2-2h_1_FT	685	10.94	684	10.92	1	0.02	0	0.00	6,261
S1231	2-2h_1_PT	171	2.73	171	2.73	0	0.00	0	0.00	6,261
S1232	2-2h_2_FT	1,350	21.56	1,350	21.56	0	0.00	0	0.00	6,261
S1233	2-2h_2_PT	281	4.49	281	4.49	0	0.00	0	0.00	6,261
S1234	2-2h_3_FT	494	7.89	490	7.83	4	0.06	0	0.00	6,261
S1235	2-2h_3_PT	180	2.87	180	2.87	0	0.00	0	0.00	6,261
S1238	2-2h_4_FT	1,058	16.90	1,057	16.88	0	0.00	1	0.02	6,261
S1239	2-2h_4_PT	219	3.50	219	3.50	0	0.00	0	0.00	6,261
S1242	2-2h_5_FT	1,321	21.10	1,313	20.97	8	0.13	0	0.00	6,261
S1243	2-2h_5_PT	262	4.18	262	4.18	0	0.00	0	0.00	6,261
S1246	2-2i_FT	216	3.45	210	3.35	6	0.10	0	0.00	6,261
S1247	2-2i_PT	133	2.12	133	2.12	0	0.00	0	0.00	6,261
S1248	2-2j_FT	483	7.71	479	7.65	2	0.03	2	0.03	6,261
S1249	2-2j_PT	185	2.95	185	2.95	0	0.00	0	0.00	6,261
S1257	2-2l_PT	286	4.57	286	4.57	0	0.00	0	0.00	6,261
S1258	2-2m_FT	1,056	16.87	1,056	16.87	0	0.00	0	0.00	6,261
S1259	2-2m_PT	251	4.01	251	4.01	0	0.00	0	0.00	6,261
S1260	2-2n_FT	1,710	27.31	1,710	27.31	0	0.00	0	0.00	6,261
S1261	2-2n_PT	316	5.05	316	5.05	0	0.00	0	0.00	6,261
S1262	2-2o_FT	1,782	28.46	1,777	28.38	5	0.08	0	0.00	6,261
S1263	2-2o_PT	301	4.81	301	4.81	0	0.00	0	0.00	6,261
S1264	2-3a_1	102	1.63	102	1.63	0	0.00	0	0.00	6,261

See notes at end of table.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1265	2-3a_2	102	1.63	102	1.63	0	0.00	0	0.00	6,261
S1266	2-3a_3	104	1.66	104	1.66	0	0.00	0	0.00	6,261
S1267	2-3b_1	118	1.88	118	1.88	0	0.00	0	0.00	6,261
S1268	2-3b_2	140	2.24	140	2.24	0	0.00	0	0.00	6,261
S1269	2-3b_3	157	2.51	157	2.51	0	0.00	0	0.00	6,261
S1270	2-3b_4	128	2.04	128	2.04	0	0.00	0	0.00	6,261
S1271	2-4a	0	0.00	0	0.00	0	0.00	0	0.00	6,261
S1272	2-4_1	421	6.72	421	6.72	0	0.00	0	0.00	6,261
S1273	2-4_2	461	7.36	461	7.36	0	0.00	0	0.00	6,261
S1274	2-4_3	593	9.47	593	9.47	0	0.00	0	0.00	6,261
S1275	2-4_4	607	9.69	607	9.69	0	0.00	0	0.00	6,261
S1276	2-4_5	616	9.84	616	9.84	0	0.00	0	0.00	6,261
S1277	2-4_6	580	9.26	580	9.26	0	0.00	0	0.00	6,261
S1278	2-4_7	598	9.55	598	9.55	0	0.00	0	0.00	6,261
S1279	2-4_8	602	9.62	602	9.62	0	0.00	0	0.00	6,261
S1280	2-4_9	604	9.65	604	9.65	0	0.00	0	0.00	6,261
S1281	2-4_10	604	9.65	604	9.65	0	0.00	0	0.00	6,261
S1282	2-4_11	585	9.34	585	9.34	0	0.00	0	0.00	6,261
S1283	2-4_12	346	5.53	346	5.53	0	0.00	0	0.00	6,261
S1284	2-4_13	598	9.55	598	9.55	0	0.00	0	0.00	6,261
S1287	2-5a	128	2.04	128	2.04	0	0.00	0	0.00	6,261
S1285	2-5b	150	2.40	145	2.32	3	0.05	2	0.03	6,261
S1286	2-5c	158	2.52	158	2.52	0	0.00	0	0.00	6,261
S0300	3-1	45	0.72	45	0.72	0	0.00	0	0.00	6,261
S0301	3-2	53	0.85	53	0.85	0	0.00	0	0.00	6,261
S0302	3-3	33	0.53	33	0.53	0	0.00	0	0.00	6,261

See notes at end of table.

Table H-3. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0400	4-1a	119	1.90	119	1.90	0	0.00	0	0.00	6,261
S0401	4-1b	385	6.15	384	6.13	1	0.02	0	0.00	6,261
S0402	4-2a	6	0.10	6	0.10	0	0.00	0	0.00	6,261
S0403	4-2b(1)	679	10.84	641	10.24	38	0.61	0	0.00	6,261
S0404	4-2b(2)	699	11.16	661	10.56	38	0.61	0	0.00	6,261
S0405	4-2b(3)	710	11.34	671	10.72	39	0.62	0	0.00	6,261
S0406	4-2b(4)	695	11.10	656	10.48	39	0.62	0	0.00	6,261
S0421	4-3a	308	4.92	308	4.92	0	0.00	0	0.00	6,261
S0422	4-3b	451	7.20	448	7.16	2	0.03	1	0.02	6,261
S0423	4-4	277	4.42	277	4.42	0	0.00	0	0.00	6,261
S0424	4-5a	309	4.94	309	4.94	0	0.00	0	0.00	6,261
S0425	4-5b	294	4.70	294	4.70	0	0.00	0	0.00	6,261
S0409	4-6a	266	4.25	266	4.25	0	0.00	0	0.00	6,261
S0410	4-6b	152	2.43	152	2.43	0	0.00	0	0.00	6,261
S0408	4-6b(1)	240	3.83	239	3.82	0	0.00	1	0.02	6,261
S0426	4-6b(2)	193	3.08	193	3.08	0	0.00	0	0.00	6,261
S0427	4-6c	674	10.77	674	10.77	0	0.00	0	0.00	6,261
S0428	4-6d	1,522	24.31	1,480	23.64	42	0.67	0	0.00	6,261
S0429	4-6e	614	9.81	614	9.81	0	0.00	0	0.00	6,261
S0412	4-7	388	6.20	388	6.20	0	0.00	0	0.00	6,261
S0416	4-8a	294	4.70	280	4.47	13	0.21	1	0.02	6,261
S0414	4-8b	596	9.52	551	8.80	43	0.69	2	0.03	6,261
S0417	4-9a	356	5.69	351	5.61	5	0.08	0	0.00	6,261
S0418	4-9b	356	5.69	351	5.61	5	0.08	0	0.00	6,261
S0419	4-9c	355	5.67	350	5.59	5	0.08	0	0.00	6,261
S0420	4-10	466	7.44	459	7.33	6	0.10	1	0.02	6,261

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey, "Public School Restricted Use Data File," 2020–21.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2020–21

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1906	cover_page	130	7.43	130	7.43	0	0.00	0	0.00	1,749
S0114	1-1a, Ungraded	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0150	1-1a, Ungraded	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0100	1-1b, PK/Nursery	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0151	1-1b, PK/Nursery	3	0.17	0	0.00	3	0.17	0	0.00	1,749
S0101	1-1c, KG	2	0.11	0	0.00	0	0.00	2	0.11	1,749
S0152	1-1c, KG	27	1.54	0	0.00	27	1.54	0	0.00	1,749
S0148	1-1d, TK	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0153	1-1d, TK	3	0.17	0	0.00	3	0.17	0	0.00	1,749
S0149	1-1e, TF	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0154	1-1e, TF	2	0.11	0	0.00	2	0.11	0	0.00	1,749
S0102	1-1f, 1st	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0155	1-1f, 1st	8	0.46	0	0.00	8	0.46	0	0.00	1,749
S0103	1-1g, 2nd	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0156	1-1g, 2nd	9	0.51	0	0.00	9	0.51	0	0.00	1,749
S0104	1-1h, 3rd	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0157	1-1h, 3rd	8	0.46	0	0.00	8	0.46	0	0.00	1,749
S0105	1-1i, 4th	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0158	1-1i, 4th	8	0.46	0	0.00	8	0.46	0	0.00	1,749
S0106	1-1j, 5th	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0159	1-1j, 5th	11	0.63	0	0.00	11	0.63	0	0.00	1,749
S0107	1-1k, 6th	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0160	1-1k, 6th	12	0.69	0	0.00	12	0.69	0	0.00	1,749
S0108	1-1l, 7th	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0161	1-1l, 7th	12	0.69	0	0.00	12	0.69	0	0.00	1,749

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0109	1-1m, 8th	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0162	1-1m, 8th	12	0.69	0	0.00	12	0.69	0	0.00	1,749
S0110	1-1n, 9th	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0163	1-1n, 9th	9	0.51	0	0.00	9	0.51	0	0.00	1,749
S0111	1-1o, 10th	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0164	1-1o, 10th	8	0.46	0	0.00	8	0.46	0	0.00	1,749
S0112	1-1p, 11th	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0165	1-1p, 11th	10	0.57	0	0.00	10	0.57	0	0.00	1,749
S0113	1-1, 12th	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0166	1-1, 12th	8	0.46	0	0.00	8	0.46	0	0.00	1,749
S4000	1-1_sum	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S4115	1-2	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0167	1-3a	407	23.27	25	1.43	381	21.78	1	0.06	1,749
S0168	1-3b	384	21.96	1	0.06	381	21.78	2	0.11	1,749
S0169	1-3c	385	22.01	3	0.17	381	21.78	1	0.06	1,749
S0170	1-3d	390	22.30	8	0.46	381	21.78	1	0.06	1,749
S0171	1-3e	420	24.01	38	2.17	381	21.78	1	0.06	1,749
S0172	1-3f	413	23.61	31	1.77	381	21.78	1	0.06	1,749
S0173	1-3g	141	8.06	130	7.43	10	0.57	1	0.06	1,749
S0319	1-3 Total	11	0.63	2	0.11	9	0.51	0	0.00	1,749
S0174	1-4a	6	0.34	6	0.34	0	0.00	0	0.00	1,749
S0175	1-4b	62	3.54	34	1.94	28	1.60	0	0.00	1,749
S0176	1-5a	12	0.69	7	0.40	1	0.06	4	0.23	1,749
S0177	1-5b	36	2.06	28	1.60	8	0.46	0	0.00	1,749
S0322	1-5c	22	1.26	22	1.26	0	0.00	0	0.00	1,749

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0178	1-5d	38	2.17	31	1.77	0	0.00	7	0.40	1,749
S0179	1-5e	64	3.66	63	3.60	1	0.06	0	0.00	1,749
S0117	1-6, Start	35	2.00	33	1.89	2	0.11	0	0.00	1,749
S0131	1-6, a.m./p.m.	39	2.23	39	2.23	0	0.00	0	0.00	1,749
S0118	1-6, End	33	1.89	33	1.89	0	0.00	0	0.00	1,749
S0132	1-6, a.m./p.m.	52	2.97	52	2.97	0	0.00	0	0.00	1,749
S0133	1-7	15	0.86	14	0.80	1	0.06	0	0.00	1,749
S0119	1-8	49	2.80	46	2.63	3	0.17	0	0.00	1,749
S0120	1-9	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S5120	1-9, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0121	1-10a	2	0.11	2	0.11	0	0.00	0	0.00	1,749
S0122	1-10b	20	1.14	0	0.00	20	1.14	0	0.00	1,749
S0123	1-10c	1	0.06	0	0.00	1	0.06	0	0.00	1,749
S0124	1-11	11	0.63	11	0.63	0	0.00	0	0.00	1,749
S1900	1-12, No change	1	0.06	1	0.06	0	0.00	0	0.00	1,749
S1901	1-12, Canceled	2	0.11	2	0.11	0	0.00	0	0.00	1,749
S1902	1-12, Online	6	0.34	6	0.34	0	0.00	0	0.00	1,749
S1903	1-12, Paper	4	0.23	4	0.23	0	0.00	0	0.00	1,749
S1904	1-12, Other	2	0.11	2	0.11	0	0.00	0	0.00	1,749
S5904	1-12, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0600	1-13	19	1.09	19	1.09	0	0.00	0	0.00	1,749
S0125	1-14	9	0.51	9	0.51	0	0.00	0	0.00	1,749

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1905	1-15	25	1.43	21	1.20	3	0.17	1	0.06	1,749
S0141	1-16a	36	2.06	36	2.06	0	0.00	0	0.00	1,749
S0142	1-16b	35	2.00	35	2.00	0	0.00	0	0.00	1,749
S0144	1-17a	38	2.17	38	2.17	0	0.00	0	0.00	1,749
S0145	1-17b	44	2.52	44	2.52	0	0.00	0	0.00	1,749
S0146	1-17c	34	1.94	34	1.94	0	0.00	0	0.00	1,749
S0147	1-17d	26	1.49	26	1.49	0	0.00	0	0.00	1,749
S0184	1-18a	15	0.86	15	0.86	0	0.00	0	0.00	1,749
S0185	1-18b	21	1.20	21	1.20	0	0.00	0	0.00	1,749
S0800	1-19a	11	0.63	11	0.63	0	0.00	0	0.00	1,749
S0802	1-19b	1	0.06	1	0.06	0	0.00	0	0.00	1,749
S0803	1-20	10	0.57	10	0.57	0	0.00	0	0.00	1,749
S0804	1-21a	22	1.26	22	1.26	0	0.00	0	0.00	1,749
S0805	1-21b	146	8.35	146	8.35	0	0.00	0	0.00	1,749
S0806	1-22	112	6.40	103	5.89	9	0.51	0	0.00	1,749
S0186	1-23a	27	1.54	27	1.54	0	0.00	0	0.00	1,749
S0187	1-23b	41	2.34	41	2.34	0	0.00	0	0.00	1,749
S0188	1-23c	23	1.32	23	1.32	0	0.00	0	0.00	1,749
S5188	1-23c, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0189	1-23c, Catholic	12	0.69	8	0.46	4	0.23	0	0.00	1,749
S0190	1-24, none	7	0.40	7	0.40	0	0.00	0	0.00	1,749
S0191	1-24, ACE	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0192	1-24, ELEA	0	0.00	0	0.00	0	0.00	0	0.00	1,749

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0193	1-24, ACSI	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0194	1-24, ACTS	1	0.06	1	0.06	0	0.00	0	0.00	1,749
S0195	1-24, ACCS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0196	1-24, CSI	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0320	1-24, CISNA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0197	1-24, ELEA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0198	1-24, FCE	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0199	1-24, GCSDAC	1	0.06	1	0.06	0	0.00	0	0.00	1,749
S0287	1-24, ISLA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0288	1-24, JSEA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0289	1-24, NAES	2	0.11	2	0.11	0	0.00	0	0.00	1,749
S0290	1-24, NCEA	11	0.63	11	0.63	0	0.00	0	0.00	1,749
S0291	1-24, NCSA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0292	1-24, Torah Umesorah	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0293	1-24, ORUEF	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0321	1-24, PRIZMAH	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0296	1-24, SBACS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0297	1-24, Other	6	0.34	6	0.34	0	0.00	0	0.00	1,749
S5297	1-24, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0298	1-24, AMS	3	0.17	3	0.17	0	0.00	0	0.00	1,749
S0299	1-24, AMI	0	0.00	0	0.00	0	0.00	0	0.00	1,749
	1-24, Other									
S0303	Montessori	1	0.06	1	0.06	0	0.00	0	0.00	1,749
S0304	1-24, AMCS	0	0.00	0	0.00	0	0.00	0	0.00	1,749

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0305	1-24, AWSNA	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0306	1-24, NAPSEC	2	0.11	2	0.11	0	0.00	0	0.00	1,749
S0307	1-24, Other exceptional	2	0.11	2	0.11	0	0.00	0	0.00	1,749
S0308	1-24, ECIS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0309	1-24, NAEYC	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0310	1-24, NALS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0311	1-24, NCGS	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0312	1-24, Other special emphasis	3	0.17	3	0.17	0	0.00	0	0.00	1,749
S5312	1-24, Other special emphasis, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0313	1-24, ASN	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0314	1-24, NAIS	25	1.43	25	1.43	0	0.00	0	0.00	1,749
S0315	1-24, Independent school association	16	0.91	16	0.91	0	0.00	0	0.00	1,749
S0316	1-24, NIPSA	3	0.17	3	0.17	0	0.00	0	0.00	1,749
S0317	1-24, TABS	5	0.29	5	0.29	0	0.00	0	0.00	1,749
S0318	1-24, Other associations	6	0.34	6	0.34	0	0.00	0	0.00	1,749
S5318	1-24, Other associations, write-in	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0200	2-1, FT	63	3.60	8	0.46	43	2.46	12	0.69	1,749
S0180	2-1, 3/4	488	27.90	488	27.90	0	0.00	0	0.00	1,749
S0181	2-1, 1/2	348	19.90	293	16.75	55	3.14	0	0.00	1,749

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable e: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0182	2-1, 1/4	510	29.16	455	26.01	55	3.14	0	0.00	1,749
S0183	2-1, less than 1/4	619	35.39	564	32.25	43	2.46	12	0.69	1,749
S0202	2-1, total	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S1210	2-2a_FT	164	9.38	137	7.83	9	0.51	18	1.03	1,749
S1211	2-2a_PT	82	4.69	74	4.23	0	0.00	8	0.46	1,749
S1212	2-2b_FT	257	14.69	232	13.26	18	1.03	7	0.40	1,749
S1213	2-2b_PT	107	6.12	98	5.60	9	0.51	0	0.00	1,749
S1214	2-2c_FT	133	7.60	114	6.52	18	1.03	1	0.06	1,749
S1215	2-2c_PT	209	11.95	199	11.38	10	0.57	0	0.00	1,749
S1216	2-2d_FT	87	4.97	84	4.80	3	0.17	0	0.00	1,749
S1217	2-2d_PT	136	7.78	130	7.43	6	0.34	0	0.00	1,749
S1252	2-2e_FT	131	7.49	130	7.43	1	0.06	0	0.00	1,749
S1253	2-2e_PT	275	15.72	260	14.87	15	0.86	0	0.00	1,749
S1254	2-2f_FT	120	6.86	116	6.63	4	0.23	0	0.00	1,749
S1255	2-2f_PT	281	16.07	266	15.21	15	0.86	0	0.00	1,749
S1218	2-2g_1_FT	119	6.80	117	6.69	2	0.11	0	0.00	1,749
S1219	2-2g_1_PT	187	10.69	176	10.06	11	0.63	0	0.00	1,749
S1220	2-2g_2_FT	123	7.03	119	6.80	4	0.23	0	0.00	1,749
S1221	2-2g_2_PT	206	11.78	195	11.15	11	0.63	0	0.00	1,749
S1222	2-2g_3_FT	126	7.20	125	7.15	1	0.06	0	0.00	1,749
S1223	2-2g_3_PT	236	13.49	227	12.98	9	0.51	0	0.00	1,749
S1224	2-2g_4_FT	126	7.20	125	7.15	1	0.06	0	0.00	1,749
S1225	2-2g_4_PT	233	13.32	221	12.64	12	0.69	0	0.00	1,749
S1226	2-2g_5_FT	123	7.03	121	6.92	2	0.11	0	0.00	1,749
S1227	2-2g_5_PT	230	13.15	219	12.52	11	0.63	0	0.00	1,749

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1228	2-2g_6_FT	121	6.92	118	6.75	3	0.17	0	0.00	1,749
S1229	2-2g_6_PT	221	12.64	211	12.06	10	0.57	0	0.00	1,749
S1230	2-2h_1_FT	196	11.21	185	10.58	11	0.63	0	0.00	1,749
S1231	2-2h_1_PT	72	4.12	67	3.83	5	0.29	0	0.00	1,749
S1232	2-2h_2_FT	748	42.77	725	41.45	23	1.32	0	0.00	1,749
S1233	2-2h_2_PT	271	15.49	259	14.81	12	0.69	0	0.00	1,749
S1234	2-2h_3_FT	463	26.47	448	25.61	15	0.86	0	0.00	1,749
S1235	2-2h_3_PT	171	9.78	164	9.38	7	0.40	0	0.00	1,749
S1238	2-2h_4_FT	575	32.88	559	31.96	16	0.91	0	0.00	1,749
S1239	2-2h_4_PT	194	11.09	187	10.69	7	0.40	0	0.00	1,749
S1242	2-2h_5_FT	667	38.14	625	35.73	39	2.23	3	0.17	1,749
S1243	2-2h_5_PT	239	13.66	227	12.98	12	0.69	0	0.00	1,749
S1246	2-2i_FT	272	15.55	256	14.64	16	0.91	0	0.00	1,749
S1247	2-2i_PT	142	8.12	134	7.66	8	0.46	0	0.00	1,749
S1248	2-2j_FT	589	33.68	565	32.30	23	1.32	1	0.06	1,749
S1249	2-2j_PT	231	13.21	208	11.89	23	1.32	0	0.00	1,749
S1250	2-2k_FT	442	25.27	419	23.96	23	1.32	0	0.00	1,749
S1251	2-2k_PT	172	9.83	159	9.09	13	0.74	0	0.00	1,749
S1256	2-2l_FT	661	37.79	636	36.36	23	1.32	2	0.11	1,749
S1257	2-2l_PT	256	14.64	247	14.12	9	0.51	0	0.00	1,749
S1258	2-2m_FT	725	41.45	701	40.08	24	1.37	0	0.00	1,749
S1259	2-2m_PT	273	15.61	261	14.92	12	0.69	0	0.00	1,749
S1260	2-2n_FT	733	41.91	712	40.71	21	1.20	0	0.00	1,749

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1261	2-2n_PT	278	15.89	269	15.38	9	0.51	0	0.00	1,749
S1262	2-2o_FT	540	30.87	521	29.79	19	1.09	0	0.00	1,749
S1263	2-2o_PT	233	13.32	221	12.64	12	0.69	0	0.00	1,749
S1264	2-3a_1	67	3.83	67	3.83	0	0.00	0	0.00	1,749
S1265	2-3a_2	69	3.95	69	3.95	0	0.00	0	0.00	1,749
S1266	2-3a_3	70	4.00	70	4.00	0	0.00	0	0.00	1,749
S1267	2-3b_1	77	4.40	77	4.40	0	0.00	0	0.00	1,749
S1268	2-3b_2	88	5.03	88	5.03	0	0.00	0	0.00	1,749
S1269	2-3b_3	89	5.09	89	5.09	0	0.00	0	0.00	1,749
S1270	2-3b_4	78	4.46	78	4.46	0	0.00	0	0.00	1,749
S1271	2-4a	11	0.63	11	0.63	0	0.00	0	0.00	1,749
S1272	2-4_1	88	5.03	88	5.03	0	0.00	0	0.00	1,749
S1273	2-4_2	99	5.66	63	3.60	36	2.06	0	0.00	1,749
S1274	2-4_3	151	8.63	151	8.63	0	0.00	0	0.00	1,749
S1275	2-4_4	157	8.98	157	8.98	0	0.00	0	0.00	1,749
S1276	2-4_5	166	9.49	166	9.49	0	0.00	0	0.00	1,749
S1277	2-4_6	147	8.40	147	8.40	0	0.00	0	0.00	1,749
S1278	2-4_7	160	9.15	160	9.15	0	0.00	0	0.00	1,749
S1279	2-4_8	161	9.21	161	9.21	0	0.00	0	0.00	1,749
S1280	2-4_9	168	9.61	155	8.86	13	0.74	0	0.00	1,749
S1281	2-4_10	164	9.38	164	9.38	0	0.00	0	0.00	1,749
S1282	2-4_11	158	9.03	158	9.03	0	0.00	0	0.00	1,749
S1283	2-4_12	150	8.58	150	8.58	0	0.00	0	0.00	1,749

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S1284	2-4_13	159	9.09	159	9.09	0	0.00	0	0.00	1,749
S1287	2-5a	63	3.60	57	3.26	4	0.23	2	0.11	1,749
S1285	2-5b	80	4.57	72	4.12	2	0.11	6	0.34	1,749
S1286	2-5c	97	5.55	91	5.20	1	0.06	5	0.29	1,749
S0300	3-1	58	3.32	58	3.32	0	0.00	0	0.00	1,749
S0301	3-2	47	2.69	47	2.69	0	0.00	0	0.00	1,749
S0302	3-3	32	1.83	32	1.83	0	0.00	0	0.00	1,749
S0400	4-1a	91	5.20	77	4.40	0	0.00	14	0.80	1,749
S0401	4-1b	100	5.72	74	4.23	23	1.32	3	0.17	1,749
S0402	4-2a	4	0.23	2	0.11	0	0.00	2	0.11	1,749
S0403	4-2b(1)	146	8.35	0	0.00	146	8.35	0	0.00	1,749
S0404	4-2b(2)	146	8.35	0	0.00	146	8.35	0	0.00	1,749
S0405	4-2b(3)	146	8.35	0	0.00	146	8.35	0	0.00	1,749
S0406	4-2b(4)	147	8.40	0	0.00	139	7.95	8	0.46	1,749
S0421	4-3a	82	4.69	82	4.69	0	0.00	0	0.00	1,749
S0422	4-3b	41	2.34	0	0.00	41	2.34	0	0.00	1,749
S0423	4-4	38	2.17	18	1.03	8	0.46	12	0.69	1,749
S0424	4-5a	26	1.49	15	0.86	5	0.29	6	0.34	1,749
S0425	4-5b	24	1.37	13	0.74	5	0.29	6	0.34	1,749
S0409	4-6a	59	3.37	59	3.37	0	0.00	0	0.00	1,749
S0410	4-6b	0	0.00	0	0.00	0	0.00	0	0.00	1,749
S0408	4-6b(1)	36	2.06	7	0.40	0	0.00	29	1.66	1,749
S0426	4-6b(2)	48	2.74	45	2.57	1	0.06	2	0.11	1,749

See notes at end of table.

Table H-4. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school data file, by variable: 2020–21—Continued

Variable	Item number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
S0427	4-6c	58	3.32	57	3.26	0	0.00	1	0.06	1,749
S0412	4-7	63	3.60	63	3.60	0	0.00	0	0.00	1,749
S0416	4-8a	44	2.52	16	0.91	27	1.54	1	0.06	1,749
S0414	4-8b	39	2.23	33	1.89	3	0.17	3	0.17	1,749
S0417	4-9a	23	1.32	21	1.20	1	0.06	1	0.06	1,749
S0418	4-9b	23	1.32	21	1.20	1	0.06	1	0.06	1,749
S0419	4-9c	22	1.26	20	1.14	1	0.06	1	0.06	1,749

NOTES: S0131 and S0132 are eventually dropped from data product files as the start times and end times for schools are converted to military time. S1271 is a web experimental item for only a subset of web respondents.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School Restricted Use Data File,” 2020–21.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1914	cover_page	361	0.91	361	0.91	0	0.00	0	0.00	39,633
T0100	1-1	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0101	1-2	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0102	1-3	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0103	1-4	1,150	2.90	1,101	2.78	49	0.12	0	0.00	39,633
T0106	1-5	53	0.13	26	0.07	16	0.04	11	0.03	39,633
T5106	1-5, specify	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0104	1-6, Month	189	0.48	74	0.19	0	0.00	115	0.29	39,633
T0105	1-6, Year	249	0.63	86	0.22	0	0.00	163	0.41	39,633
T0107	1-7, Month	253	0.64	139	0.35	0	0.00	114	0.29	39,633
T0108	1-7, Year	207	0.52	82	0.21	0	0.00	125	0.32	39,633
T0110	1-8	481	1.21	155	0.39	25	0.06	301	0.76	39,633
T0109	1-9	819	2.07	63	0.16	736	1.86	20	0.05	39,633
T0200	2-1, PK	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0201	2-1, KG	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0202	2-1, 1st	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0203	2-1, 2nd	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0204	2-1, 3rd	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0205	2-1, 4th	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0206	2-1, 5th	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0207	2-1, 6th	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0208	2-1, 7th	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0209	2-1, 8th	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0210	2-1, 9th	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0211	2-1, 10th	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0212	2-1, 11th	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0213	2-1, 12th	0	0.00	0	0.00	0	0.00	0	0.00	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0214	2-1, UG	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0215	2-2	145	0.37	103	0.26	42	0.11	0	0.00	39,633
T0216	2-3	177	0.45	123	0.31	54	0.14	0	0.00	39,633
T0217	2-4, code	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5217	2-4, label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0218	2-5	77	0.19	77	0.19	0	0.00	0	0.00	39,633
T0219	2-6a	116	0.29	116	0.29	0	0.00	0	0.00	39,633
T0220	2-6b	208	0.52	208	0.52	0	0.00	0	0.00	39,633
T0221	2-7	22	0.06	22	0.06	0	0.00	0	0.00	39,633
T0222	2-8	22	0.06	22	0.06	0	0.00	0	0.00	39,633
T0223	2-9	74	0.19	57	0.14	17	0.04	0	0.00	39,633
T0224	2-10	20	0.05	16	0.04	4	0.01	0	0.00	39,633
T0270	2-11a	520	1.31	128	0.32	390	0.98	2	0.01	39,633
T0271	2-11a, days	142	0.36	114	0.29	28	0.07	0	0.00	39,633
T0272	2-11b	614	1.55	240	0.61	374	0.94	0	0.00	39,633
T0273	2-11b, days	196	0.49	0	0.00	154	0.39	42	0.11	39,633
T0274	2-11c	403	1.02	160	0.40	243	0.61	0	0.00	39,633
T0275	2-11c, days	149	0.38	115	0.29	33	0.08	1	0.00	39,633
T0276	2-11d	443	1.12	232	0.59	211	0.53	0	0.00	39,633
T0277	2-11d, days	171	0.43	126	0.32	45	0.11	0	0.00	39,633
T0278	2-11e	404	1.02	211	0.53	193	0.49	0	0.00	39,633
T0279	2-11e, days	148	0.37	109	0.28	39	0.10	0	0.00	39,633
T0230	2-12	215	0.54	152	0.38	0	0.00	63	0.16	39,633
T0240	2-13a(1)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5240	2-13b(1)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0250	2-13c(1)	45	0.11	0	0.00	0	0.00	45	0.11	39,633
T0260	2-13d(1)	1,645	4.15	1,572	3.97	73	0.18	0	0.00	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0241	2-13a(2)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5241	2-13b(2)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0251	2-13c(2)	134	0.34	0	0.00	0	0.00	134	0.34	39,633
T0261	2-13d(2)	1,649	4.16	1,586	4.00	63	0.16	0	0.00	39,633
T0242	2-13a(3)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5242	2-13b(3)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0252	2-13c(3)	399	1.01	0	0.00	0	0.00	399	1.01	39,633
T0262	2-13d(3)	1,596	4.03	1,539	3.88	57	0.14	0	0.00	39,633
T0243	2-13a(4)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5243	2-13b(4)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0253	2-13c(4)	339	0.86	0	0.00	0	0.00	339	0.86	39,633
T0263	2-13d(4)	1,443	3.64	1,363	3.44	80	0.20	0	0.00	39,633
T0244	2-13a(5)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5244	2-13b(5)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0254	2-13c(5)	142	0.36	0	0.00	0	0.00	142	0.36	39,633
T0264	2-13d(5)	1,249	3.15	1,148	2.90	101	0.25	0	0.00	39,633
T0245	2-13a(6)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5245	2-13b(6)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0255	2-13c(6)	118	0.30	0	0.00	0	0.00	118	0.30	39,633
T0265	2-13d(6)	914	2.31	798	2.01	116	0.29	0	0.00	39,633
T0246	2-13a(7)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5246	2-13b(7)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0256	2-13c(7)	81	0.20	0	0.00	0	0.00	81	0.20	39,633
T0266	2-13d(7)	474	1.20	343	0.87	131	0.33	0	0.00	39,633
T0247	2-13a(8)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5247	2-13b(8)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0257	2-13c(8)	68	0.17	0	0.00	0	0.00	68	0.17	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0267	2-13d(8)	327	0.83	190	0.48	137	0.35	0	0.00	39,633
T0248	2-13a(9)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5248	2-13b(9)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0258	2-13c(9)	20	0.05	0	0.00	0	0.00	20	0.05	39,633
T0268	2-13d(9)	262	0.66	124	0.31	138	0.35	0	0.00	39,633
T0249	2-13a(10)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5249	2-13b(10)	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0259	2-13c(10)	17	0.04	0	0.00	0	0.00	17	0.04	39,633
T0269	2-13d(10)	244	0.62	103	0.26	141	0.36	0	0.00	39,633
T0300	3-1a	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5301	3-1b, name	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5302	3-1b, city	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5303	3-1b, state	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0304	3-1b, outside U.S.	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0305	3-1c	659	1.66	254	0.64	0	0.00	405	1.02	39,633
T0306	3-1d	405	1.02	405	1.02	0	0.00	0	0.00	39,633
T0307	3-1e, code	373	0.94	373	0.94	0	0.00	0	0.00	39,633
T5307	3-1e, label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0308	3-1f	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0309	3-1g, code	114	0.29	114	0.29	0	0.00	0	0.00	39,633
T5309	3-1g, label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0310	3-1h	371	0.94	371	0.94	0	0.00	0	0.00	39,633
T0311	3-1i, code	414	1.04	414	1.04	0	0.00	0	0.00	39,633
T5311	3-1i, label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0312	3-2a	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0313	3-2b	251	0.63	251	0.63	0	0.00	0	0.00	39,633
T0314	3-2c	526	1.33	201	0.51	0	0.00	325	0.82	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0315	3-2d	129	0.33	129	0.33	0	0.00	0	0.00	39,633
T0316	3-2e, code	2,658	6.71	2,658	6.71	0	0.00	0	0.00	39,633
T5316	3-2e, label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0317	3-3	20	0.05	0	0.00	0	0.00	20	0.05	39,633
T0318	3-3b(1), code	13	0.03	13	0.03	0	0.00	0	0.00	39,633
T5318	3-3b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0319	3-3d(1)	98	0.25	66	0.17	0	0.00	32	0.08	39,633
T0320	3-3b(2), code	108	0.27	54	0.14	0	0.00	54	0.14	39,633
T5320	3-3b(2), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0321	3-3d(2)	345	0.87	236	0.60	0	0.00	109	0.28	39,633
T0322	3-3b(3), code	10	0.03	10	0.03	0	0.00	0	0.00	39,633
T5322	3-3b(3), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0323	3-3c(3)	15	0.04	2	0.01	0	0.00	13	0.03	39,633
T0324	3-3d(3)	397	1.00	52	0.13	0	0.00	345	0.87	39,633
T0325	3-3b(4), code	69	0.17	69	0.17	0	0.00	0	0.00	39,633
T5325	3-3b(4), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0326	3-3c(4)	75	0.19	69	0.17	0	0.00	6	0.02	39,633
T0327	3-3d(4)	277	0.70	49	0.12	0	0.00	228	0.58	39,633
T0328	3-3b(5), code	121	0.31	121	0.31	0	0.00	0	0.00	39,633
T5328	3-3b(5), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0329	3-3c(5)	127	0.32	50	0.13	0	0.00	77	0.19	39,633
T0330	3-3d(5)	193	0.49	115	0.29	77	0.19	1	0.00	39,633
T0331	3-3b(6), code	21	0.05	21	0.05	0	0.00	0	0.00	39,633
T5331	3-3b(6), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0332	3-3c(6)	29	0.07	4	0.01	0	0.00	25	0.06	39,633
T0333	3-3d(6)	63	0.16	38	0.10	25	0.06	0	0.00	39,633
T0334	3-3b(7), code	7	0.02	7	0.02	0	0.00	0	0.00	39,633
T5334	3-3b(7), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0335	3-3c(7)	11	0.03	6	0.02	5	0.01	0	0.00	39,633
T0336	3-3d(7)	21	0.05	16	0.04	0	0.00	5	0.01	39,633
T0337	3-4a	325	0.82	325	0.82	0	0.00	0	0.00	39,633
T0338	3-4b	327	0.83	327	0.83	0	0.00	0	0.00	39,633
T0339	3-4c	496	1.25	496	1.25	0	0.00	0	0.00	39,633
T0340	3-5a	552	1.39	552	1.39	0	0.00	0	0.00	39,633
T0341	3-5b	661	1.67	661	1.67	0	0.00	0	0.00	39,633
T0342	3-5c	740	1.87	740	1.87	0	0.00	0	0.00	39,633
T0343	3-5d	786	1.98	786	1.98	0	0.00	0	0.00	39,633
T0344	3-5e	740	1.87	740	1.87	0	0.00	0	0.00	39,633
T0345	3-5f	681	1.72	681	1.72	0	0.00	0	0.00	39,633
T0346	3-5g	632	1.59	632	1.59	0	0.00	0	0.00	39,633
T0347	3-6a	430	1.08	430	1.08	0	0.00	0	0.00	39,633
T0348	3-6b	482	1.22	467	1.18	15	0.04	0	0.00	39,633
T0349	3-6c	566	1.43	524	1.32	42	0.11	0	0.00	39,633
T0400	4-1	484	1.22	484	1.22	0	0.00	0	0.00	39,633
T0401	4-2a	733	1.85	733	1.85	0	0.00	0	0.00	39,633
T0402	4-2b(1), code	1,371	3.46	1,371	3.46	0	0.00	0	0.00	39,633
T5402	4-2b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0403	4-2b(2), K-5	1,274	3.21	1,274	3.21	0	0.00	0	0.00	39,633
T0404	4-2b(2), 6-8	1,233	3.11	1,233	3.11	0	0.00	0	0.00	39,633
T0405	4-2b(2), 9-12	914	2.31	914	2.31	0	0.00	0	0.00	39,633
T0406	4-2c	592	1.49	592	1.49	0	0.00	0	0.00	39,633
T0407	4-2d(1), code	1,061	2.68	1,061	2.68	0	0.00	0	0.00	39,633
T5407	4-2d(1), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0408	4-2d(1), K-5	981	2.48	981	2.48	0	0.00	0	0.00	39,633
T0409	4-2d(1), 6-8	1,210	3.05	1,210	3.05	0	0.00	0	0.00	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0410	4-2d(1), 9-12	841	2.12	841	2.12	0	0.00	0	0.00	39,633
T0411	4-2d(2), code	13	0.03	13	0.03	0	0.00	0	0.00	39,633
T5411	4-2d(2), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0412	4-2d(2), K-5	67	0.17	67	0.17	0	0.00	0	0.00	39,633
T0413	4-2d(2), 6-8	108	0.27	108	0.27	0	0.00	0	0.00	39,633
T0414	4-2d(2), 9-12	85	0.21	85	0.21	0	0.00	0	0.00	39,633
T0415	4-2d(3), code	5	0.01	5	0.01	0	0.00	0	0.00	39,633
T5415	4-2d(3), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0416	4-2d(3), K-5	47	0.12	47	0.12	0	0.00	0	0.00	39,633
T0417	4-2d(3), 6-8	64	0.16	64	0.16	0	0.00	0	0.00	39,633
T0418	4-2d(3), 9-12	58	0.15	58	0.15	0	0.00	0	0.00	39,633
T0419	4-2d(4), code	5	0.01	5	0.01	0	0.00	0	0.00	39,633
T5419	4-2d(4), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0420	4-2d(4), K-5	24	0.06	24	0.06	0	0.00	0	0.00	39,633
T0421	4-2d(4), 6-8	35	0.09	35	0.09	0	0.00	0	0.00	39,633
T0422	4-2d(4), 9-12	29	0.07	29	0.07	0	0.00	0	0.00	39,633
T0423	4-3a	583	1.47	583	1.47	0	0.00	0	0.00	39,633
T0424	4-3b	220	0.56	220	0.56	0	0.00	0	0.00	39,633
T0425	4-3c(1), code	854	2.15	854	2.15	0	0.00	0	0.00	39,633
T5425	4-3c(1), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0426	4-3c(2), K-5	753	1.90	753	1.90	0	0.00	0	0.00	39,633
T0427	4-3c(2), 6-8	733	1.85	733	1.85	0	0.00	0	0.00	39,633
T0428	4-3c(2), 9-12	588	1.48	588	1.48	0	0.00	0	0.00	39,633
T0429	4-3d	97	0.24	97	0.24	0	0.00	0	0.00	39,633
T0430	4-3e(1), code	233	0.59	233	0.59	0	0.00	0	0.00	39,633
T5430	4-3e(1), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0431	4-3e(1), K-5	199	0.50	199	0.50	0	0.00	0	0.00	39,633
T0432	4-3e(1), 6-8	244	0.62	244	0.62	0	0.00	0	0.00	39,633
T0433	4-3e(1), 9-12	189	0.48	189	0.48	0	0.00	0	0.00	39,633
T0434	4-3e(2), code	4	0.01	4	0.01	0	0.00	0	0.00	39,633
T5434	4-3e(2), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0435	4-3e(2), K-5	13	0.03	13	0.03	0	0.00	0	0.00	39,633
T0436	4-3e(2), 6-8	16	0.04	16	0.04	0	0.00	0	0.00	39,633
T0437	4-3e(2), 9-12	11	0.03	11	0.03	0	0.00	0	0.00	39,633
T0438	4-3e(3), code	1	0.00	1	0.00	0	0.00	0	0.00	39,633
T5438	4-3e(3), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0439	4-3e(3), K-5	6	0.02	6	0.02	0	0.00	0	0.00	39,633
T0440	4-3e(3), 6-8	8	0.02	8	0.02	0	0.00	0	0.00	39,633
T0441	4-3e(3), 9-12	7	0.02	7	0.02	0	0.00	0	0.00	39,633
T0442	4-3e(4), code	2	0.01	2	0.01	0	0.00	0	0.00	39,633
T5442	4-3e(4), label	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T0443	4-3e(4), K-5	4	0.01	4	0.01	0	0.00	0	0.00	39,633
T0444	4-3e(4), 6-8	6	0.02	6	0.02	0	0.00	0	0.00	39,633
T0445	4-3e(4), 9-12	5	0.01	5	0.01	0	0.00	0	0.00	39,633
T1500	5-1	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1501	5-2	208	0.52	201	0.51	7	0.02	0	0.00	39,633
T5502	5-3a	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T5503	5-3b	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1504	5-3c	303	0.76	303	0.76	0	0.00	0	0.00	39,633
T1505	5-4a	310	0.78	302	0.76	8	0.02	0	0.00	39,633
T1506	5-4b	313	0.79	305	0.77	8	0.02	0	0.00	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1507	5-4c	319	0.80	311	0.78	8	0.02	0	0.00	39,633
T1508	5-4d	308	0.78	300	0.76	8	0.02	0	0.00	39,633
T1509	5-4e	306	0.77	298	0.75	8	0.02	0	0.00	39,633
T1510	5-4f	308	0.78	300	0.76	8	0.02	0	0.00	39,633
T1511	5-4g	316	0.80	308	0.78	8	0.02	0	0.00	39,633
T1512	5-4h	320	0.81	312	0.79	8	0.02	0	0.00	39,633
T1513	5-4i	314	0.79	306	0.77	8	0.02	0	0.00	39,633
T1514	5-4j	316	0.80	308	0.78	8	0.02	0	0.00	39,633
T1515	5-5	302	0.76	294	0.74	8	0.02	0	0.00	39,633
T1516	5-6a	312	0.79	304	0.77	8	0.02	0	0.00	39,633
T1517	5-6b	312	0.79	304	0.77	8	0.02	0	0.00	39,633
T1518	5-6c	314	0.79	306	0.77	8	0.02	0	0.00	39,633
T1519	5-6d	313	0.79	305	0.77	8	0.02	0	0.00	39,633
T1520	5-6e	314	0.79	306	0.77	8	0.02	0	0.00	39,633
T1521	5-6f	312	0.79	304	0.77	8	0.02	0	0.00	39,633
T1522	5-6g	312	0.79	304	0.77	8	0.02	0	0.00	39,633
T1523	5-7a	303	0.76	295	0.74	8	0.02	0	0.00	39,633
T1524	5-7b	246	0.62	238	0.60	8	0.02	0	0.00	39,633
T1525	5-7c	257	0.65	249	0.63	8	0.02	0	0.00	39,633
T1526	5-8a	264	0.67	256	0.65	8	0.02	0	0.00	39,633
T1527	5-8b	264	0.67	256	0.65	8	0.02	0	0.00	39,633
T1528	5-8c	264	0.67	256	0.65	8	0.02	0	0.00	39,633
T1529	5-8d	263	0.66	255	0.64	8	0.02	0	0.00	39,633
T1530	5-9	268	0.68	260	0.66	8	0.02	0	0.00	39,633
T1600	6-1	2,392	6.04	2,238	5.65	85	0.21	69	0.17	39,633
T1601	6-2	594	1.50	530	1.34	29	0.07	35	0.09	39,633
T1602	6-3	1,432	3.61	1,383	3.49	48	0.12	1	0.00	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1603	6-4a	1,692	4.27	1,692	4.27	0	0.00	0	0.00	39,633
T1604	6-4b	1,764	4.45	1,764	4.45	0	0.00	0	0.00	39,633
T1605	6-4c	1,763	4.45	1,763	4.45	0	0.00	0	0.00	39,633
T1606	6-4d	1,776	4.48	1,776	4.48	0	0.00	0	0.00	39,633
T1607	6-4e	1,769	4.46	1,769	4.46	0	0.00	0	0.00	39,633
T1608	6-4f	1,699	4.29	1,699	4.29	0	0.00	0	0.00	39,633
T1609	6-5	2,478	6.25	2,478	6.25	0	0.00	0	0.00	39,633
T1900	7-1, Not a teacher	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1901	7-1, No change	27	0.07	27	0.07	0	0.00	0	0.00	39,633
T1902	7-1, Canceled	134	0.34	134	0.34	0	0.00	0	0.00	39,633
T1903	7-1, Online	1,570	3.96	1,317	3.32	253	0.64	0	0.00	39,633
T1904	7-1, Paper	435	1.10	435	1.10	0	0.00	0	0.00	39,633
T1905	7-1, Other	105	0.26	105	0.26	0	0.00	0	0.00	39,633
T5905	7-1, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	39,633
T1906	7-2	1,790	4.52	1,534	3.87	256	0.65	0	0.00	39,633
T1907	7-3, No interactions	196	0.49	196	0.49	0	0.00	0	0.00	39,633
T1908	7-3, lessons	849	2.14	807	2.04	42	0.11	0	0.00	39,633
T1909	7-3, group sessions	993	2.51	811	2.05	182	0.46	0	0.00	39,633
T1910	7-3, One-on-one	605	1.53	605	1.53	0	0.00	0	0.00	39,633
T1911	7-3, Office Hours	1,240	3.13	799	2.02	441	1.11	0	0.00	39,633
T1912	7-3, Unscheduled	520	1.31	520	1.31	0	0.00	0	0.00	39,633
T1913	7-4	1,756	4.43	1,327	3.35	429	1.08	0	0.00	39,633
T1700	7-5a	2,209	5.57	2,209	5.57	0	0.00	0	0.00	39,633
T1701	7-5b	2,259	5.70	2,259	5.70	0	0.00	0	0.00	39,633
T1702	7-5c	2,250	5.68	2,250	5.68	0	0.00	0	0.00	39,633
T1703	7-5d	2,231	5.63	2,231	5.63	0	0.00	0	0.00	39,633
T1704	7-5e	2,205	5.56	2,205	5.56	0	0.00	0	0.00	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1705	7-5f	2,214	5.59	2,214	5.59	0	0.00	0	0.00	39,633
T1706	7-5g	2,195	5.54	2,195	5.54	0	0.00	0	0.00	39,633
T1707	7-6a	2,255	5.69	2,255	5.69	0	0.00	0	0.00	39,633
T1708	7-6b	2,244	5.66	2,244	5.66	0	0.00	0	0.00	39,633
T1709	7-6c	2,271	5.73	2,271	5.73	0	0.00	0	0.00	39,633
T1710	7-6d	2,254	5.69	2,254	5.69	0	0.00	0	0.00	39,633
T1711	7-6e	2,262	5.71	2,262	5.71	0	0.00	0	0.00	39,633
T1712	7-6f	2,269	5.73	2,269	5.73	0	0.00	0	0.00	39,633
T1713	7-7a	2,566	6.47	2,566	6.47	0	0.00	0	0.00	39,633
T1714	7-7b	2,639	6.66	2,639	6.66	0	0.00	0	0.00	39,633
T1715	7-7c	2,583	6.52	2,583	6.52	0	0.00	0	0.00	39,633
T1716	7-7d	2,542	6.41	2,542	6.41	0	0.00	0	0.00	39,633
T1717	7-7e	2,540	6.41	2,540	6.41	0	0.00	0	0.00	39,633
T1718	7-7f	2,574	6.49	2,574	6.49	0	0.00	0	0.00	39,633
T1719	7-7g	2,595	6.55	2,595	6.55	0	0.00	0	0.00	39,633
T1720	7-7h	2,609	6.58	2,609	6.58	0	0.00	0	0.00	39,633
T1721	7-7i	2,592	6.54	2,592	6.54	0	0.00	0	0.00	39,633
T1722	7-7j	2,563	6.47	2,563	6.47	0	0.00	0	0.00	39,633
T1723	7-7k	2,577	6.50	2,577	6.50	0	0.00	0	0.00	39,633
T1724	7-7l	2,597	6.55	2,597	6.55	0	0.00	0	0.00	39,633
T1725	7-7m	2,572	6.49	2,572	6.49	0	0.00	0	0.00	39,633
T1726	7-7n	2,655	6.70	2,655	6.70	0	0.00	0	0.00	39,633
T1727	7-7o	2,603	6.57	2,603	6.57	0	0.00	0	0.00	39,633
T1728	7-7p	2,592	6.54	2,592	6.54	0	0.00	0	0.00	39,633
T1729	7-7	2,540	6.41	2,540	6.41	0	0.00	0	0.00	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1730	7-7r	2,567	6.48	2,567	6.48	0	0.00	0	0.00	39,633
T1731	7-8a	2,627	6.63	2,627	6.63	0	0.00	0	0.00	39,633
T1732	7-8b	2,640	6.66	2,640	6.66	0	0.00	0	0.00	39,633
T1733	7-8c	2,673	6.74	2,673	6.74	0	0.00	0	0.00	39,633
T1734	7-8d	2,641	6.66	2,641	6.66	0	0.00	0	0.00	39,633
T1735	7-8e	2,697	6.80	2,697	6.80	0	0.00	0	0.00	39,633
T1736	7-8f	2,738	6.91	2,738	6.91	0	0.00	0	0.00	39,633
T1737	7-8g	2,637	6.65	2,637	6.65	0	0.00	0	0.00	39,633
T1738	7-8h	2,643	6.67	2,643	6.67	0	0.00	0	0.00	39,633
T1739	7-8i	2,627	6.63	2,627	6.63	0	0.00	0	0.00	39,633
T1740	7-8j	2,662	6.72	2,662	6.72	0	0.00	0	0.00	39,633
T1741	7-9a	2,875	7.25	2,875	7.25	0	0.00	0	0.00	39,633
T1742	7-9b	2,847	7.18	2,847	7.18	0	0.00	0	0.00	39,633
T1743	7-9c	2,847	7.18	2,847	7.18	0	0.00	0	0.00	39,633
T1744	7-9d	2,851	7.19	2,851	7.19	0	0.00	0	0.00	39,633
T1745	7-9e	2,856	7.21	2,856	7.21	0	0.00	0	0.00	39,633
T1746	7-9f	2,841	7.17	2,841	7.17	0	0.00	0	0.00	39,633
T1747	7-9g	2,839	7.16	2,839	7.16	0	0.00	0	0.00	39,633
T1748	7-10	2,721	6.87	2,721	6.87	0	0.00	0	0.00	39,633
T1749	7-11a	2,707	6.83	2,707	6.83	0	0.00	0	0.00	39,633
T1750	7-11b	597	1.51	582	1.47	15	0.04	0	0.00	39,633
T1751	7-11c	198	0.50	152	0.38	46	0.12	0	0.00	39,633
T1752	7-12a	2,863	7.22	2,863	7.22	0	0.00	0	0.00	39,633
T1753	7-12b	358	0.90	358	0.90	0	0.00	0	0.00	39,633
T1754	7-12c	126	0.32	126	0.32	0	0.00	0	0.00	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1755	7-13	2,702	6.82	2,702	6.82	0	0.00	0	0.00	39,633
T1756	7-14	2,748	6.93	2,747	6.93	1	0.00	0	0.00	39,633
T0900	8-1a	2,767	6.98	2,767	6.98	0	0.00	0	0.00	39,633
T0901	8-1a, amt	510	1.29	510	1.29	0	0.00	0	0.00	39,633
T0902	8-1a(1)	385	0.97	385	0.97	0	0.00	0	0.00	39,633
T0903	8-1b	2,873	7.25	2,873	7.25	0	0.00	0	0.00	39,633
T0904	8-1b, amt	473	1.19	436	1.10	37	0.09	0	0.00	39,633
T0905	8-1b(1)	542	1.37	436	1.10	106	0.27	0	0.00	39,633
T0906	8-1c	2,962	7.47	2,962	7.47	0	0.00	0	0.00	39,633
T0907	8-1c, amt	817	2.06	817	2.06	0	0.00	0	0.00	39,633
T0908	8-2	5,850	14.76	5,160	13.02	66	0.17	624	1.57	39,633
T0909	8-3	5,289	13.34	4,813	12.14	240	0.61	236	0.60	39,633
T0910	8-4	3,069	7.74	3,066	7.74	0	0.00	3	0.01	39,633
T0911	8-4, amt	1,844	4.65	1,843	4.65	1	0.00	0	0.00	39,633
T0912	8-5	3,155	7.96	3,154	7.96	0	0.00	1	0.00	39,633
T0913	8-5, amt	323	0.81	315	0.79	8	0.02	0	0.00	39,633
T0914	8-6	3,205	8.09	3,202	8.08	0	0.00	3	0.01	39,633
T0915	8-6, amt	379	0.96	378	0.95	1	0.00	0	0.00	39,633
T0916	8-7a	3,130	7.90	3,130	7.90	0	0.00	0	0.00	39,633
T0917	8-7a, amt	1,201	3.03	1,201	3.03	0	0.00	0	0.00	39,633
T0918	8-7b	514	1.30	514	1.30	0	0.00	0	0.00	39,633
T0919	8-8	3,157	7.97	3,155	7.96	0	0.00	2	0.01	39,633
T0920	8-8, amt	249	0.63	234	0.59	15	0.04	0	0.00	39,633
T0935	8-9	3,110	7.85	3,110	7.85	0	0.00	0	0.00	39,633
T0936	8-10	1,902	4.80	1,902	4.80	0	0.00	0	0.00	39,633

See notes at end of table.

Table H-5. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the public school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0937	8-11	1,821	4.59	1,821	4.59	0	0.00	0	0.00	39,633
T0938	8-12	1,272	3.21	1,272	3.21	0	0.00	0	0.00	39,633
T0939	8-13a	1,973	4.98	1,973	4.98	0	0.00	0	0.00	39,633
T0940	8-13b	2,021	5.10	2,021	5.10	0	0.00	0	0.00	39,633
T0921	8-14	3,193	8.06	3,193	8.06	0	0.00	0	0.00	39,633
T0922	8-15a	3,386	8.54	3,386	8.54	0	0.00	0	0.00	39,633
T0923	8-15b	1,854	4.68	1,854	4.68	0	0.00	0	0.00	39,633
T0924	9-1	4	0.01	0	0.00	4	0.01	0	0.00	39,633
T0928	9-2	3,338	8.42	3,338	8.42	0	0.00	0	0.00	39,633
T0929	9-3, White	3,288	8.30	3,288	8.30	0	0.00	0	0.00	39,633
T0930	9-3, Black	336	0.85	336	0.85	0	0.00	0	0.00	39,633
T0931	9-3, Asian	151	0.38	151	0.38	0	0.00	0	0.00	39,633
T0932	9-3, Pac Islander	34	0.09	34	0.09	0	0.00	0	0.00	39,633
T0933	9-3, am indian	124	0.31	124	0.31	0	0.00	0	0.00	39,633
T0934	9-4	302	0.76	297	0.75	1	0.00	4	0.01	39,633

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Restricted Use Data File," 2020–21.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1914	cover_page	55	1.25	55	1.25	0	0.00	0	0.00	4,391
T0100	1-1	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0101	1-2	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0102	1-3	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0103	1-4	58	1.32	41	0.93	17	0.39	0	0.00	4,391
T0106	1-5	6	0.14	3	0.07	3	0.07	0	0.00	4,391
T5106	1-5, specify	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0104	1-6, Month	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0105	1-6, Year	8	0.18	7	0.16	1	0.02	0	0.00	4,391
T0107	1-7, Month	19	0.43	19	0.43	0	0.00	0	0.00	4,391
T0108	1-7, Year	24	0.55	17	0.39	7	0.16	0	0.00	4,391
T0110	1-8	31	0.71	18	0.41	13	0.30	0	0.00	4,391
T0109	1-9	6	0.14	6	0.14	0	0.00	0	0.00	4,391
T0200	2-1, PK	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0201	2-1, KG	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0202	2-1, 1st	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0203	2-1, 2nd	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0204	2-1, 3rd	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0205	2-1, 4th	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0206	2-1, 5th	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0207	2-1, 6th	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0208	2-1, 7th	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0209	2-1, 8th	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0210	2-1, 9th	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0211	2-1, 10th	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0212	2-1, 11th	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0213	2-1, 12th	0	0.00	0	0.00	0	0.00	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0214	2-1, UG	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0215	2-2	19	0.43	0	0.00	19	0.43	0	0.00	4,391
T0216	2-3	15	0.34	0	0.00	15	0.34	0	0.00	4,391
T0217	2-4, code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5217	2-4, label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0218	2-5	13	0.30	13	0.30	0	0.00	0	0.00	4,391
T0219	2-6a	21	0.48	21	0.48	0	0.00	0	0.00	4,391
T0220	2-6b	15	0.34	15	0.34	0	0.00	0	0.00	4,391
T0221	2-7	2	0.05	2	0.05	0	0.00	0	0.00	4,391
T0222	2-8	2	0.05	2	0.05	0	0.00	0	0.00	4,391
T0223	2-9	9	0.20	9	0.20	0	0.00	0	0.00	4,391
T0224	2-10	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T0270	2-11a	12	0.27	12	0.27	0	0.00	0	0.00	4,391
T0271	2-11a, days	11	0.25	11	0.25	0	0.00	0	0.00	4,391
T0272	2-11b	15	0.34	13	0.30	2	0.05	0	0.00	4,391
T0273	2-11b, days	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0274	2-11c	14	0.32	14	0.32	0	0.00	0	0.00	4,391
T0275	2-11c, days	11	0.25	10	0.23	1	0.02	0	0.00	4,391
T0276	2-11d	15	0.34	15	0.34	0	0.00	0	0.00	4,391
T0277	2-11d, days	8	0.18	5	0.11	3	0.07	0	0.00	4,391
T0278	2-11e	18	0.41	18	0.41	0	0.00	0	0.00	4,391
T0279	2-11e, days	13	0.30	11	0.25	2	0.05	0	0.00	4,391
T0230	2-12	13	0.30	13	0.30	0	0.00	0	0.00	4,391
T0240	2-13a(1)	13	0.30	0	0.00	13	0.30	0	0.00	4,391
T5240	2-13b(1)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0250	2-13c(1)	16	0.36	0	0.00	16	0.36	0	0.00	4,391
T0260	2-13d(1)	234	5.33	156	3.55	78	1.78	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0241	2-13a(2)	13	0.30	0	0.00	13	0.30	0	0.00	4,391
T5241	2-13b(2)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0251	2-13c(2)	19	0.43	0	0.00	19	0.43	0	0.00	4,391
T0261	2-13d(2)	239	5.44	167	3.80	72	1.64	0	0.00	4,391
T0242	2-13a(3)	13	0.30	0	0.00	13	0.30	0	0.00	4,391
T5242	2-13b(3)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0252	2-13c(3)	17	0.39	0	0.00	17	0.39	0	0.00	4,391
T0262	2-13d(3)	235	5.35	157	3.58	78	1.78	0	0.00	4,391
T0243	2-13a(4)	12	0.27	0	0.00	12	0.27	0	0.00	4,391
T5243	2-13b(4)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0253	2-13c(4)	17	0.39	0	0.00	17	0.39	0	0.00	4,391
T0263	2-13d(4)	216	4.92	146	3.32	70	1.59	0	0.00	4,391
T0244	2-13a(5)	13	0.30	0	0.00	13	0.30	0	0.00	4,391
T5244	2-13b(5)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0254	2-13c(5)	16	0.36	0	0.00	16	0.36	0	0.00	4,391
T0264	2-13d(5)	181	4.12	123	2.80	58	1.32	0	0.00	4,391
T0245	2-13a(6)	7	0.16	0	0.00	7	0.16	0	0.00	4,391
T5245	2-13b(6)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0255	2-13c(6)	8	0.18	0	0.00	8	0.18	0	0.00	4,391
T0265	2-13d(6)	103	2.35	74	1.69	29	0.66	0	0.00	4,391
T0246	2-13a(7)	7	0.16	0	0.00	7	0.16	0	0.00	4,391
T5246	2-13b(7)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0256	2-13c(7)	7	0.16	0	0.00	7	0.16	0	0.00	4,391
T0266	2-13d(7)	54	1.23	34	0.77	20	0.46	0	0.00	4,391
T0247	2-13a(8)	3	0.07	0	0.00	3	0.07	0	0.00	4,391
T5247	2-13b(8)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0257	2-13c(8)	3	0.07	0	0.00	3	0.07	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0267	2-13d(8)	34	0.77	23	0.52	11	0.25	0	0.00	4,391
T0248	2-13a(9)	4	0.09	0	0.00	4	0.09	0	0.00	4,391
T5248	2-13b(9)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0258	2-13c(9)	4	0.09	0	0.00	4	0.09	0	0.00	4,391
T0268	2-13d(9)	28	0.64	19	0.43	9	0.20	0	0.00	4,391
T0249	2-13a(10)	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T5249	2-13b(10)	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0259	2-13c(10)	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T0269	2-13d(10)	24	0.55	18	0.41	6	0.14	0	0.00	4,391
T0300	3-1a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5301	3-1b, name	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5302	3-1b, city	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5303	3-1b, state	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0304	3-1b, outside U.S.	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0305	3-1c	34	0.77	34	0.77	0	0.00	0	0.00	4,391
T0306	3-1d	47	1.07	47	1.07	0	0.00	0	0.00	4,391
T0307	3-1e, code	34	0.77	34	0.77	0	0.00	0	0.00	4,391
T5307	3-1e, label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0308	3-1f	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0309	3-1g, code	12	0.27	12	0.27	0	0.00	0	0.00	4,391
T5309	3-1g, label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0310	3-1h	57	1.30	57	1.30	0	0.00	0	0.00	4,391
T0311	3-1i, code	57	1.30	57	1.30	0	0.00	0	0.00	4,391
T5311	3-1i, label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0312	3-2a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0313	3-2b	25	0.57	25	0.57	0	0.00	0	0.00	4,391
T0314	3-2c	5	0.11	5	0.11	0	0.00	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0315	3-2d	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T0316	3-2e, code	181	4.12	181	4.12	0	0.00	0	0.00	4,391
T5316	3-2e, label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0317	3-3	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0318	3-3b(1), code	3	0.07	0	0.00	3	0.07	0	0.00	4,391
T5318	3-3b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0319	3-3d(1)	14	0.32	8	0.18	6	0.14	0	0.00	4,391
T0320	3-3b(2), code	9	0.20	1	0.02	8	0.18	0	0.00	4,391
T5320	3-3b(2), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0321	3-3d(2)	31	0.71	21	0.48	10	0.23	0	0.00	4,391
T0322	3-3b(3), code	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T5322	3-3b(3), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0323	3-3c(3)	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T0324	3-3d(3)	7	0.16	3	0.07	4	0.09	0	0.00	4,391
T0325	3-3b(4), code	10	0.23	0	0.00	10	0.23	0	0.00	4,391
T5325	3-3b(4), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0326	3-3c(4)	7	0.16	0	0.00	7	0.16	0	0.00	4,391
T0327	3-3d(4)	15	0.34	7	0.16	8	0.18	0	0.00	4,391
T0328	3-3b(5), code	4	0.09	1	0.02	3	0.07	0	0.00	4,391
T5328	3-3b(5), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0329	3-3c(5)	3	0.07	0	0.00	3	0.07	0	0.00	4,391
T0330	3-3d(5)	15	0.34	10	0.23	5	0.11	0	0.00	4,391
T0331	3-3b(6), code	9	0.20	1	0.02	8	0.18	0	0.00	4,391
T5331	3-3b(6), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0332	3-3c(6)	7	0.16	0	0.00	7	0.16	0	0.00	4,391
T0333	3-3d(6)	19	0.43	6	0.14	13	0.30	0	0.00	4,391
T0334	3-3b(7), code	11	0.25	3	0.07	8	0.18	0	0.00	4,391
T5334	3-3b(7), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0335	Q3-3c(7)	14	0.32	1	0.02	13	0.30	0	0.00	4,391
T0336	Q3-3d(7)	20	0.46	10	0.23	10	0.23	0	0.00	4,391
T0337	Q3-4a	35	0.80	35	0.80	0	0.00	0	0.00	4,391
T0338	Q3-4b	38	0.87	38	0.87	0	0.00	0	0.00	4,391
T0339	Q3-4c	54	1.23	54	1.23	0	0.00	0	0.00	4,391
T0340	Q3-5a	91	2.07	91	2.07	0	0.00	0	0.00	4,391
T0341	Q3-5b	104	2.37	104	2.37	0	0.00	0	0.00	4,391
T0342	Q3-5c	109	2.48	109	2.48	0	0.00	0	0.00	4,391
T0343	Q3-5d	124	2.82	124	2.82	0	0.00	0	0.00	4,391
T0344	Q3-5e	121	2.76	121	2.76	0	0.00	0	0.00	4,391
T0345	Q3-5f	84	1.91	84	1.91	0	0.00	0	0.00	4,391
T0346	Q3-5g	83	1.89	83	1.89	0	0.00	0	0.00	4,391
T0347	Q3-6a	56	1.28	56	1.28	0	0.00	0	0.00	4,391
T0348	Q3-6b	52	1.18	42	0.96	10	0.23	0	0.00	4,391
T0349	Q3-6c	62	1.41	50	1.14	12	0.27	0	0.00	4,391
T0400	Q4-1	64	1.46	64	1.46	0	0.00	0	0.00	4,391
T0401	Q4-2a	42	0.96	42	0.96	0	0.00	0	0.00	4,391
T0402	Q4-2b(1), code	80	1.82	80	1.82	0	0.00	0	0.00	4,391
T5402	Q4-2b(1), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0403	Q4-2b(2), K-5	53	1.21	53	1.21	0	0.00	0	0.00	4,391
T0404	Q4-2b(2), 6-8	70	1.59	70	1.59	0	0.00	0	0.00	4,391
T0405	Q4-2b(2), 9-12	56	1.28	56	1.28	0	0.00	0	0.00	4,391
T0406	Q4-2c	27	0.61	27	0.61	0	0.00	0	0.00	4,391
T0407	Q4-2d(1), code	15	0.34	15	0.34	0	0.00	0	0.00	4,391
T5407	Q4-2d(1), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0408	Q4-2d(1), K-5	10	0.23	10	0.23	0	0.00	0	0.00	4,391
T0409	Q4-2d(1), 6-8	22	0.50	22	0.50	0	0.00	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0410	4-2d(1), 9-12	20	0.46	20	0.46	0	0.00	0	0.00	4,391
T0411	4-2d(2), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5411	4-2d(2), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0412	4-2d(2), K-5	3	0.07	0	0.00	3	0.07	0	0.00	4,391
T0413	4-2d(2), 6-8	5	0.11	2	0.05	3	0.07	0	0.00	4,391
T0414	4-2d(2), 9-12	4	0.09	1	0.02	3	0.07	0	0.00	4,391
T0415	4-2d(3), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5415	4-2d(3), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0416	4-2d(3), K-5	3	0.07	0	0.00	3	0.07	0	0.00	4,391
T0417	4-2d(3), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0418	4-2d(3), 9-12	3	0.07	0	0.00	3	0.07	0	0.00	4,391
T0419	4-2d(4), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5419	4-2d(4), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0420	4-2d(4), K-5	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T0421	4-2d(4), 6-8	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T0422	4-2d(4), 9-12	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T0423	4-3a	27	0.61	27	0.61	0	0.00	0	0.00	4,391
T0424	4-3b	5	0.11	4	0.09	1	0.02	0	0.00	4,391
T0425	4-3c(1), code	12	0.27	3	0.07	9	0.20	0	0.00	4,391
T5425	4-3c(1), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0426	4-3c(2), K-5	14	0.32	5	0.11	9	0.20	0	0.00	4,391
T0427	4-3c(2), 6-8	9	0.20	5	0.11	4	0.09	0	0.00	4,391
T0428	4-3c(2), 9-12	12	0.27	8	0.18	4	0.09	0	0.00	4,391
T0429	4-3d	2	0.05	2	0.05	0	0.00	0	0.00	4,391
T0430	4-3e(1), code	6	0.14	6	0.14	0	0.00	0	0.00	4,391
T5430	4-3e(1), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0431	4-3e(1), K-5	4	0.09	4	0.09	0	0.00	0	0.00	4,391
T0432	4-3e(1), 6-8	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T0433	4-3e(1), 9-12	4	0.09	4	0.09	0	0.00	0	0.00	4,391
T0434	4-3e(2), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5434	4-3e(2), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0435	4-3e(2), K-5	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T0436	4-3e(2), 6-8	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T0437	4-3e(2), 9-12	1	0.02	0	0.00	1	0.02	0	0.00	4,391
T0438	4-3e(3), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5438	4-3e(3), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0439	4-3e(3), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0440	4-3e(3), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0441	4-3e(3), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0442	4-3e(4), code	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5442	4-3e(4), label	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0443	4-3e(4), K-5	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0444	4-3e(4), 6-8	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0445	4-3e(4), 9-12	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1500	5-1	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1501	5-2	46	1.05	42	0.96	4	0.09	0	0.00	4,391
T5502	5-3a	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T5503	5-3b	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1504	5-3c	28	0.64	26	0.59	2	0.05	0	0.00	4,391
T1505	5-4a	58	1.32	54	1.23	4	0.09	0	0.00	4,391
T1506	5-4b	57	1.30	53	1.21	4	0.09	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1507	5-4c	60	1.37	56	1.28	4	0.09	0	0.00	4,391
T1508	5-4d	58	1.32	54	1.23	4	0.09	0	0.00	4,391
T1509	5-4e	58	1.32	54	1.23	4	0.09	0	0.00	4,391
T1510	5-4f	56	1.28	52	1.18	4	0.09	0	0.00	4,391
T1511	5-4g	58	1.32	54	1.23	4	0.09	0	0.00	4,391
T1512	5-4h	61	1.39	57	1.30	4	0.09	0	0.00	4,391
T1513	5-4i	62	1.41	58	1.32	4	0.09	0	0.00	4,391
T1514	5-4j	58	1.32	54	1.23	4	0.09	0	0.00	4,391
T1515	5-5	56	1.28	52	1.18	4	0.09	0	0.00	4,391
T1516	5-6a	62	1.41	58	1.32	4	0.09	0	0.00	4,391
T1517	5-6b	61	1.39	57	1.30	4	0.09	0	0.00	4,391
T1518	5-6c	61	1.39	57	1.30	4	0.09	0	0.00	4,391
T1519	5-6d	63	1.43	59	1.34	4	0.09	0	0.00	4,391
T1520	5-6e	61	1.39	57	1.30	4	0.09	0	0.00	4,391
T1521	5-6f	61	1.39	57	1.30	4	0.09	0	0.00	4,391
T1522	5-6g	61	1.39	57	1.30	4	0.09	0	0.00	4,391
T1523	5-7a	61	1.39	57	1.30	4	0.09	0	0.00	4,391
T1524	5-7b	33	0.75	24	0.55	9	0.20	0	0.00	4,391
T1525	5-7c	34	0.77	24	0.55	10	0.23	0	0.00	4,391
T1526	5-8a	33	0.75	24	0.55	9	0.20	0	0.00	4,391
T1527	5-8b	35	0.80	26	0.59	9	0.20	0	0.00	4,391
T1528	5-8c	33	0.75	27	0.61	6	0.14	0	0.00	4,391
T1529	5-8d	33	0.75	27	0.61	6	0.14	0	0.00	4,391
T1530	5-9	32	0.73	30	0.68	2	0.05	0	0.00	4,391
T1600	6-1	425	9.68	353	8.04	37	0.84	35	0.80	4,391
T1601	6-2	151	3.44	126	2.87	5	0.11	20	0.46	4,391
T1602	6-3	133	3.03	120	2.73	12	0.27	1	0.02	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1603	6-4a	185	4.21	185	4.21	0	0.00	0	0.00	4,391
T1604	6-4b	187	4.26	187	4.26	0	0.00	0	0.00	4,391
T1605	6-4c	184	4.19	184	4.19	0	0.00	0	0.00	4,391
T1606	6-4d	193	4.40	193	4.40	0	0.00	0	0.00	4,391
T1607	6-4e	190	4.33	190	4.33	0	0.00	0	0.00	4,391
T1608	6-4f	185	4.21	185	4.21	0	0.00	0	0.00	4,391
T1609	6-5	293	6.67	293	6.67	0	0.00	0	0.00	4,391
T1900	7-1, Not a teacher	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1901	7-1, No change	7	0.16	7	0.16	0	0.00	0	0.00	4,391
T1902	7-1, Canceled	12	0.27	12	0.27	0	0.00	0	0.00	4,391
T1903	7-1, Online	173	3.94	133	3.03	0	0.00	40	0.91	4,391
T1904	7-1, Paper	40	0.91	40	0.91	0	0.00	0	0.00	4,391
T1905	7-1, Other	14	0.32	14	0.32	0	0.00	0	0.00	4,391
T5905	7-1, Other, write-in	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T1906	7-2	215	4.90	172	3.92	43	0.98	0	0.00	4,391
T1907	7-3, No interactions	19	0.43	19	0.43	0	0.00	0	0.00	4,391
T1908	7-3, lessons	193	4.40	150	3.42	3	0.07	40	0.91	4,391
T1909	7-3, group sessions	135	3.07	92	2.10	3	0.07	40	0.91	4,391
T1910	7-3, One-on-one	133	3.03	90	2.05	3	0.07	40	0.91	4,391
T1911	7-3, Office Hours	141	3.21	98	2.23	3	0.07	40	0.91	4,391
T1912	7-3, Unscheduled	64	1.46	61	1.39	3	0.07	0	0.00	4,391
T1913	7-4	216	4.92	169	3.85	47	1.07	0	0.00	4,391
T1700	7-5a	233	5.31	233	5.31	0	0.00	0	0.00	4,391
T1701	7-5b	243	5.53	243	5.53	0	0.00	0	0.00	4,391
T1702	7-5c	242	5.51	242	5.51	0	0.00	0	0.00	4,391
T1703	7-5d	241	5.49	241	5.49	0	0.00	0	0.00	4,391
T1704	7-5e	236	5.37	236	5.37	0	0.00	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1705	7-5f	242	5.51	242	5.51	0	0.00	0	0.00	4,391
T1706	7-5g	236	5.37	236	5.37	0	0.00	0	0.00	4,391
T1707	7-6a	243	5.53	243	5.53	0	0.00	0	0.00	4,391
T1708	7-6b	243	5.53	243	5.53	0	0.00	0	0.00	4,391
T1709	7-6c	242	5.51	242	5.51	0	0.00	0	0.00	4,391
T1710	7-6d	249	5.67	249	5.67	0	0.00	0	0.00	4,391
T1711	7-6e	247	5.63	247	5.63	0	0.00	0	0.00	4,391
T1712	7-6f	249	5.67	249	5.67	0	0.00	0	0.00	4,391
T1713	7-7a	276	6.29	276	6.29	0	0.00	0	0.00	4,391
T1714	7-7b	290	6.60	290	6.60	0	0.00	0	0.00	4,391
T1715	7-7c	282	6.42	282	6.42	0	0.00	0	0.00	4,391
T1716	7-7d	276	6.29	276	6.29	0	0.00	0	0.00	4,391
T1717	7-7e	277	6.31	277	6.31	0	0.00	0	0.00	4,391
T1718	7-7f	280	6.38	280	6.38	0	0.00	0	0.00	4,391
T1719	7-7g	289	6.58	289	6.58	0	0.00	0	0.00	4,391
T1720	7-7h	285	6.49	285	6.49	0	0.00	0	0.00	4,391
T1721	7-7i	285	6.49	285	6.49	0	0.00	0	0.00	4,391
T1722	7-7j	284	6.47	284	6.47	0	0.00	0	0.00	4,391
T1723	7-7k	283	6.45	283	6.45	0	0.00	0	0.00	4,391
T1724	7-7l	286	6.51	286	6.51	0	0.00	0	0.00	4,391
T1725	7-7m	284	6.47	284	6.47	0	0.00	0	0.00	4,391
T1726	7-7n	346	7.88	346	7.88	0	0.00	0	0.00	4,391
T1727	7-7o	336	7.65	336	7.65	0	0.00	0	0.00	4,391
T1728	7-7p	292	6.65	292	6.65	0	0.00	0	0.00	4,391
T1729	7-7	282	6.42	282	6.42	0	0.00	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1730	7-7r	290	6.60	290	6.60	0	0.00	0	0.00	4,391
T1731	7-8a	289	6.58	289	6.58	0	0.00	0	0.00	4,391
T1732	7-8b	291	6.63	291	6.63	0	0.00	0	0.00	4,391
T1733	7-8c	299	6.81	299	6.81	0	0.00	0	0.00	4,391
T1734	7-8d	293	6.67	293	6.67	0	0.00	0	0.00	4,391
T1735	7-8e	295	6.72	295	6.72	0	0.00	0	0.00	4,391
T1736	7-8f	293	6.67	293	6.67	0	0.00	0	0.00	4,391
T1737	7-8g	292	6.65	292	6.65	0	0.00	0	0.00	4,391
T1738	7-8h	295	6.72	295	6.72	0	0.00	0	0.00	4,391
T1739	7-8i	293	6.67	293	6.67	0	0.00	0	0.00	4,391
T1740	7-8j	295	6.72	295	6.72	0	0.00	0	0.00	4,391
T1741	7-9a	318	7.24	318	7.24	0	0.00	0	0.00	4,391
T1742	7-9b	306	6.97	306	6.97	0	0.00	0	0.00	4,391
T1743	7-9c	304	6.92	304	6.92	0	0.00	0	0.00	4,391
T1744	7-9d	309	7.04	309	7.04	0	0.00	0	0.00	4,391
T1745	7-9e	309	7.04	309	7.04	0	0.00	0	0.00	4,391
T1746	7-9f	308	7.01	308	7.01	0	0.00	0	0.00	4,391
T1747	7-9g	306	6.97	306	6.97	0	0.00	0	0.00	4,391
T1748	7-10	295	6.72	295	6.72	0	0.00	0	0.00	4,391
T1749	7-11a	296	6.74	296	6.74	0	0.00	0	0.00	4,391
T1750	7-11b	15	0.34	14	0.32	1	0.02	0	0.00	4,391
T1751	7-11c	9	0.20	8	0.18	1	0.02	0	0.00	4,391
T1752	7-12a	332	7.56	332	7.56	0	0.00	0	0.00	4,391
T1753	7-12b	15	0.34	11	0.25	4	0.09	0	0.00	4,391
T1754	7-12c	5	0.11	5	0.11	0	0.00	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T1755	7-13	294	6.70	294	6.70	0	0.00	0	0.00	4,391
T1756	7-14	301	6.85	301	6.85	0	0.00	0	0.00	4,391
T0900	8-1a	303	6.90	303	6.90	0	0.00	0	0.00	4,391
T0901	8-1a, amt	78	1.78	78	1.78	0	0.00	0	0.00	4,391
T0902	8-1a(1)	49	1.12	45	1.02	4	0.09	0	0.00	4,391
T0903	8-1b	317	7.22	317	7.22	0	0.00	0	0.00	4,391
T0904	8-1b, amt	65	1.48	30	0.68	35	0.80	0	0.00	4,391
T0905	8-1b(1)	70	1.59	22	0.50	48	1.09	0	0.00	4,391
T0906	8-1c	332	7.56	332	7.56	0	0.00	0	0.00	4,391
T0907	8-1c, amt	103	2.35	61	1.39	42	0.96	0	0.00	4,391
T0908	8-2	821	18.70	813	18.52	0	0.00	8	0.18	4,391
T0909	8-3	643	14.64	611	13.91	32	0.73	0	0.00	4,391
T0910	8-4	352	8.02	246	5.60	106	2.41	0	0.00	4,391
T0911	8-4, amt	119	2.71	45	1.02	74	1.69	0	0.00	4,391
T0912	8-5	356	8.11	332	7.56	24	0.55	0	0.00	4,391
T0913	8-5, amt	2	0.05	0	0.00	2	0.05	0	0.00	4,391
T0914	8-6	364	8.29	195	4.44	169	3.85	0	0.00	4,391
T0915	8-6, amt	11	0.25	0	0.00	11	0.25	0	0.00	4,391
T0916	8-7a	350	7.97	196	4.46	154	3.51	0	0.00	4,391
T0917	8-7a, amt	133	3.03	2	0.05	131	2.98	0	0.00	4,391
T0918	8-7b	47	1.07	11	0.25	36	0.82	0	0.00	4,391
T0919	8-8	354	8.06	139	3.17	215	4.90	0	0.00	4,391
T0920	8-8, amt	36	0.82	3	0.07	33	0.75	0	0.00	4,391
T0935	8-9	355	8.08	355	8.08	0	0.00	0	0.00	4,391
T0936	8-10	166	3.78	166	3.78	0	0.00	0	0.00	4,391

See notes at end of table.

Table H-6. Number of changes and percentage of records affected during donor, mean or mode, or manual analyst imputation of the private school teacher data file, by variable: 2020–21—Continued

Variable	Item Number	Total number of imputation changes	Percent of records affected by imputation	Donor imputation		Mean or mode imputation		Manual analyst imputation		Total records
				Number of changes	Percent of records affected	Number of changes	Percent of records affected	Number of changes	Percent of records affected	
T0937	8-11	133	3.03	133	3.03	0	0.00	0	0.00	4,391
T0938	8-12	86	1.96	86	1.96	0	0.00	0	0.00	4,391
T0939	8-13a	173	3.94	173	3.94	0	0.00	0	0.00	4,391
T0940	8-13b	174	3.96	174	3.96	0	0.00	0	0.00	4,391
T0921	8-14	362	8.24	362	8.24	0	0.00	0	0.00	4,391
T0922	8-15a	380	8.65	368	8.38	12	0.27	0	0.00	4,391
T0923	8-15b	2	0.05	2	0.05	0	0.00	0	0.00	4,391
T0924	9-1	0	0.00	0	0.00	0	0.00	0	0.00	4,391
T0928	9-2	367	8.36	367	8.36	0	0.00	0	0.00	4,391
T0929	9-3, White	400	9.11	400	9.11	0	0.00	0	0.00	4,391
T0930	9-3, Black	24	0.55	24	0.55	0	0.00	0	0.00	4,391
T0931	9-3, Asian	12	0.27	12	0.27	0	0.00	0	0.00	4,391
T0932	9-3, Pac Islander	1	0.02	1	0.02	0	0.00	0	0.00	4,391
T0933	9-3, am indian	3	0.07	3	0.07	0	0.00	0	0.00	4,391
T0934	9-4	49	1.12	49	1.12	0	0.00	0	0.00	4,391

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Teacher Restricted Use Data File," 2020–21.

Appendix I. Extant Data Procedures for the 2020–21 NTPS

The tables in this index show the number of times school units were collapsed into a single school and contain the variables added to the 2020–21 NTPS from the Civil Rights Data Collection (CRDC), *EDFacts*, and the Common Core of Data (CCD). These outside data sources are referred to collectively as extant data. The variables are listed by data source and type of variable—student (count and/or percentage) or school-based measure. The tables are as follows:

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I-1. Collapsed Schools, by Number of School Units Collapsed: 2020–21	I-3
I-2. Extant Data Variable Descriptions, by Source and Variable Type: 2020–21	I-5

Extant Data for the 2020–21 NTPS

As was the case for previous cycles of the NTPS, NCES chose to add data to the NTPS public school dataset from other educational surveys collected under the purview of the U.S. Department of Education that are available to the public. The main purpose was to showcase various public school–level attributes from multiple sources all on one data file for the convenience of the analyst. The ability to provide various public school information without having to place the questions on NTPS questionnaires meant that overall burden on respondents was reduced. These outside or “extant” sources are the Civil Rights Data Collection (CRDC), *EDFacts*, and the Common Core of Data (CCD). Certain public school–level traits were obtained from a subset of the variables contained on these extant files. Variables that were copied directly from the extant sources with no change other than required collapsing and renaming were called “derived” variables. The derived variables are composed solely of the CRDC and *EDFacts* variables used on the 2020–21 NTPS public school file. Variables that were copied to NTPS but then manipulated in some manner mathematically or used in combination with other variables were referred to as “created” variables. A full list and description of the extant variables used can be found in appendix K, which contains all of the derived and created variables.

Civil Rights Data Collection

The CRDC has been conducted on behalf of the U.S. Department of Education since 1968. As the name indicates, a major function of the CRDC is to provide data on vital education and civil rights issues for American public schools. For NTPS, six variables were added from the 2017–18 CRDC. These variables provided information pertaining to alternative schools, magnet programs, gifted/talented programs, and Advanced Placement (AP) or International Baccalaureate (IB) participation. For more information about CRDC, please visit the website below:

<https://www2.ed.gov/about/offices/list/ocr/data.html?src=rt>

EDFacts

EDFacts is an initiative put forth by the U.S. Department of Education that seeks to merge performance data from state education agencies with other sources such as financial grant information. Having access to the state-level school and district data on a national level not only reduces respondent burden but also allows these open, robust data sources to be placed at the forefront for any education-related policymaking, whether that be at the federal, state, or local level. One major area *EDFacts* specializes in is with graduation rates across different demographic characteristics such as race, ethnicity, socioeconomic status, and limited English proficiency. Overall rates, as well as the cohort sizes, were copied from the 2018–19 *EDFacts* to NTPS. For more information about *EDFacts*, please visit the website below:

<https://www2.ed.gov/about/units/ed/edfacts/index.html>

Common Core of Data

The CCD is an annual set of five surveys distributed to state and local agencies that in turn collect data from approximately 100,000 schools and 18,000 school districts. While SASS previously used CCD data primarily as a source for the frame and occasionally as a reference on data processing, this cycle, much like the 2015–16 NTPS, used CCD variables as a replacement for potential survey questions. The 2020–21 NTPS omitted survey questions on the counts of students by race, which had been asked on previous SASS collections, because these data exist on CCD. Comprehensive male, female, prekindergarten, and race counts were added from the 2019–20 CCD to the 2020–21 NTPS. These race counts were then combined with K–12 and equivalent ungraded school enrollment counts in order to create variables that estimated the percentage of students at a particular school that were male, female, or of a particular race or ethnicity. For more information about CCD, please visit the website below:

<https://nces.ed.gov/ccd/aboutCCD.asp>

Extant Data Coding for NTPS “Collapsed Schools”—as noted in the “School Collapsing” section of chapter 4, Frame Building, there are NTPS sampled schools that include multiple schools from the CCD frame that are merged for NTPS. As noted in the prior section, these schools are merged because they are reported as multiple schools for administrative reasons but are co-located and view themselves as operating as a single school. In previous collections, the sending of multiple surveys to this group of schools created reporting problems and resulted in respondent error and nonresponse. For the 2020–21 NTPS, there were 280 occurrences of collapsing multiple school units into one school. The table below shows the distribution of the collapsing.

Table I-1. Collapsed Schools, by Number of School Units Collapsed: 2020–21

School units	Frequency	Percent
2	146	68.5
3	66	31.0
4	1	0.5
Total	213	100.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

The addition of extant data from sources other than the NTPS survey requires that these NTPS collapsed schools obtain values from the external data that matches the collapsed schools rather than the individual source schools. This section identifies the methods for collapsing data from the un-collapsed school units and assigning missing value codes from the extant sources for this group of schools. As described in the earlier section, the most common reason for school collapsing was the co-location of an elementary, middle, and high school within the same building or cluster of buildings. As such, these schools may be administered by a single principal and/or identify as a K–12 school even though the state may report the school as separate school unit entities to CCD.

Three types of variables that were included in the extant data process required alternate methods of creating for merged schools. The three types of variables include the following:

- *School-Level Dependent Variables*—This set of variables included those variables that identified school participation or student participation rates for programs that are grade level–, and consequently school level–, dependent. Advanced Placement (AP) or International Baccalaureate (IB) programs, for example are high school–level programs. In these instances, if the program was applicable to students at a subset of schools the following rules were followed:
 - *Program Present*—For variables measuring the presence of a program, if any of the schools included in the NTPS collapsed school had the program of interest, the collapsed school was reported as having the program. The assumption being that the program existed for the relevant grades of the collapsed school.
 - *Program Participation Count*—The student counts for participation for any of the schools included in the NTPS collapsed schools were summed to provide a participation count for programs. Sub-schools with missing, zero, or not applicable counts for programs that do not exist at a school level were counted as zeros when summing across the collapsed schools to get the count.
 - *Program Participation Rate*—Student participation rates were provided for 12th grade graduation cohorts for a number of the EdFacts items. This EdFacts measure was calculated using a methodology that could not be replicated with available NTPS or CCD data; however none of the collapsed schools with EdFacts data available included multiple schools with high

school–level grades, so the rates from the high school member of the collapsed school were presented as the rate for the collapsed school.

- *Student Counts*—This set of variables included the CCD variables for student enrollment, student race/ethnicity, and student gender.
 - *Enrollment Counts*—The enrollment for the appropriate NTPS grade levels was obtained from each school included in the collapsed school and summed to provide the overall enrollment and enrollment by gender.
 - *Race/Ethnicity*—As with the enrollment, the race/ethnicity count from the component schools are summed within each category to provide race and ethnicity counts for the resulting collapsed school.

The list of variables attached at the end of this appendix identifies each variable by source and includes a column identifying whether the variable was one that was school level–dependent or it was a student count.

Table I-2. Extant Data Variable Descriptions, by Source and Variable Type: 2020–21

Source	Variable name	Variable type	Variable description
ADDP	DENOM	Student count, percentage	CCD count of K–12 students
CCD	PCT_MALE	Student count, percentage	Estimated percentage of students who are male
CCD	PCT_FEMALE	Student count, percentage	Estimated percentage of students who are female
CCD	PCT_ASIAN	Student count, percentage	Estimated percentage of students who are Asian (not of Hispanic or Latino origin)
CCD	PCT_AIAN	Student count, percentage	Estimated percentage of students who are American Indian/Alaska Native (not of Hispanic or Latino origin)
CCD	PCT_HNPACI	Student count, percentage	Estimated percentage of students who are Hawaiian Native/Pacific Islander (not of Hispanic or Latino origin)
CCD	PCT_HISP	Student count, percentage	Estimated percentage of students who are of Hispanic or Latino origin
CCD	PCT_BLACK	Student count, percentage	Estimated percentage of students who are Black (not of Hispanic or Latino origin)
CCD	PCT_MULTI	Student count, percentage	Estimated percentage of students who are two or more races (not of Hispanic or Latino origin)
CCD	PCT_WHITE	Student count, percentage	Estimated percentage of students who are White (not of Hispanic or Latino origin)
CCD	PCT_NONWHITE	Student count, percentage	Estimated percentage of students in school who are non-White
EDFacts	ACGRADRATE	Student count, percentage	Adjusted Cohort Graduation Rate for the 2018–19 school year
EDFacts	ACGR_COHORT	Student count	Total number of students within the four-year adjusted cohort for the 2018–19 school year
EDFacts	ACGR_AIAN	Student count, percentage	Rate of American Indian/Alaska Native (non-Hispanic) students who graduated within the four-year adjusted cohort for the 2018–19 school year
EDFacts	COHORT_AIAN	Student count	Total number of American Indian/Alaska Native (non-Hispanic) students within the four-year adjusted cohort for the 2018–19 school year
EDFacts	ACGR_ASIANPI	Student count, percentage	Rate of Asian/Pacific Islander (non-Hispanic) students who graduated within the four-year adjusted cohort for the 2018–19 school year
EDFacts	COHORT_ASIANPI	Student count	Total number of Asian/Pacific Islander (non-Hispanic) students within the four-year adjusted cohort for the 2018–19 school year
EDFacts	ACGR_BLACK	Student count, percentage	Rate of Black (non-Hispanic) students who graduated within the four-year adjusted cohort for the 2018–19 school year
EDFacts	COHORT_BLACK	Student count	Total number of Black (non-Hispanic) students within the four-year adjusted cohort for the 2018–19 school year
EDFacts	ACGR_HISP	Student count, percentage	Rate of Hispanic students who graduated within the four-year adjusted cohort for the 2018–19 school year
EDFacts	COHORT_HISP	Student count	Total number of Hispanic students within the four-year adjusted cohort for the 2018–19 school year
EDFacts	ACGR_MULTI	Student count, percentage	Rate of Multiracial (non-Hispanic) students who graduated within the four-year adjusted cohort for the 2018–19 school year

See notes at end of table.

Table I-2. Extant Data Variable Descriptions, by Source and Variable Type: 2020–21—Continued

Source	Variable name	Variable type	Variable description
EDFacts	COHORT_MULTI	Student count	Total number of Multiracial (non-Hispanic) students within the four-year adjusted cohort for the 2018–19 school year
EDFacts	ACGR_WHITE	Student count, percentage	Rate of White (non-Hispanic) students who graduated within the four-year adjusted cohort for the 2018–19 school year
EDFacts	COHORT_WHITE	Student count	Total number of White (non-Hispanic) students within the four-year adjusted cohort for the 2018–19 school year
EDFacts	ACGR_DISABL	Student count, percentage	Rate of students with disabilities who graduated within the four-year adjusted cohort for the 2018–19 school year
EDFacts	COHORT_DISABL	Student count	Total number of students with disabilities within the four-year adjusted cohort for the 2018–19 school year
EDFacts	ACGR_DISADV	Student count, percentage	Rate of economically disadvantaged students who graduated within the four-year adjusted cohort for the 2018–19 school year
EDFacts	COHORT_DISADV	Student count	Total number of economically disadvantaged students within the four-year adjusted cohort for the 2018–19 school year
EDFacts	ACGR_LEP	Student count, percentage	Rate of students with limited English proficiency who graduated within the four-year adjusted cohort for the 2018–19 school year
EDFacts	COHORT_LEP	School-level	Total number of students with limited English proficiency within the four-year adjusted cohort for the 2018–19 school year
CRDC	DISCLN_FL	School-level	Flag indicating an alternative school designed to meet the needs of students with discipline problems
CRDC	MAGNET_FL	School-level	Flag indicating whether school is a magnet or operates magnet program
CRDC	SCHWMAG_FL	School-level	Flag indicating a schoolwide magnet program
CRDC	GIFTED_FL	School-level	Flag indicating whether school has students enrolled in any gifted/talented programs
CRDC	IB_FL	School-level	Flag indicating whether school has students enrolled in the International Baccalaureate Diploma Programme
CRCD	AP_FL	School-level	Flag indicating whether school has students enrolled in Advanced Placement courses

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School Principal Restricted Use Data File, Public School Restricted Use Data File, and Public School Teacher Restricted Use Data File” 2020–21.

Appendix J. Description of Frame, Created, and Derived Variables

This appendix contains the variable name, a short description of the variable, and a long description of the variable, which includes the definition and code. Frame variables indicate that the variable came from the sampling frame or process. Created variables indicate that questionnaire data were used to create the variable. Derived variables historically were referred to as “Frame and Created” variables.

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J-3. List of Derived Variables.....	J-62

Table J-1. List of Frame Variables

<i>Variable Name</i>	<i>Short Description</i>	<i>Long Description</i>
CNTLNUMS	School control number	School control number. Use this number to merge school, principal, and teacher records. Digits 1-2: American National Standards Institute (ANSI) state code. Digits 3-5: District number (101-899 - All public schools except public schools with no districts, state run schools, one school districts, and some charter schools; 901-999 - Public schools with no districts, state run schools, one school districts, and some charter schools; 000 - Private schools). Digit 6: Type of school (1=Regular (public); 2=DoD school (public); 3=BIE school (public); 4=Catholic list frame school (private); 5=Non-Catholic list frame school (private); 6=area search frame school (private); 9=Charter (public); 7 = private school). Digits 7-9: School number (101-999 - Schools are numbered sequentially starting with 101 within each state and each district (public) or type of school (private)). Digit 10: Space holder (0 for all schools). Digit 11: Questionnaire identifier (3 = public school; 7 = private school). Digit 12: Check digit - Computed from other parts of control number.
CNTLNUMP	Principal control number	Principal control number. Digits 1–2: State ANSI code. Digits 3–5: District number (101–899 - All public schools except public schools with no districts, state run schools, one school districts, and some charter schools, 901–999 - Public schools with no districts, state run schools, one school districts, and some charter schools, 000 - All private schools). Digit 6: Type of school (1=Regular (public); 2=DoD school (public); 3=BIE school (public); 4=Catholic list frame school (private); 5=Non-Catholic list frame school (private); 6=area search frame school (private); 9=Charter (public); 7 = private school). Digits 7–9: School number (101–999 - Schools are numbered sequentially starting with 101 within each state and each district (public) or type of school (private)). Digit 10: Space holder (0 for all schools). Digit 11: Questionnaire identifier (2 = public school principal, 6 = private school principal). Digit 12: Check digit - Computed from other parts of control number.
CNTLNUMT	Teacher control number	Teacher control number. Digits 1-2: State ANSI code. Digits 3-5: District number (101-899 - All public schools except public schools with no districts, state run schools, one school districts, and some charter schools; 901-999 - Public schools with no districts, state run schools, one school districts, and some charter schools; 000 - Private schools). Digit 6: Type of school (1=Regular (public); 2=DoD school (public); 3=BIE school (public); 4=Catholic list frame school (private); 5=Non-Catholic list frame school (private); 6=area search frame school (private); 9=Charter (public); 7 = private school). Digits 7-9: School number (101-999 - Schools are numbered sequentially starting with 101 within each state and each district (public) or type of school (private)). Digit 10: Space holder (0 for all schools). Digit 11-13: Teacher number (Teachers are numbered sequentially within each school beginning at 101). Digit 14: Check digit - Computed from other parts of control number.

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
SC_NCSID	Unique School ID assigned to each school by NCES	NCES school identification number. Origin: For public schools: NCESSCH from the 2017–18 CCD Nonfiscal School Universe file. Digit 1–2: ANSI state code. Digit 3–7: District code. Digit 8–12: School code. For a complete list of ANSI codes, reference https://www.census.gov/library/reference/code-lists/ansi/ansi-codes-for-states.html . For private schools: PPIN on the Private School Universe File.
FILE	Data file population	Data file population. Categories include: 1=Public school 2=Private school 3=Public school principal 4=Private school principal 5=Public school teacher 6=Private school teacher
SECTOR	Sector (public, private)	School sector. Determined by classification on sampling frame and/or survey data. Categories include: 1=Public. 2=Private. Coded as follows: For public: SECTOR=1; For private: SECTOR=2;
PSFRAME	Universe frame for private schools	The type of universe frame from which the private school was selected. The 2020–21 NTPS private school sample consists of schools selected from a list frame and an area frame. For more information see chapter 4 in the Documentation for the 2017–18 National Teacher and Principal Survey (NCES 2019-XXX). Origin: PSFRAME from the NTPS sampling frame. Categories include: 1 = List frame. 2 = Area frame.

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
PSSTRATM	Private school stratum	Private school stratum. Origin: NTPS_PV_STRAT from NTPS Sampling Frame. For List frame schools only. Area frame schools were not stratified and have a value of -8, Valid Skip. -8=Valid Skip 1= Catholic Combined Large 2= Catholic Combined Small Northeast 3= Catholic Combined Small Midwest 4= Catholic Combined Small South/West 5= Catholic Elementary Large 6= Catholic Elementary Small Northeast 7= Catholic Elementary Small Midwest 8= Catholic Elementary Small South/West 9= Catholic Secondary Large Northeast 10= Catholic Secondary Large Midwest 11= Catholic Secondary Large South/West 12= Catholic Secondary Small Northeast 13= Catholic Secondary Small Midwest 14= Catholic Secondary Small South/West 15= Baptist/7th Day Adventist Combined Large 16= Baptist/7th Day Adventist Combined Small Northeast 17= Baptist/7th Day Adventist Combined Small Midwest 18= Baptist/7th Day Adventist Combined Small South/West 19= Baptist/7th Day Adventist Elementary 20= Baptist/7th Day Adventist Secondary 21= Lutheran/Jewish/Other Religious Combined Large 22= Lutheran/Jewish/Other Religious Combined Small Northeast 23= Lutheran/Jewish/Other Religious Combined Small Midwest 24= Lutheran/Jewish/Other Religious Combined Small South/West 25= Lutheran/Jewish/Other Religious Elementary Large 26= Lutheran/Jewish/Other Religious Elementary Small Northeast 27= Lutheran/Jewish/Other Religious Elementary Small Midwest

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
		32= Lutheran/Jewish/Other Religious Secondary Small South/West 28= Lutheran/Jewish/Other Religious Elementary Small South/West 29= Lutheran/Jewish/Other Religious Secondary Large 30= Lutheran/Jewish/Other Religious Secondary Small Northeast 31= Lutheran/Jewish/Other Religious Secondary Small Midwest 33= Nonreligious Regular Combined Large 34= Nonreligious Regular Combined Small Northeast 35= Nonreligious Regular Combined Small Midwest 36= Nonreligious Regular Combined Small South/West 37= Nonreligious Regular Elementary 38= Nonreligious Regular Secondary 39= Nonreligious Special Education/Special Emphasis Combined Large 40= Nonreligious Special Education/Special Emphasis Combined Small Northeast 41= Nonreligious Special Education/Special Emphasis Combined Small Midwest 42= Nonreligious Special Education/Special Emphasis Combined Small South/West 43= Nonreligious Special Education/Special Emphasis Elementary Northeast 44= Nonreligious Special Education/Special Emphasis Elementary Midwest 45= Nonreligious Special Education/Special Emphasis Elementary South/West 46= Nonreligious Special Education/Special Emphasis Secondary
CSCCDID1	CCD ID of 1st school collapsed	CCD ID of first additional school when two or more 2017–18 CCD & 2018-19 CCD schools were collapsed into single (parent) school per NTPS school definition. Always filled for a school that has other schools collapsed into it. Origin: CSCCDID1 from NTPS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.
CSCCDID2	CCD ID of 2nd school collapsed	CCD ID of second additional school when three or more 2017–18 CCD & 2018-19 CCD schools were collapsed into single (parent) school per NTPS school definition. Always filled for a school that has other schools collapsed into it. Origin: CSCCDID2 from NTPS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.
CSCCDID3	CCD ID of 3rd school collapsed	CCD ID of third additional school when four or more 2017–18 CCD & 2018-19 CCD schools were collapsed into single (parent) school per NTPS school definition. Always filled for a school that has other schools collapsed into it. Origin: CSCCDID3 from NTPS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
CSCCDID4	CCD ID of 4th school collapsed	CCD ID of fourth additional school when five or more 2017–18 CCD & 2018-19 CCD schools were collapsed into single (parent) school per NTPS school definition. Always filled for a school that has other schools collapsed into it. Origin: CSCCDID4 from NTPS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID
CSCCDID5	CCD ID of 5th school collapsed	CCD ID of fifth additional school when six or more 2017–18 CCD & 2018-19 CCD schools were collapsed into single (parent) school per NTPS school definition. Always filled for a school that has other schools collapsed into it. Origin: CSCCDID5 from NTPS sampling frame. Applied to public schools only. Parent school record is identified with SC_NCSID.
SCHCOUNT	Total number of schools collapsed under a single school ID	Total number of 2017–18 CCD & 2018-19 CCD schools added to a collapsed CCD school (SC_NCSID) under one NTPS school ID (CNTLNUMS). 0= No collapsing 1= One additional school 2= Two additional schools 3= Three additional schools 4= Four additional schools 5= Five additional schools Coded as follows: count=0; array c (*) CSCCDID1-CSCCDID5; do i=1 to dim(c); if c(i) in ('','M','N','-8') then count+1; end; drop i; if COUNT=5 then SCHCOUNT=0; else if COUNT=4 then SCHCOUNT=1; else if COUNT=3 then SCHCOUNT=2; else if COUNT=2 then SCHCOUNT=3; else if COUNT=1 then SCHCOUNT=4; else if COUNT=0 then SCHCOUNT=5;
RECSRCE	Source of school record	Source of school record. Origin: RECSRCE from NTPS sampling frame. Categories include: 1=School sampled from 2017–18 CCD & 2018-19 CCD Public School Universe file. 2=School sampled from 2017–18 CCD & 2018-19 CCD Local Education Agency file (school originally misclassified as a District/LEA). Coded as follows: if RECSRCE=4 then RECSRCE=1; if RECSRCE=5 then RECSRCE=2;

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
REGION	Census region, based on ANSI state code	Census Region where district is located. Origin: REGION from the NTPS sampling frame. Categories include: 1=Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont. 2=Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin. 3=South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. 4=West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming. Coded as follows: if state in ('09' '23' '25' '33' '44' '50' '34' '36' '42') then region=1; if state in ('17' '18' '26' '39' '55' '19' '20' '27' '29' '31' '38' '46') then region=2; if state in ('10' '11' '12' '13' '24' '37' '45' '51' '54' '01' '21' '28' '47' '05' '22' '40' '48') then region=3; if state in ('04' '08' '16' '30' '32' '35' '49' '56' '02' '06' '15' '41' '53') then region=4;
STATE	ANSI state code	American National Standards Institute (ANSI) state code that identifies the state where the school or district is located. Origin: For public schools: STATE on the NTPS sampling frame. For private schools: PSTABB on the PSS. DoD school locations are based on the physical location of the school. For a complete list of ANSI codes, reference https://www.census.gov/library/reference/code-lists/ansi/ansi-codes-for-states.html . 01= Alabama; 02= Alaska; 04= Arizona; 05= Arkansas; 06= California; 08= Colorado; 09= Connecticut; 10= Delaware; 11= District of Columbia; 12= Florida; 13= Georgia; 15= Hawaii; 16= Idaho; 17= Illinois; 18= Indiana; 19= Iowa; 20= Kansas; 21= Kentucky; 22= Louisiana; 23= Maine; 24= Maryland; 25= Massachusetts; 26= Michigan; 27= Minnesota; 28= Mississippi; 29= Missouri; 30= Montana; 31= Nebraska; 32= Nevada; 33= New Hampshire; 34= New Jersey; 35= New Mexico; 36= New York; 37= North Carolina; 38= North Dakota; 39= Ohio; 40= Oklahoma; 41= Oregon; 42= Pennsylvania; 44= Rhode Island; 45= South Carolina; 46= South Dakota; 47= Tennessee; 48= Texas; 49= Utah; 50= Vermont; 51= Virginia; 53= Washington; 54= West Virginia; 55= Wisconsin; 56= Wyoming.

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
STAT_ABB	State postal abbreviation	<p>Two letter state abbreviation that identifies the state where the school or district is located. Recoded from STATE on the NTPS sampling frame. Categories include: 'AL'= Alabama; 'AK'= Alaska; 'AZ'= Arizona; 'AR'= Arkansas; 'CA'= California; 'CO'= Colorado; 'CT'= Connecticut; 'DE'= Delaware; 'DC'= District of Columbia; 'FL'= Florida; 'GA'= Georgia; 'HI'= Hawaii; 'ID'= Idaho; 'IL'= Illinois; 'IN'= Indiana; 'IA'= Iowa; 'KS'= Kansas; 'KY'= Kentucky; 'LA'= Louisiana; 'ME'= Maine; 'MD'= Maryland; 'MA'= Massachusetts; 'MI'= Michigan; 'MN'= Minnesota; 'MS'= Mississippi; 'MO'= Missouri; 'MT'= Montana; 'NE'= Nebraska; 'NV'= Nevada; 'NH'= New Hampshire; 'NJ'= New Jersey; 'NM'= New Mexico; 'NY'= New York; 'NC'= North Carolina; 'ND'= North Dakota; 'OH'= Ohio; 'OK'= Oklahoma; 'OR'= Oregon; 'PA'= Pennsylvania; 'RI'= Rhode Island; 'SC'= South Carolina; 'SD'= South Dakota; 'TN'= Tennessee; 'TX'= Texas; 'UT'= Utah; 'VT'= Vermont; 'VA'= Virginia; 'WA'= Washington; 'WV'= West Virginia; 'WI'= Wisconsin; 'WY'= Wyoming. Coded as follows:</p> <p>If state = '01' then stat_abb = 'AL'; if state = '02' then stat_abb = 'AK'; if state = '04' then stat_abb = 'AZ'; if state = '05' then stat_abb = 'AR'; if state = '06' then stat_abb = 'CA'; if state = '08' then stat_abb = 'CO'; if state = '09' then stat_abb = 'CT'; if state = '10' then stat_abb = 'DE'; if state = '11' then stat_abb = 'DC'; if state = '12' then stat_abb = 'FL'; if state = '13' then stat_abb = 'GA'; if state = '15' then stat_abb = 'HI'; if state = '16' then stat_abb = 'ID'; if state = '17' then stat_abb = 'IL'; if state = '18' then stat_abb = 'IN'; if state = '19' then stat_abb = 'IA'; if state = '20' then stat_abb = 'KS'; if state = '21' then stat_abb = 'KY'; if state = '22' then stat_abb = 'LA'; if state = '23' then stat_abb = 'ME'; if state = '24' then stat_abb = 'MD'; if state = '25' then stat_abb = 'MA'; if state = '26' then stat_abb = 'MI'; if state = '27' then stat_abb = 'MN'; if state = '28' then stat_abb = 'MS'; if state = '29' then stat_abb = 'MO'; if state = '30' then stat_abb = 'MT'; if state = '31' then stat_abb = 'NE'; if state = '32' then stat_abb = 'NV'; if state = '33' then stat_abb = 'NH'; if state = '34' then stat_abb = 'NJ'; if state = '35' then stat_abb = 'NM'; if state = '36' then stat_abb = 'NY'; if state = '37' then stat_abb = 'NC'; if state = '38' then stat_abb = 'ND'; if state = '39' then stat_abb = 'OH'; if state = '40' then stat_abb = 'OK'; if state = '41' then stat_abb = 'OR'; if state = '42' then stat_abb = 'PA'; if state = '44' then stat_abb = 'RI'; if state = '45' then stat_abb = 'SC'; if state = '46' then stat_abb = 'SD'; if state = '47' then stat_abb = 'TN'; if state = '48' then stat_abb = 'TX'; if state = '49' then stat_abb = 'UT'; if state = '50' then stat_abb = 'VT'; if state = '51' then stat_abb = 'VA'; if state = '53' then stat_abb = 'WA'; if state = '54' then stat_abb = 'WV'; if state = '55' then stat_abb = 'WI'; if state = '56' then stat_abb = 'WY';</p>
NUMSTATE	Numeric recode of the state variable	<p>Numeric recode of the state where the school or district is located. Identical to STATE and STAT_ABB. Origin: For public schools: STATE on the NTPS sampling frame. For private schools: PSTABB on the NTPS sampling frame. Categories include: 1 = Alabama; 2 = Alaska; 3 = Arizona; 4 = Arkansas; 5 = California; 6 = Colorado; 7 = Connecticut; 8 = Delaware; 9 = District of Columbia; 10 = Florida; 11 = Georgia; 12 = Hawaii; 13 = Idaho; 14 = Illinois; 15 = Indiana; 16 = Iowa; 17 = Kansas; 18 = Kentucky; 19 = Louisiana; 20 = Maine; 21 = Maryland; 22 = Massachusetts; 23 = Michigan; 24 = Minnesota; 25 = Mississippi; 26 = Missouri; 27 = Montana; 28 = Nebraska; 29 = Nevada; 30 = New Hampshire; 31 = New Jersey; 32 = New Mexico; 33 = New York; 34 = North Carolina; 35 = North Dakota; 36 = Ohio; 37 = Oklahoma; 38 = Oregon; 39 = Pennsylvania; 40 = Rhode Island; 41 = South Carolina; 42 = South Dakota; 43 = Tennessee; 44 = Texas; 45 = Utah; 46 = Vermont; 47 = Virginia; 48 = Washington; 49 = West Virginia; 50 = Wisconsin; 51 = Wyoming. Coded as follows:</p>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
		if state='01' then numstate=1; if state='02' then numstate=2; if state='04' then numstate=3; if state='05' then numstate=4; if state='06' then numstate=5; if state='08' then numstate=6; if state='09' then numstate=7; if state='10' then numstate=8; if state='11' then numstate=9; if state='12' then numstate=10; if state='13' then numstate=11; if state='15' then numstate=12; if state='16' then numstate=13; if state='17' then numstate=14; if state='18' then numstate=15; if state='19' then numstate=16; if state='20' then numstate=17; if state='21' then numstate=18; if state='22' then numstate=19; if state='23' then numstate=20; if state='24' then numstate=21; if state='25' then numstate=22; if state='26' then numstate=23; if state='27' then numstate=24; if state='28' then numstate=25; if state='29' then numstate=26; if state='30' then numstate=27; if state='31' then numstate=28; if state='32' then numstate=29; if state='33' then numstate=30; if state='34' then numstate=31; if state='35' then numstate=32; if state='36' then numstate=33; if state='37' then numstate=34; if state='38' then numstate=35; if state='39' then numstate=36; if state='40' then numstate=37; if state='41' then numstate=38; if state='42' then numstate=39; if state='44' then numstate=40; if state='45' then numstate=41; if state='46' then numstate=42; if state='47' then numstate=43; if state='48' then numstate=44; if state='49' then numstate=45; if state='50' then numstate=46; if state='51' then numstate=47; if state='53' then numstate=48; if state='54' then numstate=49; if state='55' then numstate=50; if state='56' then numstate=51;
SC_ZIP	School physical location (zip code)	Five-digit zip code for the physical location of the school. Origin: SC_ZIP on NTPS sampling frame.
SLOCP12	School locale code	The locale code for the school. These codes are updated annually using Census and geographic data. For more information please see https://nces.ed.gov/programs/edge/docs/EDGE_NCES_LOCALE.pdf . Origin: ULOCAL from the 2017–18 CCD Elementary/Secondary Locale Code File. Categories include: 11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more; 12 = City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000; 13 = City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000; 21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more; 22 = Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000; 23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000; 31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area; 32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area; 33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area; 41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster; 42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster; 43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
URBANS12	Collapsed school locale code	<p>This is a 4-level collapse of SLOCP12 (school locale code). Methodology was updated to incorporate Census population and geography information. Categories include: 1 = City, 2 = Suburb, 3 = Town, 4 = Rural. Coded as follows:</p> <p>if SLOCP12 in (11, 12, 13) then URBANS12=1; if SLOCP12 in (21, 22, 23) then URBANS12=2; if SLOCP12 in (31, 32, 33) then URBANS12=3; if SLOCP12 in (41, 42, 43) then URBANS12=4;</p>
SCHWT1FLG	School-wide Title I eligibility flag	<p>"School-wide Title I program eligibility identifier. A program in which all the pupils in a school are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Origin: STITLEI from 2017–18 CCD & 2018-19 CCD Nonfiscal School Universe file. Categories include: 1 = School is eligible for school-wide Title I program; 2 = School is not eligible for school-wide Title I program; -8 = valid skip; -9 = missing. Coded as follows:</p> <p>if SCWTIFLG ne ' ' then do; if SCWTIFLG='N' then SCHWT1FLG=-8; if SCWTIFLG='M' then SCHWT1FLG=-9; if SCWTIFLG='1' then SCHWT1FLG=1; if SCWTIFLG='2' then SCHWT1FLG=2; end; else SCHWT1FLG=-9;"</p>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
PCT_MALE	Estimated percentage of students who are male	<p>Estimated percentage of students in the school who are male, based on data reported in the 2017–18 CCD & 2018–19 CCD Nonfiscal School Universe files. Calculated as follows:</p> <p>* calculate denominator once for all percents;</p> <p>if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKM ge 0 and AMPKF ge 0 then denom=sum(denom, -AMPKM, -AMPKF); if AM13M ge 0 and AM13F ge 0 then denom=sum(denom, -AM13M, -AM13F); if ASPKM ge 0 and ASPKF ge 0 then denom=sum(denom, -ASPKM, -ASPKF); if AS13M ge 0 and AS13F ge 0 then denom=sum(denom, -AS13M, -AS13F); if BLPKM ge 0 and BLPKF ge 0 then denom=sum(denom, -BLPKM, -BLPKF); if BL13M ge 0 and BL13F ge 0 then denom=sum(denom, -BL13M, -BL13F); if HIPKM ge 0 and HIPKF ge 0 then denom=sum(denom, -HIPKM, -HIPKF); if HI13M ge 0 and HI13F ge 0 then denom=sum(denom, -HI13M, -HI13F); if HPPKM ge 0 and HPPKF ge 0 then denom=sum(denom, -HPPKM, -HPPKF); if HP13M ge 0 and HP13F ge 0 then denom=sum(denom, -HP13M, -HP13F); if TRPKM ge 0 and TRPKF ge 0 then denom=sum(denom, -TRPKM, -TRPKF); if TR13M ge 0 and TR13F ge 0 then denom=sum(denom, -TR13M, -TR13F); if WHPKM ge 0 and WHPKF ge 0 then denom=sum(denom, -WHPKM, -WHPKF); if WH13M ge 0 and WH13F ge 0 then denom=sum(denom, -WH13M, -WH13F); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_MALE=-8; end;</p>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
		<pre> else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if AMALM ge 0 and ASALM ge 0 and BLALM ge 0 and HIALM ge 0 and HPALM ge 0 and TRALM ge 0 and WHALM ge 0 then do; numer=sum(AMALM,ASALM,BLALM,HIALM,HPALM,TRALM,WHALM); if AMPKM ge 0 then numer=sum(numer, -AMPKM); if AM13M ge 0 then numer=sum(numer, -AM13M); if ASPKM ge 0 then numer=sum(numer, -ASPKM); if AS13M ge 0 then numer=sum(numer, -AS13M); if BLPKM ge 0 then numer=sum(numer, -BLPKM); if BL13M ge 0 then numer=sum(numer, -BL13M); if HIPKM ge 0 then numer=sum(numer, -HIPKM); if HI13M ge 0 then numer=sum(numer, -HI13M); if HPPKM ge 0 then numer=sum(numer, -HPPKM); if HP13M ge 0 then numer=sum(numer, -HP13M); if TRPKM ge 0 then numer=sum(numer, -TRPKM); if TR13M ge 0 then numer=sum(numer, -TR13M); if WHPKM ge 0 then numer=sum(numer, -WHPKM); if WH13M ge 0 then numer=sum(numer, -WH13M); PCT_MALE=INT(10e5*numer/denom)/10e3; if PCT_MALE lt 0 then PCT_MALE=0; if PCT_MALE gt 100 then PCT_MALE=100; end; else PCT_MALE = -9; end; else do; /* all percents are set to -9 */ PCT_MALE=-9; end; drop numer; </pre>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
PCT_FEMALE	Estimated percentage of students who are female	<p>Estimated percentage of students in the school who are female, based on data reported in the 2017–18 CCD & 2018-19 CCD Nonfiscal School Universe files. Calculated as follows:</p> <p>* calculate denominator once for all percents;</p> <p>if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.;</p> <p>else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM);</p> <p>if AMPKM ge 0 and AMPKF ge 0 then denom=sum(denom, -AMPKM, -AMPKF);</p> <p>if AM13M ge 0 and AM13F ge 0 then denom=sum(denom, -AM13M, -AM13F);</p> <p>if ASPKM ge 0 and ASPKF ge 0 then denom=sum(denom, -ASPKM, -ASPKF);</p> <p>if AS13M ge 0 and AS13F ge 0 then denom=sum(denom, -AS13M, -AS13F);</p> <p>if BLPKM ge 0 and BLPKF ge 0 then denom=sum(denom, -BLPKM, -BLPKF);</p> <p>if BL13M ge 0 and BL13F ge 0 then denom=sum(denom, -BL13M, -BL13F);</p> <p>if HIPKM ge 0 and HIPKF ge 0 then denom=sum(denom, -HIPKM, -HIPKF);</p> <p>if HI13M ge 0 and HI13F ge 0 then denom=sum(denom, -HI13M, -HI13F);</p> <p>if HPPKM ge 0 and HPPKF ge 0 then denom=sum(denom, -HPPKM, -HPPKF);</p> <p>if HP13M ge 0 and HP13F ge 0 then denom=sum(denom, -HP13M, -HP13F);</p> <p>if TRPKM ge 0 and TRPKF ge 0 then denom=sum(denom, -TRPKM, -TRPKF);</p> <p>if TR13M ge 0 and TR13F ge 0 then denom=sum(denom, -TR13M, -TR13F);</p> <p>if WHPKM ge 0 and WHPKF ge 0 then denom=sum(denom, -WHPKM, -WHPKF);</p> <p>if WH13M ge 0 and WH13F ge 0 then denom=sum(denom, -WH13M, -WH13F);</p> <p>if denom=0 then denom=.;</p> <p>* assign percent variables;</p> <p>if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_FEMALE=-8; end;</p>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
		<pre> else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if AMALF ge 0 and ASALF ge 0 and BLALF ge 0 and HIALF ge 0 and HPALF ge 0 and TRALF ge 0 and WHALF ge 0 then do; numer=sum(AMALF,ASALF,BLALF,HIALF,HPALF,TRALF,WHALF); if AMPKF ge 0 then numer=sum(numer, -AMPKF); if AM13F ge 0 then numer=sum(numer, -AM13F); if ASPKF ge 0 then numer=sum(numer, -ASPKF); if AS13F ge 0 then numer=sum(numer, -AS13F); if BLPKF ge 0 then numer=sum(numer, -BLPKF); if BL13F ge 0 then numer=sum(numer, -BL13F); if HIPKF ge 0 then numer=sum(numer, -HIPKF); if HI13F ge 0 then numer=sum(numer, -HI13F); if HPPKF ge 0 then numer=sum(numer, -HPPKF); if HP13F ge 0 then numer=sum(numer, -HP13F); if TRPKF ge 0 then numer=sum(numer, -TRPKF); if TR13F ge 0 then numer=sum(numer, -TR13F); if WHPKF ge 0 then numer=sum(numer, -WHPKF); if WH13F ge 0 then numer=sum(numer, -WH13F); PCT_FEMALE=INT(10e5*numer/denom)/10e3; if PCT_FEMALE lt 0 then PCT_FEMALE=0; if PCT_FEMALE gt 100 then PCT_FEMALE=100; end; else PCT_FEMALE = -9; end; else do; /* all percents are set to -9 */ PCT_FEMALE=-9; end; drop numer; </pre>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
PCT_ASIAN	Estimated percentage of students who are Asian (not of Hispanic or Latino origin)	<p>Estimated percentage of students in the school who are Asian, not of Hispanic or Latino origin, based on data reported in the 2017–18 CCD & 2018-19 CCD Nonfiscal School Universe files. Calculated as follows:</p> <p>* calculate denominator once for all percents; if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKM ge 0 and AMPKF ge 0 then denom=sum(denom, -AMPKM, -AMPKF); if AM13M ge 0 and AM13F ge 0 then denom=sum(denom, -AM13M, -AM13F); if ASPKM ge 0 and ASPKF ge 0 then denom=sum(denom, -ASPKM, -ASPKF); if AS13M ge 0 and AS13F ge 0 then denom=sum(denom, -AS13M, -AS13F); if BLPKM ge 0 and BLPKF ge 0 then denom=sum(denom, -BLPKM, -BLPKF); if BL13M ge 0 and BL13F ge 0 then denom=sum(denom, -BL13M, -BL13F); if HIPKM ge 0 and HIPKF ge 0 then denom=sum(denom, -HIPKM, -HIPKF); if HI13M ge 0 and HI13F ge 0 then denom=sum(denom, -HI13M, -HI13F); if HPPKM ge 0 and HPPKF ge 0 then denom=sum(denom, -HPPKM, -HPPKF); if HP13M ge 0 and HP13F ge 0 then denom=sum(denom, -HP13M, -HP13F); if TRPKM ge 0 and TRPKF ge 0 then denom=sum(denom, -TRPKM, -TRPKF); if TR13M ge 0 and TR13F ge 0 then denom=sum(denom, -TR13M, -TR13F); if WHPKM ge 0 and WHPKF ge 0 then denom=sum(denom, -WHPKM, -WHPKF); if WH13M ge 0 and WH13F ge 0 then denom=sum(denom, -WH13M, -WH13F); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_ASIAN=-8; end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if ASALF ge 0 and ASALM ge 0 then do; numer=sum(ASALF,ASALM); if ASPKM ge 0 and ASPKF ge 0 then numer=sum(numer, -ASPKM, -ASPKF); if AS13M ge 0 and AS13F ge 0 then numer=sum(numer, -AS13M, -AS13F); PCT_ASIAN=INT(10e5*numer/denom)/10e3; if PCT_ASIAN lt 0 then PCT_ASIAN=0;</p>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
		if PCT_ASIAN gt 100 then PCT_ASIAN=100; end; else PCT_ASIAN = -9; end; else do; /* all percents are set to -9 */ PCT_ASIAN=-9; end; drop numer;
PCT_AIAN	Estimated percentage of students who are American Indian/Alaskan Native (not of Hispanic or Latino origin)	Estimated percentage of students in the school who are American Indian or Alaskan Native, not of Hispanic or Latino origin, based on data reported in the 2017–18 CCD & 2018-19 CCD Nonfiscal School Universe files. Calculated as follows: * calculate denominator once for all percents; if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKM ge 0 and AMPKF ge 0 then denom=sum(denom, -AMPKM, -AMPKF); if AM13M ge 0 and AM13F ge 0 then denom=sum(denom, -AM13M, -AM13F); if ASPKM ge 0 and ASPKF ge 0 then denom=sum(denom, -ASPKM, -ASPKF); if AS13M ge 0 and AS13F ge 0 then denom=sum(denom, -AS13M, -AS13F); if BLPKM ge 0 and BLPKF ge 0 then denom=sum(denom, -BLPKM, -BLPKF); if BL13M ge 0 and BL13F ge 0 then denom=sum(denom, -BL13M, -BL13F); if HIPKM ge 0 and HIPKF ge 0 then denom=sum(denom, -HIPKM, -HIPKF); if HI13M ge 0 and HI13F ge 0 then denom=sum(denom, -HI13M, -HI13F); if HPPKM ge 0 and HPPKF ge 0 then denom=sum(denom, -HPPKM, -HPPKF); if HP13M ge 0 and HP13F ge 0 then denom=sum(denom, -HP13M, -HP13F); if TRPKM ge 0 and TRPKF ge 0 then denom=sum(denom, -TRPKM, -TRPKF); if TR13M ge 0 and TR13F ge 0 then denom=sum(denom, -TR13M, -TR13F); if WHPKM ge 0 and WHPKF ge 0 then denom=sum(denom, -WHPKM, -WHPKF);

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
		<pre> if WH13M ge 0 and WH13F ge 0 then denom=sum(denom, -WH13M, -WH13F); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_AIAN=-8; end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if AMALF ge 0 and AMALM ge 0 then do; numer=sum(AMALF,AMALM); if AMPKM ge 0 and AMPKF ge 0 then numer=sum(numer, -AMPKM, -AMPKF); if AM13M ge 0 and AM13F ge 0 then numer=sum(numer, -AM13M, -AM13F); PCT_AIAN=INT(10e5*numer/denom)/10e3; if PCT_AIAN lt 0 then PCT_AIAN=0; if PCT_AIAN gt 100 then PCT_AIAN=100; end; else PCT_AIAN = -9; end; else do; /* all percents are set to -9 */ PCT_AIAN=-9; end; drop numer; </pre>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
PCT_HNPACI	Estimated percentage of students who are Hawaiian Native/ Pacific Islander (not of Hispanic or Latino origin)	<p>Estimated percentage of students in the school who are Hawaiian Native or Pacific Islander, not of Hispanic or Latino origin, based on data reported in the 2017–18 CCD & 2018-19 CCD Nonfiscal School Universe files.</p> <p>Calculated as follows:</p> <p>* calculate denominator once for all percents;</p> <p>if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or</p> <p>HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or</p> <p>(AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and</p> <p>HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then</p> <p>denom=.;</p> <p>else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM);</p> <p>if AMPKM ge 0 and AMPKF ge 0 then denom=sum(denom, -AMPKM, -AMPKF);</p> <p>if AM13M ge 0 and AM13F ge 0 then denom=sum(denom, -AM13M, -AM13F);</p> <p>if ASPKM ge 0 and ASPKF ge 0 then denom=sum(denom, -ASPKM, -ASPKF);</p> <p>if AS13M ge 0 and AS13F ge 0 then denom=sum(denom, -AS13M, -AS13F);</p> <p>if BLPKM ge 0 and BLPKF ge 0 then denom=sum(denom, -BLPKM, -BLPKF);</p> <p>if BL13M ge 0 and BL13F ge 0 then denom=sum(denom, -BL13M, -BL13F);</p> <p>if HIPKM ge 0 and HIPKF ge 0 then denom=sum(denom, -HIPKM, -HIPKF);</p> <p>if HI13M ge 0 and HI13F ge 0 then denom=sum(denom, -HI13M, -HI13F);</p> <p>if HPPKM ge 0 and HPPKF ge 0 then denom=sum(denom, -HPPKM, -HPPKF);</p> <p>if HP13M ge 0 and HP13F ge 0 then denom=sum(denom, -HP13M, -HP13F);</p> <p>if TRPKM ge 0 and TRPKF ge 0 then denom=sum(denom, -TRPKM, -TRPKF);</p> <p>if TR13M ge 0 and TR13F ge 0 then denom=sum(denom, -TR13M, -TR13F);</p> <p>if WHPKM ge 0 and WHPKF ge 0 then denom=sum(denom, -WHPKM, -WHPKF);</p> <p>if WH13M ge 0 and WH13F ge 0 then denom=sum(denom, -WH13M, -WH13F);</p> <p>if denom=0 then denom=.;</p> <p>* assign percent variables;</p> <p>if sch_isr=3 then</p> <p>do; /* if sch_isr=3 then all percents are set to -8 */</p> <p>PCT_HNPACI=-8;</p>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
		<p>end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if HPALF ge 0 and HPALM ge 0 then do; numer=sum(HPALF,HPALM); if HPPKM ge 0 and HPPKF ge 0 then numer=sum(numer, -HPPKM, -HPPKF); if HP13M ge 0 and HP13F ge 0 then numer=sum(numer, -HP13M, -HP13F); PCT_HNPACI=INT(10e5*numer/denom)/10e3; if PCT_HNPACI lt 0 then PCT_HNPACI=0; if PCT_HNPACI gt 100 then PCT_HNPACI=100; end; else PCT_HNPACI = -9; end; else do; /* all percents are set to -9 */ PCT_HNPACI=-9; end; drop numer;</p>
PCT_HISP	Estimated percentage of students who are of Hispanic or Latino origin	<p>Estimated percentage of students in the school who are of Hispanic or Latino origin, based on data reported in the 2017–18 CCD & 2018-19 CCD Nonfiscal School Universe files. Calculated as follows: * calculate denominator once for all percents; if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKM ge 0 and AMPKF ge 0 then denom=sum(denom, -AMPKM, -AMPKF); if AM13M ge 0 and AM13F ge 0 then denom=sum(denom, -AM13M, -AM13F); if ASPKM ge 0 and ASPKF ge 0 then denom=sum(denom, -ASPKM, -ASPKF); if AS13M ge 0 and AS13F ge 0 then denom=sum(denom, -AS13M, -AS13F);</p>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
		<pre> if BLPKM ge 0 and BLPKF ge 0 then denom=sum(denom, -BLPKM, -BLPKF); if BL13M ge 0 and BL13F ge 0 then denom=sum(denom, -BL13M, -BL13F); if HIPKM ge 0 and HIPKF ge 0 then denom=sum(denom, -HIPKM, -HIPKF); if HI13M ge 0 and HI13F ge 0 then denom=sum(denom, -HI13M, -HI13F); if HPPKM ge 0 and HPPKF ge 0 then denom=sum(denom, -HPPKM, -HPPKF); if HP13M ge 0 and HP13F ge 0 then denom=sum(denom, -HP13M, -HP13F); if TRPKM ge 0 and TRPKF ge 0 then denom=sum(denom, -TRPKM, -TRPKF); if TR13M ge 0 and TR13F ge 0 then denom=sum(denom, -TR13M, -TR13F); if WHPKM ge 0 and WHPKF ge 0 then denom=sum(denom, -WHPKM, -WHPKF); if WH13M ge 0 and WH13F ge 0 then denom=sum(denom, -WH13M, -WH13F); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_HISP=-8; end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if HIALF ge 0 and HIALM ge 0 then do; numer=sum(HIALF,HIALM); if HIPKM ge 0 and HIPKF ge 0 then numer=sum(numer, -HIPKM, -HIPKF); if HI13M ge 0 and HI13F ge 0 then numer=sum(numer, -HI13M, -HI13F); PCT_HISP=INT(10e5*numer/denom)/10e3; if PCT_HISP lt 0 then PCT_HISP=0; if PCT_HISP gt 100 then PCT_HISP=100; end; else PCT_HISP = -9; end; else do; /* all percents are set to -9 */ PCT_HISP=-9; end; drop numer; </pre>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
PCT_BLACK	Estimated percentage of students who are Black (not of Hispanic or Latino origin)	<p>Estimated percentage of students in the school who are Black, not of Hispanic or Latino origin, based on the 2017–18 CCD & 2018-19 CCD Nonfiscal School Universe files. Calculated as follows:</p> <p>* calculate denominator once for all percents; if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKM ge 0 and AMPKF ge 0 then denom=sum(denom, -AMPKM, -AMPKF); if AM13M ge 0 and AM13F ge 0 then denom=sum(denom, -AM13M, -AM13F); if ASPKM ge 0 and ASPKF ge 0 then denom=sum(denom, -ASPKM, -ASPKF); if AS13M ge 0 and AS13F ge 0 then denom=sum(denom, -AS13M, -AS13F); if BLPKM ge 0 and BLPKF ge 0 then denom=sum(denom, -BLPKM, -BLPKF); if BL13M ge 0 and BL13F ge 0 then denom=sum(denom, -BL13M, -BL13F); if HIPKM ge 0 and HIPKF ge 0 then denom=sum(denom, -HIPKM, -HIPKF); if HI13M ge 0 and HI13F ge 0 then denom=sum(denom, -HI13M, -HI13F); if HPPKM ge 0 and HPPKF ge 0 then denom=sum(denom, -HPPKM, -HPPKF); if HP13M ge 0 and HP13F ge 0 then denom=sum(denom, -HP13M, -HP13F); if TRPKM ge 0 and TRPKF ge 0 then denom=sum(denom, -TRPKM, -TRPKF); if TR13M ge 0 and TR13F ge 0 then denom=sum(denom, -TR13M, -TR13F); if WHPKM ge 0 and WHPKF ge 0 then denom=sum(denom, -WHPKM, -WHPKF); if WH13M ge 0 and WH13F ge 0 then denom=sum(denom, -WH13M, -WH13F); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_BLACK=-8; end; else if denom ne . then</p>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
		do; /* only calculate percents if denom is not equal to missing */ if BLALF ge 0 and BLALM ge 0 then do; numer=sum(BLALF,BLALM); if BLPKM ge 0 and BLPKF ge 0 then numer=sum(numer, -BLPKM, -BLPKF); if BL13M ge 0 and BL13F ge 0 then numer=sum(numer, -BL13M, -BL13F); PCT_BLACK=INT(10e5*numer/denom)/10e3; if PCT_BLACK lt 0 then PCT_BLACK=0; if PCT_BLACK gt 100 then PCT_BLACK=100; end; else PCT_BLACK = -9; end; else do; /* all percents are set to -9 */ PCT_BLACK=-9; end; drop numer;
PCT_MULTI	Estimated percentage of students who are two or more races (not of Hispanic or Latino origin)	Estimated percentage of students in the school who are two or more races, not of Hispanic or Latino origin, based on data reported in the 2017–18 CCD & 2018-19 CCD Nonfiscal School Universe files. Calculated as follows: * calculate denominator once for all percents; if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKM ge 0 and AMPKF ge 0 then denom=sum(denom, -AMPKM, -AMPKF); if AM13M ge 0 and AM13F ge 0 then denom=sum(denom, -AM13M, -AM13F); if ASPKM ge 0 and ASPKF ge 0 then denom=sum(denom, -ASPKM, -ASPKF); if AS13M ge 0 and AS13F ge 0 then denom=sum(denom, -AS13M, -AS13F); if BLPKM ge 0 and BLPKF ge 0 then denom=sum(denom, -BLPKM, -BLPKF); if BL13M ge 0 and BL13F ge 0 then denom=sum(denom, -BL13M, -BL13F);

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
		<pre> if HIPKM ge 0 and HIPKF ge 0 then denom=sum(denom, -HIPKM, -HIPKF); if HI13M ge 0 and HI13F ge 0 then denom=sum(denom, -HI13M, -HI13F); if HPPKM ge 0 and HPPKF ge 0 then denom=sum(denom, -HPPKM, -HPPKF); if HP13M ge 0 and HP13F ge 0 then denom=sum(denom, -HP13M, -HP13F); if TRPKM ge 0 and TRPKF ge 0 then denom=sum(denom, -TRPKM, -TRPKF); if TR13M ge 0 and TR13F ge 0 then denom=sum(denom, -TR13M, -TR13F); if WHPKM ge 0 and WHPKF ge 0 then denom=sum(denom, -WHPKM, -WHPKF); if WH13M ge 0 and WH13F ge 0 then denom=sum(denom, -WH13M, -WH13F); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_MULTI=-8; end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if TRALF ge 0 and TRALM ge 0 then do; numer=sum(TRALF,TRALM); if TRPKM ge 0 and TRPKF ge 0 then numer=sum(numer, -TRPKM, -TRPKF); if TR13M ge 0 and TR13F ge 0 then numer=sum(numer, -TR13M, -TR13F); PCT_MULTI=INT(10e5*numer/denom)/10e3; if PCT_MULTI lt 0 then PCT_MULTI=0; if PCT_MULTI gt 100 then PCT_MULTI=100; end; else PCT_MULTI = -9; end; else do; /* all percents are set to -9 */ PCT_MULTI=-9; end; drop numer; </pre>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
PCT_WHITE	Estimated percentage of students who are White (not of Hispanic or Latino origin)	<p>Estimated percentage of students in the school who are White, not of Hispanic or Latino origin, based on data reported in the 2017–18 CCD & 2018-19 CCD Nonfiscal School Universe files. Calculated as follows:</p> <p>* calculate denominator once for all percents;</p> <p>if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKM ge 0 and AMPKF ge 0 then denom=sum(denom, -AMPKM, -AMPKF); if AM13M ge 0 and AM13F ge 0 then denom=sum(denom, -AM13M, -AM13F); if ASPKM ge 0 and ASPKF ge 0 then denom=sum(denom, -ASPKM, -ASPKF); if AS13M ge 0 and AS13F ge 0 then denom=sum(denom, -AS13M, -AS13F); if BLPKM ge 0 and BLPKF ge 0 then denom=sum(denom, -BLPKM, -BLPKF); if BL13M ge 0 and BL13F ge 0 then denom=sum(denom, -BL13M, -BL13F); if HIPKM ge 0 and HIPKF ge 0 then denom=sum(denom, -HIPKM, -HIPKF); if HI13M ge 0 and HI13F ge 0 then denom=sum(denom, -HI13M, -HI13F); if HPPKM ge 0 and HPPKF ge 0 then denom=sum(denom, -HPPKM, -HPPKF); if HP13M ge 0 and HP13F ge 0 then denom=sum(denom, -HP13M, -HP13F); if TRPKM ge 0 and TRPKF ge 0 then denom=sum(denom, -TRPKM, -TRPKF); if TR13M ge 0 and TR13F ge 0 then denom=sum(denom, -TR13M, -TR13F); if WHPKM ge 0 and WHPKF ge 0 then denom=sum(denom, -WHPKM, -WHPKF); if WH13M ge 0 and WH13F ge 0 then denom=sum(denom, -WH13M, -WH13F); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_WHITE=-8; end; else if denom ne . then</p>

See notes at end of table.

Table J-1. List of Frame Variables—Continued

Variable Name	Short Description	Long Description
		do; /* only calculate percents if denom is not equal to missing */ if WHALF ge 0 and WHALM ge 0 then do; numer=sum(WHALF,WHALM); if WHPKM ge 0 and WHPKF ge 0 then numer=sum(numer, -WHPKM, -WHPKF); if WH13M ge 0 and WH13F ge 0 then numer=sum(numer, -WH13M, -WH13F); PCT_WHITE=INT(10e5*numer/denom)/10e3; if PCT_WHITE lt 0 then PCT_WHITE=0; if PCT_WHITE gt 100 then PCT_WHITE=100; end; else PCT_WHITE = -9; end; else do; /* all percents are set to -9 */ PCT_WHITE=-9; end; drop numer;

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table J-2. List of Created Variables

Variable Name	Short Description	Long Description
SCHSIZE	Collapsed total K–12 and ungraded enrollment in school	<p>Categorical measure of the total K–12 and ungraded enrollment in the school. Categories include: 1 = 1–49. 2 = 50–99. 3 = 100–149. 4 = 150–199. 5 = 200–349. 6 = 350–499. 7 = 500–749. 8 = 750–999. 9 = 1,000–1,199. 10 = 1,200–1,499. 11 = 1,500–1,999. 12 = 2,000 or more. For cases where the school was a non-interview, sample file or other information was used to impute (if available). Coded as follows for school files:</p> <p>if 1 le ENRK12UG lt 50 then SCHSIZE=1; if 50 le ENRK12UG lt 100 then SCHSIZE=2; if 100 le ENRK12UG lt 150 then SCHSIZE=3; if 150 le ENRK12UG lt 200 then SCHSIZE=4; if 200 le ENRK12UG lt 350 then SCHSIZE=5; if 350 le ENRK12UG lt 500 then SCHSIZE=6; if 500 le ENRK12UG lt 750 then SCHSIZE=7; if 750 le ENRK12UG lt 1000 then SCHSIZE=8; if 1000 le ENRK12UG lt 1200 then SCHSIZE=9; if 1200 le ENRK12UG lt 1500 then SCHSIZE=10; if 1500 le ENRK12UG lt 2000 then SCHSIZE=11; if ENRK12UG ge 2000 then SCHSIZE=12; if sch_isr=1 then FL_SCHSIZE=0; if sch_isr=2 then FL_SCHSIZE=2;</p>
SCH_ISR	Interview status of school	Interview status of school. Categories include: 1 = Interview; 2 = Non-interview; 3 = Out-of-scope

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
SCHLEV_3CAT	Three-category school level (elementary/secondary/combined) *public	<p>Three-category level of school based on grade levels offered as reported by the school. Categories include: 1 = Elementary; 2 = Secondary; 3 = Combined. Coded as follows:</p> <pre> if sch_isr=1 then do; edkg6=0; ed912=0; ed712=0; array elem[7] S0101 S0102 S0103 S0104 S0105 S0106 S0107; do i=1 to 7; if elem [i] = 1 then edkg6 + 1; drop i; end; array sec[4] S0110 S0111 S0112 S0113; do i=1 to 4; if sec[i] = 1 then ed912+1; drop i; end; array comb[6] S0108 S0109 S0110 S0111 S0112 S0113; do i=1 to 6; if comb[i] = 1 then ed712+1; drop i; end; IF EDKG6 >= 1 AND ED912 < 1 THEN SCHLEV_3CAT=1; *ELEMENTARY; ELSE IF S0114 = 2 AND EDKG6 < 1 THEN SCHLEV_3CAT = 2; *SECONDARY; ELSE IF S0114 = 1 AND EDKG6 < 1 AND ED712 >= 1 THEN SCHLEV_3CAT=2; *SECONDARY; ELSE SCHLEV_3CAT=3; *COMBINED; if SCHLEV_3CAT gt 0 then FL_SCHLEV_3CAT=0; end; else if sch_isr=2 then do; if GSLO in ('PK','KG','01','02','03','04','05','06') and GSHI not in ('09','10','11','12') then SCHLEV_3CAT=1; *Elementary; else if GSLO in ('07','08','09','10','11','12') and GSHI ne 'UG' then SCHLEV_3CAT=2; *Secondary; else if GSLO in ('07','08','09','10','11','12') and GSHI in ('07','08','09','10','11','12') then SCHLEV_3CAT=2; *Secondary; else SCHLEV_3CAT=3; *Combined; if SCHLEV_3CAT gt 0 then FL_SCHLEV_3CAT=2; end; </pre>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
SCHLEV_3CAT	Three-category school level (elementary/secondary/combined) *private	<p>Three-category level of school based on grade levels offered as reported by the school. Categories include: 1 = Elementary; 2 = Secondary; 3 = Combined. Coded as follows:</p> <pre> if sch_isr=1 then do; edkg6=0; ed912=0; ed712=0; Array elem[9] S0101 S0148 S0149 S0102 S0103 S0104 S0105 S0106 S0107; do i=1 to 9; if elem [i]=1 then edkg6+1; drop i; end; Array sec[4] S0110 S0111 S0112 S0113; do i= 1 to 4; if sec[i]=1 then ed912+1; drop i; end; Array comb[6] S0108 S0109 S0110 S0111 S0112 S0113; do i=1 to 6; if comb[i]=1 then ed712+1; drop i; end; if EDKG6 ge 1 and ED912 lt 1 then SCHLEV_3CAT=1; *ELEMENTARY; else if S0114=2 and EDKG6 lt 1 then SCHLEV_3CAT=2; *SECONDARY; else if S0114=1 and EDKG6 lt 1 and ED712 ge 1 then SCHLEV_3CAT=2; *SECONDARY; else SCHLEV_3CAT=3; *COMBINED; if SCHLEV_3CAT gt 0 then FL_SCHLEV_3CAT=0; end; else if sch_isr=2 then do; if logr2016 in ('03' '04' '05' '06' '07' '08' '09' '10' '11') and higr2016 not in ('14' '15' '16' '17') then do; schlev_3cat=1; *elementary; end; else if higr2016 ne '01' and logr2016 not in ('01' '03' '04' '05' '06' '07' '08' '09' '10' '11') then do; schlev_3cat=2; *secondary; end; else if (logr2016='01' or higr2016='01') and logr2016 not in ('03' '04' '05' '06' '07' '08' '09' '10' '11') and higr2016 in ('12' '13' '14' '15' '16' '17') then do; schlev_3cat=2; *secondary; end; else schlev_3cat=3; *combined; if SCHLEV_3CAT gt 0 then FL_SCHLEV_3CAT=2; end; </pre>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
SCHLEV_4CAT	Four-category school level (primary/middle/high/combined) *public	<p>Four-category level of school based on grade levels offered as reported by the school. Categories include: 1 = primary: schools with at least one grade lower than 5 and no grade higher than 8. 2 = middle: schools with no grade lower than 5 and no grade higher than 8. 3 = high: schools with no grade lower than 7 and at least one grade higher than 8. and 4 = combined: schools with at least one grade lower than 7 and at least one grade higher than 8. Schools with only ungraded classes were included with combined schools. For cases where the school was a non-interview, sample file or other information was used to impute (if available). Coded as follows:</p> <p>if sch_isr=1 then do; LOWEST=.; HIGHEST=.; if S0113 = 1 then LOWEST = 12; if S0112 = 1 then LOWEST = 11; if S0111 = 1 then LOWEST = 10; if S0110 = 1 then LOWEST = 9; if S0109 = 1 then LOWEST = 8; if S0108 = 1 then LOWEST = 7; if S0107 = 1 then LOWEST = 6; if S0106 = 1 then LOWEST = 5; if S0105 = 1 then LOWEST = 4; if S0104 = 1 then LOWEST = 3; if S0103 = 1 then LOWEST = 2; if S0102 = 1 then LOWEST = 1; if S0101 = 1 then LOWEST = 0; if S0101 = 1 then HIGHEST = 0; if S0102 = 1 then HIGHEST = 1; if S0103 = 1 then HIGHEST = 2; if S0104 = 1 then HIGHEST = 3; if S0105 = 1 then HIGHEST = 4; if S0106 = 1 then HIGHEST = 5; if S0107 = 1 then HIGHEST = 6; if S0108 = 1 then HIGHEST = 7; if S0109 = 1 then HIGHEST = 8; if S0110 = 1 then HIGHEST = 9; if S0111 = 1 then HIGHEST = 10; if S0112 = 1 then HIGHEST = 11;</p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<p>if S0113 = 1 then HIGHEST =12; if S0114 = 1 and HIGHEST lt 0 and LOWEST lt 0 then SCHLEV_4CAT=4; *COMBINED; else If LOWEST le 4 and HIGHEST le 8 then SCHLEV_4CAT=1; *Primary; else If LOWEST ge 5 and HIGHEST le 8 then SCHLEV_4CAT=2; *Middle; else If LOWEST ge 7 and HIGHEST ge 9 then SCHLEV_4CAT=3; *High; else SCHLEV_4CAT = 4; *Combined; if SCHLEV_4CAT gt 0 then FL_SCHLEV_4CAT=0; end; else if sch_isr=2 then do; if ('01'<= GSLO<='04' or GSLO='KG' or GSLO='PK') and ('01'<= GSHI<='08' or GSHI='KG' or GSHI='PK') then SCHLEV_4CAT=1; else if '05'<=GSLO<='08' and '05'<=GSHI<='08' then SCHLEV_4CAT = 2; else if '07'<=GSLO<='12' and '09'<=GSHI<='12' then SCHLEV_4CAT = 3; else SCHLEV_4CAT=4; if SCHLEV_4CAT gt 0 then FL_SCHLEV_4CAT=2; end;</p>
SCHLEV_4CAT	Four-category school level (primary/middle/high/combined) *private	<p>Four-category level of school based on grade levels offered as reported by the school. Categories include: 1 = primary: schools with at least one grade lower than 5 and no grade higher than 8. 2 = middle: schools with no grade lower than 5 and no grade higher than 8. 3 = high: schools with no grade lower than 7 and at least one grade higher than 8. and 4 = combined: schools with at least one grade lower than 7 and at least one grade higher than 8. Schools with only ungraded classes were included with combined schools. For cases where the school was a non-interview, sample file or other information was used to impute (if available). Coded as follows: if sch_isr=1 then do; if S0113=1 then LOWEST=12; if S0112=1 then LOWEST=11; if S0111=1 then LOWEST=10; if S0110=1 then LOWEST=9; if S0109=1 then LOWEST=8; if S0108=1 then LOWEST=7; if S0107=1 then LOWEST=6; if S0106=1 then LOWEST=5; if S0105=1 then LOWEST=4; if S0104=1 then LOWEST=3;</p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		if S0103=1 then LOWEST=2; if S0102=1 then LOWEST=1; if S0101=1 then LOWEST=0; if S0101=1 then HIGHEST=0; if S0102=1 then HIGHEST=1; if S0103=1 then HIGHEST=2; if S0104=1 then HIGHEST=3; if S0105=1 then HIGHEST=4; if S0106=1 then HIGHEST=5; if S0107=1 then HIGHEST=6; if S0108=1 then HIGHEST=7; if S0109=1 then HIGHEST=8; if S0110=1 then HIGHEST=9; if S0111=1 then HIGHEST=10; if S0112=1 then HIGHEST=11; if S0113=1 then HIGHEST=12; if S0114=1 and HIGHEST lt 0 and LOWEST lt 0 then SCHLEV_4CAT=4; *COMBINED; else If LOWEST le 4 and HIGHEST le 8 then SCHLEV_4CAT=1; *Primary; else If LOWEST ge 5 and HIGHEST le 8 then SCHLEV_4CAT=2; *Middle; else If LOWEST ge 7 and HIGHEST ge 9 then SCHLEV_4CAT=3; *High; else SCHLEV_4CAT=4; *Combined; if SCHLEV_4CAT gt 0 then FL_SCHLEV_4CAT=0; end; else if sch_isr=2 then do; if logr2016='01' and higr2016='01' then do; schlev_4cat=4; *combined; end; else if logr2016 in ('03' '04' '05' '06' '07' '08' '09') and higr2016 in ('03' '04' '05' '06' '07' '08' '09' '10' '11' '12' '13') then do; schlev_4cat=1; *primary; end; else if logr2016 in ('10' '11' '12' '13' '14' '15' '16' '17') and higr2016 in ('03' '04' '05' '06' '07' '08' '09' '10' '11' '12' '13') then do; schlev_4cat=2; *middle; end; end;

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<pre> else if logr2016 in ('12' '13' '14' '15' '16' '17') and higr2016 in ('14' '15' '16' '17') then do; schlev_4cat=3; *high; end; else schlev_4cat=4; *combined; if SCHLEV_4CAT gt 0 then FL_SCHLEV_4CAT=2; end;</pre>
SCHLEV_CCD	Ten-category school level *public	<p>Detailed public school level based on guidelines set by Common Core of Data (CCD). Categories include: 1 = Prekindergarten: the lowest grade and the highest grade offered is prekindergarten. 2 = Elementary: schools with at least one grade of K to 4 offered and the number of elementary grades is greater than or equal to the number of middle grades. 3 = Middle: schools with at least one of grades 5 to 8 offered and the number of middle grades is greater than the number of elementary or secondary grades. 4 = Secondary: schools with at least one grade of 9 to 11 offered, the number of secondary grades is greater than the the number of middle grades, and grade 12 is not offered. 5 = High: grade 12 is offered and the number of secondary grades is greater than number of middle grades. 6 = Ungraded: the lowest grade offered is ungraded and the highest grade offered is ungraded. 7 = Adult Education: the lowest grade offered is adult education and the highest grade offered is adult education. 8 = Not Applicable: the lowest grade offered is a valid skip and the highest grade offered is a valid skip. 9 = Not Reported: the lowest grade offered is missing and the highest grade offered is missing. 10 = Other: both elementary and secondary grades or grades in all 3 levels. For cases where the school was a non-interview, sample file or other information was used to impute (if available). The list of categories is as follows:</p> <p>1=Prekindergarten 2=Elementary 3=Middle 4=Secondary 5=High 6=Ungraded 7=Adult Education 8=Not Applicable 9=Not Reported 10=Other</p> <p>Coded as follows: *Public School Interview; if sch_isr=1 and pub_priv in (1,3) then do; array off(*) s0100-s0114; array offn(*) goffpk goffkg goff01 goff02 goff03 goff04 goff05 goff06 goff07 goff08 goff09 goff10 goff11 goff12 goffug; do i=1 to dim(off);</p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<pre> if off(i)=1 then offn(i)=1; else offn(i)=0; end; num_elem=sum(of goffkg,goff01,goff02,goff03,goff04); num_mid=sum(of goff05,goff06,goff07,goff08); num_sec=sum(of goff09,goff10,goff11); num_sechi=sum(of goff09,goff10,goff11,goff12); if goffug=1 and num_elem=0 and num_mid=0 and num_sec=0 and num_sechi=0 then schlev_ccd=6; *Ungraded; else if goffpk=1 and num_elem=0 and num_mid=0 and num_sec=0 and num_sechi=0 then schlev_ccd=1; *Prekindergarten; else if (goffpk=1 or goffkg=1) and (goff01=0 and goff02=0 and goff03=0 and goff04=0 and num_mid=0) and goff12=1 then schlev_ccd=5; *High; else if (goffpk=1 or goffkg=1) and (goff01=0 and goff02=0 and goff03=0 and goff04=0 and num_mid=0) and num_sec>0 then schlev_ccd=4; *Secondary; else if num_elem>0 and num_sechi>0 then schlev_ccd=10; *Other; else if num_elem>0 and num_elem >= num_mid then schlev_ccd=2; *Elementary; else if num_mid>0 and (num_mid > num_elem and num_mid > num_sechi) then schlev_ccd=3; *Middle; else if num_sec>0 and num_sec >= num_mid and goff12 ne 1 then schlev_ccd=4; *Secondary; else if goff12=1 and num_sechi >= num_mid then schlev_ccd=5; *High; end; *Public School Noninterview; if sch_isr=2 and pub_priv in (1,3) then do; array noff(*) PK KG G01 G02 G03 G04 G05 G06 G07 G08 G09 G10 G11 G12 UG; array noffn(*) goffnpk goffnkg goffn01 goffn02 goffn03 goffn04 goffn05 goffn06 goffn07 goffn08 goffn09 goffn10 goffn11 goffn12 goffnug; do i=1 to dim(noff); if noff(i) ge 0 then noffn(i)=1; else noffn(i)=0; end; </pre>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<p> num_nelem=sum(of goffnkg, goffn01, goffn02, goffn03, goffn04); num_nmid=sum(of goffn05, goffn06, goffn07, goffn08); num_nsec=sum(of goffn09, goffn10, goffn11); num_nsechi=sum(of goffn09, goffn10, goffn11, goffn12); if goffnug=1 and num_nelem=0 and num_nmid=0 and num_nsec=0 and num_nsechi=0 then schlev_ccd=6; *Ungraded; else if goffnpk=1 and num_nelem=0 and num_nmid=0 and num_nsec=0 and num_nsechi=0 then schlev_ccd=1; *Prekindergarten; else if (goffnpk=1 or goffnkg=1) and (goffn01=0 and goffn02=0 and goffn03=0 and goffn04=0 and num_nmid=0) and goffn12=1 then schlev_ccd=5; *High; else if (goffnpk=1 or goffnkg=1) and (goffn01=0 and goffn02=0 and goffn03=0 and goffn04=0 and num_nmid=0) and num_nsec>0 then schlev_ccd=4; *Secondary; else if num_nelem>0 and num_nsechi>0 then schlev_ccd=10; *Other; else if num_nelem>0 and num_nelem >= num_nmid then schlev_ccd=2; *Elementary; else if num_nmid>0 and (num_nmid > num_nelem and num_nmid > num_nsechi) then schlev_ccd=3; *Middle; else if num_nsec>0 and num_nsec >= num_nmid and goffn12 ne 1 then schlev_ccd=4; *Secondary; else if goffn12=1 and num_nsechi >= num_nmid then schlev_ccd=5; *High; end; *All Out-of-scope Cases and End of Code; else if sch_isr=3 then SCHLEV_CCD=-8; if sch_isr=1 and SCHLEV_CCD gt 0 then FL_SCHLEV_CCD=0; if sch_isr=2 and SCHLEV_CCD gt 0 then FL_SCHLEV_CCD=2; </p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
SCHLEV_CCD	Ten-category school level *private	<p>Detailed private school level based on guidelines set by Common Core of Data (CCD). Categories include: 1 = Prekindergarten: the lowest grade and the highest grade offered is prekindergarten. 2 = Elementary: schools with at least one grade of K to 4 offered and the number of elementary grades is greater than or equal to the number of middle grades. 3 = Middle: schools with at least one of grades 5 to 8 offered and the number of middle grades is greater than the number of elementary or secondary grades. 4 = Secondary: schools with at least one grade of 9 to 11 offered, the number of secondary grades is greater than the the number of middle grades, and grade 12 is not offered. 5 = High: grade 12 is offered and the number of secondary grades is greater than number of middle grades. 6 = Ungraded: the lowest grade offered is ungraded and the highest grade offered is ungraded. 7 = Adult Education: the lowest grade offered is adult education and the highest grade offered is adult education. 8 = Not Applicable: the lowest grade offered is a valid skip and the highest grade offered is a valid skip. 9 = Not Reported: the lowest grade offered is missing and the highest grade offered is missing. 10 = Other: both elementary and secondary grades or grades in all 3 levels. For cases where the school was a non-interview, sample file or other information was used to impute (if available). The list of categories is as follows:</p> <p>1=Prekindergarten 2=Elementary 3=Middle 4=Secondary 5=High 6=Ungraded 7=Adult Education 8=Not Applicable 9=Not Reported 10=Other</p> <p>Coded as follows: *Private School Interview; if sch_isr=1 and pub_priv=2 then do; array off(*) s0100 s0101 s0148 s0149 s0102-s0114; array offn(*) goffpk goffkg gofftk gofft1 goff01 goff02 goff03 goff04 goff05 goff06 goff07 goff08 goff09 goff10 goff11 goff12 goffug; do i=1 to dim(off); if off(i)=1 then offn(i)=1; else offn(i)=0;</p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<p> end; if gofftk=1 then goffkg=1; if gofft1=1 then goffkg=1; num_elem=sum(of goffkg,goff01,goff02,goff03,goff04); num_mid=sum(of goff05,goff06,goff07,goff08); num_sec=sum(of goff09,goff10,goff11); num_sechi=sum(of goff09,goff10,goff11,goff12); if goffug=1 and num_elem=0 and num_mid=0 and num_sec=0 and num_sechi=0 then schlev_ccd=6; *Ungraded; else if goffpk=1 and num_elem=0 and num_mid=0 and num_sec=0 and num_sechi=0 then schlev_ccd=1; *Prekindergarten; else if (goffpk=1 or goffkg=1) and (goff01=0 and goff02=0 and goff03=0 and goff04=0 and num_mid=0) and goff12=1 then schlev_ccd=5; *High; else if (goffpk=1 or goffkg=1) and (goff01=0 and goff02=0 and goff03=0 and goff04=0 and num_mid=0) and num_sec>0 then schlev_ccd=4; *Secondary; else if num_elem>0 and num_sechi>0 then schlev_ccd=10; *Other; else if num_elem>0 and num_elem >= num_mid then schlev_ccd=2; *Elementary; else if num_mid>0 and (num_mid > num_elem and num_mid > num_sechi) then schlev_ccd=3; *Middle; else if num_sec>0 and num_sec >= num_mid and goff12 ne 1 then schlev_ccd=4; *Secondary; else if goff12=1 and num_sechi >= num_mid then schlev_ccd=5; *High; end; *Private School Noninterview; if sch_isr=2 and pub_priv=2 then do; array noff(*) psc145 psc155 psc165 psc175 psc185 psc195 psc205 psc215 psc225 psc235 psc245 psc255 psc265 psc275 psc285 psc295 psc135; array noffn(*) goffnpk goffnkg goffntk goffnt1 goffn01 goffn02 goffn03 goffn04 goffn05 goffn06 goffn07 goffn08 goffn09 goffn10 goffn11 goffn12 goffnug; do i=1 to dim(noff); if noff(i)=1 then noffn(i)=1; else noffn(i)=0; end; if goffntk=1 then goffnkg=1; if goffnt1=1 then goffnkg=1; num_nelem=sum(of goffnkg,goffn01,goffn02,goffn03,goffn04); </p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<p> num_nmid=sum(of goffn05,goffn06,goffn07,goffn08); num_nsec=sum(of goffn09,goffn10,goffn11); num_nsechi=sum(of goffn09,goffn10,goffn11,goffn12); if goffnug=1 and num_nelem=0 and num_nmid=0 and num_nsec=0 and num_nsechi=0 then schlev_ccd=6; *Ungraded; else if goffnpk=1 and num_nelem=0 and num_nmid=0 and num_nsec=0 and num_nsechi=0 then schlev_ccd=1; *Prekindergarten; else if (goffnpk=1 or goffnkg=1) and (goffn01=0 and goffn02=0 and goffn03=0 and goffn04=0 and num_nmid=0) and goffn12=1 then schlev_ccd=5; *High; else if (goffnpk=1 or goffnkg=1) and (goffn01=0 and goffn02=0 and goffn03=0 and goffn04=0 and num_nmid=0) and num_nsec>0 then schlev_ccd=4; *Secondary; else if num_nelem>0 and num_nsechi>0 then schlev_ccd=10; *Other; else if num_nelem>0 and num_nelem >= num_nmid then schlev_ccd=2; *Elementary; else if num_nmid>0 and (num_nmid > num_nelem and num_nmid > num_nsechi) then schlev_ccd=3; *Middle; else if num_nsec>0 and num_nsec >= num_nmid and goffn12 ne 1 then schlev_ccd=4; *Secondary; else if goffn12=1 and num_nsechi >= num_nmid then schlev_ccd=5; *High; end; *All Out-of-scope Cases and End of Code; else if sch_isr=3 then SCHLEV_CCD=-8; if sch_isr=1 and SCHLEV_CCD gt 0 then FL_SCHLEV_CCD=0; if sch_isr=2 and SCHLEV_CCD gt 0 then FL_SCHLEV_CCD=2; </p>
IEP	Percentage of enrolled students with an IEP	<p> Percentage of students enrolled in the school who have an Individual Education Plan (IEP). Calculated as follows: if sch_isr=1 then do; if S0400=2 then IEP=0; else IEP=(INT(10e5*(S0401/ENRK12UG))/10e3); if IEP lt 0 then IEP=-9; end; else IEP=-8; </p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
TYPOLOGY	Nine-level private school typology	<p>Nine-level private school typology. For cases where the school was a non-interview, sample file or other information was used to impute (if available). Categories include: 1 = Catholic-Parochial; 2 = Catholic-Diocesan; 3 = Catholic-Private; 4 = Other religious, Conservative Christian; 5 = Other religious, Affiliated with a Religious School Association; 6 = Other religious, Not Affiliated with a Religious School Association; 7 = Nonsectarian-Regular; 8 = Nonsectarian-Special Emphasis; 9 = Nonsectarian-Special Education. Coded as follows:</p> <pre> if sch_isr=1 then do; if s0188=1 then do; if s0189=1 then TYPOLOGY=1; else if s0189=2 then TYPOLOGY=2; else if s0189=3 then TYPOLOGY=3; end; else if s0186=1 then do; if s0191=1 or s0192=1 or s0193=1 or s0293=1 then TYPOLOGY=4; else if s0194=1 or s0195=1 or s0196=1 or s0320=1 or s0197= 1 or s0198=1 or s0199=1 or s0287=1 or s0288=1 or s0289=1 or s0290=1 or s0291=1 or s0292=1 or s0321=1 or s0296=1 or s0297=1 then TYPOLOGY=5; else TYPOLOGY=6; end; else if s0120 in (1, 7) then TYPOLOGY=7; else if s0120 in (2, 4, 5, 6) then TYPOLOGY=8; else if s0120 in (3) then TYPOLOGY= 9; end; else if sch_isr=2 then do; if typology in (.,0) then TYPOLOGY = PTYPOLG; if typology in (.,0) then do; if substr(pafflf, 19, 1) = '1' then typology=3; else if substr(pafflf, 11, 1) = '1' then typology=4; else if substr(pafflf, 34, 1) = '1' then typology=4; else if substr(pafflf, 21, 1) = '1' then typology=4; else if substr(pafflf, 29, 1) = '1' then typology=4; else do; do i = 1 to 10, 12, 18, 22, 26, 30, 33, 35, 39 to 41, 44; if substr(pafflf, i, 1) = '1' then typology=5; end; end; end; </pre>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<pre> end; end; end; if typology in (.,0) and substr(pafflf, 13, 1) = '1' then typology=6; if typology in (.,0) and substr(pafflf, 51, 1) = '1' then typology=7; /*New for 2011*/ if typology in (.,0) then do; do i = 14, 15, 36, 50; /*Added 50 in 2011*/ if substr(pafflf, i, 1) = '1' then typology=8; end; end; if typology in (.,0) and substr(pafflf, 17, 1) = '1' then typology=9; if typology in (.,0) then do; if affil =1 then TYPOLOGY=1; else if affil = 2 then TYPOLOGY = 2; else if affil = 3 then TYPOLOGY = 3; else if affil in (4,5,6,7,8,9,10,11,12,13,14) then TYPOLOGY = 5; else if affil = 15 then TYPOLOGY = 7; else if affil = 16 then TYPOLOGY = 8; else if affil = 17 then TYPOLOGY = 9; end; if TYPOLOGY gt 0 then FL_TYP = 2; end; </pre>
STRATA	Private school orientation stratum	<p>Private school orientation stratum. For more information, please see chapter 4 of the Documentation for the 2020–21 National Teacher and Principal Survey (NCES 2020-XXX). For cases where the school was a non-interview, sample file or other information was used to impute (if available).</p> <p>Categories include:</p> <ul style="list-style-type: none"> 1 = Catholic-Parochial; 2 = Catholic-Diocesan; 3 = Catholic-Private; 4 = Baptist; 5 = Jewish; 6 = Lutheran; 7 = Seventh-Day Adventist; 8 = Other Religious; 9 = Nonsectarian-Regular; 10 = Nonsectarian-Special Emphasis; 11 = Nonsectarian-Special Education;

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		Coded as follows: if TYPOLOGY=1 then STRATA=1; else if TYPOLOGY=2 then STRATA=2; else if TYPOLOGY=3 then STRATA=3; else if s0188=5 then STRATA=4; else if s0188=18 then STRATA=5; else if s0188 in (20,21,22,23) then STRATA=6; else if s0188=28 then STRATA=7; else if s0188 in (2,3,4,6,7,8,9,10,11,12,13,14,15,16,17,19,24,25,26,27,29) then STRATA=8; else if TYPOLOGY=7 then STRATA=9; else if TYPOLOGY=8 then STRATA=10; else if TYPOLOGY=9 then STRATA=11; else STRATA=AFFL11;
RELIG	Three-level private school typology	Three-level private school typology. Categories include: 1 = Catholic; 2 = Other religious; 3 = Nonsectarian. Coded as follows: if TYPOLOGY in (1, 2, 3) then RELIG = 1; if TYPOLOGY in (4, 5, 6) then RELIG = 2; if TYPOLOGY gt 6 then RELIG= 3; For cases where the school was a non-interview, sample file or other information was used to impute (if available).
PCT_NONWHITE	Estimated percentage of students in school who are non-White	Estimated percentage of students who are non-White, based on the percentages that the school reported in the 2017–18 CCD & 2018-19 CCD Nonfiscal School Universe files. Calculated as follows: * calculate denominator once for all percents; if AMALF < 0 or AMALM < 0 or ASALF < 0 or ASALM < 0 or BLALF < 0 or BLALM < 0 or HIALF < 0 or HIALM < 0 or HPALF < 0 or HPALM < 0 or TRALF < 0 or TRALM < 0 or WHALF < 0 or WHALM < 0 or (AMALF = 0 and AMALM = 0 and ASALF = 0 and ASALM = 0 and BLALF = 0 and BLALM = 0 and HIALF = 0 and HIALM = 0 and HPALF = 0 and HPALM = 0 and TRALF = 0 and TRALM = 0 and WHALF = 0 and WHALM = 0) then denom=.; else denom=SUM(AMALF, AMALM, ASALF, ASALM, BLALF, BLALM, HIALF, HIALM, HPALF, HPALM, TRALF, TRALM, WHALF, WHALM); if AMPKM ge 0 and AMPKF ge 0 then denom=sum(denom, -AMPKM, -AMPKF); if AM13M ge 0 and AM13F ge 0 then denom=sum(denom, -AM13M, -AM13F); if ASPKM ge 0 and ASPKF ge 0 then denom=sum(denom, -ASPKM, -ASPKF); if AS13M ge 0 and AS13F ge 0 then denom=sum(denom, -AS13M, -AS13F); if BLPKM ge 0 and BLPKF ge 0 then denom=sum(denom, -BLPKM, -BLPKF); if BL13M ge 0 and BL13F ge 0 then denom=sum(denom, -BL13M, -BL13F); if HIPKM ge 0 and HIPKF ge 0 then denom=sum(denom, -HIPKM, -HIPKF); if HI13M ge 0 and HI13F ge 0 then denom=sum(denom, -HI13M, -HI13F);

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<p>if HPPKM ge 0 and HPPKF ge 0 then denom=sum(denom, -HPPKM, -HPPKF); if HP13M ge 0 and HP13F ge 0 then denom=sum(denom, -HP13M, -HP13F); if TRPKM ge 0 and TRPKF ge 0 then denom=sum(denom, -TRPKM, -TRPKF); if TR13M ge 0 and TR13F ge 0 then denom=sum(denom, -TR13M, -TR13F); if WHPKM ge 0 and WHPKF ge 0 then denom=sum(denom, -WHPKM, -WHPKF); if WH13M ge 0 and WH13F ge 0 then denom=sum(denom, -WH13M, -WH13F); if denom=0 then denom=.; * assign percent variables; if sch_isr=3 then do; /* if sch_isr=3 then all percents are set to -8 */ PCT_NONWHITE=-8; end; else if denom ne . then do; /* only calculate percents if denom is not equal to missing */ if AMALF ge 0 and AMALM ge 0 and ASALF ge 0 and ASALM ge 0 and BLALF ge 0 and BLALM ge 0 and HIALF ge 0 and HIALM ge 0 and HPALF ge 0 and HPALM ge 0 and TRALF ge 0 and TRALM ge 0 then do; numer=sum(AMALF,AMALM,ASALF,ASALM,BLALF,BLALM,HIALF,HIALM,HPALF,HPALM,TR ALF,TRALM); if AMPKM ge 0 and AMPKF ge 0 then numer=sum(numer, -AMPKM, -AMPKF); if AM13M ge 0 and AM13F ge 0 then numer=sum(numer, -AM13M, -AM13F); if ASPKM ge 0 and ASPKF ge 0 then numer=sum(numer, -ASPKM, -ASPKF); if AS13M ge 0 and AS13F ge 0 then numer=sum(numer, -AS13M, -AS13F); if BLPKM ge 0 and BLPKF ge 0 then numer=sum(numer, -BLPKM, -BLPKF); if BL13M ge 0 and BL13F ge 0 then numer=sum(numer, -BL13M, -BL13F); if HIPKM ge 0 and HIPKF ge 0 then numer=sum(numer, -HIPKM, -HIPKF); if HI13M ge 0 and HI13F ge 0 then numer=sum(numer, -HI13M, -HI13F); if HPPKM ge 0 and HPPKF ge 0 then numer=sum(numer, -HPPKM, -HPPKF); if HP13M ge 0 and HP13F ge 0 then numer=sum(numer, -HP13M, -HP13F); if TRPKM ge 0 and TRPKF ge 0 then numer=sum(numer, -TRPKM, -TRPKF); if TR13M ge 0 and TR13F ge 0 then numer=sum(numer, -TR13M, -TR13F); PCT_NONWHITE=INT(10e5*numer/denom)/10e3; if PCT_NONWHITE lt 0 then PCT_NONWHITE=0; if PCT_NONWHITE gt 100 then PCT_NONWHITE=100; end;</p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<pre> else PCT_NONWHITE = -9; end; else do; /* all percents are set to -9 */ PCT_NONWHITE=-9; end; drop numer; </pre>
PGMTYPE	Program type of school	<p>School program type. For cases where the school was a non-interview, sample file or other information was used to impute (if available). Categories include:</p> <p>1= Regular 2= Special program emphasis 3= Special education 4= Career/technical/vocational 5= Alternative/other 6=Montessori 7=Early childhood program/daycare center</p> <p>Coded as follows:</p> <p>Public:</p> <pre> if sch_isr=1 then do; PGMTYPE=S0120; if PGMTYPE gt 0 then FL_PGMTYPE=0; end; else if sch_isr=2 and SECTOR=1 then do; if type in ('1' '7') then PGMTYPE=1; if type='2' then PGMTYPE=3; if type='3' then PGMTYPE=4; if type in ('4' '8') then PGMTYPE=5; if PGMTYPE gt 0 then FL_PGMTYPE=2; end; if sch_isr in (1,2) and PGMTYPE lt 0 then do; PGMTYPE=-9; FL_PGMTYPE=0; end; </pre> <p>Private:</p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<pre> if sch_isr=1 then do; PGMTYPE=S0120; if PGMTYPE gt 0 then FL_PGMTYPE=0; end; else if sch_isr=2 then do; if 1 <= PSDESC<=6 then do; if PSDESC=1 then PGMTYPE=1; else if PSDESC=2 then PGMTYPE=6; else if PSDESC=3 then PGMTYPE=2; else if PSDESC=4 then PGMTYPE=3; else if PSDESC=5 then PGMTYPE=4; else if PSDESC=6 then PGMTYPE=5; if PGMTYPE gt 0 then FL_PGMTYPE=2; end; end; if sch_isr in (1,2) and PGMTYPE lt 0 then do; PGMTYPE=-9; FL_PGMTYPE=0; end; </pre>
ENRK12UG	Total K–12 and ungraded enrollment in school	<p>Total K–12 and ungraded student enrollment in the school. For public schools this is copied from S0115 on the NTPS public school files. For private schools this is copied from S4115 on the NTPS private school files. For cases where the school was a non-interview, sample file or other information was used to impute (if available). Coded as follows:</p> <p>For public schools:</p> <pre> if sch_isr=1 then do; ENRK12UG=s0115; FL_ENRK12UG=0; end; else if sch_isr=2 then do; if PK GT 0 and PK lt MEMBER then ENRK12UG=int(MEMBER-PK); else ENRK12UG=int(MEMBER); FL_ENRK12UG=2; end; </pre>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<p>For private schools: if sch_ISR=1 then do; if S0151 gt 0 then ENRK12UG=sum (S4115,-S0151); else ENRK12UG=S4115; FL_ENRK12UG=0; end; else if sch_isr=2 then do; ENRK12UG=NUMSTUDS; if ENRK12UG gt 0 then FL_ENRK12UG=2; end;</p>
NUMTCH	Estimated number of full-time equivalent teachers in the school	<p>Estimated number of full-time equivalent teachers in the school. For public schools: This variable uses an estimate of the average percentage of time that part-time teachers taught in school (.5141). The part-time teacher estimate is based on preliminary 2017–18 NTPS data from the teacher data file, using the teacher basic weight. For private schools: This variable sums the number of full-time teachers with the part-time teacher counts multiplied by the midpoint of the respective part-time ranges. For public and private cases where the school was a non-interview, the sample file or other information was used to impute (if available). Calculated as follows: For public schools: if sch_isr=1 then do; NUMTCH=int(10e3*sum(S0200, .5141*S0201))/10e3; if NUMTCH gt 0 then FL_NUMTCH=0; end; else if sch_isr=2 then do; NUMTCH=FTE; if NUMTCH gt 0 then FL_NUMTCH=2; if NUMTCH le 0 then NUMTCH=-9; end; For private schools: if sch_isr=1 then do; NUMTCH =(int((sum(S0200,(S0180*.875),(S0181*.625),(S0182*.375),(S0183*.125))))*10e3)/10e3); if NUMTCH gt 0 then FL_NUMTCH=0; end; else if sch_isr=2 then do; NUMTCH=SCH_FTE; if NUMTCH gt 0 then FL_NUMTCH=2; if NUMTCH le 0 then NUMTCH=-9; end;</p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
STU_TCH	Estimated number of students per FTE teacher in the school	<p>Estimated number of students per full-time equivalent (FTE for public or SCH_FTE for private) teacher in the school. For cases where the school was a non-interview, sample file or other information was used to impute (if available). Calculated as follows for school files:</p> <p>For public schools:</p> <pre> if sch_isr=1 then do; STU_TCH =(INT((ENRK12UG/NUMTCH)*10e3)/10e3); if STU_TCH ge 0 then FL_STU_TCH=0; end; else if sch_isr=2 then do; STU_TCH=(INT((ENRK12UG /FTE)*10e3)/10e3); if STU_TCH ge 0 then FL_STU_TCH=2; end; </pre> <p>For private schools:</p> <pre> if sch_isr=1 then do; STU_TCH =(INT((ENRK12UG/NUMTCH)*10e3)/10e3); if STU_TCH ge 0 then FL_STU_TCH=0; end; else if sch_isr=2 then do; STU_TCH=(INT((ENRK12UG /SCH_FTE)*10e3)/10e3); if STU_TCH ge 0 then FL_STU_TCH=2; end; </pre>
AGE_P	Principal's age	<p>Age of principal. Calculated as follows:</p> <pre> if prin_isr=1 then do; AGE_P=sum (2020, -a0907); if AGE_P lt 0 then AGE_P=-9; end; else AGE_P=-8; </pre>
TCHEXPER	Principal's total teaching experience	<p>Total years of the principal's experience as a teacher. Calculated as follows:</p> <pre> if prin_isr=1 then do; if a0110 gt 0 then TCHEXPER=sum(a0100,a0110); else TCHEXPER=a0100; end; else TCHEXPER=-8; </pre>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
HAIFLAG	Flag indicating enrollment of American Indian students	<p>Flag identifying the proportion of American Indian students enrolled. For public schools this is based on 2017–18 Nonfiscal School Universe file enrollment information. For private schools this is based on school survey variable S0172. Categories include: 1= 20 percent or more American Indian enrollment. 2=Less than 20 percent American Indian enrollment. -9=missing. Coded as follows:</p> <p>For public schools:</p> <pre> if sch_isr in (1,2) then do; if PCT_AIAN ge 20 then do; HAIFLAG=1; end; else if 0 le PCT_AIAN lt 20 then do; HAIFLAG=2; end; else if PCT_AIAN lt 0 then do; HAIFLAG=-9; end; end; else HAIFLAG=-8; For private schools: if sch_isr =1 then do; if S0172/ENRK12UG ge .2 then do; HAIFLAG=1; FL_HAIFLAG=0; end; else if 0 le S0172/ENRK12UG lt .2 then do; HAIFLAG=2; FL_HAIFLAG=0; end; end; else if SCH_ISR =2 then do; HAIFLAG=-9; FL_HAIFLAG=0; end; </pre>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
NSLAPP_S	Percentage of enrolled students approved for the NSLP at school	<p>Of schools that participate in the National School Lunch Program (NSLP), the percentage of their K–12 enrollment that was approved for free or reduced-price lunches. Value is continuous unless school does not participate in the NSLP (-8, valid skip). For cases where the school was a non-interview, sample file or other information was used to impute (if available). Calculated as follows:</p> <p>For public schools:</p> <pre> if sch_isr=1 then do; if S0409=2 then do; NSLAPP_S=-8; FL_NSLAPP_S=0; end; else NSLAPP_S= S0427; if NSLAPP_S ge 0 then FL_NSLAPP_S=0; end; else if sch_isr=2 then do; if TOTFRL ge 0 then NSLAPP_S=(INT((TOTFRL/MEMBER)*10e5)/10e3); if NSLAPP_S gt 100 then NSLAPP_S=100; if NSLAPP_S ge 0 then FL_NSLAPP_S=2; else if TOTFRL lt 0 then do; NSLAPP_S=-9; FL_NSLAPP_S=0; end; end; else if sch_isr=3 then do; NSLAPP_S=-8; FL_NSLAPP_S=0; end; end; For private schools: if sch_isr=1 then do; if S0409=2 then do; NSLAPP_S=-8; FL_NSLAPP_S=0; end; else NSLAPP_S= S0427; if NSLAPP_S ge 0 then FL_NSLAPP_S=0; if NSLAPP_S gt 100 then NSLAPP_S=100; end; </pre>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		else if sch_isr=2 then do; NSLAPP_S=-9; FL_NSLAPP_S=0; end; else if sch_isr=3 then do; NSLAPP_S=-8; FL_NSLAPP_S=0; end;
RACETH_P	Principal's race/ethnicity	if prin_isr=1 then do; array Races (5) a0906 a0905 a0904 a0903 a0902; Racenum=0; do i=1 to 5; if Races(i)=1 then Racenum=Racenum+10*(i-1); end; if a0901=1 and Racenum=1 then RACETH_P=1; /* Hispanic, American Indian */ if a0901=1 and Racenum=10 then RACETH_P=2; /* Hispanic, Hawaiian Native */ if a0901=1 and Racenum=11 then RACETH_P=3; /* Hispanic, Hawaiian Native, American Indian */ if a0901=1 and Racenum=100 then RACETH_P=4; /* Hispanic, Asian */ if a0901=1 and Racenum=101 then RACETH_P=5; /* Hispanic, Asian, American Indian */ if a0901=1 and Racenum=110 then RACETH_P=6; /* Hispanic, Asian, Hawaiian Native */ if a0901=1 and Racenum=111 then RACETH_P=7; /* Hispanic, Asian, Hawaiian Native, American Indian */ if a0901=1 and Racenum=1000 then RACETH_P=8; /* Hispanic, Black */ if a0901=1 and Racenum=1001 then RACETH_P=9; /* Hispanic, Black, American Indian */ if a0901=1 and Racenum=1010 then RACETH_P=10; /* Hispanic, Black, Hawaiian Native */ if a0901=1 and Racenum=1011 then RACETH_P=11; /* Hispanic, Black, Hawaiian Native, American Indian */ if a0901=1 and Racenum=1100 then RACETH_P=12; /* Hispanic, Black, Asian */ if a0901=1 and Racenum=1101 then RACETH_P=13; /* Hispanic, Black, Asian, American Indian */ if a0901=1 and Racenum=1110 then RACETH_P=14; /* Hispanic, Black, Asian, Hawaiian Native */ if a0901=1 and Racenum=1111 then RACETH_P=15; /* Hispanic, Black, Asian, Hawaiian Native,

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<p>American Indian */</p> <p>if a0901=1 and Racenum=10000 then RACETH_P=16; /* Hispanic, White */</p> <p>if a0901=1 and Racenum=10001 then RACETH_P=17; /* Hispanic, White, American Indian */</p> <p>if a0901=1 and Racenum=10010 then RACETH_P=18; /* Hispanic, White, Hawaiian Native */</p> <p>if a0901=1 and Racenum=10011 then RACETH_P=19; /* Hispanic, White, Hawaiian Native,</p> <p>American Indian */</p> <p>if a0901=1 and Racenum=10100 then RACETH_P=20; /* Hispanic, White, Asian */</p> <p>if a0901=1 and Racenum=10101 then RACETH_P=21; /* Hispanic, White, Asian, American Indian */</p> <p>if a0901=1 and Racenum=10110 then RACETH_P=22; /* Hispanic, White, Asian, Hawaiian Native */</p> <p>if a0901=1 and Racenum=10111 then RACETH_P=23; /* Hispanic, White, Asian, Hawaiian Native,</p> <p>American Indian */</p> <p>if a0901=1 and Racenum=11000 then RACETH_P=24; /* Hispanic, White, Black */</p> <p>if a0901=1 and Racenum=11001 then RACETH_P=25; /* Hispanic, White, Black, American Indian */</p> <p>if a0901=1 and Racenum=11010 then RACETH_P=26; /* Hispanic, White, Black, Hawaiian Native */</p> <p>if a0901=1 and Racenum=11011 then RACETH_P=27; /* Hispanic, White, Black, Hawaiian Native,</p> <p>American Indian */</p> <p>if a0901=1 and Racenum=11100 then RACETH_P=28; /* Hispanic, White, Black, Asian */</p> <p>if a0901=1 and Racenum=11101 then RACETH_P=29; /* Hispanic, White, Black, Asian, American</p> <p>Indian */</p> <p>if a0901=1 and Racenum=11110 then RACETH_P=30; /* Hispanic, White, Black, Asian, Hawaiian</p> <p>Native */</p> <p>if a0901=1 and Racenum=11111 then RACETH_P=31; /* Hispanic, White, Black, Asian, Hawaiian</p> <p>Native, American Indian */</p> <p>if a0901=2 and Racenum=1 then RACETH_P=32; /* non-Hispanic, American Indian */</p> <p>if a0901=2 and Racenum=10 then RACETH_P=33; /* non-Hispanic, Hawaiian Native */</p> <p>if a0901=2 and Racenum=11 then RACETH_P=34; /* non-Hispanic, Hawaiian Native, American</p> <p>Indian */</p> <p>if a0901=2 and Racenum=100 then RACETH_P=35; /* non-Hispanic, Asian */</p> <p>if a0901=2 and Racenum=101 then RACETH_P=36; /* non-Hispanic, Asian, American Indian */</p> <p>if a0901=2 and Racenum=110 then RACETH_P=37; /* non-Hispanic, Asian, Hawaiian Native */</p> <p>if a0901=2 and Racenum=111 then RACETH_P=38; /* non-Hispanic, Asian, Hawaiian Native,</p> <p>American Indian */</p> <p>if a0901=2 and Racenum=1000 then RACETH_P=39; /* non-Hispanic, Black */</p> <p>if a0901=2 and Racenum=1001 then RACETH_P=40; /* non-Hispanic, Black, American Indian */</p> <p>if a0901=2 and Racenum=1010 then RACETH_P=41; /* non-Hispanic, Black, Hawaiian Native */</p> <p>if a0901=2 and Racenum=1011 then RACETH_P=42; /* non-Hispanic, Black, Hawaiian Native,</p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<p>American Indian */</p> <p>if a0901=2 and Racenum=1100 then RACETH_P=43; /* non-Hispanic, Black, Asian */</p> <p>if a0901=2 and Racenum=1101 then RACETH_P=44; /* non-Hispanic, Black, Asian, American Indian */</p> <p>if a0901=2 and Racenum=1110 then RACETH_P=45; /* non-Hispanic, Black, Asian, Hawaiian Native */</p> <p>if a0901=2 and Racenum=1111 then RACETH_P=46; /* non-Hispanic, Black, Asian, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=10000 then RACETH_P=47; /* non-Hispanic, White */</p> <p>if a0901=2 and Racenum=10001 then RACETH_P=48; /* non-Hispanic, White, American Indian */</p> <p>if a0901=2 and Racenum=10010 then RACETH_P=49; /* non-Hispanic, White, Hawaiian Native */</p> <p>if a0901=2 and Racenum=10011 then RACETH_P=50; /* non-Hispanic, White, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=10100 then RACETH_P=51; /* non-Hispanic, White, Asian */</p> <p>if a0901=2 and Racenum=10101 then RACETH_P=52; /* non-Hispanic, White, Asian, American Indian */</p> <p>if a0901=2 and Racenum=10110 then RACETH_P=53; /* non-Hispanic, White, Asian, Hawaiian Native */</p> <p>if a0901=2 and Racenum=10111 then RACETH_P=54; /* non-Hispanic, White, Asian, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=11000 then RACETH_P=55; /* non-Hispanic, White, Black */</p> <p>if a0901=2 and Racenum=11001 then RACETH_P=56; /* non-Hispanic, White, Black, American Indian */</p> <p>if a0901=2 and Racenum=11010 then RACETH_P=57; /* non-Hispanic, White, Black, Hawaiian Native */</p> <p>if a0901=2 and Racenum=11011 then RACETH_P=58; /* non-Hispanic, White, Black, Hawaiian Native, American Indian */</p> <p>if a0901=2 and Racenum=11100 then RACETH_P=59; /* non-Hispanic, White, Black, Asian */</p> <p>if a0901=2 and Racenum=11101 then RACETH_P=60; /* non-Hispanic, White, Black, Asian, American Indian */</p> <p>if a0901=2 and Racenum=11110 then RACETH_P=61; /* non-Hispanic, White, Black, Asian, Hawaiian Native */</p> <p>if a0901=2 and Racenum=11111 then RACETH_P=62; /* non-Hispanic, White, Black, Asian, Hawaiian Native, American Indian */</p> <p>drop i;</p> <p>drop racenum;</p> <p>end;</p> <p>else RACETH_P = -8;</p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
CHARFLAG	Charter school identifier	Flag that indicates whether or not a school is a charter school. A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school. For cases where the school was a non-interview, sample file or other information was used to impute (if available). Copied from s0500 on the NTPS school file. Categories include: 1 = School is a public charter school. 2 = School is not a public charter school. Coded as follows: if sch_isr=1 then do; if S0500 gt 0 then CHARFLAG=S0500; else CHARFLAG=-9; if charflag gt 0 then FL_CHARFLAG=0; end; else if sch_isr=2 then do; if CHARTR='Yes' then CHARFLAG=1; else CHARFLAG=2; if charflag gt 0 then FL_CHARFLAG=2; end; else CHARFLAG=-8;
IEPREG	Percentage of IEP students in regular classroom all day	Percentage of students enrolled in the school who have an Individual Education Plan (IEP) and spent all day in a regular classroom. Value is continuous unless there are no IEP students or it is a Special Education school (-8, valid skip). Calculated as follows: if sch_isr=1 then do; if S0400=2 or S0402=1 then IEPREG=-8; else if S0402=2 and s0401 gt 0 then IEPREG=(INT((S0403/S0401)*10e5)/10e3); else IEPREG=-9; end; else IEPREG=-8;
AGE_T	Teacher's age	Age of teacher. Calculated as follows: if tch_isr=1 then do; AGE_T=sum(2020,-T0934); if AGE_T lt 0 then AGE_T=-9; end; else AGE_T=-8;

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
MNASGN	General field of main teaching assignment	<p>General field of main teaching assignment. Categories include: 1 = Early Childhood or General Elementary; 2 = Special Education; 3 = Arts or Music; 4 = English and Language Arts; 5 = ESL or Bilingual Education; 6 = Foreign Languages; 7 = Health Education; 8 = Mathematics; 9 = Natural Sciences; 10 = Social Sciences; 11 = Career or Technical Education; 12 = All Others. Coded as follows:</p> <pre> if tch_isr=1 then do; if T0217 in (101, 102, 103) then MNASGN=1; if T0217 in (110) then MNASGN=2; if T0217 in (141, 142, 143, 144, 145) then MNASGN=3; if T0217 in (151, 152, 153, 154, 155, 157, 158, 159) then MNASGN=4; if T0217 in (160, 161, 162) then MNASGN=5; if T0217 in (171, 172, 173, 174, 175) then MNASGN=6; if T0217 in (181, 182) then MNASGN=7; if T0217 in (191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201) then MNASGN=8; if T0217 in (210, 211, 212, 213, 214, 215, 216, 217, 218) then MNASGN=9; if T0217 in (220, 221, 222, 225, 226, 227, 228, 231, 232, 233, 234, 235) then MNASGN=10; if T0217 in (241, 242, 243, 244, 245, 246, 247, 249, 250, 253, 254, 255, 256) then MNASGN=11; if T0217 in (262, 264, 265, 266, 267, 268) then MNASGN=12; if MNASGN lt 0 then MNASGN=-9; end; else MNASGN=-8;</pre>
CLASSZ_D	Average class size for teachers of departmentalized classes	<p>Average size of the classes taught by the teacher, if the teacher had departmentalized classes; i.e., he or she instructed several classes of different students most or all of the day in one or more subjects. Value is continuous unless the teacher is not departmentalized (-8, valid skip). Calculated as follows:</p> <pre> if tch_isr=1 and T0221=1 then do; CLASSZ_D=(INT(MEAN(OF T0260-T0269)*10e3)/10e3); if CLASSZ_D lt 0 then CLASSZ_D=-9; end; else CLASSZ_D=-8;</pre>
EARNALL	Total yearly earnings, including other paid work	<p>Teacher's total earnings for the summer of 2020 and the 2020–21 school year. Includes base salary for 2020–21 school year, any pay for teaching summer school, additional compensation from the school system, incentive pay, working in a non-teaching job in a school, or working at any non-school job. Calculated as follows:</p> <pre> if tch_isr=1 then do; EARNALL=sum(of T0901, T0904, T0907, T0909, T0911, T0913, T0915, T0917, T0920); if EARNALL lt 0 then EARNALL=-9; end; else EARNALL=-8;</pre>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
EARNSCH	Total school-related yearly earnings	Teacher's total yearly earnings from all school-related jobs and incentive pay for the summer of 2020 and the 2020–21 school year. Calculated as follows: if tch_isr=1 then do; EARNSCH=sum(of T0901, T0904, T0909, T0911, T0913, T0915); if EARNSCH lt 0 then EARNSCH=-9; end; else EARNSCH=-8;
FTPT	Full-time, part-time teaching status	Two-level teaching status variable that shows whether respondent is teaching full-time or part-time in the 2020–21 school year. Categories include: 1= full-time; 2=part-time. Coded as follows: if tch_isr=1 then do; if T0100=1 or T0103=1 then FTPT=1; else FTPT=2; if FTPT lt 0 then FTPT=-9; end; else ftpt=-8;
HIDEGR	Highest degree earned	Highest degree held by the teacher. Categories include: 1= Associate's degree or no college degree; 2= Bachelor's degree; 3= Master's degree; 4= Educational specialist or Certificate of Advanced Graduate Studies; 5= Doctorate or Professional degree. Coded as follows: if tch_isr=1 then do; if T0334 ge 1 then HIDEGR=5; else if T0331 ge 1 or T0328 ge 1 then HIDEGR=4; else if T0312=1 then HIDEGR=3; else if T0300=1 then HIDEGR=2; else HIDEGR=1; if HIDEGR lt 0 then HIDEGR=-9; end; else HIDEGR=-8;

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
PUPILS_D	Number of students taught by teachers of departmentalized classes	Total number of students taught by the teacher. For teachers of departmentalized classes. Value is continuous unless the teacher is not departmentalized (-8, valid skip). Calculated as follows: if tch_isr=1 and T0221=1 then do; if T0230=1 then PUPILS_D=T0260; else if T0230=2 then PUPILS_D=sum(T0260,T0261); else if T0230=3 then PUPILS_D=sum(of T0260-T0262); else if T0230=4 then PUPILS_D=sum(of T0260-T0263); else if T0230=5 then PUPILS_D=sum(of T0260-T0264); else if T0230=6 then PUPILS_D=sum(of T0260-T0265); else if T0230=7 then PUPILS_D=sum(of T0260-T0266); else if T0230=8 then PUPILS_D=sum(of T0260-T0267); else if T0230=9 then PUPILS_D=sum(of T0260-T0268); else if T0230 ge 10 then PUPILS_D=sum(of T0260-T0269); if PUPILS_D lt 0 then PUPILS_D=-9; end; else PUPILS_D=-8;
IEP_T	Percentage of teacher's students with an IEP	Percentage of students who had an Individual Education Plan (IEP) taught by teachers of self-contained or departmentalized classes. Value is continuous unless the teacher is not departmentalized or self-contained (-8, valid skip). Calculated as follows: if tch_isr=1 and T0221 in (1,3) then do; if T0221=1 then IEP_T=(INT((t0215/PUPILS_D)*10e5)/10e3); else if T0221=3 then IEP_T=(INT((T0215/T0223)*10e5)/10e3); if IEP_T gt 100 then IEP_T=100; if IEP_T lt 0 then IEP_T=-9; end; else IEP_T=-8;"
LEP_T	Percentage of teacher's students who are LEP	Percentage of students who were English Language Learners (ELLs) or of limited-English proficiency (LEP) taught by teachers of self-contained or departmentalized classes. Value is continuous unless the teacher is not departmentalized or self-contained (-8, valid skip). Calculated as follows: if tch_isr=1 and T0221 in (1,3) then do; if T0221=1 then LEP_T=(INT((t0216/PUPILS_D)*10e5)/10e3); else if T0221=3 then LEP_T=(INT((T0216/T0223)*10e5)/10e3); if LEP_T gt 100 then LEP_T=100; if LEP_T lt 0 then LEP_T=-9; end; else LEP_T=-8;

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
MINENR	Percentage of students in the school who are of a racial/ethnic minority	Percentage of enrolled students who are of a racial/ethnic minority. For cases where the school was a non-interview, sample file or other information was used to impute (if available). Calculated as follows: MINENR = (INT((NMINST_S/ENRK12UG)*10e5)/10e3);
NMINST_S	Number of minority students in the school	"Number of students in the school who are of a racial or ethnic minority. Calculated as follows: NMINST_S=-8; if sch_isr=1 then do; NMINST_S=sum(S0167, S0169, S0170, S0171, S0172, S0173); if NMINST_S lt 0 then NMINST_S=-9; end; else if sch_isr=2 then do; if sum(psc320,psc325,psc316,psc318,psc310,psc332) ge 0 then do; NMINST_S=sum(psc320,psc325,psc316,psc318,psc310,psc332); end; else NMINST_S=-9; end;"
TOTYREXP	Teacher's years of experience, accounting for year began teaching	Teacher's adjusted years of teaching experience. Experience is calculated as the sum of years taught full or part-time in public and private schools. Teaching experience may overlap by sector (public and private) or status (full- or part-time). To adjust for this, TOTYREXP cannot sum to more than the number of years that have elapsed between the year the teacher began teaching (T0108) and the survey year 2020. Teachers who began teaching in the 2020–21 school year are assigned one year of experience. Calculated as follows: if tch_isr=1 then do; TOTYREXP=T0110; TYRPOSS=sum(2020,-T0108); if TYRPOSS in (-1,0) then TYRPOSS=1; if T0107 in (1,2,3,4,5) then do; if TOTYREXP gt sum(TYRPOSS,1) then TOTYREXP=TYRPOSS; end; else if T0107 ge 6 then do; if TOTYREXP gt TYRPOSS then TOTYREXP=TYRPOSS; end; else TOTYREXP=-9; drop TYRPOSS; end; else TOTYREXP=-8;

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
NEWTCH	New teacher flag - teacher has taught 3 or fewer years	Flag that identifies teachers who have three or fewer years of experience including full- and part-time teaching experience in public and private schools. Categories include: 1=3 or fewer year of experience; 2=More than 3 years of experience. Coded as follows: if tch_isr=1 then do; if TOTYREXP gt 0 then do; if TOTYREXP le 3 then NEWTCH=1; else NEWTCH=2; end; else NEWTCH=-9; end; else NEWTCH=-8;
RACETH_T	Teacher's race/ethnicity	Teacher's race/ethnicity. Coded as follows: if tch_isr=1 then do; array Races (5) T0933 T0932 T0931 T0930 T0929; racenum=0; do i=1 to 5; if Races(i)=1 then Racenum=Racenum + 10**(i-1); end; If T0928=1 and Racenum=1 then RACETH_T=1; /* Hispanic, American Indian */ If T0928=1 and Racenum=10 then RACETH_T=2; /* Hispanic, Hawaiian Native */ If T0928=1 and Racenum=11 then RACETH_T=3; /* Hispanic, Hawaiian Native, American Indian */ If T0928=1 and Racenum=100 then RACETH_T=4; /* Hispanic, Asian */ If T0928=1 and Racenum=101 then RACETH_T=5; /* Hispanic, Asian, American Indian */ If T0928=1 and Racenum=110 then RACETH_T=6; /* Hispanic, Asian, Hawaiian Native */ If T0928=1 and Racenum=111 then RACETH_T=7; /* Hispanic, Asian, Hawaiian Native, American Indian */ If T0928=1 and Racenum=1000 then RACETH_T=8; /* Hispanic, Black */ If T0928=1 and Racenum=1001 then RACETH_T=9; /* Hispanic, Black, American Indian */ If T0928=1 and Racenum=1010 then RACETH_T=10; /* Hispanic, Black, Hawaiian Native */ If T0928=1 and Racenum=1011 then RACETH_T=11; /* Hispanic, Black, Hawaiian Native, American Indian */ If T0928=1 and Racenum=1100 then RACETH_T=12; /* Hispanic, Black, Asian */ If T0928=1 and Racenum=1101 then RACETH_T=13; /* Hispanic, Black, Asian, American Indian */ If T0928=1 and Racenum=1110 then RACETH_T=14; /* Hispanic, Black, Asian, Hawaiian Native */ If T0928=1 and Racenum=1111 then RACETH_T=15; /* Hispanic, Black, Asian, Hawaiian Native,

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<p>American Indian */</p> <p>If T0928=1 and Racenum=10000 then RACETH_T=16; /* Hispanic, White */</p> <p>If T0928=1 and Racenum=10001 then RACETH_T=17; /* Hispanic, White, American Indian */</p> <p>If T0928=1 and Racenum=10010 then RACETH_T=18; /* Hispanic, White, Hawaiian Native */</p> <p>If T0928=1 and Racenum=10011 then RACETH_T=19; /* Hispanic, White, Hawaiian Native,</p> <p>American Indian */</p> <p>If T0928=1 and Racenum=10100 then RACETH_T=20; /* Hispanic, White, Asian */</p> <p>If T0928=1 and Racenum=10101 then RACETH_T=21; /* Hispanic, White, Asian, American Indian */</p> <p>If T0928=1 and Racenum=10110 then RACETH_T=22; /* Hispanic, White, Asian, Hawaiian Native */</p> <p>If T0928=1 and Racenum=10111 then RACETH_T=23; /* Hispanic, White, Asian, Hawaiian Native,</p> <p>American Indian */</p> <p>If T0928=1 and Racenum=11000 then RACETH_T=24; /* Hispanic, White, Black */</p> <p>If T0928=1 and Racenum=11001 then RACETH_T=25; /* Hispanic, White, Black, American Indian */</p> <p>If T0928=1 and Racenum=11010 then RACETH_T=26; /* Hispanic, White, Black, Hawaiian Native */</p> <p>If T0928=1 and Racenum=11011 then RACETH_T=27; /* Hispanic, White, Black, Hawaiian Native,</p> <p>American Indian */</p> <p>If T0928=1 and Racenum=11100 then RACETH_T=28; /* Hispanic, White, Black, Asian */</p> <p>If T0928=1 and Racenum=11101 then RACETH_T=29; /* Hispanic, White, Black, Asian, American</p> <p>Indian */</p> <p>If T0928=1 and Racenum=11110 then RACETH_T=30; /* Hispanic, White, Black, Asian, Hawaiian</p> <p>Native */</p> <p>If T0928=1 and Racenum=11111 then RACETH_T=31; /* Hispanic, White, Black, Asian, Hawaiian</p> <p>Native, American Indian */</p> <p>If T0928=2 and Racenum=1 then RACETH_T=32; /* non-Hispanic, American Indian */</p> <p>If T0928=2 and Racenum=10 then RACETH_T=33; /* non-Hispanic, Hawaiian Native */</p> <p>If T0928=2 and Racenum=11 then RACETH_T=34; /* non-Hispanic, Hawaiian Native, American</p> <p>Indian */</p> <p>If T0928=2 and Racenum=100 then RACETH_T=35; /* non-Hispanic, Asian */</p> <p>If T0928=2 and Racenum=101 then RACETH_T=36; /* non-Hispanic, Asian, American Indian */</p> <p>If T0928=2 and Racenum=110 then RACETH_T=37; /* non-Hispanic, Asian, Hawaiian Native */</p> <p>If T0928=2 and Racenum=111 then RACETH_T=38; /* non-Hispanic, Asian, Hawaiian Native,</p> <p>American Indian */</p> <p>If T0928=2 and Racenum=1000 then RACETH_T=39; /* non-Hispanic, Black */</p> <p>If T0928=2 and Racenum=1001 then RACETH_T=40; /* non-Hispanic, Black, American Indian */</p> <p>If T0928=2 and Racenum=1010 then RACETH_T=41; /* non-Hispanic, Black, Hawaiian Native */</p> <p>If T0928=2 and Racenum=1011 then RACETH_T=42; /* non-Hispanic, Black, Hawaiian Native,</p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		<p>American Indian */</p> <p>If T0928=2 and Racenum=1100 then RACETH_T=43; /* non-Hispanic, Black, Asian */</p> <p>If T0928=2 and Racenum=1101 then RACETH_T=44; /* non-Hispanic, Black, Asian, American Indian */</p> <p>If T0928=2 and Racenum=1110 then RACETH_T=45; /* non-Hispanic, Black, Asian, Hawaiian Native */</p> <p>If T0928=2 and Racenum=1111 then RACETH_T=46; /* non-Hispanic, Black, Asian, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=10000 then RACETH_T=47; /* non-Hispanic, White */</p> <p>If T0928=2 and Racenum=10001 then RACETH_T=48; /* non-Hispanic, White, American Indian */</p> <p>If T0928=2 and Racenum=10010 then RACETH_T=49; /* non-Hispanic, White, Hawaiian Native */</p> <p>If T0928=2 and Racenum=10011 then RACETH_T=50; /* non-Hispanic, White, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=10100 then RACETH_T=51; /* non-Hispanic, White, Asian */</p> <p>If T0928=2 and Racenum=10101 then RACETH_T=52; /* non-Hispanic, White, Asian, American Indian */</p> <p>If T0928=2 and Racenum=10110 then RACETH_T=53; /* non-Hispanic, White, Asian, Hawaiian Native */</p> <p>If T0928=2 and Racenum=10111 then RACETH_T=54; /* non-Hispanic, White, Asian, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=11000 then RACETH_T=55; /* non-Hispanic, White, Black */</p> <p>If T0928=2 and Racenum=11001 then RACETH_T=56; /* non-Hispanic, White, Black, American Indian */</p> <p>If T0928=2 and Racenum=11010 then RACETH_T=57; /* non-Hispanic, White, Black, Hawaiian Native */</p> <p>If T0928=2 and Racenum=11011 then RACETH_T=58; /* non-Hispanic, White, Black, Hawaiian Native, American Indian */</p> <p>If T0928=2 and Racenum=11100 then RACETH_T=59; /* non-Hispanic, White, Black, Asian */</p> <p>If T0928=2 and Racenum=11101 then RACETH_T=60; /* non-Hispanic, White, Black, Asian, American Indian */</p> <p>If T0928=2 and Racenum=11110 then RACETH_T=61; /* non-Hispanic, White, Black, Asian, Hawaiian Native */</p> <p>If T0928=2 and Racenum=11111 then RACETH_T=62; /* non-Hispanic, White, Black, Asian, Hawaiian Native, American Indian */</p> <p>if RACETH_T lt 0 then RACETH_T=-9;</p> <p>drop i;</p> <p>drop racenum;</p> <p>end;</p> <p>else RACETH_T=-8;</p>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
TLEV_4CAT	Level of students taught by teacher (primary/middle/high/combined)	<p>Grade level of students taught by teacher. Teachers are grouped into four categories based on the grade levels of students taught and the teacher's main assignment. Categories include: 1 = primary, 2 = middle, 3 = high, 4 = combined. Those with only ungraded classes are classified as primary level if their main assignment is Early childhood/Pre-K or Elementary, or they teach special education in a self-contained classroom, or they teach "Pull-Out" or "Push-In" classes. Among teachers with regularly graded classes, those with classes in any of grades 9-12, but no grade lower than 9, are classified as high school level teachers. Those with classes in any of grades Pre-K through 4 and no grade higher than 6 are classified as primary school level teachers. Those who teach any of grades 5 through 8, and no grades lower than 5 or higher than 9, are classified as middle school level teachers. Those with classes that do not meet the requirements for primary, middle, or high school level are classified as combined level teachers. Coded as follows:</p> <pre> if tch_isr=1 then do; if (T0210 = 1 or T0211 = 1 or T0212 = 1 or T0213 = 1) and (T0200 ne 1 and T0201 ne 1 and T0202 ne 1 and T0203 ne 1 and T0204 ne 1 and T0205 ne 1 and T0206 ne 1 and T0207 ne 1 and T0208 ne 1 and T0209 ne 1) then TLEV_4CAT = 3; *High; else if (T0200 = 1 or T0201 = 1 or T0202 = 1 or T0203 = 1 or T0204 = 1 or T0205 = 1) and (T0207 ne 1 and T0208 ne 1 and T0209 ne 1 and T0210 ne 1 and T0211 ne 1 and T0212 ne 1 and T0213 ne 1) then TLEV_4CAT = 1; * Primary; else if (T0206 = 1 or T0207 = 1 or T0208 = 1 or T0209 = 1) and (T0200 ne 1 and T0201 ne 1 and T0202 ne 1 and T0203 ne 1 and T0204 ne 1 and T0205 ne 1 and T0211 ne 1 and T0212 ne 1 and T0213 ne 1) then TLEV_4CAT=2; *Middle; /*CASES STILL NOT ASSIGNED go by MAIN ASSIGNMENT - ELEM., SPEC. ED., EARLY CHILD*/ if TLEV_4CAT not in (1,2,3) then do; array ray1 (*) T0200--T0213; count=0; do n=1 to dim(ray1); if ray1(n)=1 then count+1; end; if T0214=1 and count = 0 then do; if T0217 in (101, 102) then TLEV_4CAT = 1; else if T0217 = 110 and T0221= 3 then TLEV_4CAT = 1; else if T0217=103 and T0221=3 then TLEV_4CAT=2; else if T0221=2 then TLEV_4CAT = 1; else TLEV_4CAT = 4; end; else TLEV_4CAT=4; /*Combined*/ end; end; else tlev_4cat=-8; </pre>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
UNITID	IPEDS ID for college/university where teacher earned bachelor's degree	NCES identification number for the school where the respondent received his or her bachelor's degree. This variable is provided so that data can be linked to IPEDS or other data sources that use the post-secondary institution identifier UNITID. Copied from the 2017–18 IPEDS variable “UNITID” and matched to the name of the college or university where the teacher reported receiving their bachelor's degree (T5301). For more information on IPEDS see http://nces.ed.gov/ipeds/ .
TLEV_2CAT		<p>Two category teacher level that divides teachers into elementary or secondary based on a combination of the grades taught, main teaching assignment, and the structure of their classes. Those with only ungraded classes become elementary level teachers if their main assignment is Early childhood/Pre-k or Elementary, or they teach either special education in a self-contained classroom or an elementary enrichment class. All other teachers with ungraded classes are classified as secondary level. Among teachers with regularly graded classes, elementary level teachers generally teach any of grades Pre-k–5; report an Early childhood/Pre-k, Elementary, Self-contained special education, or Elementary enrichment main assignment; or the majority of grades taught are K–6. In general, secondary level teachers instruct any of grades 7–12 but usually no grade lower than 5th. They also teach more of grades 7–12 than lower level grades. Categories include: 1 = elementary; 2 = secondary. Coded as follows:</p> <pre> if tch_isr=1 then do; array ray2(*) T0200--T0214; do n = 1 to dim(ray2); if ray2(n) = 2 then ray2(n) = .T; end; if T0214=1 and sum(of T0200--T0213) lt 1 then do; /* UNGRADED, AND NO PRE--K -- 12 */ if (T0217=110 and T0221=3) or T0217 in (101,102) or T0221=2 THEN TLEV_2CAT=1; /*ELEMENTARY*/ else TLEV_2CAT=2; /*SECONDARY*/ end; else if sum(of T0200--T0206) gt 0 and /*PRE-K--5TH*/ sum(of T0211--T0213) lt 1 /*NO 10TH--12*/ then TLEV_2CAT=1; else if sum(of T0200--T0206) lt 1 and /*NO PRE-K--5TH*/ sum(of T0210--T0213) gt 0 /*9TH--12TH*/ then TLEV_2CAT=2; else if T0208 ge 1 or T0209 ge 1 or /*7TH OR 8TH*/ (sum(of T0200--T0207) gt 0 and /*OR PRE-K--6TH AND 9TH--12TH*/ sum(of T0210--T0213)>0) then do; if T0217 in (101,102) or T0221=2 then TLEV_2CAT=1; /*PRE-K,KG,GEN.ELEM or ELEM </pre>

See notes at end of table.

Table J-2. List of Created Variables—Continued

Variable Name	Short Description	Long Description
		ENRICH*/ else if T0217=110 then do; /*SPECIAL ED*/ if T0221 =3 then TLEV_2CAT=1; /*IF SELF-CONTAINED, THEN ELEMENTARY*/ else TLEV_2CAT=2; /*ALL OTHERS, SECONDARY*/ end; else if sum(of T0206--T0210) gt 0 and /*5TH--9TH*/ sum(of T0214,T0200--T0205) lt 1 then TLEV_2CAT=2; /*UG--4TH*/ else if T0221=2 then TLEV_2CAT=1; /*ELEM ENRICHMENT*/ else if sum(of T0208--T0213)=6 and /*7TH--12TH*/ T0217 ge 141 then TLEV_2CAT=2; else if sum(of T0202--T0207)=6 and /*1ST--6TH*/ T0217 in (101,102) then TLEV_2CAT=1; else if sum(of T0202--T0207) gt /*1ST--6TH*/ sum(of T0208--T0213) then TLEV_2CAT=1; /*7TH-- 12TH*/ else if sum(of T0202--T0207) lt /*1ST--6TH*/ sum(of T0208--T0213) then TLEV_2CAT=2; /*7TH-- 12TH*/ else if sum(of T0202--T0207) = /*1ST--6TH*/ sum(of T0208--T0213) then do; /*7TH--12TH*/ if T0217 in (101,102,110) or T0221=2 then TLEV_2CAT=1; /*ELEMENTARY*/ else TLEV_2CAT=2; /*SECONDARY*/ end; end; else if sum(of T0201--T0206) gt /*K--5TH*/ sum(of T0208--T0213) then TLEV_2CAT=1; /*7TH-- 12TH*/ else if sum(of T0201--T0206) lt /*K--5TH*/ sum(of T0208--T0213) then TLEV_2CAT=2; /*7TH-- 12TH*/ else if T0217=102 then TLEV_2CAT=1; /*KG & GENL ELEM*/ else if T0217=110 and /*special ed*/ T0221=3 then TLEV_2CAT=1; /*self-cont*/ else if T0221=2 then TLEV_2CAT=1; /*elem enrich*/ else TLEV_2CAT=2; do n=1 to dim(ray2); if ray2(n)=.T then ray2(n)=2; end; end; else tlev_2cat=-8;

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Table J-3. List of Derived Variables

Variable Name	Short Description	Long Description
ACGRADRATE	Adjusted Cohort Graduation Rate for the 2018-19 school year (from EDFacts)	The Adjusted Cohort Graduation Rate (ACGR) for the school as reported in the EDFacts SY 2018-19 Adjusted Cohort Graduation Rate Data File. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. The number of students that graduate within 4 years is then divided by the number of students in the adjusted cohort to obtain the ACGR. Coded as follows: ACGRADRATE=ALL_RATE_1819;
ACGR_COHORT	Total number of students within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	The Adjusted Cohort for 2018-19 graduates. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_COHORT=ALL_COHORT_1819;
ACGR_AIAN	Rate of American Indian/Alaska Native (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Rate of American Indian/Alaska Native (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_AIAN=MAM_RATE_1819;
COHORT_AIAN	Total number of American Indian/Alaska Native (non-Hispanic) students within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Total number of American Indian/Alaska Native (non-Hispanic) students within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_AIAN=MAM_COHORT_1819;
ACGR_ASIANPI	Rate of Asian/Pacific Islander (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Rate of Asian/Pacific Islander (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year. Includes Asian, Pacific Islander, Native Hawaiian, and Filipino. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_ASIANPI=MAS_RATE_1819;

See notes at end of table.

Table J-3. List of Derived Variables—Continued

Variable Name	Short Description	Long Description
ACGR_ASIANPI	Rate of Asian/Pacific Islander (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Rate of Asian/Pacific Islander (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year. Includes Asian, Pacific Islander, Native Hawaiian, and Filipino. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_ASIANPI=MAS_RATE_1819;
COHORT_ASIANPI	Total number of Asian/Pacific Islander (non-Hispanic) students within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Total number of Asia/Pacific Islander (non-Hispanic) students within the four year adjusted-cohort for the 2018-19 school year. Includes Asian, Pacific Islander, Native Hawaiian, and Filipino. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_ASIANPI=MAS_COHORT_1819;
ACGR_BLACK	Rate of Black (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Rate of Black (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_BLACK=MBL_RATE_1819;
COHORT_BLACK	Total number of Black (non-Hispanic) students within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Total number of Black (non-Hispanic) students within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_BLACK=MBL_COHORT_1819;
ACGR_HISP	Rate of Hispanic students who graduated within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Rate of Hispanic students who graduated within the four year adjusted-cohort for the 2018-19 school year. Includes Hispanic, Latino, and Puerto Rican students. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_HISP=MHI_RATE_1819;

See notes at end of table.

Table J-3. List of Derived Variables—Continued

Variable Name	Short Description	Long Description
COHORT_HISP	Total number of Hispanic students within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Total number of Hispanic students within the four year adjusted-cohort for the 2018-19 school year. Includes Hispanic, Latino, and Puerto Rican students. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_HISP=MHI_COHORT_1819;
ACGR_MULTI	Rate of Multiracial (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Rate of Multiracial (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_MULTI=MTR_RATE_1819;
COHORT_MULTI	Total number of Multiracial (non-Hispanic) students within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Total number of Multiracial (non-Hispanic) students within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_MULTI=MTR_COHORT_1819;
ACGR_WHITE	Rate of White (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Rate of White (non-Hispanic) students who graduated within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_WHITE=MWH_RATE_1819;
COHORT_WHITE	Total number of White (non-Hispanic) students within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Total number of White (non-Hispanic) students within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_WHITE=MWH_COHORT_1819;

See notes at end of table.

Table J-3. List of Derived Variables—Continued

Variable Name	Short Description	Long Description
ACGR_DISABL	Rate of students with disabilities who graduated within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Rate of students with disabilities who graduated within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_DISABL=CWD_RATE_1819;
COHORT_DISABL	Total number of students with disabilities within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Total number of students with disabilities within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_DISABL=CWD_COHORT_1819;
ACGR_DISADV	Rate of economically disadvantaged students who graduated within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Rate of economically disadvantaged students who graduated within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_DISADV=ECD_RATE_1819;
COHORT_DISADV	Total number of economically disadvantaged students within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Total number of economically disadvantaged students within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_DISADV=ECD_COHORT_1819;
ACGR_LEP	Rate of limited English proficiency students who graduated within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Rate of limited English proficiency students who graduated within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: ACGR_LEP=LEP_RATE_1819;

See notes at end of table.

Table J-3. List of Derived Variables—Continued

Variable Name	Short Description	Long Description
COHORT_LEP	Total number of students with limited English proficiency within the four year adjusted-cohort for the 2018-19 school year (from EDFacts)	Total number of limited English proficiency students within the four year adjusted-cohort for the 2018-19 school year. This is referred to as ""adjusted"" because, from the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is ""adjusted"" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Coded as follows: COHORT_LEP=LEP_COHORT_1819;
DISCPLN_FL	Flag indicating an alternative school designed to meet the needs of students with discipline problems	A flag based on the 2015–16 Civil Rights Data Collection (CRDC) data which indicates whether the school is an alternative school designed for students with discipline problems. Categories include: 1= Alternative school for students with discipline problems; 2= Not a school designed for discipline problems; -9= Missing. Coded as follows: if UPCASE (SCH_ALTFOCUS) in (""DISCIPLINE"", ""BOTH"") then DISCPLN_FL =1; else if SCH_ALTFOCUS in ('ACADEMIC', '-9') then DISCPLN_FL=2; else DISCPLN_FL=-7;
MAGNET_FL	Flag indicating whether school is a magnet or operates magnet program	A flag based on the 2015–16 Civil Rights Data Collection (CRDC) data which indicates whether the school is a magnet or operates a magnet program. Categories include: 1= Magnet; 2= Not a magnet; -9= Missing. Coded as follows: If UPCASE(SCH_STATUS_MAGNET)= ""YES"" then MAGNET_FL=1; Else if UPCASE (SCH_STATUS_MAGNET)= ""NO"" then MAGNET_FL=2; else if sch_status_magnet ne '9' then magnet_fl=-7; Else MAGNET_FL=-9;
SCHWMAG_FL	Flag indicating a school-wide magnet program	A flag based on the 2015–16 Civil Rights Data Collection (CRDC) data which indicates whether the school has a school-wide magnet program. Categories include: 1= School-wide magnet program; 2= Magnet program, not school-wide; 3= Magnet, program type unknown; 4= School does not have a magnet program; -9= Missing. Coded as follows: if MAGNET_FL=1 then do; if UPCASE (SCH_MAGNETDETAIL) = ""YES"" then SCHWMAG_FL=1; else if UPCASE(SCH_MAGNETDETAIL)= ""NO"" then SCHWMAG_FL=2; else SCHWMAG_FL=3; end; else if MAGNET_FL=2 then SCHWMAG_FL=4; else if MAGNET_FL=-7 then SCHWMAG_FL=-7; else if MAGNET_FL=-9 then SCHWMAG_FL=-9;

See notes at end of table.

Table J-3. List of Derived Variables—Continued

Variable Name	Short Description	Long Description
GIFTED_FL	Flag indicating whether school has students enrolled in any gifted/talented programs	A flag based on the 2015–16 Civil Rights Data Collection (CRDC) data which indicates whether the school has students enrolled in any gifted or talented programs. Categories include: 1= Students enrolled in gifted/talented program; 2= No students enrolled in gifted/talented program; -9= Missing. Coded as follows: If UPCASE(SCH_GT_IND)=""YES"" then GIFTED_FL=1; Else if UPCASE(SCH_GT_IND)=""NO"" then GIFTED_FL=2; else if sch_gt_ind ne '-9' then gifted_fl=-7; Else GIFTED_FL=-9;
IB_FL	Flag indicating whether school has students enrolled in the International Baccalaureate Diploma Programme	A flag based on the 2015–16 Civil Rights Data Collection (CRDC) data which indicates whether the school has students enrolled in the International Baccalaureate Diploma Programme (IB). Categories include: 1= Students enrolled in IB program; 2= No students enrolled in IB program; -8=Valid skip; -9= Missing. Coded as follows: If UPCASE(SCH_IBENR_IND)=""YES"" then IB_FL=1; Else if UPCASE(SCH_IBENR_IND)=""NO"" then IB_FL=2; Else if UPCASE (SCH_IBENR_IND)=""-9"" then IB_FL=-8; Else IB_FL=-7;
AP_FL	Flag indicating whether school has students enrolled in Advanced Placement courses	A flag based on the 2015–16 Civil Rights Data Collection (CRDC) data which indicates whether the school has students enrolled in Advanced Placement (AP) courses. Categories include: 1= Students enrolled in AP courses; 2= No students enrolled in AP courses; -8= Valid skip; -9= Missing. Coded as follows: If UPCASE(SCH_APENR_IND)=""YES"" then AP_FL=1; Else if UPCASE(SCH_APENR_IND)=""NO"" then AP_FL=2; Else if UPCASE (SCH_APENR_IND)= ""-9"" then AP_FL=-8; Else AP_FL=-7;

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), 2020–21.

Appendix K. Weighting Adjustment Cells

A detailed listing of the weighting classes or cells are contained in this appendix. Presented first are the school level adjustments. Next are the school principal level adjustments. Finally, the teacher level adjustments are presented. Refer to chapter 8 on weighting for a more general description of the weighting procedure.

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Table K-1. CHAID cell definitions for noninterview adjustment for public schools: 2020–21 NTPS

CELL	CENREG ¹	CATPERMN_NWHT ²	DIST_FLAG ³	STATE ⁴	CLOC ⁵	TOTFTE ⁶	SCHLEVEL ⁷	T1PRGSTAT ⁸
01	1			25, 23, 36	4			
02	1			33, 42, 50 09, 34, 44	4			
03	1	1, 2, 3, 4		23, 50, 09, 34, 25	2, 3			
04	1	1, 2, 3, 4		36, 42, 44 33	2, 3			
05	1	5			2, 3			
06	1	6			2, 3			
07	1				1			
08	2				3	1 2		
09	2				3	3, 4, 5		
10	2			31, 38, 29, 20, 17, 55	4			
11	2			18, 26, 27, 39, 46 19	4		2, 3, 4	
12	2			18, 26, 27, 39, 46, 19	4		1	
13	2			46, 38, 29, 17, 20	2			
14	2			26, 39	2			
15	2			18, 55, 19, 27, 31	2			
16	2				1			
17	3		2	05, 51, 01, 28	4			
18	3		2	05, 51, 01, 28	1, 2, 3			
19	3	1, 2, 3, 4	2	21, 54, 40, 47, 22, 13			1	
20	3	5, 6	2	21, 54, 40 47, 22, 13			1	
21	3		2	21, 54, 40 47, 22, 13			2, 3, 4	
22	3	1, 2, 3, 4, 5	2	45, 12, 24, 37				
23	3	6	2	45, 12, 24, 37				
24	3		2	48, 10, 11	3, 4			
25	3		2	48, 10, 11	2			
26	3		2	48, 10, 11	1			
27	3		1					
28	4		2	49, 16, 30				
29	4		2	32, 41, 02, 56				
30	4		2	35, 04, 06		1		
31	4		2	35, 04, 06		2		
32	4		2	35, 04, 06		3, 4, 5		1, 3
33	4		2	35, 04, 06		3, 4, 5		2
34	4		2	53, 08				
35	4		1		4			

¹ Census Region—1: Northeast, 2: Midwest, 3: South, 4: West² Percent Hispanic or Nonwhite—1: Less than 5 percent, 2: 5 percent-less than 10 percent, 3: 10 percent-less than 20 percent, 4: 20 percent-less than 30 percent, 5: 30 percent-less than 50 percent, 6: 50 percent or more³ District Flag—1: Special District, 2: Not Special District⁴ State—As defined by FIPS State Code⁵ Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural⁶ Full-Time Teacher Equivalents—1: Less than 10, 2: 10-less than 25, 3: 25-less than 50, 4: 50-less than 75, 5: 75 or more⁷ School Level—1: Elementary, 2: Middle, 3: High/secondary, 4: Combined/other⁸ Title I Program Status—1: Not Title I Eligible, 2: School Wide Title I, 3: Title I, but not School Wide.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School and Principal Weighting Specification,” 2020–21.

Table K-2. CHAID cell definitions for noninterview adjustment for public school principals: 2020–21 NTPS

CELL	CENREG ¹	CLOC ²	STATE ³	DIST_FLAG ⁴	CATPERMN_NWHT ⁵	TOTENR ⁶	TOTFTE ⁷	POVSTAT_SORT ⁸
01	1	3, 4						1, 2, 3
02	1	3, 4						4
03	1	2	09, 23, 42, 50					
04	1	2	25, 33, 34, 44		1, 2, 3, 4			
05	1	2	25, 33, 34, 44		5, 6			
06	1	2	36					
07	1	1		1 2				
08	2	3						
09	2	4	17, 20, 29, 31, 38, 46, 55					
10	2	4	18, 19, 26, 27, 39					
11	2	2				1, 2, 3		
12	2	2				4, 5, 6		
13	2	1						
14	3		01, 05, 28, 40, 54	2				
15	3		37, 51	2				
16	3	3, 4	12, 13, 21, 47	2				
17	3	1, 2	12 13 21, 47	2				
18	3		10, 11, 22, 24, 45, 48	2		1, 2, 3		
19	3		10, 11, 22, 24, 45, 48	2		4, 5, 6		
20	3		01, 11, 12, 13, 21, 22, 24, 37, 47, 48, 51	1				
21	4		16, 41, 49	2				
22	4		04, 30, 32, 56	2				
23	4		02, 06, 08, 35, 53	2			1	
24	4	1, 3 4	02 06 08, 35, 53	2			2	
25	4	2	02, 06, 08, 35, 53	2			2	
26	4		02, 06, 08, 35, 53	2	1, 2, 3, 4, 5		3, 4, 5	
27	4		02, 06, 08, 35, 53	2	6		3, 4, 5	
28	4	1, 2 3, 4		1				

¹ Region—1: Northeast, 2: Midwest, 3: South, 4: West² Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural³ State—As defined by FIPS State Code⁴ District Flag—1: Special District, 2: Not Special District⁵ Percent Hispanic or Nonwhite—1: Less than 5 percent, 2: 5 percent-less than 10 percent, 3: 10 percent-less than 20 percent, 4: 20 percent-less than 30 percent, 5: 30 percent-less than 50 percent, 6: 50 percent or more⁶ Enrollment—1: Less than Census 100, 2: 100-less than 200, 3: 200-less than 500, 4: 500-less than 750, 5: 750-less than 1000, 6: 1000 or more⁷ Total Teachers—1: Less than 10 FTEs, 2: 10-less than 25 FTEs, 3: 25- less than 50 FTEs, 4: 50- less than 75 FTEs, 5: 75 or more FTEs⁸ Percentage Student Eligible for Free or Reduced Price Lunch—1: Less than or equal to 35 percent, 2: 35 percent- less than or equal to 50 percent, 3: 50 percent- less than or equal to 75 percent, 4: 75 percent or more

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School and Principal Weighting Specification,” 2020–21.

Table K-3. CHAID cell definitions for the public teacher list nonresponse adjustment factor: 2020–21 NTPS

CELL	CENREG ¹	TOTFTE ²	CATPERMN_NWHT ³	DIST_FLAG ⁴	STATE ⁵	CLOC ⁶	TOTENR ⁷	PUPTCH ⁸	CHTSTAT ⁹	SCHLEVEL ¹⁰
1	1		1							
2	1		2							
3	1		3,4,5		23,25,36,09					
4	1		3,4,5		34,42,44,33,50					
5	1		6		23,33,50,09,36					
6	1		6		44,42,34,25					
7	2				39,38,27,17,26,55,20	3,4,2		1,2		1,2
8	2				39,38,27,17,26,55,20	3,4,2		3,4		1,2
9	2				31,46,29,19,18	3,4,2				1,2
10	2					1				1,2
11	2						1,2			3,4
12	2						3,4,5,6			3,4
13	3			2			1,2			
14	3			2	47,24,45,37		3,4,5,6			
15	3			2	13,10,12,21,01,40	2,3	3,4,5,6			
16	3			2	13,10,12,21,01,40	4,1	3,4,5,6			
17	3			2	05,51,54,22		3,4,5,6			
18	3			2	48,28,11		3,4,5,6	1,2		
19	3			2	48,28,11		3,4,5,6	3,4		
20	3			1	01,22,12,51,47,11					
21	3			1	37,48,13,24,21					
22	4			2			1		2	
23	4		1,2,3,4,5	2			2,3		2	
24	4		6	2			2,3		2	
25	4			2			4		2	
26	4			2			5,6		2	
27	4			2					1	
28	4	1,2		1						
29	4	3,4,5		1						

¹ Census Region—1: Northeast, 2: Midwest, 3: South, 4: West² Full-Time Teacher Equivalents—1: Less than 10, 2: 10-less than 25, 3: 25-less than 50, 4: 50-less than 75, 5: 75 or more³ Percent Hispanic or Nonwhite—1: Less than 5 percent, 2: 5 percent-less than 10 percent, 3: 10 percent-less than 20 percent, 4: 20 percent-less than 30 percent, 5: 30 percent-less than 50 percent or more⁴ District Flag—1: Special District, 2: Not Special District⁵ State—As defined by FIPS State Code⁶ Collapsed Locale—1: City, 2: Suburban, 3: Town, 4: Rural⁷ Enrollment—1: Less than 100, 2: 100-less than 200, 3: 200-less than 500, 4: 500-less than 750, 5: 750-less than 1000, 6: 1000 or more⁸ Student-to-teacher ratio categories—1: Less than 10, 2: 10-less than 15, 3: 15-less than 20, 4: 20 or more⁹ Charter School Status—1: Charter, 2: Noncharter¹⁰ School Level—1: Elementary, 2: Middle, 3: High/secondary, 4: Combined/other.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public Teacher Weighting Specification,” 2020–21.

Table K-4. CHAID cell definitions for public teacher within-school noninterview adjustment: 2020–21 NTPS

CELL	CENREG ₁	CATPERMN_NW HT ²	STATE ³	DIST_FLG ₄	CLOC ⁵	TIPRGSTA T ⁶	POVSTAT_SOR T ⁷	TOTENR ₈	TSUBJECT ⁹	TOTFTE ¹⁰
1	1		42	2	3,4					
2	1		23,33,50	2	3,4					
3	1		36	2	3,4					
4	1		25,44,09,34	2	3,4					
5	1		50,23,42,33, 09,44	2	2				2,5	
6	1		50,23,42,33, 09,44	2	2				1,3,6,4	
7	1		50,23,42,33, 09,44	2	2				9,8,7	
8	1		25	2	2				4,7,2,6	
9	1		25	2	2				1,8,3,5,9	
10	1		34	2	2	3				
11	1		34	2	2	1,2				
12	1		36	2	2					
13	1			2	1					
14	1			1	4,3,2					
15	1			1	1					
16	2	1	20,18,17,29	2						
17	2	1	19,39,27,31, 26,55,38,46	2						
18	2	2		2				1,2,3		
19	2	2		2				4,5,6		
20	2	3		2				1,2,3,4		
21	2	3		2				5,6		
22	2	4,5		2				1,2,3		
23	2	4,5		2				4,5		
24	2	4,5		2				6		
25	2	6	38,19,46,55, 20,18,17,31, 39	2	4,2					
26	2	6	38,19,46,55, 20,18,17,31, 39	2	3,1					
27	2	6	29,27,26	2						
28	2			1						
29	3		05,40,28,47, 12,13,21	2					1	

See notes at end of table.

Table K-4. CHAID cell definitions for public teacher within-school noninterview adjustment: 2020–21 NTPS—Continued

CELL	CENREG ¹	CATPERMN_NWHT ²	STATE ³	DIST_FLG ⁴	CLOC ⁵	TIPRGSTAT ⁶	POVSTAT_SORT ⁷	TOTENR ⁸	TSUBJECT ⁹	TOTFTE ¹⁰
30	3		51,22,54,37, 01,24,48,45, 10,11	2					1	
31	3			1					1	
32	3		21,40,01,51	2					5,2	
33	3		05,37	2					5,2	
34	3		28,54,47	2					5,2	
35	3		24,45,13,12, 22	2				1,2,3, 4	5,2	
36	3		24,45,13,12, 22	2				5,6	5,2	
37	3	2,3,4,5	10,48,11	2					5,2	
38	3	6	10,48,11	2					5,2	
39	3		37,01,13,22	1					5,2	
40	3		24,12,48,47, 51,11	1					5,2	
41	3	1,2,3,4,5	54,45,37,21, 05,01,40,28, 13,51,47,12						4,3	
42	3	6	54,45,37,21, 05,01,40,28, 13,51,47,12						4,3	
43	3		24,48,10,22,11						4,3	
44	3								7,6	
45	3	1,2,3,4							8,9	
46	3	5							8,9	
47	3	6							8,9	
48	4		49,16,41						2	
49	4		15,30,08						2	
50	4	1,2,3,4,5	04,53,56,35,32						2	
51	4	6	04,53,56,35,32						2	
52	4		06,02	2					2	1,2
53	4		06,02	2					2	3,4, 5
54	4		06,02	1					2	
55	4	1,2,3,4,5							1,3	

See notes at end of table.

Table K-4. CHAID cell definitions for public teacher within school noninterview adjustment: 2020–21 NTPS—Continued

CELL	CENREG ¹	CATPERMN_NWHT ²	STATE ³	DIST_FLG ⁴	CLOC ⁵	T1PRGSTAT ⁶	POVSTAT_SORT ⁷	TOTENR ⁸	TSUBJECT ⁹	TOTFTE ¹⁰
56	4	6					1		1,3	
57	4	6					2,3,4		1,3	
58	4		49,30,16,15, 08,56,53,35, 32,04,41						5,4	
59	4		06,02						5,4	
60	4								6,7	
61	4	1,2,3, 4	16,30,49,41, 15,32,56,53, 08						8,9	
62	4	5,6	16,30,49,41, 15,32,56,53, 08						8,9	
63	4		35,04						8,9	
64	4		06,02						8,9	

¹ Census Region—1: Northeast, 2: Midwest, 3: South, 4: West

² Percent Hispanic or Nonwhite- 1: Less than 5 percent, 2: 5 percent-less than 10 percent, 3: 10 percent-less than 20 percent, 4: 20 percent-less than 30 percent, 5: 30 percent-less than 50 percent, 6: 50 percent or more

³ State—As defined by FIPS State Code

⁴ District Flag—1: Special District, 2: Not Special District

⁵ Collapsed Locale—1: Central City, 2: Suburban, 3: Town, 4: Rural

⁶ Title I Program Status- 1: Not Title I Eligible, 2: School Wide Title I, 3: Title I, but not School Wide

⁷ Poverty Status—1: High, 2: Medium/High, 3: Medium/Low, 4: Low

⁸ Enrollment—1: Less than 100, 2: 100-less than 200, 3: 200-less than 500, 4: 500-less than 750, 5: 750-less than 1000, 6: 1000 or more

⁹ Teachers Subject—1: Special Education, 2: General Education, 3: Math, 4: Science, 5: English / Language Arts, 6: Social Studies, 7: Vocational/Technical, 8: Other, 9: Missing

¹⁰ Full-Time Teacher Equivalents—1: Less than 10, 2: 10-less than 25, 3: 25-less than 50, 4: 50-less than 75, 5: 75 or more

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public Teacher Weighting Specification,” 2020–21.

Table K-5. Cells for the Public Teacher Adjustment Factor

TAFCELL	CENDIV ¹	DIST_ FLAG ²	CATPERMN_ NWHT ³	TOTFTE ⁴	POVSTAT_ SORT ⁵	TOTENR ⁶	CLOC ⁷	T1PRGSTAT ⁸	SCHLEVEL ⁹	CHTSTAT ¹⁰	PUPTCH ¹¹
1	05		1								
2	06,07		1								
3	08,09		1								
4	01,09		2								
5	02		2								
6	05		2								
7			3			1					
8			3			2					
9			3			5					
10			5	1							
11			5	2							
12			5	4							
13	01		6								
14	01,02		1				2				
15	01,02		1				3				
16	01,02		1				1,4				
17	03,04		1						1,3		
18	03,04		1						2,4		
19	03,04		2					2			
20	03,04		2					3			
21	06,07,08		2			1,5					
22	06,07,08		2			2,4					
23	06,07,08		2			3,6					
24	01,03,06, 08		3			3					
25	01,08		3			4					
26	02,05,09		3			4					
27	03,06		3			4					
28	04,07		3			4					
29	01,04,06		3			6					
30	02,03,05, 07,09		3			6					
31	08		3			6					

See notes at end of table.

Table K-5. Cells for the Public Teacher Adjustment Factor—Continued

TAFCELL	CENDIV ¹	DIST_ FLAG ²	CATPERMN_ NWHT ³	TOTFTE ⁴	POVSTAT_ SORT ⁵	TOTENR ⁶	CLOC ⁷	T1PRGSTAT ⁸	SCHLEVEL ⁹	CHTSTAT ¹⁰	PUPTCH1 ¹¹
32	03,05,07, 08		4				1				
33	01,02		4				2				
34	03		4				2				
35	04		4				2				
36	05		4				2				
37	06,07,09		4				2				
38	08		4				2				
39	02,05,06		4				3				
40	01,03,04,		4				3				
41	01,07		4				4				
42	02,03,05, 06,09		4				4				
43	04,08		4				4				
44	03		5	3							
45	04,07		5	3							
46	05		5	3							
47	08		5	3							
48	09		5	3							
49			5	5				2			
50			5	5				3			
51	02		6								1
52	03		6						2		
53	03		6						3		
54	03		6						4		
55	04		6			1,4					
56	04		6			2,5, 6					
57	04		6			3					
58	06		6				1				
59	06		6				2,3				
60	06		6				4				
61	07		6	1							
62	07		6	2							

See notes at end of table.

Table K-5. Cells for the Public Teacher Adjustment Factor—Continued

TAFCELL	CENDIV ¹	DIST_ FLAG ²	CATPERMN_ NWHT ³	TOTFTE ⁴	POVSTAT_ SORT ⁵	TOTENR ⁶	CLOC ⁷	T1PRGSTAT ⁸	SCHLEVEL ⁹	CHTSTAT ¹⁰	PUPTCH1 ¹¹
63	07		6	4							
64	07		6	5							
65	08		6			1,2					
66	08		6			5					
67	08		6			6					
68	09		6			1					
69	09		6			2					
70	09		6			3					
71	09		6			4					
72	09		6			5					
73	09		6			6					
74	03,04		2			1,4		1			
75	03,04		2			2,3, 5,6		1			
76	02,04,05, 07,09		3			3			1,4		
77	02,04,05, 07,09		3			3			2		
78	02,04,05, 07,09		3			3			3		
79	01,02,04, 06,09		4				1	1			
80	01,02,04, 06,09		4				1	2,3			
81	01,02,06		5	3			1				
82	01,02, 06		5	3			2,3, 4				
83			5	5			1	1			
84	02		6				1,4				2,3,4
85	02		6				2,3				2,3,4
86	03		6				2,4		1		
87	05	1	6		1						
88	05	1	6		2						
89	05	1	6		3						
90	05	1	6		4						
91	05	2	6							1	
92	07	1	6	3							

See notes at end of table.

Table K-5. Cells for the Public Teacher Adjustment Factor—Continued

TAFCELL	CENDIV ¹	DIST_ FLAG ²	CATPERMN_ NWHT ³	TOTFTE ⁴	POVSTAT_ SORT ⁵	TOTENR ⁶	CLOC ⁷	T1PRGSTAT ⁸	SCHLEVEL ⁹	CHTSTAT ¹⁰	PUPTCH1 ¹¹
93	07	2	6	3							
94	08		6			3,4	1				
95	08		6			3,4	2				
96	08		6			3,4	3				
97	08		6			3,4	4				
98	01,05,07, 09		5	5			2,3, 4	1			
99	02,03,04, 06,08		5	5			2,3, 4	1			
100	03		6			1,3,5, 6	1,3		1		
101	03		6			2,4	1,3		1		
102	05	2	6			1,2,4				2	
103	05	2	6			3				2	
104	05	2	6			5,6				2	

¹ Census Division—01: New England, 02: Middle Atlantic, 03: East North Central, 04: West North Central, 05: South Atlantic, 06: East South Central, 07: West South Central, 08: Mountain, 09: Pacific.

² District Flag—1: Special District, 2: Not Special.

³ Percent Hispanic or Nonwhite- 1: Less than 5 percent, 2: 5 percent-less than 10 percent, 3: 10 percent-less than 20 percent, 4: 20 percent-less than 30 percent, 5: 30 percent-less than 50 percent, 6: 50 percent or more.

⁴ Full-Time Teacher Equivalents—1: Less than 10, 2: 10-less than 25, 3: 25-less than 50, 4: 50-less than 75, 5: 75 or more.

⁵ Poverty Status—1: High, 2: Medium/High, 3: Medium/Low, 4: Low.

⁶ Enrollment—1: Less than 100, 2: 100-less than 200, 3: 200-less than 500, 4: 500-less than 750, 5: 750-less than 1000, 6: 1000 or more.

⁷ Collapsed Locale—1: Central City, 2: Suburban, 3: Town, 4: Rural.

⁸ Title I Program Status- 1: Not Title I Eligible, 2: School Wide Title I, 3: Title I, but not School Wide.

⁹ School Level—1: Elementary, 2: Middle, 3: High/secondary, 4: Combined/other.

¹⁰ Charter School Status—1: Charter, 2: Non-charter.

¹¹ Student-to-teacher ratio categories - 1: Less than 10, 2: 10-less than 15, 3: 15-less than 20, 4: 20 or more.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public Teacher Weighting Specification,” 2020–21.

Table K-6. CHAID cell definitions for noninterview adjustment for private schools: 2020–21 NTPS

CELL	AFFL11 ¹	REGION ²	SCH_SZ ³	FTE_CAT ⁴
1	2			
2	1, 6, 7			3, 4, 5
3	1,6,7	2		1, 2
4	1,6,7	1, 3, 4		1, 2
5	10, 11	1, 3		
6	10, 11	2, 4		
7	3, 4, 9		1	
8	3, 4, 9		2, 3, 4, 5	2, 3
9	3, 4, 9		2, 3, 4, 5	4, 5
10	5, 8			1, 2
11	5, 8		3, 4, 5	

¹ Affiliation—1: Catholic-Parochial, 2: Catholic-Diocesan, 3: Catholic-Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: Other Religious, 9: Nonsectarian-Regular, 10: Nonsectarian-Special Emphasis, 11: Nonsectarian-Special Education

² Region—1: Northeast, 2: Midwest, 3: South, 4: West

³ Enrollment—1: Less than 100, 2: 100-less than 200, 3: 200-less than 500, 4: 500-less than 750, 5: 750 or more

⁴ Full-Time Teacher Equivalents—1: Less than 5, 2: 5-less than 15, 3: 15-less than 30, 4: 30-less than 50, 5: 50 or more

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School and Principal Weighting Specification,” 2020–21.

Table K-7. CHAID cell definitions for noninterview adjustment for private school principals: 2020–21 NTPS

CELL	AFFL11 ¹	LOC ²	SCH_SZ ³	FTE_CAT ⁴
1	10, 11			
2	6, 1			1, 2
3	6, 1			3, 4, 5
4	2, 7	2, 3, 4		
5	2, 7	1		
6	3, 4, 9		1	
7	3, 4, 9		2, 3, 4, 5	2, 3
8	3, 4, 9		2, 3, 4, 5	4, 5
9	8, 5			1, 2
10	8, 5			3, 4, 5

¹ Affiliation—1: Catholic-Parochial, 2: Catholic-Diocesan, 3: Catholic-Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: Other Religious, 9: Nonsectarian-Regular, 10: Nonsectarian-Special Emphasis, 11: Nonsectarian-Special Education

² Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural

³ Enrollment—1: Less than 100, 2: 100-less than 200, 3: 200-less than 500, 4: 500-less than 750, 5: 750 or more

⁴ Full-Time Teacher Equivalents—1: Less than 5, 2: 5-less than 15, 3: 15-less than 30, 4: 30-less than 50, 5: 50 or more

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private School and Principal Weighting Specification,” 2020–21.

Table K-8. CHAID cell definitions for the private teacher list nonresponse adjustment factor: 2020–21 NTPS

CELL	AFFL11 ¹	SCHLEVEL ²	LOC ³	SCH_SZ ⁴	FTE_CAT ⁵
1			3		
2	1, 6		1, 2		
3	2, 7		1, 2		
4	3, 4, 11		1, 2	1	
5	3, 4, 11		1, 2	2, 3, 4, 5	
6	8, 10		1, 2		1, 2
7	8, 10		1, 2		3, 4, 5
8	5, 9	1	1, 2		
9	5, 9	2, 3	1, 2		
10			4		1, 2, 3, 4, 5

¹ Affiliation—1: Catholic-Parochial, 2: Catholic-Diocesan, 3: Catholic-Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: Other Religious, 9: Nonsectarian-Regular, 10: Nonsectarian-Special Emphasis, 11: Nonsectarian-Special Education.

² School Level—1: Elementary/Middle, 2: Secondary/High, 3: Combined/Other.

³ Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural.

⁴ Enrollment—1: Less than 100, 2: 100-less than 200, 3: 200-less than 500, 4: 500-less than 750, 5: 750 or more.

⁵ Full-Time Teacher Equivalents—1: Less than 5, 2: 5-less than 15, 3: 15-less than 30, 4: 30-less than 50, 5: 50 or more.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private Teacher Weighting Specification,” 2020–21.

Table K-9. CHAID cell definitions for private teacher within school noninterview adjustment: 2020–21 NTPS

CELL	AFFL11 ¹	LOC ²	REGION ³	SCH_SZ ⁴	TSUBJECT ⁵
1	1, 6		2		
2	1, 6		1, 3, 4		
3	2				2, 4, 5
4	2				1, 3, 6, 7, 8, 9
5	3, 7, 10, 11				1, 2, 4, 7
6	3, 7, 10, 11		2, 3		3, 5, 6, 8, 9
7	3, 7, 10, 11		1, 4		3, 5, 6, 8, 9
8	9		2, 3	1, 2, 3	
9	9		2, 3	4, 5	
10	9		1		
11	9		4		
12	4				
13	5, 8			1, 2	
14	5, 8			3, 4, 5	3, 4, 5, 6, 7
15	5, 8	1, 2, 3, 4		3, 4, 5	1, 2, 8, 9

¹ Affiliation—1: Catholic-Parochial, 2: Catholic-Diocesan, 3: Catholic-Private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-Day Adventist, 8: Other Religious, 9: Nonsectarian-Regular, 10: Nonsectarian-Special Emphasis, 11: Nonsectarian-Special Education.

² Collapsed Locale—1: City, 2: Suburb, 3: Town, 4: Rural.

³ Region—1: Northeast, 2: Midwest, 3: South, 4: West.

⁴ Enrollment—1: Less than 100, 2: 100-less than 200, 3: 200-less than 500, 4: 500-less than 750, 5: 750 or more.

⁵ Teacher Subject—1: Special Education, 2: General Education, 3: Math, 4: Science, 5: English, Language Arts, 6: Social Studies, 7: Vocational/Technical, 8: Other, 9—Missing.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private Teacher Weighting Specification,” 2020–21.

Table K-10. Cells for the Private Teacher Adjustment Factor

TAFCELL	CENDIV ¹	AFFL11 ²	SCHLEVEL ³	FTE_CAT ⁴
1				1
2				4
3	01, 08			2
4	02			2
5	04			2
6	05			2
7	06, 07			2
8		10		3
9		11, 9		3
10		3, 5		3
11		4, 7, 8		3
12		1, 11, 2, 4, 6		5
13	03	1, 10, 7, 8, 9		2
14	03	11, 2, 3, 4, 5, 6		2
15	09	1, 11, 3, 5, 8, 9		2
16	09	10, 2, 4, 6, 7		2
17		1, 2, 6	1, 3	3
18		1, 2, 6	2	3
19	01, 03, 06, 08	10, 3, 5, 7, 8, 9		5
20	02	10, 3, 5, 7, 8, 9		5
21	04, 09	10, 3, 5, 7, 8, 9		5

¹ Census Division—01: New England, 02: Middle Atlantic, 03: East North Central, 04: West North Central, 05: South Atlantic, 06: East South Central, 07: West South Central, 08: Mountain, 09: Pacific.

² Affiliation—1: Catholic—parochial, 2: Catholic—diocesan, 3: Catholic—private, 4: Baptist, 5: Jewish, 6: Lutheran, 7: Seventh-day Adventist, 8: Other religious, 9: Nonsectarian—regular, 10: Nonsectarian—special emphasis, 11: Nonsectarian—special education.

³ School Level—1: Elementary/middle, 2: High/secondary, 3: Combined/other.

⁴ Full-Time Teacher Equivalents—1: Less than 5, 2: 5-less than 15, 3: 15-less than 30, 4: 30-less than 50, 5: 50 or more.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Private Teacher Weighting Specification,” 2020–21.